

Manhattan Beach Unified School District Equity Audit Report

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Introduction

In recent years, Manhattan Beach Unified School District (MBUSD) has committed to areas of equity, diversity, and inclusion. As presented on the District website, “On April 5, 2017, the Board of Trustees adopted [Resolution 2017-14](#) designating MBUSD as an inclusive, safe, and welcoming District, ensuring a protected space for all students to learn. This stance is encapsulated in the District’s Social Emotional Wellness Committee Inclusion STAND UP Commitment.” The *Stand Up Commitment* provides expectations and concrete practices using the acronym STAND UP for students to use to advocate against “hate, prejudice, violence, and bullying” as well as advocating for a safe school environment built on “respect and inclusion.” In October 2018, the MBUSD Board of Trustees approved [Board Policy 0415](#) on Equity, which recognizes that, in order to meet the District goals and student outcomes, the District acknowledges the diversity across District stakeholders – staff, teachers, parents/guardians, families, students, and the community as a whole – and will address the needs of the “most marginalized learners” by “recogniz[ing] the inherent value of diversity.” In 2020, the Board also adopted policy, 6161.1, which indicates the “Board desires instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, reflect the diversity of our society, and enhance the use of multiple teaching strategies.”

These policies highlight the MBUSD Board's commitment to addressing the needs of the most marginalized learners and the inherent value of diversity. In this commitment to equity, particularly in class and culture, the District desires continuous proactive identification of biases, practices, policies, and institutional barriers that negatively influence student learning, perpetuate achievement gaps, and impede equal access for all students. These policies focus on barriers faced by students of color and diverse cultural, linguistic, or socio-economic backgrounds within the District and set the foundation for which stakeholder feedback for development of action plans for continuous improvement across departments for an overall culture of care and inclusivity for all stakeholders can truly exist in MBUSD. As outlined in Board Goal Number 2, the current MBUSD Board of Trustees desires District action towards cultivating the climate of care, equity, diversity, social justice, and inclusion in all MBUSD schools. The goal notes that all stakeholders should be free to discuss bias and honor everyone's background and experience. This goal is important to note, as the District is committed to the experience of all, not only the majority and how the majority perceive people's experiences and students' opportunities. This inclusive commitment includes a broad curriculum and incorporates equity, diversity, social justice, critical reflection, and inclusion. Furthermore, the goal is beginning to be realized through the District's social-emotional visual learning framework (see Figure 1) and by making a clear commitment to inclusion throughout the school year, as seen in the STAND UP for Inclusion resolution, particularly for student action.



Figure 1. MBUSD Culture of Care Social & Emotional Learning Visual Framework

Furthermore, as part of the District's commitment to equity, diversity, and inclusion, the District formed the Equity, Diversity, Social Justice, and Inclusion (EDSJI) Committee, with over 40 members representing all school sites. In July 2020, one committee member and Assistant Superintendent, Dr. Irene Gonzalez-Castillo, presented the Learning for Justice (formerly Teaching Tolerance) *Social Justice Standards Framework* with a crosswalk to the District's STAND UP commitment and Culture of Care SEL Visual Framework by grade level spans for student anchor actions (available on the [07.08.20 Board of Trustees Board meeting files](#)). The intention of the presentation was to educate the Board of Trustees and the community on the standards and anchor actions for which school sites could educate students within SEL and PBIS expectation similar to other instructional goals specific, however, to the four Social Justice Standard domains: *Identity, Diversity, Justice and Action*. The committee was formed in December 2020 prior to the passing of Board Resolution 21-09, denouncing all manifestations of hate, xenophobia, prejudice, and bigotry and affirming MBUSD's commitment to the safety and well-being of the community. The continued work of the EDSJI committee is to realize the Board policies and goals in actionable plans for furthering the overall culture of care and inclusive environment within and across the District for all stakeholders.

As part of these efforts, the EDSJI committee contracted a third-party Equity Audit to lay a foundation from which data informed initiatives for continuous improvement for this culture for all stakeholders could be shaped and implemented.

Audit Overview

Through the EDSJI committee, the District committed to a needs assessment and Equity Audit to determine the best places of focus for further action and professional development in the District. The choice to pursue an Equity Audit was to have an outside organization review the lived experiences of students, staff, and families who attend school, have students in school, or work in MBUSD. An outside organization can, without bias or opinion, uncover and highlight people's lived experiences and recommend actions to align policies, processes, and actions to the MBUSD Board Policy 0415, Board Resolution 21-09 and Board Goal Number 2, to ensure equity, access, and inclusion for all peoples, including people whose voice may be considered in the minority.

Despite the District's focus on equity, diversity, and inclusion through the policies, goals, and Board resolution, there is disagreement in the community about whether this is a needed or proper focus. However, the following Equity Audit findings reinforce the Board's commitment to equity, diversity, and inclusion and the actions of individuals, teams, departments, and schools within the District who are beginning to carry out this work. The audit indicates a need for open, honest, and ongoing conversations to continue to move the work forward with all stakeholders.

Audit Purpose

The purpose of this Equity Audit is to identify the most common causes of inequities that exist in MBUSD and elevate the voices of the stakeholders so that meaning can be brought to the Board policies, Board goals, processes, and practices within the District based on stakeholders' lived experiences, including students, staff, and families. This report represents data collected from stakeholders, including administrators, staff, parents, and students, among other groups. *Equity Audits* are tools that allow Districts to make guided reforms, which are based on data. Based in the seminal works from Scott (2001) and Skrla et al. (2004, 2009) layered with the current work of Khalifa (2018) and Green (2017), this foundational Equity Audit will support the efforts of the EDSJI committee to understand the current context of issues related to equity, diversity and inclusion (Hanover Research, 2020). By comparing the findings from the Equity Audit to recommend practices and policies in the current literature, the District can see which equity areas are most pressing and in which areas the schools or District are faring well. Equity Audits allow for the alignment of equity-related efforts. Equity Audits allow the District to understand differences in how students and parents may experience school compared to staff, teachers, and administrators. All this information can help stakeholders understand current inequity trends in the District and what reforms can be implemented to continue to move to a more equitable context (Hanover, 2020).

Assessment Goals

1. To understand the constructs and factors that contribute to student success.

2. To understand the policies, practices, mindsets and learning materials and opportunities that create equitable and just opportunities for students, staff and families.
3. To assist the District in identifying professional development and educational interventions to reduce achievement gaps and enhance school success for all students.
4. To understand if factors that contribute to inequalities exist in Manhattan Beach Unified School District for staff and faculty and which factors do or do not contribute to a successful and supportive work environment.
5. To understand if factors that contribute to microaggressions or racism for staff, faculty, parents, students, and community exist and to identify professional development and policy changes that can reduce microaggressions or racism within Manhattan Beach Unified School District.

Context

Manhattan Beach Unified School District (MBUSD) engaged the Center for Leadership, Equity, and Research (CLEAR) services to conduct an Equity Audit to determine the needs for system change and professional development. Nancy Akhavan Consulting, Inc. was the subcontractor working for CLEAR who conducted the audit.

The review included affinity group and individual interviews, document analysis, and a survey of school personnel. The review was wide-ranging, offering opportunities for all stakeholders within the District to share their thinking and lived experiences regarding equity, diversity, and inclusion. We purposefully limited the scope of the investigation to three specific points. These three points were as follows:

- An extensive assessment of perceived cultural competence of the organization and the cultural competence of the staff members;
- An extensive assessment of the lived experiences of the leaders, staff, students, and families concerning equity, diversity, and inclusion;
- A focused content analysis of practices, materials, and access for students and staff fosters equity and diversity because these factors are related to the goals and outcomes defined by the EDSJI committee.

We recognize that the findings are not all-inclusive of equity, diversity, and inclusion topics and issues in the District; however, the findings provide clear avenues to identify and understand equity issues and take concrete actions to address them. The findings tell a story of people's perceptions about interactions related to cultural competence within the District, the organization's cultural competence strengths, and weaknesses, and people's lived experiences related to equity, diversity, and inclusion.

Methodology

In March 2021, the Nancy Akhavan Consulting research group began a research study completed at the end of May 2021. We accomplished this task by analyzing documents related to student achievement, graduation rate, access to AP courses, high school schedules to understand access, student clubs and electives, elementary core subject curriculum, middle and high school core

subject curriculum, library materials to understand diversity in book collections available to students, hiring practices, teacher retention practices, staff promotion practices, attendance rates by demographic groups, special education identification by demographic groups, discipline data, and complaint incidents.

We also accomplished this task by conducting a survey, inviting every staff member to take a cultural competence survey, and interviewing leaders, teachers, staff, students, and families regarding their lived experiences in relation to equity, diversity, and inclusion. Five hundred and seventeen (517) employees started the survey, and 232 completed the survey. The survey included open-ended questions, and responses were analyzed. Interviews were conducted over three weeks.

Every staff member, Board member, and parent/guardian with a child in grades 5, 8, or 12 was invited to participate in an interview. A random selection process was used to ensure the validity of the data collected via interviews. Any person not selected for an interview but wishing to provide their thoughts was provided with a written interview to provide information in writing. Student affinity groups were invited to interview after parents/guardians were notified that students would be invited to interview. Parent approval was required for students to participate in the interview process. Interviews lasted between 45 minutes to 1 hour. The interviews resulted in 732 pages of transcripts.

In order to organize the findings from the document analysis, survey, and interviews, four areas of focus were identified based on cultural competency tenets, best practices in equity and access to diverse and supportive learning environments, and MBSUD Board goals 1 and 2. These five focus areas are as follows:

1. To understand the constructs and factors that contribute to student success.
2. To understand the policies, practices, mindsets and learning materials and opportunities that create equitable and just opportunities for students, staff and families.
3. To assist the District in identifying professional development and educational interventions to reduce achievement gaps and enhance school success for all students.
4. To understand the factors that contribute to inequalities in Manhattan Beach Unified School District for staff and faculty and which factors do or do not contribute to a successful and supportive work environment.
5. To understand the factors that contribute to microaggressions or racism for staff, faculty, parents, students, and community and to identify professional development and policy changes that can reduce microaggressions or racism within Manhattan Beach Unified School District.

Research Questions

A core set of research questions guided the study. The five questions aligned to the items on the survey, the interview questions, and the focus areas (see section above) for examining the documents. These questions are as follows:

1. What does the current District data reveal about achievement inequities in Manhattan Beach Unified School District?
2. What factors do staff, students, and parents identify as contributing to achievement inequities in Manhattan Beach Unified School District?
3. What initiatives and policies can be implemented (District-level, school-level, classroom-level) to build cultural competency and enhance students' schooling experiences in Manhattan Beach Unified School District?
4. What initiatives and policies can be implemented (District-level, school-level, classroom-level) to build cultural competency and increase the workplace atmosphere for staff, teachers, and administrators?
5. What are the perceptions of teachers, administrators, parents, and other leaders regarding inclusivity practices in the District?

