

## **LHPUSD Board Equity Policy**

Understand that the mission and vision of the La Honda Pescadero Unified School District (LHPUSD) is Engage, Inspire, and Respond, our goal is that every aspect of education at LHPUSD will engage and inspire our students and will be responsive to their academic, social-emotional, linguistic, and cultural needs.

Thus the LHPUSD Equity Policy is grounded in our district's mission and vision. Educational equity at LHPUSD is the intentional responsiveness to the needs of each and every student, meaning that every student must receive what he/she/they need when he/she/they need it and in a way that each student can access.

A change in mindset and direction towards supporting all students is essential in creating self directed, big picture thinkers who are engaged and invested in their own education.

To accomplish this goal, it is imperative that today and everyday our district will:

- embrace and affirm the identity of each student inclusive of race, ethnicity, family economics, mobility, language, marital status, gender, sexual orientation, gender identity, disability, and religion
- identify and remove systemic barriers that perpetuate disparities
- develop policies and practices that create the expectation for change and develop pathways to successful outcomes for each student
- partner collaboratively with our families and our community to deepen cultural understanding, build positive relationships, and hold high expectations for each student
- uphold safety, respect, and care in each of our spaces
- affirm in our actions that each student can, will, and shall learn
- know each student matters. Every single one of them.

To ensure that the adults who work for LHPUSD have a success oriented growth mindset, we are dedicated to hiring and retaining staff who are committed to the following beliefs:

- That adult mindsets and actions—or inactions—impact the way students see themselves and whether they perceive school as a positive or negative place.
- That potentially unequal learning needs among students require equitable, not equal, distribution of resources.
- That respect for and recognition of racial, cultural, and identity differences is necessary for students to receive a high quality education.
- That it is imperative that our workforce—our teachers, administrators, and other staff—represent the diversity of our students and families.
- That it is the responsibility of all of us to identify inequitable or discriminatory practices, including implicit bias and microaggressions, and to speak out or act to end those practices.
- That the district overall should actively engage their students, families, and community to acknowledge and repair inequities.

## **Accountability Measures**

The LHPUSD school board is committed to excellence in education and recognizes that our schools must be deeply and continuously engaged in work around equity, race, and identity to better foster and support an environment in which our students, families, and staff grow, thrive, and succeed. To accomplish this:

1. Measurable goals and growth outcomes should be designed and implemented by the Superintendent no later than mid-November of each year to ensure that focus areas are realized.
2. All members of our school community are responsible for our vision of being an equity-focused district. We charge the Superintendent to create easily accessible pathways for feedback and response to inequities for all community members.
3. The Superintendent is directed to provide a semi-annual report to the public and the School Board on the equity plan goals, and to ensure that an equity lens is used in each report.
  - a. Reports should involve presentations by teachers and students in addition to clear and measurable accountability standards.
  - b. Questions to be answered are: How do we know growth has occurred? What changes in practices are evident? What steps are being taken to show that this district has become more responsive, engaging, and inspiring to all members of our school community? How are our families and students' voices centered in this work?
  - c. We expect ongoing conversation and reflection as we move forward with rethinking school.
4. The LHPUSD Equity Policy will be submitted annually to the Board for review and next steps. This is a living document that will grow and change as our district grows.

## **Conclusion**

To that end, the Board holds itself and all District and school site decision makers, faculty, support staff, and participants accountable for building a District-wide culture of equity.

Our promise is that all school personnel will know every student by name, strength, and need so that they graduate prepared for the future they choose. To do this requires knowing our students and their families deeply, honoring their culture and identities, ensuring materials and instruction are culturally relevant, and being willing to engage with students, families, and the community.

