



Equity Learning and Action Working Group Meeting #3

Thursday Feb. 13, 2020

4:30 PM – 6:30 PM

Lucas Valley Elementary School

Facilitated by: Brian_Fong@facinghistory.org

Purpose of the Equity Working Group:

- Develop a shared understanding of educational equity and equitable practices
- Examine and provide input to the Superintendent regarding District policy and procedures to ensure equitable practices and systems
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Immediate Equity Working Group Actions:

- Adopt a working definition of equity
- Adopt an equity framework tool that is used to examine district policy and practices
- Prepare a report for the Board of Trustees with a summary of learning and status of action items

AGENDA

1. Learning: Mindsets for Cultivation Equitable Education
 - a. Nurturing Academic Identities and Mindsets in the classroom
2. Action: Policy Review & Feedback (Equity Policy)

Next Meeting: April 30, 2020 at Mary E. Silveira Elementary School from 4:30 – 6:30pm

Homework: Read two items

1. SEGREGATED LIVES by Professor Robin DiAngelo, PhD
2. Miller Creek School District 2020 Board Vision: Focus, Clarity, and Transparency

Miller Creek School District

Equity Learning and Action Working Group

The Miller Creek School District is committed to ensuring academic success for every student. Like many districts across the county, state, and nation our district sees evidence of achievement and opportunity gaps in its data.

- Achievement gaps refer to any significant, persistent disparities in academic performance between groups of students, based on income level, race, or program participation.
- Opportunity gaps refer to gaps in access to resources, programs.

We've developed a superintendent's Equity Learning and Action Working Group to help examine our current practices at a systemic level to eliminate these gaps. These efforts require a long-term commitment from our participants that includes both making recommendations and staying engaged as our work progresses over time.

Based on the feedback we received the Equity Group will focus on learning and action.

Purpose of the Equity Working Group:

- Develop a shared understanding of educational equity and equitable practices
- Examine and provide input to the Superintendent regarding District policy and procedures to ensure equitable practices and systems

Immediate Equity Working Group Actions:

- Adopt a working definition of equity
- Adopt an equity framework tool that is used to examine district policy and practices

Ongoing Equity Working Group Actions:

- Review board policy and identify ways that those policies support or inhibit equity in our schools and
- Evaluate the LCAP and indicate how the LCAP
 - supports or inhibits growth in student groups
 - Allocates human and capital resources to effectively address equity
- Monitor student progress toward achievement goals

The Equity Working Group will prepare a report for the Board of Trustees with a summary of learning and status of action items.

Miller Creek School District

Equity Learning and Action Working Group

Equity Working Group Calendar:

December 5th @ Vallecito Elementary
Learning: History of Educational Inequity
Action: Adopt definition of Equity

January 16th @ Miller Creek Middle School
Learning: Creating Safe Spaces for Achievement
Action: Adopt Equity Framework Tool (Use to evaluate policy and LCAP)

February 13 @ Lucas Valley Elementary
Learning: Mindsets for Cultivation Equitable Education
Action: Policy Review & Feedback (Equity Policy)

April 30 @ Mary E. Silveira Elementary
Learning: Strategies for Inclusive Teaching and Learning
Action: Data Review and Input- LCAP Advisory Committee

Meetings will be held from 4:30-6:30.

The Miller Creek School District will be co-facilitating with Facing History and Ourselves, an international education non-profit that will support ongoing district efforts to raise individual awareness of the diverse identities in the community, develop mindsets that nurture culturally responsive teaching and learning, and examine instructional practices and curricular resources that fosters identity safety and academic rigor.

All interested members are welcome to join the Equity Working Group; there is no cap on the number of participants. We ask that interested participants commit to attending all meetings and are available for a two year term. If interested, please RSVP to the Superintendent's secretary Kathryn Neville at kneville@millercreeksd.org by Tuesday, November 26th and include the school community that you represent.

For those interested in supporting school based opportunities related to diversity, equity, and inclusion, such as parent learning nights, book clubs, or examining school based actions, please look for those opportunities through attending:

- School Site Council meetings (data analysis and student achievement and development of action plan)
- Home and School Club meetings (works to build community)
- English Language Advisory Committee (evaluates programs and analyzes data that represent students learning English as a second language).

Such opportunities are shared via your school's newsletter or by contacting your site principal.



The Miller Creek School District believes diversity is an asset, values every student, and is committed to building communities where students thrive. In order to do so, we must recognize systemic disparities in opportunities and outcomes and dedicate resources to address those disparities.

