



# ELK GROVE UNIFIED SCHOOL DISTRICT



## **Educational Equity Strategic Plan**

### **Executive Summary**

2017-2022



# Educational Equity Strategic Plan Executive Summary

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## Educational Equity Strategic Plan Executive Summary

### INTRODUCTION

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Equality and equity are distinctly different. Equality in education is achieved when all students have the same opportunity, treatment, access and resources. In contrast, equity is achieved when all students receive what they need, when they need it so they are college, career and life ready. As we seek to promote equity in our education system, we are reminded that current data, gaps, overrepresentation and disproportionality exist in our system. The challenge of ensuring educational equity is formidable. Research has shown that underserved students are suspended, expelled and drop out at higher rates, and are less likely to have access to effective teaching and challenging curricula. Data indicates that these students, including certain ethnic minorities and low-income students, attend and complete college at far lower rates than their peers.

According to the Civil Rights Project from the University of California at Los Angeles, since *Brown v. Board of Education* in 1954, our nation is much more diverse, and yet schools remain largely segregated and higher percentages of students live in poverty. The path for children of color and other underserved student populations to graduate college, career and life ready is plagued by the persistent gaps of opportunity, access, achievement, expectations and resources. Our resolve as equity leaders must be to deepen our commitment to ensure equitable decisions, policies and practices are supportive of students' learning, growth and development to close the gaps. Our focus must shift from how students are underperforming to how students are being underserved by our present and past educational system. This shift in perspective is also the first step in helping others to develop a moral purpose to ensure equity in education.

Elk Grove Unified School District (EGUSD) has consistently provided high quality professional learning, instructional support and a standards-aligned curriculum to enhance teaching and learning. Additionally, the recent federal adoption of the Every Student Succeeds Act and California's emphasis of Equity highlighted in the Local Control Accountability Plan (LCAP), paired with EGUSD's deep analysis of data, inspired the Board of Trustees to initiate a call to action to strengthen the District's educational plan to meet the needs of all students. In November of 2015, the Office of Educational Equity was created to begin the work of developing a new Board Policy, framework and strategic plan, guiding the vision and focusing collective efforts of Equity-based work across the EGUSD.

In December of 2016, a group of 45 representatives from district and site administrators, teachers, coaches, parents, community members and the Board of Trustees, gathered to analyze data for causes of identified gaps in achievement, opportunity and access, resulting in the drafting of EGUSD's Educational Equity Strategic Plan. The foundational elements of the plan: Curriculum and Instruction; Opportunity and Access; Professional Learning and Development; Student-Centered Support; School, Family and Community Relationships; and Recruitment, Hiring, Development and Retention will outline opportunities to create systemic change and lay the foundation to yield equitable conditions throughout the EGUSD. The Educational Equity Strategic Plan, implemented with fidelity, provides critical support to leaders, teachers, students, administrators, other staff and stakeholders in the EGUSD to ensure all students are college, career and life ready upon graduation.



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### VISION

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The Governing Board desires to provide an environment that is culturally sensitive and free from bias and discrimination that protects students from physical and emotional harm. The Board commits to ensuring that all stakeholders uphold educational equity as an essential principle of our school system that is integrated into all policies, practices, operations and processes in order to yield equitable educational outcomes for all students.

### THEORY OF ACTION

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Elk Grove Unified School District believes that equity is a fundamental component to student success and achievement. When all staff focus on promoting equity to close the persistent gaps of opportunity, access, achievement, expectations, and resources and where equity and non-discrimination are:

- Integrated into the mindset, work and lives of every student, teacher, and staff member;
- Recognized as core institutional values and inform thinking, policies, and practices throughout our schools;
- Inherently intertwined with academic excellence and the goal of developing leaders for a globally inclusive society

Then, we will ensure that decisions, policies, and practices support students' learning, growth, and development, fostering the ultimate goal of becoming college, career, and life ready.

