

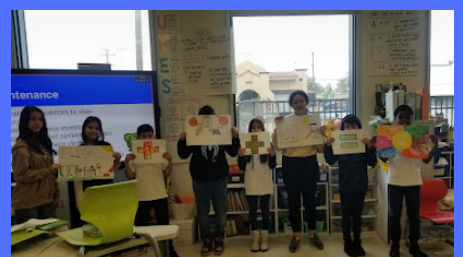
Equity, Diversity, and Inclusion Plan 2023 - 2027

Board Approved 4/27/2023



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Mission and Beliefs Statement

The mission of Lynwood Unified School District, the cultivator of innovative thinkers, is to ensure each student fearlessly achieves his or her highest academic and personal aspirations while contributing to the greater society through a unique system distinguished by people of great character who inspire and lead by example; the instilling of courage to be creative; the transformative uses of technology; safe and clean environments and the honoring of all voices of our community.



Board of Education

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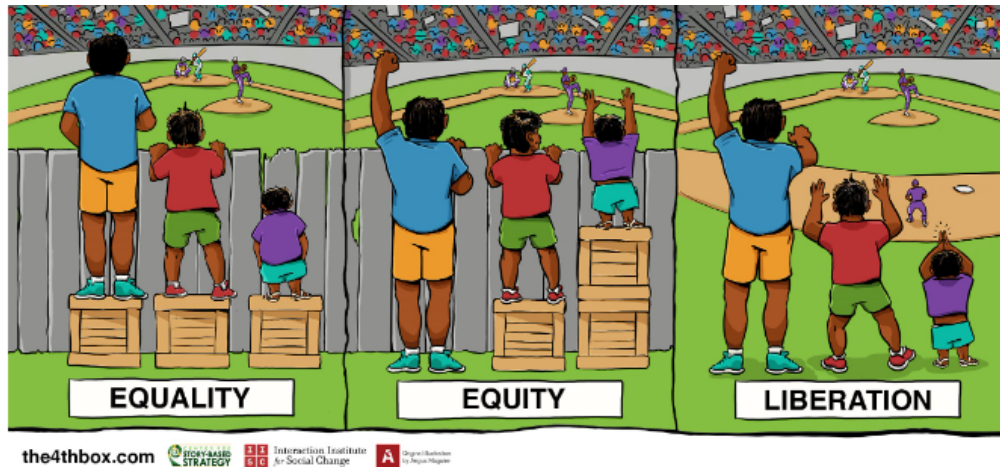


Equity, Access, & Instructional Services Department

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- We believe that compassion is the basis of civil society.
- We believe that all people have equal worth.
- We believe that each person is responsible for his/her actions.
- We believe that transparency is essential to trust.
- We believe that innate creativity releases the power of possibility.
- We believe that high expectations lead to higher results.
- We believe that everyone's voice deserves to be heard.
- We believe that commitment to purpose leads to life's success.
- We believe that all people have a right to a free excellent education.
- We believe that everyone has the power to influence the lives of others.
- We believe that all people deserve to be treated with respect.
- We believe that all people have the right to optimal health.
- We believe that each individual needs to be validated as a whole person.
- We believe that courage that trumps fear is critical for progress.





**In LUSD, we believe EQUITY means:
Providing unfettered, differentiated
support and access to all students; we
believe it is our moral obligation to
systematically provide opportunities for
every student to fearlessly achieve their
own personal and professional aspirations.**

LUSD Land Acknowledgement Statement



The Lynwood Unified School District acknowledges the enduring relationship between indigenous peoples and their traditional territories. We recognize that we work and learn on unceded lands of the Tongva and Gabrielino people, the traditional caretakers of Tovaangar (which today is referred to as Los Angeles County, Riverside County, parts of San Bernardino County, parts of Orange County, and the four Southern Channel Islands).

The staff at the Lynwood Unified School District is committed to dismantling the ongoing legacies of settler colonialism and challenges the erasure of indigenous communities.

Please join us in honoring these ancestral grounds by working towards partnership, reconciliation, and healing with the Tongva and Gabrielino people, the taraaxatom (Native people) and all displaced Indigenous peoples. We pay our respects to Honuukvetam (Ancestors), 'Ahihirom (Elders), and 'eyoohiinkem (our relatives/relations) past, present and emerging.

We celebrate the resilience and strength that all Indigenous peoples have shown and continue to show in our region and beyond in the face of systemic injustice.

