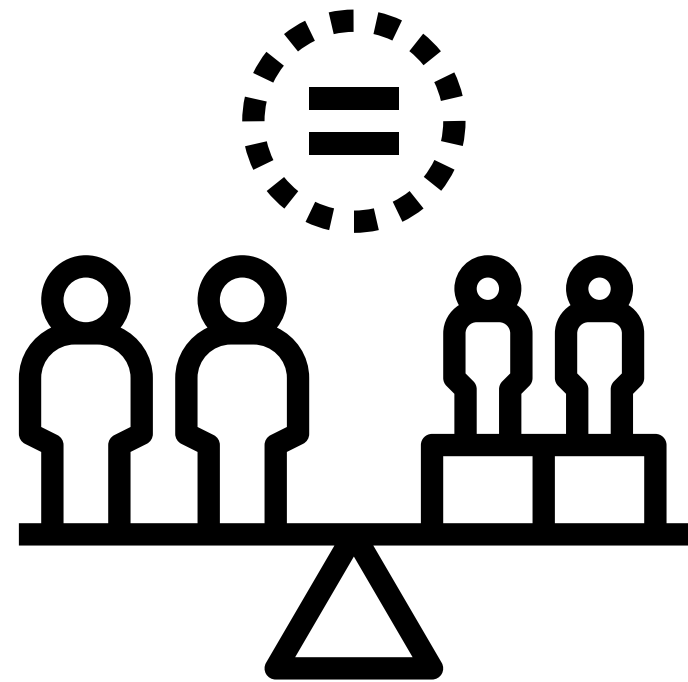# ALHAMBRA
ELEMENTARY SCHOOL DISTRICT

Alhambra Elementary School District DEI Framework
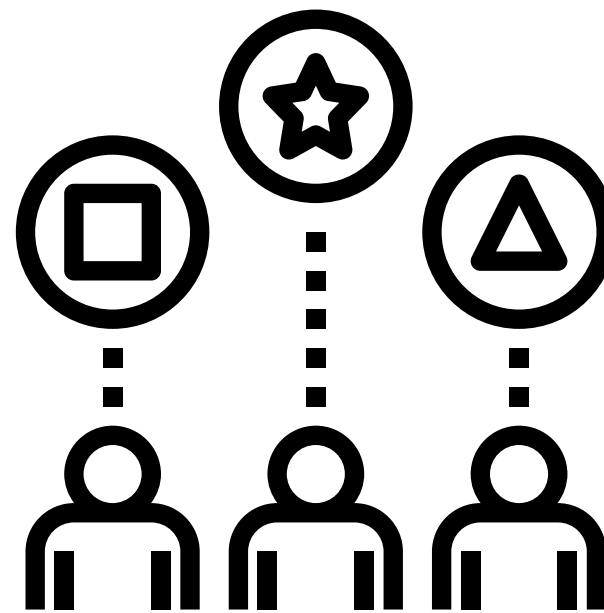
Designing a District for Everyone
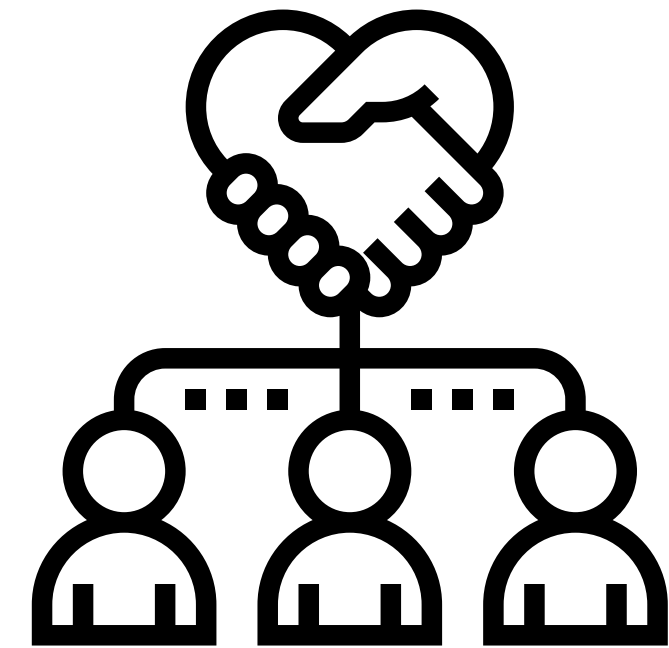
Alhambra's DEI Mission

Equity

Diversity

Inclusion

Alhambra is committed to creating a diverse and inclusive community that honors our differences, promotes our collective values, and fosters a culture of success.

