Considerations and Opportunities for Action

Key Ideas

Attend to both the technical and relational dimensions of your current challenges. In particular, attending to below the green line aspects of your system will facilitate change by allowing for the repair of relationships, coalescing around a shared equity-focused identity, and increasing the flow of information.

1. Create conditions and processes for the healing and repairing of Trust and Relationships.
   - Make room and create conditions for acknowledging and speaking to past hurts and to do some collective healing and foster a sense of belonging.

2. Ensure greater multi-directional information flow to permeate the system like oxygen, allowing for relationships to flourish and impact to deepen.
   - Interviews indicated a need for greater information sharing and transparency, especially between district decision makers and school site staff as well as families.
   - With the decision ahead, communicate the why and allow ample space and time and ensure adequate structures to process, and ask questions.
   - Continue to communicate what happened and why, what is happening now and why, and what we've learned and how that is influencing our decisions now, so that all stakeholders have information to make informed decisions and find agency to contribute to the success of the district.
   - Some specific suggestions include: hosting community conversation / town halls around key topics that surfaced during the listening campaign and around recruitment strategies, including policies around inter-district transfers, etc.

3. Develop shared language and understanding of equity, racialization, and systemic oppression and, ultimately a clear equity imperative and lens.
   - How can equity be the anchor for all decisions - something that the district stays tethered to as things change?
   - How can the district and schools communicate inclusion through all of your decisions and communications?

4. Approach complex challenges with sufficient pauses to unpack underlying contributing factors and move beyond quick fixes that focus on addressing symptoms.

5. Identify how Latinx families and students are positioned relative to key opportunities and structures in order to create targeted strategies that will respond to their unique needs.

- One example of this is: Engage community co-designing approaches to increase responsive communication with Latinx families: What could some translated services looked like for teachers for back and forth email communications?

6. Continue to develop and strengthen ways to monitor outcomes and experiences of students furthest from opportunity to understand as proactively as possible and anticipate potential unintended consequences that emerge from any decision.
   - Regular Equity analysis student outcomes (i.e., academic achievement, access & opportunity, etc.) and experiences. Including qualitative data around relationships, school culture, and sense of belonging.
   - Further identify and re-examine the impact of practices, policies, and structures that are creating patterns of racialized experiences and outcomes across the district.

7. Additional areas for learning:
   - Interrogate and influence discourse used around Spanish speaking students who are English Learners. Focus on assets and challenge implicit associations between home language and English language status and capacity for enrichment, acceleration, etc.
   - Once sufficient conditions exist, explore and examine how implicit bias is at play at the individual and institutional level at HUSD and begin to collectively identify ways to shift these biases.