District Data Analysis: The Scope of the Organization

Data from Ed-Data.org indicate that MBUSD has several demographic groups of students as shown in Table 2. Table 2 displays the three-year census date student enrollment. The Equity Audit results

Table 2. Three-Year Census Date Student Enrollment by Demographics

Demographics	2017-18		2018-19		2019-20	
Overall Enrollment	6,647	100%	6,583	100%	6,524	100%
<i>Race/Ethnicity</i>						
African American/Black	96	1.4%	83	1.3%	71	1.1%
American Indian	<10	< 1%	<10	< 1%	<10	< 1%
Asian	663	10.0%	659	10.0%	662	10.1%
Filipino	79	1.2%	79	1.2%	77	1.2%
Hispanic or Latinx	775	11.7%	801	12.2%	766	11.7%
Nat Hawaiian/Pac Island	10	< 1%	10	< 1%	10	< 1%
Two or More Races	855	12.9%	860	13.1%	877	13.4%
None Reported	28	< 1%	--	--	60	< 1%
White	4,134	62.2%	4,087	62.1%	3,993	61.2%
<i>Classifications</i>						
Students with Disabilities	849	12.8%	909	13.8%	839	12.9%
Homeless Students	10	< 1%	<10	< 1%	<10	< 1%
Foster Youth	--	--	--	--	--	--
Socio-economically Disadvantaged	298	4.5%	309	4.7%	304	4.7%
Migrant Youth	--	--	--	--	--	--
English Learners	87	1.3%	115	1.7%	105	1.6%

Note: Adapted from Ed-Data.org retrieved at <https://www.ed-data.org/District/Los-Angeles/Manhattan-Beach-Unified>

indicate that the perception of people in the District and in the community is that they do not think of MBUSD as diverse. However, MBUSD is a diverse district with 12 different demographic groups making up the overall student population. The overall enrollment from 2019/20 is just over 6,500 and consists of the following student groups: 61.2% White, 1.1% Black/African American, less than

1% American Indian, 10.1 % Asian, 1.2% Filipino, 11.7% Hispanic or Latinx, less than 1% Native Hawaiian/Pacific Islander, 13.4% of students who identify as two or more races, and less than 1% non-reporting. For students with specific classification for services, 12.9% are students with disabilities, 4.7 % are socio-economically disadvantaged, 1.6% are English Learners, less than 1% are homeless, and none are reported and foster or migrant youth. Typically families and community connected with a public school district such as MBUSD reflect the same diversity as the school composition; however, in this case, the Equity Audit revealed the District's diversity does not seem to be well-recognized by the larger community.

The three-year teacher employment demographics are displayed in Table 3. There are eight demographic groups represented in the teaching staff. 78.8% of the teaching staff is white, which is above the percentage of represented white students (61.2%). Thus, while nearly 40% of the students are not white, approximately only 20% of teachers are not white.

Table 3. Three-Year Teacher Employment Demographics

Demographics	2016-17		2017-18		2018-19	
Overall Employment	304	100%	311	100%	309	100%
<i>Race/Ethnicity</i>						
African American/Black	2	< 1%	1	< 1%	1	< 1%
American Indian	3	1.0%	3	1.0%	1	1.0%
Asian	19	6.3%	18	5.8%	19	6.1%
Filipino	5	1.6%	8	2.6%	6	1.9%
Hispanic or Latinx	27	8.9%	28	9.0%	30	9.7%
Nat Hawaiian/Pac Island	1	< 1%	1	< 1%	1	< 1%
Two or More Races	1	< 1%	7	2.3%	8	2.6%
White	241	78.8%	245	78.8%	243	78.6%
<i>Classifications</i>						
Average Years Teaching Experience	8	--	12	--	13	--
Number of Teachers in First Two Years	34	11.2%	8	2.6%	4	1.3%

Note: Adapted from Ed-Data.org retrieved at <https://www.ed-data.org/District/Los-Angeles/Manhattan-Beach-Unified>

Data from Ed-Data.org indicates the three-year administrator employment demographics are displayed in Table 4. Leadership positions for classified staff are not available from Ed-Data.org. For certificated staff, there are eight demographic groups of teachers and there are only four demographic groups represented in the administrative staff. Essentially, four fewer demographic groups are represented in the administrative staff. This indicates certain that diverse demographic groups were not promoted. This does not mean the diverse demographic groups are not promoted, because the District tracks the ethnicities of certificated staff promoted and internal documents provide evidence of promotion. However, the state data indicates that some demographic groups

Table 4. Three-Year Administrator Employment Demographics

Demographics	2016-17		2017-18		2018-19	
Overall Employment	17	100%	22	100%	23	100%
<i>Race/Ethnicity</i>						
African American/Black	--	--	--	--	--	--
American Indian	--	--	--	--	--	--
Asian	2	11.8%	2	9.1%	2	8.7%
Filipino	1	5.9%	1	4.5%	1	4.3%
Hispanic or Latinx	2	11.8%	1	4.5%	2	8.7%
Nat Hawaiian/Pac Island	--	--	--	--	--	--
Two or More Races	--	--	1	--	--	--
White	12	70.6%	17	77.3%	18	78.3%
<i>Classifications</i>						
Average Years in District	9	--	11	--	11	--
Ed Master's and Higher	16	94.1%	20	90.9%	20	87.0%

Note: Adapted from CDE Data Quest Staffing Reports retrieved at <https://dq.cde.ca.gov/dataquest/>

are not being promoted. While the overall number of demographic groups are less for administrators than teachers, the demographic group of white remains the same as the demographic group for teachers, with approximately 20% of the administrators classified as non-white. Subgroups not represented include Black, American Indian, Native Hawaiian/Pacific Islander and two or more races.

Survey

The survey instrument was the cultural competence self-assessment scale developed by Randall and Delores Lindsay. The scale was introduced to the EDSJI committee in spring 2021. The scale has five components that individuals respond to based on their perceptions of how well the organization encompasses the five components and how they perceive their cultural competence. The five components are: Assesses Culture, Values Diversity, Manages the Dynamics of Difference, Adapts to Diversity, and Institutionalizes Cultural Knowledge. Participants respond on a Likert scale of 1-5 (1-rarely, 2-seldom, 3-sometimes, 4-often, 5-usually). Table 1 shows a self-identified

Table 1. Survey Participation: Number of Participants by Self-Identified Employment Position

Participant Group	# Started	# Completed
Total	517	232
Classified Staff		92
Certificated Staff		103
Classified Leader		3
Certificated Leader		25
Other		9

breakdown of participants for the survey. Based on Ed-Data.org reports in 2018/19, there were 674 employees with the following breakdown: 349 certificated staff, 23 admin, and 302 Classified staff. Thus, an acceptable response rate of 34.4% was achieved for generalizability to the entire population. Specific questions align to each component (sub-variable) of the survey instrument. The first section, Assesses Culture, includes items 1-7; the second section, Values Diversity, includes items 8-15; the third section, Manages the Dynamics of Differences, includes items 16-21, the fourth section, Adapts to Diversity, includes items 22-26, and the fifth section, Institutionalizes Cultural Knowledge, includes items 27-31.

Additionally, participants responded to four open-ended questions on characteristics of personal and organizational areas of strength and growth in cultural competence as a District employee. Of the 232 participants who completed Likert-scale responses, 183 participants responded to the open-ended items.

While there are trends to report, there are no significant findings in means between employee groups on the cultural competency scale. Overall, the mean for all employee groups rating the organization's cultural competence was 3.92, indicating that the employees, when tabulated together, rate the District as having cultural competence between sometimes and often.

When considering the result by item, the lower areas are observed to be across question stems that include sharing culture and issues of diversity with others/colleagues in and outside of the organization, implying a lack of comfort in currently doing so and also an opportunity for growth. See Table 5.

Table 5. Overall Frequencies, Means, and Standard Deviations by Survey Item.

Item	n	Rarely	Seldom	Sometimes	Often	Usually	Mean	SD
I am aware of my own culture and ethnicity	232	11	11	45	83	82	3.92	1.078
I am comfortable talking about my culture and ethnicity	231	6	4	40	87	94	4.12	.934
I know the effect that my culture and ethnicity may have on the people in my work setting	231	25	16	67	64	59	3.50	1.247
I seek to learn about the culture of this organization	231	16	13	61	78	63	3.69	1.137
I seek to learn about the cultures of this organization's employees	232	13	12	70	86	51	3.65	1.055

Item	n	<i>Rarely</i>	<i>Seldom</i>	<i>Sometimes</i>	<i>Often</i>	<i>Usually</i>	Mean	SD
I seek to learn about the culture of this organization's clients	232	14	13	51	86	68	3.78	1.112
I anticipate how this organization's clients and employees will interact with, conflict with, and enhance one another	231	14	12	79	73	53	3.60	1.082
I welcome a diverse group of clients and colleague into the work setting	232	0	0	2	86	144	4.61	.506
I create opportunities at work for us to be more inclusive and more diverse	232	5	11	40	80	96	4.08	.984
I appreciate both the challenges and opportunities that diversity brings	231	2	1	20	79	129	4.44	.743
I share my appreciation of diversity with my coworkers	231	10	9	57	75	80	3.89	1.064
I share my appreciation of diversity with other clients	229	14	17	51	75	72	3.76	1.154
I work to develop a learning community with the clients (internal or external) I serve	231	6	8	23	90	104	4.20	.904
I make a conscious effort to teach the cultural expectations of my organization or department to those who are new or who may be unfamiliar with the organization's culture	231	19	26	50	76	60	3.57	1.220
I proactively seek to interact with people from diverse backgrounds in my personal professional life	231	9	10	54	77	81	3.91	1.051
I recognize that conflict is a normal part of life	232	1	3	34	91	103	4.26	.785
I work to develop skills to manage conflict in a positive way	232	2	2	21	94	113	4.35	.753
I help my colleagues to understand that what appear to be clashes in personalities may in fact be conflicts in culture	232	27	29	85	56	35	3.19	1.186
I help the clients I serve to understand that what appear to be clashes in personalities may in fact be conflicts in personal or organizational culture	232	35	21	83	62	31	3.14	1.217

Item	n	<i>Rarely</i>	<i>Seldom</i>	<i>Sometimes</i>	<i>Often</i>	<i>Usually</i>	Mean	SD
I check myself to see if an assumption I am making about a person is based on facts or upon stereotypes about a group	231	5	2	46	113	65	4.00	.844
I accept that the more diverse our group becomes, the more we will change and grow	232	3	1	21	80	127	4.41	.779
I realize that once I embrace the principle of cultural proficiency, I, too, must change	230	6	5	28	84	107	4.22	.929
I am committed to the continuous learning that is necessary to deal with the issues caused by differences	232	4	4	13	82	129	4.41	.817
I seek to enhance the substance and structure of the work I do so that it is informed by the guiding principles of cultural proficiency	230	6	8	38	89	89	4.07	.962
I recognize the unsolicited privileges I might enjoy because of my title, gender, age, sexual orientation, physical ability, or ethnicity	232	22	5	40	79	86	3.87	1.213
I know how to learn about people and cultures unfamiliar to me without giving offense	232	3	2	51	91	85	4.09	.856
I work to influence the culture of this organization so that its policies and practice are informed by the guiding principles of cultural proficiency	228	8	25	71	72	52	3.59	1.064
I speak up if I notice that a policy or practice unintentionally discriminates against or causes an unnecessary hardship for particular group in this organization's community	231	8	21	49	82	70	3.79	1.092
I take advantage of teachable moments to share cultural knowledge or to learn from my colleagues	229	8	3	51	91	76	3.98	.962
I take advantage of teachable moments to share cultural knowledge with this organization's clients.	230	11	13	59	80	67	3.78	1.077
I seek to create opportunities for my colleagues, managers, clients, and the communities we serve to learn about one another	231	13	19	73	71	55	3.59	1.107

While there are no significant findings in means between employee groups, there are observed differences between the overall mean and sub-variables of cultural competence. See Tables 6 and 7.

