

Equity Task Force Recommendations: *Increasing Teacher Diversity & Analyzing Teacher Placement*

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Mr. Mike Henderson
Associate Superintendent, Human Resources



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Purpose of Presentation:

- ▶ Outline the work that has been accomplished regarding the two recommendations
- ▶ Summarize Hiring Data:
 - ▶ Teachers
 - ▶ Managers
 - ▶ Classified
- ▶ Analyze Teacher Placement - Review data
- ▶ Identify Key Findings
- ▶ Identify Next Steps



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Task Force Recommendations:

1. Analyze Grading Policy & Course Offerings
2. Increase Teacher Diversity
3. Analyze Teacher Placement
4. Improve Communication with Parents of Color
5. Develop Trust Through Improved Customer Service
6. Conduct Equity Audits



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Demographic Data: Students

Ethnicity/Race	% of Student Population (28,808)
Hispanic or Latino	65.8%
White	18.1%
Two or More Races	5.2%
Asian	4.0%
Black or African-American	2.5%
Other	4.4%



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Employee Demographics: All Employees

Ethnicity/Race	2019	2020	2021	% change 2019-2021
Hispanic or Latino	33.5%	34.2%	36.6%	+3.1%
White	56.9%	56.2%	53.8%	-3.1%
Black or African-American	2.5%	2.6%	2.8%	+.3%
Other	7.1%	7.0%	6.8%	-.3%



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Employee Demographics: Managers

Ethnicity/Race	2019	2020	2021	% change 2019-2021
Hispanic or Latino	25.6%	26.9%	27.6%	+2.0%
White	66.8%	65.4%	62.2%	-4.6%
Black or African-American	3.1%	3.6%	4.9%	+1.8%
Other	4.5%	4.1%	5.3%	+.8%



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Employee Demographics: Classified

Ethnicity/Race	2019	2020	2021	% change 2019-2021
Hispanic or Latino	47.2%	47.4%	49.4%	+2.2%
White	41.6%	41.7%	39.9%	-1.7%
Black or African-American	3.1%	3.0%	3.3%	+.2%
Other	8.1%	7.9%	7.4%	-.7%



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Employee Demographics: Certificated

Ethnicity/Race	2019	2020	2021	% change 2019-2021
Hispanic or Latino	19.7%	20.6%	22.9%	+3.2%
White	72.1%	71.1%	69.1%	-3.0%
Black or African-American	1.8%	2.0%	1.9%	+.1%
Other	6.4%	6.3%	6.1%	-.3%



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Hiring Data: Certificated New Hires

Ethnicity/Race	2019	2020	2021	% change 2019-2021
Hispanic or Latino	24.1%	28.6%	33.5%	+9.4%
White	66.1%	60.4%	56.2%	-9.9%
Black or African-American	2.7%	5.5%	4.9%	+2.2%
Other	7.1%	5.5%	5.4%	-1.7%



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Hiring Data: New Hires 2016 vs 2021

- ▶ **New hires 2016 vs 2021 representing diversity**
 - ▶ Classified - 58.7% (2016); 69.3% (2021)
 - ▶ Certificated - 32.4% (2016); 43.8% (2021)
 - ▶ Management - 11.8% (2016); 55% (2021)
- ▶ **MCS Employees (including new hires) representing diversity**
 - ▶ Classified - 53.2% (2016); 60.1% (2021)
 - ▶ Certificated - 27.1% (2016); 30.9% (2021)
 - ▶ Management - 30% (2016); 37.8% (2021)



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Data Trends: Key Findings

- ▶ MCS workforce reflects **increasing diversity** across all employee groups
- ▶ Strongest trends reflected in **new hire**:
 - ▶ District and Site Leadership (managers)
 - ▶ Teaching (certificated) staff
- ▶ Progress in context of COVID and workforce shortage
- ▶ More work to do for overall workforce demographics to mirror demographics of student body