Board Policy and Equity Goals Summary

Board Policies and Administrative Regulations

BP 0410 Nondiscrimination In District Programs And Activities

BP 5145.3 Nondiscrimination/Harassment

BP 5145.9 Hate Motivated Behavior

BP 0100 Philosophy, Goals, Objectives and Comprehensive Plans

BP 6141.2 Instruction

BP 6144 Instruction

Goal 1: Advance and implement understanding of Culturally Responsive Instructional Practices throughout the organization.

Goal 2: Maintain organizational structures that evolve and enrich students and staff with opportunities to share their culture and learn about various cultural groups; engage students in multicultural curriculum and character education, foster community partnerships, and provide extended learning opportunities.

Goal 3: Provide targeted supports to historically marginalized students including but not limited to students who identify as African American, English Learner, Asian American and Pacific Islander, Foster Youth and Unhoused, LGBTQIA+ and students with disabilities.

Goal 4: Provide targeted supports to parents of historically marginalized students including but not limited to students who identify as African American, English Learner, Asian American and Pacific Islander, Foster Youth, Unhoused, LGBTQIA+ and students with disabilities.

Goal 5: Use data from all education partners (students, staff, and community) to define, establish, and implement culturally proficient practices throughout the organization.



Goal 1: Advance and implement understanding of Culturally Responsive Instructional Practices throughout the organization.

Action Steps

Educational partners made up of parents, school site staff, and district personnel developed the LUSD definition of Equity, equity plan goals, and action steps.

- The equity educational partners will use feedback to evaluate the plan and implementation progress.
- All school sites in LUSD will receive a copy of the plan and review it with school site personnel after board approval.
- All school sites will participate in ongoing professional development presented by the Equity, Access, and Instructional Services Department team members as well as other experts in the field of equity, access, and justice.
- All school staff members both classified and certificated in LUSD will continue to receive professional development and ongoing support including but not limited to the following topics:
 - Race and Culture in School Settings
 - Establishing equitable practices, systems, and policies
 - Trauma Informed Classrooms
 - Unconscious and Implicit bias
 - Culturally and Linguistically Responsive Teaching Methods
- All counselors and Instructional Leads will receive ongoing on:
 - Trauma Informed Classrooms
 - Unconscious Bias
 - Counseling strategies for diverse student populations
 - Managing biases and promoting anti-racist pedagogy
- All Administrators will receive professional development on becoming equity literate leaders, crafting courageous conversations, steps to change models, equity centered data analysis, and creating equitable school environments.
- Certificated staff members will receive training to support the implementation of our Social Justice Standards lessons on Identity, Diversity, Action, and Justice.
- Build a community of equity team members including a diverse group of educational partners.
- The LUSD equity plan will be distributed to all educational partners via posters, website, brochures, Aries Communication and an equity newsletter.
- Equity, Access and Instructional Services Department Team members will assist with developing protocols for recognizing and responding to inequities with teachers and other staff members regarding equity issues.
- Equity, Access and Instructional Services Department Team members will conduct regular equity learning walks twice annually to provide feedback on equitable school environments.



Goal 1 - Continued: Advance and implement understanding of Culturally Responsive Instructional Practices throughout the organization.

Action Steps

- Continue conversations with LUSD Administrative Team members on topics that include but not limited to:
 - Courageous conversations on race and diversity
 - Creating and maintaining equitable school environments
 - School site structures for ensuring at promise student success
 - Being an Equity Warrior to create and maintain structural change
 - How to develop a climate of inclusiveness with parents
- Equity, Access, and Instructional Services department staff will participate in Data Reflection Sessions, the establishment and implementation of the grading resolution and administrative regulations, and guidance alignment meetings to provide an equity lens.
- Teaching and learning practices, and institutional practices and policies will be reviewed, monitored, and implemented that result in inclusive school and district cultures where **“failure is not an option.”**
- Selected readings and discussion opportunities/professional conversations will take place during principal meetings and AP bootcamps to build awareness and examine attitudes, values, beliefs, and practices.
- An “equity lens” will be used in developing and monitoring all areas of teaching and learning, program development, and institutional practices.
- Staff, parents, students, administration, and Governing Board members will receive training on equity related topics that discuss race, gender, age, sexual orientation, culture, access, socioeconomics, and ability.
- Parents will have the opportunity to participate in a three part series on Learning for Justice in the home using course materials from the Southern Poverty Law Center.
- New teacher training, mentoring, and beginning teacher support will integrate new staff into the ongoing equity, diversity, and anti-bias teacher practices through the BTSA Program in conjunction with Human Resources.
- District Summer Institutes will include an Equity Strand that will include specific topics that support equitable classroom instruction and strategies.
- Libraries will emphasize inclusion by including library materials that address the issues of multicultural/anti-bias education.
- Board policies will be reviewed, updated, and emphasized.



