

## SCUSD/ Black Parallel School Board Equity Walk Report

**School:** Washington Elementary

**Date:** March 21, 2025

**Facilitator:** Shamar Edwards

**Observation Team Members and Roles:** Jessica Lynn Dailey-Keithline, parent, Aprille Shafto, SCUSD, James McDaniel, Teacher, Student Focus Groups-3 6th graders, Jose Garcia, Community Member, Dr. Gema Godina, principal, Geovanni Linares, SCUSD

In our context, an **equity walk** is a qualitative data point, in a moment of time, intended to illuminate anonymous, non-evaluative, observational information as a focused data point to be used for deeper inquiry, reflection, and learning by the larger community.

The foci of these equity walks are guided by the priorities of the BPSB litigation/settlement and Action Plan and informed by each individual schools related data and instructional focus area.

**Goals**, as a result of our equity walks, we will:

1. Collaborate as a team across experiential and representative differences (positional and perspective).
2. Collect anonymous and non-evaluative observational data (as one of many data points) to make meaning of a predetermined focus of need.
3. Engage equity-focused inquiry to make meaning of equity gaps.
4. Provide formative, anonymous and non-evaluative feedback for site leadership (positional, teacher, community) to inform improvement to site culture and practice through an equity lens that prioritizes the needs of special education students, Black students, and Black special education students as guided by the directives stated within the BPSB litigation/settlement and Action Plan.

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### Equity Walk Context

*Washington Elementary has 415 students, 20% of that enrollment is Black/African American. The total special education population is 32.7% and 21% of the special education demographic is black. For this Equity Walk, there were a total of 7 participants. The Equity Walk Team visited 5 classrooms and held a student interview panel with three 6th grade students. Dr. Godina organized the participants for the Equity Walk and drafted a schedule for the team to follow. At the onset of the Equity Walks, the Team reviewed the focus questions, the observation tools, and shared with the group what they wanted the facilitator to know about Washington Elementary. Upon the conclusion of the Equity Walk, the team reviewed their notes, completed the debrief document, held an open discussion and then ranked the school using the Cultural Proficiency Rubric.*

### Equity Walk Focus

#### A. Districtwide Focus: Acceptance and Respect for Difference

Because the primary purpose of the equity walks is to gather qualitative data at a district level to accomplish components of the BPSB Action Plan related to cultural proficiency, the focus of each equity walk is first driven by a preselected indicator of cultural proficiency: **Acceptance and Respect for Difference**. *Below are the definitions and standards being used to assess this indicator.*

Cultural Proficiency Standards of Practice	Cultural Blindness/ Inactive (0) <i>“Acting as if the cultural differences one sees do not matter or not recognizing that there are differences among &amp; between cultures”</i>	Cultural Pre-Competence/ Reactive (1) <i>“Awareness of the limitations of one’s own skills or an organization’s practices when interacting with other cultural groups”</i>	Cultural Competence/ Responsive (2) <i>“Interacting w/other cultural groups using the 5 essential elements of cultural proficiency as the standard for individual behavior &amp; school practices“</i>	Cultural Proficiency/ Proactive (3) <i>“Esteeming the importance of culture; knowing how to learn about individuals &amp; organizational culture; interacting effectively in a variety of cultural environments”</i>
<p>Indicator: <b>Acceptance &amp; Respect for Difference</b></p> <p><i>In the context of public education in America, difference refers first to race. Difference also refers to any cultural &amp; experiential demographics influencing who we are &amp; how we view &amp; make meaning of the world.</i></p>	<ul style="list-style-type: none"> <li>• We <b>don’t believe</b> there is – or are unaware of a dominant culture &amp; related inequities (individual &amp; systemic) that exist for the different cultures in our community.</li> <li>• We <b>broadly recognize</b> a variety of cultures <b>but don’t consistently &amp; explicitly identify</b> the specific cultures in our community.</li> </ul>	<ul style="list-style-type: none"> <li>• We <b>are aware of &amp; seek to identify</b> the dominant culture &amp; related inequities (individual &amp; systemic) that exist for the different cultures in our community.</li> <li>• We <b>are aware of &amp; make transparent</b> our own &amp; the different cultures in our community.</li> </ul>	<ul style="list-style-type: none"> <li>• We <b>actively seek to make meaning of</b> the dominant culture &amp; related inequities (individual &amp; systemic) that exist for the different cultures in our community.</li> <li>• We <b>regularly engage in a variety of</b> multicultural experiences – <b>prioritizing the cultures</b> in our community.</li> </ul>	<ul style="list-style-type: none"> <li>• We <b>systematically act to respond</b> to the dominant culture &amp; related inequities (individual &amp; systemic) that exist for the different cultures in our community.</li> <li>• <b>Those who represent the varied cultures in &amp; beyond</b> our community <b>systemically lead</b> our community in multicultural experiences <b>in service of our mission</b>.</li> </ul>

#### B. School/Site Focus:

Given the secondary purpose for the equity walk to be of immediate use to the school/ site itself, the equity walk includes a planning meeting with the facilitator and site leadership in order to personalize the district focus to the site’s mission and needs and to plan an agenda to provide the most useful data. Additionally, at

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this planning meeting, site leadership determines which classrooms or settings most directly connect the focus to the focal students from the BPSB action plan. Foci often, but not always, can take the form of an essential question, problem of practice, instructional focus area, or equity goal.

