



association of california school administrators equity and diversity update

Spring 2015 Issue

A publication of ACSA's Equity, Achievement, and Diversity For Success Committee

A MESSAGE FROM YOUR EQUITY, ACHIEVEMENT, AND DIVERSITY FOR SUCCESS COMMITTEE (EADS)

Our Purpose:

To build the capacity and cultural proficiency of all leaders within the organization and through the state of California to effectively eliminate the achievement gap that reflects large numbers of underperforming African American and Latino(a) students. In order to accomplish this purpose we will:

- Research and identify issues related to equity and diversity to ensure equal access for all members and students we serve
- Develop strong recruitment and retention policies and practices to grow membership through relevant services and products
- Recommend policies, practices, and resources which lead to quality instructional programs and services to ensure that all students are college and career ready.
- Assist in the development of programs, resources, and materials to help leaders respond to sensitive cultural, ethnic, linguistic, gender, sexual orientation, and economic differences
- Establish partnerships and communication links with national and state administrator, teacher, parent and other educational organizations.
- Assist the board in implementing aspects of the association strategic plan goals in regards to equity.

ACSA MEMBERSHIP IS ON THE RISE

Since July 2014, intentional efforts have been made to increase the diversity of our membership. In particular, ACSA recognizes the importance of addressing the achievement gap, where African American and Hispanic/Latino(a) students historically underperform all other students. ACSA has realized the need to increase the number of administrators/members that reflect these

students to support the inspiration to achieve as well as aspirations to become educators.

Membership reflects a growth of 240 Hispanic/Latino(a) members and 15 African American members between July 2014 and April 2015. There are still approximately 3,000 Hispanic/Latino(a) and 1,000 African American administrators in California who are not members of ACSA.

MEMBERSHIP BY ETHNICITY

	2006 – 07	2010 – 11	2011 – 12	2012 – 13	2013 – 14	2014 – 15 As of Sept. 2014	2014 – 15 As of May 2015
Hispanic/Latino	1,562 11.7%	1,593 14.2%	1,600 14.5%	1,674 15.02%	1,802 15.3%	1,964 15.7%	2,159 16.4%
African-American	662 4.9%	628 5.6%	607 5.5%	664 5.9%	720 6.1%	723 5.8%	763 5.7%
Total Regular/ Consolidated Members						12,539	13,169

EQUITY AND ACCESS SURVEY REPORT

The Association of California School Administrators Equity and Access Survey Report shares the highlights of the April 2015 survey distributed to all members by the Diversity and Equal Access Executive of the Member Services Department. The results reflect 575 total responses by members and provide all those involved in ACSA with many suggestions for championing educational equity throughout California and elsewhere.

The survey demographics show a general distribution of organizational position and participation from all 19 ACSA regions. Gender paralleled the education industry of 58% female and 42% male.

Ethnicity was represented with 40% of respondents identifying as Latino(a), 30% as White and 22% as African-American. The

remaining 9% were represented by American Indian or Alaska Native, Asian Indian, Chinese, Filipino, Guamanian, Japanese, Korean, Laotian, Samoan, two or more ethnicities and decline to state.

Survey questions 6 – 15 are addressed in more depth in the body of the report. The questions are listed in bold below with a brief statement of findings for this summary:

58% of survey takers agreed with **question 6: ACSA effectively addresses relevant issues around educational equity. ACSA will continue to increase its effectiveness in this area.**

There was a 51% / 49% split among participants deciding **question 7: ACSA utilizes relevant data to drive its focus on equity**

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EADS COMMITTEE ON THE MOVE!

EADS stands for the Equity, Achievement, and Diversity for Success Committee. We are great educational leaders sharing a deep passion for addressing equity and diversity issues existing within our educational systems. We are encouraging all ACSA members to take an active role in this quest to effectively address equity and diversity issues.

IMMEDIATE RESOURCES:

Advocacy

ACSA provides members with tips, instruction and tools for advocacy through the "Introduction to Advocacy" training in regions or districts www.acsa.org/introadvocacy.