### EGUSD EDUCATIONAL EQUITY DEFINITION

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Educational Equity ensures the decisions, policies, and practices in our learning system are culturally sensitive and provide all students with access, opportunity, support and resources enabling us to:

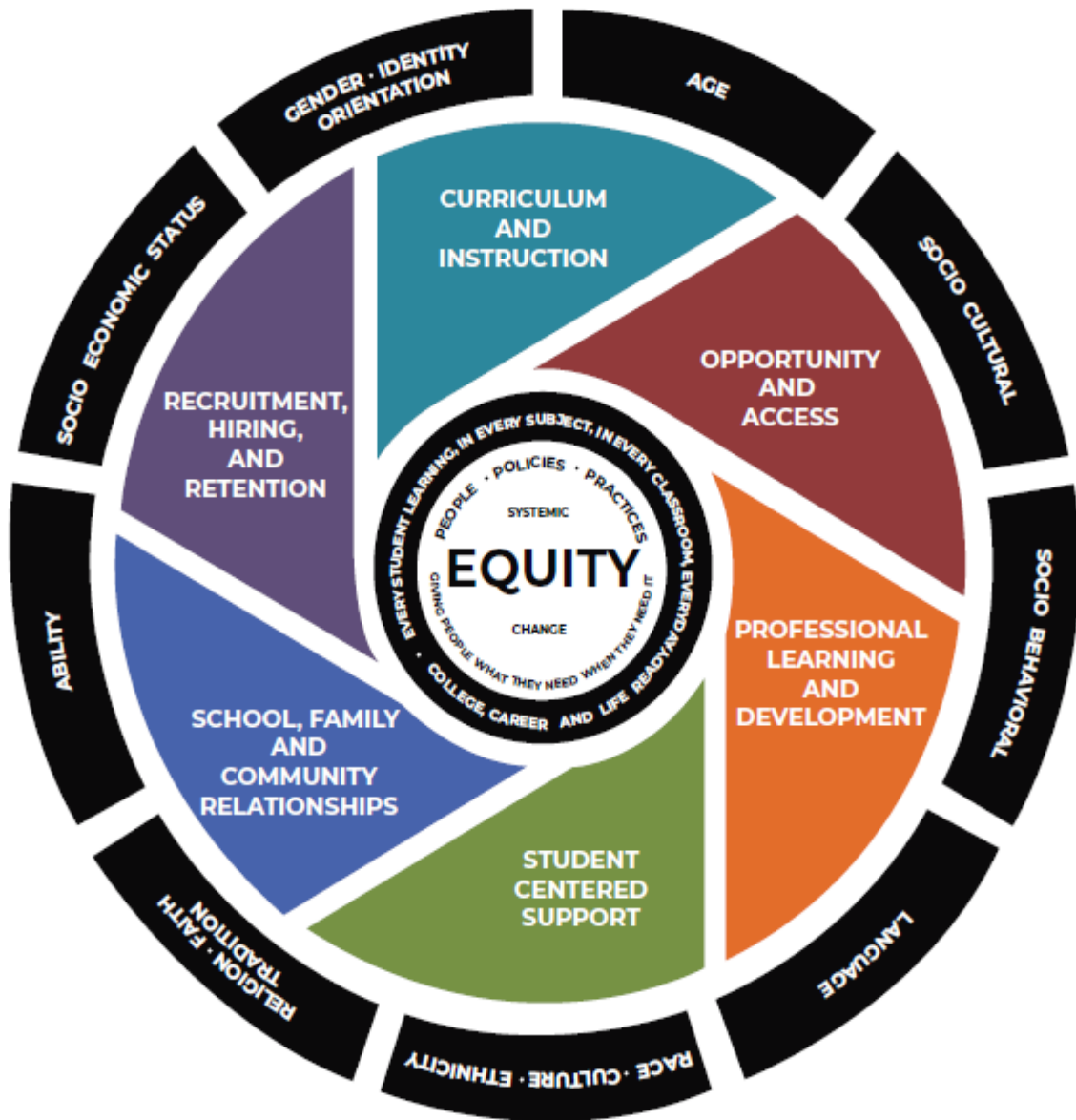
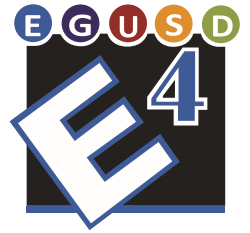
- Meet students' individual needs to learn, grow and develop in a safe, healthy environment with high expectations;
- Support all stakeholders in advocating for fairness;
- Ensure the ultimate outcome of all students becoming college, career and life ready.



