

**Las Lomas High School
Diversity, Equity & Inclusion Plan
2020-2021**

Curriculum Reform GOAL: Las Lomas will ensure that all students engage in required curricula that incorporate a diverse array of cultures and perspectives and specifically addresses race and racism. All students will participate in annual workshops that examine antiracist strategies.			
Action	Timeline	Stakeholder	Monitoring Progress & Accountability
English Curriculum: - Continue to review and revise core English curriculum to ensure that all required courses include a minimum of one core text written by an author of color. - Incorporate antiracist culturally relevant texts, practices, assessments and resources - Implement new English 4: Deconstructing Race class, partner with AUHSD schools to support expansion of the class district-wide. - All English classes have an explicit introduction for texts by diverse authors that examine context, including author background, race and gender.	August - May (teacher collaboration meetings)	English Department, TOSA, librarian	Eng TOSA and chairs complete a book choice audit at the beginning of each semester. Librarian and library tech keep track of books used throughout the year. PD on culturally responsive teaching and equity focused curriculum development. Context/introductions for new texts that are available to all English teachers

There are concrete strategies, tools, techniques developed and used to engage students to talk about diversity of perspective.			
Social Studies/Humanities Curriculum - Identify gaps and missing content from the social studies curriculum. Perform audits of class curriculum and materials in all core classes. - Implement the new Ethnic Studies curriculum and prepare for expansion of the course. Partner with AUHSD regarding potentially making the course required. - Create a forum for interested community members to audit curricular materials to offer feedback.	August - May (teacher collaboration Meetings and professional development)	Social Science Department; SS ToSA	Create a rubric audit, host forum for feedback with follow up attended by department representatives.
VAPA - Create a rubric to audit art genre, artist and artistic style to include diverse perspectives. - Art classes - Diversify list of artists for artist research project - Replace some Eurocentric projects with more multicultural ones	August - May (teacher collaboration Meetings and professional development)	VAPA department	List of artists, projects and musical pieces added to curriculum. Audit results

• Instrumental website to filter musicians • Examine performing arts curriculum (music, plays, etc) for multicultural representation			
World Language • Focus on aboriginal Japanese population, historical and contemporary discrimination • Literature from francophone African countries/Renewed focus on all • Renewed cultural focus (nonEuropean based cultures) on the overall curriculum for all Spanish level courses.	Ongoing collaboration	World Language Department	Quarterly check in of activities in department meetings. A list of diverse resources for each language area will be created and will be available to families.
All Subject-Level Teams, All Departments • Establish direction for all course-alike teams to identify one SMART goal around curricular changes for DEI.	August Goal Development with Ongoing Monitoring (in teacher collaboration meetings)	Course-alike Leaders and Teams, TOSAs, Admin	Department goals in this plan
Policy and Systems GOAL: Las Lomas will examine current systems, policies, and administrative practices to identify and implement necessary changes that are culturally responsive, restorative and antiracist. We will share data disaggregated by race regarding attendance, grading and discipline at progress reports with faculty with the focus on grading equity.			
Action	Timeline	Stakeholder	Monitoring Progress & Accountability
Redesign the administrative “back to	August	Admin team	New modules for all students have been

school” student class presentation to discuss school policies (including hate speech, and district anti-racism policy)			created and implemented in the first week of school.
Update student handbook and discipline matrix to explicitly identify racist incidents. (Aligned with the district discipline policy and board policy)	August	Admin, district admin	Handbook is updated; it is available online and within a Canvas module open to all students and parents. New policies are included in Canvas modules for all students which are mandatory in the first week of school.
Roll out explicit policy regarding the N-word on campus to all students and staff.	August	Administration, staff	Policy presented to faculty and staff at all-school, mandatory training. Policy shared with students in required Canvas Module
Institute Bias Intervention Review Team (BIRT) to address student incidents of bias and/or racism	September	Admin, teachers, counselors, Wellness center team	Team is created with teachers, Wellness, admin and classified staff members. Meetings scheduled weekly beginning at the end of August throughout the year. Data from BIRT will be posted on the website and presented at parent meetings monthly.
Begin training counselors and administrators on restorative practices to begin full school-wide integration in the next 5 years.	September (launch with training of staff)	Administration, Counseling,	Log of BIRT responses Training logs

