

# **PIEDMONT UNIFIED SCHOOL DISTRICT BOARD POLICY**

BP 0415

## **Educational Equity**

The Piedmont Board of Education believes that the diversity that exists among the district's community of students, staff, families, and community members is integral to the district's vision, mission, and goals. Addressing the needs of diverse populations requires recognition of the inherent value of diversity and acknowledgement that educational excellence requires a commitment to educational equity both in the opportunities provided to students and the resulting outcomes.

Educational equity is defined as every student receiving whatever is needed to develop full academic and social potential with no predictability of success or failure that correlates with social or cultural factors such as race, ethnicity, linguistic background, economic class, religion, gender, sexual orientation, physical and cognitive ability, or any other socio-political identity marker.

Historically, populations that have been underserved--meaning those who have not been provided the same opportunities nor have had the same resulting outcomes--include, but are not limited to, students who identify as any of the following or the intersectionality thereof: Black, Indigenous, and People of Color (BIPOC), English learners, foster youth, homeless, LGBTQ+, low-income, students with exceptionalities.

(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 underserved populations, the district shall proactively identify biases of all types as well as practices, policies, and institutional barriers that negatively influence student learning and perpetuate opportunity gaps that impede equal access to high levels of learning for all students.

The Board shall make decisions with a deliberate awareness of disadvantages to

learning faced by students of diverse backgrounds and with specialized learning needs. To ensure that educational equity is the intentional result of district decisions, the Board shall consider whether its decisions address the needs of and remedy inequities for communities that have experienced a history of discrimination, exclusion, and segregation. Board decisions shall not rely on biased or stereotypical assumptions about any particular group of students not representative of the dominant groups.

(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 school and district policies, procedures, and strategies to promote educational equity in all programs and activities, through measures such as, but not limited to, the following:

1. Routinely assessing student needs based on data disaggregated by race, ethnicity, culture, gender, language, and ability 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. Encouraging all students to enroll in, participate in, and complete curricular and extracurricular courses, including advanced college preparation programs and

other student activities

(cf. 6141.5 - Advanced Placement)

(cf. 6143 - Courses of Study)

(cf. 6145 - Extracurricular and Cocurricular Activities)

4. Building a positive school culture and climate that promotes student engagement, safety, a sense of belonging and inclusion, and healthy identity, and provides academic, behavioral, and social-emotional 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. Advancing the employment and retention of a diverse staff that reflects the student demographics of Alameda County

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

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

9. Conducting program evaluations that focus on educational 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 as part of the District's Strategic Plan a system-wide equity plan with goals, actions, and metrics which will result in measurable academic and school experience improvements for PUSD students. The Superintendent or designee shall report progress annually on the plan and outcomes.

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

The Board of Education shall regularly monitor the intent and impact of district policies and decisions on students in order to safeguard against disproportionate or unintentional impact on access to programs and achievement goals for specific student populations in need of services.

Individuals wishing to submit a discrimination complaint may follow the procedures in AR 1312.3 - Uniform Complaint Procedures and contact the Assistant Superintendent. Administration shall investigate and resolve complaints regarding access to District programs, services, activities, or facilities.

Assistant Superintendent  
760 Magnolia Avenue  
Piedmont, CA 94611  
(510) 296-2686  
cwozniak@piedmont.k12.ca.us

(cf. [1312.3](#) – Uniform Complaint Procedures)

### Legal References:

#### 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 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>

## Glossary of Terms

**BIPOC** - Black, Indigenous, and People of Color - The BIPOC acronym originated from the term "people of color," which itself emerged as a "person-first" way to take back the phrase "colored people" from its racist history. The BIPOC acronym builds on that, while also acknowledging that not all people of color have the same experiences or deal with the same types of injustice. **Black** refers to people who often have African or Caribbean ancestry. **Indigenous** refers to groups native to the Americas who were here before the colonization by Europeans. This includes Native Americans, as well as Indigenous peoples from the Americas who have later immigrated to the U.S. **People of color** refers to non-white individuals including those who have Asian, Middle Eastern, Indian, and Pacific Island heritage, among others.

**Culturally Responsive Practices** - teaching that crosses disciplines and cultures to engage learners while respecting their cultural integrity. It accommodates the dynamic mix of race, ethnicity, class, gender, region, religion, and family that contributes to every student's cultural identity.

**Institutional Bias** - A tendency for the procedures and practices of particular institutions to operate in ways which result in certain social groups being advantaged or favored and others being disadvantaged or devalued. This need not be the result of any conscious prejudice or discrimination but rather of the majority simply following existing rules or norms. Institutional racism and institutional sexism are the most common examples of institutional bias.

**Intersectionality** - the intersection of race, class, gender, and ability identities within each individual that informs how one views, discusses, and navigates through the world the way each of us views and discusses the world

**LGBTQ+** - lesbian, gay, bisexual, transgender, queer (or sometimes questioning), and others. The "plus" represents other sexual identities including pansexual, intersex, and asexual. The acronym is used to represent a diverse range of sexualities and gender-identities, referring to anyone who is non-cisgender or non-heterosexual.

**Students with Exceptionalities** - students with disabilities and student with giftedness

## References

Center for Public Education  
<https://www.nsba.org/-/media/NSBA/File/cpe-educational-equity-research-brief-january-2016.pdf?la=en&hash=A0F139B97D13C589CE00F186E594BEF1C3396F93>  
CSBA

<https://www.csba.org/GovernanceAndPolicyResources/EducationalEquity>

Oxford Reference

<https://www.oxfordreference.com/view/10.1093/oi/authority.20110803100005347#:~:text=Quick%20Reference,others%20being%20disadvantaged%20or%20devalued.>

VeryWellMind

<https://www.verywellmind.com/what-does-lgbtq-mean-5069804>

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