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## EGUSD EDUCATIONAL EQUITY FRAMEWORK





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### **FOUNDATIONS OF THE EGUSD EDUCATIONAL EQUITY STRATEGIC PLAN**

#### **FOUNDATION 1: CURRICULUM AND INSTRUCTION: Curriculum and instruction are rigorous and culturally responsive.**

All students regardless of disability, ethnicity, gender, gender expression, gender identity, immigration status, language, nationality, parental status, race, religion, sexual orientation, socioeconomic status or association with a person or group with one or more of these actual or perceived characteristics, have access to rigorous, culturally responsive instruction, and teachers have access to continuous professional learning and development to effectively design and teach rigorous and culturally responsive curriculum.

#### **FOUNDATION 2: OPPORTUNITY AND ACCESS: All students have an opportunity and access to programs and services that support their academic achievement and social-emotional needs.**

The academic achievement and social-emotional needs of all students are supported with high expectation and non-bias. Opportunities are provided to access programs such as Gifted and Talented Education (GATE), Honors, Advanced Placement (AP), International Baccalaureate (IB), Advancement Via Individual Determination (AVID), Pre Scholastic Aptitude Test (PSAT), Career Technical Education (CTE), etc., in an effort to eliminate under representation and disproportionality in enrollment.

#### **FOUNDATION 3: PROFESSIONAL LEARNING AND DEVELOPMENT: Professional learning and development builds awareness, advocacy, and action towards educational equity.**

Professional learning and development supports communities of district stakeholders in practices related to educational equity, culturally proficient practices, and awareness to implement equity-based strategies.

#### **FOUNDATION 4: STUDENT-CENTERED SUPPORT: Support systems are designed and implemented to respond to the diverse needs of students.**

Schools provide systems of support that meet students' needs for social and emotional growth in order to eliminate achievement and opportunity gaps and disproportionality.

#### **FOUNDATION 5: SCHOOL, FAMILY AND COMMUNITY RELATIONSHIPS: Positive relationships with all stakeholders foster school, family, and community connectedness and engagement.**

District, school and office environments are places where all staff, students and families feel connected, supported and have input into decisions.

#### **FOUNDATION 6: RECRUITMENT, HIRING, AND RETENTION: Recruit, hire and retain qualified and diverse staff.**

Effective methods of recruitment, hiring, development and retention of staff are practiced and continuously evaluated and improved. Staff are well qualified, reflective of the student population and contribute to and benefit from a culture of professional growth and innovative practices that support all stakeholders.



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## GOALS, MEASURES, AND RECOMMENDATIONS

### **FOUNDATION 1: CURRICULUM AND INSTRUCTION: Curriculum and instruction are rigorous and culturally responsive.**

All students regardless of disability, ethnicity, gender, gender expression, gender identity, immigration status, language, nationality, parental status, race, religion, sexual orientation, socioeconomic status or association with a person or group with one or more of these actual or perceived characteristics, have access to rigorous, culturally responsive instruction, and teachers have access to continuous professional learning and development to effectively design and teach rigorous and culturally responsive curriculum.

**GOAL 1: All curricular materials are reflective of our diverse student population.**

**GOAL 2: Increase student exposure to rigorous and culturally responsive curriculum.**

**GOAL 3: Increase student exposure to rigorous and culturally responsive instruction.**

#### **POSSIBLE MEASURES TO MONITOR GOAL PROGRESS:**

- 1.1 Percentage of subjects/curricular materials that are reflective of race, culture or ethnicity of students.
- 1.2 Percentage of students reporting rigorous and culturally responsive curriculum, and percentage of teachers reporting rigorous and culturally responsive curriculum.
- 1.3 Percentage of students reporting rigorous and culturally responsive instruction, and percentage of teachers reporting rigorous and culturally responsive instruction.

