



Book	Policy Manual
Section	Article 0 - Philosophy, Goals, Objectives and Comprehensive Plans
Title	Excellence and Equity
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## **Excellence and Equity**

### **Definition of Equity in LBUSD:**

**Equity** in LBUSD means that we will take action to end systemic racism and discrimination that harms students because of their race, culture, disability, economic description, immigration status, gender identification, and/or sexual orientation. If LBUSD is acting upon this definition, then the descriptors listed above will not be predictors of success or failure in our system. Equity in LBUSD also means that we center the needs of our Black, Indigenous, People of Color (BIPOC) and students with disabilities within our efforts to deliver an excellent educational experience to all students.

### **Equity Policy:**

The purpose of this policy is to establish a common foundation of equity that will be implemented throughout LBUSD. As an organization, we recognize and acknowledge our differences and we commit to authentic, continuous improvement. By design, this policy will establish a standard of humanity, compassion, sensitivity and respect as related to accessibility and care with high expectations for all staff, students, and families. Full implementation of this policy includes celebrating student's unique identities to include race, ethnicity, socio-economic status, disability, language background, foster youth, immigrant children, neurodiversity, religious beliefs, gender identification and/or sexual orientation.

As we center equity, it is important that we also hold responsibility for the ways in which K-12 educational institutions have participated or collaborated in the systemic oppression of BIPOC students and those with disabilities. This policy creates a path forward through informed professional development and a focus on identifying and dismantling practices endemic throughout American society, including large urban school districts like LBUSD, that are racist, oppressive, and exclusive for specific individuals or groups of students. While this policy reflects our district values, it is designed with the recognition that our work around equity will be guided by the data that we gain through continued engagement with students and families. LBUSD commits to evolving as professional development continues.

Furthermore, as the deep work of anti-racism uncovers harmful biases not yet realized, we will grow as a system to meet the needs of our students. This policy reflects this moment in time. Adjustments will occur as needed as we learn more, analyze data differently, and make strides as a unified system. We view this document as a starting point and we expect to update this policy on an annual basis as we evolve in future work around equity.

### **Commitment to Equity as Defined Above:**

LBUSD celebrates the unique gifts and cultural experiences that our students bring to school. In our schools, students shall be nurtured and treated with respect. All staff commit to practices that achieve excellence and equity in educational experiences for all students. Additionally, we commit to analyzing historical patterns of data through an equity lens to improve the experience of students who have not been served well in our system.

As we develop our own cultural competence, LBUSD will create an environment in which students' identities build connectedness to one another and honor individual's experiences. As a district, our ultimate goal is to produce graduates who become "college and career ready." (LBUSD Graduate Profile, 2018). We understand our students' success is a collaboration between home and school thus we aim to support all parents, families, and caregivers to eliminate any

barrier caused by systemic racism, ableism, classism, sexism, and educational attainment. In doing so, we will strengthen the support network our students have to succeed.

### **Acknowledgement of Institutional, Historical, and Systemic Harms and Commitment to Reconciliation:**

LBUSD acknowledges that institutional, historical and systemic harms have contributed to disparities in student growth, social-emotional experiences, disciplinary actions, retention, academic achievement, graduation rates, A through G course completion, and an overrepresentation of BIPOC students in Special Education within LBUSD and school districts across the country. As a large educational system, we are responsible for and committed to identifying and rectifying any harmful institutional, historical, or systemic practices.

By way of this policy and the full implementation of its contents, LBUSD commits to creating an environment in which all students, including BIPOC students and those with disabilities, will advance with a high-quality educational experience. LBUSD commits to address institutional, historical and systemic harms, and in turn, develop transformative practices that promote successful outcomes for all student groups in the school district.

In a large institution like LBUSD, reconciliation happens through acknowledging institutional, historical and systemic harm, analyzing the issues that have caused the harm, creating an action plan for improvement, and a commitment to repair the negative impact through new actions. The Excellence and Equity Initiatives that are outlined below lay a foundation for the efforts that are being made currently in LBUSD as we move forward as an educational system that views all of our work through an equity lens.

### **Excellence and Equity Initiatives in LBUSD:**

In LBUSD, a number of Excellence and Equity Initiatives have been designed to demonstrate and emphasize the depth and breadth of our work. These initiatives have been developed to bring focus to the goals of the Superintendent as well as to create data driven practices that will frame the work of our next LBUSD Strategic Plan. The Excellence and Equity Initiatives are as follows:

- Student Voice and Participation
- Principal Supervision and Support
- Social Emotional Learning and Supports
- Community Engagement
- Curriculum and Professional Development
- Equity Leadership and Talent Development
- Budget Engagement
- Workforce Diversity and Human Resource Practices
- Metrics and Opportunity Gaps
- Business Engagement and Strategic Partnerships
- Learning Acceleration, Support and Enrichment

### **Equity Policy Implementation:**

The Board of Education and the Superintendent (with all necessary staff) shall develop and implement policies that promote equity for all students through measures such as the following:

1. Integration of student voice and community input in the decision making at the school site and district level.
2. Assessing student performance semi-annually based on data disaggregated by race, ethnicity, socio-economic status, disability and language background and responding to this data with focused outreach efforts, equitable access and differentiated support, and awareness of district programs.
3. Implementing evidenced based research that highlights restorative practices and a lens toward reconciliation and healing over punishment for students on campus.
4. Providing access and opportunities for all students to enroll and participate in curricular and extracurricular courses that increase their opportunities and encourage success on the life path that they choose.
5. Conducting program evaluations that focus on equity (to include attendance, discipline, graduation rate) and address the academic outcomes for students with particular focus on BIPOC and students with disabilities. As a part of these evaluations, LBUSD will conduct focus groups to include students, parents and staff members to gather feedback across experiences.
6. Building a positive school culture and climate that celebrates the diversity that all students bring as measured by students, caregivers, and staff input.
7. Analyzing expenditures and allocating financial resources (which are posted on our LBUSD website under "Budget") in a manner that provides all students (and particularly BIPOC and students with disabilities) with equitable access to district programs, support services, and opportunities for success. This should also include analysis of data regarding funds that are procured by outside groups and used for learning activities (e.g. PTA, school site foundations).
8. Adopting curriculum and instructional materials that are culturally relevant and accurately reflect the diversity among student groups.

