Mountain View
Whisman
School District

Towards Equity

MVWSD Board of Trustees

Mountain View Whisman School District
August 20, 2020

Mountain View
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School District

Board Goals & Resolutions

Board Goal Alignment

- GOAL 3: INCLUSIVE & SUPPORTIVE CULTURE
  - Goal Statement: Every student, staff, family, and community member will feel valued and supported while working, learning, and partnering with MVWSD.
    - Strategy 3.2 Build engaging and positive interactions among students, staff, parents, and the community ensuring that everyone will feel welcomed and included in the educational process.

Board Resolutions

- Resolution No. 1634.2/17, Affirming Mountain View Whisman School District's Support of Its Students and Families Regarding Immigration Enforcement Actions At Schools
- Resolution No. 04-061820 Denouncing Racism and Supporting Equity, Safety, and Well-being of Black People
- Resolution No. 01-070220 Condemning Hate Crimes
- Resolution No. 03-061820 in Support of Digital Access and Inclusion

Next Steps

Understanding the Problem
Setting Priorities
Raising Awareness
Taking Action
Measuring Progress & Adjusting Strategies

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Internal staff survey data

Demonstrated Need

Equimetrics® Data Review

Survey Subject Matter

We measured your institution's response surrounding the following topics:

- **Diversity** - presence of individuals of varying backgrounds and/or experiences
- **Equity** - fair, transparent treatment of all
- **Inclusion** - an environment in which all individuals are treated fairly and respectfully
- **Cultural Competency -** ability to understand, effectively interact with people across varying cultures
- **Communication -** effective sharing of information
- **Leadership -** leaders are taking ownership and are supportive
- **Mission, Vision & Values -** support, modification and enhancement of an organization's Mission, Vision & Values
- **Alignment -** policies, communication, and actions are connected
- **Policy and Practice -** components reflected in org policies and practices

Demonstrated Need

Equimetrics® Data Review

Item Scores

Equimetrics® Item Scores: Top Items (Items with highest percentage of 9-10 responses)

Item	Scale	Strongly Agree	Neutral	Disagree	Avg
4. In my work group, we have varying backgrounds and/or experiences among team members.	Diversity	48.2	33.7	17.9	8.1
18. Leaders in my work group include team members, regardless of background.	Leadership	47.8	31.8	20.2	7.9
8. In my organization, people are included, regardless of background or experience.	Inclusion	46.5	33.9	19.4	7.9
10. In my work group, we regularly share ideas and learn from other backgrounds and experiences.	Inclusion	44.2	33.5	22.1	7.8
1. My organization actively promotes diversity. (within the organization)	Diversity	42.1	34.1	23.6	7.8

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Demonstrated Need

Diversity

Almost half of participants (highest indicator of the 4) felt that MVWSD was comprised of a diverse staff with varied experience. Participants were less likely to agree that diversity initiatives were prioritized by MVWSD.

Equity

Less than half of all participants agree that underrepresented populations lack full access to MVWSD resources and support, though the lack of participation by underrepresented groups is most concerning to participants.

Inclusion

Almost half of participants (highest indicator of the 3) felt that MVWSD included them regardless of background. Participants were less likely to agree that their ideas or suggestions were solicited.

Cultural Competency

Nearly half of all participants reported that they felt supported by their district regardless of their cultural background. Nearly half of participants also felt able to communicate with and understand people from diverse backgrounds.

Demonstrated Need

Equimetrics® Data Review

Key Observations

Strengths

- Respondents generally feel their work groups are diverse.
- People generally feel included regardless of background or experience and ideas are shared.
- The organization actively promotes diversity.

Opportunities

- Broader communication of diversity, equity, inclusion & cultural competency initiatives could be enhanced, both at the organization and work group levels.
- Address and identify reasons for disparities in response within locations and departments.
- Improve proportional representation in all activities.
- Look outside for better ways to support DE&I initiatives.
- Policies and practices support the value of individual differences.