Goal 2: Maintain organizational structures that evolve and enrich students and staff with opportunities to share their culture and learn about various cultural groups; engage students in multicultural curriculum and character education, foster community partnerships, and provide extended learning opportunities.

Action Steps

- Create and distribute weekly and monthly plans for state and nationally recognized cultural celebrations.
- Staff members will participate in outside learning experiences such as the ACSA Equity Professional Learning Network, the CAAASA Professional Learning Network, conferences, workshops, and virtual equity conversations with other professionals.
- A-G approved Ethnic studies courses will be implemented at each high school.
- The District will respond swiftly and appropriately to address organizational structures, and incidents which hinder a positive affirming district culture.
- Continue to implement the PBIS program at all school sites. The program will address topics such as bullying, cyber bullying, hate speech, allyship, and valuing diversity.
- Awareness assemblies, speakers, and cultural events will become part of school-wide experiences.
- Initiatives will be developed and will work to bring local and civic community leaders together to create opportunities for expanded horizons, parent engagement, mentoring, literacy support, and opportunities for LUSD alumni to participate in district events.
- After School programs and extended learning opportunities will continue to be monitored and reviewed for effectiveness, and will include elements of cultural proficiency.
- We will continue to work with nonprofit service providers to ensure students have a variety of cultural experiences.
- Students will participate in learning trips that will provide exposure to culture and various academic settings.
- Each year students will have the opportunities to set global, community, and personal goals.
- All secondary schools will have affinity groups that support each student's culture, sexual orientation, and lived experiences.
- Continue to provide extended learning opportunities for both parent and student affinity groups.
- Continue to provide cross cultural learning experiences for staff members throughout the district.
- Bi annually review the equity plan to monitor success and plan next steps.



Goal 3: Provide targeted supports to historically marginalized students including but not limited to students who identify as African American, Indigenous, English Learner, Asian American and Pacific Islander, Foster Youth, Unhoused, LGBTQIA+ and students with disabilities.

Action Steps

All students in LUSD will receive the following supports:

- The Social Justice Standards will be taught as part of our English Language Arts curriculum and will provide students the opportunity to learn about Identity, Diversity, Action, and Justice.
- The LUSD Ethnic Studies Teacher Cohort along with district administration, site administration, and the EAL department will work to ensure that Ethnic Studies is an A-G approved graduation required course and all students will be required to complete the course prior to graduating.
- Monitoring of school sites to ensure equitable and balanced racial participation in school site clubs, organizations, and programs and provide opportunities for students to receive access to additional learning experiences, mentoring, and other forms of intervention.
- Leadership Academies will continue at all elementary and middle school sites to support African American students, English Learner students, Foster Youth, Unhoused/McKinney Vento Students, LGBTQIA+ students, Asian American and Pacific Islander students, students with disabilities and at-risk students.
- Opportunities to participate in cultural affinity groups and clubs will be available to support cross cultural learning and growth.
- Work with non-profit service providers to identify and support all historically marginalized students of color with interventions and community resources.

The Equity, Access, and Instructional Services Department will coordinate efforts to support English Learner Students. The following supports will take place:

- Work to evaluate current program success and create a next steps planning matrix for the district program with the EL Coordinator and Title III lead.
- Review the district reclassification criteria by the Reclassification Committee that will be shared with Principals, staff members, and educational partners.
- Review the ELD Standards and Framework using a training module that will be reviewed with Principals and will be shared with their staff members.
- ELL data will be monitored with a particular focus on the reclassification rates for long term ELL students.
- The EL Coordinator and Title III Instructional Lead will develop learning modules for admin and teachers to support the implementation of researched based strategies that promote English Language Development and language acquisition. SBAC and District Assessment data will be monitored for all subgroups.
- ELD learning walks will take place each semester with educational partners from the Equity, Access, and Instructional Services Department.
- District staff will continue to design instructional supports for teachers that align to the ELA core curriculum and its ELD component



Goal 3 - Continued: Provide targeted supports to historically marginalized students including but not limited to students who identify as African American, Indigenous, English Learner, Asian American and Pacific Islander, Foster Youth, Unhoused, LGBTQIA+ and students with disabilities.

