

**Willamette Leadership Academy
Integrated Guidance Application 2023 - 2025 Biennium
Oregon Education Equity Lens**

Questions to Support Ongoing Equity Work

The following questions should be used to examine investments and priorities:

1. Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?

WLA's biggest focal groups are: students experiencing poverty (70%), students with disabilities (40%), followed by students learning English as a second language, and then LGBTQ2SIA+ students.

Due to the high percentage of students at WLA in the identified focal groups, we feel that our designated resource allocation will help level the playing field for these student groups. It will provide equitable access and supports to students navigating these experiences and challenges.

2. Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?

We do not anticipate our decisions will negatively affect or worsen disparities because we are applying them school wide and mostly during the school day, which reduces the barriers to access for students. This should help close the opportunity gap for our students.

3. How does the investment or resource allocation advance student mental or behavioral health and well-being and/or increase academic achievement and address gaps in opportunity?

One of our objectives is to bring in an on-site counselor to help increase student access to mental health supports. We are also going to invest in on site arts engagement through Lane Arts Council. We would like to use the funds to hire an additional high school math teacher to help bridge the academic gaps in high school math and provide more opportunities for advanced coursework in math. We are looking to invest in positive support strategies to help build resilience, coping skills, and student engagement across the curriculum.

4. What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)

Finding the staff to fill the positions we would like to utilize funding for will likely be a big barrier for us. We recognize that there are current shortages for both school counselors and mental health workers as well as math teachers. We anticipate that our ability to offer a competitive salary as a charter school will also affect our ability to onboard these positions. We are

optimistic that the additional supports our program provides will help draw qualified candidates to our school.

We are still seeing residual effects of the pandemic on our students and overcoming those gaps in social, emotional, and academic behavior and rebuilding these skills has been and will continue to be a challenge.

5. How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation? How do you validate your assessment in (1), (2) and (3)?

We sent out surveys to all our stakeholders. We also invited parents of our SpED students and our Spanish-speaking families to an engagement event to get their specific feedback as these are our second and third largest focal groups (first being students experiencing poverty at 70% of our student population). We wanted to make sure that they felt included and had a more intimate opportunity to share feedback.

The results of our engagement strategies is a realistic and holistic plan that provides access to supports and integrated engagement strategies for all students.

6. How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?

We will continue the practice of ongoing family engagement in person as well as reaching out via surveys at least twice a year. We have appreciated the process and our stakeholders appreciate being able to participate in continuous improvement planning.

7. How are you collecting data on race, ethnicity and native language?

We use our student information system (Synergy) to collect this data as it is provided by families. We also used survey feedback in this category.

8. What is your commitment to professional learning for equity? What resources are you allocating for training in culturally responsive and sustaining instruction?

We offer (and set aside funds) for all staff to attend professional development of their choosing and we regularly encourage staff to sign up for PD as different opportunities come up throughout the school year. We also do continual professional development throughout the school year on several topics including implicit bias, culturally responsive teaching, trauma informed practices, and instructional strategies to support our specific student population.