District Advisory Committee on Racial Equity
Equity Impact Action Plan

Board Update
Phase I-Draft Report
September 2021
(Last updated: 9.3.21)
# Table of Contents

District Overview and Core Values................................................................. page 2  
Mission ........................................................................................................ page 2  
Vision ........................................................................................................ page 2  
Acknowledgments .................................................................................... page 3  
Executive Summary.................................................................................... page 4  
District Advisory Committee on Racial Equity ........................................ page 6  
Recommendations to School Board........................................................... page 9  
Recommendations for the Continuation of DAC ....................................... page 10  
Equity Impact Action Plan Process ........................................................... page 11  
Subcommittee Recommendations ............................................................ page 16  
Appendix A - CUSD Input  
  Community and Student Listening Sessions ....................................... page 19  
  Draft Equity Statement ........................................................................ page 22  
Appendix B - Framework  
  Addressing Institutional Racism ........................................................... page 23  
  Equity and Social Justice Consulting ..................................................... page 26  
  Systemic Change Framework ............................................................... page 28  
References/Resources............................................................................. page 31  
Glossary of Terms................................................................................... page 32
The Claremont Unified School District Board of Education is committed to equity and ensuring that all students in our district succeed. This is exemplified by the willingness to do their own learning, commitment to supporting the growth and development of leadership, and the establishment and support of a Board approved District Advisory Committee (DAC) on Racial Equity. The purpose of the equity impact action plan is to inform the school board in its quest to address equity gaps in the district. The plan was developed by the members of the District Advisory Committee on Racial Equity with the support of experienced consultants through a process of learning, collaboration, and planning to address three equity gaps/challenges that are evident in district data. The equity impact action plan includes the input of several community listening sessions, review of relevant data, collaboration with staff, exploration of history and current status, considerations of barriers and high level action steps that are recommended to the Board. While extensive work has been done to understand and plan to address these equity gaps, there is an enormous amount of work to continue as the district strives for systemic change to eliminate equity gaps to realize its core values.

We, the Claremont Unified School District, hold ourselves accountable to:

- Promote and encourage the intellectual curiosity, creativity, and individuality of each student.
- Promote the mental and physical health of students and staff.
- Treat everyone with kindness, dignity, respect and equity.
- Communicate and act with honesty, integrity and transparency.
- Embrace high expectations.
- Be responsible stewards of our fiscal resources.
- Provide each student and staff member with resources and support in a safe environment.
- Support learning environments with varied instructional and assessment practices.
- Foster student, staff, parent, family, and community engagement.

### Mission

Each CUSD student is equipped academically, prepared socially, and empowered to participate and thrive in a challenging, diverse world.

### Vision

Each CUSD student is recognized and valued, inspired to be a life-long learner, and prepared to be a contributing member of our global society.
School Board Liaisons
- Nancy Treser Osgood
- David Nemer

Interim Superintendent
- Dr. Julie Olesniewicz

District Staff Liaisons
- Dr. Natalie Taylor

Task Force Members
- Students: Ryan Neal and Payton Scott
- Parents / Community Members: Annemarie Cortez, Hugo Gutierrez, Dr. Eric Alexander Hurley, Dr. Barbara Junisbai, Dr. Frances Kellar, and Rolondo Talbott
- Classified and Certificated Staff: Nicki Mitchell, Marissa Patterson, Leslie Wallace, and Rosa Leong
- Administrators: Rria Cruz-Soto, Dr. Sean Delgado and Dr. Brett O’Connor

We want to thank and acknowledge all community and student listening session participants as well as the many staff and faculty that joined or offered expertise for their time and dedication to speaking their truth to assist in the equity development process.
Executive Summary

Addressing issues of equity has become a focus of the Claremont Unified School District. The district has grappled with many areas of educational equity over time. From the vast differences in demographics between schools, inequitable funding structures, and evident achievement gaps, the school board and community are aware that equity needs to be addressed. The school board has embarked upon considering the impacts and support of equity at the school board and administrative levels and committing to supporting the work of the District Advisory Committee on Racial Equity. By creating collaborative learning opportunities amongst leadership, the abilities to support the work and strategically approach an understanding of the challenges is being developed. Through the involvement of several layers of the community in shared learning experiences to create an understanding of equity, including both the barriers to and strategies for achieving equity, while delving into specific areas of inequity, safe spaces for brave action are being created throughout the district. The resulting high-level equity impact action plan demonstrates the complexities involved in examining and addressing inequities as a mechanism to create equitable systems that produce opportunities for success.

With the realization of the complexities in supporting the development of equity Claremont Unified School District took action to build a culture of equity, belonging, inclusion, and anti-racism. The district hired Nicole Anderson and Associates, LLC to collaborate with the school board and district leadership to explore the issues in depth and determine goals and next steps to move forward. The consultants facilitated activities for the District Advisory Committee on Racial Equity to engage in learning, discussion, and action planning. The consultant team also facilitated several community and student forums to collect qualitative data around the experiences and perspectives of various stakeholders. The consultant team introduced the Water of Systems Change framework and its accompanying action planning process as a mechanism to understand inequities in place and to help develop a plan to address systemic inequities over time.

The purpose of an equity impact action plan is to establish a clear vision and systemic approach to addressing identified racial equity gaps. This plan is designed to include components that will guide the process for identifying racial equity gaps that can be addressed over time. These components are based on research around SMART goals, root cause analysis, and research from the Water of Systems Change article and action planning exercise to support an internal and external systems approach to addressing a challenge such as institutional racism.

The District Advisory Committee on Racial Equity was created to provide input and recommendations to district leadership and the Board of Education to inform decisions that impact historically marginalized students and stakeholders identified in the data. This work includes allowing the team to explore, develop, and propose recommendations that would address equity issues while creating a mechanism to support and sustain systemic changes for equity. The DAC explored equity issues that are impacting the community and participated in learning opportunities to further their collective understanding of equity. The consultants worked closely with the DAC to deepen their collective knowledge of equity, develop an appreciation for
the history of public education and comprehend not only the barriers to equity, but also what holds inequities in place. The team experienced a process that enabled them to bond through sharing their own identities and recognize the differences and unique perspectives that those identities bring. Overcoming the discomfort associated with discussing and addressing inequities as they delved into root causes, exploring missing perspectives, and drafting initial action plans were all part of the growth and development process.

