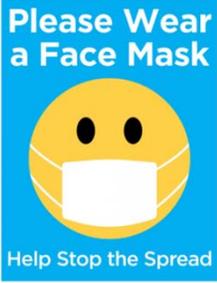


Logistics and Safety Protocols

- Restroom
- Dinner Instructions
- Phones
- Safety Protocols




Be	Be on time
Come	Come prepared to participate
Commit	Commit to the focus topics and protocols
Stay	Stay engaged
Speak	Speak your truth through civil dialogue
Be	Be comfortable with discomfort
Expect and accept	Expect and accept non-closure
Be	Be willing to put aside personal agendas and use data and information to guide decision making.
Assume	Assume best intentions
Commit	Commit to attend all meetings (6 of 8)

Group Community Building Activity



Respect Activity

Directions:

- Find someone at your table you do not know well and introduce yourself.
- Spend 2-3 minutes each talking about respect.
 - What does it mean for you to show respect?
 - What does it mean for you to be shown respect?
- After the allotted time, return to your seat and begin a table discussion about what ideas people came up with?

The point is to learn from our differences, to understand each other's understanding. The point is NOT to agree.

Priority Areas:

Every Student ,
Every Day,
Leaving No One Behind



Taskforce Goal

Through the work of the Equity Taskforce develop strategic equity plan with clearly outlined data guided goals and action items.

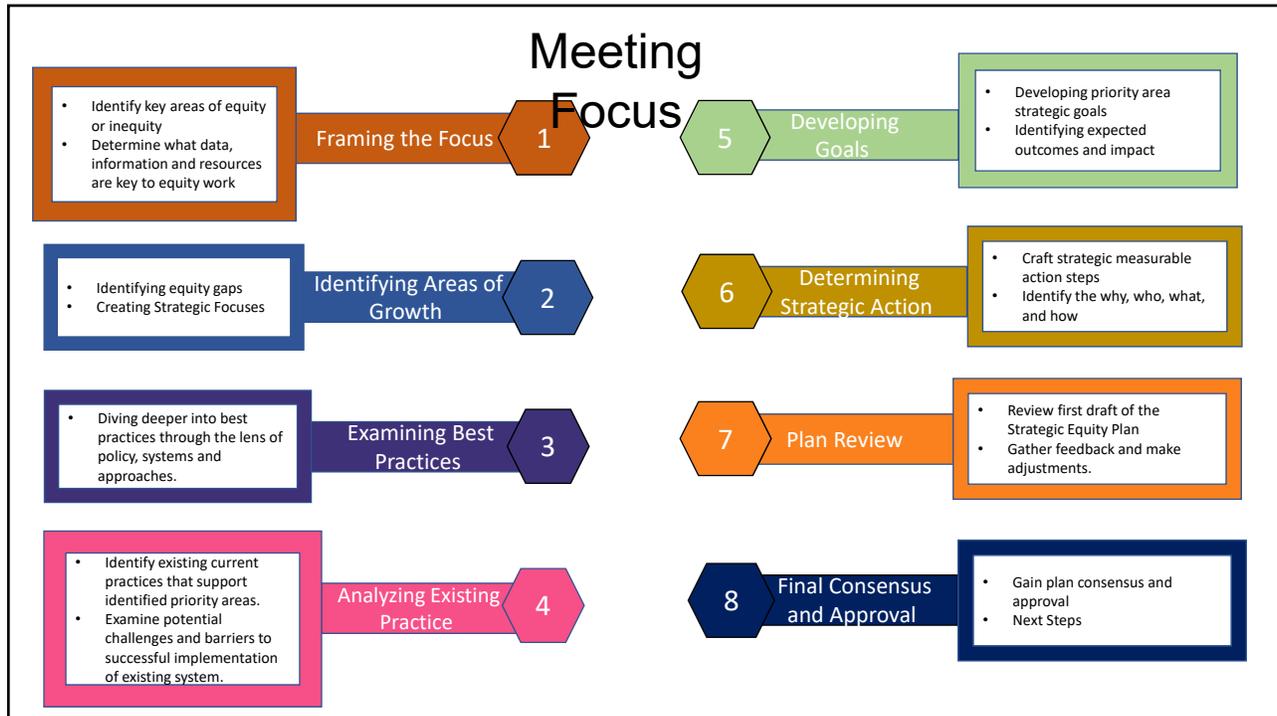


Taskforce Role

The role of the equity taskforce is to assist in the development of a TRUSD Strategic Equity plan.

