The San Leandro School District, located in the San Francisco-Oakland Bay Area, consists of 12 schools serving approximately 8,900 students in grades K-12. San Leandro’s student population is 38% Latino, 17% African American, 15% Asian, 14% White, 8% Filipino, and 2% Pacific Islander. 26% of San Leandro’s students are classified as English Language Learners.

The San Leandro Unified School District, with its focus on providing equitable learning opportunities for all students, is at the forefront of educational reform and committed to ongoing equity-focused professional development. The District has formed a District-wide equity team, as well equity teams at each school. These teams are charged to learn, lead, oversee, and manage the dynamic process of system-wide equity transformation that is resulting in higher achievement for all San Leandro students, while the gap between the highest and lowest performing students is narrowing, and the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.

From San Leandro Superintendent Christine Lim:

My equity work began when I was first hired in Berkeley Unified School District in 1971 as a teacher. I then went on to serve as vice principal, principal, associate superintendent of educational services, and now, as superintendent in San Leandro. While I had been familiar with Pacific Educational Group’s (PEG) work, it was not until as superintendent I was faced with a court order in 2003 to develop a multi-year Equity Plan. When I began to interview consultants, Glenn Singleton and the staff of PEG stood out as being not only knowledgeable, but possessing the will and experience to help with a district that had deep roots in racism. For the past five years, PEG has provided training that has systematically transformed San Leandro Unified School District.

Currently we can show 4 year data that is a true testimony of how we are closing the racial predictability of the achievement gap due to PEG’s leadership in teaching the value of conducting courageous conversations around race, learning multiple perspectives through sharing racial autobiographies, understanding white privilege and its impact on schooling for our black and brown students, and conducting regular equity walk-throughs in every classroom by the leadership team. Since our equity work is district-wide, PEG’s work has impacted our hiring and transfer practices. Fifty percent of our new teachers have been teachers of color for the past three years, and our administrators of color have doubled. Most significantly, our uniform discipline policy has resulted in a 46% drop in suspensions and a 53% drop in expulsions.

Because our work is district-wide, staff knows that they cannot escape the conversation. More importantly, working with PEG has empowered me to lead the work with passion, commitment, and a vision to raise the rigor for all of our students, especially our black and brown students.

“We see things not as they are, but as we are.”

--Douglass Fitch, Pastor
Glide Memorial United Methodist Church
In San Leandro, Equity Work = RESULTS

- The highest gains among the 18 districts in Alameda County - a 13 point gain for San Leandro!
- 79% of 10th grade students taking the California High School Exit Exam (CAHSEE) for the first time passed the English Language Arts (ELA) section, and 79% passed the Math section.
  - 80% of 10th grade African-American female students passed the ELA section of CAHSEE - higher than the passing rate for all 10th grade students combined.
- An 8% gain in 10th grade students passing the ELA section, and a 1% increase in the number of students passing the Math section.
  - A 10% gain in African American students passing the ELA section, and a 2% gain in Math.
  - A 12% gain in Latino students passing the ELA section, and a 1% gain in Math.
- 10th grade Algebra II students made a 27% gain in the number scoring proficient or advanced.
  - Students enrolled in Algebra II increased by 48%.
- 5th graders increased by 10% in proficient or advanced in Math.
  - African American 5th graders increased by 14%.
- 4th graders increased by 5% in proficient or advanced in Math.
  - Latino students increased by 7%.

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<tr>
<th>San Leandro District Secondary Expulsions</th>
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<tr>
<td>2005-06 ~ 82 expulsions</td>
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<tr>
<td>2006-07 ~ 27 expulsions</td>
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<td>32% Reduction!</td>
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<th>Diverse Students Diverse Staff</th>
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<tr>
<td>19% Leaders of Color in 2003</td>
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<tr>
<td>35% Leaders of Color in 2007</td>
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<tr>
<td>50% of New Teachers In Last 3 Years Have Been Teachers of Color</td>
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To Learn More About San Leandro Unified School District's Equity Progress
Go To:

www.sanleandro.k12.ca.us/pdfs/news/Superintendent%20presentations/ACSALeadershipSummit110807.pdf
The work of Pacific Educational Group gives voice and value to people of color in its illumination of and education around authentic equity. Both as an educator and holistic human being, I (a Black woman from Minnesota) feel like there is finally a powerful drive to move our present and next generations beyond the window dressings of assimilation, mere tolerance, and visual cultural diversity. This work of equity is one of the most difficult, rewarding, empowering, and valuing movements in which I have ever taken part. It requires intense work and courageous conversations that challenge one mentally, emotionally, spiritually, and educationally; because of it I am proud to say with great joy that I will never be the same, nor will my classroom! ~ Angellette Kittrell, Elementary Teacher, Hopkins Public Schools, 952-988-5064

