



## **0000 - Philosophy, Goals, Objectives, and Comprehensive Plans**

### **BP 0415 RACE AND EQUITY**

The Governing Board of the Hayward Unified School District believes that addressing the needs of the most underserved students requires a commitment to educational equity. Equity is one of the district's core values. HUSD is determined to develop systems, policies, and practices that promote opportunity and success regardless of race, language, sexual orientation, zip code, or any other factor. Educational equity benefits all students and our entire community. The diversity of our student body, our staff, and our community is a strength of this district and should be validated and affirmed. HUSD believes the responsibility for student success is broadly shared by district staff, families, our community, and our students' own efforts. Each HUSD student deserves respectful learning environments in which diversity is valued and contributes to successful academic outcomes.

HUSD draws strength from its diversity and values an environment where students feel safe to express different points of view. This level of engagement fosters a deep sense of inclusiveness and social justice. But in order to fully appreciate our differences, we must acknowledge and meet the multiplicity of needs among our student and family populations.

As a public school district, we have the responsibility to provide free access to quality education to all students. This responsibility extends to students impacted by a lack of safe and permanent housing (McKinney-Vento) and our foster care youth. Their unique circumstances often lead to higher dropout rates than their peers and require that we provide a safety net of services. HUSD must also ensure that students of differing cognitive and physical abilities are equipped with appropriate accommodations and services they need to thrive and reach their individual academic goals. Our district unequivocally supports LGBTQ+ community and accepts the gender identity that each student persistently and consistently asserts.

As a sanctuary district operating within a sanctuary city, HUSD is committed to providing students a quality education regardless of their immigration status. Hayward proudly boasts being one of the most linguistically diverse cities in California and that diversity is reflected in the demographics of our student body. Over 60% of students have primary language other than English and require an instructional program to help them develop proficiency in English. Our commitment to equity must also address the needs of students who depend on additional language support as part of their academic journey. Over 70% of students in our district qualify for free or reduced-price lunch. This indicator underscores the importance of meeting the needs of our students from low-income households.

The Board shall make focused and intentional decisions to recognize, interrupt, dismantle, and eliminate the impediments to learning imposed on our students. By committing to address the



Made in Hayward

needs of the most underserved learners, we can begin to improve the disproportionate academic outcomes of those same subgroups of students.

Our data suggests that among these disparate outcomes, race continues to be the most persistent predictor of student performance. Race matters as we pursue our goal of eliminating disproportionate student outcomes. Racial equity is foundational to our improvement efforts. Consequently, we will prioritize eliminating institutional racism in our approach to achieving educational equity.



## **0000 - Philosophy, Goals, Objectives, and Comprehensive Plans**

### **BP 0415.1 ANTIRACISM**

The District's goal is to establish and sustain a community that shares collective responsibility to recognize, interrupt, disrupt, and eliminate inequitable actions, decisions, and outcomes, especially those that result from and perpetuate racism. The Governing Board of the Hayward Unified School District rejects all forms of racism as destructive to the District's mission, vision, and core value of equity. In order to fully achieve equity, we must also take an explicitly antiracist approach.

The District recognizes that personal, institutional, and systemic racism has existed in every aspect of our society for centuries and that White Supremacy is woven into the fabric of our society. The District believes that combating racism through antiracist work is a legal and moral imperative.

The District understands that there are significant disparities based on race in student academic performance, achievement, and participation in academic programs, particularly for our Black students. These include disparities in graduation rates, gifted identification, course participation, special education identification, standardized test scores, and suspension and expulsion rates. There are also disparities in the racial demographics of the students in the District in comparison to the staff the District hires.

These disparities exist because of inequitable access to opportunities that have significant intergenerational effects and perpetuate economic, social, and educational inequity. However, just as these structures were designed to perpetuate racial inequities, so, too, can they be eliminated. The District commits to consciously and boldly dismantle and eliminate institutional and systemic racism and to redesign and reorganize systems to achieve educational equity in both teaching and learning.

Similarly, just as personal biases are learned, so, too, can they be unlearned. Educators play a vital role in reducing racism and inequity by recognizing the manifestations of racism, creating culturally inclusive learning and working environments, and dismantling and eliminating educational systems that directly perpetuate racism and privilege through teaching, policy, and practice.

#### **Equity and Antiracism Policies and Practices**

The District will examine systems to determine what policies, practices, and procedures must be modified or eliminated as needed to align with our commitment to equity. The District will use antiracism as a lens through which everything is examined. The District recognizes that this work is ongoing and must holistically intertwine with all other forms of educational practices observed.