Community and student listening sessions were held to gather information, hear the voices of the community, and begin the process of learning and understanding this history and manifestation of oppression not just in the United States as a whole, but specifically in Claremont. While these were primarily driven by the need to address the School Resource Officer, they did provide a replicable framework that the DAC subcommittees can use to gather further community input in their focus areas.

This final report concludes with clear recommendations for the school board, district leadership and DAC as the school board, staff and community move forward in their efforts to build a more equitable and conscious Claremont Unified School District.
MISSION
The committee will provide input and recommendations to district leadership and the Board of Education to inform decisions that impact historically marginalized students and stakeholders.

PURPOSE
- Define and evolve equity definition/statement to establish common language across the district
- Identify racial equity gaps and challenges through research and data analysis
- Make board recommendations through a racial equity impact action plan
- Monitor and measure impact of DAC recommendations on student progress
- Provide input and feedback to the Board on key initiatives related to equity
- Focus on closing the achievement gap for identified student groups

PROCESS
- Monthly meetings (see schedule in Timeline below)
- Participate in racial equity impact action planning via sub committee work
- Explore data and information at each meeting to support action planning process
- Build capacity through content awareness, reflection, and collaboration that supports a deeper dive into understanding and addressing educational and racial equity
- Provide quarterly Board updates from DAC subcommittees
- Conduct research through the collection of qualitative and quantitative data (i.e. student forums, community forums, discipline (suspensions/referrals), achievement, etc.)
- Meeting structure/process: consistent agenda and optimal time for focus areas (use Google folder to capture input/work; breakout time for sub committees, content and capacity building around racial equity leadership, collaborate with staff for data collection/action planning)
- Materials: Google folder available to group to include content, resources, action plan documents, subcommittee working docs; DAC encouraged to read Water of Systems Change Article to guide the work and inform action planning focused on addressing achievement gap through a systems lens

OUTCOMES
Content awareness outcomes include:
- Understanding the historical impact and purpose of public education
- Reflecting on the role of educators in interrupting inequities in schools
- Making connections to concepts of racial equity and our work in CUSD
- Collaborating, planning and applying strategies for systemic change
- Building capacity and trust of the team to lead CUSD’s work with an equity lens.
Key outcomes for the year include:

- Evolve and align the current definition of equity across CUSD
- Collaboratively develop a racial equity impact plan in alignment with the LCAP to systemically address racial equity gaps in the district
- Examine and evaluate the district and police department’s partnership
- Collect and review qualitative and quantitative data

ASSUMPTIONS

- The committee will provide a safe space for collaboration and diving deeper into strategic planning for equity with a systemic lens.
- The committee will consider student equity and access to a quality education across the district.
- The committee’s role is advisory to the CUSD Board of Education. The Board will have the final decision regarding the committee’s recommendations.

ROLES

District Advisory Committee on Racial Equity:

- Attend all meetings
- Collaborate with staff liaisons to inform DAC work
- Make recommendations to the Board about key focus areas and equity challenges
- Provide feedback and input to the Board on key initiatives and board policies that have equity implications
- Provide Board updates on DAC work

DAC Leadership Team:

- Provide perspective and guidance on DAC agendas
- Monitor DAC progress towards outcomes
- Collaborate with district leadership and facilitator to plan DAC work

Subcommittees:

- Engage in focus areas of interest and/or expertise (Academic Achievement, School Climate/Safety, and Staffing/Professional Development)
- Prioritize tasks
- Follow guiding questions to guide outcomes (system change template)
- Conduct research and/or data analysis to guide work
- Provide updates to the DAC to inform the racial equity impact action planning

Staff Liaisons:

- Provide guidance on prioritization of focus areas
- Provide data, background knowledge, and updates
- Attend each DAC meeting when possible
- Listen to DAC perspective to inform district work
- Collaborate with DAC to ensure work aligns with district work
- Collect documentation to monitor DAC work (i.e. meeting minutes)
Board Liaisons:
- Chair DAC meetings
- Serve as a resource
- Observe and listen to DAC perspective to inform board work
- Provide perspective when appropriate
- Share updates with fellow board members to ensure aligned focus on equity work in the district

Students
- Serve on DAC and subcommittees
- Student visitors for special meetings to collect student voice.

Facilitator:
- Collaborate with district and DAC leadership to craft agendas and outcomes
- Document DAC process
- Facilitate agenda items and encourage safe space for the group
- Communicate process throughout the DAC work year
- Provide content knowledge around educational and racial equity
- Support subcommittee work
- Provide guidance on equity impact action planning and compose draft final report to school board

COMPOSITION
The committee membership will include at minimum:

- (2) Student representatives
- (4) CUSD faculty and staff representing elementary, intermediate, and high school levels
- (3) CUSD administrators representing elementary, intermediate, and high school levels
- (3) CUSD parents representing elementary, intermediate, and high school levels
- (3) Representatives from the Claremont community and from a range of demographic backgrounds

Per past practice, Board members and district level administrators will be appointed as liaisons to provide support and resources to the committee but will not serve as committee members.

TIMELINE
- DAC Leadership Team Planning: Meets 4 times per year
- Monthly meetings (Sep. 23, Oct. 28, Nov. 18, Jan. 27, Feb. 24, Mar 24, Apr. 28, May 26; 7-9pm)
- Student Listening Sessions: Oct. 27, Mar. 3
- Community Listening Sessions: Feb. 3, Jun 8
- Board Update: Mar. 18
- Board adoption of equity impact action plan (September 2021)

DISTRICT WEBSITE: DISTRICT ADVISORY COMMITTEE
Recommendations to School Board

Claremont Unified Systemic Change Framework - Board Recommendations

The diagram above presents a set of recommendations designed to provide high-level guidance for district staff to consider the most appropriate plan for strategic implementation. The format for the continued work and development of the committee to most effectively provide safe space for brave action moving forward also needs to be considered. As the school board continues its growth and development to provide adequate guidance and support to both the school district and community, the manner in which each board member and the board collectively operationalizes their strategic support will become more streamlined and effective. The processes used, data reviewed, and group thinking involved in the examination of each subcommittee focus area that were reviewed can be found throughout this document. In this first phase the development of a working team, shared understanding and fleshing out of each focus area to provide high-level recommendations was achieved. It is recommended that the committee and racial equity action planning continue with the strategic collaboration of district staff and continued development of community connections.
Recommendation for the Continuation of DAC

The District Advisory Committee on Racial Equity has made significant progress towards cultivating and supporting an initial plan for strategic implementation of an impact plan that is rooted in racial equity. Having spent this first year in community learning together, cultivating relationships, and gaining perspective on the barriers to equity in education, it is recommended that the DAC continue in its shared learning in continued support of unearthing and unpacking the intricacies of the barriers to equity and providing guidance to CUSD in high-impact strategies that will pave the way for making racial equity a reality in all CUSD schools.

