

Lake Washington School District Equity Team

2024-2025 ANNUAL REPORT



FOREWORD

Superintendent's Message

Dear LWSD Students, Families, and Staff,

We are proud to share the 2025-2025 Equity Annual Report with you. This annual reflection is more than a report—it's a story of our shared journey toward building schools where every student belongs and thrives.

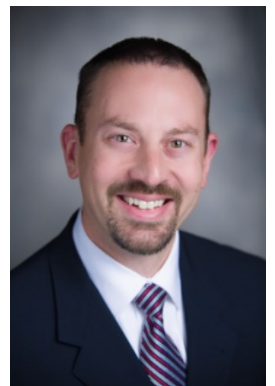
Our **strategic framework** continues to guide this important work. The **values** at the heart of the framework remind us who we are as a district and what we stand for. The **Student Profile** keeps us focused on the mindsets and skills our young people need to succeed in today's complex world. Our **strategic commitments** shape how we design opportunities and supports, and our **cycles of innovation** help us learn, adjust, and grow together.

Most importantly, we ground our progress in **engagement and data**. This report highlights how we are using both to better understand student experiences, close gaps, and ensure equitable opportunities across our district.

While we celebrate meaningful progress, we also know there is more work ahead. Equity is not a one-time initiative—it's a commitment we renew every day as we listen, learn, and act together.

Thank you for being partners in this journey. With your continued support, we will keep moving toward our promise of providing **exceptional experiences for each learner** and ensuring that extraordinary futures truly do start today.

With appreciation,
Dr. Jon Holmen
Superintendent

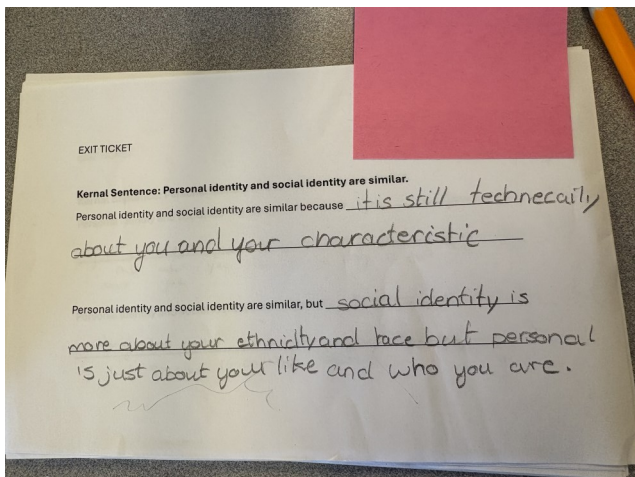
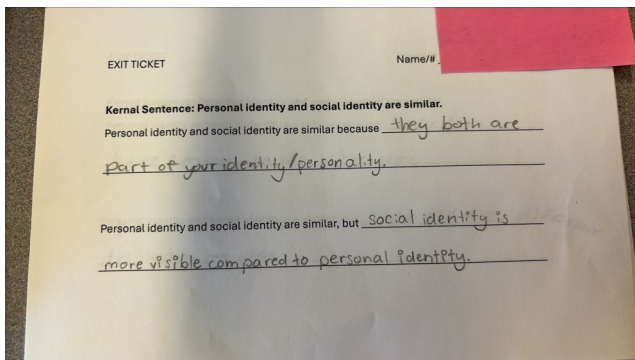


CURRICULUM AND INSTRUCTION

Lake Washington School District is committed to offering an engaging and rigorous educational experience for all our students, especially those who have been historically underserved.

Antiracist K-5 Lessons Pilot

Supplemental antiracist K-5 Lessons have been developed that are anchored in literacy, social studies, and social justice standards. These lessons were made available to all elementary educators last school year. There are five lessons per grade level band (K-1, 2-3, and 4-5) that cover the topics of: race, racism, positive racial identity, diversity, and activism. The lessons were piloted and revised before being released district-wide. The following is a quote from an educator who used the lessons in her classroom.



