

SAN MATEO-FOSTER CITY SCHOOL BOARD PRESENTATION

Equity Task Force
July 30, 2020



ETF Purpose/Work:

The Equity Task Force has been tasked with the work of developing an equity statement, researching and identifying equity gaps, as well as monitor student progress as a result of the actions steps. Future board recommendations are being considered by ETF to support systemic change for SMFCSD.

Equity Statement

Educational equity means that each child receive what he or she **needs** to develop to his or her full academic or social **potential**.

Working towards equity involves:

- Ensuring equally high outcomes for all participants in our educational system; **removing the predictability of success or failures** that currently correlates with any social or cultural factor
- **Interrupting inequitable practices**, examining biases, and creating inclusive multicultural school environments fo adults and children
- **Discovering and cultivating** the unique gifts, talents, and interests that every **human** possesses.

Work to Date

- Facilitation by Nicole Anderson and Associates Consulting, LLC to provide content/capacity building
- Work guided by systems change approach (reference: Water of Systems Change Article)
- Identified root cause of 3 key equity challenges (LGBTQ, Staffing, Academic Programming)
- Provided 1 board update in February 2020
- Pivoted focus to address unprecedented moment in district/ educational landscape (COVID 19) and its impact on equity gaps during distance learning
- Provided feedback on distance learning survey to align with equity focus/reopening schools with an equity lens
- Reviewed ETF governance structure (terms, roles, student voice)

Academic Programming Goal (Tentative)*

Pending full task force review & input

1. All schools fully implement Multi-Tiered Systems of Support (MTSS) within 5-8 years

Equity Challenge/Data

- Achievement gaps for English Language Learners, Hispanic/Latino and low-income students
- Access gaps for similar at-risk populations for G.A.T.E, compacted math, and school-based enrichment & supports
- No common framework or roadmap across 21 schools

Focus Areas for Board Recommendations

- Implement MTSS at all schools and at district office
- Start with MTSS self-assessment at schools and district office
- TBD: funding and staff implications
- Resolution: adopt MTSS model as equity framework

Other topics being explored by workgroup: preschool to third grade alignment / focus on youngest years; common assessments (e.g., math; K readiness); data collection and evaluation to ID most promising practices; how compacted math and G.A.T.E. programs exacerbate inequities

LGBTQ Students Goals:

1. Improve upon key indicators of mental health challenges/more positive psychological outcomes on par with non-LGBTQ+ students and non-marginalized students
2. Eliminate the stigma surrounding LGBTQ students and families through education and ensure that they feel safe and accepted in their school communities
3. Celebrate the accomplishments and contributions of LGBTQ+ people through adhering to the Fair Act.

Equity Challenge/Data

- Disaggregate data from CHKS survey and identify indicators of safety and mental health of LGBTQ+
- Engage LGBTQ+ students and families and learn about their experiences, possibly reaching out to Rainbow (GSA) groups for focus groups

Focus Areas for Board Recommendations

- Funding allocation: mental health clinicians, counselors, and training for staff
- Communications: update district website to include extensive resources information around all equity (i.e. LGBTQ,

Staffing Goals:

1. Increase staffing diversity to reflect the demographics and spoken languages of students and families in the district
2. Create a desirable, supportive, and inclusive work environment.

Equity Challenge/Data

- Staffing disproportionality in comparison to student demographics (years of experience, ethnicity, languages spoken)
- Review recruitment processes: Screening, interviews, professional development, mentoring/coaching, and evaluation
- Leverage and build new partnerships (i.e. Alder Graduate School of Education, San Jose State University, and non-traditional affinity groups, etc.) to support goals

Focus Areas for Board Recommendations

- Implications to achieve goals include:
 - Funding for financial assistance and incentives
 - Policy and practices related to recruitment/retention
 - Practices supported by professional development