Dear Friends,

The Occupy Movement has been active just outside our Oakland office, reminding us of the distress and anger in the hearts of millions of Americans about the economic crisis and its disproportionate impact on vulnerable communities. Community stressors like joblessness, foreclosures, and more reductions in social and education services have destabilized communities of color even more, concentrating poverty and suppressing healthy child development.

It is against this backdrop we are all called to reclaim and reimagine public education in our country. This time of crisis can serve as an opportunity to repair the fragile trust between the public and its education institutions. We must not succumb to divisive rhetoric, de-contextualized problems, and oversimplified solutions—common pitfalls that will result in strategies that fail to generate a sustainably equitable future.

A recent article by Michael Fullan attests that the right drivers for education systems reform are not the dominant technical ones (accountability, individual teacher quality, technology, and fragmented strategies), but instead “work directly on changing the culture of school systems” to “generate individual and collective motivation” (capacity building, collaboration, instruction, and whole systems change)1.

1 Michael Fullan, “Choosing the wrong drivers for whole system reform.” Centre for Strategic Education Seminar Series paper No 204, May 2011.

At the National Equity Project, we believe that we must focus on the right drivers of systemic change in order to dismantle barriers and close educational opportunity gaps. Every day we work with equity leaders who are solving problems with new approaches—listening to teachers, collaborating with local agencies, and genuinely partnering with parents and concerned citizens in service of achieving a transformed vision for every child in their collective charge.

Achieving and sustaining educational equity requires a different form of leadership, one that is adaptive to complex challenges and situated in an understanding of the deep structural inequities that continue to advantage some while disadvantaging others. We coach leaders to carry an awareness that facilitating educational equity is an “inside-out” endeavor where personal growth fosters collection action. This work compels a broadening of the discourse about the nature of the problem and the ways we can address it.

If you are an equity leader, or aspire to become one, please join us! I encourage you to sign up for our e-news, attend an institute, or make a charitable contribution. You can do all this and more at our web site at www.nationalequityproject.org.

Thank you for your leadership!

LaShawn Routé Chatmon
Executive Director

---

The mission of the National Equity Project is to dramatically improve educational experiences, outcomes, and life options for students and families who have been historically underserved by their schools and districts.
The San Rafael City Schools (SRCS) district recently celebrated its 150th anniversary. A lot has changed in that time, particularly the demographics of the city. While situated in affluent Marin County just north of San Francisco, SRCS currently serves a student population that is 60% Latino and 50% low-income.

The SRCS school board realized that these students were not being well served. After many meetings with the community, they passed a strategic Roadmap to the Future, a bold new vision for closing achievement gaps, ensuring effective teaching in every classroom, and fully preparing every SRCS child to participate in our multicultural society.

Mike Watenpaugh was hired as Superintendent to bring the Roadmap to fruition. He quickly recognized that there was much work to be done, so he sought the help of the National Equity Project.

“We’ve really been two communities,” he said. “One white and affluent, the other disadvantaged students of color, and never the two shall meet.” These divisions were dramatically evident in schools throughout the district.

At the time, the district’s sole middle school, Davidson, was tracked in three distinct sections: Advanced, Honors, and English Learner.

One day, Superintendent Watenpaugh asked the principals of the feeder elementary schools to visit Davidson and see how their students were doing there.

“Three came back crying,” Principals of schools that served mainly Latino students saw their talented and capable kids in rudimentary classes that were cheating them of their education.

The middle school’s new principal, Harriet MacLean, characterized the school as having “a culture of separation that was detrimental to learning.” School leaders decided to transform the school into heterogeneous groupings.

Principal MacLean held over 20 meetings to build support and understanding of the necessary changes to the school. National Equity Project coaches guided and supported her and her team the whole way, from building relationships both within and outside the school, to developing teacher teams’ abilities to meet the different learning needs of students. After the changes, all student groups in the school improved performance, including the already high achieving affluent students.

“The whole culture of the school has changed, and that’s a result of the district and the National Equity Project working together,” said Superintendent Watenpaugh.

Principals of other schools agree that a deep change has taken place across the district.

“We’ve really been two communities.”

In working with San Rafael City Schools since 2009, the National Equity Project has provided coaching, facilitation, and professional development support to stakeholders across the district including:

- Learning sessions for school board members
- Coaching of Superintendent and Cabinet
- Principal Leadership Team meeting facilitation and coaching of school principals
- Partnerships for Learning instructional leadership development in eight schools
- Support to SRCS’ Family Engagement Task Force to unite the broader community with SRCS’ new vision of equity

A Community United For Equity
San Rafael City School District, San Rafael, CA

Support to Leaders at Every Level

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>API</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>

Superintendent Mike Watenpaugh (right) at 2010 graduation

“Those are all our kids now.”