Table 6. Descriptives for Sub Variables of Cultural Competency by Job Position.

Variable	n	Min	Max	Mean	SD
Assesses Culture	232	1.00	5.00	3.75	.741
Classified Staff	92	2.14	5.00	3.76	.708
Certificated Staff	103	1.00	5.00	3.71	.752
Classified Leader	3	2.14	5.00	3.67	1.438
Certificated Leader	25	3.00	5.00	4.03	.638
Other	9	1.86	4.43	3.38	.881
Values Diversity	232	1.63	5.00	4.06	.659
Classified Staff	92	1.63	5.00	4.01	.705
Certificated Staff	103	2.00	5.00	4.03	.629
Classified Leader	3	3.75	5.00	4.21	.688
Certificated Leader	25	2.88	5.00	4.31	.626
Other	9	3.25	5.00	4.19	.538
Manages Dynamic Difference	232	1.17	5.00	3.89	.635
Classified Staff	92	2.33	5.00	3.91	.603
Certificated Staff	103	1.17	5.00	3.84	.655
Classified Leader	3	2.80	5.00	3.82	1.108
Certificated Leader	25	3.00	5.00	4.05	.490
Other	9	2.50	5.00	3.87	.938
Adapts to Diversity	232	1.00	5.00	4.13	.682
Classified Staff	92	1.80	5.00	4.13	.657
Certificated Staff	103	1.00	5.00	4.08	.716
Classified Leader	3	3.20	3.80	3.53	.306
Certificated Leader	25	3.80	5.00	4.44	.416
Other	9	1.80	5.00	4.16	.979
Has Institutional Cultural Knowledge	231	1.00	5.00	3.75	.799
Classified Staff	92	1.00	5.00	3.78	.828
Certificated Staff	102	1.00	5.00	3.65	.810
Classified Leader	3	3.00	4.00	3.40	.529
Certificated Leader	25	3.20	5.00	4.14	.613
Other	9	2.40	4.40	3.60	.640

The sub-variables with the three lowest means overall are Assesses Culture, Has Institutional Cultural Knowledge, and Adapts to Diversity, and across all sub-variables the highest means are reflected among Certificated Leaders while the lowest are among Classified Leaders and those who identified as Other. These patterns require further consideration regarding the interactions between colleagues and other stakeholders/clients on various issues of cultural competence along the lines of differences.

Table 7 represents the descriptive information for overall cultural competence by job position. While the differences between means are not significant, there are observed differences based on means. The mean for Overall Cultural Competence of Certificated Leaders (M=4.19) is higher than the mean for Classified Staff (M=3.92), Certificated Staff (M=3.86), those indicating “other” (M=3.84), and Classified Leaders (M=3.73). The limitations of these results in the small sample sizes are recognized; however, the trend suggests continued professional development in cultural competence across all levels of employees would benefit the organization and community it serves.

Table 7. Descriptives for Overall Cultural Competency by Job Position.

Variables	n	Min	Max	Mean	SD
Overall Cultural Competence	232	1.23	5.00	3.92	.572
Classified Staff	92	2.17	4.94	3.92	.548
Certificated Staff	103	1.23	5.00	3.86	.508
Classified Leader	3	3.28	4.36	3.73	.563
Certificated Leader	25	3.41	5.00	4.19	.449
Other	9	2.54	4.57	3.84	.689

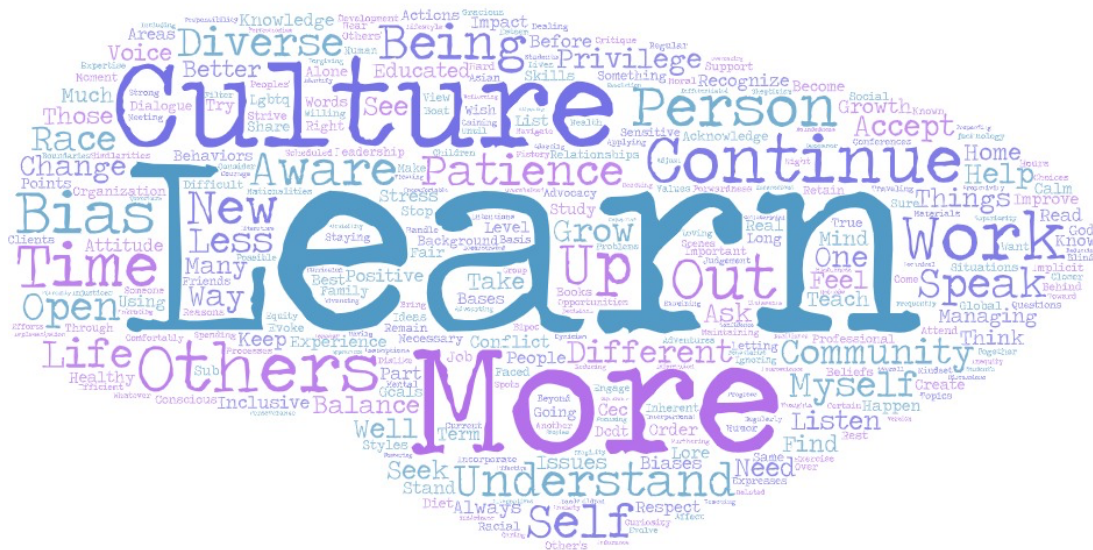
The remaining components (sub-variables) represent the participants’ perceptions of the cultural competency of the organization. Regarding the open response questions, 183 participants responded to the four open-ended questions on characteristics of personal and organizational areas of strength and growth in cultural competence as a District employee. Using a digital word cloud analysis to analyze frequency of response terms from the complete written responses, results highlight an overall openness to continue growing personally, and together as an organization, in cultural competence. Furthermore, responses also highlighted personal and organizational characteristics – open-minded, empathetic listeners within a community of learners – as key strengths to enact cultural competence as District employees working with and serving a diverse set of staff and students.

When asked to characterize personal areas of strength within an open response format, the most frequently used terms included “open minded,” “kind,” “empathetic,” “good listeners,” and “aware of culture” as noted in Figure 2 (next page). This aligns to the higher overall mean values observed for Adapting to Diversity and Valuing Diversity, which were both above 4.0. Responses exhibit strengths in being open-minded learners, empathetic and compassionate listeners, and patient communicators who are aware of and accepting of different cultures and willing to work with others along lines of differences.

When asked to identify personal areas of growth within an open response format, the most

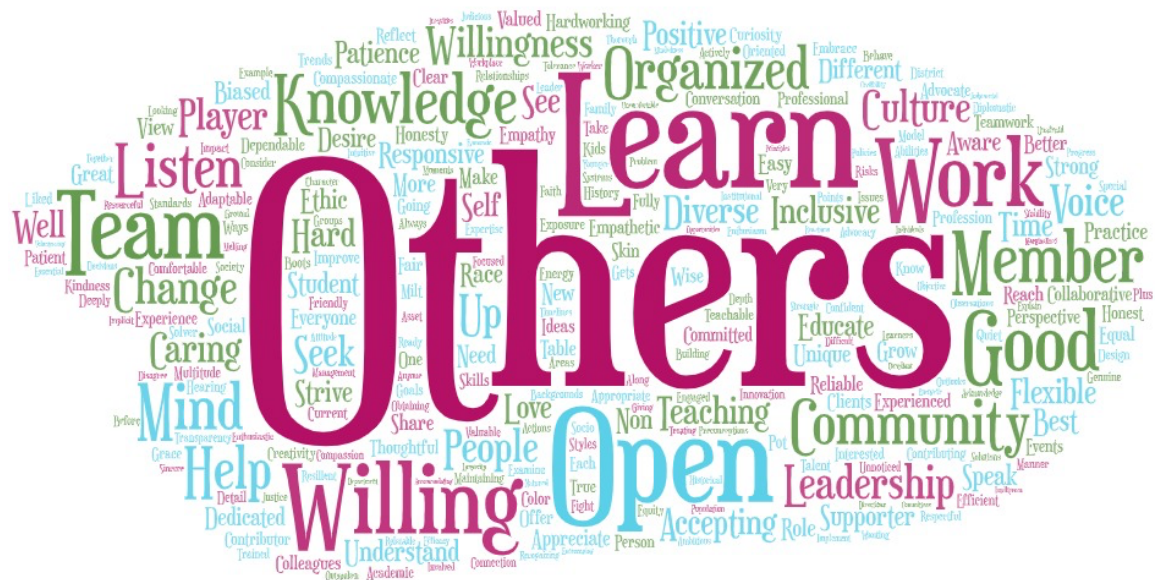
[illegible]

MBUSD Equity Audit 15



The respondents' desire to continue to grow in cultural competence, coming from an overall personal perceived strength of being open-minded to do so, highlights the outcomes of intentional efforts of the Board and the EDSJI committee in foundational training and emphasis on cultural competence within the District and suggest a positive foundation from which the District can continue to build on the momentum of these efforts.

MBUSD Equity Audit 16



When asked to identify organizational areas of growth for MBUSD within an open response format, the most frequently used terms included “learn more,” “continue,” “culture,” “speak out,” “understand,” “educate,” “help,” “others,” “diverse,” “work,” “patience,” “grow,” “change,” “inclusion,” “stay in the community,” “listen,” “conflict,” “opportunities,” “share,” and “inclusion” among other areas as noted in Figure 5. These findings are somewhat associated with the two scaled item responses with the lowest mean scores – *I help my colleagues to understand that what appear to be clashes in personalities may, in fact, be conflicts in culture*, and *I help the clients I serve to understand that what appear to be clashes in personalities may, in fact, be conflicts in personal or organizational culture* – as the responses noted opportunities for the organization to continue to learn and understand more about diverse cultures and ways to educate others to work through conflict and change for inclusion. In addition, responses noted needing to be more willing to speak up/out and use their voice in the organization when people are not treated in just, inclusive, or equitable ways. The type of social justice advocacy being requested for those within the organization requires specific training and support designed to develop communication skills founded in trust to uncover biases and coach others towards equity.