#### **EDUCATIONAL EQUITY STRATEGIC PLANNING TEAM RECOMMENDATIONS**

- Provide Professional learning to teachers in effective and rigorous instructional strategies to support students' standards mastery.
- Provide CPL and sites with resources and training to support State Standards implementation.
- Provide CPL and sites with resources and training to provide focus on developing a growth mindset.
- Conduct curriculum audit to: determine evidence of bias and/or the lack of inclusion and in the standards-aligned instructional materials and determine if the materials reflect the diversity of our student population.
- Provide training, time, and resources to continue building PLCs at all sites to provide students with differentiated classroom experiences.
- Survey teachers and students to assess teaching and learning experiences.
- Develop an Ethnic Studies course to include all equity lenses with a focus on social justice. This class will be a graduation requirement for all EGUSD students.
- Provide professional learning and development on culturally responsive teaching and learning.
- Contract with Sharroky Hollie to provide professional learning for all staff (district and site) on CRTL.
- Increase resource materials for staff that emphasize equity, cultural responsive pedagogy, and multiculturalism.
- Develop equity audit, rubric and processes to include Foundation 1, to monitor and evaluate the learning and fidelity of implementation.
- Conduct equity audit of Foundation 1.
- Train site teams on equity rubric and processes necessary to have successful audits.







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**FOUNDATION 2: OPPORTUNITY AND ACCESS: All students have opportunity and access to programs and services that support their academic achievement and social-emotional needs.**

The academic achievement and social-emotional needs of all students are supported with high expectations and without bias. Opportunities are provided to access programs such as Gifted and Talented Education (GATE), Honors, Advanced Placement (AP), International Baccalaureate (IB), Advancement Via Individual Determination (AVID), Pre Scholastic Aptitude Test (PSAT), Career Technical Education (CTE), etc., in an effort to eliminate under representation and disproportionality in enrollment.

**GOAL 1: Increase participation of traditionally underrepresented students in GATE, Honors, AP, IB, AVID, CTE, and PSAT programs.**

**GOAL 2: Increase and improve academic support for all students.**

**GOAL 3: Increase and improve social-emotional support for all students.**

### **POSSIBLE MEASURES TO MONITOR GOAL PROGRESS:**

- 2.1 Percentage of students participating in GATE, Honors, AP, IB, AVID, CTE, and PSAT programs by student group, and disparity change over time.
- 2.2. Percentage of students reporting sufficient academic support by student group or percentage of students succeeding in rigorous programs by student group, and disparity change over time.
- 2.3 Percentage of students reporting sufficient social-emotional support by student group, or percentage of students receiving suspensions by student group, and disparity change over time.

### **EDUCATIONAL EQUITY STRATEGIC PLANNING TEAM RECOMMENDATIONS**

- Build upon systems and processes to increase the access and offerings of GATE, Honors, AP/IB, PSAT offerings, AVID, and other programs and services, which have shown underrepresentation of traditionally underserved/targeted subgroups.
- Decrease school size in elementary schools.
- Evaluate and modify the administrator-to-student population allocation to provide increased support at Title I schools.
- Review district social promotion/retention policy and the offload/pullback policy to determine if the policies are modeled on research-based best practices and implemented with fidelity at all sites.
- Conduct an audit (Transportation Committee) of pick-up and arrivals to determine which students are being picked up and arriving late.
- Provide resources and supports for wellness, PBIS and Restorative Practices.
- Increase mental health and counseling support to better serve the social and emotional needs of underserved students.
- Provide professional learning and/or access to experts for staff to increase staff learning focusing on social emotional learning needs, MTSS and wellness for all students.
- Increase access to extracurricular activities for students at the primary and middle school level.
- Monitor, evaluate, and support the implementation of PBIS strategies (Tier I, II, and III) at all sites. When a site lacks fidelity of implementation, resources will be provided to support improvement.
- Train, monitor and implement Restorative Practices at all sites.
- Collaborate with FACE and other departments to focus on family and community engagement by providing information and education to decrease disproportionality.







