District Equity Action Plan
2021-2022

Leading With
PURPOSE

West Linn - Wilsonville School District 3J
22210 SW Stafford Rd., Tualatin, OR 97062

"Our ability to reach unity in diversity will be the beauty and the test of our civilization."
— Mahatma Gandhi

Purpose of a District Equity Action Plan

For the West Linn-Wilsonville School District, the purpose of a district Equity Action Plan is to articulate and make public our equity-related priorities and actions in alignment with our District Mission, District Goals, School Goals, Equity Teams and overall mission of the district, "How do we create learning communities for the greatest thinkers and most thoughtful people…for the world?"

District and Board Goals, current policy and actions that are congruent with a vision of equitable outcomes for all students.

1. Grow student achievement through the use of high leverage instructional and engagement strategies to raise rigor, disrupt systems of racism, and generate equitable outcomes for all students while eliminating opportunity and achievement gaps.

2. Effectively use systems of professional growth, assessment for learning, social-emotional learning, equitable and inclusive practices to build competence, confidence and self-efficacy for every student.

3. Operate in an accessible and transparent manner to encourage and generate community involvement as our parents, students and community partners are an integral and valued voice in our district.

Equity Guiding Questions

WLWV District Staff and Board Members are committed to applying an equity lens to the decision-making process for curriculum, instruction, assessment, policies and practices. This set of *Equity Guiding Questions* help us consider actions and implications with equitable outcomes as a focus:

1. How do our decisions and actions raise rigor and eliminate opportunity gaps and advance the goal of all students graduating with a range of post-secondary options?

2. How do our decisions and actions affect racial/ethnic groups and other underserved groups? How do these decisions and actions affect existing disparities or produce other unintended consequences?

3. How have we intentionally involved stakeholders who are also members of the communities affected by these decisions?

4. What are the barriers to more equitable outcomes?

5. How are we collecting data on race, ethnicity, language and special education status? How do we use these data to guide our decisions and actions and ensure that each learner's individual and cultural needs are met?

6. What more do we need to learn to continue to move forward with our commitment to creating inclusive, equitable and excellent learning communities?

West Linn-Wilsonville School District's Theory of Action on Leadership for Equity

We have a theory that when ALL children are learning in a safe & welcoming environment that fosters a genuine belief in their capacity and ability to learn at high levels, and gives them access to high levels of thinking and learning…more children will actually learn more every day.

As teachers and leaders, our district and school equity teams' work are supported by the intentional integration of professional learning about culturally responsive practices within a teaching and learning framework. The coherence that we are working towards prompts teachers and leaders to build collective capacity within this important work and, in turn, develop actions that engage students in a way that they build their own efficacy.

Frameworks for developing our theories of action, informing our instructional practices and developing goals for our equity work include:

- 5 Dimensions of Teaching and Learning (Center for Educational Leadership)
- Distinctions of Equity; Dependent Learning/Independent Learning (Z. Hammond)
- 7 Components of Inclusive and Equitable Learning Communities (WLWV)
- The Many Types of Racism (D. Jones, Appendix B)

The Distinctions of Equity (Z. Hammond) clarify the focus and outcome of Multicultural Education, Social Justice Education and Culturally Responsive Education.

Multicultural Education	Social Justice Education	Culturally Responsive Education
Focuses on celebrating diversity.	Focuses on exposing the social political context that students experience.	Focuses on improving the learning capacity of diverse students who have been marginalized educationally.
Centers around creating positive social interactions across difference. Diversity and inclusion efforts live here.	Centers around raising students' consciousness about inequity in everyday social, environmental, economic, and political situations. Anti-racist efforts live here.	Centers around the affective & cognitive aspects of teaching and learning. Efforts to accelerate learning live here.
Concerns itself with exposing privileged students to multiple perspectives, and other cultures. For students of color, the focus is on seeing themselves reflected in the curriculum. **Social Harmony**	Concerns itself with creating a lens to recognize and interrupt inequitable patterns and practices in society. **Critical Consciousness**	Concerns itself with building cognitive capacity and academic mindset by pushing back on dominant narratives about people of color. **Independent Learning for Agency**
© Dimensions of Equity, Z. Hammond, 2020. crtandthebrain.com		

West Linn-Wilsonville School District's Theory of Action:

If we use high leverage instructional and engagement strategies to raise rigor, disrupt systems of racism, and generate equitable outcomes for all students while simultaneously eliminating opportunity and achievement gaps;

and, if we create access to high levels of learning and engagement for all students through the use of culturally responsive practices connected to the 5 Dimensions;

then, we will grow student learning, student efficacy and reduce predictability of disparities for individual children and student learner groups.

