

Philosophy-Goals-Objectives and Comprehensive Plans

**EQUITY AND ACCESS FOR EVERY STUDENT**

The Board of Education believes that the diversity that exists 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 every learner 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.

*(cf. 0100 – Philosophy and Goals)*

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

The District shall eradicate institutional bias and racism of any kind, including implicit or unintentional biases and prejudices that negatively impact student academic achievement, social-emotional well-being, and access to opportunities, and will eliminate disparities in educational outcomes for students from historically underserved and underrepresented populations.

Additionally, the District shall proactively identify classisms, language, gender, 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. The Board shall make culturally responsive and culturally proficient decisions using an evidence-based equity framework to remove the impediments to learning faced by students of color and/or diverse cultural, linguistic, or socioeconomic 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 biased or stereotypical assumptions about any particular group of students, parents/guardians, or staff.

*(cf. 6173.1 - Education for Foster Youth)*

*(cf. 6174 - Education for English Learners)*

*(cf. 9000 - Role of the Board – Powers and Responsibilities)*

*(cf. 9310 - Policy Manual)*

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**EQUITY AND ACCESS FOR EVERY STUDENT (continued)**

The Board and the Superintendent/designee shall develop and implement policies and strategies to promote equity in District programs and activities, through measures such as the following:

1. Routinely assessing how schools are meeting student needs based on multiple measures disaggregated by race, gender, ethnicity, socioeconomic, and cultural backgrounds in order to enable equity-focused policy, planning, and resource development decisions. Quarterly results will be reviewed at each school site with School Site Council and the English Learner Advisory Council to determine adjustments and/or next steps that align to the Single Plan for Student Achievement and Safe School Plans. The Board shall annually review each site's data and make recommendations to address any systemic equity issues.

*(cf. 0460 - Local Control and Accountability Plan)*  
*(cf. 6162.5 - Student Assessment)*

2. Analyzing expenditures, and when necessary, reallocating financial and human resources via the Local Control and Accountability Plan in a manner that provides all students with equitable access to District programs, special education, support services, and opportunities for success through inclusive practices. Such resources include access to highly qualified, diverse administrators, teachers, and other school personnel; funding; technology, equipment, textbooks, and other instructional materials; and equal care of facilities.
3. Provide access and opportunity by empowering and encouraging diverse populations of students to enroll in, participate in, and successfully complete A-G and Advanced Placement courses with a grade of C or higher. Provide equitable access to all student activities, programs, as well as ensure alignment with Title IX regulations.

*(cf. 3100 - Budget)*  
*(cf. 4113 - Assignment)*  
*(cf. 7110 – Determining Needs)*

4. Cultivating and sustaining a positive school climate that promotes and celebrates diverse student engagement, social-emotional safety, and inclusivity. Ongoing monitoring of the school culture that promotes diversity is outlined in the Safe Schools Plan.

*(cf. 6143 - Courses of Study)*

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**EQUITY AND ACCESS FOR EVERY STUDENT (continued)**

5. Building a positive, collaborative, and accepting school climate that promotes rigorous student engagement, physical and emotional safety, authentic care, high expectations, and other supports for students' social and emotional well-being. Providing classroom environments that are culturally and historically responsive to students with a focus on building trust and authentic relationships. Ensuring that students who are bullied and/or victimized are supported with trauma-informed practices, counseling services, and coping strategies to foster students' resilience and agency.
6. Adopting curriculum and instructional materials that accurately reflect the diversity among student groups, including materials that portray similar experiences and narratives to those experienced by the children of the District. Ensuring a variety of historical perspectives, including primary and secondary sources, that reflect all student groups in a positive light. Portraying a diverse range of role models, lifestyles, and career choices for all children to aspire to. Ensuring that students are provided standards-based history/social science curriculum and ethnic studies on a regular and ongoing basis. Fostering opportunities for students to engage in visual and performing arts, health, science, language arts, and mathematics in culturally sensitive ways.

*(cf. 6141 - Curriculum Development and Design)*

*(cf. 6161.1 - Selection and Evaluation of Instructional Materials)*

7. Ensuring prevention and intervention services for all students by providing and/or collaborating with local agencies and community groups to provide timely and quality access to appropriate support services that improve outcomes for children, families, and the greater community.

Providing all District employees with annual, ongoing and mandatory training and professional development about culturally responsive instruction and culturally proficient practices. Develop and implement a protocol that addresses intentional and unintentional discriminatory microaggressions.

Providing regular and ongoing parent and community education at site and District levels through workshops, meetings, conferences, and other networking opportunities. Soliciting meaningful collaboration and input from all stakeholder groups for guidance and governance that ensures access and justice.

*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*

*(cf. 6164.5 - Student Success Teams)*

*(cf. 6179 - Supplemental Instruction)*

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**EQUITY AND ACCESS FOR EVERY STUDENT (continued)**

8. Promoting the recruitment, employment, and retention of highly qualified, diverse staff that reflects the student demographics of the community and society at large. Ensuring recruitment and selection processes include a focus on equity and/or culturally responsive elements through oral interviews, performance tasks, and written narratives. Ensuring processes that welcome, onboard, and check in with employees regarding their experiences on a regular and on-going basis.

*(cf. 4131 - Professional Development)*

9. Providing District staff with ongoing, researched-based, professional learning and professional development. Assessing impact of culturally responsive instructional practices, policies, and relationships. Ensuring social justice and implicit bias training.
10. Conducting and reporting quarterly program evaluations that focus on equity and address the academic, cultural, and social/emotional well-being outcomes of all students on multiple measures. Developing, implementing, and measuring goals toward equity and excellence in school and District plans for student achievement, wellness, and safety.

*(cf. 0500 - Accountability)*

The Board shall annually monitor the intent and impact of District policies and decisions in order to safeguard against disproportionate or unintentional impact regarding access to District programs, achievement, and well-being goals for any and all students.

Legal Reference:

EDUCATION CODE

200-262.4 Educational equity

52077 Local control and accountability plan

60040 Selection of instructional materials

GOVERNMENT CODE

11000 Definitions

11135 Nondiscrimination in programs or activities funded by state

PENAL CODE

422.55 Definition of hate crime

422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs

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**EQUITY AND ACCESS FOR EVERY STUDENT (continued)**

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities in Education Act

1681-1688 Discrimination based on sex or blindness, Title IX

2301-2414 Strengthening Career and Technical Education for the 21st Century Act

6311 State plans

6312 Local education agency plans

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

2000h-2000h-6 Title IX

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

36.303 Auxiliary aids and services

CODE OF FEDERAL REGULATIONS, TITLE 34

100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI

104.1-104.39 Section 504 of the Rehabilitation Act of 1973

106.1-106.61 Discrimination on the basis of sex, effectuating Title IX

Management Resources:

CALIFORNIA SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Meeting California's Challenge: Access, Opportunity, and Achievement: Key Ingredients for Student Success, 2017

The School Board Role in Creating the Conditions for Student Achievement, 2017

African-American Students in Focus: Closing Opportunity and Achievement Gaps for African-American Students, 2016

African-American Students in Focus: Demographics and Achievement of California's African-American Students, 2016

Latino Students in California's K-12 Public Schools, 2016

Research-Supported Strategies to Improve the Accuracy and Fairness of Grades, 2016

Climate for Achievement Governance Brief Series, 2015

Math Misplacement, 2015

CENTER FOR URBAN EDUCATION PUBLICATIONS

Protocol for Assessing Equity-Mindedness in State Policy, 2017

WEBSITES

California School Boards Association: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Center for Urban Education: <http://cue.usc.edu>

Safe Schools Coalition: <http://www.casafeschools.org>