

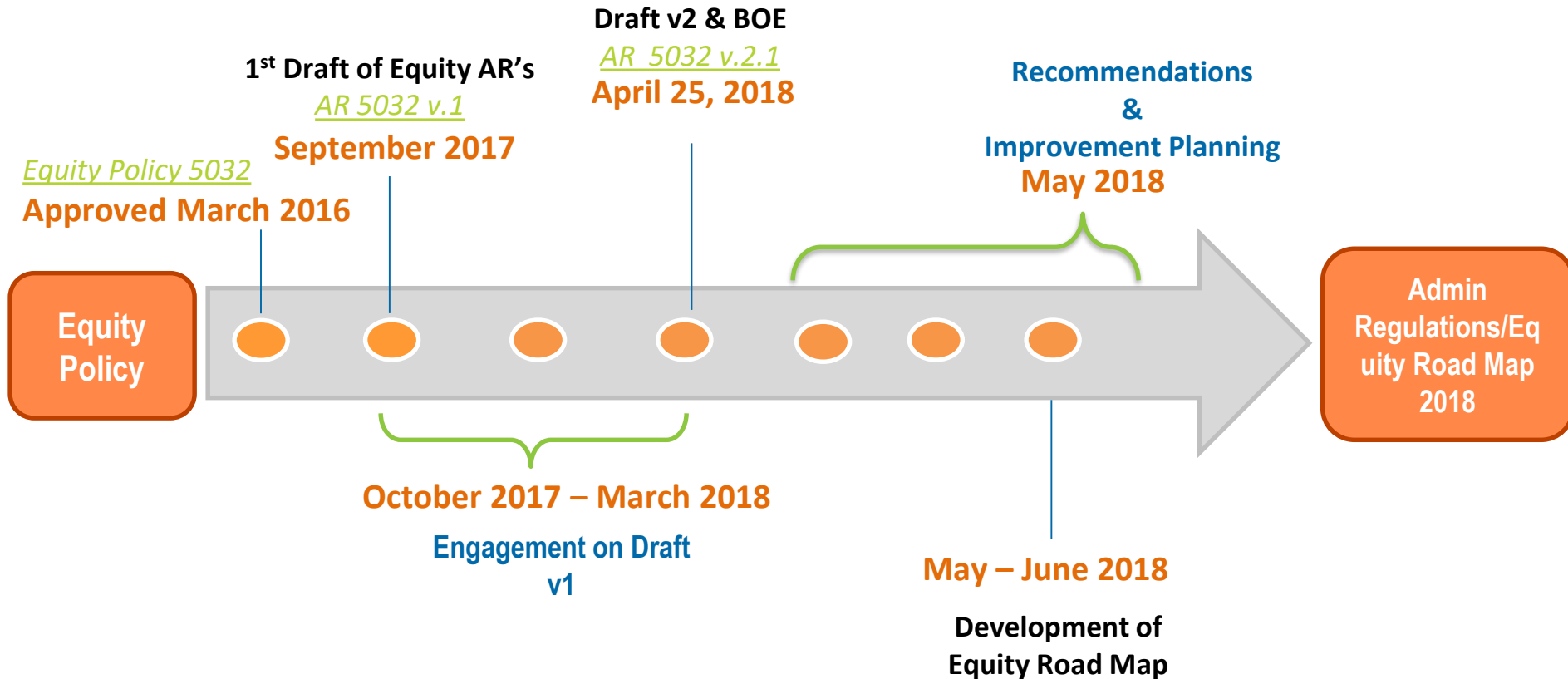
Equity Policy AR 5032 v.2.1

Achieving Equity in a Full Service Community District

April 25, 2018



Equity Policy Administrative Regulations Timeline



Hiring & Talent Development

Hiring

- Youth and parent voice on hiring panels
- Intentionality with recruiting candidates of color

Induction and all Onboarding

- Equity consciousness

Teacher and Leader Feedback

- Student, Family, Union partnership for equity
- Teacher and Administrator feedback around an Equity Consciousness

Growing our Own

- Strengthen targeted student recruitment, classified, after school pathways to teaching and teacher residencies

