

Equity and Access Survey Report

January-April 2015

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

*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 Aliah 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.*

Table of Contents

| | |
|---|-----------|
| Introduction | 3 |
| Question 6: ACSA effectively addresses relevant issues around educational equity | 3 |
| Question 7: ACSA utilizes relevant data to drive its focus on equity and diversity issues. | 4 |
| Question 8: As an ACSA member, I have had a positive experience in accessing relevant services and support..... | 4 |
| Question 9: As an ACSA member, I have had opportunities to become a leader (charter, region, state level)..... | 4 |
| Question 10: I am aware of ACSA’s equity project..... | 5 |
| Question 11: ACSA provides relevant and effective resources for me to utilize as I facilitate equity work in my district/site. | 5 |
| Question 12: ACSA should focus more closely on the following topics around equity and diversity. | 6 |
| 1. The Achievement Gap..... | 7 |
| 2. Focus on ethnic and gender groups..... | 7 |
| 3. Cultural Proficiency through the credentialing process | 7 |
| Question 13: ACSA offers the following effective and relevant resources to support equity and diversity needs..... | 9 |
| Question 14: Provide your definition of educational equity. | 9 |
| Question 15: Provide comments/questions/suggestions about ACSA’s focus on addressing equity and diversity issues. | 15 |
| 1) Access leadership development for members of minority groups as well as small or rural districts | 15 |
| 2) Improving ACSA outreach activities | 16 |
| 3) Giving priority to establishing equity policies | 16 |
| WHAT’S NEXT? | 16 |
| Executive Summary:..... | 17 |

Introduction

The results of **April 2015 ACSA's Equity and Access Survey** have been tabulated! They provide all those involved in ACSA with many suggestions for championing educational equity throughout California and elsewhere. This report shares the highlights of the survey. The energy and involvement of ACSA members is not only welcome and valued, but will be critical to our success as we build the future that we all desire. Therefore, this report should provide members with specific ways to get involved in the work around equity and diversity!

ACSA will regularly report on this survey information and the various activities and strategies that may be launched because of this data. We now have a baseline from which to work, and this baseline will inspire and guide our efforts, as well as provide standards of measure to assess our progress.

Survey Demographics

The first five questions of the survey covered demographics.

Positions ran the gamut of the organizational chart ranging from Superintendents, Directors of Educational Services, to Principals, to Assistant Principals, to ROTC directors, to Coordinator III.

Ethnicity was represented with 40% of respondents identifying as Latino, 30% as White, non-Latino 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.

[All 19 ACSA regions](#) were included in the survey participation. Region 19, geographically located in Riverside County, had the highest percentage of respondents at 8% of the total. Region 2 from the Northern California counties of Butte, Colusa, El Dorado, Glenn, Nevada, Placer, Plumas, Sierra, Sutter and Yuba Counties had the lowest percentage of respondents at 3%.

Gender paralleled the education industry of 58% Female and 42% male.

The remainder of this article will list the question from the survey and then summarize the results.

Question 6: ACSA effectively addresses relevant issues around educational equity

The majority of survey takers agreed (50% or 266 replies) or strongly agreed (8%, 43 replies) with the above statement. 29%, or 183 replies, stood neutral. 60 of replies who disagreed numbered 11 % and seven administrators voted strongly disagreed (1%). With 42% of participants not agreeing, gives ACSA executives reason to consider how the organization can more effectively address educational equity. The organization is committed to addressing issues that have led to this survey result.

Question 7: ACSA utilizes relevant data to drive its focus on equity and diversity issues.

There was a similar split among participants deciding whether ACSA uses relevant data to drive its focus on equity and diversity issues. 51% of applicants agreed or strongly agreed (8%) with this statement. The remaining 49% either held a neutral position (37%), of disagreed (10%) with strongly disagree opinions from 1% of persons answering.