Use restorative practices in BIRT responses.			
Establish antiracist guidelines for athletics and co curricular events and train coaches and staff.	August - May (training during coaches Meetings)	Administration, Athletic Director, Coaches, Asst. Sup. of Administrative Services	Positive Coaching Alliance partnership and training for all coaches and players, including code of conduct for athletics. Code of conduct published online.
Campus Culture GOAL: Las Lomas community will work together to support a positive school climate where all stakeholders treat each other with respect, foster belonging, and actively work against racism and for racial justice.			
Action	Timeline	Stakeholder	Monitoring Progress & Accountability
Build a comprehensive curriculum for all students to engage in discussions on race. Curriculum will be taught by all full-time staff. Support staff education and training of new curriculum.	Summer 2020; Lessons taught throughout the year; First 5 lessons Aug-Sept, and continue throughout the year	District Equity Consultant with feedback from student and faculty focus group All teachers and counselors Admin Equiteam; Guiding Coalition	Curriculum will be created. All staff trained on the curriculum with at least 5 support meetings offered for additional training. Staff partnerships will be provided for additional support and collaboration in lesson planning/co-teaching.
Support cultural and affinity group clubs on campus with schoolwide activities and events promoting diversity and inclusion.	Monthly (during student EquiTeam Meetings) Student clubs will develop their own meeting schedules	Equity Leaders (teacher club advisors, faculty equity rep), Club Presidents, Leadership Class	Club charters and details posted Clubs advertised on the website and through Leadership Club Rush event Log of clubs compared by years

Develop regular opportunities for students to meet with admin and share concerns and experiences on campus Leadership will poll students, collect feedback and facilitate meetings to increase student involvement.	Monthly, starting in October	Admin, Leadership class, ASB officers	Monthly Student Forum Agendas and attendee lists
Develop a system to honor students involved in “doing the knight thing” and promoting positive, inclusive culture for the digital world Students honored in <i>The Page</i>	Monthly	Admin, teachers, classified staff	<i>The Page</i> recognitions Lists of honored students Cohort Academy lessons about Wellness, positivity and connection
Expand access and participation in AP/Honors level classes for students of color.	Annually	Admin, Equity leaders, AP/Honors teachers, Department Chairs	Increase in the percentage of students of color in AP level classes.
Community GOAL: Las Lomas will partner with parent/guardian groups to foster antiracist education, open communication and advocacy.			
Action	Timeline	Stakeholder	Monitoring Progress & Accountability
Create a DEI group in concert with the PTSA that meets monthly	Summer	Admin, parent leaders, PTSA	Meeting schedules and agendas DEI email and website
Develop and plan educational opportunities for parents and families.	Monthly	Parents, College and Career, Counselors, DEI Committee, PTSA, ELAC	Parent Education lists ELAC meeting schedule
Coordinate efforts with all high schools	Monthly meetings	D&I leadership team; District	Meeting agendas

in the district to share costs and best practices.	(meetings can rotate site hosting, currently all via zoom)	Admin, site teacher reps, site admin	
Provide and update a list of resources for the Las Lomas website for parents to access educational materials (books, online resources, etc) and other ways to support equality (i.e. donation resources & volunteer opportunities) and provide an opportunity for suggestions through parent club meetings.	Ongoing - updated a minimum of 2x/month	D&I leadership team, Website tech, Principal's assistant, Librarian, DEI committee School Site Council (funding)	LL Website Library Website DEI and PTSA websites
Actively recruit parents of color to be members of school site council and parent clubs.	August/September (2 year term for SSC)	Administration, parents, PTSA	Membership

Defining terms:

Equiteam: LL faculty and staff group open to all employees.

Guiding Coalition: Group of faculty and principal that meets bimonthly to plan Equiteam activities and promote racial consciousness of the faculty and staff in order to increase inclusivity and experiences of our students.

D&I Leadership Team: District-wide racial equity group, composed of students, faculty and staff from each high school. Permanent members include the principal, site equity teacher lead and leadership equity committee members. Others are always invited to attend.

PTSA: Site Parent Teacher Student Association is a membership organization open to all students, parents and employees associated with Las Lomas. They meet monthly and meetings are open to the public. They are a fundraising, parent education and education advocacy group.

DEI Group: This is a parent/guardian-created group, which is associated with the PTSA, with the mission to improve the experience of students of color at Las Lomas

TOSA: Teacher on Special Assignment, a full-time teacher with a one period release to work on a specific topic, such as math, ELA, SS, student intervention and technology/distance learning