The Miller Creek School District:

- Raises equity consciousness of staff, students, parents, and community members so that we examine biases and eliminate inequitable practices.
 - Uses equity-minded pedagogy and assessments to ensure individual student growth and accelerate the growth of students who have been historically underserved through commitment of resources.
 - Uses equity-minded practices when making decisions, approving policy, hiring personnel, and developing and evaluating programs.
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Miller Creek School District
Equity Working Group Feedback Form

Task	Input December 5, 2019	Outcome
Defining Equity	Value each student for who they are	Include value statement. Avoid "all kid" language. Can be coded for "I don't see you."
	Comments about diversity: celebrate, value, asset, understand	See diversity as an asset
	Resources must be distributed / differentiated / dedicated	Included
	Descriptors of community- belong, thrive, welcoming, inclusive	Students will thrive
	Focus on system	
	Narrowing the achievement/access/opportunity gap	Avoid gap language and focus on system.
	Input January 16, 2019	Outcome
	Suggestion to add language for a mission statement, anti-discrimination language, anti-racist language, kindness, respect, cultures.	The district has a mission statement. Can provide feedback to the Board. The goal of this committee is to define equity and develop an equity tool.
	Questions about assessment- how to make more thoughtful? Change show to understand Assessments don't ensure acceleration.	Ensuring students make growth over time is an imperative of the district. Suggestions about assessments are not the committee's focus at this time.

Miller Creek School District
Equity Working Group Feedback Form

<p>Added "equity-minded" Added pedagogy</p> <p>Changed "show" to ensure</p> <p>Future work (subcommittee)</p> <p>Completed</p> <p>Added parents.</p>	<p>Words to define on a separate document: Equity minded Communities Thrive (academically & emotionally)</p> <p>Shift to active voice.</p> <p>Add parents to bullet point #1</p>	<p>Added "equity-minded" Added pedagogy</p> <p>Changed "show" to ensure</p> <p>Future work (subcommittee)</p> <p>Completed</p> <p>Added parents.</p>
<p>Input</p> <ul style="list-style-type: none"> • How does the issue impact those who have historically not been included or engaged- Identify how your action will affect/serve low-income, communities of color. • Measure and evaluate your intended outcomes in collaboration with affected communities. • Communicate with stakeholders how actions will be implemented • Learn with the community to adjust your action as their priorities and concerns shift • Advance pro-equity opportunities when possible- contracting, hiring, and promotion, materials sourcing. XX • Evaluate each alternative X 	<p>January 16, 2019</p> <p>Equity Impact Process</p>	<p>Input</p> <ul style="list-style-type: none"> • How does the issue impact those who have historically not been included or engaged- Identify how your action will affect/serve low-income, communities of color. • Measure and evaluate your intended outcomes in collaboration with affected communities. • Communicate with stakeholders how actions will be implemented • Learn with the community to adjust your action as their priorities and concerns shift • Advance pro-equity opportunities when possible- contracting, hiring, and promotion, materials sourcing. XX • Evaluate each alternative X
<p>Key Questions</p> <ul style="list-style-type: none"> • How is the issue, policy, or program shifting power dynamics to better integrate boives 	<p>Key Questions</p>	<ul style="list-style-type: none"> • How is the issue, policy, or program shifting power dynamics to better integrate boives

Miller Creek School District
Equity Working Group Feedback Form

		<p>and priorities of communities of color?</p> <ul style="list-style-type: none">• Who are the people and communities being left behind and what needs to be done?• Are people traumatized/retraumatized by your issue/decision area?• Are these empowering processes at every human touchpoint?
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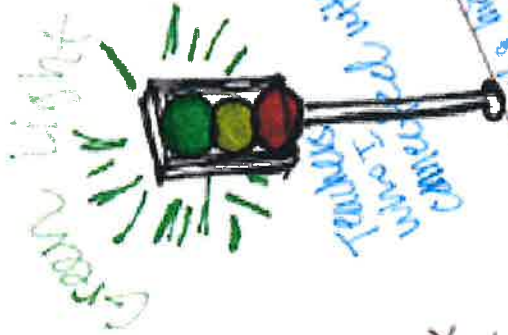
Sample Education Life Maps

Ngai's Life Map

Start here

Elementary School

I was a shy child. I spoke little & received negative feedback from teachers. My father did not react well to hearing them.



When I talked with!
 Connected with!
 In middle school I met a lot of teachers who tried to help me find my voice.
 I had teachers who tried to help me find my voice.
 I had teachers who tried to help me find my voice.



