



Equity Policy

Board Approval: May 12, 2026

The Board of Directors of iLEAD Agua Dulce, which operates California public charter schools (the “School”) believes that the diversity that exists among the School's community of learners, staff, parents/guardians, and community members is integral to the School's vision, mission, and goals. The School recognizes the inherent value of diversity and acknowledges that educational excellence requires a commitment to equity for all learners and the resulting outcomes.

The School endeavors to proactively identify any practices, policies, and institutional barriers that may negatively influence learner success, perpetuate achievement gaps, and impede equal access to opportunities for all learners.

In doing so, the School’s Board and staff may consider impediments to learning faced by learners of diverse (e.g., cultural, linguistic, socio-economic) backgrounds, consider whether the School’s policies, procedures, and decisions address the needs of all learners, and remedy any inequities, as appropriate. School decisions shall not rely on biased or stereotypical assumptions about any particular group of learners or individuals.

Examples of ways in which the Board and staff may promote equity in School programs and activities as appropriate may include, but is not limited to, the following:

1. Assessing learner needs based on data disaggregated by race, ethnicity, and socio-economic and cultural backgrounds in order to inform policy, planning, and resource development decisions
2. Analyzing expenditures and allocating financial and human resources in a manner that provides all learners with equitable access to school programs, support services, and opportunities for success and promotes equity and inclusion in the school. Such resources include access to high-quality leaders, facilitators, and other school personnel; funding; technology, equipment, textbooks, and other instructional materials; facilities; and community resources or partnerships.
3. Enabling and encouraging learners to enroll in, participate in, and complete curricular and extracurricular courses, advanced college preparation programs, and other learner activities
4. Building a positive school climate that promotes learner engagement, safety, and academic and other supports for learners

5. Adopting curriculum and instructional materials that accurately reflect the diversity among learner groups
6. Providing and/or collaborating with local agencies and community groups to ensure the availability of necessary support services for learners in need
7. Providing School staff with ongoing, research-based, professional learning and professional development on culturally responsive instructional practices
8. Conducting program evaluations that focus on academic outcomes and performance of all learners on all indicators

Nothing in this policy shall be interpreted or applied to authorize the School to discriminate against, or grant preferential treatment to, any individual or group on the basis of a protected characteristic, including race, sex, color, ethnicity, national origin, disability, or any other characteristic protected by applicable law, except as expressly permitted or required by law. The School shall provide equal rights and opportunities in all of its educational programs and activities consistent with applicable law.