

Purpose:

Anaheim Union High School District (District) students are at the heart of the District's equity policy. In the District, we hold the powerful belief that equity is providing each student what they need, when they need it, to thrive socially-emotionally and academically. Promoting just and fair inclusion, and creating the conditions in which each person participates, prospers and reaches their full potential. Removing the predictability of success and failure that is currently correlated with a student's ethnicity, culture, race, or socio-economic status. Interrupting inequitable practices, examining biases and creating inclusive school environments for each student and their families. Paying attention to the social and historical forces which create and maintain systems in which students are treated differently based on who they are. The Governing Board seeks to understand, to identify, and to interrupt patterns of institutional bias at all levels of the organization, whether conscious or unconscious, that results in predictably lower academic success most notably for students of color. Eliminating individual and institutional bias (e.g. race based, identity bias, economic) will increase success and graduation rates for all students, while narrowing the opportunity gaps between the highest and lowest performing students. The District has broadened the definition of equity so all students, especially those of color and first generation immigrants, are positioned to access meaningful careers and jobs, grounded in purpose and passion. The District's barometer for equity is focused on access, upskilling and eventual employment. The District has therefore developed systems and structures such as the 5 Cs (Communication, Collaboration, Creativity, Critical Thinking, Character/Compassion), Anaheim Innovative Mentoring Experience (AIME), dual enrollment, civic engagement, AUHSD Talks, Seal of Biliteracy, The Anaheim PLEDGE, Dual Language Immersion, and Career and Technical Education Pathways.

While the primary focus of this equity policy is on race and ethnicity, the District also acknowledges other forms of social inequalities and oppression, including gender, gender identity, gender expression, sexual orientation, socioeconomic status, social-emotional vulnerabilities, religion, national origin, being designated as an emergent bilingual student (English Learner), qualifying for free and reduced priced lunch, foster youth, McKinney Vento, LGBTQIA+, transgender, involvement with the dependency on our juvenile justice systems, students with disabilities and learning differences, and special education placement and how these different forms of oppression intersect . The District is committed to explicitly identifying and addressing all disparities in educational outcomes for the purpose of targeting areas for action, intervention and investment.

The District acknowledges that complex historical and societal factors contribute to the inequity within our District. Nonetheless, rather than perpetuating the resulting disparities, the District will establish administrative regulations to enact this Policy that will include:

(1) a clear plan and timeline for identifying gaps in educational experiences and outcomes and potential root causes, (2) an implementation plan for programs, practices, and systems that address those disparities, (3) an evaluation rubric and accountability standards for measuring success, (4) training plans and (5) an ongoing plan for continuous improvement. The Governing Board acknowledges its existing policies and administrative regulations developed to advance equitable outcomes for all students, including without limitation, Student and Family Engagement (BP 91300), Education for Homeless Children (BP 8540 (6173)), Education for Foster Youth (BP 8545 (6173.1)), Mental Health of Students (BP 8408.01), School-Based Health and Social Services (BP 8408), Response to Immigration Enforcement (BP 8145.13 (5145.13)), Married / Pregnant / Parenting Students (BP 8605), and Community Use of School Facilities (BP 9701.01). Any amendments to these policies and related Administrative Regulations should be made in furtherance of this policy.

This policy intends to improve success opportunities for all students, eliminate barriers, and reduce opportunity gaps between student groups, by proactively working to eradicate inequities that perpetuate negative stereotypes about groups of students, marginalize students or staff who seek to disrupt institutional bias, and restrict access to rigorous academic programs for groups of students previously mentioned above.

Students deserve to be educated in environments that respect them as individuals thereby facilitating successful outcomes. District students must be honored and valued in every classroom by supporting their social, emotional and cultural needs. Some ways that this can be achieved include, without limitation: district-wide emphasis on Social Emotional Learning; hearing and listening to student voices through civic engagement, Democracy Schools, AUHSD Talks, restorative justice practices; professional learning, including implicit bias and beliefs antiracist education; staff recruitment and onboarding processes; communication inclusive of all stakeholders; and culturally responsive teaching pedagogy.

LEGAL REFERENCES

U.S. Const. amend XIV, § 1 (Equal Protection)
20 U.S.C. § 1703 (Equal Educational Opportunity)
42 U.S.C. § 2000c et seq. (Desegregation)
42 U.S.C. § 2000d et seq. (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 2000e-2 (Title VII of the Civil Rights Act of 1964)

Board of Trustees
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