Supports and Resources in order to serve all students

- Teachers and school leaders use the 5 Dimensions of Teaching and Learning to commonly identify areas of instruction that include high leverage strategies, conditions for learning and a lens towards equitable outcomes for all students.

- Teachers, staff and school leaders specifically use the 5th Dimension: Classroom Environment & Culture, to identify systems and routines of a school and classrooms that reflect the values of the community, inclusivity, equity and accountability for learning.
- Teachers, staff and school leaders use the 7 Components of Inclusive & Equitable Learning Communities to identify:
  - Culturally Responsive Strategies
  - Effective Physical Spaces
  - Teaching Common Expectations
  - Rituals, Routines & Recognition
  - Teaching Social-Emotional Skills
  - Restorative Practices
  - Relationships with High Expectations
- Teachers, staff and school leaders use Restorative Practices to build proactive inclusive communities as well as structures for responsive approaches when wrongdoing occurs. These practices, alongside appropriate discipline, increase a student's connection to their community while addressing the wrongdoing in an educative, holistic and healing approach.
- Teachers and school leaders use a framework and system of goal-setting within "Cycles of Inquiry" to: identify areas of academic disparity, identify instructional practices to affect change, observe the implementation of the practices, monitor the progress of student learning outcomes.
- Teachers and school leaders use professional learning structures and systems (PLCs, Triads, Levels Meetings, Professional Growth Wednesdays, planning time) to examine student learning data, identify and share high leverage instructional strategies, plan for inclusive cultures, monitor progress in order to increase student-learning outcomes and decrease learning disparities.

Monitoring Equitable Outcomes: Making a Difference

National education-consultant and author Zaretta Hammond's claims, "*When students of color are making gains academically, that's equity work. It's not enough to study racism or racialized systems. There needs to be a difference in student learning outcomes in the classroom.*"

WLWV District leaders and staff examine grade level, school and overall student achievement data (e.g. grades from assignments, quizzes, tests; standardized MAP assessments) as well as social-emotional learning data (e.g. Panorama survey, exit surveys, observable data) including outcomes for various learning groups (e.g. gender, race, language, special education).

District leaders and staff also use "street data" which are qualitative and experiential data that are asset based, building on culturally responsive education focused on looking for what's *right* in our students, schools, and communities instead of seeking out what's *wrong* (Street Data, Safir & Dugan, p. 57).

The District's Continuous Improvement Plan (CIP) outlines broad goals and strategies across levels (primary, middle and high) that address academic achievement in literacy, mathematics and graduation completion as well as social-emotional goals that promote mental health wellness, social-emotional regulation and restorative practices.

School Work Plans outline more specific goals and strategies, aligned to the District CIP that address areas for academic and social-emotional growth, specifically targeted towards areas of disparities.

Academic Outcomes

While some data has been interrupted and not as reliable (due to COVID-19), there are still collections of local and interim data that are used to monitor student learning growth across academic areas.

The [Oregon At-A-Glance District and School Profiles](#) provide district staff and community members with a broad look at overall progress that districts are making in key indicator areas. Outcomes below are examples of three racial learning groups that highlight where achievement gaps continue to exist.

Year	K-2 Attenders	G. 3 English LA	G. 8 Mathematics	G. 9 On-Track to Graduate	G. 12 On-Time Graduation
2017-2018	White 89% Hispanic/Latino 79% Black/African American 80% Oregon 83%	White 70% Hispanic/Latino 33% Black/African American * Oregon 48%	White 66% Hispanic/Latino 32% Black/African American * Oregon 41%	White 89% Hispanic/Latino 67% Black/African American * Oregon 85%	White 93% Hispanic/Latino 93% Black/African American 67% Oregon 77%
2018-2019	White 89% Hispanic/Latino 75% Black/African American * Oregon 83%	White 72% Hispanic/Latino 44% Black/African American * Oregon 47%	White 56% Hispanic/Latino 33% Black/African American 33% Oregon 39%	White 90% Hispanic/Latino 78% Black/African American * Oregon 85%	White 95% Hispanic/Latino 90% Black/African American 82% Oregon 79%
2019-2020	n/a	n/a	n/a	n/a	White > 95% Hispanic/Latino 88% Black/African American * Oregon 80%
2020-2021	n/a	n/a	n/a	White 82% Hispanic/Latino 62% Black/African American * Oregon 74%	White 94% Hispanic/Latino 90% Black/African American * Oregon 83%
*< 10 students or data unavailable					

Social-Emotional Outcomes

The West Linn-Wilsonville School District began collecting Social Emotional Learning (SEL) data during the 2020-2021 school year through the Panorama Student Survey. Data is collected by capturing student voice and experience through self-reports. The Panorama Student Survey provides a customizable survey instrument, with substantial evidence of reliability and validity. The survey measures student perceptions of teaching and learning, culture and climate.