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- Provide resources to support the increase of home visits focusing on communicating specific opportunities for students and families.
- All sites will develop family engagement opportunities focusing on communicating specific opportunities for GATE, Honors, AP, and IB programming to support parent and student education and preparedness.
- Increase access and parent and student preparedness by providing translated documents and presentations regarding GATE, Honors, AP, and IB.
- Develop equity audit, rubric and processes to include Foundation 2, to monitor and evaluate the learning and fidelity of implementation.
- Conduct Equity Audit Foundation 2.
- Train site teams on equity rubric and processes necessary to have successful audits.

### **FOUNDATION 3: PROFESSIONAL LEARNING AND DEVELOPMENT: Professional learning and development builds awareness, advocacy, and action toward educational equity.**

Professional learning and development supports communities of district stakeholders in practices related to educational equity, culturally proficient practices, and awareness to implement equity-based strategies.

**GOAL 1: Increase the number of equity-based professional growth opportunities.**

**GOAL 2: Increase staff participation in equity-based professional growth opportunities.**

#### **POSSIBLE MEASURES TO MONITOR GOAL PROGRESS:**

3.1 Number of high quality equity-based professional learning opportunities, or percentage of professional learning opportunities with equity lens.

3.2 Percentage of site staff participating in high quality equity-based professional learning offerings

#### **EDUCATIONAL EQUITY STRATEGIC PLANNING TEAM RECOMMENDATIONS**

- Provide differentiated professional learning and growth to all staff to support the work of Equity.
- Ensure time is dedicated and the work of Equity is prioritized and incorporated as a foundation of all district initiatives to build capacity of all EGUSD staff members.
- Provide schools with resources to build cultural proficiency to implement equity-based strategies, policies, and practices.
- Create Equity Site Teams at all sites, including the district office. Create opportunities to attend equity institutes (contracted with Generation Ready and ACSA).
- Provide opportunities for staff to attend professional learning with the National Equity Project.
- Provide opportunities for staff to attend Arbing training to focus on mindset.
- Implement and train staff on all components of the EGUSD Foundations of Equity Training Modules at all sites and the district office.
- Develop and implement Equity Sims workshops (NYC Leadership Academy) for teachers and administrators.
- Incorporate the concept of Equity in all professional learning and development, and in the development of all initiatives to utilize the Equity lens a key component to all district work.
- Train all staff on the equity lenses and EGUSD equity framework as the foundation for all work.
- Build time to address equity framework into all district professional learning and development.
- Prioritize time at sites within staff development to include the equity framework.





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- Embed equity framework into all district meetings and within initiative development
- Support the re-establishment of the Seeking Educational Equity and Diversity program.
- Support the re-establishment of the Elk Grove Association of Black School Educators program.
- Establish a school-wide equity committee at all sites.
- Identify and prioritize time to develop a school wide equity plan.
- Provide coaching and resources to sites to help in the development and implementation of the school site plans.
- Equity Implementation Team members will foster the work of equity by developing pilot implementations at their individual school sites and provide ongoing input into the professional learning foundation.
- Curriculum and Professional Learning and English Learner Services will provide a full-day professional learning for secondary content area teachers on ELD/ SDAIE.
- Provide differentiated time for content specific instruction.
- Provide equity-based professional learning to all coaches across the district to directly support schools.
- Develop equity audit, rubric and processes to include Foundation 3, to monitor and evaluate the learning and fidelity of implementation.
- Conduct equity audit of professional learning and development opportunities.
- Train site teams on equity rubric and processes necessary to have successful audits.

### **FOUNDATION 4: STUDENT-CENTERED SUPPORT: Support systems are designed and implemented to respond to the diverse needs of students.**

Schools provide systems of support that meet students' needs for social and emotional growth in order to eliminate achievement and opportunity gaps and disproportionality.