They thought it was a language barrier, so I was pulled out of class for tutoring by a Vietnamese man. But he wasn't patient or kind.

→ I was also bullied. I didn't have much support.



Transition to college...
 I failed my classes.
 I lost a sense of self & community.

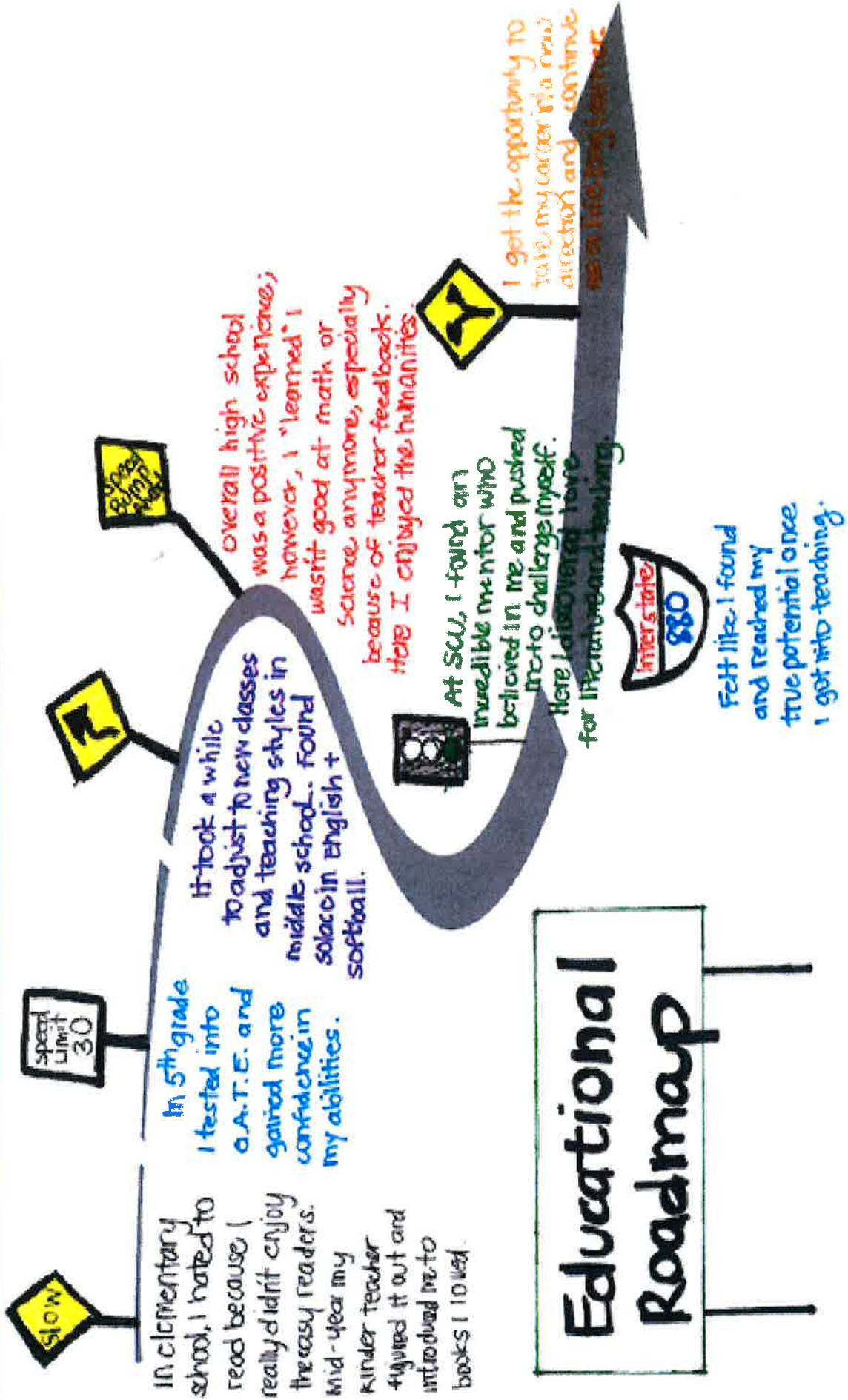


- community college
 - English classes
 - transition to part-time job



currently rare
 Facing History
 - learning how to be an upstander
 - grow as a professional

Sample Education Life Maps



ACADEMIC MINDSETS AS A CRITICAL COMPONENT OF DEEPER LEARNING

By Camille A. Farrington, 2013. University of Chicago Consortium on School Research

Why and under what conditions might students choose to employ problem-solving skills or engage in collaborative work to meet a learning goal? What motivates students to expend the energy to master core academic content? In essence, what would be the energy source that could fuel students' engagement in deeper learning activities?

