



INTEGRATED PUPIL LEARNING EXPERIENCE

In furtherance of the District's Philosophy of Education, the Board of Trustees of the San Mateo-Foster City School District:

takes official cognizance of the existing pupil racial segregation in several of its school areas which stems from housing patterns;

recognizes the need to consider the degree to which racial segregation or concentration of children with depressed environmental backgrounds affects the educational opportunities for maximum development of individual potential;

declares its intent, in concert with existing law and regulations of the State Board of Education as contained in Title V, Administrative Code, to proceed with both short and long term study and planning which will result in an integrated pupil learning experience for the entire school system;

calls upon the cooperative action of all segments of the San Mateo-Foster City community - both public and private - to alleviate racial segregation.

In the execution of this policy it is noted that the problem is one of long standing. All efforts on the part of the Board and its administrative officers must be done as promptly and judiciously as is consistent with educational soundness and financial feasibility.

CULTURAL PLURALISM

The San Mateo-Foster City School District adopts the policy of incorporating in the instructional process the concept of Cultural Pluralism, and its purposes and applications as given below. A definition of Cultural Pluralism is included to provide the parameters within which the concept should operate within the district. It is affirmed here that this definition is consistent with our country's Constitution as well as with our district's Philosophy of Education.

Definition: The concept of Cultural Pluralism in this district recognized the fact that there are many cultures, value system, and life styles which should be accepted as long as they do not encroach upon the rights of others. It stresses respect for diversity. Various ethnic groups, according to this concept, have the right to preserve their respective cultural heritages without at the same time interfering with the carrying out of their responsibilities to the general society. People do not have to lose their cultures, value systems, life styles, and identities in order to become worthy, acceptable, and valuable individuals within this society. Every individual should feel free to pursue one's own culture, value system, and life style as long as these practices do not disrupt the normal functioning of the society at large, or interfere with the rights of other individuals. People have a right to remain or not to remain identified with their own racial, religious, or ethnic group values, language, culture, home, and community.

Purposes: Cultural Pluralism has three basic purposes:

1. To assist individual children to develop a sense of self-worth and self-respect, to help them understand their own values, and to develop appreciation for cultural and value differences while communicating with others.
2. To utilize the diversity that exists in this society to help children develop a respect for individuals and appreciation of different cultures, value system and life styles.
3. To help an individual belonging to an ethnic or another minority group develop the ability to function as a minority, if he/she so chooses, in the mainstream culture, while recognizing that there are more similarities among human beings than differences.

Applications: The purposes given above can be achieved by developing and implementing activities around the following themes:

1. The meaning and need for cooperation in a complex society.
2. Functioning effectively in a society with differing cultures, value systems, and life styles.
3. Handling conflicts due to differences in race, cultures, value systems, and life styles.

CULTURAL PLURALISM (continued)

4. Exploring many acceptable cultures, value system, and life styles.
5. Experiencing unity in diversity.

CSBA Sample Board Policy

Draft in process

Philosophy, Goals, Objectives, and Comprehensive Plans

BP 0415(a)

I EQUITY

Note: The following **optional** policy addresses district recognition and response to the unique barriers facing each segment of the district's student population.

Pursuant to Education Code 201, California schools have an affirmative obligation to combat racism, sexism, and other forms of bias, and have a responsibility to provide equal educational opportunity to all students. Education Code 51007 requires that all students enrolled in the state's public elementary and secondary schools, regardless of race, creed, color, national origin, gender, gender identity, gender expression, physical disability, geographic location, or socioeconomic background, shall have equitable access to educational programs designed to strengthen technological skills, including, but not limited to, computer education programs. Education Code 220 further prohibits discrimination on the basis of disability, gender, gender identity, gender expression, nationality, immigration status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code in any program or activity conducted by the district.

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.

To that end, the Board has adopted the Equity Definition from the National Equity Project, " →

(cf. 0000 - Vision)

(cf. 0100 - Philosophy)

(cf. 0200 - Goals for the School District)

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

(cf. 5145.3 - Nondiscrimination/Harassment)

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.

