

Advancing Racial Justice:

EGUSD Educational Equity Action Plan

2020-2021

Implementation of the Educational Equity Strategic Plan with a Focus on Racial Justice

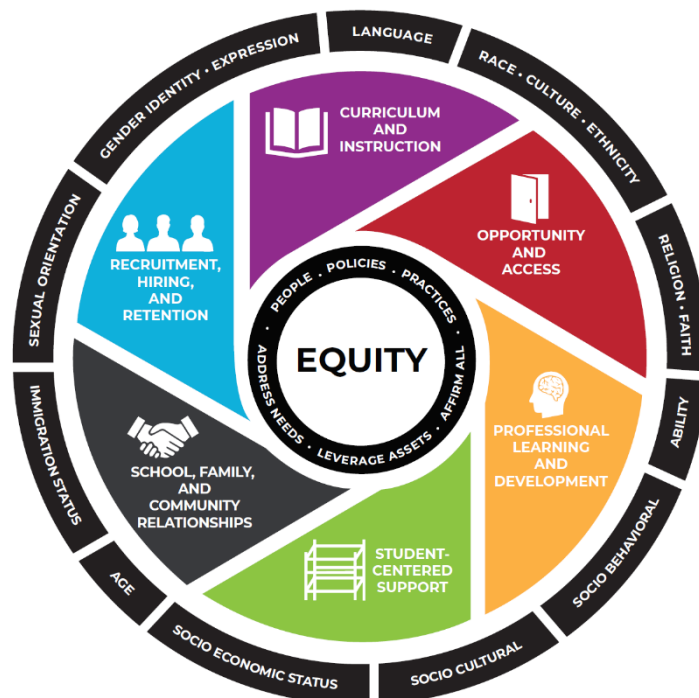
Developed in June 2020 with the contributions of the following groups:

- Office of Educational Equity
- EGUSD Equity Coalition
- High School Black Student Union Students and Advisors
- High School Student Equity Council Students and Advisors
- District Leadership

Join the Equity Coalition by visiting the [EGUSD Educational Equity Resource Site](#) and selecting the tab, "Join the Equity Coalition," to fill out the [Equity Coalition Sign-up Google Form](#).



EGUSD EDUCATIONAL EQUITY
FRAMEWORK, LENSES, AND FEATURES





Alignment with the EGUSD Educational Equity Strategic Plan

Educational Equity Definition:

Educational equity is defined as both a process and an outcome ([Putnam-Walkerly & Russell, 2016](#)):

- The process of using a lens of equity to analyze and inform decisions, policies, and practices in our schools and district to ensure they are culturally sensitive and provide all students with access, opportunity, validation, support, and resources.
- The outcome whereby all educational outcomes are no longer predicted by identity categories such as race, ethnicity, gender, and socioeconomic status.

Educational Equity Mission:

We commit to addressing needs, leveraging assets, and affirming identities of all students:

- To interrupt systems of oppression so that identities do not become predictive of outcomes by transforming policies, practices, and mindsets that marginalize priority subgroups.
- To close the achievement, opportunity, relationship, and expectation gaps of priority subgroups by transforming the conditions creating those gaps.

Equity Literacy ([Gorski, 2020](#)):

As educators leading equity work, we commit to developing the following skills to become equity literate. These skills will be developed in tandem and intersect with each other.

- A. Ability to **recognize** even the subtlest biases, inequities, and oppressive ideologies.
- B. Ability to **respond** to biases, inequities, and oppressive ideologies in the immediate term.
- C. Ability to **redress** biases, inequities, and oppressive ideologies in the long term by addressing their root causes.
- D. Ability to **actively cultivate** equitable, anti-oppressive ideologies and institutional cultures.
- E. Ability to **sustain** bias-free, equitable, and anti-oppressive classrooms, schools, ideologies, and institutional cultures.