Communications

- Highlight our Latino and African American teachers and leaders
- Strategic recruitment partnerships - we are all recruiters
- Eliminate barriers to teaching for candidates of color

Retention

- Space and community to address historical trauma, and develop resilience and skill for long-term teaching
- Placing and developing high quality teachers at high attrition sites

Research

- [Understanding Issues Faced by Latino Teachers](#)
- [Building pipeline for Latino teachers, Impacts of same race teachers](#)
- [Just having one black teacher can keep kids in School](#)

Professional Development Equity Consciousness

Professional Development Structures

Professional Development and Equity Consciousness as part of all adult learning:

- Train and maintain a cadre of at least 15 Equity Allies working with school sites and central office capable of:
 - a) providing trainings in Implicit Bias, Social Emotional Learning, Cultural Awareness and Responsiveness and Restorative practices.
 - b) training other district personnel to become trainers in Implicit Bias, Social Emotional Learning, Cultural Awareness and Responsiveness and Restorative practices
 - c) providing coaching and support to school administrators, teachers, and other school personnel identified as needing additional understanding and competencies in dismantling implicit bias and advancing cultural responsiveness and awareness.
- Through the Office of Equity Targeted Strategies and Organizational Effectiveness and Culture initialize a cross functional team that examines equity history, research, language and systemic oppression, while exploring beliefs, bias and identity in-order to build interpersonal relationships that transform students, staff, systems and structures.



Quality Schools: Targeted Strategies & Multi-Tiered Systems of Support

Engaged Instruction – School Culture

- School & Classroom Walkthroughs (Modeled after AAMA Observation Tool)

Structured Support for Student Voice and Leadership Development

- Implementation of the Student Engagement Standards

Targeted Strategies for Student Engagement in the Classroom

- AAMA, AAFE, APISA, LSA as models of targeted student engagement

Culturally-Responsive Restorative Justice & Social Emotional Learning

Credit recovery system that emphasizes prevention and early intervention

- Targeted supports for Newcomers, Students with Special needs

Tier 1 Instructional Standards

- Culturally based Standard Based Instruction to support Student Rigor
- Standard Based Instruction for English Language Learners - Reference Nicole's Master Plan

Culturally Responsive PBIS (Positive Behavioral Intervention & Supports)

Supporting Immigrant Students & Families



Advance Quality Instruction

- Building school capacity to integrate language development throughout the day
- Foundational and on-going training

Addressing the Whole Child

- Socio-Emotional Wellness
- Student Voice & Empowerment
- Creating Sanctuary

Language Programs

- Newcomer Programs
- Multilingual Pathways
- Long-term ELL Programs

Evaluation: Equity Measures for School Sites

Equity measure for School Sites in SPSA

- Reflected site based strategies for eliminated opportunity/achievement gaps for targeted populations
- Targeted strategies linked to achievement, SEL, culture/climate

Improving data systems to measure and track relevant and meaningful data for equity