Action Steps

- Professional development workshops will be offered for teachers and instructional leads as part of an workshop series created and or identified by the EL Coordinator.
- Classroom teachers will be assisted by the EL Coordinator in planning appropriate intervention and accommodation strategies for all English language learners, regular education English language learners, EL special education students, and all students with diverse learning needs.
- With the help of the EL Coordinator, we will assist with the facilitation of content at department meetings/study groups to assist teachers in utilizing data to align instruction to content standards and research including but not limited to Data Reflection Sessions.
- All English learners will progressively acquire the academic and linguistic skills that will allow them to become proficient in English while giving access to programs that promote bilingualism and Biliteracy for English Learners and Non-English Learners.
- Additional materials and resources will be used to supplement the core software, use of leveled literature, realia, bilingual resources which are appropriate for all ELs typology (Newcomers, LTELs, EL w/IEPs, ELs).
- Support the implementation and completion of the EL Student Progress Monitoring Tool which details students academic progress, goals, and interventions at the secondary level.
- Cultural Affinity groups will continue to support Dreamers and New Comers.
- Monitor the number of students who qualify for the Seal of Biliteracy as well as encourage a diverse group of students to enroll in the Dual Language Program.

The Equity, Access, and Instructional Services Department will coordinate efforts to support Foster Youth and Unhoused/Mckinney Vento Students, with the Students Services Department. Collaboratively, the following types of activities will take place:

- Family Days, College Nights, and Summer Programs and Camps
- Academic progress monitoring and motivational support by Equity Coordinators and Case Managers.
- Provide McKinney Vento and Foster Youth students mentors through Americorps to provide academic support, motivation to improve attendance, and mentorship guidance.
- Direct 1-1 tutoring opportunities for McKinney Vento and Foster Youth students needing additional academic support with Able Academics.
- Lynwood Job Opportunities for Youth (LJOY) will provide McKinney Vento and Foster Youth students 16 years and older the opportunity to work while maintaining their academic goals active. Participation in the LJOY program will help students gain employment experience at a local school site while earning financial support.
- McKinney Vento and Foster Youth students will participate in college field trips such as CSULB, CSUDH, CSU Channel Islands, local community colleges and trade schools.
- Financial Literacy will be introduced to the McKinney Vento and Foster Youth students at the secondary levels to work towards financial literacy and planning their financial future.
- McKinney Vento and Foster Youth students have direct access to daily transportation through Hop Skip Drive which allows students to arrive at school safely regardless of their demographic location.



Goal 3 - Continued: Provide targeted supports to historically marginalized students including but not limited to students who identify as African American, Indigenous, English Learner, Asian American and Pacific Islander, Foster Youth, Unhoused, LGBTQIA+ and students with disabilities.

Action Steps

- McKinney Vento and Foster Youth students have access to resources such as the weekly food distribution program and clothing vouchers if needed.
- McKinney Vento and Foster Youth students have direct access to LUSD's mental health resources to receive direct psychotherapy from our Licensed Clinical Social Worker if it is needed.

The Equity, Access, and Instructional Services department will work with all school site administrators, counselors, and Instructional Leads to create, implement, and monitor programs for African American Students. Targeted support for African American students, the second largest racial subgroup in the district, will be ongoing and specific to their needs. using the following methods:

- Continue to inform students of the “A-G” categories and requirements, as well as the LUSD graduation requirements.
- Have all students develop a Personal Learning Plan outlining goals, graduation requirements, and progress made toward college and career readiness.
- Ensure that students are strategically scheduled once per quarter to revise their ongoing Personal Learning Plan (PLP) .
- Provide an African American cultural experiences at each school site.
- Provide historically accurate curricular materials and extended learning experiences that focus on the lived experiences of people across the African diaspora.
- Host male and female Leadership Conferences for Middle and High School students on each of our middle and high school campuses featuring a panel of LUSD graduates and community members.
- Provide Girl Empowerment conferences on each of our middle and high school campuses featuring a panel of LUSD graduates and community members.
- Organize middle and high school field trips to the Annual Black College EXPO and Black College STEAM EXPO, and other events which support the encouragement and motivation of Black youth.
- End of Year “African American Rites of Passage” Ceremony/Celebration for High School and Middle School graduates
- Host an African American Teen Summit for high school students.
- Support YBASU High School Clubs and establish YBASU clubs at the middle school level.
- Work with parents of African American in LUSD students to provide programs and student centered events through our established African American Parent Advisory Committee.
- Attend Data Reflection Sessions to monitor African American achievement data and participate in the conversations regarding solutions and next steps.



Goal 3 - Continued: Provide targeted supports to historically marginalized students including but not limited to students who identify as African American, Indigenous, English Learner, Asian American and Pacific Islander, Foster Youth, Unhoused, LGBTQIA+ and students with disabilities.

Action Steps

The following action items will be implemented to support Asian American Pacific Islander students in LUSD.