The research evidence suggests that one of the best levers for increasing students' perseverance and improving their academic behaviors is by supporting the development of *Academic Mindsets*.

Academic mindsets are "the psycho-social attitudes or beliefs one has about oneself in relation to academic work," and these attitudes and beliefs are often what compel students to engage in learning – or not. As psychology researchers Carol Dweck, Gregory Walton, and Geoffrey Cohen put it, "students need to think of themselves and school in certain ways in order to want to learn and in order to learn successfully."

First, positive academic mindsets are associated with the persistent academic behaviors that lead to learning. In this way, academic mindsets can be seen as precursors to or motivators for participation in deeper learning instructional activities.

Second, academic mindsets are also likely products of deeper learning experiences. Ideally, over the course of students' K-16 school experience, children and youth will come to see themselves as competent, productive people able to contribute meaningfully to their communities and the larger world.

Intervention research has demonstrated that academic mindsets are malleable factors that can be changed intentionally through contextual or instructional variables. This suggests that the most fruitful way to improve academic perseverance and to help students build the other competencies associated with deeper learning is to attend to the development of positive academic mindsets.

Our research has identified four key mindsets, each of which is independently associated with increased perseverance, better academic behaviors, and higher grades.¹

1. *I belong in this academic community.*

Mazlow noted long ago that one of our basic human needs is for "belongingness" and "a place in [one's] group." In an academic setting, this refers to students' sense of connectedness to peers and adults in their classes and their school. Belonging is particularly important in an educational context because human learning is socially constructed: we come to understand the world through our interaction with others. Feeling part of a community of learners is a powerful motivator. Students with a strong sense of academic belonging see themselves as members of not only a social community, but an intellectual community. They tend to interpret setbacks and difficulty in their studies as a normal part of learning, rather than as signs that they are "out of place" in a particular academic environment. Conversely, students who do not feel a sense of belonging in school tend to withdraw from interaction

¹ <https://consortium.uchicago.edu/sites/default/files/2018-11/The%20Role%20of%20Noncognitive-Aug2017-Consortium.pdf>

with their peers; to the extent that they associate academic work with their sense of alienation from the school community, they are likely to put forth little effort to learn.

2. *I can succeed at this.*

The degree to which students believe they are “good” at a particular kind of task or field of study is strongly associated with academic perseverance. Research shows that self-efficacy and the belief in one’s likelihood of success are generally more predictive of academic performance than one’s actual measured ability. Individuals more willingly engage in tasks of any kind when they anticipate success. For students to expend the sustained effort necessary for learning, they must believe their efforts will be successful. This mindset also derives from our basic “need or desire for a stable, firmly based, (usually) high evaluation of [our]selves, for self-respect, or self-esteem, and for the esteem of others.”

Students who anticipate failure or believe they cannot do something well will likely refrain from investing effort or devalue the importance of the task in order to maintain a sense of their own competence.

3. *My ability and competence grow with my effort.*

Much attention has been given to what Carol Dweck calls a “growth mindset,” which relates to one’s ideas about the nature of intelligence. Students with a growth mindset believe that “the brain is like a muscle” that gets stronger with use. Accordingly, growth-mindset students are more likely to interpret academic challenge or mistakes as opportunities to learn and develop their brains. Having a growth mindset is also associated with a “mastery goal orientation,” meaning that students are motivated by wanting to learn as much as they can in order to master the material; they enjoy challenging themselves to take on the next new idea.

Dweck contrasts a growth mindset with a “fixed mindset.” Students with a fixed mindset think of intelligence as something that is predetermined and not within their control. Students with fixed mindsets are more likely to be performance oriented rather than mastery oriented, meaning that they are motivated either by the desire to show off their smarts by outperforming others or by their desire to not look dumb by underperforming. Unfortunately, neither of these manifestations of performance orientation is associated with perseverance. Students motivated to outperform others tend to give up quickly when success does not come easily. Students who are driven by the desire to hide what they fear is a substandard level of intelligence are likely to refrain from engaging in a task at all, lest they risk public failure.