The taskforce will use data to provide guidance in the development of plan goals.

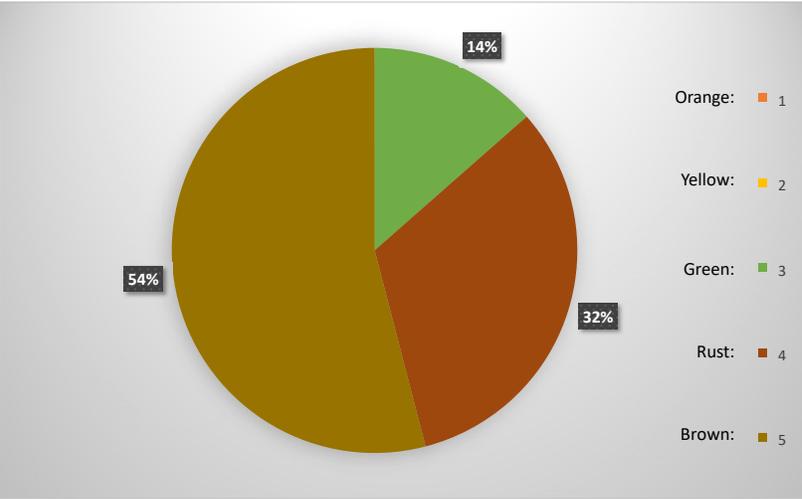
The taskforce will make recommendations on research-based strategies to ensure equity and access for all students, families and staff of TRUSD.



Feedback

Ranking Scale: 1 to 5 with 1 being the lowest and 5 being the highest.

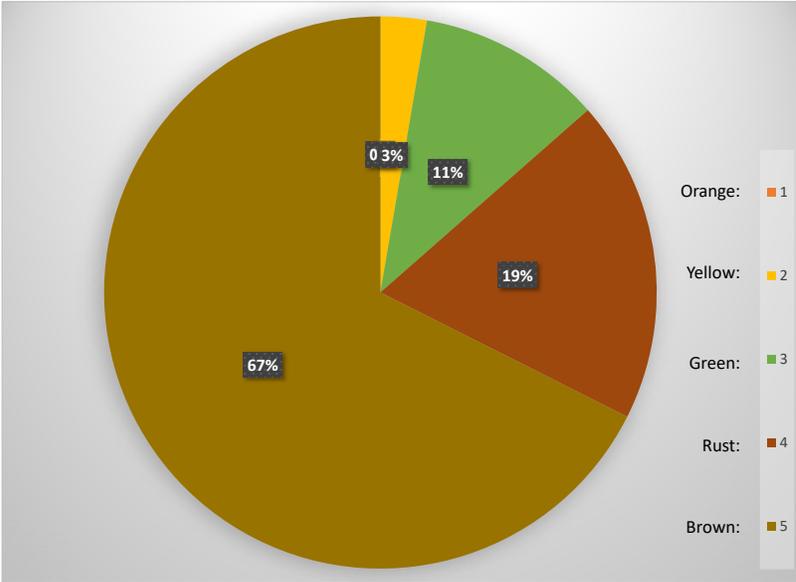
Please rank your level of comfort during tonight's meeting.



Ranking Scale: 1 to 5 with 1 being the lowest and 5 being the highest.