The relevant data ACSA currently uses to drive its equity and diversity issues include: monthly membership by ethnicity and gender, organizational/regional leadership data by ethnicity and gender and student achievement data (i.e. 3rd grade literacy, discipline, drop out rates) Comments from the respondents indicated that different data that can produce relevant outcomes. Suggestions included to build cultural proficiency and leadership capacity of all members, increase diverse membership and leadership, close the achievement and opportunity gaps, and drastically reduce suspension and referral disproportionality.

As an example, a suggested comment at the end of the survey addressing cultural proficiency, one respondent commented, “More emphasis needs to be put toward training educators to become more culturally proficient. Districts have been dancing around this topic for many years when we really need to start looking at how district leaders, administrators, and teachers view and instruct the students in the classrooms of the 21st century, particularly in the high impoverished districts.”

Question 8: As an ACSA member, I have had a positive experience in accessing relevant services and support.

As a baseline measure of customer satisfaction with ACSA services and support the vast majority 63% concurred, while about 30% remained neutral and a minority 9% disagreed or 1% strongly disagreed.

Question 9: As an ACSA member, I have had opportunities to become a leader (charter, region, state level).

Leadership opportunities were the focus of Question 9. “I have had opportunities to become a leader (charter, region, state level)” 1% strongly agreed with the statement and 35% agreed. There were 30% who remained neutral. 12 percent disagreed that they had had opportunities to be a leader and less than 1% strongly disagreed.

Additional analysis cross-referenced the responses against the ethnicity of the respondents (shown below) provided an illustration about how different ethnicities responded whether leadership opportunities are offered. The response show the trends stated in the paragraph above hold true. ACSA leaders should take note, that Whites were roughly twice as likely as Latinos or African-Americans to strongly agree that they received leadership opportunities. On the other hand Latinos and African-American were at least twice as likely as Whites to disagree that they received leadership opportunities.

| | White | Latino | African - American | Other Ethnicity | All Ethnicities | |
|---------------------|-------|--------|--------------------|-----------------|-----------------|-----------|
| 1_Strongly agree | 35% | 17% | 16% | 27% | 23% | |
| 2_Agree | 38% | 35% | 31% | 35% | 35% | |
| 3_Neutral | 21% | 36% | 33% | 27% | 30% | |
| 4_Disagree | 6% | 13% | 18% | 10% | 12% | |
| 5_Strongly disagree | 0% | 0% | 2% | 0% | <1% | |
| Totals | 100% | 100% | 100% | 100% | 100% | *Rounding |

Question 10: I am aware of ACSA's equity project.

Thirty-six percent of survey takers disagreed that they were aware of ACSA's equity project. Another 27% agreed that they were aware of the project. The fact that 36% of members taking the survey are not yet aware of ACSA's equity project indicates a need to enhance our communication efforts as an organization. Although, the equity project has only been in existence since July 2014, there are numerous actions that have been implemented.

In the past year ACSA has endeavored to build awareness by spreading the news of the project's goal with quarterly equity and diversity update-newsletter, Ed Cal articles-equity corner, equity focus groups, and regional leadership/board presentations. Data collected from the survey shows that more frequent promotion of the goals and invitations for ACSA members to join the equity project efforts must continue.

Question 11: ACSA provides relevant and effective resources for me to utilize as I facilitate equity work in my district/site.

ACSA's provision and promotion of effective resources members can use to facilitate equity work in a district or across the state needs enhancement as well. 42% of respondents were neutral compared to 30 percent who agreed and 6 percent who strongly agreed.

Among the resources ACSA currently can provide its members are the equity focus group model, legislative advocacy training and various professional development tools. Members can contact ACSA's Diversity and Equal Access Executive to request support to acquire the resources.

Question 12: ACSA should focus more closely on the following topics around equity and diversity.

