

MISSION STATEMENT Preparing all students for success in college, career, and community leadership.

DISTRICT RACIAL AND ETHNIC EQUITY POLICY The District recognizes that our nation has had major historical and societal factors impact the inequity that exists within public schools. Purposeful action can be taken to identify, acknowledge and overcome racial and ethnic disparities between students. The responsibility for addressing these disparities among students rests with the adults, not with the students.

District students deserve a safe and respectful learning environment in which all students shall receive an education that maximizes their potential for success in college, a career, and community leadership. The District shall focus on improving its practices in order to ensure equity in education. Any achievement gap between white students and students of color (historically defined as the racial and ethnic student groups made up of Black or African Americans, Africans, American Indian or Alaska Native, Asians, Latinos, Native Hawaiian or Pacific Islander), is unacceptable.

In order to advance racial and ethnic equity and improve student achievement for all students in District schools, the Board establishes the following goals:

1. The District shall provide every student with equitable access to high quality, culturally and personally relevant instruction, curricula, support, facilities, and other educational resources, even when this means differentiating resources to accomplish this goal.
2. The District shall actively monitor practices, including assessment practices, in special education. The District shall analyze and present annually the data regarding the representation and achievement of all students receiving special education services, regardless of race or ethnicity.
3. The District shall actively monitor and work to eliminate losing instructional time due to disciplinary referrals. The District shall analyze and present annually the data regarding the number of students who lose instructional time due to disciplinary referrals to ensure equitable practices regardless of race or ethnicity.
4. The District shall actively work to encourage advanced academic opportunities. The District shall

- examine enrollment process and data annually to ensure no inequitable impact on students of color.
5. All employees and all students shall be given the opportunity to develop critical racial, ethnic and cultural competence so that they may understand the contexts in which they teach, work, and learn.
 6. The District shall create opportunities for all students and families-including families of students of color, with opportunities being found for those whose first language may not be English-for leadership development and empowerment as partners. in education, planning and decision-making.
 7. The District shall create welcoming environments that reflect support for racial and ethnic diversity.
 8. The District shall include partners who have demonstrated culturally specific expertise in meeting educational outcomes.
 9. The District shall develop employees' personal, professional, and organizational skills and knowledge, in order to empower employees to address race and ethnic disparities.
 10. The District shall not tolerate lower academic achievement for any student racial and/or ethnic group compared to peers.
 11. The District shall model racial and ethnic equity in business and operational practices.
 12. The District shall include cultural responsiveness in reviews of the curriculum, instructional practices, and assessment design.
 13. The District shall report annually on the recruiting, employment, placement, and retention of persons from underrepresented racial and ethnic groups at all organizational levels.

The Board shall hold the Superintendent, central staff, campus staff, and Board members accountable for implementation of this policy. The Superintendent shall develop procedures to implement this policy and metrics to measure achievement of the stated goals and shall report on progress at the beginning, middle, and end of each academic year.