“Last year, I implemented the district’s antiracist lessons in my 4th grade classroom. Overall, I found the materials to be well-structured, easy to follow, and highly engaging for students. The lessons sparked meaningful conversations and encouraged students to think critically about identity, fairness, and inclusion.

One of the most impactful lessons was the one focused on identity. It was eye-opening for many of my students as we guided them through the process of self-identification and helped them reflect on the different aspects of who they are. The discussions that followed were thoughtful and respectful, and it was clear that students were making personal connections to the content.

While the majority of families were supportive, I did have three students opt out of the lessons. After careful consideration and support from leadership, we moved forward with teaching the lessons as planned.

Despite this challenge, I believe the experience was overwhelmingly positive for my students. The lessons provided a valuable foundation for building empathy, understanding, and a stronger classroom community. I would recommend this resource to other educators looking to foster inclusive and reflective learning environments.”

4/5 Teacher

CURRICULUM AND INSTRUCTION

Gender Inclusion Lessons

The Equity and Family Engagement Department (EFE) worked together with educators, community groups, students and parents to develop gender inclusion lessons. These optional lessons were piloted last year and were made available district-wide this school year. The lessons help move the district closer to the goals identified in OE-14. Teachers and schools can choose to use the lessons throughout the year.

“The Gender Inclusive lessons helped students appreciate and respect the dignity, worth, and uniqueness of each individual child they came into contact with. As educators, our goal is to create and maintain a safe and healthy educational setting, and teaching these lessons helps foster children’s social, emotional, and cognitive development in an inclusive way. The lessons covered Social Emotional Learning (SEL), Health Education (HE), and English Language Arts (ELA) learning standards in a way that made students feel seen in our read-alouds.

The Gender Inclusive lessons helped our students appreciate and respect each other. It gave them language to explain how stereotypes can be hard for them and how to stand up for themselves and others. Having my students grow and learn over these lessons will give them the tools they need to be a part of our diverse, inclusive community. ”

4/5 Teacher

Accelerated Programs

Integrating Highly Capable Services into General Education Classrooms

Accelerated Programs advanced its commitment to inclusion by shifting services toward Classroom-Based Services (CBS) for many Highly Capable students. This model embeds enrichment and advanced learning directly into the general education setting, and resources can be used to serve students that may need additional support in the classroom. The integration ensures that students experience challenge and support alongside and with their peers and with the expertise of their classroom teacher.

Districtwide Professional Learning to Support Classroom-Based Services

K–5 teachers participated in professional learning designed to equip them with strategies to meet the needs of Highly Capable learners within their classrooms. Training focused on differentiation, small-group instruction, and lesson design, ensuring that advanced learning opportunities are equitably accessible. This work directly supports inclusion and engagement while affirming diverse student identities.

School-Based Highlights

Crista McAuliffe Elementary

Educators at McAuliffe have created equity lessons based upon age-appropriate picture books and aligned with the Social Justice Standards from Teaching Tolerance. They collaborated with the PTSA to fund the purchase of books in support of these efforts, with each classroom receiving a set of their grade level assigned books. Four teachers piloted the district equity lessons and presented to staff at a staff meeting for the purpose of making the use of these lessons a school-wide practice.

CURRICULUM AND INSTRUCTION

Administration worked with the Building Equity Team to design and create opportunities for students to share celebrations and holidays special to them. McAuliffe conducted a survey of their community asking for student participation in the creation and delivery of in-person and virtual assemblies related to these celebrations and observances.

Inglewood Middle School

Inglewood participated and collaborated with the Social-Emotional Learning (SEL) Restorative Practices cohort. Highlights of this work include aligning Inglewood staff (certificated and classified) in the use of consistent, research-based and classroom based restorative practices.

The Equity Team, U-Knighted Committee (homeroom) is partnering with our Equity and Family Engagement Facilitator (EF2) to develop and present content to students in their U-Knighted class that addresses inappropriate/hurtful behaviors and/or language. The lessons lead students in exploring the impact of hateful/derogatory statements as well as judgements based on stereotypes.