ALHAMBRA
ELEMENTARY SCHOOL DISTRICT

Alhambra Elementary School District upholds that public schools contribute significantly to the future success and prosperity of every child that enters its doors.

AESD adopts a proactive approach to making diversity, equity, and inclusion internal values exemplified through Knowledge, Awareness, and Action. A proactive approach ensures a quality learning environment where differences are valued, respected, and celebrated.

ALHAMBRA
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The DEI Committee

AESD formed the DEI committee to develop Alhambra commitments around Diversity, Equity, and Inclusion. The committee considered practices, policies, perceptions, and procedures within the Alhambra community to ensure the consideration of diverse perspectives, equitable outcomes, and inclusivity of all stakeholders.

The DEI Committee considered equity THROUGH multiple lenses, including but not limited to: race, religion, ethnicity, national origin, sex, learning ability, sexual orientation, gender identity, education level, immigration status, housing status, physical ability, neurodiversity, disability, socioeconomic status, and positionality/roles.

ALHAMBRA
ELEMENTARY SCHOOL DISTRICT
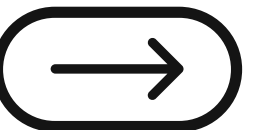
AESD Diversity, Equity, and Inclusion Committee 2020-2021

Christina Arragon - School Counselor, Choice Learning Academy

Ranier Barrett - Ocupational Therapist, Barcelona Elem.

Jayleen Bell - Instructional Assistant, Sevilla East

Marybeth Burt - First Grade Teacher, Barcelona Elem.

Kathleen Fisher- Outreach Coordinator, Cordova Elem.

Angela Frankenfield - Educational Services Specialist, District Office

Jena Gray- 7th Grade ELA, and Social Studies Teacher, Carol G. Peck

Candace Greene - 4th-8th Art Teacher, Sevilla West

Genesis Hernandez - Speech Pathologist, James W. Rice

Samanthia Langston - Instructional Assistant Carol G. Peck

Esperanza Lopez - Assistant Director of Technology - Implementation & Development

Garrett Pauli - Instructional Assistant for Self-Contained SPED classroom, Granada East

Sonia Rodriguez - Payroll Manager, District Office

Kirstie Rylon- Social Worker, Catalina

Elizabeth Scott - Behavioral Interventionist, Choice Learning Academy

Nneka Williams- Eighth Grade Math Teacher, Sevilla West

Yolanda Woods-Self-Contained Special Educator, Cordova

Committee Chair- Alana Ragland - Executive Director of Equitable Practices
Guide Support - Brandon Gridiron Administrator, Equity & Student Services- Visalia Unified School District, Visalia, CA

ALHAMBRA
ELEMENTARY SCHOOL DISTRICT

AESD Framework

AESD aims to develop a framework that serves as the guide to greater Alhambra DEI in all facets of the organization. In addition to the framework, the Committee will create a 3-year strategic action plan to bring Diversity, Equity, and Inclusion to the forefront for all stakeholders in the Alhambra Community. The Committee will engage and inform multiple stakeholders to include the input of the broader community.

ALHAMBRA
ELEMENTARY SCHOOL DISTRICT

AESD Diversity

Diversity is the broad representation of visible and invisible dimensions of how people, processes, and perspectives differ within the AESD family.

Dimensions include but are not limited to:

- Abilities
- Disabilities
- Age
- Appearance (Body Image)
- Culture
- Education
- Ethnicity
- Gender
- Gender Identity
- Geography
- Income
- Language
- Learning Styles
- Life Experiences

- Neurodiversity
- Military Status
- Nationality
- Occupation
- Parental/Family Status
- Philosophy
- Political Beliefs
- Race
- Relationship Status
- Religion
- Sexual Orientation
- Values

AESD Equity

Equity ensures that each individual has the tools and modifications they need to access success fully.

Equity ensures that people have what they need to access every opportunity successfully. Through the Lens of Equity, AESD will identify and eliminate barriers, both specific and systemic, that limit or stagnate access and participation.

AESD will be mindful of cultural, linguistic, and life experience differences that create advantages for some and disadvantages for others to ensure equitable access to the learning experiences and services provided by AESD.

AESD Equity cont.

Equity ensures that each individual has the tools and modifications they need to access success fully.

AESD equity means that all students are provided the tools they need to produce equivalent positive academic and social outcomes regardless of race, ethnicity, gender, gender identity or expression, sexual orientation, language, religion, nationality, immigration status, cognitive or physical ability, family background or structure, income, or zip code.