Should the Board make the decision to continue with the DAC, the Committee recommends the following practice supports to position the Committee and relevant stakeholders for continued collaborative success:

- Formalizing and standardizing internal processes including leadership roles, terms, onboarding of new members (when applicable) and involvement/advisory as staff consider implementation planning.
- Develop an onboarding process for new members to capitalize on strengths of the challenges and opportunities of shifting of membership while continuing their collective work.
- Develop processes to further engage impacted stakeholder groups, including students and parents, whose voices were not as present.
**Equity Impact Action Plan Process**

**Staffing and Professional Development**

The Staffing and Professional Development subcommittee considered an equity gap in hiring practices and professional development and noted a need to recruit and retain staff that represents the diverse student and community perspectives in CUSD. The root causes of this gap include a lack of specific mention of diversity and inclusion in hiring policies and professional development offerings, site-level autonomous hiring without explicit diversity and inclusion consideration, views of current administration prevalent throughout hired staff, a lack of explicit expectations or resources for diversity and inclusion in hiring practices, a lack of diversity in thought, limited tracking of hiring trends, a lack of explicit policy for diversity and inclusion within professional learning offerings, and a lack of explicit district level support for diversity and inclusion professional development.

The subcommittee noted that the following stakeholders’ input was missing from the analysis: parents (need more perspective), Board members, educators of color, high school students, college students, classified staff, educators who left the district, and new hires. The subcommittee also noted that the following data was missing from the analysis: staff listening sessions, student listening sessions, the effectiveness of book study groups, and the perspective of stakeholders who are struggling with the focus on equity.

The research the subcommittee used for the analysis included CUSD hiring practices, support programs, and professional learning best practices.

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<tr>
<th>Short Term (1-3 years)</th>
<th>Staffing and Professional Development Goals</th>
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<td><strong>HIRING</strong></td>
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<td>● Develop a culture where those who would speak up and speak out will not feel or be alone.</td>
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<td>● Prioritize hiring equity leaders for our campuses until critical mass has been formed in each building, possibly through analysis of written description of demonstrated equity leadership experience and success supporting students from marginalized backgrounds.</td>
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<td>● Explore partnership with teacher education programs that prioritize equity (i.e. UCLA).</td>
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<td></td>
<td><strong>PROFESSIONAL LEARNING</strong></td>
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<td>● Develop equity leadership expertise among School Board, leadership, and willing educators.</td>
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**Safety and School Climate**

The Safety and School Climate subcommittee considered an equity gap in the disproportionality in discipline data affecting students of color. Despite facts and research provided by students, mixed emotions remain in schools and the community regarding the presence, purpose, and efficacy of the School Resource Officer. The root causes of this gap include differential implementation of current policies; a lack of explicit mental health support; punitive policy implementation; a lack of mental health training for educators; inconsistent implementation of restorative practices and PBIS; policies targeting minority students; a lack of culturally responsive pedagogy; differential access to funding; visibility of family resources; a lack of awareness of mental health supports; a lack of culturally relevant mental health support and practices; a need for access to staff trained in equitable practices; representation in decision-making groups; a need for connections between students, advisors and decision makers; limited to no racially diverse adult perspectives; communities of color do not feel welcomed, represented or heard; discomfort admitting or addressing racial issues; limited knowledge of students situations and its impacts; student voice is absent; students are seen as the challenge and transient; and concerning or problematic perspectives about people who struggle.

The subcommittee noted that the following stakeholders’ input was missing from the analysis: students (specifically those most heavily impacted by school climate and safety challenges), parents, teachers, administrators, campus personnel involved in student support, internal and external mental health support providers. The subcommittee also noted that the following data was missing from the analysis: listening sessions/circles for students, listening sessions/circles for parents, listening sessions/circles for staff, and the inclusion of impacted and/or target group student and parent voices not present in year one work.

The research the subcommittee used for the analysis included CUSD Meetings with the CHS Student Equity Coalition; Meeting with the CUSD Mental Health Coordinator and a review of calendar for staff professional development on mental health and CUSD Family Engagement Calendar; SRO Community Survey Analysis report; SRO Summary Data Spreadsheet; Dashboard Suspension Data; “Cops and No Counselors: How the lack of School Mental Health Staff is Harming Students” – 2019 ACLU report; “Community Policing
Safety/School Climate Goals

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<th>Safety/School Climate Goals</th>
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<tr>
<td><strong>Short Term</strong> (1-3 years)</td>
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<tr>
<td>● Improve communication and direct access to qualified mental health resources that reflect student demographics by developing a student advisory committee on mental health.</td>
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<tr>
<td>● In an effort to reimagine school safety, develop a student-centric advisory committee consisting of the SRO, Administrators and student groups to discuss school safety challenges, processes and procedures to reassess the continuation of the SRO relationship with CUSD.</td>
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<tr>
<td>● Establish transparent policies and procedures on the use of drug sniffing dogs on the use of search and seizure activities.</td>
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<td><strong>Mid Term</strong> (3-5 years)</td>
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<tr>
<td>● Evaluate and revise based on the efficiency and implementation on the access to qualified mental health resources that reflect student demographics by developing a student advisory committee on mental health, student-centric advisory committee consisting of Administrators and student groups to discuss school safety challenges, processes and procedures to redefine the SRO relationship with CUSD students and policies and procedures on the use of drug sniffing dogs on the use of search and seizure activities.</td>
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<tr>
<td><strong>Long Term</strong> (5-10+ years)</td>
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<tr>
<td>● Continuous improvement of mental health access, resources and policies; school safety; transparency regarding policies and procedures</td>
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Academic Achievement

The Academic Achievement subcommittee considered equity needs in a K-6 Common Core Math Focus, including pedagogy and practices; a curriculum audit: Social Studies Analysis & Unit Building K-12; and an African American Parent Advisory Group: Mentoring Groups, Literacy Support and More. The root causes of these needs include unwavering and inconsistent grading and assessment policies and expectations, variable exit/entrance criteria by site, differential provision of interventions, traditional instructional practices, a lack of clarity of what grades mean and represent, inconsistent and ineffective implementation of interventions, a lack of instructional coaching and consistent professional development in mathematics, a lack of culturally relevant curriculum, a lack of community services and partnership support for marginalized groups, a lack of professional learning on equity mindset...
for educators, the presence of groupthink and challenges with trust, fractured teacher to student and staff to family connections, a lack of community partnerships to support marginalized students and need to focus on development of model peer to peer relationships, parents with advanced degrees or higher status having more voice, students not feeling they are empowered, a lack of confidence in mathematical abilities and knowledge about mental health challenges among students, biases and stereotypes about students and math abilities exist in educators, comfort in culture of ‘math is difficult’ mindset among parents and educators, a belief that students who struggle need more practice in rote skills, and a lack of remediation supports.

