



# Board Workshop on Equity, Diversity, Social Justice and Inclusion

October 20, 2021

Manhattan Beach Unified School District 325 S. Peck Avenue

Manhattan Beach, CA 90266

# Welcome



**Inclusion STAND UP Commitment**

*I commit to Stand Up against hate, prejudice, violence, and bullying and STAND UP for respect and inclusion. I will:*

**S**peak out when I hear someone being targeted because of their race, ethnicity, sexuality, gender, religion, ability, gender identity, or any other factor. If it is difficult to speak out, then I will stand next to the person who is being targeted and offer my support;

**T**alk about how stereotypes, prejudice, discrimination, and exclusion make people feel and how they harm our society;

**A**sk myself, "How do I want to be treated?" Before acting or speaking, I will consider the other person's feelings and be kind, respectful, and caring;

**N**ot allow a prejudiced slur to go either unchallenged or unreported. If I see something, I will say something;

**D**enounce online hate, bullying, and discrimination, and report hurtful conduct whenever possible;

**U**nite and engage with diverse communities and educate myself on how to be an effective friend and supporter;

**P**rotect my neighbors by being inclusive and building communities where everyone feels welcome.

Adopted by the Manhattan Beach USD Board of Trustees on April 7, 2017.



# Experiences from our Community

**Families**

**Employees**

**Students**



# MBUSD Board Goal

**Continue to develop a climate of care, equity, diversity, social justice, and inclusion in all MBUSD schools.**

- Communicate and Implement Social Emotional Learning Visual Framework.
- Focus on Student and Employee Safety.
- Emphasize MBUSD's Inclusion Stand Up Commitment to create a safe environment for all stakeholders to engage in discussions about biases and honor everyone's background or experience.
- Identify, strengthen and incorporate diverse classroom resources that support the District's emphasis on equity, diversity, social justice, critical reflection, and inclusion through examples found in literature and historic or current events.
- Develop curriculum that is reflective of each student's background and experience, and classrooms that are safe spaces for students to develop and express their voices.





# EDSJI Committee Purpose

The MBUSD Equity, Diversity, Social Justice and Inclusion Committee will serve as an advisory committee to provide input to District leadership and to the Board of Trustees in support of the Board goal to promote a climate of care in MBUSD.



# Equity Audit Purpose

The District engaged in an Equity Audit based on its recognition that institutional change requires layers of analysis, self-reflection, and transformation, combined with courage and collaboration.



# Equity Audit Timeline

March-April 2021	Staff Surveys
April-May 2021	Staff, Student & Parent Interviews
April-June 2021	Document Review
June-July 2021	Analysis
August 20, 2021	Equity Audit Report
October 20, 2021	Board Workshop



# Board Workshop Preparation

**Subcommittees based on the eight themes outlined in the Equity Audit Report as follows:**

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





# Definitions

Term	Definition	Source
Equity	"In order to eradicate institutional bias of any kind, including implicit or unintentional biases and prejudices that affect student achievement, and to eliminate disparities in educational outcomes for students from historically underserved and underrepresented populations, the district shall proactively identify class and cultural biases as well as practices, policies, and institutional barriers that negatively influence student learning, perpetuate achievement gaps, and impede equal access to opportunities for all students."	Manhattan Beach Unified School District (October 2018) Policy 0415: Equity



# Definitions (Continued)

Term	Definition	Source
Diversity	<p>There are many kinds of diversity, based on race, gender, sexual orientation, class, age, country of origin, education, religion, geography, physical, or cognitive abilities. Valuing diversity means recognizing differences between people, acknowledging that these differences are a valued asset, and striving for diverse representation as a critical step towards equity.</p>	<p>NEA Center for Social Justice. Retrieved (October, 2021) <i>Racial Justice in Education: Key Terms and Definitions</i>. <a href="https://www.nea.org/professional-excellence/student-engagement/tools-tips/racial-justice-education-key-terms-and">https://www.nea.org/professional-excellence/student-engagement/tools-tips/racial-justice-education-key-terms-and</a></p>
Social Justice	<p>"Social justice is about distributing resources fairly and treating all students equitably so that they feel safe and secure—physically and psychologically."</p>	<p>Murph-Brown, A (2021, October 20) <i>Why Social Justice in Schools Matters</i>. NEA. <a href="https://www.nea.org/advocating-for-change/new-from-nea/why-social-justice-school-matters">https://www.nea.org/advocating-for-change/new-from-nea/why-social-justice-school-matters</a></p>



