



School Health on the Frontlines: Navigating Pandemics and Building Equity

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The Education Trust-West

Our Mission

The Education Trust–West is a nonprofit educational equity organization focused on educational justice and closing achievement and opportunity gaps through research, data, policy analysis, and advocacy.



My Guiding Force



California's progress is too slow...

Latino students won't all meet
math standards until **2060**

Black students won't all meet
math standards until **2089**

Low Income students won't all meet
math standards until **2064**



Source: Ed Trust—West analysis of California Department of Education, 2019 (accessed Oct. 2019).

RIO AMERICANO
HIGH SCHOOL



RDY 1-800-432

No School
Mon March 16, 2020

4540



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Parent Poll

- Representative sample of 1,200 California parents
- Statewide, 81% felt positively about their school's handling of coronavirus
- 48% higher than usual level of **stress for children**
- 86% of parents report **higher than usual level of stress**
- 91% of parents would like **regular contact with counselors and teachers**
- Headlines on what parents want:
 - Consistent contact with teachers
 - Equitable access to academic resources
 - Planning to ensure resources to stop learning gaps



Student Responses

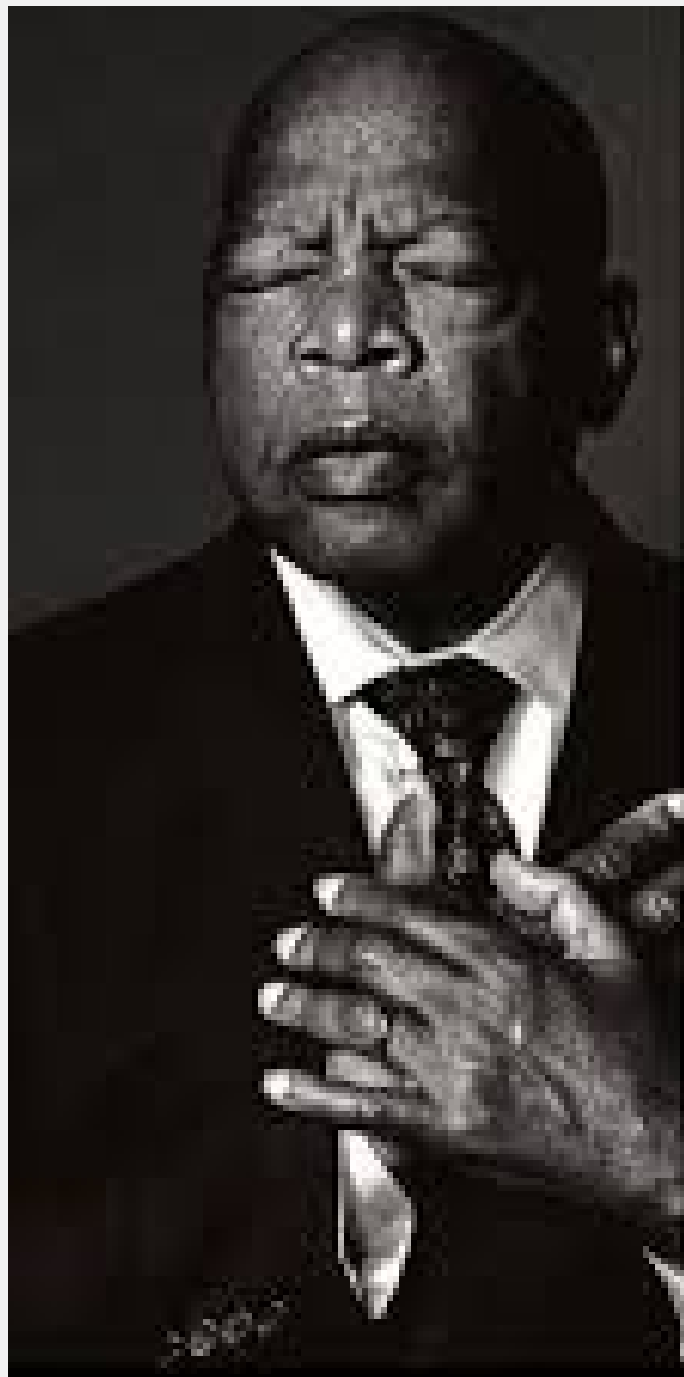
- Just **3 in 10** say they “really feel like part” of their school’s community.
- Just **3 in 10** say they “feel connected” to their school.