Across all three levels of schools (primary G. 3-5, middle, high), students are asked survey questions within the dimensions of: Sense of Belonging, Teacher-Student Relationships, and School Climate. At the middle and high schools, students are also asked questions within the dimensions of: Cultural Awareness & Action and Diversity & Inclusion.

The data provides school and district staff with important information that lets us know about the effectiveness of specific practices or areas which need improvement.

The table below demonstrates how students in WLWV, during the 2020-2021 school year, responded to several questions in the survey, with the National percentile comparison of similar grade levels.

WLWV Students G. 3 - 5	Fall 2020	Spring 2021
Teacher-Student Relationships – WLWV 80%, 80th percentile compared Nationally Q. If you walked into class upset, how concerned would your teacher be? (% quite & extremely concerned)	58%	64%
Q. How respectful is your teacher towards you? (% quite & extremely respectful)	95%	93%
School Climate – WLWV 76%, 90th percentile compared Nationally Q. How positive is the energy at the school? (% positive)	85%	84%
Sense of Belonging – WLWV 72%, 80th percentile compared Nationally Q. How well do people at your school understand you as a person? (% favorably)	60%	59%
Q. Overall, how much do you feel like you belong at your school? (% favorably)	79%	79%
WLWV Students G. 6 - 12	**Fall 2020**	**Spring 2021**
Teacher-Student Relationships – WLWV 75%, 99th percentile compared Nationally Q. If you walked into class upset, how concerned would your teacher be? (% quite & extremely concerned)	74%	73%
Q. How many of your teachers are respectful towards you? (% most to all)	98%	97%
School Climate – WLWV 66%, 80th percentile compared Nationally Q. How positive is the energy at the school? (% positive)	67%	70%
Sense of Belonging – WLWV 46%, 70th percentile compared Nationally Q. How well do people at your school understand you as a person? (% quite a bit & completely)	42%	40%
Q. Overall, how much do you feel like you belong at your school? (% quite a bit & completely)	59%	57%

Student and Staff Demographic Outcomes

West Linn-Wilsonville School District is committed to diversifying our staff in order to strengthen our overall academic programs and experiences that we provide our students and our community. A growing body of research shows that having a more diverse staff is a benefit to all students. Having a diverse staff allows our children to see themselves represented in others. It can build community ties and strengthen and foster a sense of belonging.

The table below demonstrates how WLWV students' racial demographics compare to staff's, and compared to Oregon's demographics of staff and students in 2017-2018 and 2019-2020. By making intentional hiring decisions, progress can be made and measured over time.

Demographic Data from 2017-2018	WLWV (Students)	WLWV (Staff)	State (Students)	State (Staff)
American Indian/Alaska Native	<1%	Less than 1%	1%	< 1%
Asian	4%	2%	4%	2%
Black/African American	1%	1%	2%	<1%
Hispanic/Latino	11%	6%	23%	5%
Multiracial	8%	2%	6%	2%
Native Hawaiian/Pacific Islander	< 1%	1%	<1%	< 1%
White	75%	88%	62%	90%
Demographic Data from 2019-2020	WLWV (Students)	WLWV (Staff)	State (Students)	State (Staff)
American Indian/Alaska Native	<1%	Less than 1%	1%	< 1%
Asian	4%	3%	4%	2%
Black/African American	1%	1%	2%	<1%
Hispanic/Latino	11%	7%	24%	6%
Multiracial	8%	2%	7%	2%
Native Hawaiian/Pacific Islander	< 1%	1%	<1%	< 1%
White	74%	86%	62%	89%

The District Equity Action Plan includes Four Commitments that identify strategies for addressing areas of race equity; purpose & focus of the strategy; and measurable or observable outcomes connected to those strategies.

COMMITMENT 1: Develop our understanding and leadership capacity around equity through learning, listening and self-reflection.

