Eureka City Schools

Diversity, Equity, and Inclusion Audit

March 2023

DEI Audit Presentation

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Background & Timeline

February 17, 2022

★ ECS Governing Board Approved a DEI Audit Request For Proposals (RFP)

April 20, 2022

★ ECS Governing Board Awarded DEI Audit to Prismatic Services, Inc.

March 9, 2023

★ DEI Audit Presented to ECS Governing Board

RFP Scope of Work

★ Review targeted intervention supports for academic, social-emotional, and behavioral needs. Identify strengths, challenges, opportunities, and effectiveness.

★ Review ECS policies and practices.

★ Assess financial resources distributed across the district.

★ Identify current strategies and practices that promote equity or create inequity, and assess their presence in our systems. Assess the leadership team's readiness to address institutional racism and equity.

(Continued) Scope of Work

★ Review diversity, equity, and inclusion professional development offerings, and creating schools free of bias, prejudice, and discrimination.

★ Provide a detailed analysis of district data relative to student academic performance, enrollment based on tracking, discipline, achievement, attendance, social-emotional needs, involvement in extracurricular activities, special education services, and English Learner classification.

★ Review current efforts to recruit and retain staff of color.

(Continued) Scope of Work

★ Review the curriculum to ensure it is fully representative of our community.

★ Review practices and supports to increase student representation in advanced classes or programming.

★ Review pedagogical approaches and beliefs among teachers and how implicit bias manifests in practice.

★ Review family and community engagement practices and provide recommendations on strategies for creating a safe and welcoming environment for families of color.
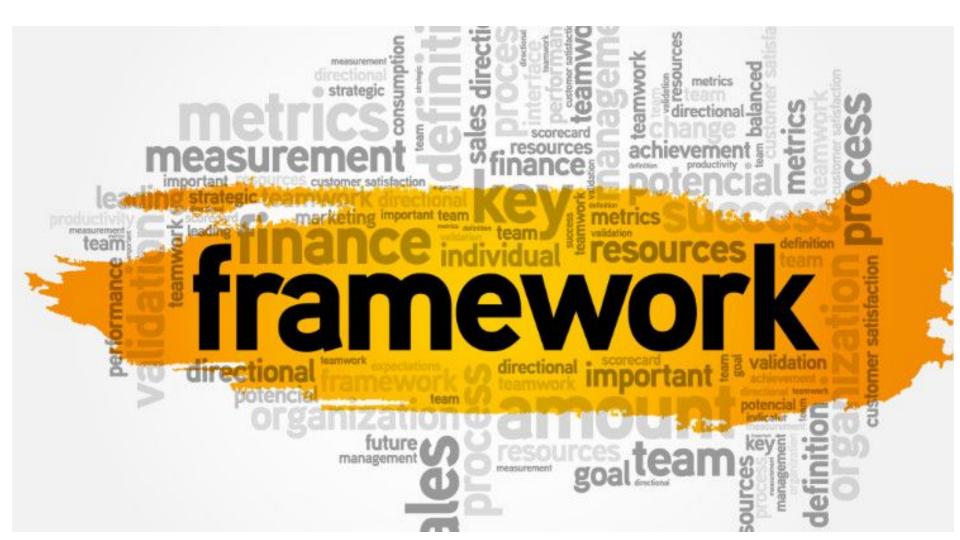
(Continued) Prismatic Process

➔ Conducted 17 individual in-person and virtual interviews with district staff and other interested parties. A complete list of individuals interviewed is in Appendix D.

➔ Conducted 11 focus groups with principals, teachers, counselors, students, and community partners. These groups are also identified in Appendix D.

➔ Completed onsite reviews of all ECS school facilities as part of assessing Resource Equity.

➔ Analyzed ECS equity and inclusion efforts using a research-based framework.

(Continued) The Prismatic Process

➔ Collected and analyzed data provided by ECS and publicly available data from DataQuest, the California Department of Education interactive data portal website.

➔ Collected and analyzed the district's use of financial resources.

➔ Analyzed district data: student achievement, course enrollments (focusing on over/underrepresentation in remedial and advanced classes), attendance, discipline, extracurriculars, special education services, and English Language Learners (ELL).

➔ Collected and analyzed online surveys made available to all ECS staff, parents (provided in English, Spanish, and Hmong), community members, and secondary students. The results of these surveys are provided in Appendices A-C.

Prismatic Framework for Assessing District Diversity, Equity, and Inclusion

The Prismatic Framework for assessing a school district's efforts in diversity, equity, and inclusion (DEI) was built from decades of experience on the ground, working in and consulting for hundreds of school district. It has foundations in the work of Skria and Poston.