EADS Committee Information

www.acsa.org/eads

ACSA Professional Development

ACSAtv

EADS Diversity Retreat & equity videos: <http://videos.acsa.org>, keyword "equity"

UPCOMING EVENTS:

May 11: LGBT Leaders Networking Event

May 14: Delegate Assembly Equity Leadership Training

May 18: Latino and Latina Leaders Networking Event

May 19: African American Leaders Networking Event

May 29: Asian Leader Networking Event

June 12: EADS Museum of Tolerance field trip

June 13: EADS Meeting (Ontario-in person)

July 7-10: CALSA Summer Institute

Nov. 4: Leadership Summit: Equity Pre-conference (Dr. Jeff Duncan Andrade)

TBD: Equity and Diversity Institutes (Northern, Central and Southern California)

TBD: Equity Networking Events (regional)

EQUITY AND ACCESS SURVEY REPORT

(CONTINUED FROM P. 1)

and diversity issues. This section shares the relevant data ACSA currently uses to drive its equity and diversity issues.

As a baseline measure of customer satisfaction with ACSA services and support, 63% concurred with **question 8: As an ACSA member, I have had a positive experience in accessing relevant services and support.**

58% percent of all respondents agreed or strongly agreed with **question 9: As an ACSA member, I have had opportunities to become a leader (charter, region, and state level).** Refer to page 7 of the full report to view additional analysis that cross-referenced the responses against the ethnicity of the respondents.

The equity project has been in existence since July 2014, and numerous actions that have been implemented to build awareness of the project statewide. The fact that 36% of members taking the survey answered **question 10: I am aware of ACSA's equity project**, to express that they are not yet aware of ACSA's equity project, indicates a need to enhance our communication efforts and inclusive practices as an organization.

Answers to **question 11: ACSA provides relevant and effective resources for me to utilize as I facilitate equity work in my district/site**, indicate that more effort is needed to increase awareness and use of the resources.

The 575 respondents gave multiple suggestions for **question 12: ACSA should focus more closely on the following topics around equity and diversity.** The top three suggestions addressed:

1. Achievement gap
2. Focus on ethnic groups (students and leaders)
3. Cultural proficiency through the credentialing process

Question 13 asked, ACSA offers the following effective and relevant resources to support equity and diversity needs.

The top 3 resources ranked were: 1) EdCal articles/Leadership Magazine and other communication tools, 2) Educational Services/Professional development (academies, workshops, conferences, webinars, videos, for example and 3) Legislative Advocacy.

563 persons provided input for **question 14: Provide your definition of educational equity.** 61 representative answers are shared

in the question 14 section. The Equity, Achievement, and Diversity for Success (EADS) committee will work with the definitions provided to sculpt the definition to be applied in the future.

Question 15: Provide comments/questions/suggestions about ACSA's focus on addressing equity and diversity issues. There were 563 comments entered. The top three categories accounted for 241 of the responses. These are: 1) more leadership development and representation for minority superintendents and administrators, 2) improving ACSA outreach activities for equity and 3) giving priority to establishing equity policies. Each of these are covered in more detail below.

Other categories addressed included: resource allocation (15 comments), special needs students (9), the achievement gap (8), cultural competency (8), African-American student topics (8), education for social justice (7), work with adult learners / parents (6) and charter school law (1).

WHAT'S NEXT?

The survey provides a rich set of data for ACSA leadership and the EADS committee to consider in the implementation of the ACSA's Strategic Plan and Equity Project. The survey will be administered again in the winter of 2016 to provide additional data to monitor progress on an annual basis.

ACSA will study the ideas suggested to modify and enhance its effort to move California closer to achieving educational equity for its students, teachers, and leaders as well as the entire school community.

ACSA thanks all who took the time to provide their valuable input!