- Academic progress monitoring and motivational support by Equity Coordinators.
- Continue to promote the “A-G” categories and requirements during middle school and high school.
- Continue to promote the LUSD A-G graduation requirements (except in the foreign language category)
- Attend Data Reflection Sessions to monitor student achievement data and participate in the conversations regarding solutions and next steps.
- Implement cultural plans that acknowledge AAPI global contributions to the world.
- Intentional outreach will take place for both parents and students via: Parent networking dinners, student support groups, and connection with outside resources.
- Continue to build the AAPI Family Network using family nights, learning trips, resource fairs, and cultural learning experiences
- Continue to build the AAPI student network at the middle and high Schools
- Continue to use instructional and curricular materials which share AAPI voice and lived experiences
- The AAPI Program Lead will Partner with other AAPI community groups to obtain and share resources.

The following action items will be implemented to support LGBTQIA+ students in LUSD.

- Continue to develop and expand The LUSD Lead With Pride Committee
- Continue to work with local educational partners and institutions of higher learning to provide programs that specifically target the needs of our LGBTQIA+ students
- Academic progress monitoring and motivational support by Equity Coordinators.
- Continue to promote the “A-G” categories and requirements during middle school and high school. Continue to promote the LUSD A-G graduation requirements (except in the foreign language category).
- Provide professional development for administrators, counselors, and district staff on how to support LGBTQIA+ students and parents.
- Provide an LGBTQIA+ parent forum for parents of students who identify as LGBTQIA+.
- Work with club advisors to design supports for students that meet their needs based on a needs assessment given during club meetings to establish cultural spaces where students feel accepted and valued.
- Provide learning trips to community and cultural events that are gender affirming.
- Provide curricular materials and instructional supports to all staff that celebrate and highlight both the historical events, current policies, and strategies to support our LGBTQIA+ students.



Goal 3 - Continued: Provide targeted supports to historically marginalized students including but not limited to students who identify as African American, Indigenous, English Learner, Asian American and Pacific Islander, Foster Youth, Unhoused, LGBTQIA+ and students with disabilities.

Action Steps

The following action items will be implemented to support who identify as Indigenous, Native American, and or American Indian.

- The EAI Department will identify Indigenous families and students in our district.
- Staff will participate in professional learning offerings and resources that foster culturally responsive teaching, Tools to help schools develop successful research-based American Indian Educational programs.
- The EAI Department will provide support to help schools / districts to design conditions to encourage Native American students, family, and tribal community agency and voice.
- Collaboration and networking opportunities for tribal education agencies, educators, and administrators to share best practices to support students.
- Resources will be provided that create safe spaces for listening, healing, and relationship-building with tribal communities and Title VI committee

The following action items will be implemented to support Students with Special Needs (Sped) students in LUSD.

- Students with disabilities will be provided access to the general education curriculum and extra curricular activities in the regular educational setting to the maximum extent possible.
- Students will be provided supports while they attend the appropriate public school setting.
- Support and facilitate parent involvement/participation in the special education process as well as parent/community workshops and trainings as it pertains to special education.
- Provide and sustain a balance of life skills, academic skills, social-emotional support, and transition curricular options based on student's ever changing/evolving abilities, interest, and future goals.
- Align departmental systems and partnerships to achieve our mission and strategic objectives
- Instill resilience and self-determination that supports independence in the community as students transition after graduation.
- Promote collaborative practices across educational settings between staff, special educators, and related service providers.
- Maintain a constant effort towards continued staff development on current educational trends and educational issues.



Goal 4: Provide targeted supports to parents, guardians, and care givers of historically marginalized students including but not limited to students who identify as African American, Indigenous, English Learner, Asian American and Pacific Islander, Foster Youth, Unhoused, LGBTQIA+ and students with disabilities.

Action Steps

- LUSD Family Days will be organized to provide parents with the opportunity to meet other parents and learn about district resources.
- Equity, Access, and Instructional Services Department team members will work collaboratively with Parent Liaisons to increase outreach to parents of students in non- dominant subgroups within the district.
- Parents will be encouraged to participate on school site campuses as volunteers, work with parent organizations, and in parent centers located on the school site campuses.
- The Equity, Access, and Instructional Services Department will work with Student Services and the Department of Special Education to provide parents with resources at parent engagement events and via an equity link on the district website.
- Engagement events will take place for parents, guardians, and care givers of historically marginalized students including but not limited to students who identify as African American, Indigenous, English Learner, Asian American and Pacific Islander, Foster Youth, Unhoused, LGBTQIA+ and students with disabilities.
- In an effort to have ongoing communication with parents, the Equity, Access, and Instructional Services Department will host events specifically for groups identified as historically marginalized and underserved.
- Parents will participate in local learning trips that support the concept of equity, inclusion, and cultural competency. Meetings will be held with parent volunteers to gather their input and plan upcoming events.
- Parents will have the opportunity to assist with events planned by the Equity, Access, and Instructional Services Department.
- Equity, Access, and Instructional Services Department will provide parent education workshops on: Aeries database, navigating schools structures, and how to maximize parent conferences.
- Equity, Access, and Instructional Services Department will assist with providing scholarship and grant programs that support our historically marginalized and underserved students.
- The EAI Department will utilize the support of two Parent Engagement Specialist to provide meaningful year round activities and events which encourage parent participation.