Looking to the future, Question 12 gave participants to document their highest demand for equity and diversity topics:

ACSA members were asked to rank 12 topics around equity and diversity. The compiled ranking of topics is illustrated in the following matrix showing the percentage of total responses as well as the actual count.

| Q12 ACSA should focus more closely on the following topics around equity and diversity. | | | |
|--|--|----------|------------------|
| Answered: 575 | | | |
| Answer / Choices Responses | | | Responses |
| Rank | | | |
| | | % | # |
| 1 | Achievement gap | 57% | 325 |
| 2 | Latino students and leaders | 43% | 247 |
| 3 | Culturally Proficiency through the credentialing process | 43% | 245 |
| 4 | African American students and leaders | 39% | 226 |
| 5 | Common core implementation | 39% | 224 |
| 6 | Female students and leaders | 31% | 178 |
| 7 | Special needs students | 29% | 167 |
| 8 | LCAP/LCFF | 29% | 168 |
| 9 | LGBTQ students and leaders | 19% | 111 |
| 10 | African Americans as Second Language Learners | 14% | 80 |
| 11 | Other ethnic subgroups besides African American and Latino | 14% | 83 |
| 12 | Other (please specify) | 14% | 83 |

The remainder of this section regarding **Question 12** provides more detail about the number one ranked topic, the Achievement Gap. It combines a response focusing on ethnic and gender groups of students and leaders, which are disaggregated in four of the top 12 topics. It speaks to the Topic # 3 addressing Cultural Proficiency through the credentialing process. Finally, it addresses Topic #5 Common Core implementation.

1. The Achievement Gap

According to the Education Glossary, <http://edglossary.org/achievement-gap/> the achievement gap refers to any significant and persistent disparity in academic performance or educational attainment between different groups of students, such as white students and minorities, for example, or students from higher-income and lower-income households.

Generally speaking, *achievement gap* refers to outputs—the unequal or inequitable distribution of educational results and benefits—while *opportunity gap* refers to inputs—the unequal or inequitable distribution of resources and opportunities. *Learning gap* refers to relative performance of individual students—i.e., the disparity between what students have actually learned and what they were expected to learn at a particular age or grade level.”

Among ACSA efforts to coach administrators in strategies for close the achievement gap in the past five years the organization has offered academies, workshops, and LCAP trainings.

2. Focus on ethnic and gender groups.

Focusing on the needs of ethnic and gender groups of students and leaders was the common thread of interests for five of the 12 potential topics. The ranking, subgroup and percentage of respondents for the subgroups are: 2nd - Latino students and leaders (44%); 4th - African American students and leaders (41%); 6th Female students and leaders (32%) and 9th - LGBTQ students and leaders (20%).

ACSA will continue to have homogenous networking sessions of these groups and others similar to those held earlier in the spring of 2015. Professional development services, such as equity and diversity institutes are being designed to support the building of the cultural proficiency capacity of our leaders who represent as well serve each of these group in the state.

3. Cultural Proficiency through the credentialing process

Becoming culturally proficient is defined by Randall B. Lindsey/Kikanza Nuri Robins/Raymond D. Terrell’s book-*Cultural Proficiency: A Manual For School Leaders*. (ACSA will be referring to this material/research as a basis for the curriculum in the equity institutes as well as the equity toolkit).

According to the authors “cultural proficiency is a way of being that enables both individuals and organizations to respond effectively to people who differ from them. Cultural competence is behavior that is aligned with standards that move an organization and an individual toward culturally proficient actions.”

One arena ACSA will cultivate is in the area of professional development through the application of cultural proficiency support as leaders strive to meet the California Professional Standards for Education Leaders revised/ adopted by the Commission on Teacher Credentialing in February 2014.

More specifically, Standard 5: Ethics and Integrity requires, "Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard."

Additionally, Element 5B: Ethical Decision-Making encourages leaders to "guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions."

Among the example indicators suggested leaders would identify "personal and institutional biases and remove barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, or other sources of educational disadvantage or discrimination."

ACSA is also discussing the idea of supporting an initiative that would be statutorily enacted through legislation mandating that all CA Teaching Credential holders future and present be culturally proficient when teaching in CA public schools. The thought is that there possibly be a Senate/Assembly bill that requires all current and incoming educators to take a set number of courses through identified and accredited institutions by a certain deadline and continue this education every 5 years as they renew their credentials. Those interested in contributing to the initiative may contact the Diversity and Equal Access Director or any Legislative Advocate.