9. Promoting the recruitment of a diverse staff that reflects the demographics of the community.
10. Providing staff with ongoing professional development that includes outside community stakeholder groups with lived experience so that we can continually develop as culturally competent and responsive educators.

**Accountability for Implementation:**

In accordance with this policy, the Superintendent of Schools and designated staff shall establish the necessary administrative regulations, operating procedures and add to the existing “Code of Ethics” to accomplish the purpose as stated above. Additionally, every staff member, regardless of their classification or distinction, in our school district has responsibility for implementing this policy on behalf of students who depend on adults to serve them well.

The regulations and procedures that support this policy shall include data driven outcomes, results of surveys from all stakeholders, focus groups with students, families and staff, annual updates to the Board of Education, and a commitment to modify and adjust as the needs of specific groups grow and change. The Office of Research and School Improvement will design and display the metrics associated with the aforementioned Excellence and Equity Initiatives. This data will be updated at the commencement of each school year and/or as new academic data is available. Failure to adhere to any portion of this policy shall be guided by our general principles of progressive discipline as determined by our labor contracts and the standards of employment and conduct that are outlined by Human Resource Services.

In the capacity of an advisory committee, members of the ELT will be asked to give an annual update to the LBUSD Board of Education to share community feedback about the district’s assessment of performance on the tenets of this policy. These presentations will be guided by the input of parents and community members who are on the ELT to ensure that the voice of families who are served are forward facing in our work around equity. Additionally, parents will be regularly informed about the use of the Uniform Complaint Process which allows for centralized reporting of issues when it is perceived that a policy has not been followed.

**Glossary of Terms:** (The glossary has been developed to provide meaning of words/concepts that are used in the policy).

A through G	The A-G / College Entrance Requirements are a sequence of high school courses that students must complete (with a grade of C or better) to be minimally eligible for admission to the University of California (UC) and California State University (CSU). They represent the basic level of academic preparation that high school students should achieve to undertake university work.
Ableism	Discrimination in favor of able bodied people
Antiracism	The policy or practice of opposing racism and promoting racial tolerance
Barriers to Student Growth	Obstacles that prevent or inhibit students from maximizing their potential in any experience or in a set of experiences
BIPOC	Black, Indigenous, and People of Color
Classism	prejudice against or in favor of people belonging to a particular social class.
College and career ready	Graduates will develop and manage a personal education and career plan, and demonstrate application of academic and technical competencies to a chosen career field.
Culture	A body of learned beliefs, traditions, principles, and guides for behavior that are shared among members of a particular group.
Disability	An individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment.
Disrupt	to prevent something, especially a system, process, or event, from continuing as usual or as expected:
Disparity	A great difference or a gap.
Educational Equality	Equity in education is the process of reforming practices, policies, and procedures at the school and district levels to

	support academic fairness and inclusion and ensure that every child has the resources, interventions, and supports they need to be successful.
Ethnicity	A social construct that divides people into smaller social groups based on characteristics such as a shared sense of group membership, values, behavioral patterns, language, political and economic interests, history and ancestral geographical base
Equality	Equality is defined as the condition of being equal, or the same in quality, measure, esteem or value. ... (uncountable) The equal treatment of people irrespective of social or cultural differences.
Marginalization	Marginalization is the treatment of a person, group, or concept as insignificant or peripheral.
LGBTQ+	Lesbian, Gay, Bisexual, Transgender, Queer, And All Orientations and Developing/fluid Identities.
Race	Race refers to a person's physical characteristics, such as bone structure and skin, hair, or eye color.
Racism	Racial prejudice plus power. The power aspect is based on the relationship with the authority granted through social structures over groups or individuals
Restorative practices	Restorative practices is a social science that studies how to build social capital and achieve social discipline through participatory learning and decision making.
Socio-Economic Status (SES)	Socioeconomic status is the social standing or class of an individual or group. It is often measured as a combination of education, income and occupation.
Systemic oppression	Oppression by institution, or systematic oppression, is when the laws of a place create unequal treatment of a specific social identity group or groups. Another example of social oppression is when a specific social group is denied access to education that may hinder their lives in later life.
Trauma Informed Care	Trauma-Informed Care recognizes the presence of trauma symptoms and acknowledges the role trauma may play in an individual's life- including service staff.
Underrepresented	An underrepresented group is a subset of a population with a smaller percentage than the general population
White supremacist laws	The idea (ideology) that white people and the ideas, thoughts, beliefs, and actions of white people are superior to People of Color and their ideas, thoughts, beliefs, and actions

\*Definitions in the glossary were developed with resources by Dr. Nooshin Valizadeh (2020) and the Diversity, Equity and Inclusion Guide by Long Beach PTA, 2020.

Board Policies:

Uniform Complaint Procedure (BP 1312.3) required by Education Code 234.1

Positive School Climate (BP 5137)

Education Code:

Ed Code 201 – Right to participate, combating discrimination, sexism, and hate violence

Ed Code 220 – Prohibition of discrimination

Ed Code 233 – 233.8 - Hate Violence Prevention Act (which includes a lot about multicultural curriculum and programs)

Ed Code 234 – Safe Place to Learn Act

Adopted:

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