PARTNER PROFILE

We've Really Been Two Communities

San Rafael City Schools (SRCS) district recently celebrated its 150th anniversary. A lot has changed in that time, particularly the demographics of the city. While situated in affluent Marin County just north of San Francisco, SRCS currently serves a student population that is 60% Latino and 50% low-income.

The SRCS school board realized that these students were not being well served. After many meetings with the community, they passed a strategic Roadmap to the Future, a bold new vision for closing achievement gaps, ensuring effective teaching in every classroom, and fully preparing every SRCS child to participate in our multicultural society.

Mike Watenpaugh was hired as Superintendent to bring the Roadmap to fruition. He quickly recognized that there was much work to be done, so he sought the help of the National Equity Project.

“We’ve really been two communities,” he said. “One white and affluent, the other disadvantaged students of color, and never the two shall meet.” These divisions were dramatically evident in schools throughout the district.

At the time, the district’s sole middle school, Davidson, was tracked in three distinct sections: Advanced, Honors, and English Learner. One day, Superintendent Watenpaugh asked the principals of the feeder elementary schools to visit Davidson and see how their students were doing there.

“Three came back crying.” Principals of schools that served mainly Latino students saw their talented and capable kids in rudimentary classes that were cheating them of their education.

The middle school’s new principal, Harriet MacLean, characterized the school as having “a culture of separation that was detrimental to learning.” School leaders decided to transform the school into heterogeneous groupings.

Principal MacLean held over 20 meetings to build support and understanding of the necessary changes to the school. National Equity Project coaches guided and supported her and her team the whole way, from building relationships both within and outside the school, to developing teacher teams’ abilities to meet the different learning needs of students. After the changes, all student groups in the school improved performance, including the already high achieving affluent students.

“The whole culture of the school has changed, and that’s a result of the district and the National Equity Project working together,” said Superintendent Watenpaugh.

Principals of other schools agree that a deep change has taken place across the district.

“We’ve really been two communities.”

In working with San Rafael City Schools since 2009, the National Equity Project has provided coaching, facilitation, and professional development support to stakeholders across the district including:

- Learning sessions for school board members
- Coaching of Superintendent and Cabinet
- Principal Leadership Team meeting facilitation and coaching of school principals
- Partnerships for Learning instructional leadership development in eight schools
- Support to SRCS’ Family Engagement Task Force to unite the broader community with SRCS’ new vision of equity

A Community United For Equity
San Rafael City School District, San Rafael, CA

Support to Leaders at Every Level

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>API</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>

Superintendent Mike Watenpaugh (right) at 2010 graduation

“Those are all our kids now.”

PARTNER PROFILE

We've Really Been Two Communities

San Rafael City Schools (SRCS) district recently celebrated its 150th anniversary. A lot has changed in that time, particularly the demographics of the city. While situated in affluent Marin County just north of San Francisco, SRCS currently serves a student population that is 60% Latino and 50% low-income.

The SRCS school board realized that these students were not being well served. After many meetings with the community, they passed a strategic Roadmap to the Future, a bold new vision for closing achievement gaps, ensuring effective teaching in every classroom, and fully preparing every SRCS child to participate in our multicultural society.

Mike Watenpaugh was hired as Superintendent to bring the Roadmap to fruition. He quickly recognized that there was much work to be done, so he sought the help of the National Equity Project.

“We’ve really been two communities,” he said. “One white and affluent, the other disadvantaged students of color, and never the two shall meet.” These divisions were dramatically evident in schools throughout the district.

At the time, the district’s sole middle school, Davidson, was tracked in three distinct sections: Advanced, Honors, and English Learner. One day, Superintendent Watenpaugh asked the principals of the feeder elementary schools to visit Davidson and see how their students were doing there.

“Three came back crying.” Principals of schools that served mainly Latino students saw their talented and capable kids in rudimentary classes that were cheating them of their education.

The middle school’s new principal, Harriet MacLean, characterized the school as having “a culture of separation that was detrimental to learning.” School leaders decided to transform the school into heterogeneous groupings.

Principal MacLean held over 20 meetings to build support and understanding of the necessary changes to the school. National Equity Project coaches guided and supported her and her team the whole way, from building relationships both within and outside the school, to developing teacher teams’ abilities to meet the different learning needs of students. After the changes, all student groups in the school improved performance, including the already high achieving affluent students.

“The whole culture of the school has changed, and that’s a result of the district and the National Equity Project working together,” said Superintendent Watenpaugh.

Principals of other schools agree that a deep change has taken place across the district.

“We’ve really been two communities.”