Goal 5: Use data from all education partners (students, staff, and community) to define, establish, and implement culturally proficient practices throughout the organization.

Action Steps

- Data will be gathered from multiple sources and triangulated to reflect varied viewpoints including observation data, survey data, and academic achievement data.
- Data from the equity learning walks, ELD learning walks, site visits, and cultural proficiency implementation walks will be used to determine how the district is progressing on the cultural continuum rubric.
- Student, staff, and parent feedback data from the multiple surveys will be analyzed and compiled for team review and inclusion in the LCAP.
- The Equity, Access, and Instructional Services Department will participate in school site Data Reflection Sessions and hold quarterly team data meetings to review key subgroup district formative assessment and summative assessment data such as SBAC scores including but not limited to:
 - English Learner Reclassification rates and academic achievement data.
 - African American, Foster Youth, unhoused student, Asian American and Pacific Islander, LGBTQIA+, and SPED student achievement data in ELA and Math
 - Graduation rates for targeted populations
 - AP entry, course completion, and passage rates for targeted populations
 - Percentages of students represented in leadership groups on campuses
 - Discipline data including suspension and expulsion data for targeted subgroups
 - Rates of entry into Special Education programs for targeted subgroups
- The Equity, Access, and Instructional Services Department team members will participate in the process of data review with the District Central Data teams.
- Equity team members will actively seek out learning opportunities including but not limited to: ACSA Professional Learning Networks, CABE, CAAASA Professional Learning Networks, conferences, workshops, and in-services.
- Subgroup data will be analyzed and discussed at Principal and Assistant Principal meetings
- Data will be used annually to complete a school wide needs assessment that will be used to develop each sites school plan.



BEING EQUITY LITERATE

By Paul Gorski for EdChange and the Equity Literacy Institute

ABILITIES	EXAMPLES OF ASSOCIATED KNOWLEDGE AND SKILLS
1. Ability to RECOGNIZE even the subtlest biases and inequities.	Equity Literate Educators: • Notice subtle bias in learning materials and classroom interactions • Show curiosity about ways school policy and practice might disadvantage some students in <i>unintentional</i> (or <i>intentional</i>) ways; • Reject deficit views that outcome inequalities (like test score disparities) are the result of the cultures or mindset of students experiencing poverty, or other marginalized-identity students.
2. Ability to RESPOND to biases and inequities in the immediate term.	Equity Literate educators: • Develop the facilitation skills and content knowledge necessary to intervene effectively when biases or inequities arise in a classroom or school; • Cultivate in students the ability to analyze bias and inequity in classroom materials, classroom interactions, and school policies; • Foster conversations with colleagues about equity concerns in their schools.
3. Ability to REDRESS biases and inequities in the long term.	Equity Literate Educators: • Advocate against inequitable school practices like racially or economically biased tracking and advocate for equitable practices • Never confused celebrating diversity with equity, such as by responding to racial conflict with cultural celebrations; and • Teach about sexism, poverty, racism, ableism, transphobia, and heterosexism.
4. Ability to CREATE and SUSTAIN bias-free and equitable classrooms, schools, and institutional cultures	Equity Literate educators: • Express high expectations for through higher-order pedagogies; • Consider how they assign homework and communicate with families, understanding that students have different levels of access to resources like computers and the internet; and • Prioritize consideration of the needs, challenges, and barriers experienced by students who are from marginalized groups in each discussion and each decision about classroom, school, or district policy and practice.



HOW TO RESPOND TO MICROAGRESSIONS AND BIAS

Restate or Paraphrase



"I think I heard you saying _____ (**paraphrase their comments**).

Is that correct?"

Ask for clarification or more information



"Could you say more about what you mean by that?" "How have you come to think that?"

Separate Intent from Impact



"I know you didn't realize this, but when you _____ (**comment/behavior**)

It was hurtful/offensive because _____.

Appeal to Values and Principles



I know you really care about _____. Acting in this way really undermines those intentions."

Share your own Process



"I noticed that you _____ (**comment/behavior**).

I used to do/say that too, but then I learned _____."

Express your Feelings



"When you _____ (**comment/behavior**), I felt _____ (feeling) and I would like you to _____."