4. *This work has value for me.*

Human beings are continually interpreting and making meaning of experience. Our brains naturally look for connections in order to process new information and ideas. For academic work to penetrate students’ consciousness and become a focus of attention, it has to mean something to them. Students value academic tasks and topics that connect in some way to their lives, their future educational pursuits/careers, or their current interests. When students value their coursework, they are much more likely to expend effort on completing it. The value a student places on a given academic task is strongly associated with both persistence and performance on that task. When a task is not valued,

students have to expend significantly more energy to focus their attention on it; further, they are much less likely to remember information related to it.

Researchers tested the importance of value in an intervention study with ninth-grade science students. Students in the treatment group were asked to write about how the weekly science topics applied to their lives. Students in the control group instead wrote summaries of the weekly science topics. Students in the treatment group who entered ninth grade with low expectations for success in science earned significantly higher grades (average=0.80 grade points difference) than students in the control group. Students in the treatment group also reported higher interest in science after the intervention and indicated wanting to take more science courses.

SUMMARY

Across a broad collection of studies and lines of research, the evidence strongly supports the relationship between positive academic mindsets, increased academic perseverance, and improved academic performance. In short, when

1. a student feels a sense of belonging in a classroom community
2. believes that effort will increase ability and competence
3. believes that success is possible and within his or her control
4. sees school work as interesting or relevant to his or her life

... the student is much more likely to persist at academic tasks despite setbacks and to exhibit the kinds of academic behaviors that lead to learning and school success. Conversely, when students feel as though they do not belong, are not smart enough, will not be able to succeed, or cannot find relevance in the work at hand, they are much more likely to give up and withdraw from academic work, demonstrating poor academic behaviors which result in low grades. Low grades, in turn, predict lower educational attainment and poor career and civic outcomes.



FROM THEORY TO PRACTICE: WHAT CAN WE DO?

From Facing History and Ourselves

What are the practical implications of the research on stereotype threat? The following research come from Beverly Daniel Tatum's book "Can We Talk About Race? And Other Conversations in an Era of School Resegregation" Tatum offers six interventions and specific strategies for teachers, mentors, and other adults in an effort to reduce stereotype threat, increase trust and nurture the development of Farrington's four positive academic mindsets in cross-racial interactions.

1. **Make standards for evaluation explicit.**

Establish high standards and make clear to students what the criteria are for meeting them. When standards are made explicit, students are more likely to trust and respond to relevant criticism. Emphasize "effective effort" as the key to success rather than "innate ability."

"I provide rubrics on each summative assessment so students know the academic standards they need to show proficiency on. If they do not meet proficiency in a skill, like supporting their claim with evidence, then they have opportunity to revise their research paper till they do meet this standard. Mid-way through the writing process, after students have attempted to write their research paper, we pause and analyze examples of student work that meet or do not meet the academic standard so they know what they are expected to produce." (an example from a Health Teacher)

2. **Avoid overpraising for mediocre work and behavior**

Students will perceive this as a sign of lowered expectations, and another reason not to trust the feedback. Praise enhances motivation and increases perseverance when praise is perceived as sincere, encourages adaptive performance, promotes autonomy, and conveys standards and expectations that are realistic. (an example from a middle school team)

"It is really important for us as a 7th grade team to provide real-time feedback that praises student's specific behaviors and performance. Some examples:

- "Thank you Dwayne for sharing the steps on how to solve this math problem with your partner."
- "Great job to each of you for sharing your ideas and also taking turns in this group discussion."
- "I appreciate that you used the new sentence stems and vocabulary words, Yesenia."
- "Ariel, your presentation was really informative and held our attention. What do you think you did to grab everyone's attention?"

3. **Normalize help-seeking behaviors.**

Encourage students to meet with teachers during and outside of normal class periods early in the year and especially after exams or projects. Any stigma that students might feel seeking help outside of class is reduced. Encourage opportunities for students to seek help with each other.

"I model and offer various ways students can ask for assistance. I use Google classroom and students can post up a question for the group to answer. Students can see me before and after-school on Tuesday, Wednesday, or Thursday. When a student does not know how or where to find an answer, students can write that they would like a "hint" on how to find the answer rather than turning in a

blank homework assignment. I also ask for student volunteers who are willing to answer questions on how to complete the various steps in a project.” (an example from a Science Teacher)

4. When possible, include a diversity of perspectives

Racial and cultural inclusivity in the curriculum and the teaching materials will communicate to the student that members of their group are valued and may increase the student’s sense of trust and belonging.