The District will clearly articulate to students, families, staff, and the community that they have the right to expect a school district that is not only bias-free, but one that is inclusive, equitable, compassionate, and engaging. This policy outlines actions needed to ensure that stakeholders are held accountable when this goal is not the lived experience of every member of our community. The following policies and practices are intended to work against systemic racism by redesigning and reorganizing systems to achieve educational equity and by dismantling and eliminating racist practices.

I. Policy Communication

1. Each school shall post a public statement against racism in a visible location to students, staff, and visitors entering the school. The District will also post a public statement in high-traffic locations at its main offices and on the District website. The public statement shall read: "Hayward Unified School District is committed to establishing and sustaining a community that shares collective responsibility to recognize, interrupt, dismantle, and eliminate actions, decisions, and outcomes that result from and perpetuate racism. The District rejects all forms of racism as destructive to the District's mission of educational equity."
2. The Board shall establish a committee of students in the District to promote equity and antiracism and to serve as leaders within their schools and the District.
3. This policy shall be included in student and staff handbooks.
4. This policy shall be translated into other languages and be given to every family.
5. This policy shall be reviewed annually during required staff training.

II. Culturally and Linguistically Responsive Teaching, Practices, and Leadership

1. Provide district staff with ongoing, researched-based, professional learning and professional development on culturally and linguistically responsive instructional practices that lead to deeper learning.
2. Institute mandatory professional development on antiracist practices.
3. Prioritize learning opportunities for relevant, research-based, culturally courageous leadership training.
4. Create safe, brave space and time for reflection, refinement, and exploration of the practices developed, post training.
5. Embed trainings in the induction program and while onboarding new teachers and staff.

III. Student Discipline

1. Implement restorative practices to reduce racial disparities in discipline, suspension, and expulsion.
2. Implement comprehensive, culturally responsive restorative practices.
3. Adopt a nurturing and restorative environment through early interventions that focus on academic acceleration and supportive measures, with an intentional focus on Black students.
4. Train and provide professional learning for families in restorative practices.

IV. Educational Materials



1. Adopt current curriculum and instructional materials that are culturally and linguistically responsive.
2. Ensure materials accurately reflect the ethnic and racial diversity of our student population.
3. Adopt materials that teach the Black experience that includes an accurate history prior to the period of enslavement as well as the histories of other marginalized groups.

#### V. Educational Access

1. Ensure underserved students enroll in, participate in, and complete curricular and extracurricular courses, advanced college preparation programs, and other student activities.
2. Develop and offer courses (i.e. ethnic studies) that provide an opportunity for students to learn about the rich cultural heritage of the students in our district.

#### VI. Resource Allocation

1. Analysis expenditures and then allocate financial and human resources in a manner that provides all students with equitable opportunities to enroll and participate in district programs, support services, and opportunities for success and that promotes equity and inclusion in the district.
2. Include in the analysis resources such as access to culturally courageous leaders, teachers, and other school personnel; funding; technology, equipment, textbooks that are culturally and linguistically responsive, and other instructional materials; facilities; and community resources or partnerships.

#### VII. Family and Community Engagement

1. Promote family engagement with an intentional focus on historically underserved groups such as the families of Black students, Latino students, English Learners, and students with different abilities.
2. Provide and collaborate with local agencies and community groups to ensure the availability of necessary support services for students and families.

#### VIII. Recruit and Retain Staff

1. Promote the employment and retention of teachers and staff whose racial diversity reflects the student demographics of the community and who can recognize, interrupt, dismantle, and eliminate systemic racism.
2. Implement equitable hiring and placement practices.
3. Recruit educators already trained in culturally and linguistically responsive teaching and leadership with an antiracist lens.
4. Look within our own community to support staff in promotion opportunities.

#### IX. Accountability



1. Create safe, brave spaces for continued courageous conversations and learning.
2. Implement consistent and regular cycles for reflection and growth.
3. Engage in ongoing and interactive conversations with families and students to determine the efficacy of implementation of this policy, with an intentional focus on Black and Latino families.
4. Provide systematic and on-going opportunities to include student voice to implement antiracist policies and practices and to achieve educational equity.
5. Engage in ongoing and interactive conversations with labor partners to determine the efficacy of implementation of this policy.
6. Communicate clearly the expectation that all stakeholders will speak up for all of our students and be the voice for equity and antiracism.

