How do you ensure a global diversity is represented in homogenous classrooms?
Introductions
Why is it important to go over this with your students?

1. Identities you think about most often

2. Identities you think about least often

3. Your own identities you would like to learn more about.

4. Identities that have the strongest effect on how you see yourself as a person.
Why is it important to go over this with your students?

<table>
<thead>
<tr>
<th>Lens</th>
<th>Themes</th>
<th>Anti-bias domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability</td>
<td>Freedom &amp; Choice</td>
<td>Identity</td>
</tr>
<tr>
<td>Community</td>
<td>Individual &amp; Society</td>
<td>Diversity</td>
</tr>
<tr>
<td>Immigration</td>
<td>Membership &amp; Solidarity</td>
<td>Justice</td>
</tr>
<tr>
<td>Place</td>
<td>Power &amp; Privilege</td>
<td>Action</td>
</tr>
<tr>
<td>Religion</td>
<td>Rights &amp; Responsibilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Struggle &amp; Progress</td>
<td></td>
</tr>
</tbody>
</table>
History of EJE / Trajectory of MS

Excellence vs. Justice
(Justice has taken a back seat)

Developing a strong bicultural identity through bilingual education

Demographics

<table>
<thead>
<tr>
<th>GROUP</th>
<th>ENROLLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>193</td>
</tr>
<tr>
<td>Latino</td>
<td>91%</td>
</tr>
<tr>
<td>African American</td>
<td>6%</td>
</tr>
<tr>
<td>White</td>
<td>3%</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>84%</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>23%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>8%</td>
</tr>
</tbody>
</table>
History of EJE / Trajectory of MS
Mission of School

As dual language charter schools, EJE Academies prepare students from diverse populations to excel in higher education and to be leaders in creating a just global society.
- Morning meetings
- Advisory (virtues)
  - Community circles
- APTT
  - Involves families in goal setting
- Home visits/Outings
  - What are the goals for your child?
  - How can we best support your child this year?
  - What is the best form of communication?
- Quadrant 2 Students
  - Resiliency meetings (three a year)
  - Counseling services
- Restorative practices
### Using data in a meaningful way

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Total</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers at my school treat students with respect.</td>
<td>44.30%</td>
<td>44.97%</td>
<td>6.71%</td>
<td>4.03%</td>
<td>149</td>
<td>1.70</td>
</tr>
<tr>
<td></td>
<td>66</td>
<td>67</td>
<td>10</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most students at my school treat teachers with respect.</td>
<td>20.13%</td>
<td>57.05%</td>
<td>20.81%</td>
<td>2.01%</td>
<td>149</td>
<td>2.05</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>85</td>
<td>31</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adults at my school treat each other with respect.</td>
<td>59.06%</td>
<td>36.91%</td>
<td>4.03%</td>
<td>0.00%</td>
<td>149</td>
<td>1.45</td>
</tr>
<tr>
<td></td>
<td>88</td>
<td>55</td>
<td>6</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with disabilities are included in all school activities.</td>
<td>44.30%</td>
<td>44.97%</td>
<td>8.72%</td>
<td>2.01%</td>
<td>149</td>
<td>1.68</td>
</tr>
<tr>
<td></td>
<td>66</td>
<td>67</td>
<td>13</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My teacher shows respect for me.</td>
<td>57.05%</td>
<td>36.91%</td>
<td>2.01%</td>
<td>4.03%</td>
<td>149</td>
<td>1.53</td>
</tr>
<tr>
<td></td>
<td>85</td>
<td>55</td>
<td>3</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My teacher tells me when I am doing a good job.</td>
<td>51.68%</td>
<td>40.27%</td>
<td>6.71%</td>
<td>1.34%</td>
<td>149</td>
<td>1.58</td>
</tr>
<tr>
<td></td>
<td>77</td>
<td>60</td>
<td>10</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are expected to follow the school’s Core Values.</td>
<td>46.31%</td>
<td>51.01%</td>
<td>0.67%</td>
<td>2.01%</td>
<td>149</td>
<td>1.58</td>
</tr>
<tr>
<td></td>
<td>69</td>
<td>76</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Strengthening School Culture

Weekly Virtues

ADL Training
ADL Video
Planning our Curricula

- Horizontal & Vertical
- Resources
- -isms to teach ELA standards
  - Teaching Tolerance
  - Identity wheel
  - -isms definitions with student learning outcomes

<table>
<thead>
<tr>
<th>6th (Identity)</th>
<th>7th (Diversity)</th>
<th>8th (Justice &amp; Action)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linguicism</td>
<td>Religious discrimination</td>
<td>Nationalism/Immigrant discrimination</td>
</tr>
<tr>
<td>Ableism: physical disability &amp; mental health</td>
<td>Heterosexism</td>
<td>Accent discrimination</td>
</tr>
<tr>
<td>Bodyism (body image)</td>
<td>Ethnocentrism</td>
<td>Placism</td>
</tr>
<tr>
<td>Sexism</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tying it into the mission/Looking into the future

- Being exposed to “differences” in the future
- Being self-advocates
Academic Results-ELA

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution

- 3rd Grade: 25%
- 4th Grade: 43%
- 5th Grade: 19%
- 6th Grade: 13%
- 7th Grade: (Data not shown in this image)
- 8th Grade: (Data not shown in this image)
- 11th Grade: (Data not shown in this image)
- All: (Data not shown in this image)
Expert groups: What can you take away from this?

How is this going to benefit/impact your school/classroom?

goo.gl/tdBycq