Strategies	Purpose and Focus	Measurable, Observable Outcomes
1.1 District Equity Team: Representative Team (from all 16 schools and district departments); Leadership Forum	**District Equity Team:** **a) Serves as a district-wide forum to learn, practice and guide the implementation of culturally responsive practices and equitable access to learning at high levels across the district and in all schools.** **b) Utilizes the 5 Types of Racism, to identify and change systems at the district level.** **c) Attends WLWV Annual Equity Summit which invites representative members of the two cities and communities.** **d) Reviews and develops the district's Equity Action Plan.** **e) Works with Equity Consultant Bill de la Cruz to strengthen individual and collective leadership capacity around equity.**	**Development of the Equity Action Plan.** **Achievement gaps and opportunity gaps for students across all sub-groups are eliminated.** **Increased access by historically marginalized groups to advanced courses and participation in clubs & activities such as the International Science and Engineering Fair (ISEF), Robotics, Choir & Orchestra.** **Disproportionate identification for students receiving Special Education and disciplinary treatment is eliminated.**
1.2 School Based Equity Teams (in each of the 16 schools)	**Each School Equity Team:** **a) Serves as a localized group to examine school- based data identifying academic and opportunity gaps; systems of racism or bias; and opportunities to grow cultural competence.** **b) Utilizes the 5 Types of Racism, to identify and change systems at the school level.** **c) Uses CEL's *Reflecting on our School Using an Equity Lens* to guide the focus and work reflected in each School's Work Plan. (Appendix A)**	**Culturally responsive teaching practices are evidence in classrooms and school culture (using observation tools designed to identify these indicators).** **Restorative Practices strategies (such as community circles) are implemented in classroom routines, staff meetings and shared with parents/community.** **Achievement gaps and opportunity gaps for students across all sub-groups are**

	e) Works with Equity Consultant Bill de la Cruz to strengthen individual and collective leadership capacity around equity.	eliminated.
1.3 Superintendent Advisory Committee on Racial Equity (SACRE) comprised of Superintendent and BIPOC parents representing Wilsonville and West Linn schools	**SACRE:** **a) Serves as a parent-participant advisory committee to: be key communicators; make recommendations to the Superintendent for changes to District policies and procedures related to equity and racism.** **b) Reviews, examines outcomes and makes recommendations to the District Equity Action Plan.** **c) Attends WLWV Annual Equity Summit which invites representative members of the two cities and communities.**	**The Equity Action Plan includes the voice and experience of parents and families that inform strategies.** **District policies and procedures are updated with an equity lens based on recommendations presented to the Superintendent or School Board.**
1.4 Grow professional learning by attending conferences and workshops on topics of Equity, Race and Inclusive Practices; reading selective texts	**All groups (District Equity Team, School Equity Teams, SACRE) and school staff commit to:** **Broadening and deepening individual understanding of oneself, racial and cultural awareness, and the experience of others by attending equity seminars and workshop events (hosted by Clackamas ESD, COSA, OSBA, Multi-City Equity Summit, WLAIC, WAIC and others), reading selected texts throughout the school year, and working with Equity Consultant Bill de la Cruz to strengthen individual and collective capacity around equity.**	**Culturally responsive teaching practices are evidence in classrooms and district/school culture (using observation tools designed to identify these indicators).** **Restorative Practices strategies (such as community circles) are implemented in classroom routines, staff meetings, district policies and practices and shared with parents/community.** **Achievement gaps and opportunity gaps for students across all sub-groups are eliminated.**

COMMITMENT 2: Implement culturally responsive curriculum and teaching practices within an inclusive climate in classrooms and schools.

Strategies	Purpose and Focus	Measurable, Observable Outcomes
2.1 Instruction		
2.1.1 Seven Components of Inclusive and Equitable Learning Communities	**Leaders, teachers and staff use the 7 Components to guide program planning, lagging social emotional skills, high expectations with increased cognitive rigor that supports student outcomes and ensure all students feel included and a strong sense of belonging.** **An annual workshop is offered on the 7 Components for new staff or those who wish to deepen their practice in this area.**	**Panorama data will demonstrate an increase in students' self-report of "sense of belonging". Discipline data collected at each school will reflect efficacy of restorative practices.** **Street data or stories of students' and families' experiences, will demonstrate sense of belonging, inclusion and participation.** **Exit surveys/tickets from staff participating in the annual workshop will demonstrate increased understanding of the 7 Components with examples of classroom application.**
2.1.2 9th Grade Success Teams	**9th Grade success is a key indicator of high school graduation; a bridge from the middle school experience to the more independent world of high school. Relationships are key to student success. 9th graders need to be seen and known to positively transition into the high school environment.** **9th grade teams allow teachers to collaborate with each other and find strategies that better support the academic, social-emotional and transition needs of individual 9th grade students.**	**High attendance data, low discipline data and increased co-curricular involvement data will demonstrate positive engagement and connection to school.** **Panorama Survey data, focus groups and parent feedback will demonstrate an increase in students' self-report of "sense of belonging".** **All 9th graders will pass 6 credits in their freshman year (on track to graduate).**
2.1.3 Middle School support for High School graduation	**Strong alignment between middle and high schools ensures every student's sense of belonging and reduces gaps that occur during transition.** **Outreach to and involvement of families generates greater connections for students**	**Panorama Survey data, focus groups and parent feedback will demonstrate an increase in students' self-report of "sense of belonging".** **Higher levels of participation in**