**GOAL 1: Improve school climate.**

**GOAL 2: Improve systems of support to increase the academic success of students.**

**GOAL 3: Increase student engagement.**

#### **POSSIBLE MEASURES TO MONITOR GOAL PROGRESS:**

- 4.1 Percentage of students reporting favorable ratings on Culture/Climate Survey, and percentage of staff reporting favorable ratings on Culture/Climate Survey.
- 4.2 School and district implementation ratings of MTSS and PBIS, or percentage of students needing support receiving interventions or percentage of students reporting favorable rating on Social-Emotional Learning Survey
- 4.3 Percentage of student suspended by student group and disparity change over time, or percentage of student reporting school engagement by student group and disparity change over time.

#### **EDUCATIONAL EQUITY STRATEGIC PLANNING TEAM RECOMMENDATIONS**

- Provide resources to build community partnerships, student engagement, and improved transparent procedures (PBIS) to ensure safe, supportive, and positive school environments.





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- Provide tools to identify culture and climate and methods to improve PBIS strategies and calibrated discipline practices.
- Involve students in important initiatives and programs related to culture and climate.
- Adopt and implement best practices from teachers who are proficient in implementing positive culture and climate strategies.
- Engage in district-wide classroom walks to provide opportunities to collaborate and support sites.
- Implement restorative practice strategies such as classroom meetings, community circles and other social justice strategies to eliminate disproportionality in discipline data.
- Create the infrastructure and develop systems to make the goals of the graduate profile actionable and measureable.
- Increase foster youth, homeless, and SWD supports.
- Develop a Student of Color/Diversity Leadership Council.
- Support the infrastructure to create Black Student Unions at all high schools.
- Provide professional learning to staff to eliminate the deficit-thinking lens.
- Provide supports with MTSS-development and implementation.
- Provide time for staff collaboration and articulation to develop strategies to support at-risk youth.
- Foster student wellness through social, emotional, and behavioral supports/services.
- Ensure supplemental and concentration dollars are used in the Site LCAPs to support student wellness.
- Build pilots of small learning communities to support students' growth and development.
- Provide opportunities for students to attend professional learning such as the Unity Center at the California Museum and the Museum of Tolerance to develop equity lenses in students.
- Blend school teams into multidisciplinary teams to increase connectivity of programs and services. (PBIS, Leadership, Equity, etc.).
- Provide opportunities for students to participate in site and District committees to ensure the inclusion of student voice.
- Develop equity audit, rubric and processes to include Foundation 4, to monitor and evaluate the learning and fidelity of implementation.
- Conduct equity audit of student-centered supports.
- Train site teams on equity rubric and processes necessary to have successful audits.

**FOUNDATION 5: SCHOOL, FAMILY AND COMMUNITY RELATIONSHIPS: Positive relationships with all stakeholders foster school, family, and community connectedness and engagement.**

District and school environments are places where all staff, students, families and community partners feel connected, supported and have input into decisions.

**GOAL 1: Improve stakeholder communication, engagement, and relationships.**

**GOAL 2: Increase family education opportunities.**

**GOAL 3: Increase community partnerships.**

### **POSSIBLE MEASURES TO MONITOR GOAL PROGRESS:**

5.1 Percentage of families reporting favorable school connectedness and sense of belonging

5.2 Percentage of families reporting effective provision of opportunities for parent involvement or parent education.



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### 5.3 The number of community partnerships.

#### EDUCATIONAL EQUITY STRATEGIC PLANNING TEAM RECOMMENDATIONS

- Increase family engagement opportunities and supports.
- Provide resources and communication links to support all families in accessing information and opportunities to be engaged at all sites.
- Create partnerships with community organizations focusing on providing resources to students and families.
- Increase family education opportunities and supports.
- Create diverse and strategic parent groups to support stakeholder populations and subgroups.
- Engage in meaningful dialogue with school and community stakeholders to support positive school climate development and student wellness and outcomes.
- Provide weekly school updates.
- All schools make a minimum of four personal contacts per year to families in order to support intentional relationship building.
- Conduct district and school events or provide opportunities to hear the voice of families and the community.
- Develop equity audit, rubric and processes to include Foundation 5, to monitor and evaluate the learning and fidelity of implementation.
- Conduct equity audit of school and community relationships.
- Train site teams on equity rubric and processes necessary to have successful audits.