# Definitions (Continued)

Term	Definition	Source
Inclusion	Being included within a group or structure. More than simply diversity and quantitative representation, inclusion involves authentic and empowered participation, with a true sense of belonging and full access to opportunities.	NEA Center for Social Justice. Retrieved (October, 2021) <i>Racial Justice in Education: Key Terms and Definitions</i> . <a href="https://www.nea.org/professional-excellence/student-engagement/tools-tips/racial-justice-education-key-terms-and">https://www.nea.org/professional-excellence/student-engagement/tools-tips/racial-justice-education-key-terms-and</a>
Cultural Competence	Skills that support students to affirm and appreciate their culture of origin while developing fluency in at least one other culture.	Retrieved (October 2021) from <a href="https://www.cde.ca.gov/qs/ea/">https://www.cde.ca.gov/qs/ea/</a>



# EDSJI Subcommittee Presentations

**In preparation for the October 20, 2021, Board Workshop, subcommittees read the Equity Audit Report in its entirety with a focus on their subcommittee's assigned theme and discussed the following four questions:**

1. Provide a definition/overview of this theme.
2. What are the equity issues that emerge out of this theme?
3. What are the top three key findings, recommendations, priorities to address related to this theme?
4. What other questions/issues arise out of this theme?



# Climate of Care

Jen Fenton, Grace Lou, Lanissa Patterson,  
Stacy Cabrera, and Daniel Pestle

Questions and Comments

<https://tinyurl.com/ba8kt64u>



# Climate of Care

## Definition/Overview:

Globally, no matter who you are, or where you are from, everyone should feel a sense of belonging and feel welcomed.

- As a student, it's about more than being a number
- As a teacher, it's about being there for the students, understanding and communicating with them, and communicating with them
- As an organization, it's about having the infrastructure to support our students and staff





# Climate of Care

## Equity Issues:

- Equity and diversity are much broader than race and ethnicity
  - Equity and diversity include disability, age, gender identity, and socio-economic status
- Contingencies of people may not feel included
- For some students for a variety of reasons have difficulty knowing about cool places or happenings because they're not connected the way other students are through sports, after school activities, etc.
- Classified staff are mainly people of color and are not recognized the way as other staff



# Climate of Care

## Key Findings, Recommendations and Priorities:

1. Creating a culture which supports all MBUSD families
  - Scheduling
  - Ensure that every student has ONE person on campus that they connect with and then hold a focus groups at the end of the year to determine if we accomplished this goal
  - Whole Child Focus
2. Investing in ongoing diversity, equity, and inclusion training
3. Intentionally creating opportunities for all constituent groups to engage in dialogue and build relational trust



# Climate of Care

## Questions/Comments:

- Theme is SO large we need to dissect it before we address the bigger picture
- Address bullying or what happens when anyone is treated differently for any reason (goes against climate of care and making everyone feel welcome)
- Support, training and empowerment for upstanders
- Follow-up communication of consequences for activities that disrupt the campus community



# Students' Worldview of Diversity Inclusion

Anna Gralnik, Jenna Ahmed, Dawn Fulton,  
Sharada Subramanian, and Andrew Caine

Questions and Comments

<https://tinyurl.com/ba8kt64u>



# Students' Worldview of Diversity Inclusion

## Definition/Overview:

- Building awareness and understanding of all students' experiences and backgrounds; in particular, those who perceive themselves not in the “mainstream”
- Embracing experiences of others
- Sense of belonging
- Affirm and validate experiences



# Students' Worldview of Diversity Inclusion

## Equity Issues:

- Impact on emotional, mental, and physical learning for students that aren't represented
- Feeling as if they have little control over major decisions regarding their education.
- Inclusion is year-round social awareness not only during "heritage month"
  - Some groups do not have a heritage acknowledgment. Who are we not including?
- Only pockets of safe space. It does not provide a complete sense of safety.
- Questioning who is your ally. Who can productively advocate for you?
- Intentionally hold themselves back in class and not have same opportunities as those who feel a sense of belonging.
- Students do not see themselves represented in the curriculum and that can cause them to feel like they are not important. They are not being seen.