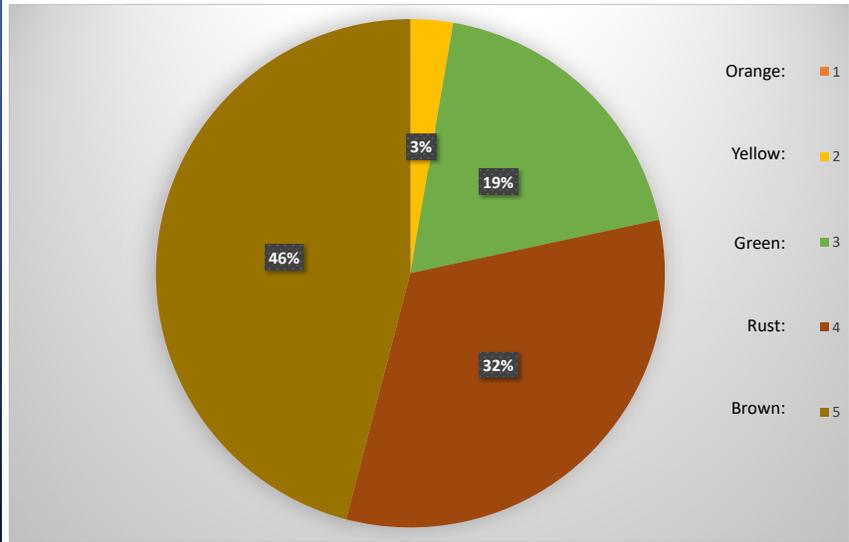
Please rank your sense of inclusion and belonging in your focus group during the meeting.

Ranking Scale: 1 to 5 with 1 being the lowest and 5 being the highest.



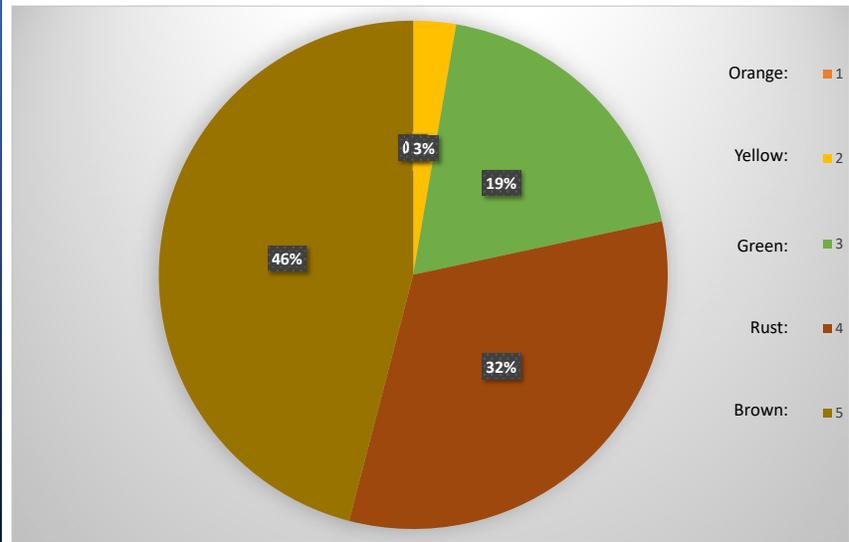
Please rank your opinion about the effectiveness of the protocols used during tonight's meeting. The two protocols used tonight were brainstorming and elimination

Ranking Scale: 1 to 5 with 1 being the lowest and 5 being the highest.



Please share your thoughts about the importance of the presentation provided by Dr. Magdaleno in helping to frame our conversation about Equity work.

Ranking Scale: 1 to 5 with 1 being the lowest and 5 being the highest.