Community Cultural Wealth

As educators working with communities of color, we must recognize that the resources and assets within those communities have not always been recognized institutionally ([Yosso, 2005](#)). We aim to take an assets-based orientation, not a deficits-based orientation, by recognizing the valuable capital that exist within our communities of color in EGUSD, not only the needs of the community. Figure 1 from Yosso (2005) visualizes the variety of forms this community cultural wealth can take. Resources for cultural capital can take the form of:

- *Aspirational capital*: The ability to maintain hopes and dreams for the future, even in the face of real and perceived barriers (p. 77).
- *Linguistic capital*: The intellectual and social skills attained through communication experiences in more than one language and/or style (p. 78).
- *Familial capital*: Those cultural knowledges nurtured among families (whichever form they may take) that carry a sense of community history, memory, and cultural intuition (p. 79).
- *Social capital*: Networks of people and community resources (p. 79).
- *Navigational capital*: Skills of maneuvering through social institutions (p. 80).
- *Resistant capital*: Knowledges and skills fostered through oppositional behavior that challenges inequality.

Figure 1. Community cultural wealth model ([Yosso, 2005, p. 78](#)).

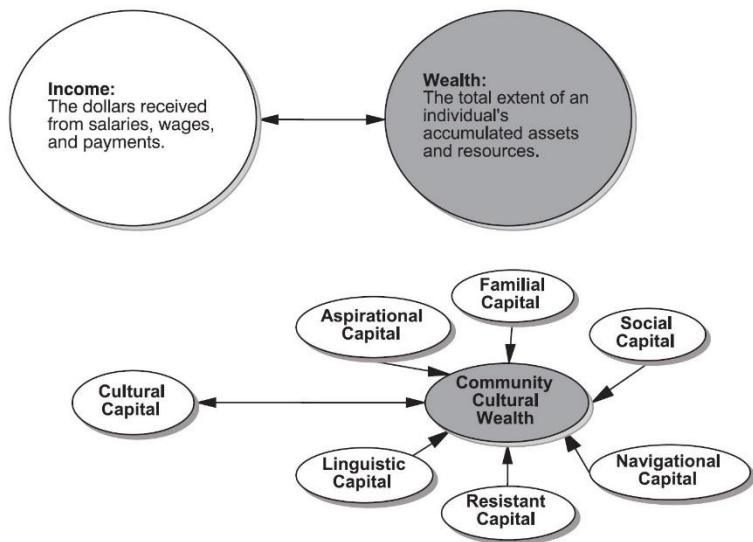


Figure 2. A model of community cultural wealth. Adapted from: Oliver & Shapiro, 1995

Racial justice means the systematic fair treatment of people of all races, resulting in equitable opportunities and outcomes for all. Racial justice—or racial equity—goes beyond [being “not racist”]. It is not just the absence of discrimination and inequities, but also the presence of deliberate systems and supports to achieve and sustain racial equity through proactive and preventative measures.

Racial Justice [is defined] as the proactive reinforcement of policies, practices, attitudes and actions that produce equitable power, access, opportunities, treatment, impacts and outcomes for all.

SOURCE:

Race Forward, ["Race Reporting Guide"](#)

The Elk Grove Unified School District stands in solidarity with our Black/African American community and other communities of color in the demands for transformative systemic changes to achieve racial justice.

Leadership Approach

Three common educational leadership approaches are transactional, transformational, and transformative leadership. *Transactional leadership* centers upon agreement and mutual goal advancement via exchanges and negotiations, *transformational leadership* centers on effectiveness and organizational improvement via strategic planning, and *transformative leadership* centers upon equitable reform for social justice via critical deconstruction and reconstruction of systems, policies, and practices that reinforce systems of oppression and inequity for marginalized populations. EGUSD recognizes the need to take a transformative leadership approach, in addition to transactional and transformational approaches, in order to address the racial injustice entrenched in our educational systems and other social institutions. It involves building our equity literacy capacity, critically analyzing our assumptions and practices, actively engaging the perspectives of stakeholders representing our most underserved priority groups, and innovating our system to better meet the needs of these groups and close our opportunity, relationship, expectation, and achievement gaps.