In working with San Rafael City Schools since 2009, the National Equity Project has provided coaching, facilitation, and professional development support to stakeholders across the district including:

- Learning sessions for school board members
- Coaching of Superintendent and Cabinet
- Principal Leadership Team meeting facilitation and coaching of school principals
- Partnerships for Learning instructional leadership development in eight schools
- Support to SRCS’ Family Engagement Task Force to unite the broader community with SRCS’ new vision of equity

A Community United For Equity
San Rafael City School District, San Rafael, CA

Support to Leaders at Every Level

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>API</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>

Superintendent Mike Watenpaugh (right) at 2010 graduation

“Those are all our kids now.”

PARTNER PROFILE

We've Really Been Two Communities

San Rafael City Schools (SRCS) district recently celebrated its 150th anniversary. A lot has changed in that time, particularly the demographics of the city. While situated in affluent Marin County just north of San Francisco, SRCS currently serves a student population that is 60% Latino and 50% low-income.

The SRCS school board realized that these students were not being well served. After many meetings with the community, they passed a strategic Roadmap to the Future, a bold new vision for closing achievement gaps, ensuring effective teaching in every classroom, and fully preparing every SRCS child to participate in our multicultural society.

Mike Watenpaugh was hired as Superintendent to bring the Roadmap to fruition. He quickly recognized that there was much work to be done, so he sought the help of the National Equity Project.

“We’ve really been two communities,” he said. “One white and affluent, the other disadvantaged students of color, and never the two shall meet.” These divisions were dramatically evident in schools throughout the district.

At the time, the district’s sole middle school, Davidson, was tracked in three distinct sections: Advanced, Honors, and English Learner. One day, Superintendent Watenpaugh asked the principals of the feeder elementary schools to visit Davidson and see how their students were doing there.

“Three came back crying.” Principals of schools that served mainly Latino students saw their talented and capable kids in rudimentary classes that were cheating them of their education.

The middle school’s new principal, Harriet MacLean, characterized the school as having “a culture of separation that was detrimental to learning.” School leaders decided to transform the school into heterogeneous groupings.

Principal MacLean held over 20 meetings to build support and understanding of the necessary changes to the school. National Equity Project coaches guided and supported her and her team the whole way, from building relationships both within and outside the school, to developing teacher teams’ abilities to meet the different learning needs of students. After the changes, all student groups in the school improved performance, including the already high achieving affluent students.

“The whole culture of the school has changed, and that’s a result of the district and the National Equity Project working together,” said Superintendent Watenpaugh.

Principals of other schools agree that a deep change has taken place across the district.

“We’ve really been two communities.”

In working with San Rafael City Schools since 2009, the National Equity Project has provided coaching, facilitation, and professional development support to stakeholders across the district including:

- Learning sessions for school board members
- Coaching of Superintendent and Cabinet
- Principal Leadership Team meeting facilitation and coaching of school principals
- Partnerships for Learning instructional leadership development in eight schools
- Support to SRCS’ Family Engagement Task Force to unite the broader community with SRCS’ new vision of equity

A Community United For Equity
San Rafael City School District, San Rafael, CA

Support to Leaders at Every Level

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>API</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>

Superintendent Mike Watenpaugh (right) at 2010 graduation

“Those are all our kids now.”
How did you find the National Equity Project?

NMP: San Jose Unified had developed an “equity roadmap,” and I was looking for a partner to provide professional development to our principals. We had been working with another organization on equity and were ready to take it to the next level. I asked someone on staff to research potential providers, and we found that the National Equity Project had done some training of our district coaches that was well received, so we requested a meeting.

Why did you decide to work with us?

NMP: I was impressed by the level of deep work. Our principals had done safer, more surface equity work in the past, talking about the issues in a superficial way. We began our work with the National Equity Project on a small scale to see how it would go. A small group of administrators worked on equity planning with Victor Cary and Hugh Vasquez for a few days, and we could see this partnership was going to be different and helpful. So we ramped it up.

Where did it go from there?

NMP: It has evolved over the year. We didn’t know where it was going to go at first but now every administrator – district cabinet, principals, assistant principals, directors of food, facilities – everyone has received equity training from the National Equity Project. We are using a new set of vocabulary and tools for talking about changing our systems. In meetings, people ask “Is that addressing below the green line issues?” It’s made us all much more aware of the depth of change required and the need to address the whole system—culture and relationships as well as processes.

I know we can get there.

What is the next phase of your work?

NMP: I think we need to go slow to go fast. I’ve been here for 30 years, starting out as a classroom teacher, and I’ve seen initiatives roll out and then some new thing comes along and it’s dropped. We’re always looking for a quick solution. We implement, and when we don’t see progress, we move on to something else. I decided to go slower and really look into what we mean by equity training. How are we going to redefine ourselves?

After our two-day Leading for Equity Institute, principals were pumped up and ready to go. They wanted to run back to their schools and lead new conversations. I said “That’s good! But slow down.” Teachers are also asking when they will get their equity training with the National Equity Project. I want to make sure it is all integrated well, not isolated, fragmented trainings. We don’t want another quick activity that gets dropped. This is so sensitive, it’s about your heart and mind, it’s important to get it right.

