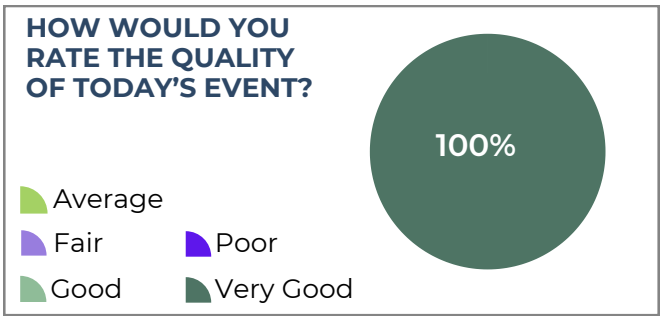
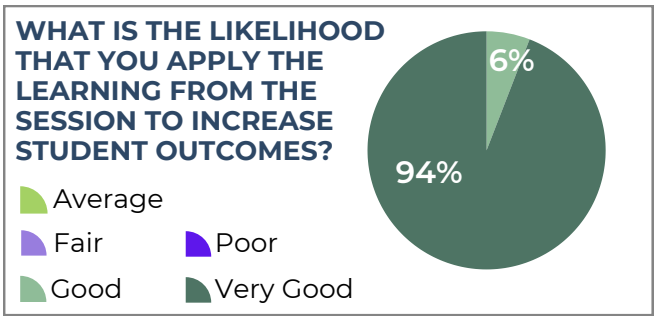
DEI SURVEY REVIEW

CULTURAL PROFICIENCY - LEADERSHIP EDUCATIONAL JUSTICE (PRE) 2024

Leadership for Educational Justice (LEJ) is a community of leaders committed to advancing equity across Fresno Unified School District. Through meaningful discussions, collaborative activities, and practical insights, participants strengthen their understanding of education and social justice principles while exploring effective strategies and resources to address inequities and foster inclusive learning environments in K-12 education.





QUALITATIVE RESPONSE THEMES

EXPECTED OUTCOMES

94% of total responses responded that the Leadership for Educational Justice(LEJ) training met their expected outcomes. They shared the following comments:

- "It met my expectations. My mind was challenged to think of invisible inequities that happen everyday.."
- "Very thought provoking. I appreciated the professional learning and deep conversations."
- "Exceeded my expectations these are topics we should discuss more and dig deeper into."

GREATEST IMPACT ON LEARNING

39% of total participants responded that the training gave them the definition of educational justice. 28% shared that the greatest impact on their learning was the conversation and interactions with peers during the training. Some of their comments are shown below:

- "I like how we discussed the definition of Justice and provide our input in a safe place."
- "Various viewpoints explored through the reading and how these views shape our policies and educational moves"
- "Working together with other people at my table helped me see their perspectives."
- "A deeper understanding of educational justice."

UNDERSTANDING AND PERSPECTIVE

41% of total participants responded that the training gave them a new understanding of the three R's Framework. 23% shared that they gained new "lens" or perspective about the work to be done, the definition of educational justice and that the work is for adults and students. Some examples are shown below:

- "I like how we discussed the definition of Justice and provide our input in a safe place."
- "Representation, educational justice, importance of community."
- "The 3 Rs and the theoretical framework behind it"
- "I understand that the work we do is not just about adults it is also for students."
- "Understanding how complicated getting after this work is...but not impossible."

ADDITIONAL FEEDBACK

- "Great energy, care, and social awareness, thank you for making this fun and very much connected."
- "Thank you! Love feeling heard and being part of the conversations that are not always easy."

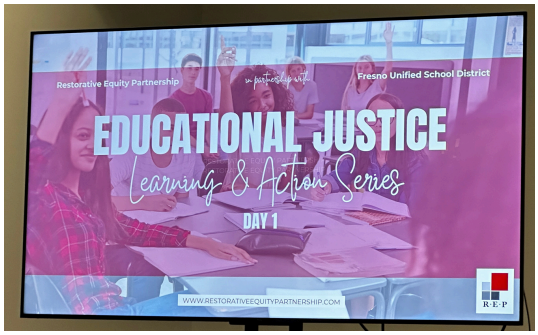
SUMMARY PREPARED BY INSTRUCTOR
Overall presenter feedback of the training.

The Leadership for Educational Justice (LEJ) series facilitated by Restorative Equity Partnership (REP) with support from the Diversity, Equity, and Inclusion (DEI) department provided 2 hours of content and exercises/activities for the attendees to reflect on their experiences with knowledge and tools to continue their learning after participation in the 32-hour Cultural Proficiency training. Session one of the series was in person to connect participants and to meet our facilitator for the entire nine-part series. Participants started with an introduction that was “void of any direct or indirect mention of your economic status, cultural background, or political views” for an intentional start to the series about our identities and different approaches to justice.

The confirmed group was around 40 participants who sat in table groups of their choice. One discussion activity required table groups to discuss the definitions of Education and Justice. The conversations were rich with ideas and already began challenging the facilitator and group to have actionable outcomes for the series.

We read Fraser’s framework for Redistribution, Recognition, and Representation which created more conversation about initiatives and goals for the district. Groups shared the main points of the table discussions, and the topic of Targeted Universalism was brought up by a participant to capture the groups ideas/plans to address student needs.