4. Common core implementation with an equity lens

The instructional changes required under the common core implementation will last across several years and survey responders indicated that ACSA can continue to provide member support in this area.

As Dr. Edwin Javius, noted in an Ed Equity column Oct/Nov. 2015 in *ACSA Leadership Magazine*, "The successful implementation of Common Core Standards requires leaders to cultivate conditions needed for teachers to continuously become great at their craft of creating learning opportunities for students to show their sophisticated brilliance, love the struggle of not knowing to knowing how to learn anything, and can critique text and argue multiple sides of an author's purpose. When we are in the business of developing teachers with the aforementioned outcomes, we are cultivating teachers that can reach and teach all students despite low income, academic English acquisition, or institutional/ instructional racism."- Cultivating the right conditions for the seeds of Common Core to grow."

The remaining topics and their rankings among the survey participants are: 7th Special needs students (29%); 8th - LCAP/LCFF (29%); 10th African Americans as Second Language Learners (14%); and 11th Other ethnic subgroups besides African American and Latino (14%). Topic 12 asked for other suggestions to be specified. 14% of participants had 83 topics suggested. These will be further analyzed for possible program inclusion by ACSA.

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

The top 3 choices of relevant resources most requested by ACSA survey takers were: 1) Ed Cal articles/Leadership Magazine publications/other communications (72%), 2) Educational Services/Professional development (academies, workshops, conferences, webinars, videos, etc.) (54%) and 3) Legislative Advocacy (Lobbying, Leg action day, budget updates, advocacy training) (53%).

ACSA's Equity and Access leaders are planning several activities to increasing provide these needs in the 2015-2016 program year. Plans include but are not limited to equity and diversity institutes, networking events, equity toolkit, mentoring program, and equity focus groups.

Question 14: Provide your definition of educational equity.

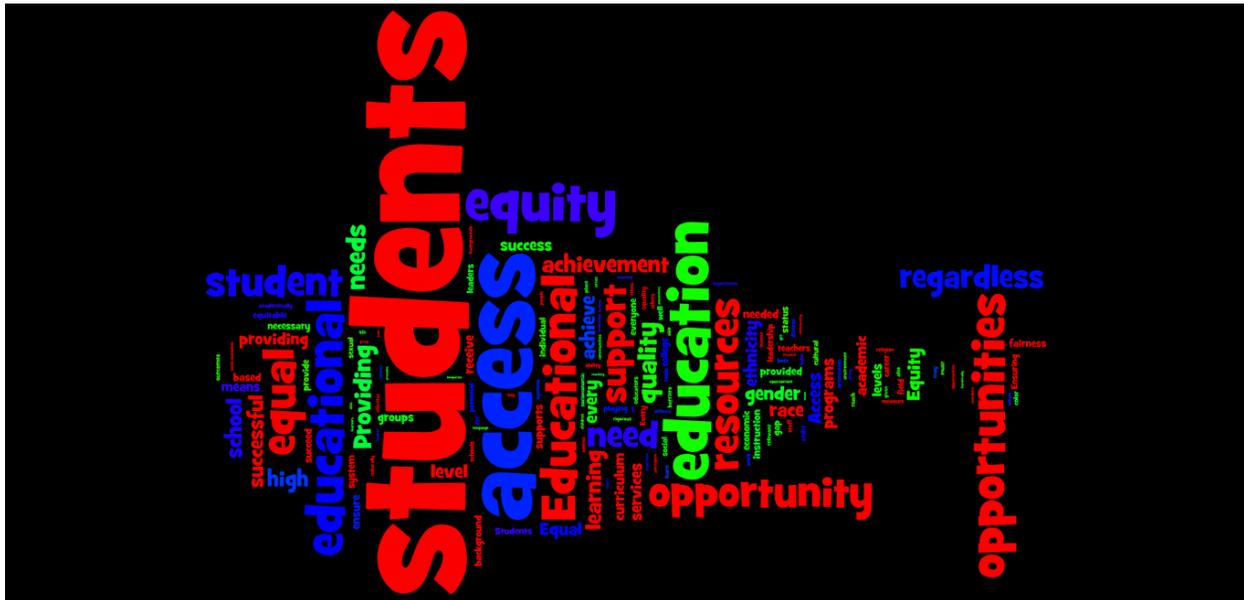
Defining something as important as educational equity is not a simple task. However, it is imperative to define a common language as we focus on addressing this central tenant in implementation of the equity project.