“All students should read the same book to teach about novel structure, plot, characters, setting etc... But once a student is aware of those structures, then they should have opportunities in reading circles and independent time to read novels that reflect their own gender/sex/culture/religion/identity based on their reading ability.” (an example from an English teacher)

5. Encourage cross-group interactions in class.

Consider assigning working groups rather than allowing students to choose group themselves. Fostering guided interactions across racial lines or other lines of difference helps reduce stereotyping among classmates and increases the climate of trust in the classroom. However, clustering students of color within small groups is preferable to “tokening” them (placing no more than one student of color per group.)

“I have made an effort to bring up social inequities in the class by examining careers in science fields and the underrepresentation of various groups, like women, people of color... in these jobs. I give time for students to voice opinions/ideas and their comments about their experiences in school warrant these discussions. I share readings and videos for students to discuss in groups and also made sure students partnered with every other student at least once. (an example from a Science teacher)

6. Revise one’s view of intelligence.

Both educators and students can revise their view of intelligence as an innate fixed capacity and can challenge those well-ingrained societal notions of racial hierarchies of intellectual ability. Students too, can reevaluate their own assumptions about intelligence – not just other people’s intelligence, but their own as well.

“½ of the students in math class have math anxiety. I notice some already have a defeated attitude, as if they know they are not meant to succeed in this subject. Some are girls, some are students of color, but it’s also some white students too. I held office hours, started classes with readings about how math is used in various jobs, video clips about the diversity in the math field (loved Hidden Figures movie!) and focused on student’s ability to use math on real-world projects. I used tests as diagnostic assessments but not the final grade.” (an example from a Math teacher)

PHILOSOPHY OF EDUCATION

MISSION STATEMENT

The mission of the Dixie School District is to provide a kindergarten through eighth grade system of education which will graduate students with the necessary skills, knowledge and attitudes to live rewarding and productive lives in a rapidly changing world. This entails a solid and broad based academic foundation, an appreciation of the arts, respect and tolerance of individual and cultural differences and an understanding of the importance of personal and civic responsibility.

The Dixie School District shall challenge students to achieve the highest standards possible, individual excellence, not adequacy, shall be the standard for student achievement.

In fulfilling this mission, the goal of the Dixie School District is to produce students who become productive and contributing citizens of their community, their country and the world.

PHILOSOPHY OF EDUCATION

This statement describes the purpose of the Dixie School District. It is intended to serve as the foundation for the development of specific goals, priorities, policies and programs.

1. In partnership with families and the larger community, we in the school community will dedicate ourselves to the education of children who will become productive and responsible members of our society, committed to the values of individual responsibility and community service. We shall seek to provide children with:
 - ! Intellectual tools and skills to pursue knowledge independently
 - ! Social skills to function and succeed in social and professional environments
 - ! A level of self-knowledge to enable ongoing emotional growth

2. Our primary responsibility is to teach academic skills. We believe that language arts, mathematics, social studies, science, music, art, foreign languages, health, and physical education are all necessary components of a K-8 education.

3. The Dixie schools should be used as centers for learning as well as for constructive interaction and community building among our families and neighborhoods.

4. The Dixie school community shall work to develop and maintain a partnership with the parents and community at large. This partnership includes the voters, service providers, and community leaders. Out of this partnership shall emerge guidelines for this provision of resources, programs and services according to the appropriate roles, capabilities, and resources of each entity. These guidelines shall be reviewed and revised periodically.

GUIDING PRINCIPLES

Dixie District will provide an environment in which students can learn, be challenged, and have opportunities for success. Each child's uniqueness and individual needs will be recognized and celebrated. The Dixie District will be a community where all people encourage, respect, and acknowledge each other as valued individuals and ongoing learners. We will strive to act towards children, parents, and colleagues in ways that reflect the best values of our community - with respect, concern for others, commitment to an ideal of service and individual responsibility. Excellence not adequacy, shall be the standard against which performance is measured. The following statements summarize specific values meant to guide decision making throughout the District:

STUDENTS

1. All children can be educated.
2. Learning and developmental differences among children are recognized and respected.
3. Children and adults are entitled to function in a safe and caring environment.
4. All children are entitled to an equal educational opportunity.
5. Service to and by the student community is encouraged and supported.
6. Diversity is viewed as a strength on which to build tolerance and better understanding of others.
7. Learning requires effort and commitment on the part of students.
8. Students learn best with the support and participation of their families.

STAFF

1. The continuing improvement of the quality of education is the responsibility of all employees.
2. Employees shall be treated fairly and with dignity.
3. Diversity is a strength.
4. The dignity of each individual in the school district is recognized and respected.
5. Rules, regulations, policies, and procedures shall be just, fair, rational and appropriate.
6. Professional and personal growth are encouraged and opportunities for such growth are provided when possible.
7. Teamwork and collaboration among staff members is encouraged.