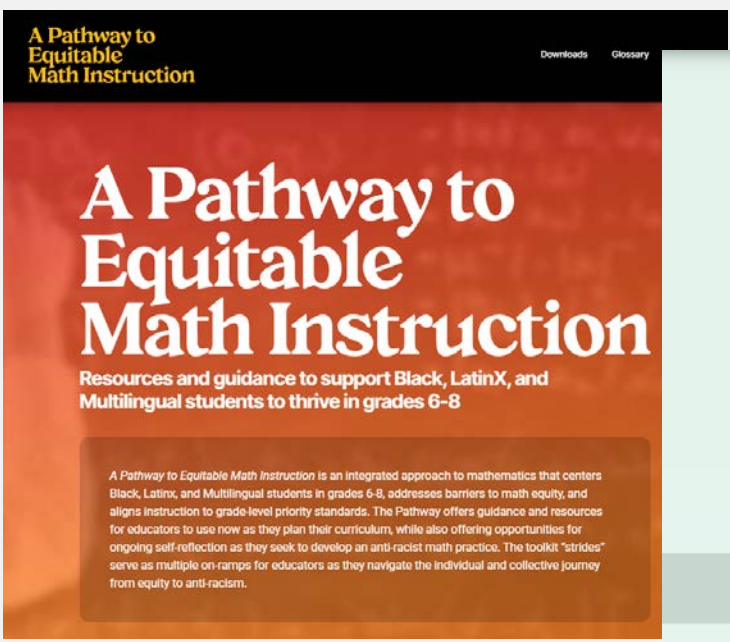
**This can be an
inflection point for
equity and social
justice.**





IF YOU SEE SOMETHING
THAT IS NOT RIGHT,
NOT FAIR, NOT JUST,
YOU HAVE A MORAL
OBLIGATION TO DO
SOMETHING ABOUT IT.

John Lewis



DOWNLOADS

5 Strides on the Path to Math Equity

STRIDE 1
Dismantling Racism in Mathematics Instruction
 Exercises for educators to reflect on their own biases to transform their instructional practice

STRIDE 2
Fostering Deep Understanding
 Methods for deepening content understanding and relevance through crafted math discussions

STRIDE 3
Creating Conditions to Thrive
 Environments and practices that support students' social, emotional and academic development

STRIDE 4
Connecting Critical Intersections
 The interconnectedness of English language learning and the development of mathematical thinking

STRIDE 5
Sustaining Equitable Practice
 Coaching structures that support math educators' in their ongoing centering of equity principles

[Download All Strides](#)

A Pathway to Equitable Math Instruction

Glossary of Terms

Adapted from RacialEquityTools.org

As the group worked in community to create "A Pathway to Equitable Math Instruction," we engaged in conversation that included the terminology listed below because work that involves explicit attention to Black, Latinx, and multilingual* students necessitates an interrogation of systemic racism in education. The group reviewed the terminology, engaged in conversation about ways that education sustains whiteness, and explored solutions to ensure the Toolkit does not replicate systemic inequities, specifically in mathematics education.

*The Pathway Toolkit promotes the use of asset-based language in describing students and identifying ways in which our education systems can recognize the learner" is st Roadmap. T references.

A Pathway to Equitable Math Instruction

Terminol

WOR Anti-Racism	Assimilation	Assimilation positions White people as the superior standard. Its ideas are rooted in the notion that certain racial groups are culturally and behaviorally inferior; thus, assimilation is seen as the solution to liberate people of color from racism.	Ibram X. Kendi, <i>How to be an Antiracist</i> , Random House, 2019
Anti-Racism	Assimilationist	One who is expressing the racist idea that a racial group is culturally or behaviorally inferior and is supporting cultural or behavioral enrichment programs to develop that racial group.	Ibram X. Kendi, <i>How to be an Antiracist</i> , Random House, 2019
	Onramp	In this context, an "onramp" refers to a structured invitation to enter collective antiracist efforts. If the collective effort is a highway full of travelers going in a shared direction, an "onramp" proactively offers language, concepts, or action steps that prompt people to enter work where they are.	Mica Pollock. Schooltalking - Onramp discussion
	Racism	<ul style="list-style-type: none"> - Racism = race prejudice + social and institutional power - Racism = a system of advantage based on race - Racism = a system of oppression based on race - Racism = a white supremacy system Racism is different from racial prejudice, hatred, or discrimination. Racism involves one group having the power to carry out systematic discrimination through the institutional policies and practices of the society and by shaping the cultural beliefs and values that support those racist policies and practices.	Dismantling Racism Works Web Workbook
	White Supremacy	White supremacy is a historically based, institutionally perpetuated system of exploitation and oppression of continents, nations and peoples of color by white peoples and nations of the European continent; for the purpose of maintaining and defending a system of wealth, power and privilege.	Challenging White Supremacy Workshop , Sharon Martinus Fourth Revision, 1995.
	Whiteness	Whiteness itself refers to the specific dimensions of racism that serve to elevate white people over people of color. This definition counters the dominant representation of racism in mainstream education as isolated in discrete behaviors that some individuals may or may not demonstrate, and goes beyond naming specific privileges (McIntosh, 1988). Whites are theorized as actively shaped, affected, defined, and elevated through their racialization and the individual and collective consciousness' formed with it (Whiteness is thus conceptualized as a constellation of processes and practices rather than as a	" White Fragility ," Robin DiAngelo