The full report will be distributed at the May Delegate Assembly and can be found at www.acsa.org/eads

This Report of the April 2015 ACSA's Equity and Access Survey was compiled by Nicole Anderson, ACSA's Diversity and Equal Access Executive, with professional support by Alijah Majon and Suzanne Antone of the Next 50 Years Project, a non-profit organization whose mission is to "train leaders to be pioneers of what comes next." Building on progress in the first 50 years of the civil rights movement, the Project brings forth what has not yet been done regarding racial and social equity. The Next 50 Years Project's Training Institute offers pragmatic services addressing unconscious bias culture, diversity, inclusion and leadership development.

EQUITY NETWORKING EVENTS

ACSA continues to strategically strive to be the bold and authoritative advocate for students and leaders. The organization has committed to playing a major role in serving its diverse membership with intentional efforts to address their needs through networking events. These events are designed in collaboration with members to bring members from diverse backgrounds together who share similar experiences both personally and professionally.

The agenda structure includes time for listening sessions with ACSA staff as well as private collaboration time for participants. The events foster a safe environment where courageous conversations can occur without filtering or compromising the ability to address the unique experiences that our diverse leaders confront on a daily basis. These groups are empowered to encourage and motivate each other as they focus on building capacity together to effectively close the achievement gap.

In ACSA's efforts to support California's diverse student population, the organization realizes the importance of serving its diverse group of leaders through providing relevant services that promote recruitment and retention efforts. ACSA also realizes the importance of promoting diverse leadership to expose and inspire students to become educators and leaders that reflect similar ethnic backgrounds. These networking events

support these very efforts.

Networking events have already brought several African American and Latino(a) superintendents in California together in two separate venues. Topics for these networking events included supporting the pipeline to superintendency, inclusion and representation of African American/Latino(a) leaders in the decision making process, as well as strengthening efforts to support school board relations. To support the collaborative efforts of ACSA, CAAASA, and CALSA, goals were established and will be followed up through future networking events and activities.

Future networking events will be held this spring for our Latino and Latina superintendents, Asian leaders, LGBT leaders, African American leaders, and Latino and Latina leaders. ACSA looks to expand the networking events and possibly develop cohorts throughout the state to support ongoing networking among its diverse group of members. These events are free of charge and hosted through sponsor support.

REGISTRATION DETAILS CAN BE FOUND AT:
ACSA.ORG/EADS

PROMOTIONAL/HIGHLIGHT VIDEOS CAN BE VIEWED ON ACSA TV:
[HTTP://VIDEOS.ACSA.ORG/ACSA-OFFERS-SIX-NEW-NETWORKING-EVENTS](http://VIDEOS.ACSA.ORG/ACSA-OFFERS-SIX-NEW-NETWORKING-EVENTS)

THANK YOU TO OUR SPONSORS!



WE'RE SEARCHING FOR WRITERS!

ACSA is seeking submissions for its member-written blog site in the category of Supporting Diverse Populations. You can access the blog site at www.acsablog.org.

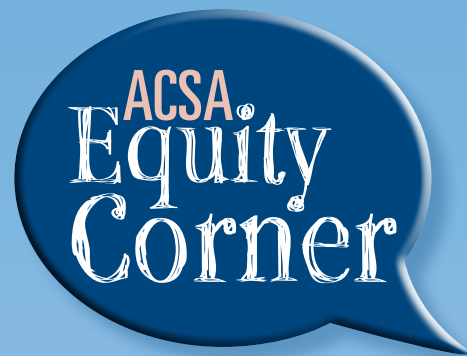
The purpose of the blog is twofold: assist and inspire education leaders in their day-to-day jobs and share with the public the good work being done in our schools and districts.

ACSAblog.org focuses on first-person best practices and accounts from education leaders. Content includes successful strategies and solutions to common challenges in education leadership, as well as inspirational stories and

accounts of personal experiences. While most content is meant to be informative, some is meant to be light-hearted, motivational and even humorous at times. Submit content to Elizabeth Penney in ACSA's Sacramento office at epenney@acsa.org.

Please note: ACSA does not compensate writers for blog content.