The subcommittee noted that the following stakeholders’ input was missing from the analysis: families and students who struggle in math, families and students who excel in math, educators of mathematics, community partners, researchers, support staff, administration, and African American community members (parents, students, leaders, educators, and advocates). The subcommittee also noted that the following data was missing from the analysis: family interviews, teacher interviews, proficiency scores by grade level, course enrollment demographics and performance, professional learning attendance, and the perspectives of marginalized or target families and students.

The research the subcommittee used for the analysis included family interviews, teacher interviews, SBAC scores, district benchmarks, CFAs, intermediate course access, professional learning research, professional learning data, the needs of African Americans and students who struggle in math, and best practices to support the aforementioned groups in each environment.

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<th>Academic Achievement Long-Term Goals</th>
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<tr>
<td><strong>Students</strong></td>
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<tr>
<td>● All students are proficient and meeting standards in math as measured by SBAC scores and district benchmarks.</td>
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<tr>
<td>● Students in Math 7-8 will more equitably represent the demographics of the district and the feeder elementary schools.</td>
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<tr>
<td><strong>Teachers</strong></td>
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<td>● Teachers will use core and supplemental materials to build quality units of study to be utilized across sites.</td>
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<td>● Develop a Summer Institute: 2 weeks of paid curriculum/unit building by grade level. Teachers would be supported by experts and coaches and prior to building would receive professional development on asset-based, inclusive pedagogies and practices in order to integrate into their units of study. Within these 2 weeks, current curricula will be analyzed and reviewed using district approved frameworks and tools.</td>
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<tr>
<td>○ Peer review and share resources across the district for coherence and equity of instruction.</td>
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| District | ● District will fund instructional math coaches to support teachers, plan and implement both content specific and culturally responsive math teaching professional development, coach in classrooms, monitor effectiveness, etc.  
● District will fund math camps with math practice standards as a focus and foster community partnerships to build a community of friends and math identities.  
  ○ Math Camps: After school and/or summertime fun with common core concepts; students that need support would have priority registration.  
● District will hire a coordinator position to oversee ALL DAC goals to execute the 3–5-year plan.  
● District will facilitate the formation of an official African American Parent Advisory Committee.  
  ○ Consulted as a stakeholder group for critical decisions  
  ○ Mentoring Groups, Literacy Support & More K-12 |
### Subcommittee Recommendations

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<th><strong>Staffing and Professional Development Recommendations</strong></th>
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<td><strong>Policy</strong></td>
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<tr>
<td>- Develop and adopt explicit policy emphasizing and clarifying expectations for diversity and inclusion in hiring throughout the organization.</td>
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<td><strong>Practice</strong></td>
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<td>- Incentivize hiring with housing, moving or hiring bonuses, increased salary program for new hires that have specific skill sets, and experience and or training relating to diversity and equity.</td>
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<td>- Prioritize hiring to create equity leader cohorts for our campuses.</td>
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<td>- Commit to prioritizing hiring only those with diversity, equity, and inclusion (DEI) training, skills and experience until such a time as every building has a critical mass of staff who are highly skilled in equity matters (not as added bodies but in the usual roles) to create culture change.</td>
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<td>- Develop potential teaching pools early in the season and begin to screen candidates anticipating the needs that will come after March 15.</td>
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<td>- Train for best hiring practices such as casting a wider net using multiple more standardized measures of candidate assessment that incorporate items like written/task activity for candidates to demonstrate competence in role (support reduction in hiring for “likability” or biased preference based on, for example, geographic location or educational pedigree).</td>
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<td>- Streamline hiring processes (likely requires internal audit of Human Resources practices to identify stopgaps in processes that constrain hiring efforts and steer efforts away from recruiting and hiring a more diverse faculty). Claremont Unified School District should develop and implement a robust data collection and tracking system of current and potential employees.</td>
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<td><strong>Resources</strong></td>
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<td>- Explore an endowed gift for special incentive purposes while protecting equity in the salary pool.</td>
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<td>- Buy professional development courses in bulk and make them available to CUSD staff with incentives.</td>
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<td><strong>Relationships</strong></td>
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<td>- Develop relationships with professors and credentialing partners at vision-aligned teaching programs for the purposes of Relationship-Based Recruiting.</td>
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<td>- Seek a relationship with UCLAs Center X. A hiring pipeline would be advantageous.</td>
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<td>- Initiate partnership negotiations with CGU, and potentially influence them to develop diverse and DEI trained candidates (via masters programs or certifications such as their allies program) with planned advantaged candidacy into our schools.</td>
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<td><strong>Power Dynamics</strong></td>
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<td>- In Claremont, there is a significant lack of leadership roles in equitable fields (race, gender, etc.) inside and outside schools. We should consider forming clubs or other types of groups that educate young students the importance of equity in Claremont and create a foundation of student leaders throughout the district.</td>
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<td>Mental Models</td>
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<tr>
<td>• Incentivize by advancing and/or compensating candidates who are likely to become equity leaders.</td>
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<td>• Host Implicit Bias (and gatekeeping Biases) training</td>
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<td>• Provide persistent professional monitoring and evaluation on at least a biennial basis by a professional staff with regular report backs to a body such as the DAC might become.</td>
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<td>• Use the TOSA program to develop equity leadership cohorts and capacity at campuses.</td>
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<td>• Make DEI training and in-service learning a routine and required part of the professional development opportunities required of teachers and staff, as done with technology and other concerns that arise as essential to keeping the education delivered relevant and appropriate to the world our students will live in.</td>
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<td>Policy</td>
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<tr>
<td>• Develop revisions to policies based on the determinations of the recommended advisory committees on school safety, mental health and expectations for use of drug sniffing dogs on campus.</td>
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<tr>
<td>Practice</td>
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<tr>
<td>• Establish transparent policies and procedures on the use of drug sniffing dogs on the use of search and seizure activities on the El Roble, San Antonio and Claremont High School campuses.</td>
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<td>• Allocate more Professional Development sessions on topics regarding mental health and restorative justice in the classroom.</td>
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<td>• Commit to culturally competent communication and practices with regards to mental health access and support; both at the district level and school site level.</td>
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<td>• A commitment that all current decision-making committees as well as those newly established as a result of the DAC recommendations represent our district demographics, including our most marginalized groups. Furthermore, that these committees at all levels assist in creating an organizational culture that is responsive, efficient, and effective in developing policies and providing support to address racial equity while staying accountable to the community.</td>
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<td>Resources</td>
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<td>• Allocate time and human resources to support the formation of student advisories and revisions of policies and procedures.</td>
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<td>Relationships</td>
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<td>• Create a District student-centric advisory committee on mental health, consisting of the CUSD mental health coordinator, students, teachers, administrators, and community members, with the charge of improving communication and direct access to qualified mental health resources that reflect student demographics.</td>
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<td>• Initiate partnership with the Claremont Police Commission to provide advisory services to policing matters.</td>
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<td>Power Dynamics</td>
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<td><strong>Power Dynamics</strong></td>
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<td><strong>Mental Models</strong></td>
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Appendix A