# Students' Worldview of Diversity Inclusion

## Key Findings, Recommendations and Priorities:

### Findings:

1. Policy
2. Budget
3. Student Community

### Recommendations:

- Provide professional development focused on understanding inclusionary practices across a TK-12 system.
- 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 the cultures represented within the school community.



# Students' Worldview of Diversity Inclusion

## Other Questions/Issues:

- Counter narrative
- Continuing comments from community members and solicit responses from stakeholders
- Incorporate students and community members feedback pre-implementation



# Rhetoric Change to Inclusiveness

Jen Cochran, Armaan Shivpuri,  
Michelle Krzmarzick, and Monique Roth

Questions and Comments

<https://tinyurl.com/ba8kt64u>



# Rhetoric Change to Inclusiveness

## Definition/Overview:

Definition of Rhetoric: language designed to have a persuasive or impressive effect on its audience, but often regarded as lacking in sincerity or meaningful content

- Authentic inclusivity in an organization is only as strong as the perception of its members.
- Key Question: Is the language of inclusivity authentically demonstrated?



# Rhetoric Change to Inclusiveness

## **Equity Issues:**

### Classified Staff feel:

- Left out in communication.
- A hierarchy excludes them from campus and district events.

### Students feel:

- They join clubs or special places to feel included, but it is lacking in the classroom/campus.
- Material is not relevant to students; it affects engagement.
- They are only represented or celebrated when it is a special event.

### Language is not used correctly or with a sensitivity toward all.

- Example: Using “parents” or “mom and dad”
- Example: Using incorrect gender pronouns

\*There are staff who embody authenticity, but we need more universal authenticity.



# Rhetoric Change to Inclusiveness

## Key Findings, Recommendations and Priorities:

- Training!
  - From the top down, provide training so that the entire community is using a shared language and actions that provide a community of care that is inclusive.
- Encourage authentic inclusivity from a student perspective -
  - School wide initiative with student leaders from each pocket of campus/activity
  - Taking best practices from programs/faculty that have created welcoming and inclusive environments
- Curriculum - select curriculum that appropriately represents and is reflective of all students in the District
- Policies - reinforce practices and policies that promote inclusivity from Board policy down to site policies





# Rhetoric Change to Inclusiveness

## Other Questions/Issues:

- How can we ensure that this trickles down into the community?
- How do we handle push back? Any time you make change, you encounter resistance.



# Integral Universal Accommodations

Dr. John Bowes, Janet Allen,  
Lindsey Fox, and Patricia Jones

Questions and Comments

<https://tinyurl.com/ba8kt64u>



# Integral Universal Accommodations

## Definition/Overview:

- Consider the behavioral, emotional and academic transition skills students need to thrive now and in college, career and life
- Support for all students regardless of qualification for or placement in a particular program or subgroup
- Meeting students where they are academically, physically and emotionally



# Integral Universal Accommodations

## Equity Issues:

- Provide access to services and program opportunities to all students
- Personal Connection to students and families that offers Guidance, Open Communication and Support
- Accurately assessing and providing universal accommodations: Multi- Tiered System of Supports (MTSS), Student Study Team (SST), Section 504 Accommodations, and Individualized Education Program (IEP)
- Provide program consistency across classrooms, grade levels/subjects and schools
- Adequate K-12 staffing, training and supports for behavioral, academic and emotional success
- Identify student academic, physical and emotional needs



# Integral Universal Accommodations

## Key Findings, Recommendations and Priorities:

1. MTSS exists inconsistently across the District. The discrepancies in implementation between sites suggests that what students get is dependent on where they attend schools and what classroom they are assigned to.
2. Provide professional development and training so that all site leaders, teachers and support staff understand the rationale for Integral Universal Accommodations.
3. Consistent, well thought-out and continuously monitored support will help students feel like valuable members of the MBUSD educational setting.



# Integral Universal Accommodations

## Other Questions/Comments:

- Looking for ways to promote prosocial behavior, self-advocacy skills and student engagement at all levels
- Identifying physical space and providing staff to accommodate all students
- Identifying funding sources for programs and professional development
- Dedicating time for Professional Learning Communities: data, common planning, best practices, continuous improvement





# Culture of Systemic Exclusivity

Dr. Dawnalyn Murakawa-Leopard,  
Hannah Gedion, and Jenn Simon

Questions and Comments

<https://tinyurl.com/ba8kt64u>



# Culture of Systemic Exclusivity

## Overview:

A culture of systemic exclusivity refers to the ways in which the organization and the systems and structures it uses include or exclude people, ideas, and perspectives.