	to school. For example, involvement of parents/families in day-to-day routines (volunteering, mentoring, etc.) increases students' attendance and connections to school activities and events.	school activities, decrease in chronic absenteeism and increase in students' participation in clubs and activities demonstrate strong connections to school and stronger transitions between middle and high school. Increased family presence and participation in school demonstrate successful school-to-parent outreach efforts.
2.2 Assessment		
2.2.1 Grading for Equity	Equitable grading practices include offering our students multiple opportunities to demonstrate proficiency: to relearn, revise, redo, retake. The focus remains on grades reflecting what students know and can do well (standards based) with a growth mindset. G. 6 – 12 Leaders and staff will have opportunities to grow their own understanding of the rationale, best practices (accurate, bias-resistant, motivational) and learning outcomes related to equitable grading practices through reading and applying "Grade for Equity" practices, participation in workshops with Joe Feldman, the Oregon Department of Education modules or school & department level discussions.	Academic grades reflect student learning (proficiency of the standards) and not behavior. Elimination of "zero" in a grade book. Increased use of rubrics that describe the expected learning and how students can demonstrate it. Teachers' self-analysis of equitable grading practices demonstrates increased understanding and implementation of changes. Joe Feldman's Grading Analysis Report provides overview and comparisons of grading practices before, during and after series of professional learning experiences.
2.2.2 Deepening Students' and Educators' Understanding of Assessment	Educators who understand how assessments are made, the types of assessments that answer what questions, and how data from assessments can help make informed decisions about teaching and learning are better equipped to implement culturally responsive teaching practices. Educators ensure that content of assessments is standards-based and provides clear, applicable feedback *to students* regarding what they learned and what they need to learn next (e.g. rubrics). Educators review assessments with an	Quality of assessments demonstrate traits of: content validity, reliability, fairness (cultural sensitivity, bias, access), student engagement & motivation, consequential relevance. Assessment tools and measures align to grade level standards. Increased alignment across grade levels and courses with

	equity lens checking for unintentional bias in the content, delivery or measurement systems of the assessment tool.	assessment tools and practices.
2.3 Curriculum		
2.3.1 Guaranteed Viable Curriculum	A guaranteed, viable curriculum (ie, power standards that reflect the content, concepts and skills essential within an academic discipline) ensures all students have an equal opportunity to learn. Each student has access to a highly effective teacher as well as access to the same content, knowledge and skills in each section or class. A guaranteed viable curriculum supports inclusion, differentiation and independent learning.	All students, including those in historically disadvantaged cohorts, would meet or exceed grade level benchmarks and classroom learning targets. Evidence of standards-based grading practices. Evidence of closing opportunity gaps for historically disadvantaged cohorts of students.
2.3.2 Social Studies & Language Arts (HB 2056) Standards	Presenting an accurate and comprehensive teaching of history, not just from the dominant perspective, ensures that all students are able to see themselves, their race and culture presented in a constructive and positive light. Educators will find ways to link Social Studies standards to LA standards, to build inter-related, critical thinking skills.	Panorama data will demonstrate an increase in students' self-report of "sense of belonging" and "positive school climate". Higher levels of attendance, engagement and sense of relevancy to the content by more students. Evidence in writing would demonstrate connections across SS and LA; students will have opportunities to express their experiences and perspectives.
2.3.3 Dual Language/World Language/ELD	World language/Dual language classes and programs elevate the status of being multi-lingual and the value for learning additional languages. Educators move away from perception of "ELD students" and recognize all students as language learners. Educators will implement Universal Design for Learning (UDL) strategies to ensure access to content and ensure multiple ways to represent understanding (assessment).	Evidence of academic progress with all language learning (reading, writing, speaking, listening). Evidence of a multi-lingual perspective; observations ("inputs") of increased access and ways that students represent their learning (linguistic, other); visible displays of value for multilingualism (signs, translation, songs, assemblies,