For this equity walk, the following focus was determined to be: **How does equity show up authentically at Washington? How do examples of funds of knowledge show up? How do we see our motto of We Lead, We Innovate, We Empower, We Care? Some additional look fors included: discipline, student engagement, seating arrangements, interactions, teaching standards, patterns of participation by race, gender, grade level, and culturally competent strategies/practices.**

### Summary of Findings

The equity walk team collected and assessed a total of **[83]** observations.  
 The distribution of observations across the rubric are shown below.  
 Again snapshot...

Standard of Practice Selection (A)	# and % within this section
I don't believe there is an awareness of a dominant culture & related inequities (individual & systemic) that exist for the different cultures in this community.	Inactive <b>[0]; [%]</b>
I note an awareness of and attempt to identify the dominant culture & related inequities (individual & systemic) that exist for the different cultures in this community.	Reactive <b>[0]; [%]</b>
I observe an active attempt to seek and make meaning of the dominant culture & related inequities (individual & systemic) that exist for the different cultures in this community.	Responsive <b>[50]; [50%]</b>
I observe systematic actions to respond to the dominant culture & related inequities (individual & systemic) that exist for the different cultures in this community.	Proactive <b>[50]; 50[%]</b>

Standard of Practice Selection (B)	# and % within this section
I broadly recognize a variety of cultures but don't consistently & explicitly identify the specific cultures in this community.	Inactive <b>[0]; [%]</b>
I see an awareness of & attempt to make transparent the different cultures in this community.	Reactive <b>[0]; [%]</b>
I observe a commitment to regular engagement in a variety of multicultural experiences – prioritizing the cultures in this community.	Responsive <b>[50]; [%]</b>
Those who represent the varied cultures in & beyond this community systemically lead this community in multicultural experiences in service of this school's mission.	Proactive <b>[50]; [%]</b>

**Holistic Score: Acceptance and Respect for Difference: The Average score for Equity Walk participants was a 3.5**

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After considering the overall equity walk (data, discussion, etc.), the following is our assessment for the standard of *Acceptance and Respect for Difference* for this visit. (Again, this is a point of data for a specific moment in time.)

**Cultural Competence/ Responsive** - "Interacting w/other cultural groups using the 5 essential elements of cultural proficiency as the standard for individual behavior & school practices"

**Cultural Proficiency/ Proactive** - "Esteeming the importance of culture; knowing how to learn about individuals & organizational culture; interacting effectively in a variety of cultural environments"

### Highlights of Patterns, Outliers and/or Noteworthy Observations

Below are some observations, quotes or questions in relation to the equity walk and holistic score noted above:

#### From the Facilitation Team Observations and Discussion

#### Equity Team Debrief Notes [HERE](#)

Additional Thoughts, Observations or Provocations from the Facilitator:

#### Overall:

Washington Elementary demonstrated evidence of cultural competence and proficiency. There has been strong leadership there for 9 years and the partnership and collaborative spirit with families and staff is evident. Like all schools, there is further exploration of moving towards full inclusion, but there is a commitment to set the conditions to continue to improve and be a student centered place for all.

Questions for further consideration:

- In what ways can the preschool students in the SDC classroom space be included with the rest of the school?
- How can more bridging opportunities be provided in the early grades to ensure they can access the general education setting?
- What is the pathway from most restrictive to least restrictive environments?
- Consideration at the district level-Articulation between feeder elementary, middle and high schools. This dialogue is needed

As needed, I am available for a follow up to review this report and/or any next steps you want to discuss.

On behalf of the IM Team and the Equity Walk Team,

Shamar Edwards

Equity Walk Facilitator, SFCESS

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### Notes for Facilitators

- Review all the yellow highlighted areas for your input and replacement.
- Reports are to be provided within 2 days of the equity walk.
- Reports are to be submitted BOTH to the school leader (PDF version only) AND to [IMSubmissions@sfcoss.org](mailto:IMSubmissions@sfcoss.org) (PDF and Word versions).
  - o Just as school leaders should have sent a schoolwide communication prior to the equity walk, remind the school leader that they are expected to share the report with their entire staff and can seek support from you in crafting the email. (Have a template ready.) Request to be cc'd or bcc'd based on their comfort level.
- Reports are to be in this provided format using either the Optima 10.5 font (preferred) or Palatino 11 font.
- DOUBLE AND TRIPLE CHECK TO BE SURE TO SHARE ONLY ENOUGH INFORMATION TO MAINTAIN ANONYMITY AND CONFIDENTIALITY. REMIND THE ADMINISTRATOR TO DO THE SAME.**