## Goals:

- Inclusion across lines of difference
- Culture of trust and care
- Valuing voice and allyship
- Willingness to change the status quo to support inclusion



# Culture of Systemic Exclusivity

## Equity Issues:

- Curricular representation
- Access to participation
  - Time/place/format/procedures
  - Resources
  - Invitation/acceptance
- Hiring/employment practices



# Culture of Systemic Exclusivity

## Key Findings, Recommendations and Priorities:

- Address Assumption of Homogeneity
- Learning to Productively Disagree
- Inclusive Media
- Implicit Value in all Staff Positions



# Culture of Systemic Exclusivity

## Other Questions/Issues:

- Hiring Practices
- Trends in long-term faculty
- Respectful, Productive, and Inclusive Dialogue in the Community



# Adult Recognition of Positionality

Susana Anton, David Halushka,  
Ryan Taylor, and Tara Grings

Questions and Comments

<https://tinyurl.com/ba8kt64u>



# Adult Recognition of Positionality

## Definition:

The idea that a person's position in their social order or social position (race, class, gender, etc.) shapes how they see and interpret their surroundings and interactions.

## Overview:

- While almost 40% of MBUSD students are people of color, just over 20% of MBUSD teachers are people of color.
- Teachers and the way they design lessons and interact with students is affected by their positionality. The same can be said regarding the employee/employer relationship.
- The closer you are to the advantaged group, regarding positionality, the less aware you may be of (your own) positionality - Unexamined bias.
- It is more likely to go unnoticed in such a homogeneous group which can lead to more positionality and subsequently more inequities.





# Adult Recognition of Positionality

## Equity Issues:

There is a lack of understanding of the adult's perceptions of positionality within this organization.

If most of the administration/management staff in the District reflect positionality within a particular race, community or economic class, that positionality can implicitly affect the way they interact with, perceive, hold accountable, not hold accountable, and hire and terminate employees who do not appear to be from the same positionality or share the same personal life experiences and traditional social norms as they do.

The lack of ability to see your position in the social order and that your personal life experiences and traditional social norms can implicitly affect the way you interact with students and employees can create inequality for those that do not fall into certain positionalities.



# Adult Recognition of Positionality

## Key Findings, Recommendations and Priorities:

- “The evidence shows that within MBUSD there is a lack of understanding of the adult’s perceptions of positionality as 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.”
- Provide frequent ongoing “Equity training and staff development to understand positionality, inclusionary actions, equity, and cultural responsiveness.”
- “The work of eradicating systemic racism, discrimination, and inequities within an organization begins at the top.”



# Adult Recognition of Positionality

## Other Questions/Issues:

- The audit provided the ethnic breakdown for certificated and administrative staff. Should there be further consideration/review of the ethnic breakdown of our classified staff?
- Given that classified staff are more diverse AND tend to hold positions where they are assigned to support the work of others, they tend to have two potential hurdles to overcome with respect to their positionality.
  - What about students? If they are not part of the mainstream positionality demographic, they are likely are experiencing two negatives, by also being in a subordinate position as students. (The audit states, “As it is with any student in any classroom, it is with adults).
- There is a disconnect between how certificated leaders rated themselves and how classified rated themselves. Do certificated leaders have an inflated impression of their cultural competency?
- How do we recognize the strengths that all students bring regardless of who they are or where they are from.
- How do we work to earn back the trust of those marginalized communities? c
- Student positionality is influenced by many factors – language, culture, identity, appearance, and more – we need to be sensitive to this intersectionality and its compounding impact on an individual's ability to participate in our community.



# Policies and Institutionalized Practices

Dr. Irene Gonzalez-Castillo, Meike Hennon, Maddie Hutchinson and Aisha Qaasim-Davila

Questions and Comments

<https://tinyurl.com/ba8kt64u>



# Policies and Institutionalized Practices

## Definition / Overview:

**Policies and Institutionalized Practices:** Written and unwritten policies and practices in a District, in schools and within departments of the organization.

- **Policies:** Courses of actions or statements for courses of action, taken within an organization.
- **Institutionalized Practices:** Practices that go on because it is the way things are done in an organization, not because the practices are efficient or equitable.