There are days when I’m in planning sessions and sometimes it feels like we’re falling back into old habits. I want to be able to meet people, assess where they are, and figure out where we need to go next to keep change moving. I want to be like Victor Cary! We need to develop leaders across the district who can lead equity conversations and change for students.

Chris Funk
Assistant Superintendent
San Jose Unified School District

“Norma works diligently everyday to bring an equity lens to all of her conversations with stakeholders and employees. It is not simply a collection of strategies that she applies; it is a mindset. It is the approach to challenges that have helped our district identify adult made barriers that have led to opportunity gaps for our students. Her work is truly a model for district equity leadership.”

San Jose Unified School District, San Jose, CA
Interview with Norma Martinez-Palmer, Director of Educational Equity
Anna Yates Elementary School (AYES) holds two core beliefs: All teachers can become leaders for improving learning and equity; and coaching and inquiry are at the heart of transforming the school. The school’s longstanding partnership with the National Equity Project has been instrumental to the development of this philosophy. AYES has worked with us for over five years, and has participated in our Partnerships for Learning (PFL) focal student inquiry program since 2009.

Principal Jaguanana Lathan positions inquiry at the center of the school’s professional development agenda. “I hope that if I leave my campus one day, that inquiry is a part of the memory of the school. This is how we do business here because it is for the benefit of the students.”

In 2010-11, the school had two English Language Arts Inquiry Teams, one each from 2nd and 3rd grade. Teams were supported by National Equity Project Senior Associate Heidi Gill alongside staff School Improvement Coach Charise Colon.

The teams chose to focus their inquiry on student fluency. They identified low fluency rates as a key roadblock to grade-level comprehension. They also recognized phonics skills as a foundation of fluency.

33 students were identified as focal students: students the team members would assess, get to know as learners, practice interventions with, and reflect on to inform their larger teaching in the classroom. As one teacher observed, “focal students become a lens for seeing all students more clearly.” Inquiry teams worked with Heidi to develop plans detailing learning targets and intervention steps, including a detailed intervention timeline.

“Focal students become a lens for seeing all students more clearly.”

“In PFL, the steps are mapped out, and the teachers can see and experience effective changes to instruction,” said Heidi Gill.

AYES focal students showed significant improvement in both sub-skills and in the overarching skill of reading. The majority demonstrated improved performance, and many accelerated by one or more grade levels.

The improvement coach on AYES staff, Charise, will increasingly lead the inquiry and intervention process, with Heidi providing targeted support to her and the principal to help them continue to scale the practice across the school as the school expands from a K-5 to a K-8 over the next few years.

“When they experience it, they want to do it,” Heidi says. “Urban teachers have a deep desire to help very low-performing students but are typically at a loss about what to do.”

“I’ve seen Partnerships for Learning renew their hope.”

Emery Unified Assistant Superintendent (and National Equity Project Board member) Anakarita Allen (left)
Nationally, 30% of teachers leave the profession within three years, and in urban schools, it increases to 50%. In this crisis, Beginning Teacher Support and Assessment (BTSA) programs are more important than ever. In San Mateo County, (home to 90,000 students, half of whom are students of color and 35% low-income), BTSA program leaders heard a call for a new approach to assist new teachers.

“Nationwide, our focus has been on academic achievement,” said BTSA Program Director Ruth Keefer. “There’s been a void in looking at the emotional side of meeting the needs of our children, and the human side of helping teachers develop caring relationships with their students.”

Kim Bambao, a new teacher support provider (also known as a teacher mentor) agreed. “One of the missing pieces that we’re not looking at as a nation is the importance of relationships.”

“If we’re going to improve achievement, relationships must be in place between teachers and students. And students and students. And staff with each other. We have to make relationships just as important as the test.”

These perspectives align with the values of the National Equity Project. After San Mateo County program leaders and support providers attended two of our signature institutes, Coaching for Equity and Teaching With a Cultural Eye, they decided to partner with us.

In initial discussions with BTSA leaders, National Equity Project Coach Jessica Gammell and Curriculum Development Manager Zaretta Hammond heard that conversations about equity tended to be superficial. They developed a plan to take what San Mateo BTSA had done so far and make it more actionable.

“Our work involves more than methods or advice for serving students of color,” said Jessica. “We focus on really understanding the student as a person and as a learner in that relationship.”

“No one wants it to be just talking about feelings,” adds Zaretta. “It’s about how to change the results schools get.”

The engagement was conducted through monthly ‘equity training’ for support providers as well as critical friends groups for talking through common issues faced in their work with new teachers. The National Equity Project worked with BTSA leaders to refashion and deliver the BTSA curriculum with an actionable equity focus.

Support providers gained a common language and tools to use in observing and coaching new teachers to improve their classroom practices.