MBUSD Equity Audit 17



Figure 5. Word cloud for perceived organizational areas of growth for enacting cultural competence

Interviews

To meet staff, teachers, administrators, families, and students at their comfort level for volunteer participation, various avenues were utilized to gather interview responses. The avenues included small focus groups, one-on-one interviews, and online open-ended questionnaire responses. Each modality included the same core content for the questions, only slightly revised to match the context of each participant's connection to the District as appropriate. The approximate time for each modality was 45 to 60 minutes. The consulting group selected an interview participant sample from voluntary responses via an electronic inventory noting a willingness to participate and demographic information to determine affinity groups necessary for later data analysis. To increase the integrity of the interview process, the consulting group intentionally removed the District from identifying interview participants to maintain strict confidentiality, considering the delicate nature of an Equity Audit. The consultants received saturation at close to 70 overall voluntary interviews.

Interview participants represented demographics and total numbers by sample type are provided in Table 9.

Table 9. Overview of represented demographics and total numbers of interview participants by sample type

Sample Type	Total Number	Demographics Represented
Certificated/ Classified Staff	34	Asian Black/African American Hispanic/Latinx White 2 or More Female and Male

Sample Type	Total Number	Demographics Represented
		LGBTQ+
Certificated/ Classified Site and District Leadership	≤10	Elementary and Secondary Black/African American White Female, Male, Non-Binary LGBTQ+
Parent/Guardians	21	Asian Black/African American Hispanic/Latinx White 2 or More Female, Male, and Decline to State Current children in grades 5, 8, or 12 From 1 to 10+ years with MBUSD Formal and informal volunteer experiences
Students	≤10	Asian Black/African American White Female and Male LGBTQ+ Involved in campus clubs/organizations

The nearly 70 volunteer interviews of teachers, leaders, staff, parents/guardians, and students resulted in 739 pages of transcripts. The transcripts were coded first by a process called open coding, where repeating ideas and points are highlighted. Second, the transcripts were coded with a process called axial coding, where the repeating ideas and points were put into categories, and those categories were used to combine repeating ideas and points to form themes or equity areas that arose from the transcripts. Those equity areas were then used as a priori codes to code the open-ended questions from the survey. A priori codes are codes developed by the researcher by examining the data in the transcripts.

Themes arose from the data based on layered manual analysis using multi-step code checking of three consultants. First, during open coding, repeated terms and ideas were highlighted. These repeated terms and ideas were then grouped to form an *umbrella* term that embodied the interviewees' overall ideas and thinking. These umbrella terms were used during the second time the data was coded (the axial coding), and the findings were grouped together to form themes. Themes are determined when most respondents discussed the ideas or points that emerged from the data. Themes are defined because they appear most often across the participants' answers and, thus, represent key points from the majority of responses. The themes do not include individual issues that one person might have due to their opinion or one negative experience; they do not represent the opinion or perceptions of a few people. Instead, they represent the lived experiences of nearly everyone interviewed.

Interview Themes

Eight themes emerged from the qualitative data. These included:

1. Climate of Care
2. Integral Universal Accommodations
3. Students' Worldview of Diversity Inclusion
4. Rhetoric Change to Inclusiveness
5. Culture of Systemic Exclusivity
6. Adult Recognition of Positionality
7. Policies and Institutionalized Practices
8. Organizational Cultural Competence

Document Review

The findings in this section represent a broad analysis of key District documents for initial interpretations from which to guide the next steps in continuing efforts to cultivate a culture of care and inclusivity and foster trust across lines of difference for all stakeholders. Triangulation across the document review observations, the survey outcomes, and qualitative findings help deepen the interpretations that strengthen the results' trustworthiness are found in the *Overall Recommendations*. The document review is not intended to be exhaustive, nor is it to be considered censorious. Instead, the document review outcomes are intended to guide data-informed decision-making for efforts within the District as opportunities for growth towards deepening a culture of care and inclusion from asset-based and growth-minded frames as we would expect from all equity-oriented practices, including audits to inform future practice.

Several District-provided and internet-based public source documents informed this review. Selected documents for review allowed for insight into the District context for student and employee goals, expectations, and outcomes as they relate to areas of equity, diversity, social justice, and inclusion to cultivate a culture of care. Document sources for review included current District plans (LCAP 19/20, Learning Continuity 20/21), secondary School Accountability Report Cards (SARC, 2019/20), secondary Library collection through Follett Destiny online access, MBUSD 2020-21 Core Instructional Materials Report, District Complaint Procedure Website and Document Links, and Human Resources hiring practices District provided folder. Findings highlighted are areas where the District might consider ways to increase alignment of practices with current equity-driven Board policies, formal statements of commitment, District goals, and EDSJI committee efforts to impact the culture of care and inclusivity.

Vision and Mission

The MBUSD vision is to prepare “students to become good citizens, parents, workers, and leaders in the complex, rapidly changing world they will inherit” through the development of “self-discipline, interpersonal skills, personal values, social and civic responsibilities, and respect for nature and for others” to “earn a living, cultivate a dream, and make a difference.”

To realize this vision, the District mission is “prepare all students to meet the challenges of a rapidly

changing, highly complex, technology-rich, global society” by “continually striv[ing] for excellence in all aspects of the educational process” including “teach[ing] students to understand and appreciate human and cultural diversity.” The District will “harness the resources of the entire community, including students, parents, teachers, staff, administrators, college and business leaders, and others” to “empower students to be lifelong learners, to demonstrate high achievement, and to develop the skills and characteristics needed to enjoy happy and successful lives.” The focus of the current vision and mission is future-oriented and focuses on student lives beyond high school graduation (See Table 10). The District aims to harness resources of District and community stakeholders to develop individually-oriented listed skill sets. Understanding and appreciating human/cultural diversity is noted; however, a culture of care and inclusivity founded in social-emotional learning and standards for social justice are not yet fully articulated in the current mission and vision.

Recommendations

The findings suggest the District consider updating to the vision and mission for more accurate reflection of the recent Board policies, formal statements, and emerging District efforts to ensure a culture of care and inclusivity. The District is working to move beyond “understanding and appreciating diversity,” and the language should capture the desire to cultivate care and inclusivity to foster trust across lines of difference through an asset-based and growth-minded framework for students in classrooms today and into the future lives of the students. There is also an opportunity to highlight the District’s social-emotional focus to develop the whole child into young adulthood.

State Reported District Plans: 2019/20 & 2020/21

LCAP goals from 2019-20 indicate a focus on targeting students not meeting Math/ELA standards, increasing attendance rates, using research-based instructional strategies through increasing professional learning opportunities, and maintaining strong results in key indicator areas (See Table 10).

Table 10. *Content review notes for state reported district plans*

Document Type	Content Focus	Notes
<u>2019-20 Local Control Accountability Plan (LCAP)</u>	District vision, mission and goals Reported plan for meeting needs of target groups	<ul style="list-style-type: none"> - MBUSD Vision Statement: “The vision of the Manhattan Beach Unified School District is to prepare our students to become good citizens, parents, workers, and leaders in the complex, rapidly changing world they will inherit. They will develop strong self-discipline, interpersonal skills, personal values, social and civic responsibilities, and respect for nature and for others. They will be able to move beyond us, each prepared to earn a living, cultivate a dream, and make a difference.” - MBUSD Mission Statement: “The mission of the Manhattan Beach Unified School District is to prepare all of our students to meet the challenges of a rapidly changing, highly complex, technology-rich, global society. We will continually strive for excellence in all aspects of the educational process. We will teach our students to understand and appreciate human and cultural diversity. We will harness the

Document Type	Content Focus	Notes
		<p>resources of the entire community, including students, parents, teachers, staff, administrators, college and business leaders, and others. We will empower students to be lifelong learners, to demonstrate high achievement, and to develop the skills and characteristics needed to enjoy happy and successful lives.”</p> <ul style="list-style-type: none"> - Goals: <ul style="list-style-type: none"> - 1. Improve student achievement through the implementation of research-based teaching and learning strategies. - 2. Improve student achievement by targeting students not meeting standards. - 3. Maximize safety and promote a school climate that engages and supports the needs of all students. - 4. Improve student achievement through high quality professional development for employees. - 5. Students will maintain strong results in key indicators of student success. - Goal 1: Plan to reduce class size and bell schedule at middle school and provide more Math PD for K-12 teachers to address increase in student achievement. - Goal 2: SBAC Math and ELA Scores declining for ELs and African American students and “achievement gaps persist with African-American, Hispanic, Students with Disabilities, and EL student groups.” Plan to address by use of <i>Air Tutors</i> and obtain a “firm ELPAC baseline” for ELs and District identification of individual non-proficient students to “work with principals and teachers to help those students achieve at higher levels.” - Goal 3: focus is social-emotional wellness of all students through a “climate of care”; bullying and harassment has increased (per CA Healthy Kids Survey); plan to shift PBIS from leadership team to whole school, work to address student stress for college admission, and examine secondary grading policies. - Goal 4: slight decrease in attendance and increase in suspensions; Plan to increase use of SARB process, continue focus on math teaching and learning, and in Year 3 of PBIS, “continue to focus on minimizing suspensions” utilizing alternative methods of improving student behavior. - Performance Gaps noted as follows: <ul style="list-style-type: none"> 1. Attendance Rates for Socioeconomically Disadvantaged (SED), Hispanic, and EL students 2. Suspension Rates for SED and Students w/Disabilities (Sw/D) 3. Graduation Rates = None 4. College/Career Readiness Indicators for Hispanic and Sw/D 5. ELA = None 6. Math = African American/Black and SED students - Plans focus on identifying individual students, PBIS to schoolwide, focus SARB processes, and reviewing data throughout the year.
<u>Learning Continuity and Attendance Plan (2020-21)</u>	<p>District vision, mission and goals</p> <p>Reported plan for meeting needs of target groups (particularly through</p>	<ul style="list-style-type: none"> - Using diagnostic tools, such as the <i>Renaissance Assessments</i> in elementary and middle school for identifying learning loss or not meeting standards and determining focal areas for success - School counselors connecting with families of identified students - Teachers expected to implement MTSS strategies for student success (differentiated instruction and scaffolding noted to address “needs and deficits”) - EL TSA to work with families and students to support EL students experiencing learning loss. - Professional Learning Collaborators financed to support in-person offerings for students - Continue 1:1 tech provisions with necessary updates to all tech for new software etc.

