

# CENTER JOINT UNIFIED SCHOOL DISTRICT

www.centerusd.org

## Local Control Accountability Plan Goals:

1. CJUSD Students will be challenged and supported to achieve academic success in a clean, safe environment through Multi-Tiered Systems of Support (MTSS)
2. CJUSD students will be College and Career ready through Multi-Tiered Systems of Support (MTSS)
3. CJUSD students and families will be engaged and informed regarding the educational process and opportunities through Multi-Tiered Systems of Support (MTSS)

## **BOARD OF TRUSTEES WORKSHOP**

**Center Joint Unified School District  
Conference Room 5  
8408 Watt Avenue, Antelope, CA 95843**

*In accordance with the Order of the Health Officer of the County of Sacramento, dated January 6, 2022, this meeting will be held virtually. Members of the public may view the meeting as televised via our YouTube livestream (see link below), or may participate and comment via the application, Zoom (video or call-in options). The link and call-in numbers to the Zoom access will be available on the day of the meeting. Members of the public may address the Board on the topics of our Board agenda in addition to topics that are under the jurisdiction of the Board and are not on the agenda. If there is public comment on an item that is not on the agenda, the board, by law, may not take action at this meeting. If you wish to make a public comment during Public Comments or public comment time of an item, please login to the Zoom link, or call-in number, which are provided through the link. Participants wishing to make a public comment will need to click the "raise hand" button **during the item they wish to comment on**. The meeting host will unmute your mic at the appropriate time.*

### **Livestream:**

<https://www.centerusd.org/Board/Board-Livestream/index.html>

**Saturday, April 23, 2022 - 9:00 a.m.**

### **I. CALL TO ORDER & ROLL CALL - 9:00 a.m.**

### **II. FLAG SALUTE**

*In recognition of free speech and the following board agenda item, we welcome all and would like to note that saying the pledge of allegiance is not a requirement to participate in the business of this public board. If you do not say the pledge for religious, political, social, or personal reasons, you are most welcome here as an equal participant in the business of this board.*

### **III. ADOPTION OF AGENDA**

Action

### **IV. COMMENTS FROM THE AUDIENCE REGARDING ITEMS ON THE AGENDA**

Public  
Comments

*Note: If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Superintendent's Office at (916) 338-6409 at least 48 hours before the scheduled Board meeting. [Government Code §54954.2] [Americans with Disabilities Act of 1990, §202.]*

**NOTICE:** The agenda packet and supporting materials, including materials distributed less than 72 hours prior to the schedule meeting, can be viewed at Center Joint Unified School District, Superintendent's Office, located at 8408 Watt Avenue, Antelope, CA. For more information please call 916-338-6409.

- V. **BOARD WORKSHOP**
- Governance A. **Board Policy 0415 - Equity** Discussion/Action  
The Board will discuss the development of a policy on Equity.
- VI. **ADVANCE PLANNING** Info
- a. ***Future Meeting Dates:***
- i. *Regular Meeting: Wednesday, May 18, 2022 @ 6:00 p.m. - Board Room, CJUSD District Office Annex, 3243 Center Court Lane, Antelope, CA 95843 and/or Virtual*
- b. ***Suggested Agenda Items:***
- VII. **ADJOURNMENT** Action

**CJUSD Mission:**

*Students will realize their dreams by developing communication skills, reasoning, integrity, and motivation through academic excellence, a well-rounded education, and being active citizens of our diverse community.*

# Center Joint Unified School District

<b>Dept./Site:</b> Superintendent's Office	<b>AGENDA REQUEST FOR:</b>
<b>To:</b> Board of Trustees	Action Item <u>  X  </u>
<b>Date:</b> April 23, 2022	Information Item <u>          </u>
<b>From:</b> Scott A. Loehr, Superintendent	# Attached Pages <u>          </u>
<b>Principal/Administrator Initials:</b> <u>          </u>	

<b>SUBJECT:</b> Board Policy 0415 – Equity
<p>The Board will discuss the development of a policy on Equity.</p>
<b>RECOMMENDATION:</b> CJUSD Board of Trustees consider the addition of BP 0415 – Equity.

## INTRODUCTION

The Governing Board 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.

In order to eradicate institutional bias, **intolerance, and racism** 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 commit to **diversity, equity, and inclusion** work in order to 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 **equitable outcomes are** 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.