BECOME A MEMBER!
<http://acsa.org/membership>

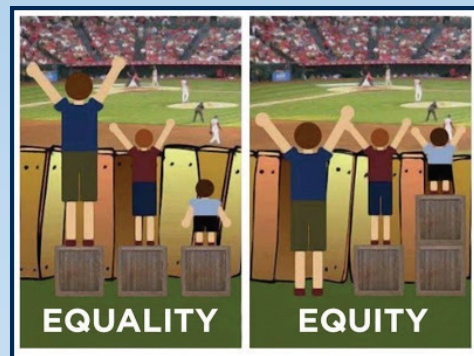


ACSA's Definition of Educational Equity

"Educational equity provides students access to resources and opportunities based on their individual need to achieve high quality educational outcomes."

—ACSA members

Defining something as important as educational equity is not a simple task. However, it is imperative to define a common language as we focus on addressing this central tenant in implementation of the equity project. Over 500 members provided their definition of educational equity in the Equity and Access Survey. ACSA used these varied definitions to finalize the definition of educational equity.



Thank you to all members who provided feedback in the survey!



Diversity and Equal Access Executive

Nicole Anderson

Member Services
Association of California
School Administrators
1029 J Street, Suite 500
Sacramento, CA 95814
office: 916.329.3810
cell: 916.539.7161
fax: 916.848.0391
nanderson@acsa.org



Legislative Advocate

Sal Villaseñor

Governmental Relations
Member Services
Association of California
School Administrators
1029 J Street, Suite 500
Sacramento, CA 95814
office: 916.444.3216
cell: 916.847.0519
fax: 916.444.3245
svillasenor@acsa.org



Equity, Achievement and Diversity for Success Committee

Kimberly Hendricks

EADS Committee Chair,
Director of Accountability
& Assessment
Moreno Valley USD
25635 Alessandro Blvd.
Moreno Valley, CA 92553
office: 951.571.7815
cell: 951.442.9176
khendricks@mvusd.net

ACSA'S EQUITY TOOLKIT

ACSA leaders and collaborative partners have been working hard at rolling out the first phase of the equity toolkit to members in May 2015. The toolkit's purpose is to provide a "One Stop Shop" equity resource for members to utilize as they build their cultural proficiency leadership capacity. The toolkit is designed to be a living document developed in phases to support the growth of leaders along the cultural proficiency continuum.

The toolkit will be available on the ACSA App and the EADS website, as well as in handbook format. In the first phase of the toolkit, the components will include:

1. Toolkit outcomes/goals (**WHY**)
2. Awareness-addressing our belief systems (**WHAT**)
3. Practical steps (**HOW**)
4. Resources (**WHO**)

Details about the equity toolkit can be found at www.acsa.org/eads.



SERVING MEMBER NEEDS AROUND EQUITY AND DIVERSITY

- Mentoring
- Networking Events
- Equity Focus Groups
- Professional Development
- Legal Services
- Equity Toolkit
- Educational Publications
- ACSA TV, Blog, Mobile App
- Legislative Advocacy
- Committee/Council Leadership
- Recognition
- Equity Partners

YOUR 2014-2015 EADS COMMITTEE

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Micheline Miglis (R-2)

Edgar Lampkin (R-3)

Tara Bianchi (R-4)

Paula Valerio (R-5)

Tess Johnson (R-6)

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Marcia Turner (R-13)

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Yadira Moreno (R-17)

Felicia Matthews (R-18)

Pamela Wilson (R-19)

Susan Helms (Urban Ed Council Liason)

Eric Andrew (ACSA Board Liason)

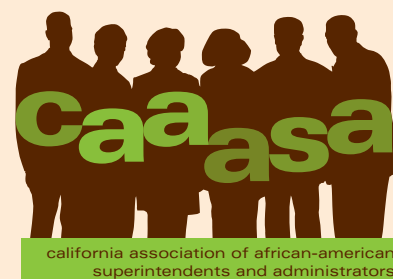
Nicole Anderson (Committee Executive)

Janis Rawlins (Member Services Staff)

BUILDING STRONG PARTNERSHIPS WITH ORGANIZATIONS INCLUDING:



www.calsa.org



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