Document Type	Content Focus	Notes
	COVID-19 context)	<ul style="list-style-type: none"> - Distance learning PL offered to teachers TK-12 in Aug. 2020 for video conferencing platform, internet-based learning management systems, digital tools for student engagement, instructional planning, Science curriculum, History curriculum, and secondary Math instructional best practices. - Documented monitoring plan: "...effectiveness of these strategies and supports will be measured by formative and summative assessment data monitoring student progress toward the content standards. The continuous cycle of assessment, analysis, and instruction will serve to ensure regular monitoring of instructional effectiveness and student achievement. Counselors will also monitor student progress and will work with students not meeting standards." - Wellness supports through <i>Second Step</i> and virtual synchronous zoom meetings for "coping with stresses of distance learning." - Services for foster, homeless, and low-income students include plans for continuing <i>Air Tutoring</i> and EL TSA support for EL students; this 1:1 tutoring service is also noted for low SES as well as Hispanic and African American students in this section.

Key indicators note equity gaps persist in 4 out of the six areas:

1. **Attendance Rates** for Socioeconomically Disadvantaged (SED), Hispanic, and EL students
2. **Suspension Rates** for SED and Students w/Disabilities (Sw/D)
3. Graduation Rates (None)
4. **College/Career Readiness Indicators** for Hispanic students and Sw/D
5. ELA (None)
6. **Math** = African American/Black and SED students

Student groups identified include those from English Learner, Hispanic, African American/Black, Students with Disabilities, and Low-income (SED) populations. Plan statements to address equity gaps and meet District goals overall note providing trainings for teachers (in math specifically), using data to identify and monitor individual students via counselors and teacher use of MTSS, adjusting bell schedules and class sizes, and shift year 3 of PBIS from leadership teams to school-wide participation. Specific details regarding the assessments, how data will inform next steps after analysis, or the timing of cycles are not evident. The District-wide plan for aligning what is written, taught, and tested TK-12 in a Multi-Tiered System of Supports (MTSS) guided by teacher-driven common formative assessments, data analysis and planning alongside a clearly defined set of tiered interventions with entrance and exit criteria are not evident.

The Learning Continuity and Attendance Plan for 2020-21, as expected of all districts during COVID-19, focused on the ways the District would mitigate learning loss from the 2019-20 school year as impacted by the sudden move to virtual learning, as well as increase student engagement and attendance in online learning, while continuing to address and support social-emotional needs during unprecedented times for students, families and staff. A variety of professional learning opportunities were provided to teachers at the start of school year to attempt to increase teacher efficacy in virtual synchronous and asynchronous instruction as well as in online Science, History and secondary Math curriculum and instructional best practices. The District, prior to COVID-19, was a 1:1 school district for all students in grades 3 through 8 with a "Bring Your Own Device" (BYOD) program with an option to borrow for high school students.

The plan references the use of “diagnostic tools, such as the Renaissance assessments in elementary and middle school” to identify struggling students. The specific aim of the Renaissance Assessments in relationship to content areas of focus as well as high school assessments to monitor student success are not provided. The use of assessment results is explained as informing school counselors to connect with families of and monitor struggling students, guiding teachers to “implement MTSS strategies” of “differentiated instruction and scaffolding” to address student “needs and deficits,” and supporting the work of the English Learner Teacher on Special Assignment (EL TSA). This includes providing services to Foster, Homeless, and Low-income youth using Air Tutors and the EL TSA support for EL students. The 1:1 virtual tutoring service, Air Tutors, is also noted as an instructional intervention for Hispanic and African American students.

Specific details on how the above listed actions would be monitored for effectiveness or what the focus of the interventions would entail are not provided. Clarification on the tiered nature of the supports is also not defined in the plan narrative. An implied Tier 1 intervention, Wellness Wednesdays, for student well-being through peer connectedness and SEL curriculum as informed by student survey data was provided, however provisions for further assessment to monitor effectiveness through student progress or how students may be identified for Tier 2 or 3 wellness supports are not indicated.

The following broad statement is provided, though without reference to which details for clarity of system alignment: “...effectiveness of these strategies and supports will be measured by formative and summative assessment data monitoring student progress toward the content standards. The continuous cycle of assessment, analysis, and instruction will serve to ensure regular monitoring of instructional effectiveness and student achievement. Counselors will also monitor student progress and will work with students not meeting standards.” Little to no measurable goals with a clear monitoring plan within a well-defined MTSS is evident.

Recommendations

These findings suggest clarity (i.e., grade level, assessments, content areas, strategies of focus, timelines) through a well-defined theory of action and related SMART goals would ensure outcomes for those identified as most in need academically, social-emotionally, and behaviorally. Keys to MTSS success include defining a tiered plan with clarity for who is responsible to deliver which tier of intervention, what is expected curriculum (academic, SEL, and behavior expectations) for each tier, and which assessments with identified score levels will define entrance and exit criteria for tiered interventions. The District should continue the work of deepening stakeholder understanding away from MTSS as delivered by individual teachers, a school counselor, or programs to the District’s role in shaping the larger plan to support, monitor and inform school and classroom contexts to foster dynamic student learning and well-being in systematic and equitable ways. Documentation which is publicly available is one step in continuing to move this work forward.

Action plans should include shorter iterations for continuous improvement with a clear plan for monitoring implementation and student growth. This would include ongoing District benchmarks and shorter teacher-team developed common formative assessment from which to inform MTSS.

This also includes structured Plan-Do-Study Act (PDSA) cycles with grade level/content area teacher teams and site level leadership using identified or developed common forms of assessment with student benchmarks based on PDSA goals and instructional walks for observed implementation for differentiated professional learning and coaching based on observed data collection.

Secondary School Accountability Report Cards

Reviewing both the 2019-20 Middle and High School SARC highlighted the commitment to student centered rigorous education (See Table 11). Not only are these ideals revealed in both school vision statements, but it is also anchored in the breadth of core, co-curricular and extracurricular opportunities which are available to students. Almost every teacher is fully credentialed with limited to no misassignments, which is commendable in the secondary setting. At the High School misassignment is with three teachers of EL students, which is an opportunity for growth as the District works to cultivate equity and inclusion ensuring the most qualified teachers support the students with most need.

Table 11. *Content review notes for state reported secondary site plans*

Document Type	Content Focus	Notes
Secondary School Accountability Report Cards (SARC; 2019-20)	Middle and High School for following areas: school vision, teacher credentialing, misassignments, and vacancies	<ul style="list-style-type: none"> - HS vision for clear student expectations, responsible behavior, respect (others, ideas, property) and development of “soft skills” with a “student first” mentality from adults with rigorous range of curricular, co-curricular and extra-curricular opportunities. - MS vision encompasses “exemplary” and “student-centered” education with dedication of adult stakeholder to provide “high quality instruction” and STEM opportunities. - 2020-21: Most HS teachers have full credential 97/99, none teaching out of credential area, 3 misassigned teachers of ELs, and 2 vacant positions - 2020-21: Most MS teachers have full credential 55/56, none teaching out of credential area, 0 misassigned teachers of ELs, and 0 vacant positions

Recommendations

Once the District updates its vision and mission to reflect the recent Board policies, formal statements, and emerging District efforts for a culture of care through social-emotional learning and inclusivity to foster trust across lines of difference, it will open the opportunity for both the middle and high school to do the same. Current vision language is mostly centered on rigorous academics, behavioral expectations, and future aspirations. As the District works with sites to more deeply consider the way the organization cultivates the whole child, and recognizing the data regarding levels of student stress and increases in bullying/harassment as noted in the District plan, it will be critical for respective site leaders to facilitate stakeholder redevelopment of the vision and mission. From there, all current change efforts could continue to move forward with more clarity and alignment.

School Library Collections

Data from the document review provide insight into the degree to which diversity is reflected within the library collections (See Table 12). Boyd, Causey, and Galda’s (2015) published list of 86

key authors for Young Adult (YA) literature was used as a comparison tool to begin considering the diversity of the current collections and open further opportunity for self-study and continued diversification of available texts. Using an author list, rather than titles alone, allowed for the review to consider diversity in culture/race/ethnicity across multiple works from the same author. Each author from the list (86 total) was searched within the high school and middle school online collection access. If one or more texts were available from the author, it was noted as included on the review chart (See Appendix C). Currently, the middle and high school library collections show an expanding diversity of authorship for literary works which generally suggests the collections are somewhat inclusive of texts with diverse protagonists or culturally responsive contexts with room to grow. When comparing the current collection to the diverse author set (classic and contemporary), 53.49% (46/86) were included in the middle school collection and 47.67% (41/86) within the high school Collection. The limitations to this section of the review are noted as diversity can be expanded to include other areas of identity which may also be included in the collections. The intent, however, is to open the discussion about the content available within the libraries and how to consider moving forward with a deeper self-study in this area. Again, the comparative list with respective grade collection is available in the Appendix C for reference.

Table 12. *Content review notes for library collections*

Document Type	Content Focus	Notes
Library Collection via Follett Online	Compare/Contrast elementary, middle, and high school library collections to list of diverse author set (Appendix C)	<ul style="list-style-type: none"> - Noted as “difficult to pull” titles for review, provided access to Follett Destiny data bases for individual title review - Elementary data bases were not accessible without proper credentials - Middle and High School were open for individual title review - Diverse author set, Middle School library houses 9/140 (6.43%) and High School houses 20/140 (14.29%) of the titles.

Recommendations

Schools continue to cultivate a culture of care and inclusivity to foster trust and cultural competence across lines of difference when libraries develop an increasingly diverse collection and titles. Though only middle and high school library collections were available for online review, all MBUSD school libraries would benefit from a deeper self-study of their collections to ensure cultural competence and accuracy of historical accounts within current titles working to enhance/expand the collection to be continually more diverse. It is recommended that each elementary school library staff use the *Collection Analysis Tool* (CAT) available at <https://cat.diversebookfinder.org/> through the non-profit organization, Diverse Book Finder, a free tool that compares a downloaded Follett Destiny ISBN report the organization’s up-to-date curated list of multicultural texts. It is also recommended that K-12 library staff participate in professional learning to diversify library collections across all lines of difference not only including racially and ethnically diverse authors and texts (Boyd, Causey & Galda, 2015), but also those of other cultures, differing abilities, gender, and sexual orientation by respective developmental age spans as appropriate. Questions for staff to guide learning and implementation include (Frager et al., 2020):

- How do the resources within your school library reflect the school community (all stakeholders)?
- What areas do you, as the librarian, need to focus on to create a more diverse collection?
- How can you encourage input from a variety of community stakeholders in order to establish a library program that is inclusive?
- How will you effectively share or promote your new materials to your school community?

In addition, an article study to establish the work would assist in shaping a common understanding of “diversifying the library collection.” A recommended text is entitled *Culturally Responsive Leadership in School Libraries* (Summers in Dickinson, G. K., & Repman, J. (Eds., 2015) *School Library Management*) which discusses how librarians can develop as “culturally responsive teacher-librarians” to “foster student achievement through the following proactive actions: (1) build trust; (2) value cultural awareness; (3) foster motivation; and (4) establish inclusion.” Another article for consideration, published by the International Literacy Association, is *Culturally Diverse Literature: Enriching Variety in an Era of Common Core Standards* ((Boyd, Causey & Galda, 2015).

