

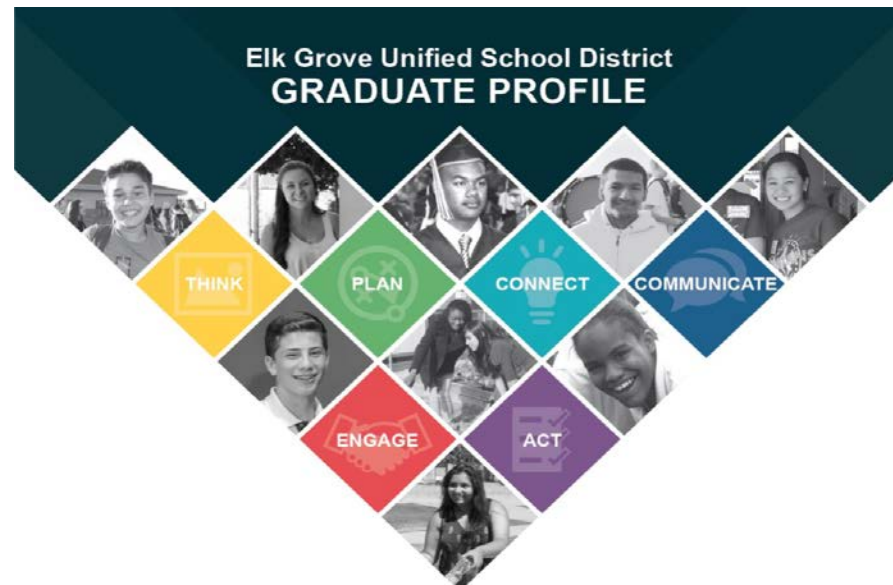
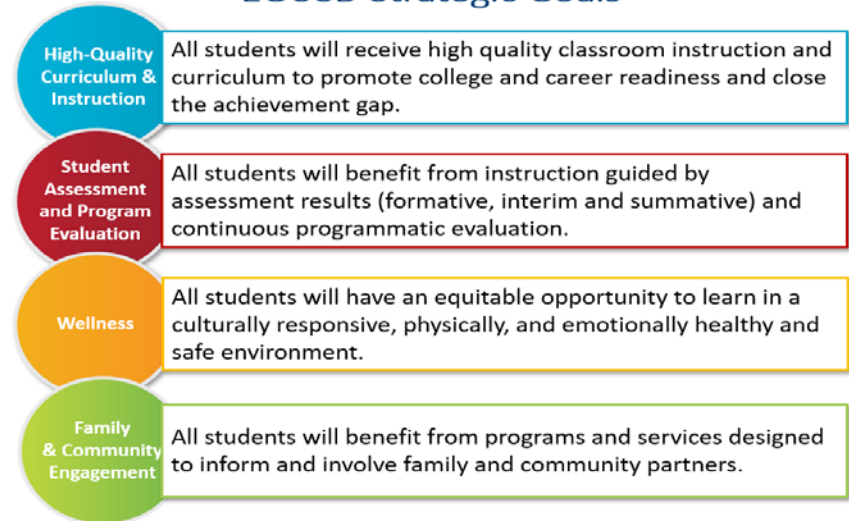
# Race & Educational Equity Report