AESD workplace equity, diversity, and inclusion means that all staff, regardless of position, role, work experience, and work style, are valued for their expertise, treated with respect, receive opportunities and support to excel, and have equitable outcomes regarding the development and advancement of their careers.

AESD Inclusion

Inclusion is the combination of Respect, Belonging, Empowerment, and Fair Progression.

Respect is based on valuing uniqueness as a strength.

Belonging is the result of essential contributions that foster social and emotional needs through meaningful connections with others.

Inclusion is the combination of Respect, Belonging, Empowerment, and Fair Progression.

Empowerment is the result of an environment of full participation.
We understand Inclusion as the intentional recognition that different individuals bring unique strengths and face unique challenges. Inclusive Empowerment recognizes the different needs of diverse individuals and ensures that perceptions, policies, and practices accommodate those differences to ensure that everyone can contribute fully.

Fair Progression is the opportunity for advancement based on ability and potential. We understand that inclusion is reflected through recruitment, development, promotion, and retention of diverse talent.
Intentional Inclusion ensures that individuals from various identity markers have a fair chance of progressing alongside the traditionally dominant group members.

Five Goals of the AESD
Diversity, Equity, and Inclusion Framework

Actualize Equitable Outcomes

Center A Restorative Approach

Create Success Pathways

Empower Parents as Equity Partners

Ensure Cultural Competency

"If you're going to change things, you have to be with the people who hold the levers."
-Ruth Bader Ginsburg

# Five Essential Elements of AESD Cultural Competency

Assessing Cultural Knowledge – Knowing what you know about your and others' cultures, how you react to others' cultures, and what you need to do to be effective in cross-cultural situations.

Adapting to Diversity – Having the will to learn about others and use others' cultural experiences and backgrounds in educational settings.

Managing the Dynamics of Difference – Viewing conflict as a natural and normal process with cultural contexts that can be understood and supportive in creative problem-solving.
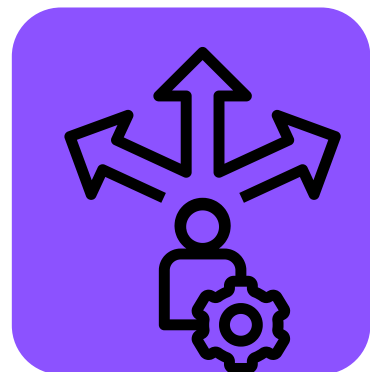
Valuing Diversity – Intentional inclusion of people whose viewpoints and experiences are different from yours that will enrich conversations, decision-making, and problem-solving.

Institutionalizing Cultural Knowledge – Making learning about cultural groups and their experiences and perspectives an integral part of your ongoing learning.

Adapted from THE CENTER FOR CULTURALLY PROFICIENT EDUCATIONAL PRACTICE

Action Steps

Ensure Cultural Competency

DEI STATEMENT

Develop an AESD statement about the importance of diversity, equity, and inclusion including anti-racist, anti-bias language structured around conscious efforts, to provide equitable opportunities for all people on an individual and systemic level.

Emphasize DEI Programs

Emphasize programs and opportunities in the district related to diversity and inclusion

DEI Communication

Communicate AESD's commitment to DEI in all district and school initiatives.

Department Expectation

Establish expectations for district departments and schools to implement initiatives related to DEI.

Cultural Competency Expectation

Establish basic expectations for cultural competency through professional development and onboarding.

DEI Monioring

Measure and monitor implementation of the DEI plan, including annual updates.
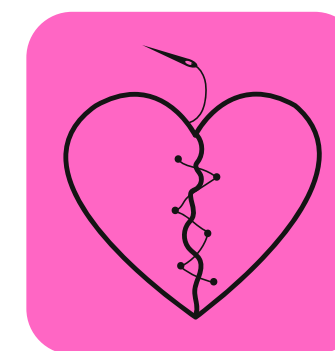
Actualize Equitable Outcomes

Data-Driven Equity- Analysis of data disaggregated by race, ethnicity, and other identity markers.

An Inclusive Cycle of Improvement- intentional comprehensive monitoring, reporting, and addressing persistent access and achievement gaps across a broad range of indicators.

Equitable SEL- A focus on student intellectual and social development.

Asset-Based- Viewing cultural differences as enhancements, not detractors.

Climate and Culture- A welcoming community that engages all of its diversity in the service of student and organizational learning.

https://www.miltonps.org/about/equity
Achieving Equitable Educational Outcomes with All Students ...https://www.aacu.org

Equity of Outcomes

Ensure equally high outcomes for all participants in our educational system, removing the predictability of success or failures that correlate with any social or cultural factors.

