

Board Policy Statement On Equity

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This Equity Policy Statement expresses the Board of Education's commitment to equity, excellence, and the achievement for an inclusive learning environment for all students.

Equity Policy Statement:

We believe that equity is a set of actions that results in educational excellence not determined by differences ~~of race, sex, or economic status~~based on race, color, ancestry, nationality, national origin, immigration status, economic status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

Equity is not the same as equality, Whereas equality provides the same resources throughout the system on a per capita basis, equity demands the allocation of resources based on need and support for each student's success.

Therefore, in order to achieve equity in serving out students, AUSD will factor in student needs when making decisions regarding resource allocations.

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GOALS

The ~~Governing~~ 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. [Diversity in education means students, families, and staff are our greatest strength and diversity is viewed as an asset. The Board of Education embraces the differences in our community and not only seeks tolerance in our District but inclusivity at all levels of education with a goal of student-specific rigor that ensures that each and every voice is heard and supported.](#) 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.

[The Board of Education is committed to creating and fostering a positive and inclusive learning environment where all students, especially those currently and historically marginalized, feel safe, included, and accepted; and where all students experience a sense of belonging and find strong connections among each other and within the curriculum taught in our classrooms. In order to realize this goal, the Board of Education and all AUSD employees shall aim to be proficient in the historical injustices that have shaped our society and shall attempt to eliminate barriers that contribute to disparate educational outcomes in our District.](#)

(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. [Inclusive education aims to identify and eliminate the biases and barriers that negatively impact a student's ability to graduate from high school and become self-sufficient and a contributing member of society.](#)

The Board shall make decisions with a deliberate awareness of impediments to learning faced by students [of all different characteristics including race, color, ancestry, nationality, national origin, immigration status, economic status, ethnic group identification, ethnicity, age, religion, marital](#)

~~status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics 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 all student communities ~~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.

(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)

MEASURES

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

1. Routinely assessing student needs based on ~~data~~ disaggregated data 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)

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 and diverse 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~~Conducting a review of all District policies, procedures and programs with an equity lens, revise these policies to reflect the goals of this equity policy, and ensure that these revised policies result in fair outcomes for all students, their families, and staff;

(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)

4. Building a positive school climate that promotes student engagement, safety, and academic and other supports for students, and that supports the mental and physical well-being of all students;

(cf. [5137](#) - Positive School Climate)

5. Adopting curriculum and instructional materials that accurately reflect the diversity among student groups and that prioritizes the adoption of District-wide anti-racist curriculum for K-12 instruction;

(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. Ensuring that the District's Strategic Plan includes the directives in this Equity Policy; and

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

(cf. [0500](#) - Accountability)

ACCOUNTABILITY

The Board of Education directs the Superintendent to include the goals of this Equity Policy and corresponding Administrative Regulation in the District's Strategic Plan to ensure measurable academic and school improvements for students most impacted by this policy.

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.

In order to be successful in this work, it is necessary that all members of our school community are aware of this policy. The Superintendent shall ensure that this policy is included in all school handbooks shared with students and families, and is posted in all AUSD classrooms in areas visible to both students and staff and is communicated in age-appropriate methods.

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

2301-2415 Carl D. Perkins Vocational and Applied Technology 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 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

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>

[OTHER RESOURCES](#)

https://www.smuhsd.org/cms/lib/CA02206192/Centricity/Domain/55/N_2_RacialEquityPolicyAR0415English_0.pdf

<https://www.piedmont.k12.ca.us/wp-content/uploads/2020/09/BP-AR-0415.1-Racial-Equity.pdf>

Policy ALAMEDA UNIFIED SCHOOL DISTRICT

adopted: October 9, 2018 Alameda, California

Equity

As expressly stated in Board Policy 0415, 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. Diversity in education means students, families, and staff are our greatest strength and diversity is viewed as an asset. The Board of Education embraces the differences in our community and not only seeks tolerance in our District but inclusivity at all levels of education with a goal of student-specific rigor that ensures that each and every voice is heard and supported. 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.

The following actions are intended to provide tangible steps for the implementation of the goals and explicit measures enumerated in the Equity Policy and the alignment of that policy with the District's Strategic Plan:

1. Routinely assessing student needs based on disaggregated data 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 and diverse administrators, teachers, and other school personnel; funding; technology, equipment, textbooks, and other instructional materials; facilities; and community resources or partnerships;

- Ensure that the LCAP and expenditures delineated in that plan incorporate and reflect the policies expressed in the Equity Policy;
- Ensure that annual budget reviews and determinations are consistent with and support the policies expressed in the Equity Policy;

3. Conducting a review of all District policies, procedures and programs with an equity lens, revise these policies to reflect the goals of this equity policy, and ensure that these revised policies result in fair outcomes for all students, their families, and staff;

4. Building a positive school climate that promotes student engagement, safety, and academic and other supports for students, and that supports the mental and physical well-being of all students;

5. Adopting curriculum and instructional materials that accurately reflect the diversity among student groups and that prioritizes the adoption of District-wide anti-racist curriculum for K-12 instruction;

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 student demographics of the community

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

9. Ensuring that the District's Strategic Plan includes the directives in this Equity Policy; and

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