

Policy 0415: Equity

Status: DRAFT

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Equity Statement

The Mt. Diablo Unified School District 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 acknowledgment that educational excellence requires a commitment to equity in the opportunities provided to students and the resulting outcomes.

Working towards equity involves the following:

- Proactively identifying class, linguistic, and cultural biases including unintentional and implicit biases that negatively affect student achievement
- Interrupt practices, policies, and institutional barriers that negatively influence student learning, perpetuate achievement gaps, and impede equal access to opportunities for all students
- Eliminating disparities in educational outcomes for students from historically and current underserved and underrepresented populations

To ensure that equity is the intentional result of district decisions:

1. **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.
2. **The Board shall** consider whether its decisions address the needs of students from racial, ethnic, linguistic, and indigent communities and remedy the inequities that such communities experienced in the context of a history of exclusion, discrimination, and segregation.
3. **The Board shall** make decisions that do 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, through measures that are aligned with the board's four (4) priorities such as following:

Teaching and Learning

1. Routinely assessing student needs based on effective data collection processes that provides disaggregated data by race, ethnicity, language, and socio-economic and cultural backgrounds in order to enable equity-focused policy, planning, and resource development decisions
2. Adopting curriculum and instructional materials that accurately reflect and are culturally affirming the diversity among student groups.
3. Providing district staff with ongoing, researched-based, professional learning and professional development on culturally responsive instructional practices, and supporting implementation of such practices.
4. Staff and students will not read out loud or verbally repeat any racially derogatory terms written in the texts.

Budget

4. 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.

School Climate

5. Enabling and encouraging students to enroll in, participate in, and complete curricular and extracurricular co

urses, advanced college preparation programs, and other student activities.

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

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

8. Conducting regular district and site equity audits to assess and revise policies, practices, structures, and curriculum to address the academic outcome and performance of all students on all indicators.

Human Resources

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

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.

Revised Draft