One new teacher, Christine Ofrecio, found that the new support completely turned around her middle school Algebra classes.

“I really wanted to break the pattern of low achievement among my strategic students compared to the core class students. My support provider worked with me on engaging students more fully in their learning and encouraging them to take more ownership.”

At the end of the year, her strategic students performed at the same level as her core students, effectively closing the historic achievement gap in Algebra among her students.

“It was a tremendous success,” Christine said.

Focus on Standards
Our work with the BTSA Providers focused on three California State Teaching Standards:

1. Engaging all students in learning
2. Planning instruction / Designing learning experiences
3. Assessing students

Results
As a result of our work together, San Mateo County support providers have described:

• Increased self-awareness, knowledge, and skill as culturally responsive educators.
• Understanding of the impact of verbal and non-verbal interactions on student trust, engagement, and achievement.
• Meaningful knowledge of students, leading to better assessment of their needs and well designed instructional responses.

“We have to make relationships just as important as the test.”

Support to Beginning Teachers
San Mateo County Office of Education, San Mateo, CA

PARTNER PROFILE

"It’s renewed my motivation for being in the classroom."
Menlo Park City School District’s overall academic record is impressive, with all four of its schools scoring consistently among the top 5% of schools in California. However, they also have a persistent racial achievement gap for their small population of Latino and African American students, a common issue in many suburban districts.

The district is one in seven in the area that participates in a court-ordered desegregation program allowing transfer students from the neighboring Ravenswood School District, historically home to low-income African American and Latino residents. Unfortunately, students transferred into Menlo Park have actually performed worse than their peers who remained in their under-resourced home district.

Clearly, these gaps are more than just a matter of resources. Schools in Menlo Park needed better preparation to meet the needs of these students.

In 2009, then Superintendent Ken Ranella partnered with the National Equity Project out of a sense of urgency to make progress on equity before his planned retirement in 2011. We facilitated a Listening Campaign to begin honest conversations about what would be required to foster equity in the district.

The National Equity Project has provided resources, support, and guidance at the district and school levels. The district has already seen significant results in student achievement.

Turnover among top administrators can undermine district reform and equity efforts, but not in Menlo Park. The equity initiative continues to receive broad support across the district. The new Superintendent Maurice Ghysels, well-versed in organizational development and innovation, and with a strong commitment to equity, was pleased to find deepening their partnership with the National Equity Project.

“I am excited to continue the work with the National Equity Project to design and build systems that enable continuous learning and progress toward high achievement for vulnerable students,” said Ghysels. “Our goal is for this work to become part of the district’s DNA over the next ten years, so the work sustains indefinitely.”

“We can become a model for other suburban districts.”

District-wide Partnership

We have supported Menlo Park with a wide range of service over the past year from the district level to the school sites, including:

District Level
• District-wide Listening Campaign
• District English Learner Audit
• Equity Professional Development Series from cabinet to school equity teams
• Executive Coaching of district leadership

School Level
• School site Equity Analyses
• Leadership and Team Coaching
• Partnerships for Learning Inquiry/Instructional Development at two schools

**A Sustainable Model of Suburban Equity**

Menlo Park City School District, Menlo Park, CA

These gaps are more than just a matter of resources or access. Schools in Menlo Park needed better preparation to meet the needs of these students.

In 2009, then Superintendent Ken Ranella partnered with the National Equity Project out of a sense of urgency to make progress on equity before his planned retirement in 2011. We facilitated a Listening Campaign to begin honest conversations about what would be required to foster equity in the district.

The National Equity Project has provided resources, support, and guidance at the district and school levels. The district has already seen significant results in student achievement.

Turnover among top administrators can undermine district reform and equity efforts, but not in Menlo Park. The equity initiative continues to receive broad support across the district. The new Superintendent Maurice Ghysels, well-versed in organizational development and innovation, and with a strong commitment to equity, was pleased to find deepening their partnership with the National Equity Project.

“I am excited to continue the work with the National Equity Project to design and build systems that enable continuous learning and progress toward high achievement for vulnerable students,” said Ghysels. “Our goal is for this work to become part of the district’s DNA over the next ten years, so the work sustains indefinitely.”

“We can become a model for other suburban districts.”

District-wide Partnership

We have supported Menlo Park with a wide range of service over the past year from the district level to the school sites, including:

District Level
• District-wide Listening Campaign
• District English Learner Audit
• Equity Professional Development Series from cabinet to school equity teams
• Executive Coaching of district leadership

School Level
• School site Equity Analyses
• Leadership and Team Coaching
• Partnerships for Learning Inquiry/Instructional Development at two schools

**Spotlight on Encinal Elementary**

The Partnerships for Learning (PFL) Inquiry Team at Encinal Elementary consisted of first grade teachers and reading specialists and focused on students who were not yet reading at grade level, almost all of whom were African American or Latino.