Table 1. Comparison of transactional, transformational, and transformative leadership (Shields, 2010).

	Transactional Leadership	Transformational Leadership	Transformative Leadership
Starting Point	A desired agreement or item	Need for the organization to run smoothly and efficiently	Material realities & disparities outside the organization that impinge of the success of individuals, groups, & organization as a whole.
Foundation	An exchange	Meet the needs of complex & diverse systems	Critique & promise
Emphasis	Means	Organization	Deep & equitable change in social conditions
Processes	Immediate cooperation through mutual agreement and benefit	Understanding of organizational culture; setting directions, developing people, redesigning the organization, and managing the instructional program	Deconstruction and reconstruction of social/ cultural knowledge frameworks that generate inequity, acknowledgement of power, & privilege; dialectic between individual & social
Key values	Honesty, responsibility, fairness, and honoring commitments	Liberty, justice, equality	Liberation, emancipation, democracy, equity, justice
Goal	Agreement; mutual goal advancement	Organizational change; effectiveness	Individual, organizational, & societal transformation
Power	Mostly ignored	Inspirational	Positional, hegemonic, tool for oppression as well as for action
Leader	Ensures smooth and efficient organizational operation through transactions	Looks for motive, develops common purpose, focuses on organizational goals	Lives with tension, & challenge; requires moral courage, activism
Related theories	Bureaucratic leadership, Scientific management	School effectiveness, School reform, School improvement, Instructional leadership	Critical theories (race, gender), Cultural and social reproduction, Leadership for social justice

Figure 1. Distinctions among three theories of leadership



In designing the goals and actions for racial justice, EGUSD embraces a [targeted universalism approach \(powell, Menendian, & Ake, 2019\)](#). This approach recognizes that while there may be some goals and actions that are for all students (i.e., universal) and some goals and actions that are targeted only for some groups (i.e. targeted), many of our actions should be rooted in a universal goal for all students while taking a targeted approach to understanding the needs and assets of a particular community and building actions from that targeted analysis (i.e., targeted universalism).

The plan that follows focuses on the educational equity actions specifically relating to racial justice. Additional actions may be taken to address the range of other equity issues and will be reported in the annual report at the end of the year.

Educational Equity Foundations, Goals, and Measures:

- Equity Foundation 1: Curriculum and Instruction
 - Goal 1: All curricular materials are reflective of our diverse student population.
 - Racial justice requires ample representation of people of color in the curriculum and opportunities for students from all backgrounds to both see themselves reflected in multiple ways and build empathy for others through their stories. We must recognize that the experiences of people of color are diverse and not over-rely on stories of trauma, civil rights, historical heroes, and folktales to characterize the cultures of people of color, specifically of Americans of color.
 - Goal 3: Increase student access to rigorous and culturally responsive instruction.
 - Racial justice requires culturally and linguistically responsive instruction that includes strong classroom relationships, family collaboration, authentic assessment, culturally sustaining discourse practices, and development of critical consciousness.
 - Measures: Student and Staff SEL/climate surveys
- Equity Foundation 2: Opportunity and Access
 - Goal 3: Increase and improve social-emotional support for all students.
 - Racial justice requires social-emotional support for students harmed by racism, restorative justice supports to interrupt racism, and capacity building of staff to address the racial injustice and race-based needs of students. Students must have opportunities to develop their own capacity to recognize, interrupt, and repair harm caused by racism.
 - Measures: Enrollment in advanced and specialized programs; identification for GATE (gifted and talented education) and SPED (special education); PSAT/AP/IB examinations; College and Career Readiness indicators; Seal of Biliteracy; student survey data; discipline indicators
- Equity Foundation 3: Professional Learning and Development
 - Goal 1: Increase the number of equity-based professional growth opportunities.
 - Racial justice requires professional learning and development in a wide range of topics including recognizing their own racial identity and implicit bias, building cultural competence, developing culturally and linguistically responsive practices, facilitating conversations on race, and understanding the history and impact of racism (especially structural racism) in our community and schools.
 - Goal 2: Increase staff participation in equity-based professional growth opportunities.
 - Racial justice is not something that can be optional or that can be achieved by a few members of the system volunteering to address it. We will need comprehensive, systematic professional learning

and development opportunities available to all staff with expectations for everyone to share the responsibility for racial justice.