Community and Student Listening Sessions

To support the information gathering process student listening sessions were held on October 27, 2020 and March 3, 2021. Community listening sessions were held on February 3, 2021 and June 8, 2021. These forums were facilitated by Nicole Anderson and Dr. Shelley Jones-Holt and were attended by several members of the DAC. It is encouraged for all teams to continue to collect data through community and student dialogues at least three times per year to provide trend data over time.

The purposes of the student and community forums are as follows:

1. Gather data on experiences, feelings, and impacts on lives of target stakeholder groups affected by inequities around school safety
2. Gather data on examples, events, policies, practices, and resources that impact inequities around school safety
3. Collect data from sample of groups based on diverse ethnic and gender representation and power structures (students, parents, police, educators, community, etc.)
4. Qualitative data collection to inform future methods: surveys, listening sessions, forums, observation, interviews
5. Data collection to inform action steps in equity impact action plan within the six levels of the Water of Systems Change framework: policy, practice, resources, relationships, power dynamics, and mental models
6. Provide qualitative and quantitative data that is high quality, reliable, and timely
7. Provide data that can be measured over time to calculate trends and patterns that indicate inequities amongst target stakeholder groups
8. Inform the greater context of data and analysis by stakeholders to yield interpretation that provide indications of inequities and impact on marginalized stakeholder groups
9. Collect and analyze data that is focused on identifying the root causes of inequities to inform responses by power structures
During student and community forums, demographic data were captured through self-entry during breakout room question discussions for panelists, attendees, staff, and students. Information collected included:

- Quantity
- Ethnicity
- Gender
- Grade
- School
- Role in community - students, parents, police, city leadership, faith-based groups, advocacy groups, district/school staff-teachers, etc.

The community forum consisted of 8 panelists and 26 attendees whose demographic information is listed below:

- Demographics of community panelists
  - Ethnicity (2 African American/Black, 2 White, 3 LatinX)
  - Gender (6 Female, 1 Male)
- Demographics of community attendees
  - Asian 8% (2/26)
  - Middle Eastern 4% (1/26)
  - White 58% (15/26)
  - African American/Black 15% (4/26)
  - Latinx American 4% (1/26)
  - Mexican American 8% (2/26)
- Demographics of attendees:
  - Parents 23% (6/26)
  - District 54 (14/26)
  - City/Police 8% (2/26)
  - Faith 4% (1/26)
  - Community 12% (3)

The questions for the community forum were:

1. Share your cultural/ethnic identity.
2. How do you define educational equity?
3. What are the challenges to school safety?
4. What strategies can schools use to effectively address issues of school safety?

The questions for the student forum were:

1. How do you define educational equity?
2. Do you feel safe at school? Why?
3. What are the challenges to feeling safe at school?
4. What can school leaders and teachers do to make you feel safe in school?
5. What role do police play in your school? Give an example. How does this make you feel?
Suggested future data collection activities:

- Provide adequate and informative data to effectively inform key next steps for the Board and district leadership to consider
- Analyze quantitative discipline data analysis around school climate survey, CHKS, and other available data
- Collect individual level participation data on targeted interventions in order to identify and replicate what is working. Present findings annually to the Board and use data to drive decision making
- Identify and expand what strategies and practices are working across all schools
The following is a draft equity statement that the Board of Education has begun to develop through multiple study sessions in efforts to create common language and a lens that can be applied to all policy decisions across the school district. The Board will work to finalize this draft equity statement and gather input from multiple stakeholder groups before adopting and including it in their equity policy.

In the Claremont Unified School District, we are committed to racial equity through ensuring that each student has access and opportunities to resources based on their needs in order to reach their full potential.

Our racial equity work includes:

- Intentionally and continuously interrupting structures and systems that harm marginalized student groups through fair policies and practices
- Fostering a racially diverse and inclusive community that recognizes the intersectionality of all students, faculty, staff, and other district stakeholders
- Cultivating student success through making relevant academic and social connections to their unique gifts, talents, and interests
- Ending inequitable practices through examining racial biases, both conscious and unconscious, as well as holding ourselves and the system accountable for closing equity gaps for students
Appendix B

Addressing Institutional Racism

As school district stakeholders come together to address the complex issue of institutional racism, it is critical to recognize that while we currently are not responsible for the racial injustices of the past, we must come together to heal and recognize that racism has harmed all people in some form or fashion. We must also recognize that the pain and impact of racism may affect people differently, thus, we must not engage in the concept of “oppression Olympics” nor “blaming and shaming” but instead, build empathy and acknowledge the needs of each individual based on their cultural identity and journey.

Recently, outrage has been expressed in this community and communities around the nation and world over the murder of George Floyd by Minneapolis Police. The increased visibility of police violence, anti-black sentiments, and racially motivated attacks on people of color, including immigrants and Asian American Pacific Islanders, have forced many to reconsider their views on race and racism in schools. These realities, coupled with the declaration by the United States department of defense that white supremacist domestic terrorism is the largest threat to America, have led many organizations to take action to address institutional racism.