"Without a doubt, the quality of professional development provided by Pacific Educational Group has been the most rewarding of my career. Faculty of all backgrounds and ages have been inspired by the work as it has increased our will, skill, knowledge, and capacity to practice anti-racism and address equity issues. Since working with PEG, we have seen a measurable closing of our racial achievement gaps." ~ Patrick Duffy, AP Social Studies Teacher & Equity Coordinator, Hopkins High School, Hopkins, MN (2008), currently Associate Principal, Edina South View Middle School, Edina, MN, 952-848-3705

"I first worked with Pacific Educational Group in 2001, when Glenn Singleton led a Beyond Diversity workshop with our Board of Education and my Cabinet. It was one of the most intense experiences of my professional career. African-Americans with whom I had associated for years shared intimate experiences with racism in our community. It subsequently led to conversations that we never would have had about race. The "silenced dialogue" was beginning to become public. We began to see evidence of institutionalized racism in our school district. It's a sobering experience for one to have to admit that he leads an organization that has practices and policies that promote racism and diminish the achievement of African American and Latino students.

The training we've received from Pacific Educational Group has helped us to evaluate our policies and practices through a racial lens. Policies related to the assignment of students and staff, access to curriculum, and student fees have been assessed and rewritten. We also continue to work on promoting culturally proficient teaching practices in all of our classrooms. Our work is far from complete, but we have come a long way from our first Beyond Diversity session. ~ Neil Pedersen, Superintendent, Chapel Hill-Carrboro City Schools, Chapel Hill, NC, 919-967-8211 x 28226

Before I started working with Pacific Educational Group, I viewed teaching as a technical skill. I was the teacher who relayed information to my students, and it was their job to do something with it. Even as a teacher of color, I believed that I should view all students as the same, and that being color blind was the most equitable practice. Equity work (CARE) has, without a doubt, been the most powerfully life changing experience I have had, both professionally and personally. Now I view every aspect of every day through a completely different lens. I realize that viewing all
students as the same discredited the most important factor of each student's identity. I now focus on taking race into account when planning for my lessons and instruction. I focus on helping students make connections between their racial identities and the content being taught in the classroom, which I believe has significantly helped me make better connections with my students. The idea of culturally responsive teaching has changed every aspect of my classroom and my professional life. ~ Jeana Khalaf Cheetah, World and AP Literature Teacher, Eaglecrest High School, Cherry Creek School District, CO, jkhalaf@cherrycreekschools.org

Over a 10-year period, my school grew in diversity from 15% to 52% students of color, and more than doubled the percentage of students eligible for free/reduced lunch. We worked very hard over those 10 years to become a school that served all of our students and families, a place they could call "home." It was a very sad day when my school was forced to close in 2007, due to declining enrollments and budget reduction measures in the district, because we were well on our way to becoming the transformed school that we aspired to be.

Our partnership with Pacific Educational Group (PEG) was a pivotal part of our transformation process. Every classroom teacher and many support staff completed Beyond Diversity training, which provided a foundation for building our common beliefs and practices about equity. PEG challenged us to look at our school and its systems to determine where and how institutional racism was a stumbling block to success for our students of color. We were given tools and support to examine our whiteness and privilege, and how it impacted our teaching and interactions with students and families on a daily basis. We made significant changes in our school as a result of this work, and we were beginning to see the results in improved student achievement. Yes, we still had gaps in achievement between white students and students of color, but they were beginning to close. It was our most important work. There were many indicators that our students were feeling more successful, and a greater sense of belonging in school, because our teachers were working hard to create culturally relevant environments for children.

Personally, I am a different administrator as a result of my work with PEG. I have become a more culturally responsive leader who always looks at the way we do schooling through the lens of race and equity. I now know that every child is capable of achieving at high levels, and that it is my moral and ethical responsibility to create the equitable learning environments that will allow them to do so. ~ Marsha Baioch, Ed.D., former principal of Katherine Curren Elementary School, Hopkins, MN, currently an administrator on special assignment, Eden Prairie Public Schools, MN, 763-412-6638.

I met Glenn Singleton five years ago and began a journey that has dramatically impacted my personal and professional life. With regard to race and equity, he has made the unconscious, conscious and the invisible, visible. The lens through which I view the world has forever been changed as a result of my work with Glenn and Pacific Educational Group. Courageous Conversations provides a framework to unpack the mental models that underpin the racial predictability of student achievement and the insidious nature of institutional racism. This work has facilitated the start of deep transformational changes in my staff that has caused a change in the culture of our school district and the improved achievement of our students. ~ Steve Price, former Superintendent, Middletown City School District, Middletown, OH