"[E]ducational equity seek[s] to identify disparities in educational performance or results, and then introduce modifications intended to address or compensate for those inequities—e.g., by increasing funding levels, redesigning school programs, teaching students in different ways, or providing comparatively more educational services and academic support to students with greater needs."

Retrieved from <http://edglossary.org/equity/> 4/13/15

All ACSA survey respondents commented one way or another to this question. A "Wordle" or tag cloud of all the definitions shows a graphic representation of the following words as most consistently mentioned in the individual definitions.

ACSA will use these varied definitions to finalize the definition it will apply to the term educational equity.



“Educational equity provides students access to resources and opportunities based on their individual need to achieve high quality educational outcomes”-ACSA members

The following list gives quotes of 11% of the definitions that were written by our members. The EADS committee will work with the definitions provided to sculpt the definition to be applied in the future.

Selected definitions providing representative ideas addressed.

1. Working towards deconstructing beliefs and barriers created by individuals which prevent subgroups of students from being successful academically & socially in our society.
2. Providing access to everyone to achieve the same level of success. Providing access may require addressing fairness/individual conditions and inclusion in opportunities
3. Ensuring all students receive a rigorous and relevant learning experience that is culturally relevant. Providing pathways to college and careers of personal interest and passion for each student.
4. Ensuring every student of every subgroup has the support needed to achieve at high levels, with differentiated fiscal, personnel, curricular and instructional supports according to need. We must get specific in our supports, even if the conversation is uncomfortable.
5. Equity refers to those different and sometimes extra measures we undertake to address inequities in classroom climate, curriculum content, pedagogical approaches, assessment, school and family relationships and other aspects of school life in order to ensure that every student can experience educational equality.

6. All students access curricular and extra-curricular programs, classes, instruction and support to succeed regardless of race, gender, ethnicity, sexual orientation, English language fluency, economic classification or disability.
7. Educational equity means fair, inclusive, and equitable access and opportunities to educational excellence for all students specifically for those who have been historically marginalized. Ed. equity yields not only predictable high levels of achievement for all but also ensures the narrowing and extinction of the achievement and opportunity gaps to meet the individual and diverse needs of all students.
8. Educational equity means that each student--regardless of age, gender, gender-identity, race/ethnicity, socioeconomic status, or other categorization--has access to the high quality educational services, programs, instruction, curricula, and supports necessary for the student to achieve his/her goals for college, career, and life.
9. Systems/supports are in place to ensure all students receive a high quality education despite inequities (socio-economic status, gender, race, or disability) with which they may arrive at school.
10. The ability of an organization to provide the same opportunities for all stakeholder individuals, regardless of race, religion, economic level, language preference, whether technology user or not, ability level or other distinguishing variables.
11. Educational equity means access and promotion of all who desire inclusion in various areas educational and professional organizations.
12. Education equity is when there are no systematic differences in the distribution of opportunity, processes, resources or outcomes based upon race, ethnicity, gender, economic status, language, or any other relevant characteristics.
13. Providing all students with what they need to be successful. What is provided for one group might not be what is provided for a needier group, so provisions might not be equal in distribution, but equitable in terms of providing what is needed to eventually achieve equality between the two groups.
14. Educational equity is when all students are safe, feel safe, and learn at high levels regardless of ethnicity, economic, gender, gender identity, sexual orientation, and learning ability.
15. Educational equity is when we provide students with what they need whether or not it is equal to what other students are receiving. Students deserve to see and know educators who resemble them in ethnicity, gender, socio-economic background, and mindset (religion, etc.).
16. All students receive the resources needed to achieve career and college readiness. (This means "the resources needed" not equal resources.)
17. Providing equal access and opportunities to students, teachers, parents, administrators, and community members to a high quality education, job opportunities and promotion, and community resources and programs.
18. Personal, professional, and institutional regard for all students that imbues an intrinsic sense of belonging, self-worth, and self-confidence and that values self-expression, multiple intelligences, and a deeply rooted understanding that in each word and with every action we have the power to create or to destroy academic and civic opportunity for our children. It starts with us.

