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CORONA-NORCO UNIFIED SCHOOL DISTRICT

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

0215

GOALS FOR THE DISTRICT

EQUITY IN EDUCATION

1 The Governing Board of the Corona-Norco Unified School District values the contributions made
2 to our mission and goals by all members of our diverse community of students, staff, parents, and
3 community groups, and we believe it is a broadly shared responsibility of the school and
4 community to uphold these guiding principles. We believe that equality of opportunity, equality
5 of access to programs, services, and resources are critical to academic and career achievement of
6 all students and closing the achievement gap between the high-performing and low-performing
7 students.

8 The Board is committed to providing an equal opportunity for all individuals in education. The
9 objective of the school system is to provide a program which will enable every child, regardless of
10 his/her race, actual or perceived ancestry, age, color, ethnic group, national origin, religion, mental
11 or physical disability, marital or family status, immigration status, primary language, social class,
12 geographical location, gender, gender identity, gender expression, actual or perceived sexual
13 orientation, or association with a person or group with one or more of these actual or perceived
14 characteristics, to have an equal opportunity to achieve the maximum development of his/her
15 individual potential. It is challenging to talk about equality along these categories of difference
16 because groups are either empowered or disadvantaged due to these differences in backgrounds. If
17 not properly addressed, inequality becomes the predictable outcome.

18 As the inequality prevails and turns into inequities in school practices, programs, and classroom
19 norms, it is imperative that the Board recognizes, employs, and institutionalizes the role of EQUITY
20 in valuing the backgrounds of all students especially those who have been traditionally underserved
21 or marginalized. It is also important to realize the roles of schools not just as avenues for teaching
22 and implementing inclusive practices but as sites for administrators, teachers, parents, and school
23 community to organize themselves in order to engage in democratic civic life. This inclusive view
24 of education implies the need to challenge any form of inequality, diminish inequitable practices,
25 and promote community participation. Thus, the Board recognizes that certain groups in our society
26 may have not demonstrated academic and career success because of systemic inequities and lack of
27 equitable attention and recognition of their curricular and instructional needs. It is paramount to the
28 Board that inequality, inequity, and student disengagement are factored in a comprehensive equity
29 plan.

30 The Board further recognizes that any form of inequities leads to educational, social, and career
31 outcomes that do not accurately reflect the abilities, experiences, and contributions of students
32 and employees. Such inequitable treatment limits future success and prevents individuals from
33 making a full contribution to society.

The Board is also cognizant that inequalities are real and aims to provide proactive practices and establish an open mindset within our district culture to address them. In recognizing these inequalities, the Board aims to provide equity to elicit and enhance student engagement and foster encouragement, commitment, empathy, and hope for all district employees.

Thus, the Board believes that a policy on equity embraces the humanization of all students, teachers, administrators, staff, and families regardless of their categories of differences. This policy on equity is also influenced by our commitment to social justice which fosters respect for human rights, equality, fairness, care, access to quality education, and equitable student engagement.

The Board is therefore committed to ensuring that equity and inclusion are essential principles of our school system and are integrated into all policies, programs, operations, and practices. Furthermore, the Board believes in equal outcomes for ALL students and equal opportunities for ALL employees.

The Board will, therefore, ensure that:

1. All policies and procedures:

- a. Prohibit and correct intentional discrimination in any district program or activity on the basis of race, gender, color, ethnicity or national origin
- b. Promote inclusion for all in district schools
- c. Foster student integration and diversity
- d. Ensure equal educational opportunity and access for all students

2. The curriculum in our schools accurately reflects our demographics and opportunities are provided for student voices to be shared. A student whose history and heritage are valued and celebrated will learn better and be more successful than if that student is forced to overcome a cultural barrier.

3. Stakeholders are provided opportunities to challenge practices that deny equitable access to services and instruction in the district without fear of retribution.

4. All students are provided with equitable opportunities to be successful in the Corona-Norco Unified School District (CNUSD); institutional barriers to such success are identified and removed; and all learners are provided with support and rewards to develop abilities and achieve aspirations.

5. A plan is in place to recruit and retain highly qualified teachers and administrators who reflect the diverse community of CNUSD. Hiring and promotion practices are nondiscriminatory and promote equitable representation of diversity at all organizational levels; all employees have equal opportunities for advancement; employee skills and knowledge are valued; and have equitable access to available support for professional development needs.

- 69 6. Equity focused professional development of all staff will encompass research-based
70 methodologies to improve the quality of leadership, support and instruction for all students.
- 71 7. The contributions of our diverse community of parents/guardians and stakeholders to our
72 schools are valued and encouraged; and they are provided with equitable opportunities for
73 working with staff and with each other for the benefit of all students.
- 74 8. The District shall welcome and empower students and families, including underrepresented
75 families of color (including those whose first language may not be English) as essential
76 partners in their student's education, school planning, and District decision-making.
- 77 9. The District shall create welcoming environments that reflect and support diversity of the
78 student population and community. In addition, the District will include other partners who
79 have demonstrated culturally-specific expertise, including government agencies, non- profit
80 organizations, businesses, and the community in general, in meeting our educational outcomes.
- 81 10. Students, employees, parents/guardians and community partners are provided with fair and
82 effective processes and procedures for resolving concerns and complaints that may arise from
83 experiences of unfair or inequitable treatment within the school system. This means
84 differentiating resource allocation, within budgetary limitations, to meet the needs of students
85 who need more supports and opportunities to succeed academically.
- 86 11. Financial and human resources are provided to support the work of staff, students,
87 parents/guardians and community groups in promoting equity and inclusion in the school
88 system.
- 89 12. Procedures are aligned to the district's long-term plan for implementing, reviewing, assessing
90 and developing policies, programs, operations and practices that promote equity in the district
91 and formaking changes where necessary.

92 **Definition of Key Terms:**

93 **Categories of Difference:** multicultural characteristics that may predict the inevitability of
94 inequality in schools brought about by the existing categories of difference in society that are
95 reflected in the classrooms such as race, ethnicity, language, social class, religion, gender, sexual
96 orientation, ability and disability conditions, and citizenship status

97 **Equity:** providing the program or instructional needs of students, when they need them. In
98 embracing equity, it is vital to know the students well, how they learn, and what motivates and
99 facilitates their engagement in a school's academic and other non-academic activities. Its major
100 functions are to attend to the needs of all students including the traditionally underserved
101 populations, provide a fair and open access to all, and recognize and value differences and open
102 doors of access and opportunity for everyone by redistributing resources and services.

Social Justice: the notion of respecting and valuing differences in race, cultural beliefs, social norms, intellectual flexibility, and personal perspectives, orientations, and dispositions among students including its emphasis on equity, ethical values, justice, care, and respect. It is also a perspective based on principles that include understanding oneself in relation to other individual or group of individuals, appreciating diversity and promoting equity, recognizing inequities and how to diminish them, equitable participation and allocation of resources, creating a caring and culturally responsive learning environment, working together as a learning community, engagement in classroom inquiry, and critical thinking and reflection.

Student Engagement: is demonstrated through a variety of activities and may be described as behavioral which shows efforts, cognitive which shows deliberate use of strategy, emotional which shows expression of interest and affection, and agentic which shows attempts to contribute to learning activities. Research literature identifies different types of student engagement: academic engagement, social engagement, cognitive engagement, affective engagement, and agentic engagement.

Legal Reference: Ed. Code 51002, 51020

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