District K-12 Curriculum Adoptions

As observed in the data, the MBUSD 2020-21 reported textbook adoptions include a majority of outdated titles (over a decade to almost three decades old). Many of the outdated materials are especially prevalent in K-12 core courses: ELA, History-Social Sciences, Science/Health, and Math (See Table 13). Textbooks prior to 2013 do not necessarily meet the *CA Social Content Standards* (CDE, 2021, <https://www.cde.ca.gov/ci/cr/cf/lc.asp>), which require that “instructional materials used in California public schools must comply with *Education Code* sections 60040-60045 and 60048.” This set of standards was adopted at the State level in 2013 as part of the instructional material review process for approved adoptions to ensure texts and materials used at the local level were culturally responsive, gender supportive, and inclusive of the rich diversity our society holds. The Social Content review is founded on the statement that “these statutes and Board policies have been enacted so that instructional materials used in California:

- Portray accurately and equitably the cultural and racial diversity of American society;
- Demonstrate the contribution of minority groups and gender to the development of California and the United States;
- Emphasize people in varied, positive, and contributing roles in order to influence students' school experiences constructively; and,
- Do not contain inappropriate references to commercial brand names, products, and corporate or company logos.” (CDE, 2021, <https://www.cde.ca.gov/ci/cr/cf/lc.asp>)

When discrepancies emerged between the document information and the information on the MBUSD website, further clarification with the District Office was sought. It was discovered that new adoptions for History-Social Science are currently being piloted. Furthermore, the HS English department is currently working to establish more diverse literature for approved core texts.

Table 13. Content review notes for core instructional material

Document Type	Content Focus	Notes
MBUSD 2020-21 Core Instructional Materials Report on Quality, Currency, and Availability of Textbooks and Instructional Materials	<p>Listing of District core curriculum by grade level, content area, title, publisher and year; Also includes student to text ratios:</p> <p>H-SS (K-8): McGraw Hill 2006</p> <p>Math (K-5): Everyday Math (McGraw Hill Education); Go, Math (HMH), and Eureka Math (Great Minds)</p> <p>Math (6-9): Illustrative Mathematics (McGraw Hill); Algebra 1 (Savaas)</p> <p>ELA (K-6): Teacher Developed Reading and Writing Units of Study, Jennifer Serravallo Balanced Literacy, Heinemann; Fountas & Pinnell, Guided Reading</p> <p>ELA (7-8): McDougal Littell (1998) w/ core literature</p> <p>ELA (9-12): Teacher Developed Units of Study w/ updated core literature</p> <p>Sci (K-8): Mystery Science TK-5 (an open source, Mystery.org) and STEM scopes 4-8 (Accelerate Learning, Inc.)</p>	<ul style="list-style-type: none"> - Textbook adoptions across all subjects TK-12 range from 1992 to 2018 with just over half (57/113; 54.44%) falling between 1992 and 2008 - 63.75% (51/80) core textbook adoptions TK-12 (ELA, Math, HSS and Sci/Health) range from 1998-2008 (over a decade to almost 3 decades) - Misalignment in curriculum information with what is listed on document for curriculum mapping (being implemented) and core areas (what is written), particularly ELA and Math - McGraw Hill, 2006 editions not approved to meet updated CA State Standards (2017) and these texts do not appear on the CDE Social Contentreview approved list - Everyday Math, State-approved adoptions; alternative materials on the Social Content Review Approved list - Go Math, State-approved adoption w/ SBAC Test Prep and Common Core Readiness Workbooks on the Social Content Approved List - Eureka Math is not on the CA approved adoption list; materials are not approved additional materials for Social Content Review - Illustrative Mathematics and Savaas Alg 1 both not found on the CA State-approved textbook list (thus, does not meet Social Content Review); also, neither on the additional materials approved list for social content - ELA K-6 -Heinemann Balanced Literacy and Fountas & Pinnell not on approved core list for Basic ELA (Program 1) or Intensive ELA (Program 4); Open Court listed on formal 2020-21 documentation of instructional materials, Fountas & Pinnell referenced throughout teacher instructional resources on the C&I resources website (no Open Court noted) - 9-11 core literature presentation to Board of Trustees for adjustments to reflect Board Policy 6161.1 regarding diverse instructional materials; Grade 11 still needs one more, Grade 12 not presented; no adopted core referenced for grades 9-12 aside from the literature list; nonfiction pairing not listed, grammar/writing curriculum not listed - Grades 7-8 McDougal Littell (1998) not currently on the adoption list and not on the Social Content Approved list; core literature not provided or found on C&I website - TK-5 Mystery Science not on the State-approved Science list; 2020-21 District list states McGraw Hill (2008) as core which is not current approved text - 4-8 STEMscopes is current State-approved curriculum w/ Social Content approval

Recommendations

The MBUSD department of Curriculum and Instruction would benefit from reviewing our specific findings for each reported textbook in order to update public information for accuracy in stakeholder communication and develop a plan to update all adopted texts, beginning with core subjects. English-Language Arts core materials beyond literature should also be made apparent and current at the secondary level, as only a fourth of the standards are based in literature. Reading for information, writing, and other aspects of language and grammar should also be present in the curriculum adoptions.

Updated and aligned materials ensure that concepts not only meet the current, most rigorous standards as emphasized by District vision and mission to meet academic goals, but would also meet Education Code mandates for Social Content Review with culturally competent content, most accurate and honest history, current scientific understandings, and portray equitably across lines of difference that reflect the broader American society. By ensuring the latter, the District would inherently continue the work to foster a culture of care and inclusivity throughout all grade levels.

District Formal Complaint Procedures

To meet state and federal mandates, MBUSD has made formal complaint forms and contacts public and available through the District website. Forms and Board of Trustees statements for Title IX, Uniform Complaint, Bullying/Harassment, Sexual Harassment, Non-Discrimination and Williams Act Compliance with a list of compliance officers were all available on one Student Services webpage. After review (See Table 14), it was unclear if these were expected to be used for employee-related complaints since these forms were not available in the forms on the HR website. Additionally, complaint forms noted to whom the forms should be submitted; however, it was not clear what the formal process is when someone does not feel resolution is met or the hierarchy for filing complaints in general (i.e., first at the site level, next at the District). It is important to note that 2/3 of the compliance officers are leading members of the EDSJI committee which suggests a degree of the complaint process will be considered through an equity lens.

Recommendations

Provide a visual flowchart for the general complaint process, procedures, and aligned forms on both the Student Services and the Human Resources sections of the District website. Also provide the same statements within the Human Resources section of the website as they apply to employee relations as well. To ensure accuracy of information as updates are made, it may be prudent to develop one formal complaint procedure page with a hyperlink from Student Services and Human Resources to the same landing page. To enact cultural competence in a culture of care and inclusivity to foster trust with all stakeholders, it is critical to make the formal complaint process apparent, procedures understandable, and forms supportive. In addition, trust is built when communication is customer service oriented – when everyone knows what they can expect with regards to the timing and reporting of findings related to the complaint and be given check-ins when the process is taking longer than expected.”? The most important part of the process is to help stakeholders feel heard and validated. Next, is ensuring compliance officers and site leadership are trained in conflict mediation and restorative practices when working through challenging issues.

Table 14. *Content review notes for district complaint procedure documents*

Document Type	Content Focus	Notes
District Complaint Procedure Website and Document Links	Title IX Board Statement and Formal Complaint Form	- Lives under “Student Services” website home; STAND UP for inclusivity statement not included here
	Uniform Complaint Board Policy and Form	- 2/3 Compliance Officers on EDSJI committee
	Bullying/Cyber Bullying/Harassment Complaint Form	- Flowchart unavailable for process clarity; fill out forms and submit to compliance officer (Assist Supt Student Services or HR) or site principal (Williams Act and Bullying)
	Sexual Harassment Board Statement	- Reporting for employee complaints unavailable as these reports live in Student Services; Review of business forms include injury reports, claim for damages, and report of incident on school bus on website.
	Non-Discrimination Board Statement	
	William Act Compliance Procedure Board Statement and Uniform Complaint Form	
	List of District Compliance Officers	

Human Resources Hiring Processes

It is evident that Human Resources leadership is making strides in updating hiring processes and practices for inclusive and safe environments across lines of difference. The hiring process, established in 2019, incorporating an interview facilitator script for uniform practices with the panel are commendable. The script also clarifies steps and terms used in the process for universal understanding, including assembling panels, definition of 2 cultural and technical panels, application screening expectations (i.e., Equity/Diversity), and links to all updated interview panelist documents. The panelist documents also incorporate acceptable and unacceptable ways to apply candidate judgment to mitigate biases and shift to more culturally competent informed hiring decisions. Furthermore, the addition of a cultural panel with an emerging set of questions crafted to reveal candidate beliefs, values, and experiences as they relate to a culture of care and inclusivity is also commendable (See Table 15).

Recommendations

Continue efforts to refine hiring processes, practices and forms to more uniformly apply the District policies, statements, and commitments for a culture of care and inclusivity. This would include revising interview questions to reflect the updated District vision and mission (once completed) and the commitment to inclusivity, and cultural proficiency standards (such as adopted the Lindsay, Robins & Terrell, 2009). In this way, interview questions should overtly inquire about issues of inclusion, diversity, social justice, and equity (see [Samples of Cultural Competency in Interview Questions](#)).