#### **FOUNDATION 6: RECRUITMENT, HIRING, DEVELOPMENT AND RETENTION: Recruit, hire, develop and retain qualified and diverse staff.**

Effective methods of recruitment, hiring, development and retention of staff are practiced and continuously evaluated and improved. Staff are well qualified, reflective of the student population and contribute to and benefit from a culture of professional growth and innovative practices that support all stakeholders.

**GOAL 1: Increase leadership development among teaching, administrative, and classified staff.**

**GOAL 2: Improve support for professional growth among existing and newly hired staff.**

**GOAL 3: Improve staff diversity to better represent that of the student population.**

#### **POSSIBLE MEASURES TO MONITOR GOAL PROGRESS:**

6.1 Percentage of diverse staff assuming leadership roles and/or promoting.

6.2 Percentage of staff reporting favorable climate of support for professional growth.

6.3 Proportional composition of staff by ethnicity compared to students and disparity change over time.

#### EDUCATIONAL EQUITY STRATEGIC PLANNING TEAM RECOMMENDATIONS

- Develop infrastructure and provide training for leadership development.
- Expand CTE pathways for ECE to create a pipeline of teachers in EGUSD.
- Create and support mentorship programs/networking groups for staff.



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- Develop Diversity Leadership Academy for people of color to create a pipeline into leadership positions in EGUSD.
- Provide training, resources and supports to build cultural awareness, proficiency, and equity literacy in staff.
- Train all staff on equity with culturally responsive teaching and learning, cultural proficiency, and implicit bias.
- Host cultural proficiency institutes.
- Establish and implement a process to provide orientation to all new administrators on Equity and implicit bias.
- Annually compile and report demographics of staff and student populations.
- Spend targeted time at campuses/universities with diverse populations to recruit and build a pipeline of candidates for people of color.
- Create programs for teacher recruitment.
- Develop new partnerships while maintaining and strengthening current partnerships with culturally diverse institutions (including colleges, organizations, and churches) with a focus on conducting targeted recruiting and hiring initiatives for potential candidates that will diversify our staff.
- Develop equity audit, rubric and processes to include Foundation 6, to monitor and evaluate the learning and fidelity of implementation.
- Conduct equity audit of Foundation 6.
- Train site teams on equity rubric and processes necessary to have successful audits

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## ANNUAL ACTION PLAN TIMELINE

<b><u>Foundation 1</u></b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>Curriculum and instruction are rigorous and culturally responsive.</b>						
All curricular materials are reflective of our diverse student population.						
Increase student exposure to rigorous and culturally responsive curriculum.						
Increase student exposure to rigorous and culturally responsive instruction.						
<b><u>Foundation 2</u></b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>All students have an opportunity and access to programs and services that support their academic achievement and social-emotional needs.</b>						
Increase participation of traditionally underrepresented students in GATE, Honors, AP, IB, AVID, PSAT, and CTE programs.						
Increase and improve academic support for all students.						
Increase and improve social-emotional support for all students.						



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<b><u>Foundation 3</u></b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>Professional learning and development builds awareness, advocacy, and action toward educational equity.</b>						
Increase the number of high quality equity-based professional growth opportunities.						
Increase staff participation in equity-based professional growth opportunities.						
<b><u>Foundation 4</u></b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>Support systems are designed and implemented to respond to the diverse needs of students.</b>						
Improve school climate.						
Improve systems of support to increase the academic success of students.						
Increase student engagement.						



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<b><u>Foundation 5</u></b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>Positive relationships with all stakeholders foster school, family, and community connectedness and engagement.</b>						
Improve stakeholder communication, engagement, and relationships.						
Increase family education opportunities.						
<b><u>Foundation 6</u></b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>Recruit, hire, and train qualified and diverse staff.</b>						
Increase leadership development among teaching, administrative, and classified staff.						
Improve support for professional growth among existing and newly hired staff.						
Improve staff diversity to better represent that of the student population.						





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