

Racial Equity Planning Template

Practitioners can use each component at the individual, group, community, and systems levels.

Results: Community or system level conditions we are aiming to impact

Community indicator: the means by which we can measure impact in the community (disaggregated by race)

Outcome: future state of being resulting from a change (organization, system, group, population, or program level). Articulates clear improvement or defined the amount of improvement that will take place

Action: behavior based, specific activities the agency, individual or community members will do to achieve the outcomes

Performance measure: How do we know we were successful? A quantifiable (qualitative or quantitative) function that measures improvement (e.g. Quantity—how much did we do? Quality—How well did we do? Impact—is the community better off?

	<i>Community (or system) Indicator</i>	<i>Outcomes/ Action</i>	<i>Timeline</i>	<i>Accountability</i>	<i>Measure</i>	<i>Progress Report</i>
0-30 day (1 month)	Dress code violations impacting BIPOC students; impacting Trans students	Establish new policy around dress code standards; decrease punitive actions and increase attendance rates	Two weeks	Principal Administrator	Track in-person dress code violations across 1 st year students vs. 4 th year students	Share at next meeting any trends
30-60 day (2 months)	Truancy rates	Decrease in out of school/in-school suspensions based on attendance; identify barriers to attendance	45 days	Teacher A	Survey parents Call parents Pre/post truancy tracker	Board meeting agenda item bi-monthly

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60-90 day (3 months) Quarterly mark	Demographic inventory for instruction and curriculum	Classroom materials (books, posters, audio/visual aids) represent class population	90 days	Director School principal Teachers	Increase visibility of all students on website; textbooks; students indicate they notice changes in curriculum	Bi-annual report
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90-120 day	Truancy concerns of BIPOC students	Decrease in tardy/truancy numbers; increase in student participation in-person/remote	120 days	Director Principal Community	-Track data across all levels -Decrease in truancy filings	Quarterly read out of data trends at all staff meeting
182.5 days (*6 month/ Midyear mark)	-Accessibility of resources for students with disabilities -Special education assessments are evidence-based and ethical to meet the cultural needs of students of color	Students with intellectual/developmental disabilities (IDD) will have equal access to equitable resources and supports that provide educational and supportive interventions	6 months	SPED Principal Teacher Parent CDE	-Increase in culturally responsive IDD tools and interventions -Increase in # of BIPOC IDD students receiving timely interventions	Include in annual report to board and community partners

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365 days (1 year plan)	<ul style="list-style-type: none"> -Decrease in-school and out-of-school suspensions/expulsions -Increase mental health supports of all students due to societal violence (i.e. police brutality; etc.) 	<ul style="list-style-type: none"> -Limit school policing of BIPOC students by changing policy and protocols for racialized -create efforts and funding for school staff to implement restorative justice alternatives 	12 months	<ul style="list-style-type: none"> Director Principal Teachers Parents Students Community members CDE 	<ul style="list-style-type: none"> -Is the student population voicing their concerns? -Are more parents showing up to PTC? -Community members are showing up to school functions open to the public 	<ul style="list-style-type: none"> -End of year report -Strategic planning framework -Board of Directors report
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