Challenge the Stereotype

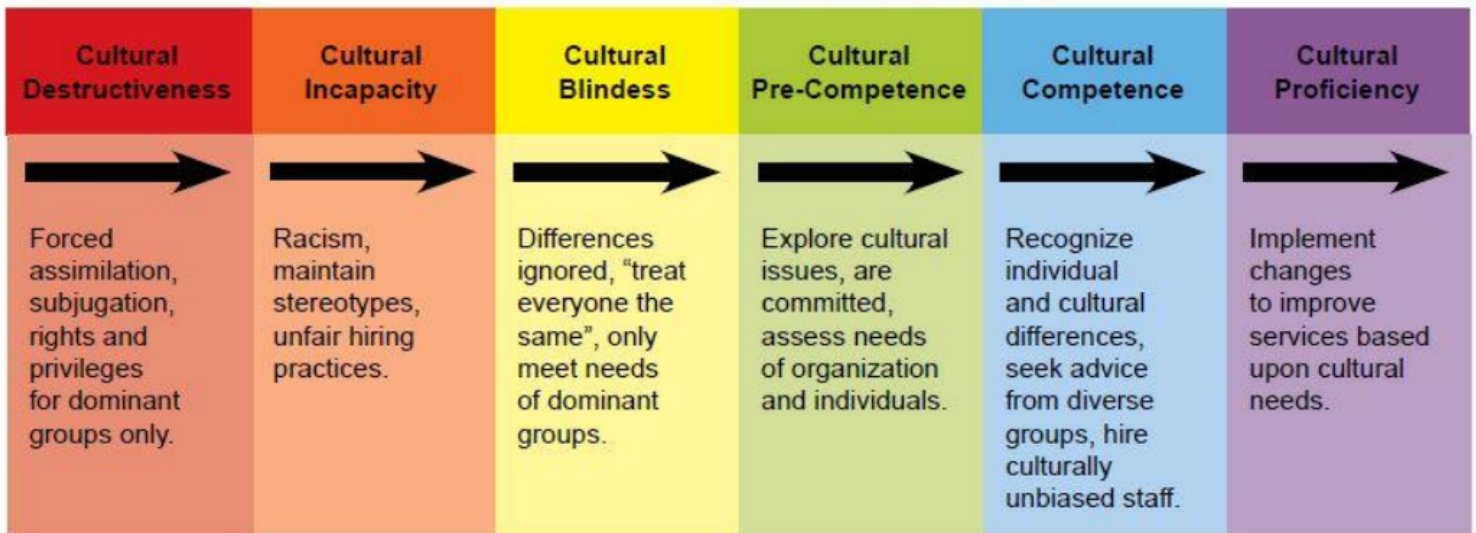


Give information, share your own experience and/or offer alternative perspectives.

"Actually, in my experience _____."

"I think that's a stereotype. I've learned that _____."

Continuum of Cultural Competency



Cultural Destructiveness – seeking to eliminate vestiges others’ cultures.

Cultural Incapacity – seeking to make the culture of others appear to be wrong.

Cultural Blindness – unable or refusing to acknowledge the culture of others.

Cultural Pre-competence – being aware of what one doesn’t know about working in diverse settings. Initial levels of awareness after which a person/organization can move in positive, constructive direction or they can falter, stop and possibly regress.

Cultural Competence – viewing one’s personal and organizational work as an interactive arrangement in which the educator enters into diverse settings in a manner that is additive to cultures that are different from the educator.

Cultural Proficiency – making the commitment to life-long learning for the purpose of being increasingly effective in serving the educational needs of cultural groups. Holding the vision of what can be and committing to assessments that serve as benchmarks on the road to student success.

Our K- 8 Social Justice Lessons can be found on our English Language Arts Matrix

IDENTITY

1. Students will develop positive social identities based on their membership in multiple groups in society.
2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
3. Students will recognize that people's multiple identities interact and create unique and complex individuals.
4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
5. Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

DIVERSITY

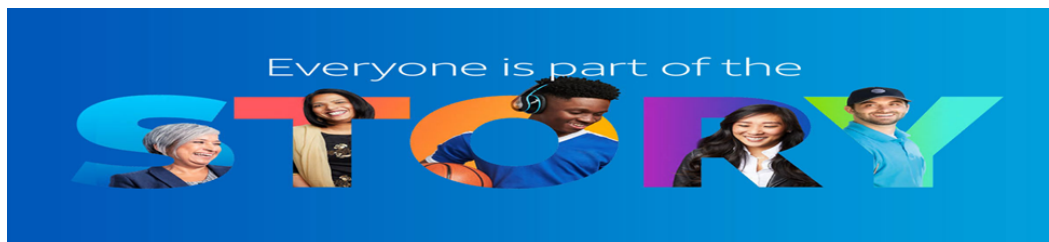
6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
7. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
9. Students will respond to diversity by building empathy, respect, understanding and connection.
10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

JUSTICE

11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.
14. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

ACTION

16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
18. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
19. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.
20. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.



