

Equity Policy – CSBA Sample – 0415(a)

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 continues the concept of Cultural Pluralism originally set in policy on February 4, 1974 and has adopted the Equity Definition from the National Equity Project.

Cultural Pluralism is a belief that 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 systems 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.
4. Exploring many acceptable cultures, value systems, and life styles.
5. Experiencing unity in diversity.

National Equity Project definition of Equity - “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.”

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 under-represented 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 **including segregated housing patterns**. Board decisions shall not rely on biased or stereotypical assumptions about any particular group of students.

The Board and the Superintendent or designee shall develop and implement policies and strategies to promote equity in district programs and activities, which may mean utilizing unequal actions, 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
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
3. Enabling and encouraging students to enroll in, participate in, and complete curricular and extracurricular courses, and other student activities
4. Building a positive school climate that promotes student engagement, safety, and academic and other supports for students
5. Adopting curriculum and instructional materials that accurately reflect the diversity among student groups
6. Providing and/or collaborating with local agencies and community groups to ensure the availability of necessary support services for students in need
7. Promoting the employment and retention of a diverse staff that reflects the students demographics of the community
8. Providing district staff with ongoing, researched-based, professional learning and professional development on culturally responsive instructional practices
9. Conducting program evaluations that focus on equity and address the academic outcomes and performance of all students on all indicators
10. **Monitoring socio-economic balance.**

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.