		music selections, texts, access for parents, etc.); parent feedback of examples where they see/hear that their home language is valued; students feel comfortable and proud to use their home language at school.
2.3.4 Tribal History/Shared History (SB 13); Holocaust & Genocide (SB 664); Ethnic Studies & Inclusive Education (HB 2845, HB 2023)	Implementation of standards in these three areas ensures all students receive accurate accounts of historical events; have opportunity for critical thinking, discussion and reflection; and gain a greater understanding for how diversity, equity and inclusion benefits all students and a democratic society at large.	Panorama data as well as anecdotal data will demonstrate an increase in students' self-report of sense of belonging, diversity and inclusion, cultural awareness and action.
2.3.5 Health & Sexuality Education	Implementation of standards (using district-approved curriculum and/or Second Steps) in this curricular area, ensures that all students receive accurate information about health and wellness; have opportunity to receive supports they need; and feel safe and welcomed in their classes and in school community.	Panorama data as well as anecdotal data will demonstrate an increase in students' self-report of sense of belonging, diversity and inclusion, cultural awareness and action.
2.3.6 Universal Design for Learning (UDL)	UDL provides opportunities for students to access and demonstrate their understanding (learning) in multiple ways. Educators will implement strategies learned from texts (e.g. Equity by Design), workshops, professional development, colleagues to increase access and broaden ways to demonstrate learning.	Evidence of academic progress (meeting or exceeding grade level standards) especially for students on an IEP or 504, emerging bilinguals or those who have previously struggled in an academic or content area.
2.4 Professional Learning		
2.4.1 TransActive (Lewis & Clark College) and Basic Rights Oregon	District staff will utilize knowledge and strategies provided by TransActive and Basic Rights Oregon, to ensure that all students & staff, particularly those in our LGBTQIA+ community, feel a sense of belonging, inclusion and safety in our classrooms and schools.	Panorama data as well as anecdotal data will demonstrate an increase in students' self-report of sense of belonging and positive school climate. Feedback (panels, surveys, meetings) from students and staff provides evidence of safe, welcoming and inclusive school environment.

Strategies	Purpose and Focus	Measurable, Observable Outcomes
2.4.2 Culturally Responsive School Leadership Institute (CRSLI) Framework	District leaders and school equity teams will utilize the CRSLI Framework to identify, evaluate and develop goals regarding areas of culturally responsive leadership that are developing or not yet evident.	Panorama data as well as anecdotal data will demonstrate an increase in students' self-report of sense of belonging and positive school climate. Staff will report an increased sense of belonging, inclusion and voice at their places of work.
2.4.3 Learning for Justice Standards	Educators will utilize the Learning for Justice Standards to identify ways to integrate developmentally-appropriate inclusive and anti-racist language and experiences into everyday interactions in class and at school.	Panorama data as well as anecdotal data will demonstrate an increase in students' self-report of sense of belonging and positive school climate. Feedback (panels, surveys, meetings) from students provides evidence of safe, welcoming and inclusive school environment.
2.4.4 Examining Classroom, Schoolwide and District Events & Activities Using an Equity Lens	Educators will ensure classroom, school and district events and activities include the experiences and perspectives of everyone. District and school leaders and staff will work to eliminate instances of stereotyping, tokenism, bias or cultural appropriation. (See Appendix C: Applying an Equity Lens to School/District Events & Activities)	Panorama data as well as anecdotal data will demonstrate an increase in students' self-report of sense of belonging and positive school climate. Feedback (panels, surveys, meetings) from BIPOC parents, staff and students provides evidence of safe, welcoming and inclusive school environment.

COMMITMENT 3: Recruit, retain and promote staff—including staff members of color— with strong equity and anti-racist commitments, understanding and skills.

Strategies	Purpose and Focus	Measurable, Observable Outcomes
3.1 Active recruitment and retention of diverse staff with strong equity commitments	District leaders will use informal "meet & greet" opportunities with prospective candidates to describe district's commitment to equity and inclusion. District HR will broaden presence at local and regional career fairs, Dual Language conferences, web presence, and advertising. District HR will partner with	Employee data will demonstrate an increase in and retention of diverse staff. TOSA, Instructional Coordinator and Administrator positions will demonstrate an increase in racial and ethnic diversity to support

	universities and community colleges with strong DEI priorities to train and recruit classified and certified staff. Once hired, district leaders will connect staff into a strong school culture of support and care. All new teachers and administrators will receive mentoring support. PLCs and teaming structures will provide support in job-alike structures. District HR department will provide an Implicit Bias training opportunity (webinar/module or professional development seminar) for staff.	BIPOC staff and students. Affinity Groups for BIPOC classified and/or licensed staff. Leverage opportunities that promote educational career entry points (e.g. CTE/Career Pathway in Education, Preschool teacher positions, para-educator positions). Decrease in instances of bias and discrimination complaints across the district.
3.2 Interview and Hiring Process	Interview process at all levels (essays in applications, site-based interviews, finalist interviews) will include questions that seek out strong equity commitments, understanding and skills. Allow staff to answer questions or interview in native language if preferred. The district will hire staff who have values and experiences that are equity-based and fully support the district's vision and mission around inclusive practices.	Exit inquiries and/or surveys of candidates or employees will demonstrate a process that felt welcoming and inclusive. Employee data will demonstrate an increase in and retention of diverse staff.
3.3 OALA Aspiring Administrator's Program	District leaders will identify, invite and promote Latinx teachers with leadership aspirations into the OALA Aspiring Administrator's Program.	Membership in OALA will increase or stay proportional to employment rate. Employee data will demonstrate an increase in and retention of racially diverse leaders and staff.