In the past, when students entered first grade not yet reading, they typically ended the year far below their high-achieving, affluent peers, a gap that continued through their school careers. This year, proficiency among targeted first graders went from 0% to 62%, an unprecedented level of growth.

As one Encinal teacher said, “I have to focus on what students do know in order to get them where they need to be. I’m understanding that the whole system is operating under a deficit model. We use assessments to see where student’s strengths are and move away from our biases.”

Today, that initial first grade team is working with their peers in K-2 in the PFL approach. Alison Liner, the Principal who led that work, has been appointed the new Chief Learning Officer for the district.

ENCINAL ELEMENTARY SCHOOL-WIDE ENGLISH PROFICIENCY

<table>
<thead>
<tr>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOL</td>
<td>82.7</td>
</tr>
<tr>
<td>WHITE</td>
<td>80.1</td>
</tr>
<tr>
<td>HISPANIC</td>
<td>68.2</td>
</tr>
<tr>
<td>ENGLISH LEARNER</td>
<td>81.7</td>
</tr>
</tbody>
</table>

**Maurice Ghysels, Menlo Park City Schools Superintendent**
The W.K. Kellogg Foundation was founded over 80 years ago and is the seventh largest foundation in the U.S., but recently it has displayed the innovation and ambition of a young start-up. Since 2007 the Foundation has made some daring changes to target its grant-making at the root causes of inequality in America. Their new approach emphasizes an explicit commitment to “support racial healing and to remove systemic barriers that hold some children back” and the need to “address structural racism.” The National Equity Project has long been moving in the same direction toward a commitment to racial equity, healing, and the need to analyze and dismantle structural racism.

The Foundation has been a key partner since 2009, awarding us a major grant for expanding our leadership work, engaging us as coaches and consultants to Foundation staff, and brokering partnerships with several of their grantees. We just completed a year of initial work in Grand Rapids with both community organizations and the public schools, funded by Kellogg grant investments. In early 2012 we began a new engagement with Grand Rapids Public Schools that will improve community engagement, cultural competence among instructional leaders, and leadership capacity among district leaders.

Kellogg support has been critical in our evolution from the Bay Area Coalition of Equitable Schools to the National Equity Project, expanding our impact from the Bay Area into nine states, with a range of new partners. In 2012 we enter the final year of a major three-year grant to expand our Leading for Equity services, which train and coach educators and others to lead systems change in their communities toward racial equity.

Kellogg Supported Leading for Equity Expansion Activities

1. National Growth. We’ve developed new partnerships with racial equity initiatives in nine states. Engaged in multi-sector and Promise Neighborhood initiatives. Expanded staff and created a new strategic growth plan.

2. Program Development. We’ve integrated extensive research on adaptive leadership and systems change into our curriculum, including a new advanced Leading for Equity in Complex Systems Institute.

3. Evaluation. We’re piloting an equity leader assessment tool with an external evaluator. Have gathered extensive input from stakeholders and experts on impacting root causes of racial disparities.

4. Change the National Conversation. We’ve expanded our national communications efforts through conference presentations and engagement with local leaders in communities where we work.

“"We came back from our Leading for Equity retreat not only ready and willing, but with tools to engage one another, our grantees, and our work differently. The buzz around here is quite amazing.”

- Carla Little, Program Specialist, W.K. Kellogg Foundation

“"The Leading for Equity Institute has provided me a renewed sense of purpose in and for my work. It has given me some great tools to help advance the work of racial equity as an individual in my community, and organization. I really appreciate and enjoyed the structure and balance in both facilitation and activities.”

- Nadia Brigham, Program Officer, W.K. Kellogg Foundation

The W.K. Kellogg Foundation has been a key partner since 2009.

Building National Partnerships

Our work with the W.K. Kellogg Foundation has connected us with new partners across the United States, including:

• Thrive by Five Washington
• Ready Schools Miami
• Grand Rapids Public Schools
• Kellogg Learning Labs

PARTNER PROFILE

A Foundation’s Commitment to Racial Equity

W.K. Kellogg Foundation, Battle Creek, MI

The W.K. Kellogg Foundation has been a key partner since 2009.
MARTIN LUTHER KING, JR. MIDDLE SCHOOL  
Berkely, CA

Department heads formed an Inquiry Team to learn Partnership for Learning to teach their department faculty. National Equity Project coaches facilitated that team as well as other teams in the larger school on cycles of inquiry, formative assessment, and culturally relevant instruction.

BERKELEY HIGH SCHOOL, BERKELEY, CA

Last year National Equity Project coaches supported the design team of the new Green Academy, a smaller learning community with a biology and social justice focus. This year we are supporting the school’s launch. We also coached the high school’s prin- cipal, coordinators, and PD team leaders on reaching their equity goals to close the longstanding achievement gap between stu- dents of color and their peers.