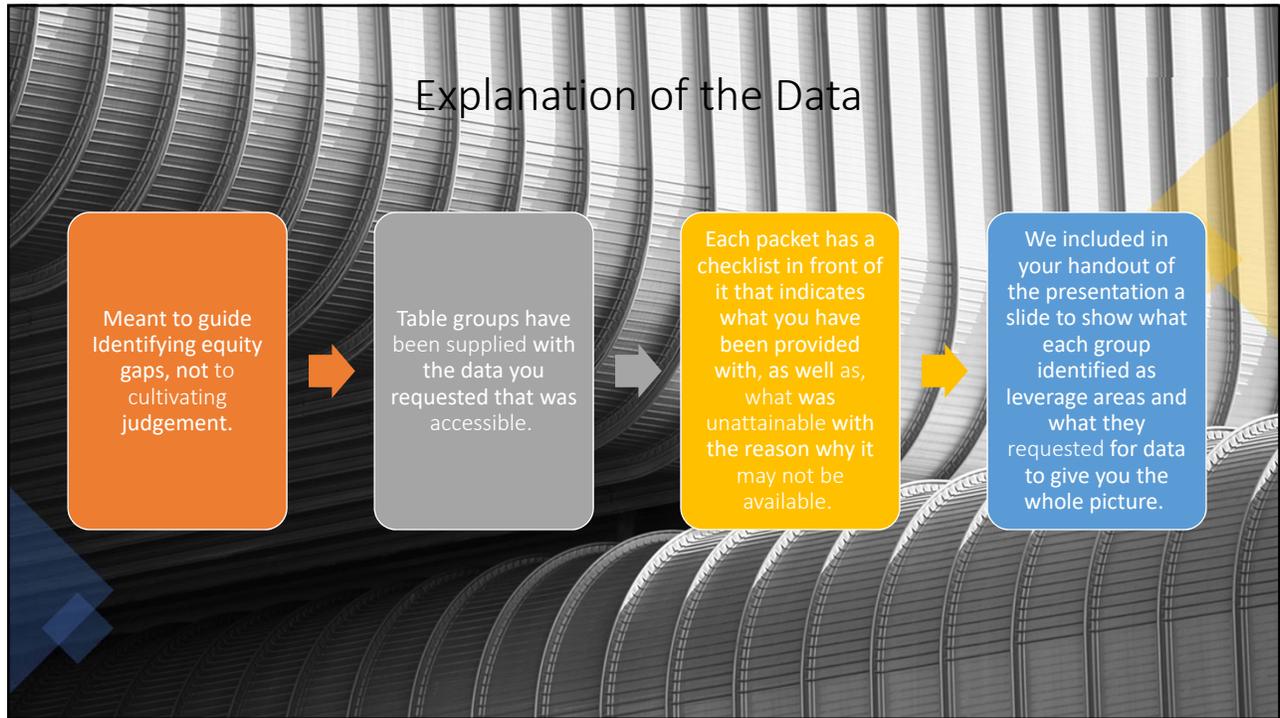


What worked and did not work?

- It was a good introduction to this work. A few minor logistical issues.
- Hearing due to masks. People talking over each.
- Great framing of first meeting. Excited to see where the work takes us.
- I am a student and felt that I was not educated enough on the topics my group was speaking about.
- Loved it. Are there any positions available in the Equity department?
- The speaker was knowledgeable but appeared a bit scattered. It was vital that the other rooms had access to video. Once the video was available to the board room it was a much better experience

What worked and did not work?

- Would like to see more youth voice.
- need more reminders about side conversations.
- We are just starting. It was a good beginning!
- Work group time allotment too short Click to add text
- I felt that the group needed a lot more background information before diving into the work and the presentation did not provide that unfortunately
- I'm curious about normalizing asking questions during presentation. Perhaps there can be norms established regarding participation? I.e) the age old "three before me" example



Protocol Phases

01

Individually reviewing and processing the data

02

Describing the data

03

Interpreting the data

1. Getting Started



The data is meant to guide you in identifying equity gaps.



Table groups have been supplied with the data your requested.



Each packet has a checklist in front of it that indicates what you have been provided with as well as what was unattainable with the reason why it we do not have it or were unable to attain it.



Take 8 minutes to review the information provided. Intentional silence. Highlight, circle or underline data you feel is important to review as a group.

2. Describing the Data

- The facilitator asks: “What do you see?”
- Use your Comment Card to describe the data you found important.

You are only describing the data. Avoid judgement, abstain from interpretations.

Example: On page three I am looking at discipline data where it shows ethnicity breakdown. The data shows that _____ group has a higher level of suspensions than students of any other ethnicity.