COMMITMENT 4: Collaborate with the community at large to examine and promote systems of equity and inclusion.

Strategies	Purpose and Focus	Measurable, Observable Outcomes
4.1 Student Voice	Involve student voice when possible (equity teams, student panels, classroom community circles, surveys) in describing their experience and informing district staff, School Board about the learning environment that contributes or detracts from a sense of belonging.	Data from Panorama survey and qualitative comments will show an increase in students responding favorably to questions about teacher-student relationships, sense of belonging, inclusion, positive school climate.
4.2 Parent Voice	Involve parent voice when possible (e.g. district equity team (SACRE), parent panels, PTO/PTA meetings, surveys) in describing their experience and informing the district or School Board about the learning environment that contributes or detracts from a sense of belonging for their children.	Data from qualitative comments or surveys will show an increase in parents responding favorably to questions about teacher-student relationships, sense of belonging, inclusion and positive school climate for their children.
4.3 Community Partners	Partner with community organizations in prioritizing policies and systems to ensure access and inclusion to a high-quality education for every student. Invite diverse community speakers/patrons to the classroom learning environment.	Data from Panorama survey and qualitative comments will show an increase in students responding favorably to questions about diversity, equity and inclusion enhanced by community partner involvement
4.4 District-Community Leadership Opportunities	Encourage appointment of community members to district committees (Budget, Long Range Planning Committee) or various Task Forces/Work Groups who represent the diversity in our school district and apply an equity lens to the decision-making process.	Data from Panorama survey and qualitative comments will show an increase in students/staff/leaders responding favorably to questions about sense of belonging, inclusion and positive district climate.
4.5 School Board	Prioritize Board learning about equity and inclusive practices through participation in conferences, reading texts, engagement with diverse community members, students and staff. Board members will apply an equity lens to decision-making and policy review/adoption. Encourage BIPOC patrons to attend Board meetings, learn about Board leadership, and apply for open school board positions.	Data from Panorama survey and qualitative comments will show an increase in students/staff/leaders responding favorably to questions about sense of belonging, inclusion and positive district climate.

Appendix A

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Reflecting on our School Using an Equity Lens

School Climate and Culture.

1. Do we fully understand the social, cultural and economic context of our school community?
2. At our school, can we predict student success or failure based upon a social or cultural factor?
3. Is there a diversity of culture and language, race, ethnicity, gender, perspective and experience represented in the staff and in various teams within the school?
4. What evidence is there of a culture of high expectations?
5. Are we intentional about monitoring the progress of our equity work?
6. Does our school have a trusting, culturally sensitive communication process involving students, teachers, parents/guardians and community?

Leadership.

1. At our school, do we review our existing policies, processes, and procedures through an "equity lens"?
2. Do I, as a leader, interrupt inequitable practices in my school?
3. Do our mission and vision reflect our equity values?
4. Do our school displays reflect our values for inclusion and diversity?
5. What leadership opportunities are available for students?

Curriculum, Instruction and Assessment.

1. Do we use disaggregated assessment data to meet the needs of all students?
2. What is the ratio of formative to summative assessment in our school?
3. Are teachers skilled in differentiation and committed to differentiating instruction to meet the needs of each student?
4. What are the patterns of achievement among our students?
5. Which students are doing well? Why?
6. Is instruction standards-based in each classroom in our school?
7. Who is taking honors courses?
8. Who is in special education?
9. Do English language learners have purposeful opportunities to practice oral language?
10. Are we hearing student voices about their learning experience in our school?
11. How does behavior in our school impact learning?
12. Who is being suspended? For what reasons?
13. What teachers are being successful with which students, within which disciplines? Why?
14. Are we intentional about building a strong "growth mindset" in leadership, staff and students?
15. What is the general ratio of student talk to teacher talk in our school?
16. Are teachers skilled at asking higher order questions and encouraging students to think?
17. What evidence is there of students being engaged in active dialogue to promote the synthesis and analysis of ideas?

School Community.

- Do all of our families genuinely feel welcome in our school?