JAMES MADISON MIDDLE SCHOOL, OAKLAND, CA

The principal and teachers were shocked to find that their 6th grade students were reading at 1st and 2nd grade levels. This increased motivation to make dramatic changes in instructional practices. Their Partnerships for Learning Inquiry Team worked with the after-school program to work with focal students on high-leverage phonics interventions.

PORTOLA MIDDLE SCHOOL, EL CERRITO, CA

National Equity Project Senior Coach Colm Davis supported goal-setting with grade-level and department teams, and set- ting expectations for lesson plans, making progress in clarity and consistency. Teachers formed an Inquiry Team to learn Teaching and Leading for Equity seminar for over 100 KIPP Foundation leaders at their annual School Leadership Programs Summer Institute.

ROOSEVELT HIGH SCHOOL, PORTLAND, OR

Roosevelt High School accepted a large federal school improvement grant as a “turnaround” school and requested National Equity Project support. We are coaching the principal and teacher team on effective collaboration, providing data analysis regarding student performance and equity, and advising on master scheduling in their effort to phase out small schools while retaining equitable practices. The school improved its graduation rate significantly in one year from 72% to 85%.

OAKLAND’S PROMISE NEIGHBORHOOD, OAKLAND, CA

The National Equity Project acted as a lead partner in Oakland’s major initiative in the Promise Neighborhood model. While the initiative was not awarded one of the highly competitive federal grants, we planned and facilitated numerous stakeholder meet- ings and committed for a set of listening and outreach activities. Dorshill introduced the team to research on emotional intelligence and equitable practices. Their Partnerships for Learning Inquiry Team worked with the after-school program to work with focal students on high-leverage phonics interventions.

TAMALPAIS UNION HIGH SCHOOL DISTRICT  
LARKSPUR, CA

TAMALPAIS UNION HIGH SCHOOL DISTRICT  
LARKSPUR, CA

We facilitated the Teacher Leader Collaborative meetings, providing follow-up coaching at school sites to develop teacher leaders to ensure high quality instruction and equitable outcomes.

THRIVE BY FIVE, SEATTLE, WA

National Equity Project Senior Directors Victor Gary and Lasyaki are supporting Thrive By Five’s goal of advancing racial equity in the state of Washington through a racial equity capacity audit that includes interviews and data analysis, leadership coaching around facilitative leadership and communication of vision; study sessions on adaptive leadership and systems change; and change management plan for accomplishing their statewide goals.

KIPP FOUNDATION, SAN FRANCISCO, CA

We provided a Teaching and Leading for Equity seminar for over 200 KIPP Foundation leaders at their annual School Leadership Programs Summer Institute.

ROOSEVELT HIGH SCHOOL, PORTLAND, OR

Roosevelt High School accepted a large federal school improvement grant as a “turnaround” school and requested National Equity Project support. We are coaching the principal and teachers on effective collaboration, providing data analysis regarding student performance and equity, and advising on master scheduling in their effort to phase out small schools while retaining equitable practices. The school improved its graduation rate significantly in one year from 72% to 85%.

OAKLAND’S PROMISE NEIGHBORHOOD, OAKLAND, CA

The National Equity Project acted as a lead partner in Oakland’s major initiative in the Promise Neighborhood model. While the initiative was not awarded one of the highly competitive federal grants, we planned and facilitated numerous stakeholder meet- ings and committed for a set of listening and outreach activities. Dorshill introduced the team to research on emotional intelligence and equitable practices. Their Partnerships for Learning Inquiry Team worked with the after-school program to work with focal students on high-leverage phonics interventions.

Districts & Schools

Alameda Unified School District, CA  
Alamedas High School  
Henry Haight Middle School  
Lincoln Middle School  
Berkeley Unified School District, CA  
Berkeley High School  
ML King, Jr. Middle School  
LeConte Elementary School  
John Muir Elementary School  
Creative Arts Charter School, SF, CA  
Grand Rapids Public Schools, MI  
Hayward Unified School District, CA  
Oakland Unified School District, CA  
Acorn Woodland Elementary School  
Ralph Bunche Continuation High School  
Coliseum College Prep Secondary  
Devery Academy Continuation High School  
Elmhurst Community Prep Middle  
Frick Middle School  
Futures Elementary School  
Garfield Elementary School  
Leadership Prep High School  
Learning Without Limits Elementary  
Madison Middle School  
Manzanita SEED Elementary School  
Maxwell Park Elementary School  
Mount Alboranz Elementary School  
Portola Elementary School  
Reach Academy Elementary School  
Redwood Heights Elementary School  
Roots International Academy Middle School  
Thrive By Five Elementary School  
Marin County Office of Education, CA  
Menlo Park Unified School District, CA  
Encinal Elementary School  
Hillview Middle School  
Laurel Elementary School  
Oak Knoll Elementary School  