Inglewood teachers continue to adhere to and collaborate around guaranteed and viable curriculum materials. At Inglewood, teachers collaborate in Professional Learning Communities (PLC) and department teams to plan and align instruction using LWSD approved curriculum and resources.

Finn Hill Middle School (FHMS)

FHMS planned and implemented a schoolwide Civics Day in January. They continued implementation of 7th/8th grade social studies

because of its diverse perspectives. Multiple team members participate and are on the social studies adoption and implementation committees.

Tesla STEM High School

In the fall, Tesla STEM High School engaged all freshmen in an equity presentation. Tesla STEM staff frequently look for ways to highlight underrepresented groups in STEM, particularly women and minorities in STEM. This includes what individual students learn about, bring in as guest speakers, and interact with as industry professionals.



PROFESSIONAL LEARNING

The following professional development opportunities have been offered to various Lake Washington School District staff in the areas of Equity, Anti-Racism, and Inclusion. The items listed were either directly facilitated by Lake Washington School District staff or sponsored by them. Individual schools and departments also offered professional learning opportunities focused on equity, ant-racism, and inclusion. Please contact the Equity & Family Engagement department if you would like to learn more about what's happening at your local school.

Accelerated Programs

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Educator Introduction Academy (EIA)

Professional Learning for those new to the district

Each year, educators new to Lake Washington School District are supported during EIA. EIA happens before school and is intended to introduce educators to the ins and outs of working in LWSD. The following is feedback received from participants about equity/SEL-based learning offered during EIA.

- "I loved the SEL session!"
- "Loved the game and discussion for the Equity session."
- "The game in the SEL session was one of the most valuable experiences, thus far, with immediate classroom application. Thanks!!"
- "I loved the equity game and time today"
- "Another really helpful day. Especially the SEL activity."
- I really appreciated the final social studies section! Also, the activity around Bargna and community circles was great!
- "The Cultivating SEL session made me think about the impact of communication on students. This activity gave me the chance to see different perspectives and ways that I can bring it back to my school."
- "The card game after lunch was a very insightful activity. Probably my favorite one so far!"
- "I really enjoyed the Equitable Connections activity. Our group indulged in some deep and very thoughtful conversations. We didn't get enough time to get through all the focus questions and I wish we had some more time to unpack our feelings and emotions."
- "Thank you for a wonderful day. I especially liked the game and debrief with my group during the early afternoon session. Very valuable experience."
- "SEL session was excellent."



PROFESSIONAL LEARNING

Preparing for Courageous Conversations with Elementary Students

In this session, participants learned how to use the Courageous Conversations About Race Protocol to have meaningful discussions about race and racism with elementary-aged students. Participants practiced using the protocol to discuss scenarios and learn how to adapt the protocol for young students to use in the classroom. This class was designed for K-5 staff. The following feedback came from educators who participated in the learning.

- "I loved how this took the compass and made it very elementary level. I love the resources and have already talked to some of my team about us using it in our classes. I also LOVED how the trainer said she calls the students scholars in these talks because they are the scholars of their own experiences. Brilliant!"
- "Wonderful resources and tips to getting started on these conversations. It would be nice to watch a video of a teacher teaching a lesson to a group of students to see how the conversation might go. (I'll check the resources because I know this might be in there)."
- "Great presentation and courageous conversation were had."

School-Based Highlights

Crista McAuliffe Elementary

Administration provided professional learning around student engagement vs. compliance.

The counselor and MTSS coach provided professional learning in response to Panorama data and used Microsoft Reflect to support SEL in the classroom. Coaching support was provided to the 5th grade team about the integration of opinion writing with the new social studies curriculum. Classified staff have been offered professional learning on how to support student behaviors through a trauma-informed lens and using research-based behavior approaches. Additionally classified staff are coached and encouraged to be a better resource with academic supports in the classroom setting.