- Measures: Number and types of PL/PD offerings; PL/PD participation and completion; PL/PD surveys
- Equity Foundation 4: Student-centered Supports
 - Goal 1: Improve school climate.
 - Racial justice improves school climate for students of color and the community at large. Students of color will feel more welcomed, respected, and engaged in a community that actively strives for racial justice.
 - Goal 3: Increase student engagement.
 - Racial justice requires critical analysis of our systems and practices of discipline and seeks to better understand the influence of structural racism on student behavior and on the perceptions of student behavior by others.
 - Measures: Student, family, and staff SEL/climate surveys; attendance and chronic absenteeism; implementation/output measures for PBIS (Positive Behavior Interventions and Supports) program; discipline indicators
- Equity Foundation 5: School, Family, and Community Relationships
 - Goal 2: Increase family education opportunities.
 - Racial justice requires strong family partnerships. These partnerships include opportunities for families of color to leverage their cultural wealth to address racial justice at schools and for all families to develop their abilities to recognize, interrupt, and repair harm due to racism.
 - Goal 3: Increase community partnerships.
 - Racial justice extends beyond the confines of our campuses and requires partnerships with local community members and organizations addressing this issue in other areas of society.
 - Measures: Family survey data; number of and participation in family education and partnership events; community partnership data
- Equity Foundation 6: Recruitment, Hiring, Development, and Retention
 - Goal 3: Improve staff diversity to better represent that of the student population.
 - Racial justice requires both White staff and staff of color to work in collaboration to recognize, interrupt, and repair harm due to racism. Staff of color must be affirmed and validated for their racial identities and their experiences relating to racism. Recognition of the needs of staff of color that are related to racism is necessary to recruit, develop, and retain more staff of color.
 - Measures: Staff survey data; teacher and administrator composition and recruitment data



Racial Justice Actions Taken by the Office of Educational Equity *as of June 26, 2020*

1. Convened four “Racial Justice Gatherings” to solicit perspectives and recommendations relating to the aftermath of the death of George Floyd, the protests for racial justice, and the needs of the EGUSD community, especially the Black/African American community.
 - a. 6/4/20: Advisors of the high school Black Student Unions and Student Equity Councils
 - b. 6/10/20: Student members and advisors of the high school Black Student Unions
 - c. 6/11/20: Student members and advisors of the high school Student Equity Councils
 - d. 6/12/20: EGUSD Equity Coalition members, consisting of families, community members, staff, and administrators
2. Created a special page for [“Antiracist Education Resources”](#) to share resources to inform staff and families on racial justice issues. The page is linked at the homepage of the [EGUSD Educational Equity Resource Site](#).
3. Significantly increased the membership of the Equity Coalition by promoting the EGUSD Educational Equity Resource Site and encouraging the EGUSD community [to join the Equity Coalition](#).
4. Provided weekly updates to the Equity Coalition on [“Upcoming Equity Events”](#) to share the multitude of mostly free webinars and other virtual events available to educators addressing topics on racial justice.
5. Coordinated interviews with members of the Black Student Unions to be featured as student voices offering perspectives on racial justice on the [EGUSD YouTube Channel for “EGU News”](#) program.
6. Began development of an equity community partnership list and pursued potential new equity partners to address specific racial justice needs including [Safe Black Space](#) and [Generation Up](#).
7. Planned a series of Social Justice Book Club meetings for July. Community members (administrators, staff, families, and high school students) voted on the books they were most interested in discussing. The two books that will be included in the book club meetings will be *How to Be an Antiracist* (Kendi, 2019) and *White Fragility* (DiAngelo, 2018).