19. An education that meets each child's needs from where they are- academically, emotionally and physically. High standards that are equitable, not equal, for all students.
20. Educational equity is having equal access to high quality educational opportunity for ALL students regardless of race, ethnicity, religious beliefs or background, sexual orientation/gender.
21. Educational Equity is the belief that quality instruction for all students will be achieved when the results of deliberate actions to close the racial, income, linguistic, teaching, and learning achievement gap becomes the driving force of the organization; by having unlimited expectations for top performing and under-achieving groups. EDEquity, 2004
22. All students - and staff - must having equal, open access to all potential opportunities for growth and advancement, without prejudice by those providing the access.
23. Educational Equity is the assurance that all students receive unbiased treatment and access to all programs, resources, and curriculum. In addition, the environment in which students learn, should allow them to develop the confidence to achieve their maximum potential.
24. All students have an equal opportunity to succeed. Educational equity is inclusive of all students and is achieved when students are presented access to educational materials and opportunities in ways that does not label the student as deficient, not capable or deficient. The curriculum is rigorous, engaging and high level thinking is taught.
25. Equality is giving each student the same. Equity is giving each student what he/she needs
26. Educational equity is the measure of access and opportunity that should be given to all students to ensure that they have the tools they need to succeed. It is not an equal measure, but rather a measure that is equitable based on each student's educational needs.
27. Being deliberate and purposeful in ensuring that all students have equal access, support and opportunities to participate in all educational programs by identifying and eliminating barriers.
28. Educational equity is a process of providing all students an opportunity to access rigor and globally relevant curriculum that is presented in ways that all students can learn effectively.
29. Educational Equity requires that school systems provide each student with the tools, supports and resources necessary to achieve proficiency and readiness for 21st century learning. As an educational leadership organization, educational equity for leaders requires attitude (a no-excuses expectation that the achievement gap is NOT acceptable), research (digging deeper on data and effective strategies) and celebration (who are our leaders? Celebrate districts that are succeeding in this arena).
30. Educational equity is doing what is necessary to achieve outstanding academic results for all students. Elements of the educational system must consider varying approaches to serving various groups of students and resources must be focused to meet student needs.
31. Educational equity is a system that provides required resources necessary (but not equal) to improve student outcomes in measures of educational improvement.
32. Educational equity means providing all students, especially traditionally under-served populations, with the education and resources necessary for academic success.
33. Educational equity is reached when all students, regardless of race or income level, are provided all resources to reach their fullest potential in our education system. Students who come from low income background and minority groups have to learn how to "fit" in our education system.

Rather than fitting into the system, we must look for ways on how the system can "best support" student needs to ensure their success in our society.