As a result, the Board of Education and district leadership have embarked upon a deeper level of authentic collaboration with educators, community members, parents, students, advocacy groups, and other local agencies to become more united in its vision and shared beliefs around racial equity. As CUSD takes a deeper dive into the discomfort of addressing institutional racism, it is imperative that safe space be fostered through continuous healing, listening, and learning in order to build trust of the community as a whole.

The journey to combating institutional racism must begin with dismantling internal and external barriers that may impede the work. Barriers to closing racial equity gaps must be unpacked as well and include many factors such as historical policies and legislation, resistance to change, privilege, entitlement, implicit bias, stereotypes, and most detrimentally, the lack of awareness of the need to change. District leadership must build capacity to proactively address these barriers as they erect themselves at multiple levels. The journey to addressing institutional racism requires a systemic approach through shifting the conditions that are holding the problem in place. These conditions include not only policy, practice, and resource allocation, but also relationships, power dynamics, and mental models. This work first requires an inside-out approach through the focus on less explicit but more powerful implicit conditions for change, while also turning the lens on leadership itself. To fully embrace systems change, the school board alongside district leadership must be prepared to see how its own ways of thinking and acting must change as well (Kania, Kremer & Senge, 2018).

In order to interrupt systemic racial inequities that impact the community, it is important to understand the context of these barriers. Institutional racism refers to the policies and practices
within and across institutions that, intentionally or not, produce outcomes that chronically favor, or put a racial group at a disadvantage. Institutional racism can be found in a variety of spaces in the education system and presents itself uniquely in every school district. One common example is through the school disciplinary policies in which students of color are punished or referred to special education at much higher rates than their white peers. Another example is in the hiring process where recruitment and retention practices yield disproportionate ethnic representation of staff in comparison to the student population or community or in the ways marginalized community challenges are exacerbated by race as is the case for black transgender people.

Structural or systemic racism refers to a system in which public policies, institutional practices, cultural representations, and other norms work in various, often reinforcing ways to perpetuate racial group inequity. It identifies dimensions of our history and culture that have allowed privileges associated with “whiteness” and disadvantages associated with “color” or proximity to “blackness” to endure, adapt and magnify over time. Structural racism is not something that a few people or institutions choose to practice. Instead, it has been a feature of the social, economic and political systems in which we all exist in our nation.

In order to effectively engage in the work of interrupting institutional racism, it is critical that safe space be established amongst all who are impacted by the work. The following four community agreements provide a guide for stakeholders to commit and focus on taking a deeper dive into the sensitive and uncomfortable work of addressing racism (Singleton, 2015). These agreements include the following:

- **Stay engaged:** Staying engaged means remaining morally, emotionally, intellectually, and socially involved in the dialogue.
- **Experience discomfort:** This norm acknowledges that discomfort is inevitable, especially in dialogue about race, and that participants make a commitment to bring issues into the open. It is not talking about these issues that creates divisiveness. The divisiveness that has existed for centuries in society and has been foundational in our schools has never been interracially addressed. It is only through dialogue, even when uncomfortable, that healing and change begin.
● Speak your truth: This means being open about thoughts and feelings and not just saying what you think others want to hear.
● Expect and accept nonclosure: This agreement asks participants to live with uncertainty and not rush to quick solutions, especially in relation to racial understanding, which requires ongoing dialogue.
The harsh history and current reality of institutional racism has sparked a deep desire for the Claremont Unified School District to strategically focus on addressing the impact of institutional racism in the community. A strategic focus on this work led to the contracting of services by Nicole Anderson and Associates Consulting, LLC to develop an action plan to address systemic racism and further inclusivity and social equity within the district. Consulting services also include equity leadership training for the school board and district leadership as well as the moderation of Community and Student Forums focused on institutional racism.

Specifically, the school board identified an interest in providing clear direction to the District Advisory Committee on Racial Equity regarding next steps and considered the recommendation of the following:

- Series of listening sessions with students and community
- Ongoing facilitation of an equity task force to develop an action plan to:
  - Synthesize comments provided during listening sessions to identify areas for action
  - Develop recommendations focused on anti-racism and social justice to collect relevant qualitative and quantitative data
  - Identify and address systemic barriers that preclude people from fully engaging in the equity and inclusion effort
  - Develop an equity and inclusion statement of purpose
  - Identify and prioritize equity gaps, conduct large scale root cause analysis supported by data to make recommendations to school board for next steps
  - Provide recommended training programs for several levels of district and community engagement including but not limited to educators, staff, leadership, students, parents and community

Nicole Anderson and Associates Consulting, LLC services: Nicole Anderson has served in varying roles in education for more than 20 years around the state and nation. She is a highly qualified developer and facilitator of professional learning services as well as a dedicated advocate for educational equity work. After serving as a school district teacher and administrator at various levels, she led and facilitated ACSA’s and CSBA’s state-wide equity work as well as a cadre of networks for administrators of diverse backgrounds. Mrs. Anderson’s current work is supported by a team of experts in the field, practitioners, as well as researchers who provide unique services to school boards, Superintendent search firms, as well as county, district, and school leaders. Inspired by her grandfather, Jesse M. Bethel, she continues to inspire educational leaders around the state and nation who have locked arms on the journey to close educational equity gaps through a systems approach. Her firm’s services include:

- Educational and Racial Equity Training
- Executive Leadership Coaching
- Strategic Planning and Organizational Development
- Substitute Principal and Administrator
- Superintendent Search Firm Consultant
- School Board Member Training and Support
Nicole Anderson and Associates Consulting, LLC consists of a strong cadre of associates including Dr. Shelley Jones-Holt. She is an urban school district site and executive leader having served in several roles including superintendent, who is a graduate of UC Berkeley, a USC trojan, a 20 veteran to equity work and 15-year district leader. She understands the challenging and political nature of those on the front lines with employees, clients and students to elected officials, appointed leaders and corporate executives. She brings the following expertise that enables effective support of clients.

- Executive Equity Leadership Coaching
- Equity, Anti-Racism and Policing in Communities
- Multi-Tiered System of Supports for Students and Adults
- Anti-Racist Policies and Practices in Schools
- Restorative Practices
- Addressing the School to Prison Pipeline
- Culturally Proficient Family Leadership Techniques
- Instructional Rounds with DOK Rigor Focus
Systemic Change Framework

It is imperative that a systems change approach and its accompanying framework be understood to identify and address inequities within an organization or system in order to realize sustainable change and eliminate equity gaps. Our process focuses on building capacity of internal and external stakeholder groups to lead for equity through building a political and social infrastructure that supports systemic change, employs new skills and practices, and monitors and celebrates progress. The systems change framework utilizes the framework illustrated in the Water of Systems Change article by John Kania, Mark Kramer, and Peter Senge from June 2018. The history of public education is complex and reveals inequities dating back to the 1600s.