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Internal staff survey data

NEW ENGLAND
HIGHER EDUCATION

Why NERCHE

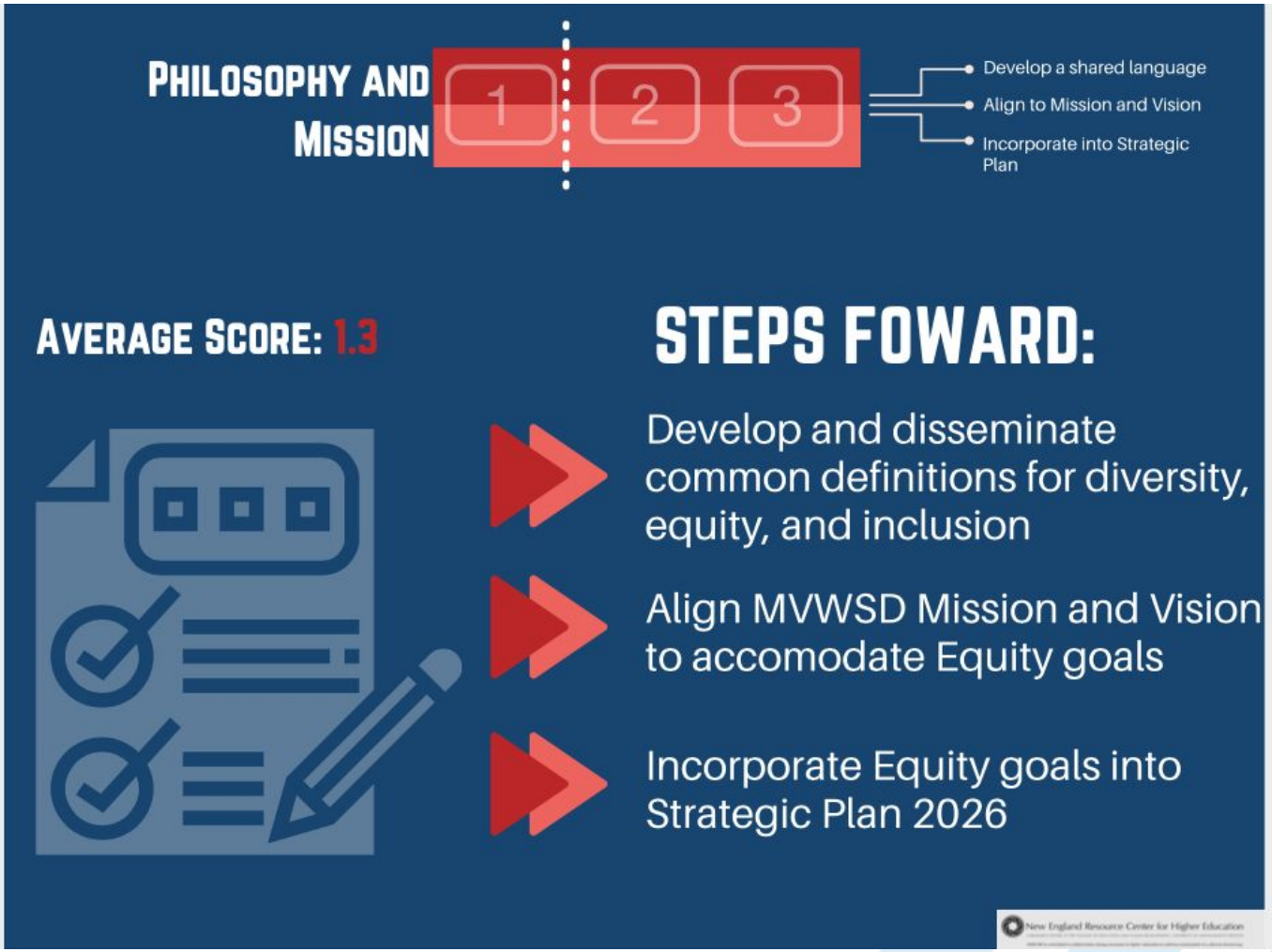
- After an extensive search we adapted and utilized New England Resource Center for Higher Education Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education.
  - This assessment was comprehensive of all facets of our organization