Proposed Racial Justice Action Plan for 2020-2021

1. Curriculum and Instruction

<i>Racial Justice Needs</i>	<i>Actions</i>	<i>Estimated Timeframe</i>
Increase positive representation of Black/African Americans and other people of color in the curricula	A. Develop recommended reading list by grade level and content areas that feature Black/African American stories, culture, history, and characters. Develop complementary lists for other groups of color.	By February 2021
	B. Audit library collections using recommended literature lists for social justice and diversity (e.g., ADL , Social Justice Books , We Need Diverse Books , Coretta Scott King Award).	Spring 2021
	C. Review and refine process for instructional materials review relating to equity, diversity, and inclusion.	By Fall 2020
Teach critical media literacy and digital citizenship	D. Teach lessons from the secondary school digital citizenship curriculum on hate-motivated behaviors online and critical media literacy at every school. Incorporate into a 24/7 Respect Campaign (in partnership with Boston Public Schools).	By Spring 2021
Ethnic Studies Curriculum	E. Support the development of ethnic studies programs in collaboration with the Curriculum and Professional Learning Department, steering committees, and community partners.	Ongoing throughout 2020-2021
Increase access to culturally and linguistically responsive practices	F. Integrate the culturally and linguistically responsive practices (Source: CRIOP Elements, University of Kentucky) into the EGUSD Framework for High-Quality Instruction (FHQI). Incorporate explicitly into professional learning, instructional coaching, and observation tools.	Beginning July 2021
	G. Develop expectations for student access to culturally and linguistically responsive practices and guidance for implementation.	By Spring 2021
Incorporate SEL lessons that recognize race	H. Teach Social Emotional Learning (SEL) lessons that address competencies of self-awareness, self-management, social awareness, relationship building, and problem solving through the lens of race and racial justice. Develop sample lessons and/or identify SEL curriculum that incorporates race into SEL instruction (e.g., Culturally Responsive Minds)	By December 2020

Support discussion of race in classrooms	I. Incorporate norms for discussions on difficult issues like race and racial justice into PBIS guidance and samples for all grade levels.	By December 2020
Critical analyze how racial injustice is taught	J. Provide an opportunity for community members and staff to critically analyze the presentation of key racial injustices (e.g., slavery) in the history/social science textbooks. Provide guidance and supplemental resources to all teachers to account for underdeveloped or inaccurate presentation, as needed.	By Spring 2021
Incorporate racial justice into academics	K. Incorporate racial justice into districtwide curricular activities such as an art showcase, essay or speech competition, history events, etc.	By Spring 2021
Increase awareness of the unique experiences with racial injustice of Black and Native/Indigenous people of color (BIPOC)	L. Provide opportunities for members of the Black community to share cultural assets, histories and counternarratives to staff, students, and other community members.	Beginning Fall 2020
	M. Provide opportunities for members of local Native community to share cultural assets, histories and counternarratives to staff, students, and other community members.	Beginning Fall 2020
	N. Increase recognition of Native/Indigenous contributions to the local and regional community and histories through actions such as land recognitions, native landscaping, etc.	By Spring 2021

2. Opportunity and Access

Racial Justice Needs	Actions	Estimated Timeframe
Identifying the Needs of Black/African American Students	A. Develop a special data report to present student outcome data for the African American subgroup vs. non-African American students. This report will make it easier to identify areas and schools in need of improvement and to monitor progress in improving services for Black/African American students.	To be developed alongside LCAP reports in November 2020
	B. Engage Black/African American students and families in focus group feedback sessions relating to racial justice throughout the school year via Black Student Union meetings, Student Equity Council meetings, and other outreach opportunities.	By Spring 2021
College Outreach Supports for Students of Color	C. District-wide recruitment for student participation in the following college outreach events for students of color: <ul style="list-style-type: none"> a. HBCU Recruitment Faire Events (Date: 9/21/20) b. Black College Expo c. Cesar Chavez College Day (Date: 5/9/21, Host: UC Davis) d. Feria de educación (Host: Sacramento State) e. Iu-Mien Student Conference Day (Host: Sacramento State) f. Asian Pacific Islander College Conference Day (Host: Sacramento State). g. College Making It Happen – first-generation college student event 	By Fall 2020
Access to Advanced Coursework	D. Establish a “Representation in Advanced Coursework Task Force” to research, analyze, and recommend action on improving the representation and success of students of color, specifically Black/African American, Latinx, and Native students, in advanced/honors high school courses. Task force should include administrators, counselors, teachers, high school students, and family members.	By Spring 2021
Identify funds to support racial justice work and services	E. Using a targeted universalism approach to planning, include targeted actions and funds for Black/African American students in both the	Beginning with LCAPs for 2020-

