

Policy 0415.3: ^Antiracism

Status: ADOPTED

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The Governing Board is committed to the work of antiracism: the conscious and active effort to identify, challenge, and correct racial inequities in the systems and institutions within our schools and community. Racism, explicit or implicit, stands in direct conflict to the fundamental principles of District education. To carry District education into the future, we recognize that we must continually renew and reflect on the roots of racism and develop new ideas to meet the times.

The Governing Board recognizes the impact of racialized harm and racial trauma on the district’s ability to provide such an environment. Racialized harm occurs when biased speech, conduct, or expressions are made against someone of another race. Harm can also occur when racialized slurs are used within schools by people of the same or different race. Racial trauma refers to the mental and emotional injury caused by encounters with racial bias and ethnic discrimination, racism, and hate crimes. Any individual that has experienced an emotionally painful, sudden, and uncontrollable incident of racialized harm is at risk of suffering from racial trauma.

Unjust ideas and policies, and the racial inequity they produce, have shaped us and have had impacts on our society. The Board strives to uncover unconscious biases and practice anti-racism as individuals and as Board members. We challenge ourselves to persist through the discomfort necessary for growth and learning, to deepen our listening and our examination of racism and oppression, and to develop a strong understanding of how our personal experiences and feelings fit into a larger picture of racism and oppression.

Each member of our Governing Board, individually and collectively, is responsible for creating and nurturing an anti-racist learning environment where each student, staff member, and community partner is a respected and valued member of the District community. The Governing Board is uniquely positioned, and it is our responsibility to identify and dismantle racist ideas and inequitable policies in ourselves and across the District.

Therefore, we commit to supporting anti-racist policies, programs, and practices for our children’s education and well-being, while building strong and inclusive school communities. The Board commits to holding each Board member accountable towards these goals and moving the work of anti-racism forward. We also commit to holding West Contra Costa Unified School District staff, students, and community to living these standards of anti-racism in our schools.

State References	Description
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 51007	Legislative intent: state policy
Ed. Code 51204.5	Social sciences instruction; contributions of specified groups
Ed. Code 51501	Nondiscriminatory subject matter
Ed. Code 52077	Local control and accountability plan
Ed. Code 60040-60052	Requirements for instructional material
5 CCR 4600-4670	Uniform complaint procedure
5 CCR 4900-4965	Nondiscrimination in elementary and secondary education programs receiving state or federal financial assistance

Gov. Code 11000	Definitions
Gov. Code 11135	Prohibition of discrimination
Pen. Code 422.55	Definition of hate crime

Pen. Code 422.6 Crimes; harassment

Federal References

Description

20 USC 6312	Local education agency plan
42 USC 2000d - 2000d-7	Title VI, Civil Rights Act of 1964
42 USC 2000e-2000e-17	Title VII, Civil Rights Act of 1964 as amended
42 USC 2000h-2000h-6	Title IX, Miscellaneous provisions
34 CFR 100.1-100.13	Nondiscrimination in federal programs, effectuating Title VI

Management Resources References

Description

CA Civil Rights Department Publication	California Law Prohibits Workplace Discrimination and Harassment
CA Office of the Attorney General	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018
Center for Urban Education Publications	Protocol for Assessing Equity-Mindedness in State Policy, 2017
CSBA Publication	Math Misplacement, 2015
CSBA Publication	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
CSBA Publication	African-American Students in Focus, Issues 1, 2, & 3, 2016
CSBA Publication	Latino Students in California's K-12 Public Schools, 2016
U.S. DOE & U.S. DOJ Civil Rights Div.	Dear Colleague Letter: Resource on Confronting Racial Discrimination in Student Discipline, May 2023
U.S. DOE, Office for Civil Rights Pub.	Nondiscrimination in Employment Practices in Education, August 1991
U.S. DOE, Office for Civil Rights Pub.	Dear Colleague Letter: Race and School Programming, August 2023
Website	California Department of Education: http://www.cde.ca.gov
Website	California Office of the Attorney General: https://oag.ca.gov/
Website	CSBA: http://www.csba.org
Website	National Museum of African-American History and Culture, Educators Resources: https://nmaahc.si.edu/learn/educators

Website

Racial Equity Tools:

<https://www.racialequitytools.org>

Website U.S. Department of Education, Office for Civil Rights:
<https://www2.ed.gov/about/offices/list/ocr/index.html>

Website U.S. Department of Justice, Civil Rights Division:
<https://www.justice.gov/crt>

