

Hermosa Beach City School District's Equity Resolution

September 23, 2020

Whereas the HBCSD Board of Trustees represents a community with 2 distinct campuses (View and Valley) and a third under construction (North), and approximately 1350 students.

Whereas the HBCSD Board of Trustees is responsible for the following:

- Setting the direction for the community's schools
- Establishing an effective and efficient structure for the district
- Providing support through our behavior and actions
- Ensuring accountability to the public
- Acting as community leaders

Whereas the HBCSD Board of Trustees believes that equity 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.

Whereas the HBCSD Mission is in partnership with our community, to prepare students to thrive by providing a relevant education, a safe and healthy environment, and an inclusive culture.

Whereas the HBCSD Board of Trustees is committed to an environment that supports learning and includes these core values: Community Engagement, Culture of Excellence, Global Citizenship, Respect and Inclusion, Responsible Stewardship, Rigor and Relevancy, Safety and Well-being.

Whereas the HBCSD Board of Trustees represents a student population that has:

- An Ethnic Diversity Ratio of (35) based on 2019/2020 Ed Data Educational Data Partnership (Our surrounding district schools report an Ethnic Diversity Ratio between 40 and 62. Manhattan Beach Elem Schools rank 4 of 5 and RBUSD Elem Schools 8 of 8 rank between 40 and 62 on the 8 race/ethnicity categories. An increased ratio indicates a greater diversity among the school population)

- 27/1350 (2%) English language learners
- 139 (10%) that identify as two or more races
- 250/1350 (19%) of the student body being self reported as identifying as a race/ethnicity other than Caucasian
- 74/1350 (5%) that identify as Asian
- 11 /1350 (.8%) that identify as Black
- 171/1350 (13%) that identify as Hispanic/Latino students
- 80/1350 (6%) that identify as low socio-economic
- 150/1350 (11%) that identify as students with disabilities
- 27% of the 7th graders from the 2018/19 California Healthy Kids Survey (CHKS) reported feeling neutral or unsafe at school
- 35% of 7th graders experienced harassment per their answers on the 2018/19 CHKS
- 42% had mean rumors spread about them per their feedback on the 2018/19 CHKS

Whereas the HBCSD Board of Trustees has not gathered information from all Hermosa Beach Students that identify LGBTQ+. However based off the 2018/2019 CHKS sample of 99 - 7th graders, the following numbers indicated how students identified:

- 1- gay/lesbian
- 5- bisexual
- 9- I'm not sure
- 2- Something else
- 5- declined
- 2- Not sure if they are transgender

Whereas the HBCSD Board of Trustees has not gathered information re: the identified race/ethnicity of the staff and parent community.

Whereas the HBCSD Board of Trustees was made aware of issues at schools sites from students, parent community and survey results regarding racism, and bullying that need to be addressed at school sites and in the community, and supported by student data from the CHKS of 2018/2019.

Whereas, throughout our nation's history, institutional and structural racism and injustice have led to deepening racial and equity disparities across all sectors of society and have lasting negative consequences for our communities and nation; and

Whereas, students of all races, ethnicities, socioeconomic statuses, genders, gender identities, sexual orientation, cultures, religions, family and home structures, and abilities continue to experience microaggressions, racial profiling, hate incidents, and racial bias/bias in all systems they encounter, including our school district; and

Whereas, we recognize that discrimination, bias, and racist incidents against students of all races, ethnicities, socioeconomic statuses, genders, gender identities, sexual orientation, cultures, religions, family and home structures, and abilities harm them mentally, physically, and academically;

Whereas HBCSD will not tolerate racist treatment of any members of our community, and we will speak out against racism and systemic oppression in our society to help stop the spread of bigotry;

Whereas HBCSD joins cities, counties, and states across the country in affirming its commitment to the safety and well-being of our students, staff, and stakeholders of all races, ethnicities, socioeconomic statuses, genders, gender identities, sexual orientation, cultures, religions, family and home structures, and abilities in the community and in combating hate crimes and biases in our government systems;

Whereas HBCSD will increase its efforts to provide a safe and welcoming school environment for all students, staff, and stakeholders, working with the City of Hermosa Beach, community non-profits, and other government agencies;

Whereas HBCSD will confront the biases in our own school district and actively engage in the challenging work of dismantling problematic practices that are limiting opportunities for our students, staff, and stakeholders of all races, ethnicities, socioeconomic statuses, genders, gender identities, sexual orientation, cultures, religions, family and home structures, and abilities.