LEADERSHIP

1. Decision making processes shall include input from all major stakeholders.
2. Professional knowledge, experience, and expertise shall be sought and respected.
3. Sound decision making requires solid information. Individual performance and educational programs will be assessed regularly.
4. Dixie recognizes that its financial resources are finite and that the District has a responsibility to live within its means. The District's primary mission of education shall be the driving force behind all decisions allocating resources.

EXPECTATIONS

In preparing our graduates, it is our goal that they will:

- Be well prepared academically to continue their education
- Be positive contributing members of society
- Recognize the joy of life
- Have high self esteem
- Be socially conscious
- Be responsible risk takers
- Be effective problem solvers
- Value aesthetics
- Be technologically literate
- Be critical thinkers
- Be environmentally responsible

Adopted: 3/23/77
Reviewed: 9/27/78
Revised: 6/23/82
Revised: 7/19/94

People

- Q1: Who are the groups of stakeholders that will be affected by the issue, policy, or program?
 - Q2: How will the issue, policy, or program affect/serve each group? Consider in particular historically underserved populations?
-

Process

- Q1: How are the identified groups meaningfully included in the decision making process?
 - Q2: How does this issue, policy, or program improve current equity conditions?
 - Q3: What will engagement with affected communities to guide successful implementation look like?
 - Q3: How will decisions and implementation of those decisions be communicated?
 - Q4: How will the intended outcomes be measured in collaboration with affected communities?
 - Q5: How will we advanced "pro-equity" opportunities?
-

Power

- Q1: How is the issue, policy, or program shifting power dynamics to better integrate voices and priorities of communities of color?
- Q2: Did the process appropriately respond to community priorities and concerns?
- Q3: How will we learn with communities to adjust action as priorities and concerns shift?

CSBA Sample Board Policy

Philosophy, Goals, Objectives, and Comprehensive Plans

BP 0415(a)

EQUITY

Note: The following policy addresses district recognition and response to the unique barriers facing each segment of the district's student population. This policy is an optional policy.

Pursuant to Education Code 201, California schools have an affirmative obligation to combat racism, sexism, and other forms of bias, and have a responsibility to provide equal educational opportunity to all students. Education Code 51007 requires that all students enrolled in the state's public elementary and secondary schools, regardless of race, creed, color, national origin, gender, gender identity, gender expression, physical disability, geographic location, or socioeconomic background, shall have equitable access to educational programs designed to strengthen technological skills, including, but not limited to, computer education programs. Education Code 220 further prohibits discrimination on the basis of disability, gender, gender identity, gender expression, nationality, immigration status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code in any program or activity conducted by the district.

The Miller Creek School District believes diversity is an asset, values every student, and is committed to building communities where students thrive. In order to do so, we must recognize the systemic disparities in opportunities and outcomes and dedicate resources to address those disparities.

The Miller Creek School District works to:

- Raise equity consciousness of staff, students and community members so that we may examine biases and eliminate inequitable practices.
- Use assessments and data to show individual student growth, accelerating the growth of students who have been historically underserved.
- Use equity-minded practices when making decisions, approving policy, hiring personnel, and developing and evaluating programs.

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)

EQUITY (continued)

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:

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)

Note: Pursuant to 20 USC 6311, states must publish per-pupil expenditures, including personnel expenditures and non-personnel expenditures, by school. Districts can analyze this financial data, along with other data sources, to ensure equitable allocation of financial and human resources across the district.

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.

EQUITY (continued)

(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

(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)

EQUITY (continued)

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.

Legal Reference: (see next page)

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

2301-2414 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

EQUITY (continued)

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

Management Resources continued: (see next page)

Management Resources: (continued)

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>

EQUITY (continued)

Homework

EXCERPT: Segregated Lives

By Robin J. DiAngelo, PhD

Affiliate Associate Professor of Education at the University of Washington

Author of What Does it Mean to Be white? Developing White Racial Literacy and White Fragility

Meritocracy is a precious ideology in the United States, but neighborhoods and schools are demonstrably not equal; they are separate and unequal. Tax bases, school resources, curricula, textbooks, opportunities for extracurricular activities, and the quality of the teaching staff differ widely between school districts. Who is not aware that schools in the United States are vastly unequal? Without white people's interest or effort invested in changing a system that serves them at the expense of others, advantage is passed down from generation to generation. Rather than change these conditions so that public education is equal for all, we allow other people's children to endure conditions that would be unacceptable for our own.