specifically for Black/African American students	district and school LCAPs (Local Control and Accountability Plans).	2021 school year
	F. Collect, share, and pursue grants to support actions and programs specifically targeting racial justice issues and/or the needs of Black/African American students.	By November 2020
Leadership Development for Equity and Racial Justice	G. Host an Equity Leadership Institute to support leadership teams in developing cultural competence, an equity mindset, and an equity leadership plan for their school or program. Include explicit goals around addressing racial justice into the equity plans.	By Spring 2021

3. Professional Learning and Development

Racial Justice Needs	Actions	Estimated Timeframe
Opportunities for staff to build self- and social-awareness	A. Develop online or in-person PL modules (including, but not limited to): a. Recognizing and interrupting implicit bias b. Adult SEL c. Cultural Proficiency Continuum d. Racial Identity Development e. Equity Mindset f. Black/African American Perspectives, History, and Culture	Beginning July 2020
	B. Develop explicit resources and exercises that explicitly link the Arbinger outward mindset to racial justice.	Beginning Fall 2020
	C. Facilitate book clubs/studies on racial justice issues such as How to Be an Antiracist (Kendi, 2019), White Fragility (DiAngelo, 2018), Justice on Both Sides (Winn, 2018), We Want to Do More than Survive (Love, 2020), For White Folks that Teach in the Hood...and the Rest of Y'all Too (Emdin, 2017)	Beginning July 2020
	D. Host district events for staff and community that feature speakers, artists, authors, storytellers, and filmmakers of color.	By Spring 2021
Set expectations for all staff to engage in equity & racial justice training	E. Provide opportunities for district and school leadership teams, including the Board, Cabinet, and district and site administrators, to engage in professional learning on equity and racial justice.	Beginning July 2020
	F. Work with bargaining units to build support for widespread training on equity and racial justice.	Beginning June 2020
Develop culturally and linguistically responsive practices	G. Develop online or in-person PL modules on culturally and linguistically responsive practices: a. Building classroom relationships b. Collaborating with families of color c. Culturally responsive assessment d. Culturally responsive instruction e. Equitable student discourse f. Teaching for critical consciousness and social justice g. Integrated & Designated ELD	Beginning Fall 2020
	H. Develop PL opportunities for and/or include in scheduled PL non-teaching staff, including	Beginning Fall 2020

	classified staff, to develop culturally and linguistically responsive practices across roles.	
Equip staff to handle student trauma of racism	I. Provide training for staff on healing-centered (or trauma-informed) practices, self-management strategies, restorative practices, and de-escalation techniques.	Beginning Fall 2020
Measuring impact of equity PL/PD	J. Develop additional measures for impact of equity professional learning/professional development and collect data on the impact.	Beginning Fall 2020
Develop opportunities for teacher leadership for equity and racial justice	K. Support Equity Coalition members to develop leadership skills, facilitate professional learning, and advocate for racial justice on their campuses via Equity Coalition Gatherings, Educators for Equity Collaborative (EEC) Meetings, and Leaders for Equity Collaborative (LEC) Meetings	Beginning July 2020
	L. Build capacity of instructional coaches to facilitate professional learning on culturally and linguistically responsive practices, model the practices, and develop resources to support the practices.	Beginning Fall 2020