February 23, 2021





## EGUSD Strategic Goals



## Educational Equity

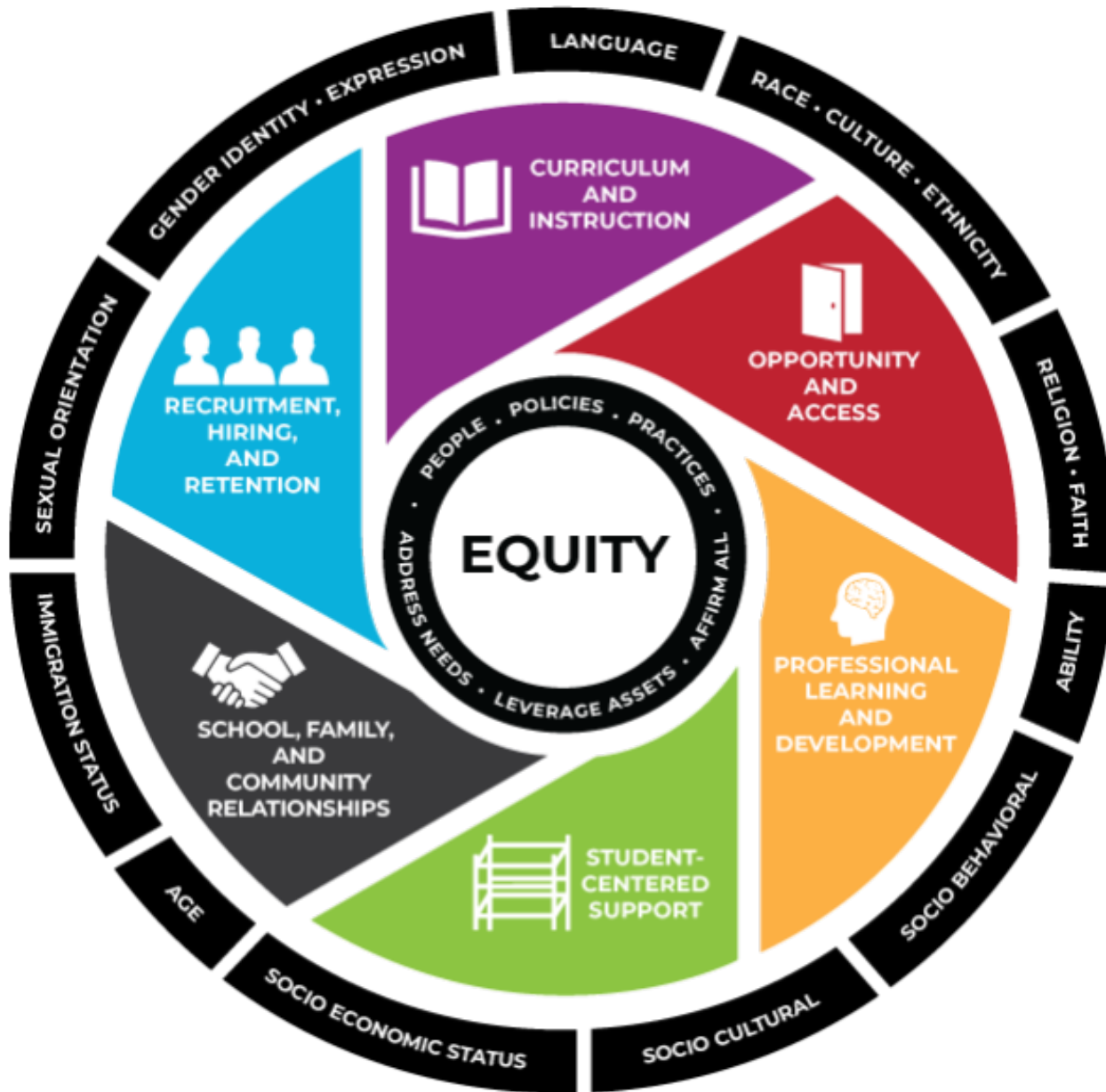
Educational equity is defined as both a **process** and an **outcome** (Putnam-Walkerly & Russell, 2016):

- 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, ability, gender, and socioeconomic status.

# Educational Equity

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, ability, gender, and socioeconomic status.