Demonstrated Need

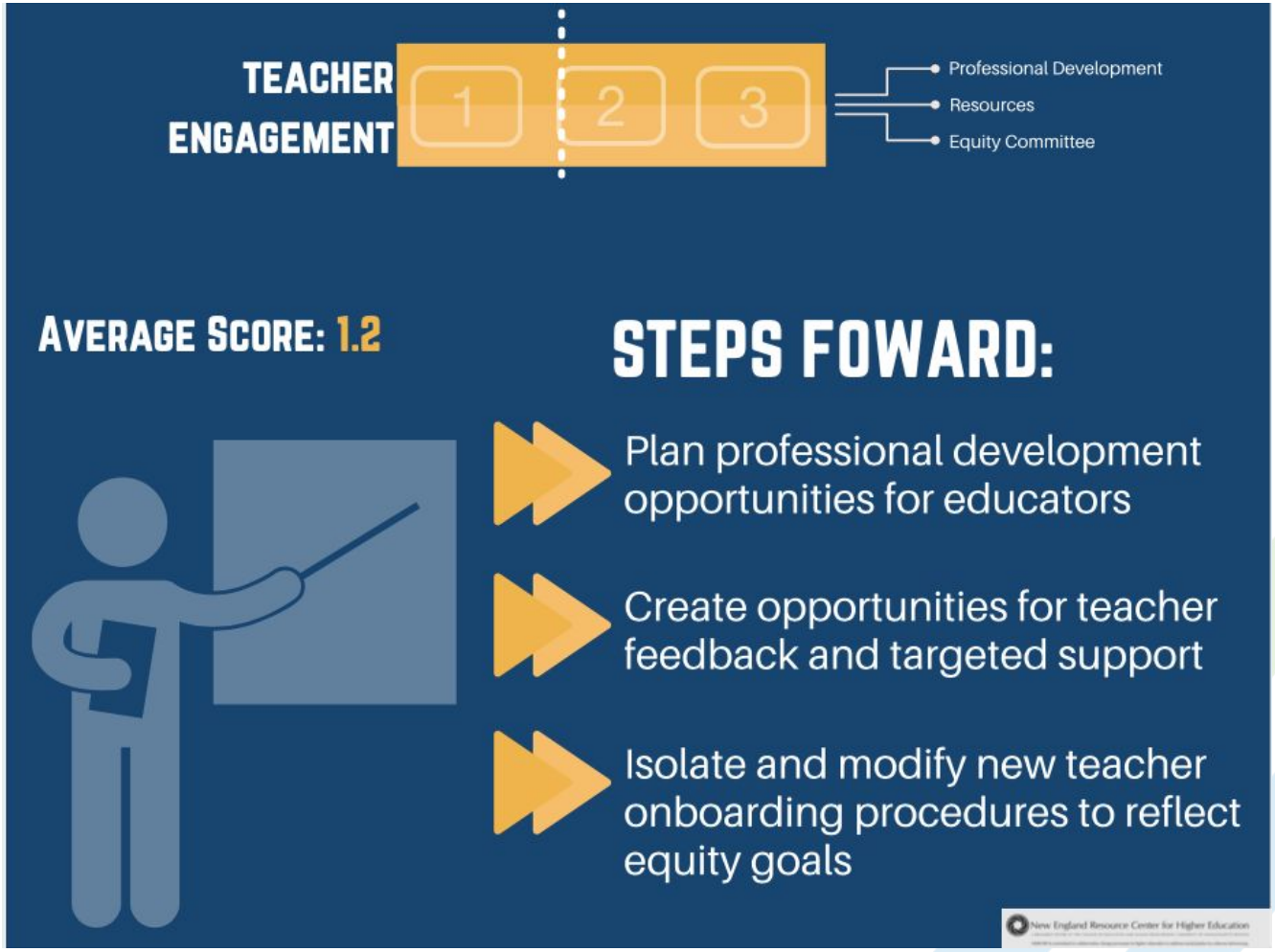
Understanding the ratings

- **Stage One: Emerging**—At this stage, a campus is beginning to recognize diversity, inclusion, and equity as strategic priorities and is building a campus-wide constituency for the effort.
- **Stage Two: Developing**—At this stage, a campus is focused on ensuring the development of its institutional and individual capacity to sustain the diversity, inclusion and equity effort.
- **Stage Three: Transforming**—At this stage a campus has fully institutionalized diversity, inclusion, and equity into the fabric of its institution and continues to assess its efforts to ensure progress and sustainability.