The groups shared the interactions and opinions from different departments across the district are important to keep throughout the series. The comments referred to the need for more ongoing discussions, mirroring the departments’ goal of creating communities of practice.

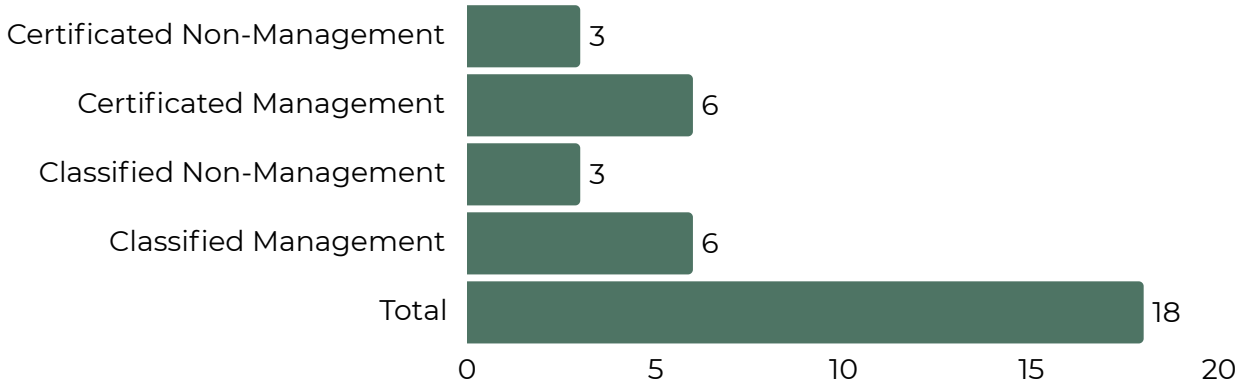




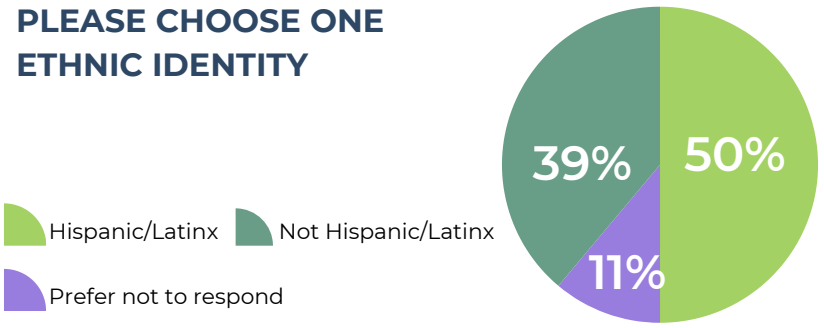


TELL US ABOUT YOURSELF

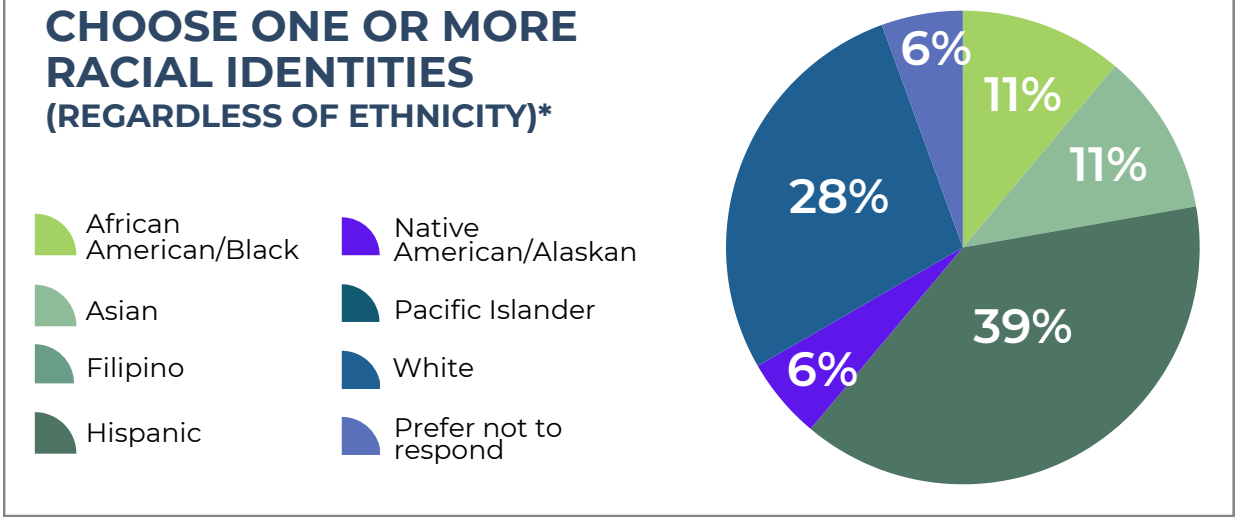
PARTICIPANT DATA



PLEASE CHOOSE ONE ETHNIC IDENTITY



CHOOSE ONE OR MORE RACIAL IDENTITIES (REGARDLESS OF ETHNICITY)*



*The total represented may equal more than 100% as responders might have identified with multiple racial identities.