1. Assess culture

You'll be aware of your own culture and the effect it may have on the people in your classroom. You'll learn about the culture of the organization and the cultures of the learners, and you'll anticipate how they will interact, conflict with, and enhance one another.

2. Value diversity

You'll welcome a diverse group of learners into your classroom and appreciate the challenges diversity brings. You'll share this appreciation with the learners in your class, developing a community of learning with them.

3. Manage the dynamics of difference

You'll recognize that conflict is a normal and natural part of life. You'll develop skills to manage conflict in effective ways. You'll also help the learners to understand that what appears to be clashes in personalities may in fact be conflicts in culture.

4. Adapt to diversity

You'll commit to continuously learning what is necessary to deal with the issues caused by differences. You'll enhance the substance and structure of the courses you teach so that all instruction is informed by the guiding principles of cultural proficiency.

5. Institutionalize cultural knowledge

You'll work to influence the culture of your organization so that its policies and practices are informed by the guiding principles of cultural proficiency. You'll also take advantage of teachable moments to share cultural knowledge about the instructors, their managers, the learners, and the communities from which they come. You'll create opportunities for these groups to learn about one another and to engage in ways that honor who they are and challenge them to be better still.



VABB

VALIDATE Make legitimate that which the institution (academia) and mainstream media have made illegitimate culturally and linguistically

AFFIRM Make positive that which the institution (academia) and mainstream media have made negative culturally and linguistically

BUILD Create the connections between the home culture/language and the school culture/language through instruction (teaching necessary skills) for success in school and the broader social context

BRIDGE Create opportunities for situational appropriateness or utilizing appropriate cultural or linguistic behaviors



JOURNEY TO RESPONSIVENESS

www.culturallyresponsive.org

Dr. Sharroky Hollie

IDENTITY: I know WHO I am, and I am PROUD to be me with no reservation or fear.

DIVERSITY: I am PROUD of who I am, and I value and validate others who do not share my same cultural identity and life experiences.

JUSTICE: Because I know who I am and cherish the culture and experiences of others, I will analyze the harmful impact of bias and injustice in my community and the world, historically and today.

ACTION: I know who I am; I value others; I recognize the harmful impact of injustice; THEREFORE, I MUST do something to bring positive change in my life, my community, and the lives of others.

Board Policy 0415- Equity

The Board of Education believes that the diversity that exists among the district's community of students, staff, parents/guardians, and community members is integral to the district's vision, mission, and goals. Addressing the needs of the most marginalized learners requires recognition of the inherent value of diversity and acknowledgement that educational excellence requires a commitment to equity in the opportunities provided to students and the resulting outcomes.

(cf. 0000 - Vision)

(cf. 0100 - Philosophy)

(cf. 0200 - Goals for the School District)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5145.3 - Nondiscrimination/Harassment)

In order to eradicate institutional bias of any kind, including implicit or unintentional biases and prejudices that affect student achievement, and to eliminate disparities in educational outcomes for students from historically underserved and underrepresented populations, the district shall proactively identify class and cultural biases as well as practices, policies, and institutional barriers that negatively influence student learning, perpetuate achievement gaps, and impede equal access to opportunities for all students.

The Board shall make decisions with a deliberate awareness of impediments to learning faced by students of color and/or diverse cultural, linguistic, or socio-economic backgrounds. To ensure that equity is the intentional result of district decisions, the Board shall consider whether its decisions address the needs of students from racial, ethnic, and indigent communities and remedy the inequities that such communities experienced in the context of a history of exclusion, discrimination, and segregation. Board decisions shall not rely on biased or stereotypical assumptions about any particular group of students.

Board Policy 5145.3-Nondiscrimination

The Board of Education desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying of any student based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school. (Education Code 234.1)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6164.6 - Identification and Education Under Section 504)

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, includes physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also shall include the creation of a hostile environment when the prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who files or otherwise participates in the filing or investigation of a complaint or report regarding an incident of discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.



We facilitate structural changes in school systems that traditionally underserve and marginalize students. The greatest gift we give is to create environments where every student can thrive. We are game changers, life savers, motivators, teachers, and lifelong learners. Our work is challenging but the stakes are great. We will not fail, for we know that our life's calling is to liberate students from all constraints that hold them back.

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Questions? Contact us.

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