34. When the achievement gap is eliminated because students have access to all programs and are provided the necessary support to be successful.
35. Educational equality means giving every student equal access and opportunity to take advantage of all of the programs the school has to offer. In addition, systems and supports must be developed to insure that every student gets what they need to be academically, socially and physically successful.
36. Supporting those that need it most while maintaining the growth of those who already have it.
37. Educational Equity is a condition in which I am not tolerated but embraced and met at my area of need. Educational Equity exists where neither the color of skin nor the socioeconomic and cultural factors of my family is NOT a condition affecting the quality and quantity of education I receive.
38. Equitable access to support, enrichment, and resources that promote academic success for all students while engaging them in relevant learning experiences that build self-esteem, critical thinking and problem solving skills.
39. Educational equity is having a system in place that continually evaluates and implements all steps necessary to provide an education reflective of our population.
40. Closing the achievement gap by providing equitable access to the diverse student population. Eliminating barriers and providing access to a better future.
41. Resources are available to address the needs of specific demographics, not every student (or school) gets the same resources and funding.
42. Ensuring students have what they need to be successful academically
43. Support services, programs, resources and funding that "levels the playing field" fostering opportunities for equal access and outcomes for college and career readiness. In addition to academics, this will include addressing the disproportionate rate of suspensions, expulsions and IEPs.
44. Equal access to educational opportunities for all students.
45. The opportunity and access to a quality education despite your race or socio-economic status...
46. Equity education is providing opportunities for each student to experience what he or she needs to achieve and be successful in their educational career.
47. When every adult, at every level proportionately represents the students in that school, and in that district, and in that community, we will have effectively provided educational equity.
48. Everyone has equal access to his or her needs being met. Some may require more support than others but everyone gets the portion needed for them to be successful.
49. Access for all. Not just "the old guard".
50. To each according to need from each according to ability/privilege.
51. Our end goal for all is students' academic achievement and success for all students by preparing our students who have been underrepresented to be successful for college and careers. By identifying and removing existing barriers, the focus is placed on the process - "how" to improve student learning and achievement through attainable actionable initiatives such as the creation and execution of policies, programs and strategies for developing cultural competency

and cultural proficiency among teachers, staff and administrators. The work of educational equity is the commitment to moving beyond managing diversity to one that values excellence in diversity.

52. Equable access to quality education from highly qualified teachers in a culturally responsive environment
53. Educational equity is the development of educational policies, practices, and programs that are essential in eliminating educational barriers based on gender, origin, ethnicity, disability, age, or other group status. Educational equity provides equal educational opportunities and ensures that historically underserved or underrepresented populations meet the same rigorous standards for academic performance expected of all students.
54. Educational equity is providing students the tools necessary to be successful academically. That may mean that some students may need more tools to access curriculum more than others.
55. Educational Equity is making sure all students have the resources and have access to what they need to be successful. This goes for educational leaders as well we need to make sure they have access and resources to what they need to be successful instructional leaders of their building.
56. Cultural competence is the capacity to interact effectively with people from a variety of ethnic, cultural, political, economic, and religious backgrounds (NCDS, 1999). Culturally competent people are respectful of the values, beliefs, traditions, customs, and parenting styles of the others from different cultures (Martin & Vaughn, 2007). By studying the alignment of organizational school culture and the manner in which cultural values of a changing student demographic are embraced as assets, additional research in this area may contribute to closing the Achievement Gap of an increasingly growing at risk student population (Lindsey, Martinez, & Lindsey, 2007; Gresham, 2011).
57. When all students in all areas of California have access to a fair and quality education with competent teachers and leaders and adequate supplies such as textbooks, and a safe and well maintained school campus.
58. Educational equity means each student has adequate knowledge and resources to be their most successful and that all institutional agents seek the best for each individual student
59. To ensure that ALL students have high level of success. Be aware and change of inequitable institutions that continue to perpetuate inequities for historically marginalized students.
60. An opportunity for ALL (students, staff, parents, stakeholders) to fully engage, access, and participate.
61. Elimination of barriers based on gender, ethnicity or disability to provide equitable opportunities for underrepresented or underserved student to achieve high levels standards set for all students.
62. Equity means providing students from diverse backgrounds, with diverse needs, with the support that they will need to find academic success at equal levels.
63. Meet students where they are at.

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 243 of the responses. These are: 1) access for professional and leadership development for members of minority subgroups as well as small or rural districts, 2) improving ACSA outreach activities for equity and 3) giving priority to establishing equity policies. Each of this is covered in more detail below.

41 members showed interest in the equity project. Another 71 answers thanked ACSA for the equity work to date and 133 had no comment in response. Comments about other categories addressed: 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).

1) Access leadership development for members of minority groups as well as small or rural districts

The largest grouping, 103 suggestions, addressed access for professional and leadership development for members of minority subgroups as well as small or rural districts.

A representative comment stated, "Why don't we look at the diversity in our educators at our school sites so that our have role models that look like they do AND can provide quality education, while at the same time, provide our students with the ability to learn from various cultures?"