COMPREHENSIVE APPROACH TO DISRUPTING SYSTEMS OF RACISM

Types of Racism	Definition	Sample Actions that Disrupt
Individual (Personal) Racism	Individual racism occurs when a person's beliefs, attitudes, and actions are based on biases, stereotypes, or prejudices against another race. A belief that whites are biologically superior to people of color is an example of individual racism. Unconscious racism is also known as implicit bias. Because our unconscious brains must work very quickly to make decisions, they look for shortcuts. Grouping people together based on their appearance is one such shortcut. Generally, these mental shortcuts are not a problem. However, because American history, media, and institutions have consistently produced negative images of people of color, Americans have been exposed to harmful ideas about people of color for generations. Over time, exposure to these images corrupts the unconscious brain so thoroughly that it becomes trained to connect people of color with negative traits.	• Read research and texts to gain better understanding of racism and implicit bias. • Increase personalized interactions with students and families to disrupt implicit bias. • Implement culturally responsive teaching practices in the classroom and across the school. • Expand texts in the school to represent a variety of cultures, races and identities. • Include student and parent voice in decision-making. • Asking, "Tell me what you mean by that?"
Interpersonal Racism	Interpersonal racism is racism between individuals. In other words, it is when a white person actively or passively employs their personal racism against a person of color. Today, racism is more covert. The ideas remain the same, but today, they are expressed differently. A person who would not dare use a racial slur might still engage in any number of acts that demonstrate a preference for whiteness and white people.	• Increase personalized interactions with students and families to disrupt interpersonal racism. • Implement culturally responsive teaching practices in the classroom and across the school. • Include student and parent voice in decision-making. • Adopt classroom, school, district policies that prohibit derogatory language and racist slurs. • Invite student voice/experience, e.g. panels, writings.
Institutional Racism	Institutional racism refers to an institution making choices that intentionally single out or harm people of color. Jim Crow segregation laws are good examples of institutional racism. While explicit institutional racism is rarer today, it still exists. It may appear in the systematic distribution of resources, power and opportunities to benefit people who are white over people of color, e.g. housing contracts, relining, racial profiling, youth incarceration.	• Engage in trainings to understand institutional racism and white privilege. • Address racially disproportionate data on behavior contracts, office referrals, discipline, suspensions and expulsions. • Address racially disproportionate data on TAG, AP courses, dual credit, honor class, orchestra, theatre, sports, robotics and after school club participants (avoiding "opportunity hoarding").
Cultural Racism	Cultural racism has several meanings. In the larger sense, it is the authority to create and define the culture in a society. In America, the standards of art, beauty, and other forms of culture have historically been decided by straight, white, Christian men. As a result, the dominant American culture often reflects the needs of that group while excluding or devaluing the contributions of people of color. Therefore, in America, the holidays we celebrate, the statues in our parks, the stories in our history books and other markers of culture generally honor white men to the exclusion of other groups.	• Engage in trainings to understand cultural racism and white culture. • Implement culturally responsive teaching practices in the classroom and across the school. • Expose students to and have them present artwork, music, novels, theatre selections and contributions by many different cultures and races. • Include student and parent voice in conversations and decision-making.
Structural Racism	Structural racism, also known as systemic racism, is perhaps the most harmful and least discussed form of racism. Structural racism codifies individual, cultural, and other types of racism in perpetual systems. Like institutional racism, structural racism focuses on organizations rather than people.	• Implement policies and practices on anti-discrimination and antiracism. • Address recruitment and hiring practices that may exclude groups, in efforts to diversity staff. • Address opportunities gaps due to systems of payment, transportation, language, class, education.

Sources: DeEtta Jones, *The Many Types of Racism: 5 Terms to Know*

Protocol Tool: Applying an Equity Lens to School/District Events & Activities

When considering an event or activity, this protocol tool may help determine if the event is appropriate for your school community, considers equitable access, and results in a greater experience of belonging for each participant.

Question	Consideration
Who was part of the planning and making decisions for this event? Who else should be included at the table?	☐ Parents/Guardians (representative group) ☐ Classroom teachers ☐ Specialists ☐ Principal/Office Staff ☐ Students (representative group) ☐ Community member
What is the purpose of this event/activity? Does it align with our mission and vision?	Examples: Build Community, Celebrate Learning, Include Others, Create Joy
Will there be barriers for participation for any of our students/families/staff? Can we eliminate these barriers or does the event need to be adjusted?	Examples: Financial, transportation, food, religious identity, access (physical, social, learning), culture
Are there any staff, students or family members who might choose not to participate? Are there ways to proactively address this?	Examples: Religious identities, food allergies, access (physical, social, learning), culture, belief/philosophy regarding the event itself, use of class time
What might be some unintended consequences or messages from this event?	Examples: "We only celebrate _____ at our school." "We all have the same traditions." "We promote a specific culture/belief system at ____" "We value the dominant culture only." "We are promoting a religion or political party."
How will we communicate with students, staff and families about this event so that everyone is reached?	Examples: Newsletter (translations) Emails Phone calls In Person Hard Copy (letter, flyer, note) Website (social media)

Protocol Tool Courtesy of Willamette & Cedaroak Park Primary Schools, WLWV School District