Demonstrated Need



Demonstrated Need



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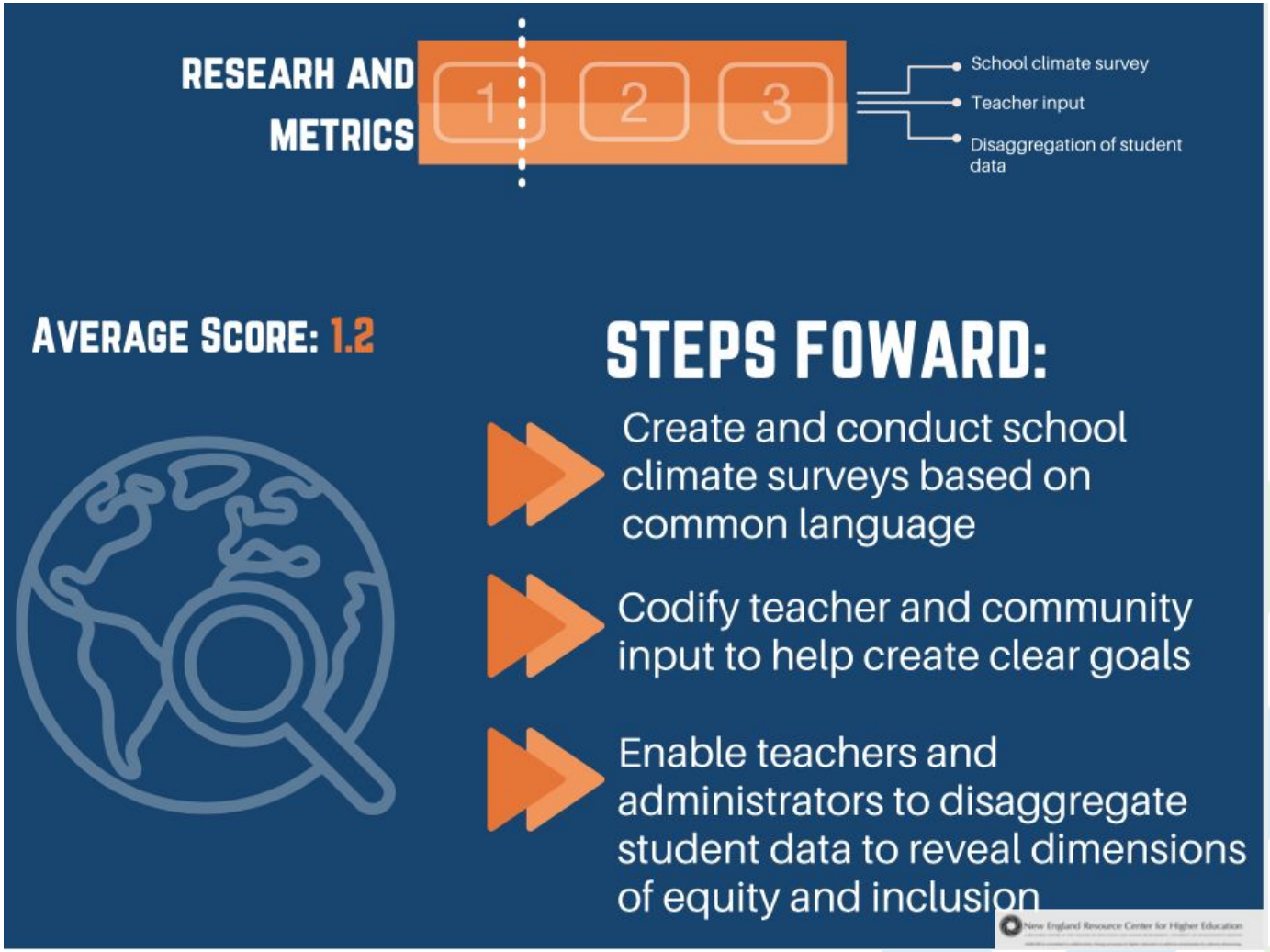