Systemic change is long, slow and very challenging to implement with fidelity. Recognizing the magnitude of the work being approached is critical to understanding both the complexity in each step and the human needs throughout the process.

The systems change framework makes equity a consistent guiding principle across the entire organization and will help the Claremont Unified School District lead equitable change. The overarching purpose of the framework is to guide the elimination of systemic causes of racial and other identity disparities in the schools and district; promote inclusion, belonging and full participation for all educators, families, and students in the district; and reduce identity-based disparities in our communities. The development of baseline quantitative and qualitative data can be used by the Board and district leadership, staff, students, and community members to better understand and measure the impact of inequities. The framework will enable district departments and staff to make data-driven decisions about programs and policies to address these inequities and ensure equitable access to opportunities and services. It will also enable community members to monitor the district’s progress towards improvement. Future reports will measure
change in racial disparities, identity oppression, and social injustices to enable staff and leadership to work in collaboration with community members to implement changes to the equity impact action plan.

The purpose of an equity impact plan is to establish a clear vision and systemic approach to addressing identified racial equity gaps. A universal understanding of the multiple levels of complexity is involved with this work. This plan is designed to include components that will guide the process for identifying equity gaps through qualitative and quantitative data that can be addressed and measured for impact over time. These components are based on SMART Goal research and research from the Water of Systems Change article and action planning exercise to support an internal and external systems approach to addressing a challenge such as institutional racism and historic identity oppression.
The Claremont Unified School District through Board and leadership training and the establishment and support of a District Advisory Committee on Racial Equity has begun to unpack institutional racism and identity oppression by focusing on staffing, safety, and academic achievement gaps. A subcommittee for each area has begun to address these equity issues by identifying concrete areas of focus and walking through the process of unpacking the layers that have not only created the inequities but are systemically holding it in place. As the work evolves, each subcommittee will work with district staff and board liaisons to continue to contribute to the equity impact action plan and include additional information such as:

- Prioritized Action Steps (policy, practice, resource, power dynamic, relationships, and mental models)
- Metrics
- Timeline (progress monitoring, completion dates)
- Person(s) Responsible
FSG. Water of System’s Change action plan exercise.  


https://www.researchgate.net/profile/Paul-Gorski/publication/332246148_Avoiding_Racial_Equity_Detours/links/5cb4a037458156cd79ad0aa/Avoiding-Racial-Equity-Detours.pdf.

History of Public Education timeline

https://www.fsg.org/publications/water_of_systems_change

This glossary is not intended to be an exhaustive list of every word and term used in our work and conversation about diversity, inclusion, and social justice. These are basic working definitions to be used as a reference to help move diversity and inclusion efforts forward within the district.

**Ability**: The power or capacity to do or act physically, mentally, legally, morally, financially, etc.

**Access**: Creating the necessary conditions so that individuals and organizations desiring to, and who are eligible to, may use services, facilities, programs, and employment opportunities.

**Ally**: A person of one social identity group who stands up in support of members of another group; typically members of dominant identity advocating for and supporting a marginalized group.

**Culture**: A way of life of a group of people including the behaviors, beliefs, values, and symbols that they accept, generally without thinking about them, and that are passed along by communication and imitation from one generation to the next.

**Cultural Appropriation**: The adoption or taking of specific elements (such as ideas, symbols, artifacts, images, art, rituals, icons, behavior, music, styles) of one culture by another culture. There have been many conversations regarding cultural appropriation vs. cultural appreciation. Cultural appropriation can be defined as selecting certain aspects of a culture and ignoring their original significance for the purpose of belittling it as a trend. Appreciation is honoring and respecting another culture and its practices as a way to gain knowledge and understanding.

**Cultural Competence**: The ability to interact effectively with people of different cultures. Cultural competence has four components: (1) Awareness of one's own cultural worldview, (2) Attitude towards cultural differences, (3) Knowledge of different cultural practices and worldviews, and (4) Cross-cultural skills. Developing cultural competence results in an ability to understand, communicate with, and effectively interact with people across cultures. Cultural competence is a developmental process that evolves over an extended period.

**Cultural Representations**: Popular stereotypes, images, frames, and narratives that are socialized and reinforced by media, language, and other forms of mass communication. Cultural representations can be positive or negative, but from the perspective of dismantling structural racism, too often cultural representations depict people of color in ways that are dehumanizing, perpetuate inaccurate stereotypes, and have the overall effect of allowing unfair treatment within the society to seem fair, or ‘natural.’

**Disability**: A physical, mental, or cognitive impairment or condition that requires special accommodations to ensure programmatic and physical access.
**Diversity:** Psychological, physical, and social differences that occur among all individuals; including but not limited to race, color, ethnicity, nationality, religion, socioeconomic status, veteran status, education, marital status, language, age, gender, gender expression, gender identity, sexual orientation, mental or physical ability, genetic information, and learning styles. A diverse group, community, or organization is one in which a variety of social and cultural characteristics exist.

**Ethnicity:** A social construct which divides people into smaller social groups based on characteristics such as values, behavioral patterns, language, political and economic interests, history, and ancestral geographical base.

**Equality:** Evenly distributed access to resources and opportunity necessary for a safe and healthy life; uniform distribution of access that may or may not result in equitable outcomes.

**Equity:** The guarantee of fair treatment, access, opportunity, and advancement for all students, faculty, and staff, while striving to identify and eliminate barriers that have prevented the full participation of some groups. The principle of equity acknowledges that there are historically underserved and underrepresented populations and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups.

**Implicit Bias:** Also known as implicit social cognition, implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual’s awareness or intentional control. Residing deep in the subconscious, these biases are different from known biases that individuals may choose to conceal for the purposes of social and/or political correctness. Rather, implicit biases are not accessible through introspection.

**Inclusion:** The act of creating involvement, environments, and empowerment in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate.

**Intercultural Competence:** The ability to develop targeted knowledge, skills, and attitudes that lead to visible behavior and communication that are both effective and appropriate in intercultural interactions.

**Individual Racism:** Face-to-face or covert actions toward a person that intentionally express prejudice, hate, or bias based on race.

**Institutional Power:** The ability or official authority to decide what is best for others. The ability to decide who will have access to resources. The capacity to exercise control over others.