Nonprofits & Foundations

College Track  
Education Pioneers  
W.K. Kellogg Foundation, Battle Creek MI  
KIPP Bay Area/KIPP Foundation  
Lastinger Center/Ready Schools Miami  
Marin Community Foundation  
Urban Strategies/Oakland Promise Neighborhood  
Public Education Foundation, Chattanooga, TN  
Teach for America, SF Bay Area  
Thrive by Five, Seattle, WA  
West Ed
CHANGING THE CONVERSATION

National Equity Project Launch Event (October 2010)

We launched our new name with a mini-conference in Berkeley, featuring panelists from the education and community-change sectors. The keynote address was given by Angela Glover Blackwell, CEO of PolicyLink, who spoke of equity as “the superior growth model.” The keynote was followed by a panel discussion featuring Oakland Superintendent Tony Smith; Victor Diaz, Founder and Principal of REALM Charter School in Berkeley; Michelle Espino, lead English teacher at Leadership Prep High School in Oakland; Sandra Fewer, Commissioner of the San Francisco Board of Education; and Cesar Lagleva, Community Organizer in Marin County. The audience included over 200 teachers, principals, and other educators in a roundtable discussion on adaptive leadership and systems change.

White Privilege Conference: Hugh Vasquez co-presented a session in Minneapolis.

Khallogg Foundation’s Healing America: LaShawn Routé Chatmon was a panelist at the conference on racial equity in Asheville, NC.


KIPP Faculty Symposium: Chn Martin and Colm Davis presented at a convening in NYC.

Transformational Educational Systems Alliance: We are an anchor organization in this Alliance. Victor Cary and several other staff participated at a convening in Oakland.

In addition to the student achievement data in this report, click here to find detailed reports on our ongoing impact on student outcomes, instructional practice, central office and school leadership, as well as external evaluations.
OUR TEAM

Leadership Team
LaShawn Routé Chatmon, Executive Director
Victor Cary, Sr. Director
Julia Chih, Operations & Finance Director
Lisa Lasky, Sr. Director
Chinyelu Martin, Sr. Director
Chris Perrius, Development & Communications Director

Board
Lande Ajose, President
Anakarita Allen, Secretary
Norman Rosenblatt, Treasurer
Barak Ben-Gal
Gregory Hodge
Lillian Lopez
Cleo Protopapas
David Silver
Robert Spencer
Mark Strickland
Shiree Teng

Coaches and Administration
Jamie Almanzán, Coach
Alicia Bowman, Sr. Coach
Brett Bradshaw, Sr. Associate
Sara Brown, Client Services & Marketing Manager
Stephen Chang, Sr. Associate
Anna Crawley, Program Associate
Colm Davis, Sr. Coach
Tamara Dukes, Coach
Jessica Gammell, Coach
Heidi Gill, Sr. Associate
Zaretta Hammond, Curriculum Development Manager
Dongshil Kim, Sr. Associate
Tom Malarkey, Sr. Associate
Cecily Medved, Operations & Finance Associate
Shane Safir, Sr. Coach
Mark Salinas, Sr. Coach
Hugh Vasquez, Sr. Associate
Fenny Widagdo, Controller
Ken Yale, Sr. Coach

OUR SUPPORTERS

Institutions
Anonymous
The Bay and Paul Foundations
BTW informing change
The Carnegie Corporation of New York
The Arthur Vining Davis Foundations
The William H. Donner Foundation
Walter and Elise Haas Fund
Kaiser Permanente
W.K. Kellogg Foundation
Port of Oakland
Joseph and Evelyn Rosenblatt Charitable Fund
SalesForce Foundation
San Francisco Foundation
Jessie V. and W. Clement Stone Foundation
Wayne and Gladys Valley Foundation

Individuals
Anonymous
Lande Ajose
Alan Appleford
Gilberto Arriaza
Eva Camp
Vincent Chow & Taryn Sievers
Virginia Fontana
John Gooding
Rocio and Michael Haas
Gloria Lee
Lillian Lopez
Christopher Morgan
Jonathan Pannor
Christopher Perrius
Cleo Protopapas
Dan Quigley
Rachel Reinhard
Norm Rosenblatt
Jared Schaeffer, in honor of Jonah Hall & Natasha Joseph
Patrick & Tamara Shannon
Robert & Linda Spencer
Gerald J. Wolfe
Pamela Wool

Panelists Michelle Espino, Teacher and Dr. Tony Smith, Oakland Unified Superintendent
Our Executive Director LaShawn Routé Chatmon with Policy Link CEO Angela Glover Blackwell
Sr. Associate Stephen Chang talks with panelist Cesar Lagleva, Community Organizer

Photos taken at our “Deliver on the Promise” National Equity Project launch event in October 2010.