Skria, L. (2009). Using equity audits to create equitable and excellent schools. Corwin. 2 Poston, W. (1992). The equity audit in school reform: Building a theory for institutional research. Institutional Journal of Educational Reform, 1 (3), 235-241.

FINDINGS

The Prismatic DEI Framework was used in reviewing ECS for this audit. The next five chapters of this report cover the components in sequence. Prismatic writes DEI audits in a "findings format." While all of the DEI Framework components and key principles are assessed in the audit, only those where there is a finding are discussed. Findings occur when the team has found either something in need of improvement or something worthy of a commendation. Using the findings format helps to keep reporting concise. The last chapter of this report summarizes all the findings.

Framework Equity: Key Principles

❖ Discipline disproportionality should not exist.

❖ Teachers should be provided with supervision and support based on their individual needs.

❖ Principals should be provided with supervision and support based on their individual needs.

❖ Great leaders should be assigned to the most challenging schools.

❖ Policies and practices should discourage racism and promote inclusion.

❖ Hiring practices should support the ideal that teacher demographics reflect student demographics.

❖ Human resources policies and practices should support diversity as a positive aspiration.

Chapter 2: Framework Equity

Section A: Student Management Practices

Finding 2-1 (Commendation): ECS has worked to promote consistent student behavior expectations across all of its schools through the implementation of PBIS and restorative practices.

Finding 2-2 (Recommendation) Provide regular PBIS, restorative practices, and alternatives to suspension training and require all new teachers and classified staff to complete them.

Finding 2-3 (Recommendation) Analyze and use disaggregated discipline data.

Finding 2-4 (Recommendation) Focus on reducing social media bullying among students and bullying in general among adults.

Chapter 2: Framework Equity

Section B: Administrative and Supervisory Practices

Finding 2-5 (Commendation): Providing its new principals with outside the district mentors with extensive and notable "been there and done that" experience is commendable.

Finding 2-6 (Recommendation) Encourage teachers to design lessons strategies that include all learners.

Finding 2-7 (Recommendation) Provide teachers with immediate, evidence-based feedback as required by the principal evaluation standards for continuous growth.

Finding 2-8 (Recommendation) Require principals to produce and submit annual summary reports of the performance of their teachers as captured by the district's teacher evaluation process.

Finding 2-9 (Recommendation) Take steps to increase cultural/ethnic representation in ECS leadership positions as vacancies occur, with a goal of reflecting the diversity of student enrollment.

Finding 2-10 (Recommendation) Assign Indian Education and District ELAC coordinator functions to a central office position.

Teacher Quality Equity: Key Principles

❖ Across schools and course types, great teachers should be equally available to all students.

❖ Across schools and course types, class sizes should be similar.

❖ Teachers should demonstrate cultural competency and embrace diversity.

❖ Staff positions that support teaching and learning, such as nurses, counselors, and librarians, should be allocated equitably across schools.

Chapter 3: Teacher Quality Equity

Section A: Staff Development and Training

Finding 3-1 (Recommendation) Revive PBIS in order to regain a proactive stance toward bullying.

Finding 3-2 (Recommendation) Develop and implement a professional development plan that focuses on implicit bias, cultural diversity, equity, and inclusion.

Finding 3-3 (Recommendation) Develop and implement a districtwide professional development plan focused on developing and increasing teacher capacity to support academic success of English learners and students from diverse backgrounds.

Chapter 3: Teacher Quality Equity

Section B: Support Services Position

Finding 3-4 (Recommendation) Expand recruiting efforts to include trips to colleges and universities that graduate more diverse teacher candidates.

Finding 3-5 (Recommendation) Provide greater counseling resources in each middle school.

Programmatic Equity: Key Principles

❖ Across schools, instructional time allocations should not negatively impact opportunities for all students.

❖ Coursework should reflect cultural relevance and be fully representative of the community.

❖ All students should have equal potential access to accelerated coursework.

❖ All students should have the same opportunities for career and college activities.

❖ Resources should be allocated on the basis of specific student needs.

Chapter 4: Programmatic Equity

Section A: Course Offerings and Access

Finding 4-1 (Commendation) In addition to the more typical foreign languages, Eureka High School offers a full 4-year sequence in the Yurok language.

Finding 4-2 (Recommendation) Eliminate those elements of the high school prerequisites that could be barriers to equitable student enrollment and actively identify and recruit more diverse students to enroll in AP and Honors courses.

Finding 4-3 (Recommendation) Develop curricula that include research-based instructional strategies to meet the diverse needs of students. Offer students identified as GATE in grades 4-8 an enrichment course that will advance their conceptual understanding, computational fluency, mathematical reasoning, and problem-solving skills.