#### X. Policy Enforcement

1. Routinely assess 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. Provide an annual report and a mid-year check in to the school board on data specifically regarding racial disparities in areas including, but not limited to, student achievement, A-G completion, enrollment, suspension, expulsion, student discipline, graduation rates, and gifted identification. The report shall also include evidence of growth in each area outlined in these policies. The written reports shall also be made available to the public.
3. Appropriate adequate resources for the implementation and evaluation of these policies.
4. Ensure various, including anonymous, means for students and staff to report racism and other forms of discrimination.
5. Create a formal complaint process to address reported issues of racism and racist acts.

#### Definitions

“Antiracism” is a commitment to deep, reflective work to identify, challenge, and eliminate beliefs and behaviors that perpetuate racism. Antiracism is a powerful collection of antiracist policies that lead to racial equity and are substantiated by antiracist ideas.

“Antiracist” is one who is supporting an antiracist policy through their actions or expressing an antiracist idea.

“Abolitionist Teaching” is built on the creativity, imagination, boldness, ingenuity, and rebellious spirit and methods of abolitionists to demand and fight for an educational system where all students are thriving, not simply surviving.

“Critical Race Theory” is a theoretical framework that critically examines race and racism across social, political, economic, and legal systems with the intent to transform society toward justice.

“Culturally Courageous Leadership” refers to students, parents, community members, support staff, teachers, school site or district administrators who desire to lead by example in helping



orchestrate collective efforts to make schools into places that empower and effectively respond to all students, particularly the historically underserved. They commit to the work of equity by confronting both personal and institutional barriers to educational equity.

“Culturally and Linguistically Responsive” means affirming and valuing racial/ethnic cultures, languages, views, and experiences and incorporating them into teaching and learning.

“Educational Equity” (aka “equity”) means all underserved students have the academic, social, emotional, and economic resources, support, and opportunities needed for them to thrive. Educational Equity maximizes academic success for each student through rigorous instruction with appropriate educational resources. Educational equity also ensures that students achieve their highest potential, develop their social/emotional wellbeing, and understand their social identifiers are valued as an asset.

“Equity lens” means that for any program, practice, decision, or action, the impact on each student is addressed, with strategic focus on underserved student groups.

“Healing-centered engagement” is a holistic approach to address collective trauma, recognizing that because trauma can be experienced collectively, it must also be healed collectively.

“Implicit Bias” is the conditioning from a White Supremacist Culture that informs the attitudes and stereotypes affecting our understanding, actions, and decisions. These biases, which encompass both favorable and unfavorable assessments, may be activated involuntarily and without an individual’s awareness or intentional control.

“Institutional Racism” occurs within institutions and organizations such as schools that adopt and maintain policies, practices, and procedures that produce inequitable outcomes for Black, Indigenous, and People of Color and advantages for white people.

“Racism” is a powerful collection of racist policies that lead to racial inequity and are substantiated by racist ideas.

“Racist” is one who is supporting a racist policy through their actions or inaction or expressing a racist idea.

“Stakeholder” refers to all governing board members, district leadership, administrators, teachers, staff, students, families, and community members.

“Systemic Racism” includes the history and current reality of institutional racism and its effects across all institutions in society. It refers to the history, culture, ideology, and interactions of institutions and policies that perpetuate a system of inequity that harms communities of color.

“Underserved students” references the students who have been historically underserved and pushed to the margins by our nation and all of its institutions, including education.



## **Administrative Regulation 0415 Equity and Antiracism**

The following practices and programs will be incorporated into an administrative regulation.

### **I. Policy Communication**

1. In addition to posting a public statement against racism, the District will communicate the values expressed in this policy in a variety of formats including school assemblies, public communications, and community events.

### **II. Culturally and Linguistically Responsive Teaching, Practices, and Leadership**

1. Training on culturally and linguistically responsive education will be grounded in Abolitionist Teaching, inclusion, and an accurate history of the Black experience prior to the period of enslavement, as well as the histories of other marginalized groups.
2. Mandatory training on antiracist practices will include topics such as implicit bias, Critical Race Theory, restorative approaches and practices, and antiracist and culturally conscious social-emotional learning.

### **III. Student Discipline**

1. The District will develop alternative procedures, such as revising the referral and discipline process, to focus on providing students intervention and support, with an intentional focus to decrease the disproportionate discipline of Black students.
2. Restorative practices will include activities such as restorative conversations, community circles, healing-centered engagement, and culturally conscious social-emotional learning.

### **VII. Family and Community Engagement**

1. Convene African-American Student Achievement Initiative (AASAI) parent leadership team at every school.
2. Support having an AASAI representative on other school leadership teams (i.e. School Site Council, PTA, and SBDM).