4. Student-Centered Supports

Racial Justice Needs	Actions	Estimated Timeframe
Provide social-emotional supports to students of color, especially Black/African American students, dealing with race-related issues	A. Host healing circles for Black/African American students to process the current events relating to racial justice. Host healing circles for other students as needed.	Beginning Fall 2020
	B. Develop capacity of wellness providers to provide culturally and linguistically responsive services.	Beginning Fall 2020
	C. Connect students with community organizations that provide supports to students of color and/or address race-specific issues.	Beginning June 2020
	D. Develop districtwide implementation plan for restorative practices including community circles and restorative chats across all school sites. However, do not require victims of hate-motivated discrimination to confront their perpetrators. Ensure victims have ongoing supports and that the entire community targeted is informed and supported after a hate-motivated incident.	By Spring 2021
	E. Set expectations for teachers to incorporate SEL into classroom instruction (Tier 1).	By Spring 2021
	F. Identify and promote a “Safe Black Space” on each campus for Black/African American students to go to as needed before, during, or after school.	By Fall 2020
Resources for students to understand racial justice	G. Create a resource list of age-appropriate resources for students to make sense of racism and racial justice. Share with staff, families, and students.	By December 2020
	H. Host social justice book clubs for students to engage in conversations around racial justice.	By Spring 2021
Develop processes for addressing racism in school	I. Integrate explicit references to race/racism in PBIS behavior matrices and teach as part of behavior expectations at the beginning of the year.	By September 2020
	J. Develop a Plan for Responding to Hate and Bias at each school site.	By Spring 2021
	K. Integrate antiracist practices into the Expect Respect and Stop-Walk-Talk bullying prevention programs to distinguish hate-	By Spring 2021

	motivated bullying from other forms of bullying.	
Engage Student Voice	L. Leverage students of color, especially Black/African American students, to lead campus-wide racial justice initiatives. Reach out to student groups such as the Black Student Union and Student Equity Councils to support these efforts.	By Spring 2021
	M. Create a library of student stories, perspectives, and recommendations (video, audio, visual, or written) to use for professional learning on racial justice and equity.	By Spring 2021
	N. Support and promote the student-led “Would You Do This to Me?” campaign from the Student Equity Councils	Fall 2020
	O. Promote participation in the US vs. Hate campaign and collect entries from students to showcase.	By Fall 2020
	P. Engage Student Equity Councils (at the high school) in the development of site LCAPs and decision-making on addressing the specific needs of racial subgroups.	By Spring 2021
	Q. Review and revise as needed the SEL/Climate Survey items relating to race and culture so that students may provide sufficient feedback on the status of racial justice work on their campuses.	By Spring 2021
Communicate to students their rights	R. Create simple documents or videos to summarize student rights and ways to respond to racism, including a list of adults they can go to in the event of being a victim of racism.	By Fall 2020
	S. Raise awareness of the online Incident Reporting System where students can report incidents of discrimination.	By Fall 2020
Campus Safety and Policing	T. Engage community organizations, campus safety and local police/sheriff departments in conversation and collaboration for racial justice action planning as it impacts students of color in our district.	By Spring 2021
Discipline accountability	U. Clarify the process for accountability when teachers send students “out of the class” but not to the office.	By Fall 2020
Biases in the dress code	V. Review the Dress Code with a group of Black/African American students and adults	By Spring 2021

	for input on how to eliminate biases in the dress code and/or dress code enforcement.	
Student Representation on Campus	W. Schools review media (e.g., yearbooks, websites), activities, and organizations (e.g., Associated Student Body) for representation of the diversity of the campus. Leadership acts to make their school programs more representative.	By Spring 2021
Anti-Asian and Anti-Black Discrimination related to COVID-19	X. Provide community resources to recognize, interrupt, and report incidents of Anti-Asian and Anti-Black discrimination, particularly given the rise in hate-motivated actions toward Asians and Black/African Americans during the COVID-19 pandemic and the racial justice protests.	By Fall 2020