Policy Reference UPDATE Service

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" Educational equity means that each child receives what they need to develop their full academic or social potential. Working towards equity involves:

- Ensuring equally high outcomes for all participants in our educational system; removing the predictability of success or failures that currently correlates with any social or cultural factor
- Interrupting inequitable practices, examining biases, and creating inclusive multicultural school environments for adults and children
- Discovering and cultivating the unique gifts, talents and interests that every human possesses. "

EQUITY (continued)

(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6174 - Education for English Learners)
(cf. 6175 - Migrant Education Program)
(cf. 9000 - Role of the Board)
(cf. 9310 - Board Policies)

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 assessing student needs based on data disaggregated by race, ethnicity, and socio-economic and cultural backgrounds in order to enable equity-focused policy, planning, and resource development decisions

(cf. 0400 - Comprehensive Plans)
(cf. 0460 - Local Control and Accountability Plan)
(cf. 6162.5 - Student Assessment)

Note: Pursuant to 20 USC 6311, states must publish per-pupil expenditures, including personnel expenditures and nonpersonnel expenditures, by school. Districts can analyze this financial data, along with other data sources, to ensure equitable allocation of financial and human resources across the district.

2. Analyzing expenditures and allocating financial and human resources in a manner that provides all students with equitable access to district programs, support services, and opportunities for success and promotes 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.

(cf. 0440 - District Technology Plan)
(cf. 3100 - Budget)
(cf. 4113 - Assignment)
(cf. 7110 - Facilities Master Plan)

3. Enabling and encouraging students to enroll in, participate in, and complete curricular and extracurricular courses, ~~advanced college preparation programs~~, and other student activities

(cf. 6141.4 - International Baccalaureate Program)
(cf. 6141.5 - Advanced Placement)
(cf. 6143 - Courses of Study)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6152.1 - Placement in Mathematics Courses)

EQUITY (continued)

4. Building a positive school climate that promotes student engagement, safety, and academic and other supports for students

(cf. 5137 - Positive School Climate)

5. Adopting curriculum and instructional materials that accurately reflect the diversity among student groups

(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

6. Providing and/or collaborating with local agencies and community groups to ensure the availability of necessary support services for students in need

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)
(cf. 6179 - Supplemental Instruction)

7. Promoting the employment and retention of a diverse staff that reflects the student demographics of the community

8. Providing district staff with ongoing, researched-based, professional learning and professional development on culturally responsive instructional practices

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

9. Conducting program evaluations that focus on equity and address the academic outcomes and performance of all students on all indicators

(cf. 0500 - Accountability)

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.

Legal Reference: (see next page)

EQUITY (continued)*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

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:*CSBA PUBLICATIONSMeeting California's Challenge: Access, Opportunity, and Achievement: Key Ingredients for Student Success, 2017The School Board Role in Creating the Conditions for Student Achievement, 2017African-American Students in Focus: Closing Opportunity and Achievement Gaps for African-American Students, 2016African-American Students in Focus: Demographics and Achievement of California's African-American Students, 2016Latino Students in California's K-12 Public Schools, 2016Research-Supported Strategies to Improve the Accuracy and Fairness of Grades, 2016Climate for Achievement Governance Brief Series, 2015Math Misplacement, 2015*Management Resources continued: (see next page)***Policy Reference UPDATE Service**

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EQUITY (continued)

Management Resources: (continued)

CENTER FOR URBAN EDUCATION PUBLICATIONS

Protocol for Assessing Equity-Mindedness in State Policy, 2017

WEB SITES

CSBA: <http://www.csba.org>

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

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

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

MAGNET SCHOOLS

In accordance with Board Policy 0110: Cultural Pluralism, the Governing Board endorses the use of magnet schools throughout the district as detailed below. New and existing magnet schools shall align with the stated Purpose and will be evaluated for success against the Evaluative Criteria.

Purpose of Magnet Schools

1. Reduce socio-economic imbalance within the district.
2. Provide school choice with varied learning environments and specialized instruction attracting students and their families who live within the San Mateo-Foster City School District.
3. Develop and design innovative methods and practices promoting courses of instruction that substantially strengthen student knowledge of academic subjects.
4. Increase teaching capacity through relevant, specialized professional development.
5. Balance enrollment numbers across schools.

Evaluative Criteria

1. Socio-economic profile is similar to that of the San Mateo-Foster City School District.
2. Academic performance trends are as good or better than similar schools in-district and out-of-district.
3. Magnet theme attracts and maintains student enrollment.
4. Significant enrollment is attracted from outside its geographic area.
5. Magnet theme and selection process comply with state and federal laws, rules, and regulations.
6. Magnet school is equally accessible to all district students.
7. Magnet theme is financially sustainable.