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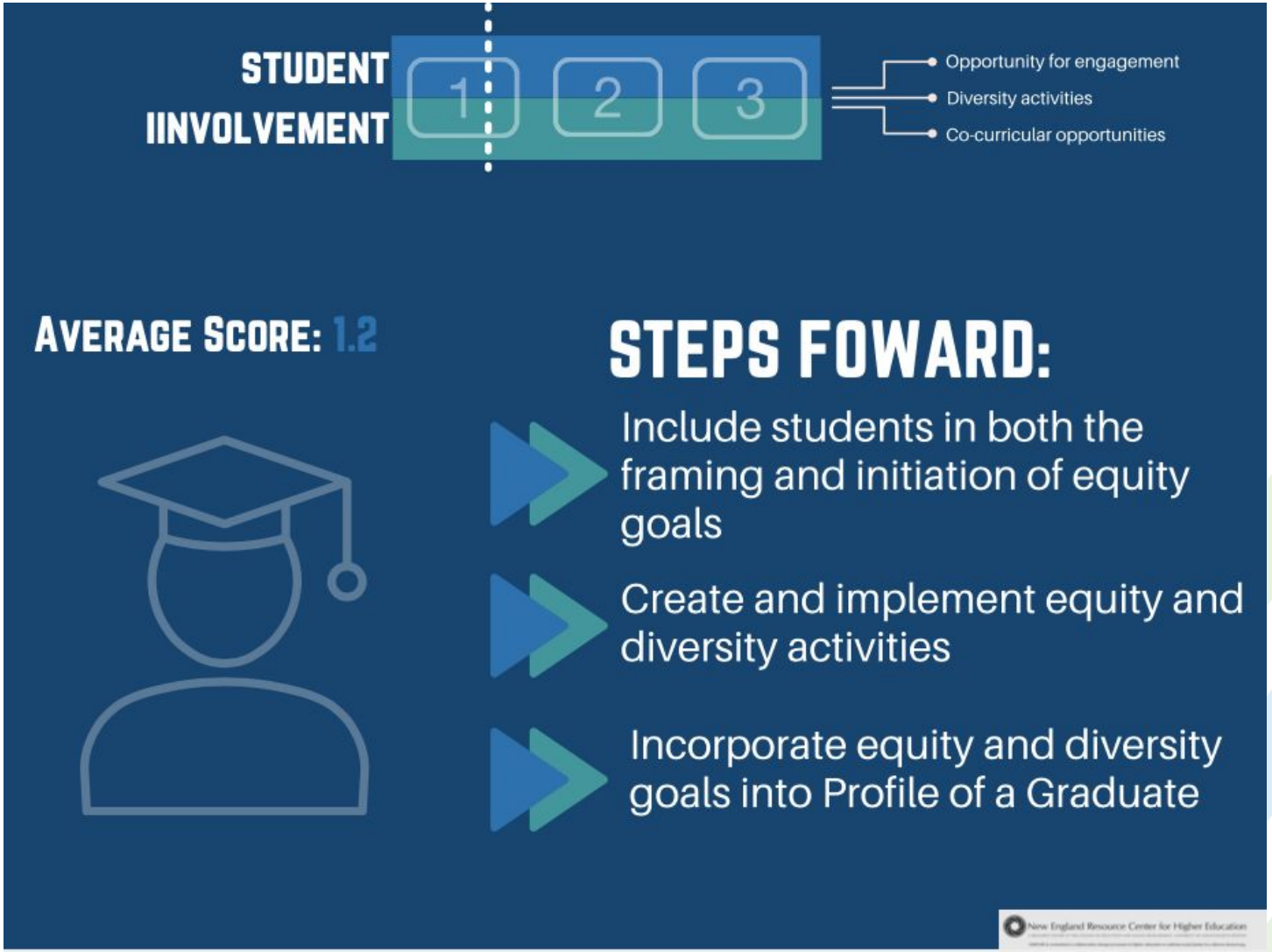