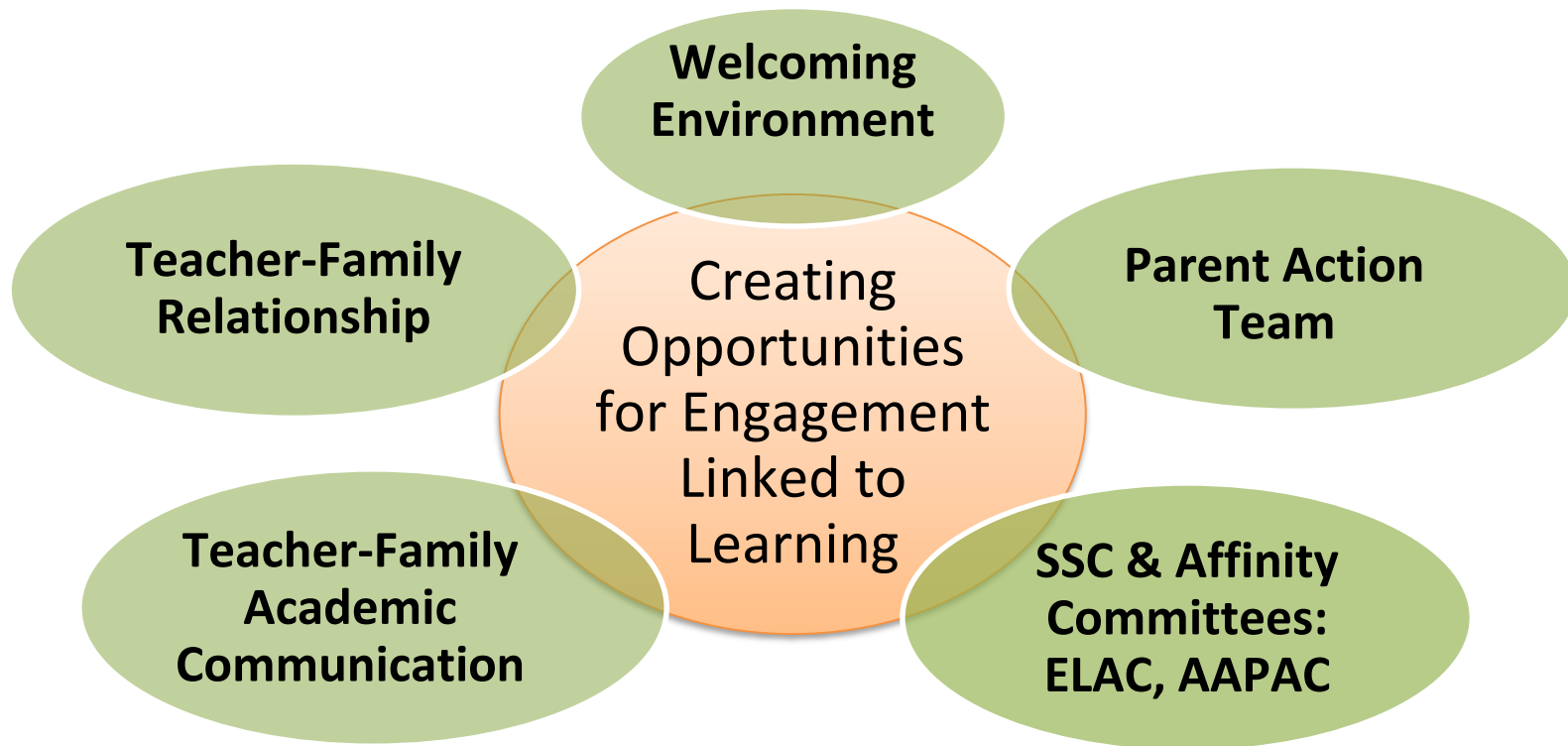
- Examples:
 - Measuring family engagement proficiency for schools sites with establishing a welcoming school for family partnerships
 - Utilize the School Governance Rubric – cross reference existing policy and use the present rubric with shared decision making

District level analysis of Equity Gaps

- Monitoring implementation and progress of AR5032

Setting up Conditions for Success

Building Our Site Based Family Engagement Infrastructure



Establish Cross Functional Teams

Guiding Principles
(Illustrative)

Actions

- Recruit and Identify LEADERS – “EQUITY Allies” to join the Year 1 - Design Team
- Initialize Design Team & Team Development
- Examine Equity His/Her-Story, research, language and foundational ideas
- Explore beliefs, bias and identity – Build trust and relationship
- Heal from the effects of trauma and oppression through reflection and relationship building



2018-2019 Year One Equity Allies Learning Teams

Essential Questions:

- How do we examine our system for BIAS?
- How do we create a stronger sense of belonging for all students?
- How am I creating liberating experiences for my students, staff and community?

Actions

- Focus on personal growth and understanding
- Participate in whole group learning
- Understanding systemic oppression and racial equity
- **Deepening OUR Learning** - social emotional learning, culturally responsive practices, restorative practices, racial equity and healing
- **Self Assessment:** How am I different than when I started? Where are you on your Journey of Transformation?



Listen

Empathy

Learn

Practice

Lead