Henry David Thoreau Elementary

We had a handful of teachers teach the anti-racist lessons and share impact on students with the rest of our staff. Dr. Stembridge did a residency with two of our grade level teams and our Multi-Tiered Systems of Support (MTSS) coach. After the residency, we designed professional development opportunities for all teachers to learn more about Culturally-Relevant Education (CRE) unit planning and the Dream Exercise as well as the 6 themes of CRE and how those show up in instructional practices. Dr. Stembridge is also collaborating with our coach and a teacher in planning a social studies unit integrated with writing standards and is planning on featuring our school in his next published book.

Redmond Elementary School

Redmond Elementary brought in a clinical professor from the University of Washington to support math practices with a lens on equity and a behavioral consultant to audit our Culturally Responsive practices. This included follow up professional development to support classroom implementation.

FAMILY ENGAGEMENT

The Equity and Family Engagement Department remains committed to engaging and supporting families in our school district. This includes supporting and facilitating interactions between school and family, coordinating and providing access to resources, seeking feedback from families, etc.

Language Access Coordinator

The position of Language Access Coordinator was added to LWSD in the 2023-2024 school year. They establish meaningful, two-way communication between the District and parents/family members with limited English proficiency, and promote access for such parents and families to the programs, services, and activities of the District.

This year, the Language Access Coordinator worked closely with Bellevue School District on an innovative program to enhance language access services. This partnership aims to enhance the quality of interpreter services, ensuring that all students and families receive the support they need to thrive.



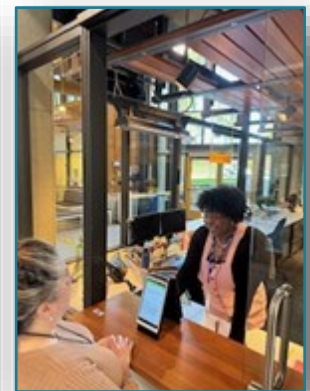
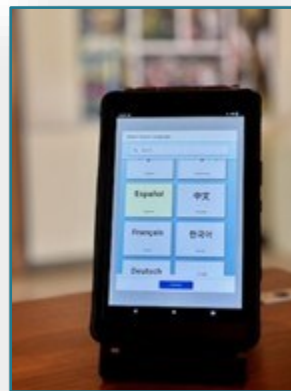
Instant Language Assistant (ILA)

LWSD has launched a new pilot program to break down language barriers with the help of

AI-powered technology. This program, created by Translate Live LLC will help families who are not fluent in English communicate more effectively when accessing our services and programs.

The devices are HIPPA compliant and feature end-to-end encryption, ensuring that all conversations remain private and secure. This guarantees that our families can communicate with confidence, knowing their personal information is protected.

Families and schools can start a conversation by simply selecting their preferred language or dialect and speaking or typing. Conversations are instantly translated, displayed on the device and voiced in real time ensuring clear communication.



Family Technology Nights

For the last several years, Family Technology Nights have been hosted by bilingual parent facilitators. The intent of these offerings is to help bridge the gap between access to LWSD technology resources and our multilingual families. The learning is facilitated in the families home language.

FAMILY ENGAGEMENT

The families are introduced to Skyward, Parent Square and other district resources. This year, they were offered in Spanish and Portuguese. The following is a quote from a community facilitator.

“As a co-facilitator of Tech Nights, it has been an honor to support our Latinx community on their journey toward digital literacy. It has been immensely rewarding to witness families learn in real-time about their students' progress and discover how they can succeed. It is heartening to see them realize they are not alone and feel supported by the community. Together, we have learned to use technology as a tool to open doors, amplify our voices, and support the future of our students.”

Parent Facilitator

Family Engagement Highlights

Back to School Jam

On August 23, 2025, Lake Washington School District held its annual Back to School Jam. This event supports students and families in the district by providing backpacks, essential school supplies, and so much more. The Back to School Jam was held at Juanita High School and was sponsored by many generous community organizations. Last year, we were able to support 550 families. This year, that number grew exponentially to 2,000 students pre-registered and attending the day of the event. In total, it is estimated that between 3,500 to 4,000 total people attended!

