



BOARD GOVERNANCE

BOARD POLICY: EQUITY

BP# 0415

(Previous Policy # 07-20)

Equity: Philosophy, Goals, Objectives and Comprehensive Plans

The Gateway Community Charters (“GCC” or “Charter School”) Board of Directors believes that the diversity that exists among the GCC’s community of students, staff, parents/guardians, and community members is integral to the organization’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.

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, GCC 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 Charter School shall make decisions with a deliberate awareness of impediments to learning faced by students of color and/or diverse cultural, linguistic, socio-economic backgrounds, ability and gender, gender expression, or perceived gender identity. To ensure that equity is the intentional result of GCC decisions, the Charter School shall consider whether its decisions address the needs of students from historically underserved and underrepresented racial, ethnic, and indigent communities and remedy the inequities that such communities experienced in the context of a history of exclusion, discrimination, and segregation. GCC decisions shall not rely on biased or stereotypical assumptions about any particular group of students.

The Superintendent or designee shall develop and implement policies and strategies to promote equity in GCC programs and activities, through measures such as the following:

1. Routinely assessing student needs based on data disaggregated by race, ethnicity, socio-economic status, disability, English language learner status, and cultural backgrounds in order to enable equity-focused policy, planning, and resource development decisions, including but not solely, through the LCAP development process.
2. Analyzing expenditures and allocating financial and human resources in a manner that provides all students with equitable access to GCC programs, support services, and opportunities for success and promotes equity and inclusion across GCC. 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.

3. Enabling and encouraging students to enroll in, participate in, and complete curricular and extracurricular courses, advanced college preparation programs, and other student activities, such as student clubs, leadership opportunities, Student Council, sports, Student Leadership, and Career Technical Educational opportunities.
4. Building a positive school climate that promotes student engagement, safety, and academic and other supports for students.
5. Adopting curriculum and instructional materials that accurately reflect the diversity among student groups.
6. Providing and/or collaborating with local agencies and community groups to ensure the availability of necessary support services for students in need.
7. Promoting the employment and retention of a diverse staff that reflects the student demographics of the community.
8. Providing school site and GCC staff with ongoing, research-based, professional learning and professional development on culturally responsive instructional practices.
9. Conducting program evaluations that focus on equity and address the academic outcomes and performance of all students on all indicators.

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