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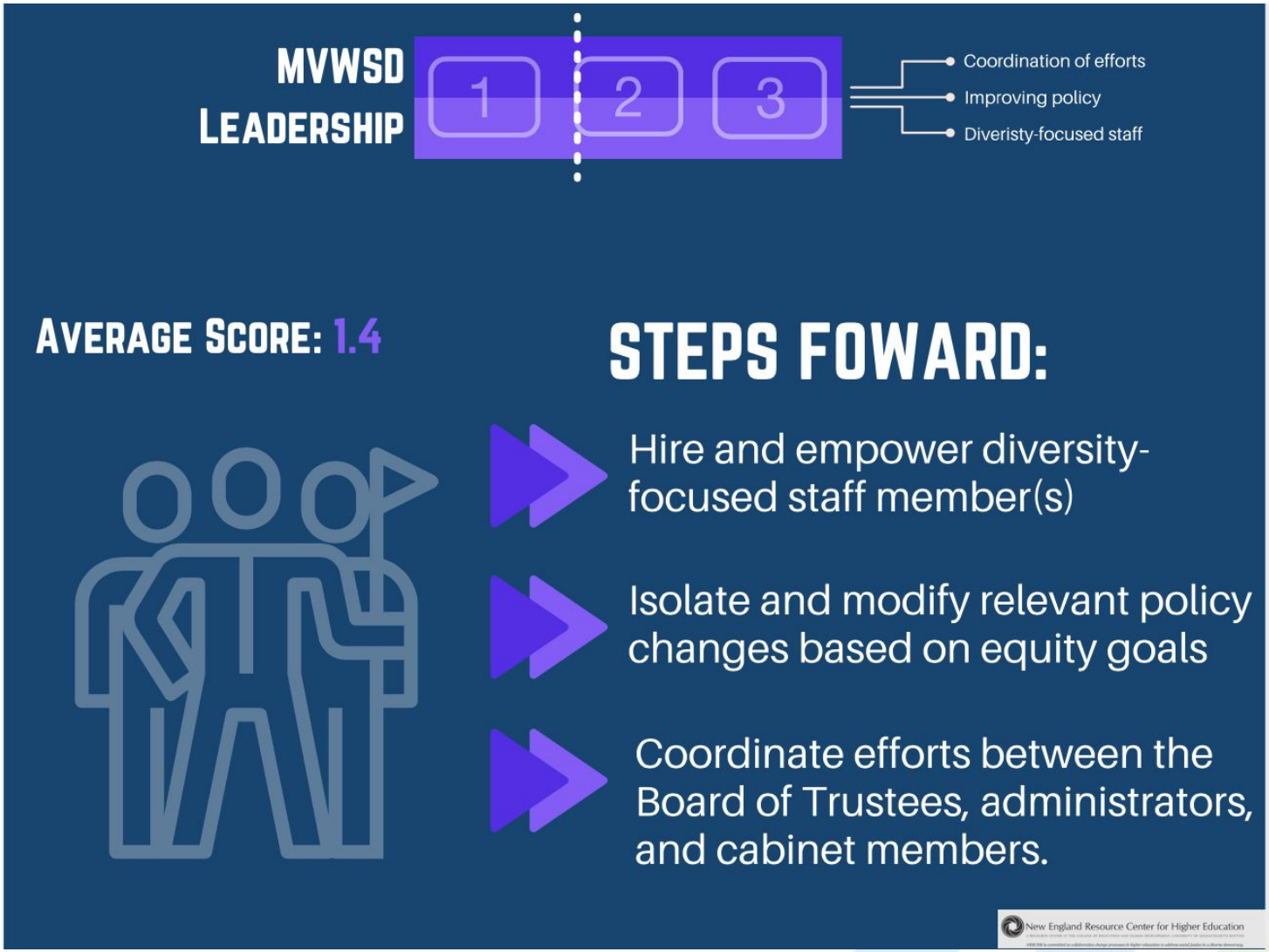

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Socio-Political Context for Equity