Finding 4-4 (Recommendation) Limit or eliminate zero hour both to better promote student opportunity equity and to honor the intent of the state's mandated secondary school start time.

Chapter 4: Programmatic Equity

Section B: Group Practices and Instruction

Finding 4-5 (Recommendation) Obtain high quality training for all special education teachers and a few teachers from each building on the co-teaching model to build teacher capacity within the schools

Finding 4-6 (Recommendation) Weave elementary science and social studies content into English and math and ensure that it is correlated with California standards using a cross-curricular approach.

Chapter 4: Programmatic Equity

Section C: Instructional Time Utilization

Finding 4-7 (Recommendation) Limit the use of pull-outs to only intensive services and no more than 30 minutes at a time.

Chapter 4: Programmatic Equity

Section D: Individual Differences Considerations

Finding 4-8 (Commendation): Both ECS middle schools and Eureka High School offer time during the school day for student clubs, which supports equity of access.

Chapter 4: Programmatic Equity

Section E: Special Programs and Services Delivery

Finding 4-9 (Recommendation) Hire additional staff to accommodate students currently on the waitlist to provide equitable access to after school programming across all K-8 schools by focusing on recruiting outside the district's usual channels.

Resource Equity: Key Principles

❖ The budgeting process should consider school-level needs to support equity efforts, not solely single-figure per-student funding.

❖ All parents should have true opportunities to engage in their child's education, as their child's first and most important teacher.

❖ Schools should communicate with families in the primary language spoken by the family.

❖ Schools should communicate regularly with families via multiple methods.

❖ Facilities, equipment, and materials should be equitable across schools in the district.

Chapter 5: Resource Equity

Section A: Financial and Funding Resource

Finding 5-1 (Commendation): Visiting school campuses 4-5 times a year facilitates communication regarding budget management between central office leaders and school staff.

Finding 5-2 (Recommendation) Modify coding and reporting on grants so that funding to support DEI efforts are clearly identified.

Finding 5-3 (Recommendation) Develop reporting methodology to fairly assess instructional spending at each school site.

Finding 5-4 (Recommendation) Provide schools with funding sufficient to cover field trips.

Finding 5-5 (Commendation): ECS encourages teachers to form positive relationships with the families of students.

Finding 5-6 (Recommendation) Provide all communications in all languages represented by families of students in each school.

Finding 5-7 (Recommendation) Implement district and campus based "listening tours" to garner input from families and operationalize action items from the feedback.

Chapter 5: Resource Equity

Section B: Materials and Facilities

Finding 5-8 (Recommendation) Develop procedures to assess technology use and satisfaction with the goal of establishing higher use.

Finding 5-9 (Recommendation) Track library resources and fund ECS libraries equitably.

Achievement Equity: Key Principles

❖ **The district's positive efforts in the first five equity areas should be reflected in no significant difference in academic achievement among students disaggregated by race/ethnicity, gender, socioeconomic status, disability, and English language proficiency.**

❖ **Where differences in disaggregated student achievement exist, the district should annually review results and make adjustments in the first five equity areas.**

Chapter 6: Student Achievement Equity

Finding 6-1 (Recommendation) Implement with fidelity a district-wide process for analyzing student performance data by subgroups (both ethnicity and special population subgroups) throughout the school year that is understood by all leadership and instructional personnel.

Findings Final Thoughts (7-4)

As the district voluntarily sought this DEI audit, it is under no obligation to implement any of the Prismatic recommendations. Moreover, in examining the data presented, the analyses provided, and the conclusions drawn, ECS leadership may find different or better methods for addressing the challenges that Prismatic found.

As to how quickly the district should implement recommendations, Prismatic does not advocate for a hasty approach. It should be understood that not all of the recommendations should be started at one time, nor all at once. It will be up to the district to determine the pacing of implementation for recommendations. Prismatic recommends establishing a timeline of 3-5 years for full implementation.

"The Prismatic study affirms that, with the ongoing commitment of its leadership, ECS is poised to achieve an equitable educational environment for **ALL** of its students. Over the next 3-5 years, attention to embedding processes, disaggregating data, and embracing diversity will serve to ensure equity and reduce achievement gaps."

Tatia Prieto, Ed.D
Founder, Prismatic Services, Inc

ECS Next Steps

(March 14, 2023) Present DEI Audit to ECS Executive Council

(April/May) Establish a Diversity, Equity, Inclusion, and Belonging (DEIB) Advisory Committee

- ❏ Ensure committee reflects the racial and cultural diversity of our community
- ❏ Meet quarterly to discuss ECS DEIB efforts
- ❏ Provide feedback (questions, concerns, suggestions, and comments)