

Philosophy-Goals-Objectives and Comprehensive Plans

EQUITY

BP 0415

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.

(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.

(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:

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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)

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)

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

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(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.

PUSD SPECIFIC:

The Governing Board shall promote educational equity and eliminate discrimination and harassment on the basis of sex, sexual orientation, gender identification, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability. (5 California Code of Regulations (CCR) § 4900; 34 Code of Federal Regulations (CFR) §§ 100.3(a), 106.31)

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Definitions

In education, **equity** is the notion that EACH and EVERY learner will receive the necessary resources they need individually to thrive in PUSD's schools no matter what their national origin, race, gender, sexual orientation, physical or mental ability, first language, religion or other distinguishing characteristics.

Culture is defined as a way of life, especially as it relates to the socially transmitted habits, customs, traditions and beliefs that characterize a particular group of people at a particular time. It includes the behaviors, actions, practices, attitudes, norms, values, communication styles, language, etiquette, spirituality, concepts of health and healing, beliefs and institutions of a racial, ethnic, religious, or social group.

Culturally responsive teaching acknowledges the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect students' dispositions, attitudes and approaches to learning, and as worthy content to be taught in the formal curriculum. Therefore, culturally responsive teaching includes and incorporates multicultural information, resources, and materials in all subjects and skills taught; implements a wide variety of instructional strategies that are connected to different learning styles; and develops for students an awareness to identify, respect and acknowledge their own and each other's' cultural heritages.

For the purposes of this policy, "**race**" is defined as "a social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly color), ancestral heritage, cultural affiliation, cultural history, ethnic classification, and the social, economic, gender and political needs of a society at a given period of time. Racial categories subsume ethnic groups." Maurianne Adams, Lee Anne Bell, and Pat Griffin, editors. Teaching for Diversity and Social Justice: A Sourcebook. (2007).

It is the philosophy of the district that:

1. Equity of opportunity and equity of access to programs, services, and resources are critical to closing the achievement gap between our identified student groups: African American, Hispanic, English Language Learners,

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Caucasian, Asian, Low Socioeconomic Status, Gender/Sexual Orientation, Foster Youth, Homeless Youth and Students with Disabilities.

2. Inequities lead to educational, social, and career outcomes that do not accurately reflect the abilities, experiences, and contributions of students, employees, parents, and community partners. Such inequitable treatment limits future success and prevents individuals from making a full contribution to our democratic and pluralistic society.
3. Each individual has the right to follow or not to follow religious beliefs and practices, free from discriminatory or harassing behavior. The Governing Board is committed to taking all reasonable steps to provide religious accommodations to staff and students.
4. Equity and inclusion are essential principles of our school district and are integrated into all aspects of district policies, programs, operations and practices (in and out of the classroom, within human resources and hiring practices, central district and site administration).
5. An inclusive and culturally relevant curriculum based on the California Common Core Standards guidelines shall be implemented by using culturally responsive teaching.
6. General fund and categorical resources, grading, assessment and evaluation processes, student disciplinary processes and instructional practices shall be reviewed in order to identify and address discriminatory biases (unintended and/or unintentional) so that each student may maximize their learning potential.
7. Administrators, staff, students, and other members of the school community shall be provided with opportunities to acquire the knowledge, skills, attitudes and behavior needed to identify and eliminate discriminatory biases and systemic barriers.
8. Resources will be provided such that every student with support for his or her unique circumstances has access to and is provided the opportunities and experiences that lead to academic, emotional, physical, social success and spiritual safety.

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9. Achieving equity and excellence for each and every student, preparing them for citizenship, higher education and the workforce is the commitment of the Governing Board.
10. Parent/caregiver involvement helps shape and influence equity in schools and is associated with positive student academic performance. The Governing Board is committed to ensuring a climate that fosters such a collaborative and engaging relationship with parents, family, and the community which nurtures the success of 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

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

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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: <http://cue.usc.edu>

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

Policy

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PASADENA UNIFIED SCHOOL DISTRICT

Pasadena, California