Table 15. Content review notes for hiring practices

Document Type	Content Focus	Notes
HR Department Hiring Practice Folder	HS Principal Interview Question	- 2 sets of questions (noted Cultural Panel and Technical Questions); Cultural Panel questions include 2 with a specific focus on a culture of care, one referencing equity specifically; one question regarding valuing Classified Staff; none on Cultural Competency or Standing Up for Inclusivity; focus on SEL and parent communication; Technical questions focus on master schedule, instructional supervision, parent complaints, general student success, and policy experience (i.e., WASC, 504/SpEd).
	MBUSD Pre-Employment Inquiries Best Practices	- Pre-Employment guide for acceptable and unacceptable questions regarding areas across lines of difference and characteristics chart (i.e., citizenship, religion, race, age) from ACSA Best Practices for School Resources Admin (n.d.)
	Electronic interview panel confidentiality statement	- Confidentiality statement includes Title 5 acknowledgement of stopping interview for discrimination or deviation from approved process/questions; also includes acknowledgement of non-release of information or discussion of applicants outside of process and can be held personally responsible for unauthorized disclosure
	VP Forced Ranking Sheet and Rating Pitfalls	- Forced ranking procedure and form provided for VP interviews (as an example); note ongoing ranking based on panel member general choice/feeling after each interview; checklist on note taking; Rating Pitfalls includes a list of defined pitfalls based on ACSA Best Practices for School Resources Admin (n.d.); use as awareness for panel members to avoid and stated through the facilitator script; how to Reference Pitfalls when using the forced ranking sheet stated in Facilitator Script
	Non-Discrimination statement	- Non-Discrimination Board statement provided in folder (same as stated on MBUSD HR website home and annual notifications)
	Interview Facilitator Script	- Interview Facilitator Script includes exact language to explain purpose for and use of the live links to each document previously noted above; additionally an interview notetaking guide is linked where panelists can indicate a number from 1 (low) to 5 (high) to assist with forced ranking (not noted on forced ranking form); only cultural questions (from principal interview) are referenced in script; the summary sheet grid and attached final ranking sheet were locked from consultative reviewer access
	MBUSD current hiring process (since 2019)	- The hiring process, established in 2019, provides steps for assembling panels, definition of 2-types (cultural and technical), application screening (including consideration for Equity/Diversity), interview panelist documents; and explanation of the facilitator script to ensure uniform process

Overall Equity Audit Recommendations

In light of the survey outcomes, interview results, and document review observations and recommendations, the following discussion presents areas for growth to increase District alignment of practices with the current equity-driven Board policies, formal statements of commitment, District goals, and EDSJI committee efforts to impact the culture of care and inclusivity and foster trust across lines of difference for all stakeholders. These recommendations, organized by emerged interview themes, are intended to guide data-informed decision-making for efforts within the District as opportunities for growth towards deepening a culture of care and inclusion from asset-based and growth-minded frames as we would expect from all equity-oriented practices, including audits to inform future practice

Climate of Care

As it is with any student in any classroom, it is with adults. Each wants to feel that they belong and are a part of something bigger than themselves. The organization must commit to developing a climate where each of its members feels as if they truly belong and that they matter to one another. MBUSD is composed of mostly white staff, students, and parents who may have an innate sense of belonging, being accepted, and possessing a level of comfort in most social settings where many persons are perceived to be like them. This is because they are a part of the social norm. Thus, those who do not fit the social norm of the mainstream population may be inadvertently excluded, feel as if they do not belong, or have a lack of comfort in this setting. This helps to create or reinforce the feelings that those who are in the minority do not matter to the organization. As revealed through the interviews, many feel there is a sense that beyond the day for celebrating Cesar Chavez or Black History Month, there is little done to cultivate a culture where *all races and ethnicities* are celebrated each day.

Many families have diverse situations that may be unlike the majority of the families in the District. For example, families come from households with two working parent homes, single-parent homes, or from lower socio-economic circumstances.

Recommendations

Below are some practical recommendations and best practices to help support a culture of care:

- Create a culture which supports all District families by scheduling meetings, events, coffee hours, and other school/social events within reasonable timeframes so that all parents who want to participate can make it in time.
- Consider the use of a Doodle Poll or survey tool for parents to voice the types of events that would help them to feel included and to express the times and formats that would allow them to attend.
- Invest in ongoing diversity, equity, and inclusion training to build understanding of positionality, implicit and explicit biases, and privilege as part of the adoption of cultural competency standards (Lindsay, Robins & Terrell, 2009).

- Create expectations and monitor existing policies for how staff interacts with each other, students, parents, and the community.

Integral Universal Accommodations

The organization must commit to and implement with fidelity across all settings a common MTSS plan, process, and practice. MTSS consists of academic, behavioral, and social-emotional support that students may need at any point in their educational journey. Tiered levels of support are frequently used to help increase the intensity and duration of support and effectively measure and monitor ongoing progress. Based on the data, the organization's current MTSS system exists inconsistently across the District. The discrepancies in implementation between sites suggests that what students get is dependent on where they attend school and who their teacher is.

When implemented effectively, there is not only an improvement in academic gaps but also a culture of care embedded into the system. Students who receive consistent, well thought out, and continuously monitored support will begin to feel they are valuable members of that educational setting. This will help build healthier relationships between students and teachers/leaders, and between the school staff and parent community. Intentionally designing integral universal accommodations will say to students they are worth our time and investment.

Recommendations

Below are some practical recommendations and best practices to help support MTSS with integral universal accommodations through a clearly defined systematic process:

- Provide Ongoing training in the MTSS system, tiered levels of support (including developing an understanding of when each tier is appropriate), Positive Behavior Interventions and Supports, and Social Emotional Learning.
- Training for site and District leaders which focuses on ensuring accountability for implementing MTSS supports with fidelity through monitoring and feedback.
- Time should be provided to teachers across the system to meet with site grade level or content-alike colleagues. This time should be used for discussing data, planning for common instruction, and engaging in a cycle of continuous improvement, especially with regards to learning outcomes for minority and marginalized groups.
- Provide professional development/trainings to ensure all teachers understand the rationale for and impact of effective PLCs.

Students' Worldview of Diversity Inclusion

A student's worldview can only be understood by their lived and learned experiences within their social, familial, and educational sphere. Since this organization has a highly homogeneous demographic with currently minimal access to text and curriculum with diverse perspectives, there appear to be limited opportunities through the school community in which students who are part of the majority can experience and learn about the culture, positionality, and day to day life of a student who is not part of the social norm. Based on the data, students (and their families) who are part of the mainstream do not understand how life is perceived and lived out by students from

diverse backgrounds.

For instance, as acknowledged by the California Department of Education through the Trevor Project and the American Psychological Association (CDE, 2021), students who identify as a members of the LGBTQ community often do not integrate themselves with the majority population as they tend to share their life with those whom they more readily identify with and with whom they feel safer. Additionally, their biological, physiological, emotional, and/ or psychological well-being is often threatened when they openly interact with others who do not share the same lifestyle, beliefs, or feelings regarding their inward or outward differences unless a culture of care and inclusivity are intentionally fostered beginning with adult training specifically supporting LGBTQ+ youth (CDE, June 3, 2021).

Given the number of students who are identified as students with disabilities, this is another population of students who experience a different worldview all together. Findings highlight that students on IEPs or 504's are often going in and out of the general educational setting to attend to learning based on their specific needs. This is important for their overall educational experience. However, students may feel singled-out or isolated due to the intended or unintended social stigma that arises from a label (e.g., Scourbys, 2019; Shifrir, 2013).

This District's students' worldview based on the data shows that there are pockets of inclusion based on diversity through clubs (which are exclusive to their demographic), and through events such as Black History month, Chinese New Year, and other historical cultural glimpses into those who are difference from the mainstream.

Recommendations

Below are some practical recommendations and best practices to help support diversity inclusion:

- Consider policies for cultural and diversity inclusion which go beyond events. Students, their culture, and their experiences deserve to be celebrated all year long.
- Provide professional development focused on understanding inclusionary practices across a TK-12 system.
- Create a safe place and space for students to voice concerns, seek support or advice with staff they can be comfortable enough to share.
- Use the EDSJI committee to provide ongoing forums to engage in frequent conversations with students who are from diverse marginalized groups within the District.
- Consider the allocation of resources to support the development and implementation of inclusionary studies such as: ethnic studies, gender studies, and others.
- Invest in core curriculum and literary works which reflect all of the cultures represented within the school community.

Rhetoric Change to Inclusiveness

Authentic inclusivity in an organization is only strong as the perception of its members. It is one thing to say, "we are inclusive of all people", but it is the action of *being* inclusive that speaks volumes. Based on the numerous documents, data, and a curriculum analysis, this Equity Audit has shown that the organization's language on inclusivity is not authentically demonstrated across the

District. Numerous staff members as noted above have felt “left out” and “less important” than those with higher-paying jobs or duties that require higher education. Students note there are efforts to be inclusive through various clubs or through certain events, but felt their ethnicity or culture was missing in their learning day to day as compared to that of the social norm. Based on the findings, there are noted pockets of excellence where teachers, staff, and leaders, are individually building their own understanding about racism, discrimination and inclusivity and working for change.

Recommendations

Below are some practical recommendations and best practices to help rhetoric change to inclusiveness:

- Reinforce policy and practices that define inclusivity and work to put it into practice.
- Provide all employees with the same context of language and action to build a healthy construct of inclusivity and equity within employee handbooks, during employee on-boarding, at yearly District trainings, and during Board meetings.
- Invest in district-wide learning opportunities so that from the Board room to the classroom, all staff members understand the same message, use the same language, and provide the same practice to ensure no matter which site students attend, the way in which the personnel operate is appropriate and systemic.
- Institute guided PLCs which focus on a cycle of continuous improvement to implement the change needed for equity and inclusivity.
- Use the District’s parent community, students, and staff from all different departments and diverse backgrounds to develop and select appropriate curriculum that is reflective of the students within the District.
- Commit to ongoing District-led Equity Audits as part of the yearly cycle of continuous improvement to help those in the system (prioritize shifts needed)
- Prioritize the use of voice as for advocacy, as expressed in the STAND UP statement and formal District commitment, as a means to ensure people are heard and not being lost in the system.
- Identify strategies that support parents in best meeting the needs of their child/children (this may include technology, time changes for meetings, interpreters, etc.).

Culture of Systemic Exclusivity Summary

As previously noted, the historical culture of the District was designed from the perspectives of the dominant culture representing the majority of its leaders, teachers, and parent community. This historical impact has created a culture over time, in which marginalized or minority groups have been implicitly excluded from opportunities to engage in the institutional practices. This experience is not unique to Manhattan Beach, and an understanding of this phenomenon is formally recognized and adopted by the CA State Board of Education (March 18, 2021) within the Ethnic Studies framework.

According to the data, disparity exists amongst District employees as well. It is perceived by

interview participants that jobs available for minorities within the District tend to be those in classified positions versus certificated roles. The audit also surfaced that participating stakeholders perceive students who are socio-economically disadvantaged or whose family situations may create transportation or geographical challenges may feel different than their peers. These students and their families may also have other barriers to face when it comes to engaging in and with the school community as noted in the findings above. As a result, these students and families may feel a disconnect with their child's school. This is most noted in the participant perception of proportionate number of families across lines of difference attend school events and functions as compared to the proportionate numbers of families from the majority population.

The data shows there may be an exclusion of voice. Should people have concerns or want to share opinions there is a perception from participants that a clear procedure or pathway to do so is not available or is limited. It is noted a Uniform Complaint procedure exists; however, it appears people may be unsure of what it is and how it can be accessed. There was a lack of evidence of UCP filings regarding discrimination within the District which suggests either there are no issues in the District or that the process may not be considered as a viable way to address those types of incidents. The overall perception among interview participants is that if someone makes a complaint or expresses concern, nothing is done about it or the outcome is just "swept under the rug." This perception may keep people from wanting to share and thus they remain silent.

Information shared reflects employees, particularly those who are in classified positions, feel as if they are often excluded from events due to lack of communication either implicitly or explicitly. Most communication comes to their District email (which many do not have access to on the job), a flyer put in a mailbox, an invitation sent home.