Whereas, to achieve these goals, all students and stakeholders in the district, including students and stakeholders of every race, ethnicity, socioeconomic status, gender, gender identity, sexual orientation, culture, religion, family and home structure, and ability, should have access to a high-quality, equitable education;

Whereas, it is incumbent on the Board of Trustees to ensure that all schools support all students, staff and stakeholders to achieve academic and professional success;

Whereas, the window to change the trajectory of student achievement is short and must entail a sense of urgency;

Whereas, the Board of Trustees currently has no consistent practice to evaluate the performance of students, staff, and stakeholders across schools through an equity lens;

Whereas, in order to achieve a culture of equity in the district, set student-first, data- driven policies, and make decisions focused on school improvement, the Board of Trustees must speak with a unified voice and through a guiding set of priorities;

Now, therefore, be
it:

Resolved, That 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, HBCSD 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.

Resolved, That the HBCSD Board of Trustees 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 biases or stereotypes.

Resolved, That the HBCSD Board of Trustees believes an equity agenda outlining clear priorities for the district will establish a holistic and objective framework to guide the allocation of resources, evaluate district and school performance, promote transparent communication, and foster equitable student achievement goals;

Resolved, That the Board of Trustees will adopt a definition and vision of equity that objectively sets the same standard of achievement for every student;

Resolved, That these Equity Priorities shall be a tool from which the Board—through the establishment of an Equity Task Force—can create a comprehensive plan and full Equity Agenda that are used to measure and respond to student-achievement data, student/family survey data, and create a more just, equitable, and welcoming school experience.

Equity Priority 1: Set and Communicate an Equity Agenda and Measurable Targets

1a: The Equity Agenda shall establish a vision of equity for student achievement and development in the district that is inclusive of students of all races, ethnicities, socioeconomic statuses, genders, gender identities, sexual orientation, cultures, religions, family and home structures, and abilities.

1b: The Equity Agenda will establish ambitious and measurable targets of achievement at the student group, school, and district level.

1c: The Equity Agenda will establish a communication plan that actively publishes transparent and comprehensive data on equity and student achievement.

1d: The Equity Agenda will outline clear equity focused priorities for the district enabling the district to establish a holistic and objective framework to guide the allocation of resources, evaluate district and school performance, promote transparent communication, and foster equitable student achievement goals.

Equity Priority 2: Monitor Equitable Implementation of Standards and Assessments

2a: The Equity Agenda will create a system to monitor the stated Priority 1 goals via site level data on a consistent basis. Data to monitor goals could consist of surveys, State assessments, in addition to other measurements.

2b: The Equity Agenda will create a tool (rubric/checklist/guiding questions) to be used to evaluate instructional practices consistently and fairly at all school sites.

2c: The Equity Agenda will create a tool (rubric/checklist/guiding questions) to understand and evaluate Board and District policy impacts on equity.

Equity Priority 3: Allocate Resources to Achieve Equity

3a: The Equity Agenda will include provisions for the budgeting process and resource allocation in response to Priority 1 goals.

3b: The Equity Agenda will establish ambitious, but achievable, response targets to Priority 2 data.

3c: The Equity Agenda will provide guidance on the distribution of resources, including human capital, school funding, and other resources, to specifically address equity shortfalls in the district.

Resolved further, That the Board of Trustees will complete the following actions in support of the Equity Agenda:

Board Actions:

- Approval of application for formation of Equity Task Force September 23, 2020
- Develop a draft definition of equity by September 23, 2020, HBCSD Board of Trustees meeting.
- Review the current Board vision and mission statement and ensure adequate alignment to the Equity Priorities by October 14, 2020 HBCSD Board of Trustees Board Workshop.
- Develop an Equity Task Force Application to be reviewed at the Sept. 9th, 2020 board meeting, communicate and distribute Application by September 24th, 2020, with applications due by Oct. 8th, 2020, and Task Force members announced by Oct 14th School Board meeting.
- Establish the Superintendent's Equity Task Force consisting of two community members, two school district representatives, two board members, three

educators (two certificated and one classified), five parents (representative of aforementioned subgroups), and two students and one alumni that are directed to develop the Equity Agenda in accordance with the guidelines set forth in this Resolution, and monitor progress towards goals set forth via the Equity Agenda, district staff, and Board of Trustees by the October 14, 2020, HBCSD Board of Trustees meeting.