5. School, Family, and Community Relationships

<i>Racial Justice Needs</i>	<i>Actions</i>	<i>Estimated Timeframe</i>
Increase Family Partnerships and Leadership Opportunities	A. Establish a District Black Parent Advisory Council to solicit regular input on district services for Black/African American students and build partnerships for addressing racial justice issues and improving services for Black/African American students.	To launch Fall 2020
	B. Support schools in establish their own Black Parent Advisory Councils or Community Equity Collaboratives to engage Black/African American families and other allies in addressing racial justice issues and improving services for Black/African American students.	Beginning Summer 2020
	C. Increase outreach to families via district-wide communications to share resources on antiracist practices and to encourage them to join the Equity Coalition and participate in equity-driven events including the Summer Social Justice Book Clubs.	Beginning June 2020
	D. Engage members of the District Advisory Council (DAC) and District English Learner Advisory Council (DELAC) in discussions about racial justice in our schools and solicit input in ongoing racial justice action planning.	By December 2020
Family Education Opportunities	E. Provide family learning opportunities on topics relating to racial justice such as: how to talk to your children about race, supporting your child's racial identity development, SEL for families	By Spring 2021
	F. Create conversation starters for families to begin conversations about race and racial justice with their children (or vice versa).	By Spring 2021
Linking Learning to Families & Community	G. Develop a library of sample lessons or assignments that leverage the cultural wealth of families and communities of color to support learning.	By Spring 2021
Increase Community Partnership	H. Engage in community cultural wealth mapping for community equity literacy by identifying community members and places that carry cultural wealth within specific racial/ethnic groups, particularly for the Black/African American community. This mapping is used to develop reciprocal partnerships in service of	By Spring 2021

	communities of color and serves to recognize the assets amongst these communities.	
	I. Establish a Community Equity Collaborative (CEC) to meet at least quarterly with community partners to gather insight and feedback on racial justice progress and equity initiatives in the district.	To launch Fall 2020
	J. Increase regional partnership via the Sacramento County Equity Network to gather insight and feedback on work across the region addressing racial justice and equity issues.	Beginning June 2020
	K. Increase statewide partnership via the California Equity Directors Network to gather insight and feedback on work across the region addressing racial justice and equity issues.	Beginning July 2020

6. Recruitment, Hiring, Retention, and Development

<i>Racial Justice Needs</i>	<i>Actions</i>	<i>Timeframe</i>
Provide support to Black staff and other staff of color	A. Establish an EGUSD Black Educators Network to provide space for Black educators to build community, provide and receive support, engage in honest conversations about their professional realities, develop mentorship relationships, and engage in targeted leadership and professional development.	To launch Fall 2020
	B. Develop process for establishing other racial affinity educator networks (e.g., Latinx Educators Network, AAPI Educators Network).	By Spring 2020
	C. Coordinate opportunities for Black Student Union advisors to meet with each other regularly and to collaborate with allies such as the Student Equity Council advisors.	Beginning June 2020
	D. Clarify rights for staff to report and seek help relating to race-based discrimination (including microaggressions).	By Fall 2020
Increase Staff of Color	E. Conduct a feasibility study for CTE Pathways in Education program, targeting recruitment of students of color into education careers.	By Spring 2021
	F. Engage in targeted recruitment efforts with regions and organizations to hire more staff of color.	By Spring 2021
Build a coalition of equity and racial justice advocates	G. Introduce the Office of Educational Equity, Equity Coalition, and Black Educators Network to all new hires as part of onboarding.	By Spring 2021
	H. Promote the work of the Office of Educational Equity and the Equity Coalition via district-wide communications.	Beginning June 2020
	I. Provide opportunities for the Equity Coalition to engage with each other throughout the school year via the Educators for Equity Collaborative (EEC), Leaders for Equity Collaborative (LEC), Community Equity Collaborative (CEC), and other Equity Coalition gatherings.	Beginning June 2020