Together, donors contributed in so many ways: raising an incredible \$15,589 for essential purchases, ordering items through the district's Amazon Wishlist, and dropping off new school supplies at the Resource Center. The Jam was more than a place to pick up backpacks and supplies — it was a joyful community celebration. Families enjoyed free food, music, bounce houses, and explored resources from local vendors, all designed to make the transition into the new school year a little easier.



Black Family College Night

Black Family College Night is an informational event for Black 7th-12th grade students. Participants walk away understanding graduation pathways, preparing for post high school options, creating a college list, applying to college, and paying for college. Karina Rodrigues from UW Bothell presented the college application process. The information provided a shared understanding for an on-going conversation, emphasizing the importance of being intentional during these formative years.



FOSTERING STUDENT BELONGING

The following list of programs and affinity groups is not all encompassing. The groups and programs listed below were facilitated or sponsored by the Equity and Family Engagement Department (EFE) and other departments in the Lake Washington School District. Your students' local school may also offer affinity groups and programs intended to promote Equity and Belonging. We invite you to reach out directly to your students' school to find out what is being offered locally.

Students of Color Conference

One of the most important roles the EFE Department plays is supporting the students who are the furthest away from educational justice and have been historically marginalized. Towards that goal, we have organized and facilitated LWSD's Students of Color Conference.

Rooted in Legacy, Rising in Power

The fourth annual SOCC's was hosted by the EFE Department and Cascadia College. We were honored to invite our emcee, Marcus Anthony Guinn to share his experience as emcee one (Osage, Potawatomi, Puerto Rican), who is the official DJ for Nike N7 and the Oklahoma City Thunder. He leverages his experience in the entertainment fields to speak into the lives of young people and youth workers to help bring hope to communities.



SOCC Sessions

- Know your Rights, Know Your Power
- Socialization of Race
- Coding and Music
- The Power of Your Portrait
- You are the Creator of Your Reality: Owning Your Power & Shaping Your Future
- Native American Pow-Wow Drumming and Dancing
- So You Want to Be a DJ?
- Navigating College
- Cascadia Scholars

Additionally, we had two specialized affinity spaces for students.

- Afrocentric Representation Through Arts
- Our Identities, Who Are We?

We also hosted Educator Circles facilitated by Fernell Miller from The Root of Us.

FOSTERING STUDENT BELONGING

Finally, students participated in a challenge course from Vincent Perez and friends of the Equity Institute. During the challenge course, students were divided into groups to collectively tackle a series of challenges presented by the course facilitators. The experience is designed to foster teamwork, enhance problem-solving abilities, and build resilience. The following are quotes from students who attended SOCC.

"I had lots of fun it was nice to socialize with people you can relate to and have these opportunities."

"It was a nice space to be in and it was really fun and informative."

"Awesome. Everyone was engaged and we had a lot of fun as a group, learning about the importance of trying and never giving up."

Expanding Access through the AP African American Studies Pilot

In 2024–25, Accelerated Programs launched the pilot of AP African American Studies at Eastlake High School, marking a significant milestone in broadening curricular representation. The course offers students an in-depth exploration of African American history, culture, and contributions, and it has been met with strong student engagement. The course will continue next year, further advancing equitable access to diverse perspectives in rigorous academic settings.

Other Supports for Students

The following opportunities were offered to students last school year. This list contains just a few examples. Please contact your student's school to inquire about affinity spaces specific to that school.

- Equity Student Boards
- LatinX Café
- Eastside Native American Education Program (ENAEP) Events
- Debutante Ball
- Black Student Unions and Affinity Spaces at multiple schools
- Arab Awareness Group
- Girls Empowerment Group
- Black Room at RMS
- Equity Student Board
- Links Crew Leaders
- Brazilian Student Groups
- Native Hawaiian, Asian American, Pacific Islander (NHAAPI) Student Groups



OTHER DISTRICT WORK

Policy Work

Operational Expectation 14 (OE-14)

The Lake Washington School District Board of Directors adopted this policy in September of 2021. It made a revision to the policy in June of 2023. The revisions made are evidence of this policy being a living document. These revisions are intended to more accurately measure our progress and adapt to our students' needs, especially those furthest from educational justice.