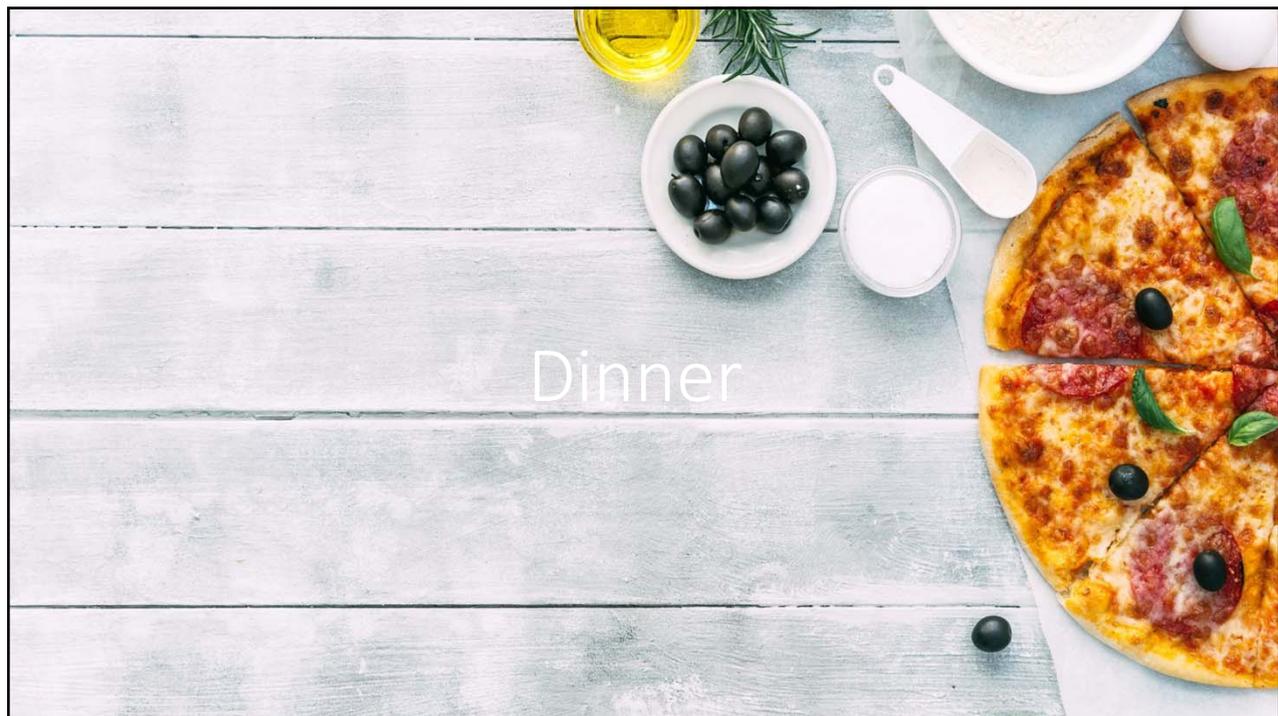
Charting Ideas

- As the ideas are shared by each team member, the recorder will use the chart paper to note each idea.



3. Interpreting the Data

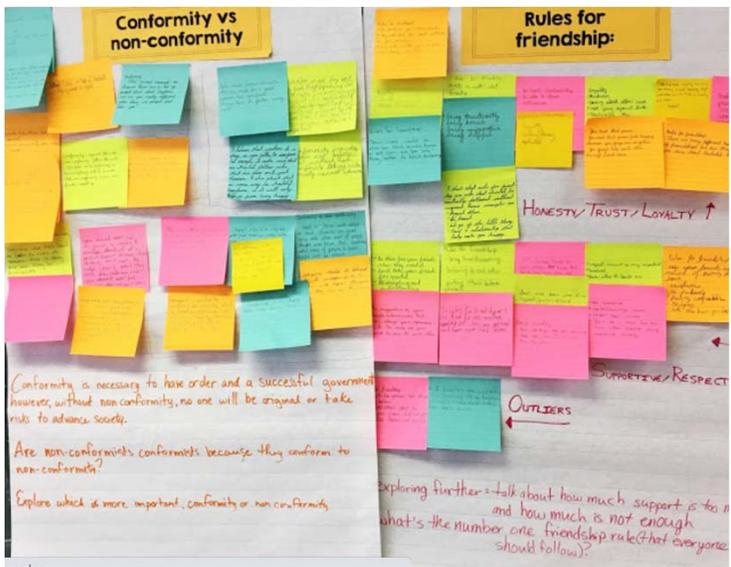
- The facilitator asks: “What does the data suggest?” Followed by “What are the assumptions we make about students and their learning?”
- During this period, the group tries to make sense of what the data says and why. The group should try to find as many different interpretations as possible and evaluate them against the kind and quality of evidence.
- From the evidence gathered in the preceding section, try to infer: what is being worked on and why?
- Think broadly and creatively. Assume that the data, no matter how confusing, makes sense to some people; your job is to see what they may see.
- As you listen to each other’s interpretations, ask questions that help you better understand each other’s perspectives.