Other suggestions address increased development for Latino, African-American, Pacific-Islander, LGBTQ and Women administrators.

Another statement concluded "Access to participation at regional or state levels is not readily available to administrators of color. Though I served both locally and regionally, I had to actively pursue those positions."

The value of leadership development was highlighted by another declaration, "I really appreciated the session at the ACSA Superintendent Symposium sponsored by the California Association for African American Superintendents and Administrators (CAAASA). It would be awesome to truly honor diversity not as a stand-alone, but as a session being the highlight or focus of the conference. I wished that I knew more about the information shared the following week with Latino Superintendents. I serve my students and my community. I do so only by understanding and leading for all students and our staff."

2) Improving ACSA outreach activities

79 respondents gave suggestions how and what ACSA can do to improve its outreach to members.

The majority of participants expressed an interest to collaborate on this issue with ACSA as illustrated in the following statement, "Please provide more information on ACSA's efforts to address equity and opportunities to become involved with this issue."

ACSA has begun outreach to persons who showed interest and will use these advocates as resources to create sub committees/planning committees of members to get them more involved. These include: Equity and Diversity Academy and Institute planning committee as well as the Equity Toolkit planning committee.

Others spoke of the value of webinars, articles, books and other outreach tools.

A representative statement also requested specific output about educational equity, "Please develop a set of positive recommended strategies for administrators to put into use."

3) Giving priority to establishing equity policies

63 persons narrowed down topics for policy consideration such as, "Would like to continue the focus on engagement and learning vs. discipline. Also, would like ACSA to foster and facilitate difficult but honest conversations about prejudices."

Another participant suggested specific experts to use as resources, "Suggestion for the ACSA Leadership Conference in November, 2015 - The Neuroscience of Judicial Decision Making - Keynote and follow-up Institute. I attended this session at the Superintendent Symposium and feel it is required information for educational leaders."

WHAT'S NEXT?

The survey provides a rich set of data for the Equity Project and the EADS committee to consider in this year and those going forward. ACSA thanks all who took the time to provide their answers.

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.

*This Report of the March 2014 ACSA's Equity and Access Survey was compiled by Nicole Anderson, ACSA's Diversity and Equal Access Services director with professional support by Aliah 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.*

Executive Summary:

The **Association of California School Administrators (ACSA) 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 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) Ed Cal 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 this is covered in more detail below.

Other categories mentioned 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?

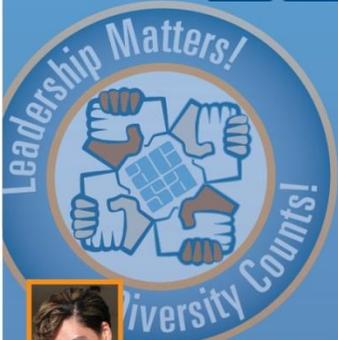
The survey provides a rich set of data for ACSA leadership and the EADS committee to consider in the implementation of the ACSA's Strategic Plan and Equity Project. The survey will be administered again in the Winter of 2016 to provide additional data to monitor progress on an annual basis.

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.

*The full report will be distributed at the May Delegate Assembly-May 14, 2015

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

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 Aliah 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.



**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

Equity, Achievement, and Diversity for Success Committee (EADS)

Kim Hendricks (R-19; Chair)

Leo Perez (R-1)

Micheline Miglis (R-2)

Edgar Lampkin (R-3)

Tara Bianchi (R-4)

Paula Valerio (R-5)

Tess Johnson (R-6)

Ann Jayne (R-7)

George Sanchez (R-8)

Russell Freitas (R-9)

Delia Gomez (R-10)

Frank Silveira (R-11)

Fermin Jaramillo (R-12)

Marcia Turner (R-13)

Cheryl Bodger (R-14)

Jennifer Smith-Jackson (R-15)

Marco Nava (R-16),

Yadira Moreno (R-17)

Felicia Matthews (R-18)

Pamela Wilson (R-19)

Susan Helms (Urban Ed Council Liaison),

Eric Andrew (ACSA Board Liaison; R-8)),

Nicole Anderson (Committee Liaison)