Socio-Political Context

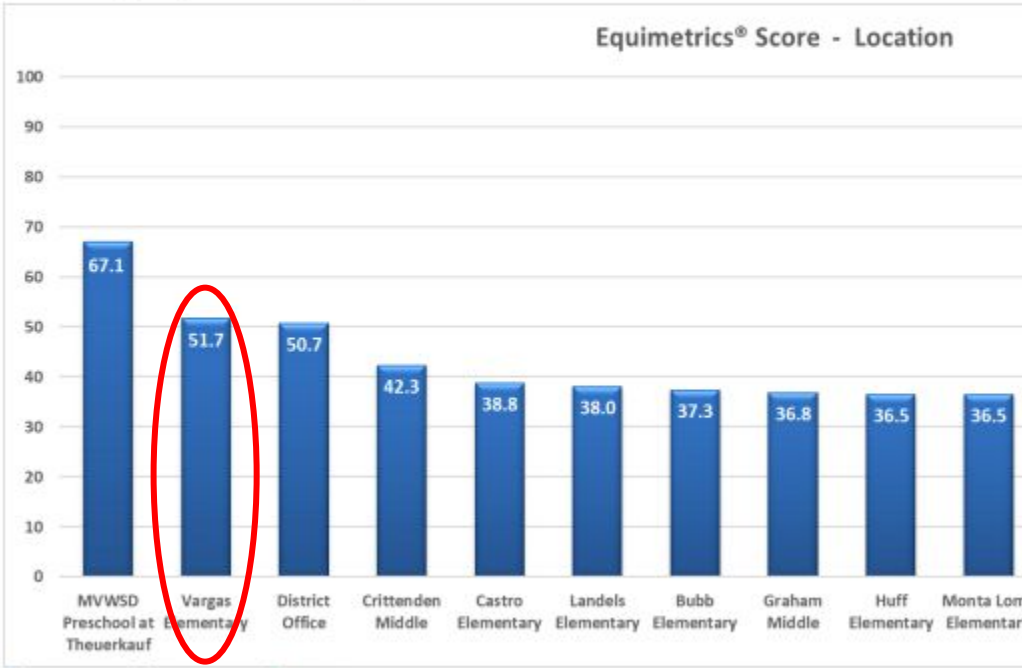
We are educating our students so that they may be active participants in the world they will inherit.

- Police Violence and the deaths of Black Americans
  - visibility of Black Lives Matter movement
- Coronavirus and the exacerbation of poverty and inequity
- Upcoming election cycle
  - divisive political forces
- LGBTQ visibility
  - gender nonconformity, gay marriage, trans rights
- Gender disparities and sexual violence
  - pay gap, political representation and the “Me Too” movement

Critical Decisions

Equimetrics® Data Review - Comparison Report

Demographic Comparisons



Location	Equimetrics® Score	N
MVWSD Preschool at Theuerkauf	67.1	5
Vargas Elementary	51.7	22
District Office	50.7	61
Crittenden Middle	42.3	56
Castro Elementary	38.8	33
Landels Elementary	38.0	36
Bubb Elementary	37.3	35
Graham Middle	36.8	68
Huff Elementary	36.5	32
Monta Loma Elementary	36.5	30
MVWSD Preschool at Graham	33.8	7
Stevenson Elementary	32.9	24
Theuerkauf Elementary	31.0	38
MVWSD Preschool at Latham	29.5	5
Mistral Elementary	25.4	23

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“Instead of trying to change *some* people to fit the organization, we must focus on transforming our organizations to fit *all* people.”

-Ben Hecht, Harvard Business Review

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Building an Approach

Moving Forward

Seeking Board direction for future meetings:

- Developing common language for terms such as equity, cultural competency, and anti-bias, etc.
- Building a timeline based on Board priorities
- Building a structure and common practice to engage multiple stakeholder groups
- Strategies/Ways to measure affixed to each goal to ensure action is taken and then adjusted

In progress

- Develop a full implementation plan of action, with measurables and deliverables - Oct (in development)
  - eventually embed this plan into SP2026
- Continue to make decisive actions around inclusiveness and equity (ongoing)
  - Our actions have an impact
    - Vargas (highest staff rating around equity)
- Teacher, Staff and Leadership training (scheduled)
- Create an MVWSD “Equity Report Card” (scheduled)
- Renaming Frank L. Huff Elementary School (in development)
- Stevenson enrollment practices brought up by SAATF (Student attendance areas task force) (in development)

Questions for the Board

- Using equity as a filter, are there other areas of our organization that you would like for us to investigate?

- Given the information you have received and the recent state of the educational climate, what would you like to prioritize regarding our equity work?