A 2009 study published in the *American Journal of Education* found that while suburban parents, who are mostly white, say they are selecting schools on the basis of test scores, the racial makeup of a school actually plays a larger role in their school decisions. Amy Stuart Wells, a professor of sociology and education at Columbia University's Teachers College, found the same coded language when she studied how white parents choose schools in New York City. She writes, "In a postracial era, we don't have to say it's about race or the color of the kids in the building. . . . We can concentrate poverty and kids of color and then fail to provide the resources to support and sustain those schools, and then we can see a school full of black kids and say, 'Oh, look at their test scores.' It's all very tidy now, this whole system."²² Readers have no doubt heard schools and neighborhoods discussed in these terms and know that this talk is racially coded; "urban" and "low test scores" are code for "not white" and therefore less desirable.

While many whites see spaces inhabited by more than a few people of color as undesirable and even dangerous, consider another perspective. I have heard countless people of color describe how painful an experience it was to be one of only a few people of color in their schools and neighborhoods. Although many

parents of color want the advantages granted by attending predominantly white schools, they also worry about the stress and even the danger they are putting their children in. These parents understand that the predominantly white teaching force has little if any authentic knowledge about children of color and has been socialized (often unconsciously) to see children of color as inferior and even to fear them. Imagine how unsafe white schools, which are so precious to white parents, might appear to parents of color.

Miller Creek School District
2020 Vision: Focus, Clarity, and Transparency

Adopted 2/11/20

	<p>Focus Area: Strengthen Student Connectedness</p> <p>Purpose Statement: The Miller Creek School District will be a community where all members encourage, respect, and acknowledge each other as valued individuals and ongoing learners and will foster healthy, inclusive, respectful and safe learning environments.</p> <p>Goals:</p> <ul style="list-style-type: none"> ● Increase student engagement in and connectedness to school ● Maintain a safe, secure, healthy and inclusive environment for students and families
	<p>Focus Area: Rigorous Student Learning</p> <p>Purpose Statement: Students will receive a broad academic foundation, will develop an appreciation of the arts, will practice respect for and tolerance and understanding of the importance of individual and cultural differences in order to gain the skills, knowledge and attitudes to be prepared for the challenges of high school.</p> <p>Goals:</p> <ul style="list-style-type: none"> ● Ensure student access to broad, culturally responsive, engaging curriculum and programs ● Increase student academic achievement and success by providing appropriate levels of challenge and differentiation, while accelerating growth of students not yet meeting standards
	<p>Focus Area: Attract, Retain, and Support an Outstanding Diverse Staff</p> <p>Purpose Statement: The Miller Creek School District staff will be dedicated to the education of all district children. We will celebrate the individual talents of the staff and encourage opportunities for on-going professional growth, teamwork and collaboration to both model and foster a love of learning.</p> <p>Goals:</p> <ul style="list-style-type: none"> ● Support continuous professional growth by providing timely and relevant professional learning opportunities ● Engage staff in distributed leadership to help sustain a system-wide culture of learning and improved student outcomes ● Provide the resources necessary to support thoughtful, intentional and effective learning experiences for students
	<p>Focus Area: Sustain Fiscal Solvency and Essential Infrastructure</p> <p>Purpose Statement: The Miller Creek School District's primary mission of education shall be the driving force behind all decisions allocating resources and optimizing infrastructure to support students and staff.</p> <p>Goals:</p> <ul style="list-style-type: none"> ● Prioritize and align district resources with student improvement and identified focus areas ● Maintain outstanding facilities and internal operations conducive to varied and effective learning opportunities, and internal operational efficiencies
	<p>Focus Area: Cultivate Community Engagement to Advance and Enrich Student Learning</p> <p>Purpose Statement: The Miller Creek School District will work in partnership with parents and the school community at large, to include input from stakeholders in decision making processes. Varied personal and professional knowledge, experience and expertise shall be sought and respected in order to foster a greater sense of inclusion and ownership.</p> <p>Goals:</p> <ul style="list-style-type: none"> ● Amplify and strengthen communication and articulation between schools and staff to ensure shared goals, optimize talent and resources and share best practices ● Insure opportunities for meaningful collaboration with community partners, including: CanDo!, Home and School Clubs, Miller Creek Education Foundation, the San Rafael High School District, and ● Celebrate student and staff successes and a shared sense of community