Lake Washington School District Administrative Equity Policy

The Lake Washington School District Superintendent enacted The [Administrative Equity Policy 0100](#) and [0100P](#) in October of 2022. The Administrative Equity Policy was developed through the cooperation of community members and Lake Washington School District staff. This Equity Annual Report is an example of the expectations the community has expressed for our school district. Other areas of focus for the continued work for the policy group include: Accountability & Transparency; Curriculum and Instructional Practices; Equitable Access; Equity Teams; Family Engagement; Professional Learning; Recruitment, Hiring, Retention, and Workforce Equity; Shared Leadership and Decision Making; Student Access and Academic Achievement; and Well-Being. The Administrative Equity Policy is meant to be a living document. We are committed to developing more policy items on an ongoing basis.

World Language Proficiency Testing

World Language Credit by Proficiency Tests allow students in grades 8-12 to earn up to a maximum of four high school credits by demonstrating language proficiency on a state-approved test. Students who earn four credits are also eligible for the Washington State Seal of Biliteracy. Last year, the LWSD assessment team provided 14 World Language testing opportunities, including four at middle schools, and delivered 66 different language tests to 675 students, with 475 students earning four credits and Seal of Biliteracy eligibility.

Beginning next year, our primary testing vendor, Avant, will introduce SuperLanguage tests, expanding their offerings from 80 to over 150 languages. If a specific language test is not available, the Assessment Team will work with Avant to add the language to the list of available SuperLanguage options. The Assessment Team remains committed to providing opportunities for our students to earn graduation credits and the Washington State Seal of Biliteracy by demonstrating language proficiency on an approved World Language Proficiency Test.



OTHER DISTRICT WORK

Accelerated Programs

Refining Highly Capable Identification Practices

Building on previous equity-focused revisions, Accelerated Programs continued to refine the Highly Capable identification process in alignment with Washington state law and Office of Superintendent of Public Instruction (OSPI) guidance. Through universal screening at two grade levels, a comprehensive review of academic and cognitive data, and a pathway for portfolio review, the district ensures that authentic evidence is used to determine a need for services.

Increasing AP Program Access and Support

In alignment with state expectations for equitable access to advanced coursework, as outlined in Washington's Learning Standards and College and Career Readiness goals, Accelerated Programs collaborated with site leaders to reduce barriers to Accelerated Programs (AP) participation. Efforts included the removal of select course prerequisites, strategic resolution of scheduling conflicts, and planning for exam accessibility. Outreach incorporated targeted communication to students and families, coordination of accommodations for diverse learning needs, and enhanced proctor training to support the transition to digital and hybrid testing formats. The 2024–25 school year recorded the largest number of students enrolled in AP courses district-wide and the highest number of individual AP assessments administered in the district's history.

School-Based Highlights

- Multiple schools are adding students to their Equity Teams to include the students experience and student voice.
- Schools have been working with SWIFT to collaborate for the upcoming equity audit and have been hosting listening groups.
- Elizabeth Blackwell Elementary hosts bi-monthly school wide assemblies promoting their Blackwell CARES program (school-wide PBIS). This recognizes and highlights the work that Blackwell does to create and maintain belonging for students. Students created and performed throughout demonstrating their understanding of kindness, empathy, and belonging.
- Rosa Parks Elementary participates in the Restorative Practices PLC and the members are working on facilitating student focus groups to gather information and feedback regarding discipline practices and MTSS Tier 1 practices. They gathered voice from a total of 90 students across their school. They also have a leadership program called "Puma Pals" for 4th and 5th grade students. They are partnered with a little buddy and help increase sense of belonging school-wide.
- Kirkland Middle School utilizes circle questions every homeroom to foster belonging, perspective-taking, and relationship building. These questions are all tied to monthly themes and are aimed at supporting students in reflective practice and becoming the best versions of themselves.