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Contributing Efforts

- ▶ District efforts - Destination District & Equity Focus
- ▶ Advertising & Outreach
 - ▶ Expanded advertising platforms/reach
 - ▶ Social Media/LinkedIn
- ▶ Job/Career Fairs
 - ▶ Local partners, regional reach, virtual fairs
- ▶ Investments in compensation & working conditions
 - ▶ Professional Development
 - ▶ Health & Welfare Benefits
 - ▶ Relationships with Labor Partners



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Next Steps

- ▶ Data dashboard development
- ▶ Implement negotiated changes to staffing process
 - ▶ Streamlined hiring timelines
 - ▶ Hiring incentives
- ▶ Evaluating hiring and selection to ensure fair, objective and equitable process
- ▶ Continue expanding partnerships and reach
 - ▶ MCS-Stanislaus State partnership



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Task Force Recommendation: Analyze Teacher Placement

- ▶ Focus: Analyze placement of teachers relative to student needs
- ▶ Federal Program Monitoring (FPM)
 - ▶ Students: Minority enrollment/Low Income
 - ▶ Teachers: Inexperienced/Not Yet Credentialed/Out of Field
- ▶ Note: Significant impact of teacher shortage and COVID need to be considered



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Analyze Teacher Placement

- ▶ Out of Field Teachers
 - ▶ Authorized by permit to teach in an assignment in which they are not fully credentialed
- ▶ Total Out of Field
 - ▶ TK-8: 4
 - ▶ 9-12: 13
- ▶ Conclusion: Low numbers of Out of Field teachers and even distribution across schools



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Analyze Teacher Placement

- ▶ Not Fully Credentialed/Misassigned
 - ▶ Authorized by emergency permit while working toward credential
 - ▶ Intern; Short Term Staff Permit (STP); Provisional Intern Permit (PIP); Waivers
 - ▶ Note: In higher demand due to teacher shortage, especially for hard-to-fill assignments
 - ▶ Holds credential but no permit temporarily allowing them to teach outside their credentialed area



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Analyze Teacher Placement

- ▶ Total Not Fully Credentialed/Misassigned
 - ▶ TK-8: 19 (2.6%)
 - ▶ 9-12: 20 (3.1%)
- ▶ Conclusion:
 - ▶ Orville Wright (91.4% low income; 90.6% minority) - 2 teachers (10%)
 - ▶ No significant concentration of Not Fully Credentialed/Misassigned teachers at high need sites



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Analyze Teacher Placement

- ▶ Inexperienced Teachers
 - ▶ Teacher with two or fewer years of teaching experience
- ▶ Total Inexperienced
 - ▶ TK-8: 64 (8.8%)
 - ▶ 9-12: 53 (8.3%)
- ▶ Conclusion:
 - ▶ Higher than average concentration of inexperienced teachers at 6 (TK-8) and 2 (9-12) sites



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Placement of Inexperienced Teachers: TK-8

► Guide:

- % Minority and/or % Low Income > 80%
- % Inexperienced Teachers > 10%

Site	# Inexperienced Teachers	% Inexperienced Teachers
Orville Wright	4	20%
Kirschen Elementary	5	18.5%
Marshall Elementary	7	18.9%
Mark Twain Jr High	4	12.1%
Burbank Elementary	5	17.24%
Bret Harte Elementary	8	19.5%



Placement of Inexperienced Teachers: 9-12

- ▶ Guide:
 - ▶ % Minority and/or % Low Income > 80%
 - ▶ % Inexperienced Teachers > 10%

Site	# Inexperienced Teachers	% Inexperienced Teachers
Johansen High School	11	13.4%
Davis High School	9	10.1%

Next Steps

- ▶ Continue data review/analysis
- ▶ Ensure coordination between Human Resources, Educational Services and CIPD to support new teachers
- ▶ Implement negotiated changes to staffing process/timelines
- ▶ Leverage hiring/transfer incentives



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Questions?



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