### **VIII. Recruit and Retain Staff**

1. Recruit from Historically Black Colleges and Universities (HBCUs) and other social justice programs that train pre-service teacher candidates on equity, systemic racism, and racial justice.
2. Provide coaching and in-service support to retain Black and Latino educators once hired, such as a Black Educator Project teacher residency with strong coaching and support.
3. Create more leadership pathways for Black and Latino educators.
4. Develop future teacher programs at high schools to encourage our students to enter the field of education.



IX. Accountability

1. Provide coaching and support to reinforce all training and professional development.
2. The District will develop procedures to monitor that the practices learned in training are being implemented.
3. Establish a district-required expectation for staff to be mandated reporters of issues of racism and racist acts.

X. Policy Enforcement

1. Establish a process to submit a complaint specifically related to racism. The process will establish an administrative designee to investigate the complaint, a timeline for investigation, and a timely response to the complaint.
2. A complaint finding could be determined as 'just cause' for disciplinary action. 'Just cause' is based on employee misconduct or negligence. Employee complaints must follow board policy and contractual process for resolving complaints.
  - a. Restorative alternatives to disciplinary action could be offered
  - b. Disciplinary action will be progressive in nature
  - c. Employee disciplinary action must align with contractual disciplinary processes



## Exhibit 0415.1 Antiracism



### HAYWARD UNIFIED SCHOOL DISTRICT

*Building a Culture of Success*



#### BOARD OF EDUCATION RESOLUTION 1718 20

#### **In Support of the Achievement and Success of All African American Students in the Hayward Unified School District**

**WHEREAS:** African American students in Hayward Unified School District (HUSD) have long faced structural barriers to their academic opportunity and success, including institutional racism, systemic bias leading to high rates of disproportionate discipline and low expectations of students' academic ability, under-resourced schools and supports, highly segregated school environments, and a lack of respect, trust and collaboration between the District and African American parents and community; and

**WHEREAS:** Because of these systemic barriers and challenges, African American students in HUSD routinely experience the most negative outcomes of any subgroup of students on many key performance measures; and

**WHEREAS:** The Hayward Unified School District has a responsibility to ensure that all African-American students are able to attain their fullest potential as learners and to succeed academically and socioemotionally, and all African American children and families are entitled to be treated with respect and dignity; and

**WHEREAS:** HUSD chartered the African American Student Achievement Initiative (AASAI) to interrupt the persistent pattern of inequitable outcomes for African American students in the District; and

**WHEREAS:** The Board of Education and HUSD strongly believe the current student achievement results do not reflect the true capacity and potential of our African American students and recognize there are many high performing African American students in the school district - as evidence by the 20% increase in graduation rates since 2010; however, we need to be deliberate about setting the conditions to allow more African American students to thrive; and

**WHEREAS:** The Board of Education and HUSD strongly encourage community-based organizations to develop strong programs to support students, personnel, and the community in the work of this initiative.

**THEREFORE BE IT RESOLVED:** That Hayward Unified School District prioritize African American student achievement and opportunity as a core commitment of HUSD and set annual goals across a range of PK-12 indicators to demonstrate increase student achievement for African American students, and

**BE IT FURTHER RESOLVED:** The Board of Education will charge the Hayward Unified School District with developing systems and strategies that will both encourage individualized supports for African American students and enhance the school environment in which African American students learn including:

1. Closing the Achievement Gap - Study, evaluate, and make recommendations on the effectiveness of approved intervention and acceleration strategies in order to address the pervasive, persistent underperformance of AA students in HUSD;
2. Cultural and Linguistically Responsive Pedagogy - Ensure that school personnel are appropriately trained, supported and held accountable for the successful implementation of culturally and linguistically responsive professional development and pedagogical practices;
3. School Climate - Study and evaluate the effectiveness of district-wide behavioral policies and practices and their impact on African American students;
4. Family Engagement - Promote and strengthen AA family engagement through community partnerships and deep alliances with local school sites, including guest speakers

**FURTHER BE IT RESOLVED:** African American achievement and African American student access to high quality academic opportunities and socioemotional supports will serve as key guiding criteria in all decisions the Board of Education makes involving allocation of physical, financial, and human capital.

ADOPTED by the following called vote this: **Wednesday, November 08, 2017**

Vote: 4-0-0

Ayes: L. Brunner, R. Carlson, W. McGee, A. Walker

Nays:

Abstentions:

Absent: L. Reynoso

  
 Clerk, Board of Education  
 Hayward Unified School District  
 Alameda County, State of California