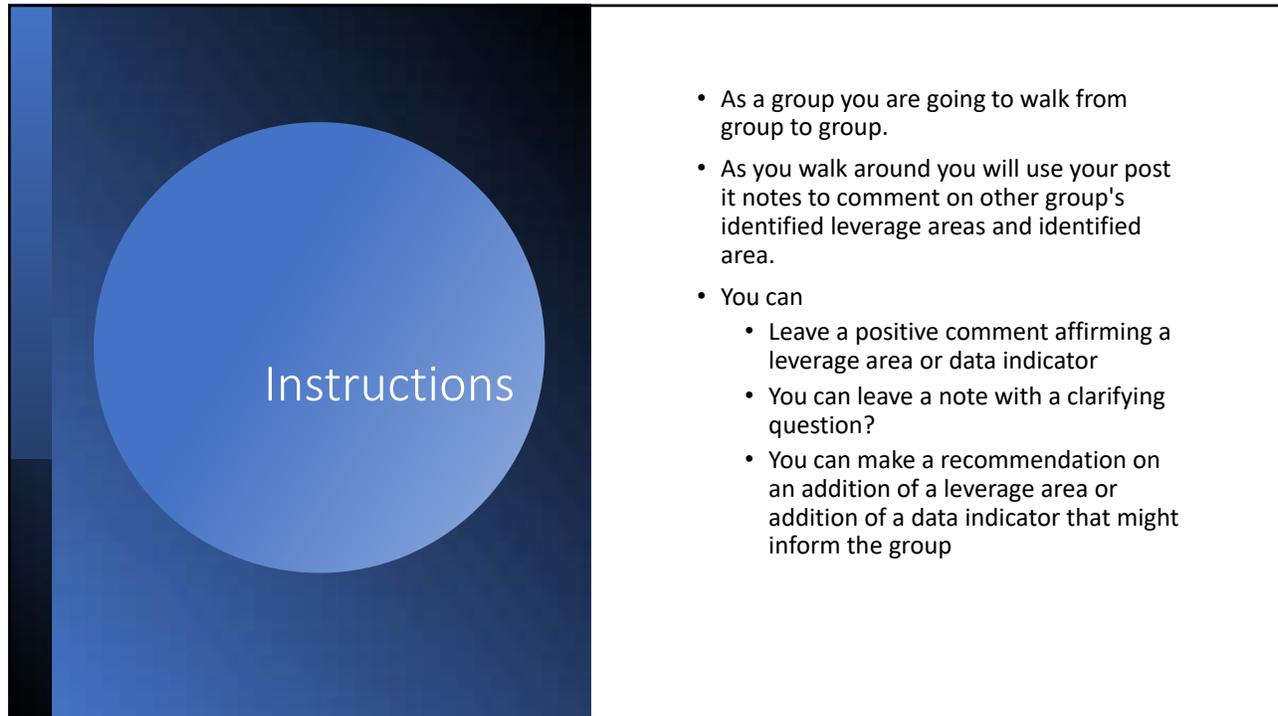
Identifying and Linking Data

- You will have 10 minutes
- Create a chart that shows your leverage areas and connect it to data you requested or have viewed.