**Institutional Racism:** The policies and practices within and across institutions that, intentionally or not, produce outcomes that chronically favor, or put a racial group at a disadvantage. Poignant examples of institutional racism can be found in school disciplinary policies in which students of color are punished at much higher rates that their white
counterparts, in the criminal justice system, and within many employment sectors in which day-to-day operations, as well as hiring and firing practices can significantly disadvantage workers of color.

**Internalized Oppression:** The process whereby people in the target group make oppression internal and personal by coming to believe that the lies, prejudices, and stereotypes about them are true. Members of target groups exhibit internalized oppression when they alter their attitudes, behaviors, speech, and self-confidence to reflect the stereotypes and norms of the dominant group. Internalized oppression can create low self-esteem, self-doubt, and even self-loathing. It can also be projected outward as fear, criticism, and distrust of members of one’s target group.

**Marginalization:** Treatment of a person, group, or concept as insignificant or pervasive that places them outside of the mainstream society.

**Microaggressions:** Intentional or unintentional verbal, nonverbal, or environmental slights/insults that communicate hostile, derogatory, or negative messages to people based upon their marginalized group.

**Multiculturalism:** The practice of acknowledging and respecting the various cultures, religions, languages, social equity, races, ethnicities, attitudes, and opinions within an environment. The theory and practice promotes peaceful coexistence of all identities and people.

**Oppression:** The combination of prejudice and institutional power which creates a system that discriminates against some groups (often called “target groups”) and benefits other groups (often called “dominant groups”). Examples of these systems are racism, sexism, heterosexism, ableism, classism, ageism, and anti-Semitism. These systems enable dominant groups to exert control over target groups by limiting their rights, freedom, and access to basic resources such as health care, education, employment, and housing. Four Levels of Oppression/”isms” and Change:

- **Personal:** Values, Beliefs, Feelings
- **Interpersonal:** Actions, Behaviors, Language
- **Institutional:** Rules, Policies, Procedures
- **Cultural:** Beauty, Truth, Right

**Power:** The ability to control, coerce, or influence people based on privilege identities. Power may be positional and provide access to social, political, and economic resources.

**Power-over:** Used in discriminatory and oppressive way. Having power over others and therefore domination and control over others (e.g., through coercion and violence).

**Power-with** - Shared with all people in struggles for liberation and equality. Using or exercising one’s power to work with others equitably, for example, in a social movement.
Privilege: Any unearned benefit, right, or advantage one receives in society by nature of their identities.

Progress and Retrenchment: The pattern in which progress is made through the passage of legislation, court rulings, and other formal mechanisms that aim to promote racial equality. Brown v. Board of Education and the Fair Housing Act are two prime examples of progress. Retrenchment refers to the ways in which this progress is very often challenged, neutralized, or undermined. In many cases after a measure of progress is enacted, significant retrenchment develops in key public policy areas. Some examples include the gradual erosion of affirmative action programs, practices among real estate professionals that maintain segregated neighborhoods, and failure on the part of local governments to enforce equity-oriented policies such as inclusionary zoning laws.

Race: A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance, ancestral heritage, cultural affiliation, cultural history, ethnic classification, and the political needs of a society at a given period of time.

Racial Equity: Racial equity refers to what a genuinely non-racist society would look like. In a racially equitable society, the distribution of society’s benefits and burdens would not be skewed by race. In other words, racial equity would be a reality in which a person is no more or less likely to experience society’s benefits or burdens just because of the color of their skin. This is in contrast to the current state of affairs in which a person of color is more likely to live in poverty, be imprisoned, drop out of high school, be unemployed, and experience poor health outcomes like diabetes, heart disease, depression, and other potentially fatal diseases. Racial equity holds society to a higher standard. It demands that we pay attention not just to individual-level discrimination, but to overall social outcomes.

Racism: Racism is a system in which one race maintains supremacy over another race through a set of attitudes, behaviors, social structures, and institutional power. Racism is a system of structured dis-equality where the goods, services, rewards, privileges, and benefits of the society are available to individuals according to their presumed membership in particular racial groups.

Respect: A feeling or understanding that someone or something is important, valued, and should be treated in a dignified way.

Social Construct: An idea that appears to be natural and obvious to people who accept it but may or may not represent reality.

Social Justice: To take action as an advocate for a just society where all people have a right to fair and equitable treatment, support and resources.

Stereotype: An exaggerated or distorted belief that attributes characteristics to members of a particular group, simplistically lumping them together, and refusing to acknowledge differences among members of the group.
**Structural Racism:** A system in which public policies, institutional practices, cultural representations, and other norms work in various reinforcing ways to perpetuate racial group inequity. It identifies dimensions of our history and culture that have allowed privileges associated with “whiteness” and disadvantages associated with “color” to endure and adapt over time. Structural racism is not something that a few people or institutions choose to practice. Instead, it has been a feature of the social, economic, and political systems in which we all exist.

**Systemic Racism:** In many ways “systemic racism” and “structural racism” are synonymous. If there is a difference between the terms, it can be said to exist in the fact that a structural racism analysis pays more attention to the historical, cultural, and social psychological aspects of our currently racialized society.

**White Privilege:** White privilege, or “historically accumulated white privilege,” as we have come to call it, refers to whites’ historical and contemporary advantages in access to quality education, decent jobs and livable wages, homeownership, retirement benefits, wealth and so on. The following quotation from a publication by Peggy Macintosh can be helpful in understanding what is meant by white privilege: “As a white person I had been taught about racism that puts others at a disadvantage, but had been taught not to see one of its corollary aspects, white privilege, which puts me at an advantage... White privilege is an invisible package of unearned assets which I can count on cashing in every day, but about which I was meant to remain oblivious.”

This glossary of terms resource was adapted from existing resources provided by:

- National Multicultural Institute
- University of California-Berkeley-Diversity Terms
- National Conference for Community and Justice, Oregon State University
- Texas A & M University
- Arizona State University – Intergroup Relations Center
- The National Center for Transgender Equality
- Cleveland State University, Office of Diversity and Multicultural Affairs
- Adams, Bell and Griffin-Teaching for Diversity and Social Justice
- Barbara Love, 1994. Understanding Internalized Oppression
- The Aspen Institute-Roundtable on Community Change
- Wellesley College Center for the Study of Women
- Amerique Phillips, sophomore and Black Student Union social justice director
- Alexis Baker, senior and Black Student Union president
- Ohio State University-Kiwan Institute for the study of race and ethnicity (2015)