# Policies and Institutionalized Practices

## Equity Issues:

The data shows inequities in these areas.

1. Development of Equitable **Policies and Practices**
2. Equitable **Hiring Practices**
3. Equitable **Opportunities for Growth and Development for All Staff**
4. Equitable **Use of Resources**





# Policies and Institutionalized Practices

## Key Findings, Recommendations and Priorities:

- **Review Existing Policy:** Review current policies to ensure that policy language encompasses equitable opportunities for students that differ from the majority, operationalize existing programs, and monitor compliance with current initiatives that speak against discrimination, prejudice, hate and violence.
- **Staff and Student Supports:** Create purposeful learning opportunities for staff which include discussions around data, diverse instructional practices, and curriculum to determine how to best meet equity goals. Create learning opportunities for students around the District's equity goals and its commitment to a culture of inclusivity in school.
- **Curriculum and Instructional Materials:** Update curriculum and instructional materials to meet current Ed. Code requirements and include culturally competent content, the most accurate history, current scientific understandings, and portray equitably across lines of difference that reflect the broader society.





# Policies and Institutionalized Practices

## Other Questions/Issues:

**Institutionalizing Structures to Build Community:** How do we welcome and “onboard” new staff, students and families so that we establish a sense of community and belonging right at the start?

**Reflection:** Overall, the policies and institutionalized practices of MBUSD are the “bones” that hold the structure together. How often do we take an x-ray to ensure that our bones are in place, free of fractures and are in good condition? The condition of these “bones” impact all the other themes identified in the Equity Audit Report. We need to operationalize a proactive cycle of reviewing our policies and practices and address issues of equity immediately.



# Organizational Cultural Competence

Katrina O'Connor, Daniel Cashman,  
Kerry Aguerro, and Orhan Tanner

Questions and Comments

<https://tinyurl.com/ba8kt64u>



# Organizational Cultural Competence

## Definition:

- Organization and individuals who interact with other cultural groups
- Fostering of cultural proficiency
- Educating of stakeholders to effectively describe, respond to, plan for, communicate issues, and conflict that inevitably arise in diverse environments.

## Overview:

- Our Organization is more than teachers, District, Board, leadership, and staff-- it is the students and everyone.
- There are ongoing issues in the MBUSD community related to cultural competence and, there is sense of urgency. History continues to repeat itself. The audit states, “We’ve always done it that way.” We have voices that are hurting. We need to listen to all voices. A Commitment from the Board, and all stakeholders - a commitment to action.



# Organizational Cultural Competence

## Equity Issues:

- Students not seeing themselves in the curriculum
- Lack of staff training--staff not knowing appropriate verbiage or know how to address; or how to have sensitive conversations in a classroom
- Not listening or advocating for unheard voices
- Lots of talk of change but no action
- Lack of awareness of these issues in the organization
- Not looking at new ways to solve problems
- Discrepancies between certificated staff, classified staff, and student ratios.



# Organizational Cultural Competence

## Key Findings, Recommendations and Priorities:

1. Create policy that move us from theory to practice - from talk to action.
2. Update adopted curriculums and libraries to reflect diverse cultures in our District.
3. Provide intentional and purposeful ongoing professional development in the areas of Cultural Competence, Culturally Responsive Classrooms, and Response to Intervention and tiered levels of support.



# Organizational Cultural Competence

## Other Questions/Issues:

- Commitment needed for resources and financing of ongoing professional development.
- How do we engage all stakeholders to support our committee goals?
- Can we explore arts--what is the data on diversity in their programming?
- How do we empower students - (i.e., physical space, garden space) across the District?
- How do we as an organization be creative/innovative and custom tailor solutions as a community to efficiently approach these issues?
- What is our MBUSD culture? How do we define ourselves? Does our MBUSD culture or definition of who we are inclusive of everyone?



# Equity Audit Report Discussion

- Questions and Answers
- Board Discussion





Thank you!

# Next Steps

- Equity Audit Report
  - EDSJI Committee and advisory role
  - Prioritize recommendations
  - Engage community through ongoing feedback
- EDSJI Meeting 2021-22 Dates:
- November 18, 2021
  - December 16, 2021
  - January 20, 2022
  - March 17, 2022
  - April 21, 2022
  - May 19, 2022

EDSJI Community Feedback  
<https://tinyurl.com/239pp2um>





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