

EQUITY

The Governing Board 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 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.

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, the district 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.

The Board 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 biased or stereotypical assumptions about any particular group of students.

To that end, the Board also acknowledges other forms of social inequalities and oppression, including gender, gender identity, gender expression, sexual orientation, socioeconomic status, religion, national origin, foster youth, involvement with the dependency or juvenile justice systems, and students with disabilities and learning differences, and how these different forms of oppression intersect. The Board is committed to explicitly identifying and addressing all disparities in educational outcomes for the purpose of targeting areas for action, intervention and investment.

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

1. Routinely assess student needs based on data disaggregated by race, ethnicity, socio-economic, and cultural backgrounds in order to identify gaps in educational experiences and develop policies, practices, and plans that redress those disparities.
2. Analyze expenditures and allocate financial and human resources in a manner that provides all students with equitable access to district programs, support services, and opportunities for success, thereby promoting equity and inclusion in the district. Such

resources include access to high-quality administrators, teachers, and other school personnel; funding; technology, equipment, textbooks, and other instructional materials; facilities; and community resources or partnerships.

3. Enable and encourage students to enroll in, participate in, and complete curricular and extracurricular courses, advanced college preparation programs, and other student programs and activities.
4. Build a positive school climate that promotes student and family engagement, safety, and academic and other supports for students including, but not limited to, a district-wide emphasis on Social Emotional Learning, an emphasis on positive behavioral supports, and restorative justice practices.
5. Adopt curriculum and instructional materials that accurately reflect the diversity among student groups.
6. Promote the employment and retention of a diverse staff that reflects the student demographics of the community.
7. Provide district staff with ongoing, researched-based, professional learning and professional development on culturally responsive instructional practices, including implicit bias and beliefs and through culturally responsive teaching.
8. As part of a continuous improvement cycle, conduct regular evaluations of programs and plans that focus on equity by monitoring student performance outcomes.

The Board shall regularly monitor the intent and impact of district policies and decisions in order to safeguard against disproportionate or unintentional impact on access to district programs and achievement goals for specific student populations in need of services.

Reviewed: June 10, 2021