Visit the website: www.equitablemath.org



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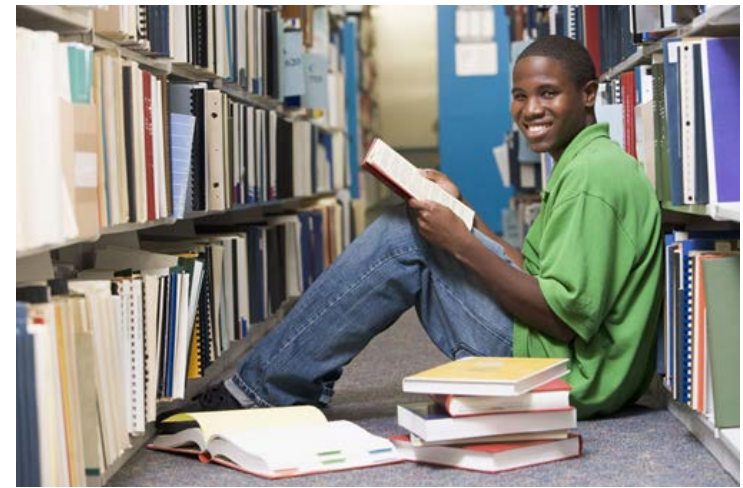


Risks of Current SEAD work

Approaches that

- lack an explicit equity lens,
- fail to acknowledge the role of students' racial and cultural experiences in social-emotional development,
- that treat social-emotional and academic learning as separate,
- fail to address the processes and structures in schools that systemically disadvantage students of color, low-income students, and immigrant youths

May do more harm than good.



SOCIAL, EMOTIONAL, AND ACADEMIC DEVELOPMENT THROUGH AN EQUITY LENS

Changing Adult Beliefs And Mindsets



FROM A DEFICIT-BASED
MINDSET TO A STRENGTH-
BASED MINDSET



FROM ONE-SIZE-FITS-ALL
TO RECOGNIZING CULTURAL
AND CONTEXTUAL
INFLUENCES



FROM ALLOWING BIAS
TO IMPACT STUDENTS TO
TARGETED AND CONTINUOUS
EFFORTS TO REDUCE BIAS

Changing Systems And Policies



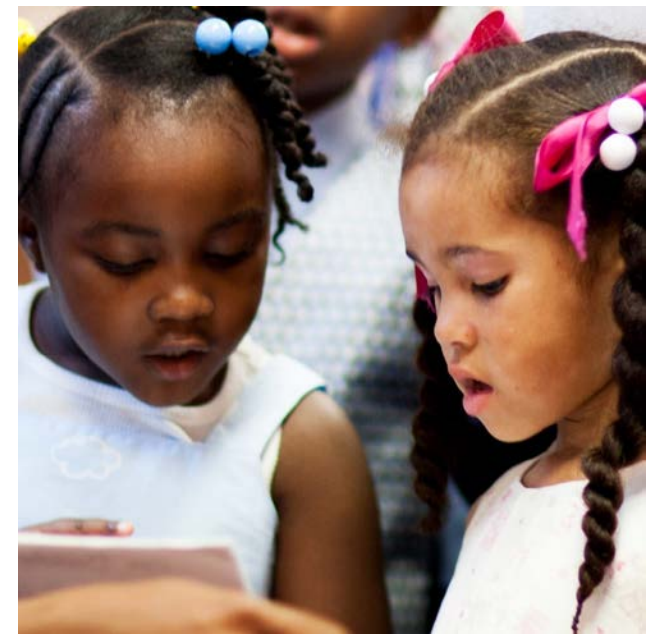
FOSTER STUDENT
BELONGING



CHALLENGE STUDENTS TO
REACH THEIR POTENTIAL



PROVIDE ACADEMIC AND
HOLISTIC SUPPORTS



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Justice and Equity in Action





**Our actions
will be their legacies.**



Thank you!

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