Analyze Practices

Analyze and interrupt inequitable practices, examining biases, and create inclusive multicultural school environments for adults and children.

Whole Child Data Driven Approach

Expect Data-based approaches that utilize a consistent, systematic schedule to measure all Whole Child Indicators (SEL, Academics, Physical Development, and Health).

Asset-Based Approach to Teaching and Learning

Ensure an asset-based approach to education. Cultivate a Growth Mindset with a DEI context that welcomes unique strengths and talents and personalizes learning to include strength-based considerations.

Action Steps

Actualize Equitable Outcomes

In Pursuit of Equality: A Framework for Equity Strategies in Personalized, Competency-Based Education, June 17
https://aurora-institute.org/

Center a Restorative Approach

"Restorative Practices is a philosophy, not a curriculum. Its focus is on building positive relationships and providing opportunities for community members to take responsibility for their behavior while remaining connected to the community. An intentional Restorative approach fosters a compassionate, relationship-centered culture."
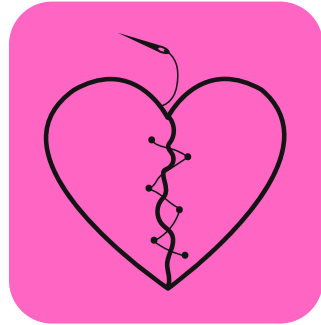
https://conflictcenter.org/programs-training/schools/restorative-practices-program/

Relationship- Builds relationships that are central to the community

Behavior- Addresses misbehavior and harm in ways that strengthen relationships

Human Focus- Focusses on the harm done rather than the rules broken

Student Agency and Advocacy- Gives voice to all involved.

Collaboration- Engages in collaborative problem-solving

https://conflictcenter.org/programs-training/schools/restorative-practices
https://sites.google.com/vusd.us/equityandstudentservicesdept/

Action Steps

Inclusive Community

Develop a relationship approach to student management using CASEL Competencies and Restorative Practices as Frameworks.

Intervention Approach to Behavior

Address behavior infractions and harm in ways that educate and strengthen relationships.

Student Centered Discipline

Ensure student agency and advocacy in discipline situations.

Disproportionate Discipline

Address the disproportionality of high disciplinary referrals, suspensions, and expulsions of students with specific identity markers.

Center A Restorative Approach

https://transformingeducation.org/resources/looking-at-the-intersection-of-student-agency-and-school-discipline-practices/

https://conflictcenter.org/programs-training/schools/restorative-practices-program/g

Create Pathways of Success

AESD sees education as the pathway to students' success. Our overarching goal is that all children will develop along the education pathway and accumulate the social, emotional, and cognitive skills required to emerge as positive, productive members of society.

Develop personalized academic plans to ensure student success

Build the capacity of AESD parents through a comprehensive system of supports and opportunities with the ultimate goal of empowering parents as active stakeholders in their child's education.

Create professional learning Pathways to ensure teachers develop the knowledge and skills they need to make informed educational decisions that lead to successful student outcomes.

Use critical education targets (i.e.kindergarten readiness, reading by third grade, etc.) and chief educational success indicators by grade level in reading and math to monitor and support the specific success of all students and hold the learning community accountable.

Develop clear pathways for career advancement and provide equitable opportunities to access career pathways at every level of the organization.

2.3.1 Beliefs about Student Success 2.3.2 The Importance .... http://www.edugains.ca/resourcesECLP/VideoLibrary/PLF/Connecting/AssociatedFiles/2.3.1_BeliefsaboutStudentSuccess.pdf

The Center for High Impact Philanthropy. https://www.impact.upenn.edu/wp-content/uploads/2016/2015/03/131007_Pathways_Abbrv2.pdf

Action Steps

Academic Pathways

Design explicit pathways to academic success using research-based tools and strategies for all AESD students.

Professional Pathways

Design necessary pathways from multiple lenses to ensure diversity and equitable distribution of opportunity at every level of the organization.

Data Recognition

Use data to monitor and incentivize student success at the student, teacher, and school levels.

Multiple Measures

Incorporate multiple measures of learning and teaching to determine support and advancement on or within success pathways.

Create Success Pathways

Action Steps

A Commitment to Equitable Family Engagement

Design a plan to ensure that practices related to promoting or maintaining equitable family engagement become the standard.

Remove Barriers

Acknowledge and address barriers to parental Involvement.

Parental Pathways

Create and refine structures that increase meaningful engagement and empower parents as advocates at the school and district levels.

Empower Parents as Equity Partners

https://www.waterford.org/education/parent-engagement-and-empowerment/
https://oese.ed.gov/files/2020/10/equitable_family_engag_508.pdf