## IMPLEMENTATION

The Board and the Superintendent or designee shall develop and implement policies and strategies that promote equity by **recognizing the existence of institutional racism and intolerance and working to dismantle systems of oppression within** district programs and activities, through measures such as the following:

1. **Educating staff about the key elements of diversity, equity, and inclusion informed education:**
  - a. **Examining the historical roots and contemporary manifestations of racial prejudice and discrimination**
  - b. **Exploring the influence of race and culture on one's own personal and professional attitudes and behavior**
  - c. **Identifying appropriate diversity, equity, and inclusion resources to incorporate into the curriculum in different subject areas**

- d. Developing new approaches to teaching children using varying cognitive approaches to diverse learning preferences
- e. Identifying and counteracting bias and stereotyping in learning material
- f. Dealing with racial tensions and conflicts
- g. Identifying appropriate assessment and placement procedures and practices
- h. Assessing the hidden curriculum and making it more inclusive and reflective of all students' cultures and experiences
- i. Ensuring that personnel policies and practices are consistent with equity goals and that they provide administrators with the knowledge and skills to implement equity programs

2. Routinely assessing student needs based on disaggregated data with a focus on race, ethnicity, English Language proficiency, socio-economic and cultural backgrounds, in order to enable equity-focused policy, planning, and resource development decisions.

3. Analyzing expenditures and allocating financial and human resources in a manner that promotes diversity, equity, and inclusion in the district, provides all students with equitable access to district programs, support services, and opportunities for success and results in equitable outcomes for all students. Such resources include access to high-quality administrators, teachers, and other school personnel; funding; technology, equipment, textbooks, and other instructional materials; facilities; and community resources or partnerships.

4. Enabling and encouraging students to enroll in, participate in, and complete curricular and extracurricular courses, advanced college preparation programs, and other student activities.

5. Building a positive school climate that promotes student engagement, diversity, inclusion, safety, and academic and other supports for students.

6. Adopting curriculum and instructional materials that accurately reflect the diversity among student groups and includes diverse voices and perspectives.

7. Providing counseling staff with resources to support specific needs of marginalized learners and collaborating with local agencies and community groups to ensure the availability of necessary support services for students in need.

8. Promoting the employment and retention of a diverse staff in all areas, certificated, classified, contractors, and vendors, that reflects the student demographics of Center Joint Unified School District.

9. Providing district staff with ongoing, researched-based, professional learning and professional development on culturally responsive instructional practices that includes awareness of bias and historical inequities. The district will analyze systemic and structural barriers regularly to ensure the work is targeted and continuous.

10. Conducting program evaluations that focus on equity, diversity, and inclusion and address the academic outcomes and performance of all students on all indicators. Program evaluations will be conducted by a diverse group of stakeholders and presented to the board along with recommendations for next steps.

#### IMPLEMENTATION

The Board shall regularly monitor the intent and impact of district policies and decisions in order to safeguard against disproportionate or unintentional impact on access to and outcomes within district programs and achievement goals for marginalized learners in need of services.

**Policy 0415: Equity**

Status: ADOPTED

Original Adopted Date: 07/01/2018 | Last Reviewed Date: 07/01/2018

The Governing Board 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.

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.

The Board and the Superintendent or designee shall develop and implement policies and strategies to promote equity in district programs and activities, through measures such as the following:

1. Routinely assessing student needs based on data disaggregated by race, ethnicity, and socio-economic and cultural backgrounds in order to enable equity-focused policy, planning, and resource development decisions
2. Analyzing expenditures and allocating financial and human resources in a manner that provides all students with equitable access to district programs, support services, and opportunities for success and promotes equity and inclusion in the district. Such resources include access to high-quality administrators, teachers, and other school personnel; funding; technology, equipment, textbooks, and other instructional materials; facilities; and community resources or partnerships.
3. Enabling and encouraging students to enroll in, participate in, and complete curricular and extracurricular courses, advanced college preparation programs, and other student activities
4. Building a positive school climate that promotes student engagement, safety, and academic and other supports for students
5. Adopting curriculum and instructional materials that accurately reflect the diversity among student groups
6. Providing and/or collaborating with local agencies and community groups to ensure the availability of necessary support services for students in need
7. Promoting the employment and retention of a diverse staff that reflects the student demographics of the community
8. Providing district staff with ongoing, researched-based, professional learning and professional development on culturally responsive instructional practices
9. Conducting program evaluations that focus on equity and address the academic outcomes and performance of all students on all indicators

The Board shall regularly monitor the intent and impact of district policies and decisions in order to safeguard against disproportionate or unintentional impact on access to district programs and achievement goals for specific student populations in need of services.