Recommendations

Below are some practical recommendations and best practices to help change from a culture of systemic exclusivity:

- Consistently use the formal District communication system from which all District and site information can be disseminated quickly to a specific intended audience or the entire District.
- Provide all staff members with the tools to equitably access information on a regular basis and ensure all members know how to utilize such systems appropriately and effectively.
- Create an informal communication pathway or tool for students, parents, and staff members to have their voices heard regarding minor concerns.
- Ongoing communication must be given regarding the Board's Uniform Complaint Policy and the procedures for filing such a complaint for families and employees.
- The Board must legally ensure reporter privacy ([CA Labor Codes 98 and 230](#)), and include policy for Uniform Complaint procedures (CDE, Sep 22, 2020) so the person making the complaint feels safe to do so without negative repercussions.
- Determine and make public a communication flowchart to report back to all necessary parties the results of the findings in the UCP.

- Develop or fund a tool that captures all issues informally so that if they become formal, there is documentation of prior issues.
- Curriculum, library collections, literature, posters, notices, communiques, should work to reflect the ethnicity, race, and identity of all students represented within the District.
- Per Title I, Part A Parent and Family Engagement Policy and ESSA parents shall receive information and give input in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand... and updated periodically to meet the changing needs of parents and the school” (see <https://www.cde.ca.gov/sp/sw/t1/parentfamilyinvolve.asp>). Continuing to make intentional efforts in this area across various languages will foster a culture of care through inclusivity and develop trust with families across lines of difference.

Adult Recognition of Positionality

Positionality within an educational setting is often not a way in which people think about their role. As a teacher plans for instruction, works to implement that plan, assesses the learning, and decides what to do next, there can be a tendency not to think about how their positionality is related to the power within their classroom. The way in which a teacher interacts with students is often based on bias (implicit or explicit): preconceived notions, assumptions, past experiences with students or persons like them (or perceived to be like them), personal life experiences and traditional social norms. The intersection of a teacher's positionality and a student's positionality often leads to a power struggle. If the struggle is not appropriately handled, it can be detrimental or devastating to the person who has less power. Positionality is a powerful tool in the work of equity and inclusion that wields great potential to bring life to every student. It depends on how it is used.

The same is true for the relationship of employees where, based on job title, positionality can enhance the work environment and support those who are perceived as “less important,” or it can cause harm, dissension, and fracture any possible cohesiveness within the organization. This often happens as a culture is being established or where a pattern has been allowed to permeate and negatively affect the culture over time.

As stated above, the evidence shows that within MBUSD there is a lack of understanding of the adult's perceptions of positionality within this organization. Adults are either not cognizant that “positionality” is a factor in their interactions with students or they are aware their position has power which when held over others and can be used to their advantage.

Recommendations

Below are some practical recommendations and best practices to support adult recognition of positionality:

- Provide equity training and professional development with a focus on understanding positionality, inclusionary actions, equity, and cultural responsiveness.
- Conduct regular classroom walk-throughs and feedback cycles to look at data on teacher-student and student-student interactions.
- Invest in system-wide Cultural Competence and Culturally Responsive Teaching training to

ensure all staff have the opportunity to understand their positionality and its intersection into teaching, learning, and building healthy relationships with students and their families.

- Fully implement the Mindfulness program mentioned in the data as it addresses the mental and psychological well-being of students and adults in the organization.
- Provide frequent, ongoing team building training and activities to rewrite the construct of the perceived hierarchical struggle of power which inherently creates feelings of inferiority and minimizes contributions made by all individuals to the organization.

Policies and Institutionalized Practices

The work of eradicating systemic racism, discrimination, and inequities within an organization begins at the top. Policy within an educational system is the umbrella which protects all who are under it. The use of policy to enact practice must be done so with great thoughtfulness and intentionality to each issue which needs to be addressed within the system. Board Policy, especially in the area of equity and inclusion, is critical in setting the tone and expectations for how the organization will conduct business. It is the Board's charge to create conditions throughout the District, so all students have a safe, high-quality, and enjoyable educational experience. To that endeavor, this District's practices must align with policy language that aspires to be inclusive to all.

Recommendations

Below are some practical recommendations and best practices to help the prioritization of policies and institutional practices.

- Develop expectations from policy language that encompass equitable opportunities for students who are different from the majority.
- Expect, operationalize, and monitor compliance with STAND UP commitment which speaks against discrimination through hate, prejudice, violence and bullying of all minority or marginalized groups for all stakeholders.
- Utilize contractual time for weekly PLC's or team meetings (grade level or subject matter and across subject-matter -i.e., ELA with Social Science, etc). to discuss instructional practices, common planning and assessments (formal and informal), student progress and management practices for both SEL and MTSS implementation.
- Create purposeful learning opportunities for staff collaboration which include discussions around data, diverse instructional practices, and curriculum to determine how to best meet equity goals.
- MTSS practices should be well-defined and implemented with fidelity across all sites on the District.
- There should be a great effort to have a common observation walk-through structure to ensure accountability in each classroom on each site with feedback cycles to improve practice.
- Provide SEL supports throughout District to ensure the needs of students are being addressed in a safe and available environment.
- Consider prioritizing funds to shift the focus of the existing counseling program, on-site social workers, or outside contracts to more consistently meet the diverse needs of

minority and marginalized groups across all grade levels.

- Update adopted curriculum beginning with the earliest adoptions to ensure that concepts meet the current standards including Educational Code mandates for Social Content Review with culturally competent content, most accurate history, current scientific understandings, and portray equitably across lines of difference that reflect the broader American society.

Organizational Cultural Competence

Without the construct of a sound cultural inclusivity policy an organization will inadvertently fall into the trap of repeating history and reliving the phrase “we’ve always done it this way.” While on paper it sounds like a tribute to tradition and continuity, in reality it is a detriment to all stakeholders in an organization who deserve the very best education and work environment and for whom, in order to get this, existing practices need to change. Education is the linchpin to a society and its future. Education is the profession to train all other professions. However, if the education organization refuses to change to what is in the best interest of all and truly live it out, that system will crumble on itself.

Educational change is a process, not an event. It is marked by more progressive thinking, more interactive and collaborative planning, and more focus on the details of relationships to enhance the educational experience. Thus, not listening to the voices of the hurting, not attempting new ways to solve old problems, and not advocating on behalf of those without a voice or positionality, speaks volumes to the importance the organization places on the status quo.

This Equity Audit shows the need shift in this system’s cultural competence which should not only be talked about, but discussed, understood, and enacted.

Recommendations

Below are some practical recommendations and best practices to help the prioritization of organizational cultural competence.

- Create policy around a comprehensive Cultural Competence Framework using the Social Justice Standards (Learning for Justice), and Lindsay, Robbins and Terrell (2009) moving from theory to practice district-wide.
- Provide intentional and purposeful ongoing professional development in the areas of: A) Cultural Competency; B) Culturally Responsive Classrooms/ Schools; C) Response to Intervention and tiered levels of support.
- Implement the aforementioned with fidelity founded in a system of continuous improvement and professional learning.
- Update adopted curriculum beginning with the earliest adoptions to ensure that concepts meet the current standards including Educational Code mandates for Social Content Review with culturally competent content, most accurate and honest history, current

scientific understandings, and portray equitably across lines of difference that reflect the broader American society.

- Curriculum, library collections, literature, posters, notices, communiques, work to continually reflect the ethnicity, race, and identity of all students represented within the District.

Appendix A: Description of Terms (Themes)

1. **Climate of Care:** Climate of care refers to the climate in the District and how people care for one another. Some core tenets include the following:
 - a. Having a strength-based approach
 - b. Enacting kindness
 - c. Having positive pre-suppositions when communicating and working with adults and students
2. **Integral Universal Accommodations:** Universal accommodations refers to helping students who are not learning. Some core tenets include the following:
 - a. The system responds when students don't learn
 - b. Adults in the system routinely ask what are students learning, how do we know and what will we do if they are not learning?
 - c. Interventions are applied across all school contexts, all subject areas and related activities
 - d. Progress monitoring through formative assessment provides information for intervention in core content and Tier I intervention
3. **Students' Worldview of Diversity Inclusion:** Students' worldview of diversity inclusion refers to the understanding that students have regarding the world and the diversity of people within the world. Some core tenets include the following:
 - a. Students understand the world is diverse in race, ethnicity, religion, gender identification, thought and lifestyle.
 - b. The system provides students the opportunities to explore a diverse world.
 - c. Equity is not the same as equality.
 - d. Students understand that all people are equal and efforts have to be made to ensure equity for all.
4. **Rhetoric Change to Inclusiveness:** Rhetoric change for inclusiveness means that the language used in the system to communicate ideas and information is inclusive. Some core tenets include the following:
 - a. Communication includes language that is positive toward all cultures, ethnicities, race, gender and diversity of thought.
 - b. Microaggressions are identified and either rectified or avoided,
 - c. Language use is positive and respectful.
 - d. Ideas communicate are inclusive of all people, ideas and thinking.
5. **Culture of Systemic Exclusivity:** Culture of systemic exclusivity refers to how the organizational culture systematically responds to people, ideas, thinking and situation. Some core tenets include the following:
 - a. People are included across lines of difference from the stated or unstated values of the majority,
 - b. The organizational culture become more intentionally inclusive across lines of

- c. Efforts be made to dismantle “the status quo” to foster a culture of trust and care across lines of difference.
 - d. Work to educate and disrupt the occurrence of microaggressions against those across line of difference supporting the use of voice and allyship in these instances.
- 6. Adult Recognition of Positionality:** Adult recognition of positionality refers to adults in the system understanding their positionality. Some core tenets include the following:
- a. Educate stakeholder on the ways positionality is the social and political context that creates a person’s identity in terms of race, class, gender, ability, and education.
 - b. Develop continued stakeholder awareness of the ways in which positionality includes how one’s personal identity can influence and bias that person’s understanding of the world, school, and people they interact with.
 - c. Include professional learning to help adults recognize their positionality to understand perceived power and become conscious and mindful in their practice to flatten power structures to foster trust and a deeper culture of care across lines of difference.
- 7. Policies and Institutionalized Practices:** Policies and institutionalized practices are written and unwritten policies and practices in a District, in schools and within departments of the organization. Policies are courses of action, or statements for courses of action, taken within the organization. Institutionalized practices are practices that go on because it is the way things are done in an organization, not because the practices are equitable or efficient. Some core tenets include the following:
- a. Board policies should include policies on equity and access.
 - b. School policies should be equitable.
 - c. Practices that have been in place for a long time are examined from time to time for equity and effectiveness.
 - d. Practices do not do harm to staff, students, parents or families
- 8. Organizational Cultural Competence:** Organizational cultural competence is the cultural competence that exists throughout the organization. Some core tenets include the following:
- a. Develop cultural proficiency through an adopted framework as a model for shifting the culture of the District and the schools within the District.
 - b. Continue to foster cultural proficiency as a collective asset-based and growth mind-set within a culture of care.
 - c. Educate stakeholders for effectively describing, responding to, planning for, communicating issues and conflict that inevitably arise in diverse environments.

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