Leverage Areas	Data Reviewed
Home School Communication	Parent participation in district lead meetings

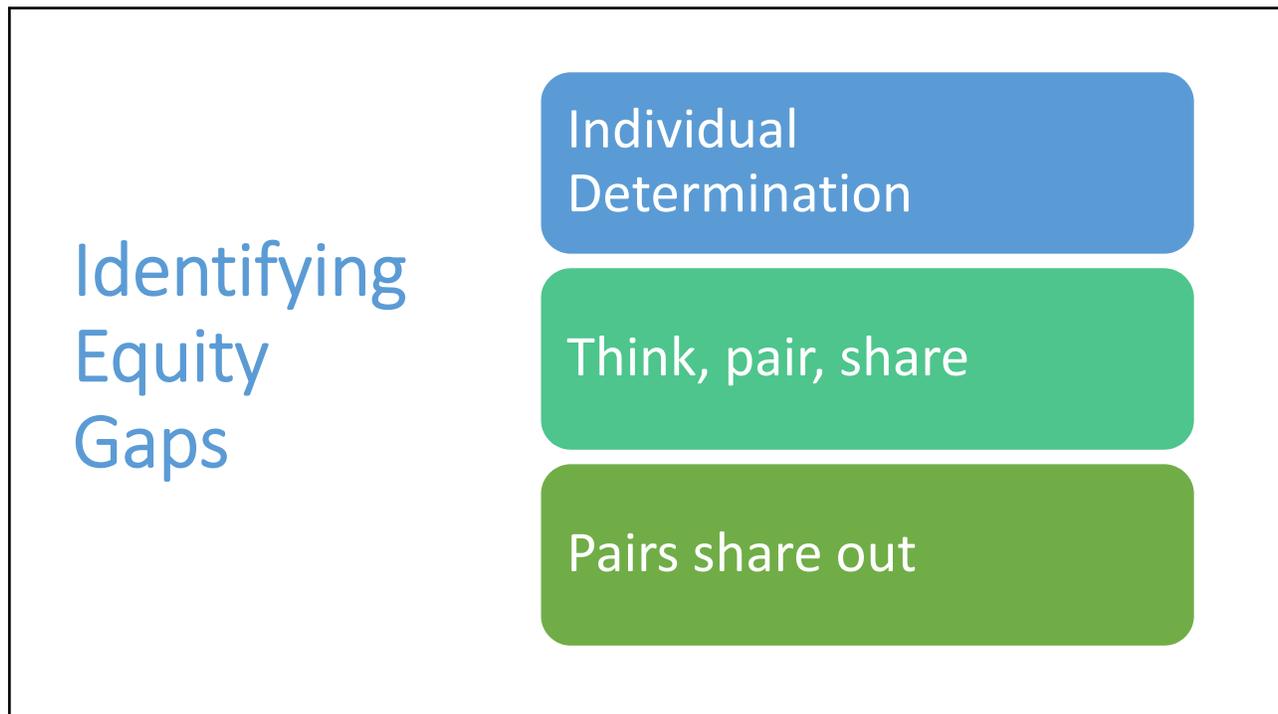


Gallery Walk

A slide with a dark blue background on the left and a white background on the right. A large blue circle is centered on the dark blue background, containing the word "Instructions" in white text.

Instructions

- As a group you are going to walk from group to group.
- As you walk around you will use your post it notes to comment on other group's identified leverage areas and identified area.
- You can
 - Leave a positive comment affirming a leverage area or data indicator
 - You can leave a note with a clarifying question?
 - You can make a recommendation on an addition of a leverage area or addition of a data indicator that might inform the group

A slide with a white background. On the left, the text "Identifying Equity Gaps" is written in blue. To the right, three rounded rectangular boxes are stacked vertically, each containing a step of the process in white text.

Identifying Equity Gaps

- Individual Determination
- Think, pair, share
- Pairs share out

High Priority Equity Gap	Significant Equity Gap	Noteworthy

Pair Share Out

- One person from each pair will share with the group what they collectively identified as an equity gap.
- All others in the group will listen quietly.
- You will go clockwise around the table to share out.

Charting Ideas

- As each pair is sharing their two identified key equity gaps the charter will note it.
- If another group indicates the same equity gap the charter will put an * next to the idea already written.



- Diving deeper into best practices through the lens of policy, systems and approaches.

Examining Best Practices

3

What do you need to identify Best Practices in these areas?