- Representatives will present ideas on how to engage with the process outside the meetings with their stakeholder group;
- Identify two board members by October 14, 2020 to serve as liaisons to the Equity Task Force and co lead with member of the community or outside facilitator. The liaisons will:
 - Develop guidelines to ensure the Equity Task Force is comprised of members from the aforementioned subgroups (those that identify as racial/ethnic diverse, students with disabilities; students who are socioeconomically disadvantaged; and English language learners).
 - Develop guidelines for the Equity Task Force that supports the creation safe spaces when engaging in equity work.
 - Facilitate the first Equity Task Force meeting.
 - Provide the Equity Task Force with a scope, expectations, essential questions, metrics, a timeline and the necessary support.
- Approve and monitor the timeline for all actions established by the Resolution and adjust timeline as needed.

Resolved further, That the District shall complete the following actions in support of the Equity Agenda, and present outcomes to the Board:

District Actions:

- Adopt and communicate the Board's definition of equity via district website and newsletters within 1 day of the definition's passing.
 - Develop a plan to market the opportunity to serve on the Task Force to a diverse set of community stakeholders and distribute applications for community members, educators, parents, and students who would like to sit on the Equity Task Force within 3 days of the September 23, 2020, HBCSD Board of Trustees meeting.

- Communicate at the November 9, 2020 School Board Meeting progress of Equity Task Force.
- Plan to communicate progress towards defining equity priorities created by Equity Task Force by Dec. 9, 2020 Board meeting
- Provide on a trimester basis other necessary student data from current district assessments to the Board of Trustees and Equity Task Force.
- Assign two district representatives to sit on the Equity Task Force by October 14, 2020.

Resolved further, That the establishment of the Equity Task Force will happen by October 14, 2020. Thereafter, the Equity Task Force will complete the following immediate actions within 90 days of its establishment:

Immediate Equity Task Force Actions:

The Task Force will meet bi-monthly (1st and 3rd Tuesday of the month, starting October 20th, 2020, throughout the first 90 days to:

1. Craft an Equity Agenda based on the definition of equity set by the Board and the adopted equity priorities that establishes a full framework to maintain equity for all students in the district. This may include an examination of the Board's definition of equity, and a proposal to make adjustments.
2. Create Task Force governance doctrine—to be approved by the Board of Trustees—that includes, but is not limited to, future selection and replacement process of task force members, rules and procedures, and vision and mission statement.
3. Establish clear benchmarks and goals based off metrics to be defined for student achievement with a specific focus on: Students with abilities, students who are socioeconomically disadvantaged; English language learners; students who identify as a race or ethnicity other than Caucasian; students who identify as LGBTQ+; by December 9, 2020, HBCSD Board of Trustees meeting.

Criteria:

- These targets should allow the Board of Trustees to track the overall performance of each school by trimester.

- Benchmarks should be valid and reliable data measures of student growth within student subgroups and schools.
- 4. Create a rubric/checklist/guiding questions to assess the equity impact of board policies.
- 5. Collaborate with the Superintendent/District Communication Liaison to develop a communications plan for district stakeholders that focuses on transparent communication of performance, progress, and equity (keeping within the bounds of student privacy laws). (i.e., representatives will present ideas on how to engage with the process outside the meetings with their stakeholder group.
- 6. Establish a trimester monitoring system that monitors student, staff and school progress towards achievement benchmarks and goals established by the Board and District by December 9, 2020, HBCSD Board of Trustees meeting.
- 7. Present a Task Force Update January 13, 2021 board meeting
- 8. Taskforce presentation of work: March 10, 2021 board meeting

Ongoing Equity Task Force Actions:

1. Task Force will determine whether to establish an ongoing District Equity Committee and how that would be composed.
2. Review current board policies and identify ways that those policies support or inhibit equity in our schools and classrooms.
3. Evaluate the LCAP spending, with a review of the current LCAP process, through the equity framework and indicate how the LCAP supports or inhibits student growth in subgroups that have historically underperformed.
4. Work with Superintendent to prioritize communication relating to the equity framework.

5. Monitor student progress toward achievement goals and provide recommendations and solutions to the Board.

6. Examine the budget against the Equity Agenda and identify areas where allocation of human and capital resources do not effectively address equity.

Resolved, That the Equity Task Force will report back to the Board of Trustees with outcomes and status of the action items at the next scheduled Board meeting following the 90 day time period.

Following the completion of the immediate action items, the Task Force will meet and report quarterly, to monitor the impact and adherence of the Equity Agenda in the district as outlined by the ongoing Equity Task Force actions items.