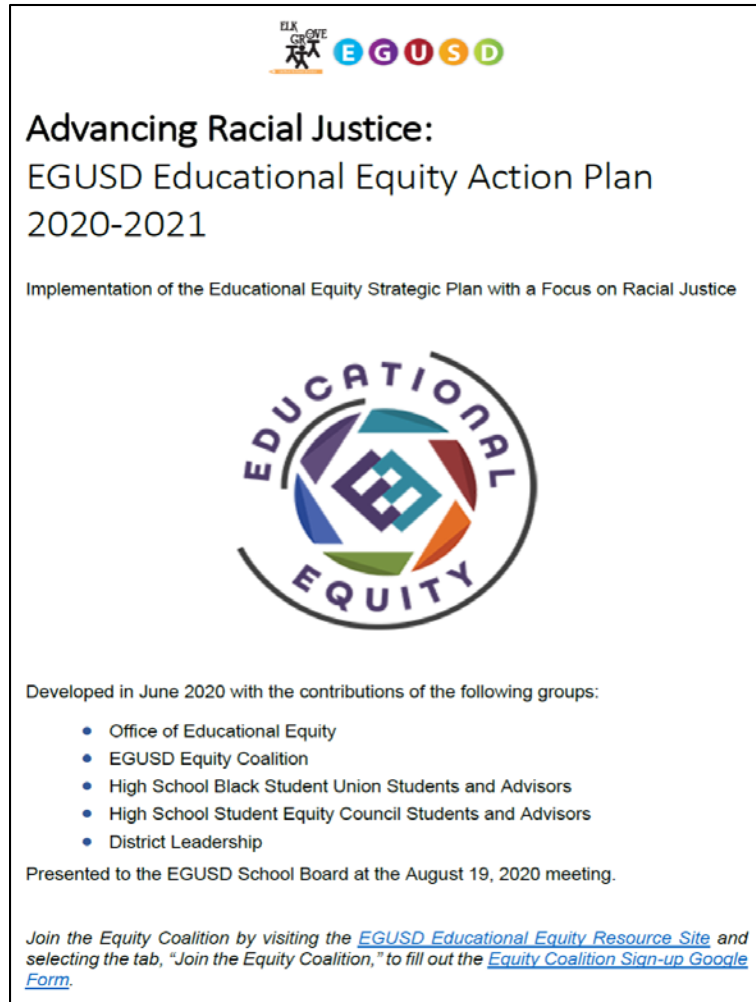


# Racial Justice Action Plan Update

- Racial Justice Action Plan Coordination
- Equity Foundation Updates
- Spring Racial Justice Task Forces



# Education Equity Action Plan and Resource Site



Equity Resource Site:

<http://blogs.egusd.net/educational-equity/>



# Racial Justice

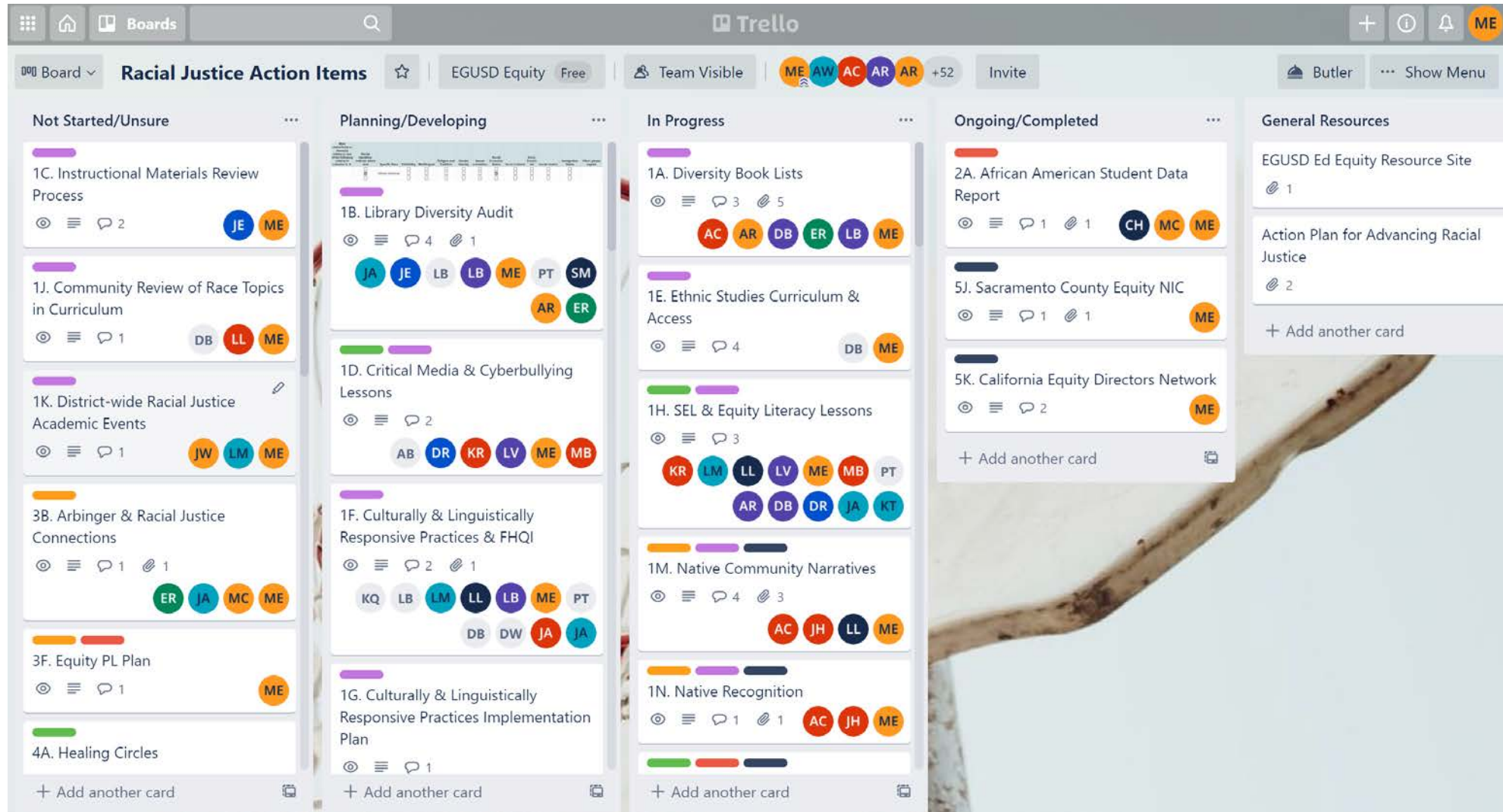
The systematic fair treatment of people of all races, resulting in equitable opportunities and outcomes for all.

Racial justice—or racial equity—goes beyond “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.

(Race Forward, 2020)



# Coordinating the Actions for Racial Justice



(Screenshot of Trello Board for Racial Justice Action Items)

# Social & Emotional Learning (SEL) & Equity (Action 1H)



## SEL Core Belief #6:

SEL skills are fundamental to the development of equity literacy for students and staff.

### SELF-AWARENESS

- Can you recall times or events in which your identity (race/ethnicity, social class status or gender) were made obvious or important to you?
- In what ways does your identity inform who you are as an educator?
- What are the relevant similarities and differences in your lived experiences and those of your students? What are the historical, contextual and personal factors that help explain this?
- Are you doing everything you can to move your students closer to opportunity?



# Targeted Universalism for Leadership (Action 2E)



## Five Steps for Targeted Universalism

1. Establish a universal goal based upon a broadly shared recognition of a societal problem and collective aspirations.
2. Assess general population performance relative to the universal goal.
3. Identify groups and places that are performing differently with respect to the goal. Groups should be disaggregated.
4. Assess and understand the structures that support or impede each group or community from achieving the universal goal.
5. Develop and implement targeted strategies for each group to reach the universal goal.

Source: *Targeted Universalism Policy & Practice* (Powell, Menendian, & Ake, 2019)

## Five Steps for Targeted Universalism

Slide Shared with Principals



1. Establish a universal goal based upon a broadly shared recognition of a societal problem and collective aspirations.
2. Assess general population performance relative to the universal goal.
3. Identify groups and places that are performing differently with respect to the goal. Groups should be disaggregated.
4. Assess and understand the structures that support or impede each group or community from achieving the universal goal.
5. Develop and implement targeted strategies for each group to reach the universal goal.

Begin reviewing  
LCAP metrics

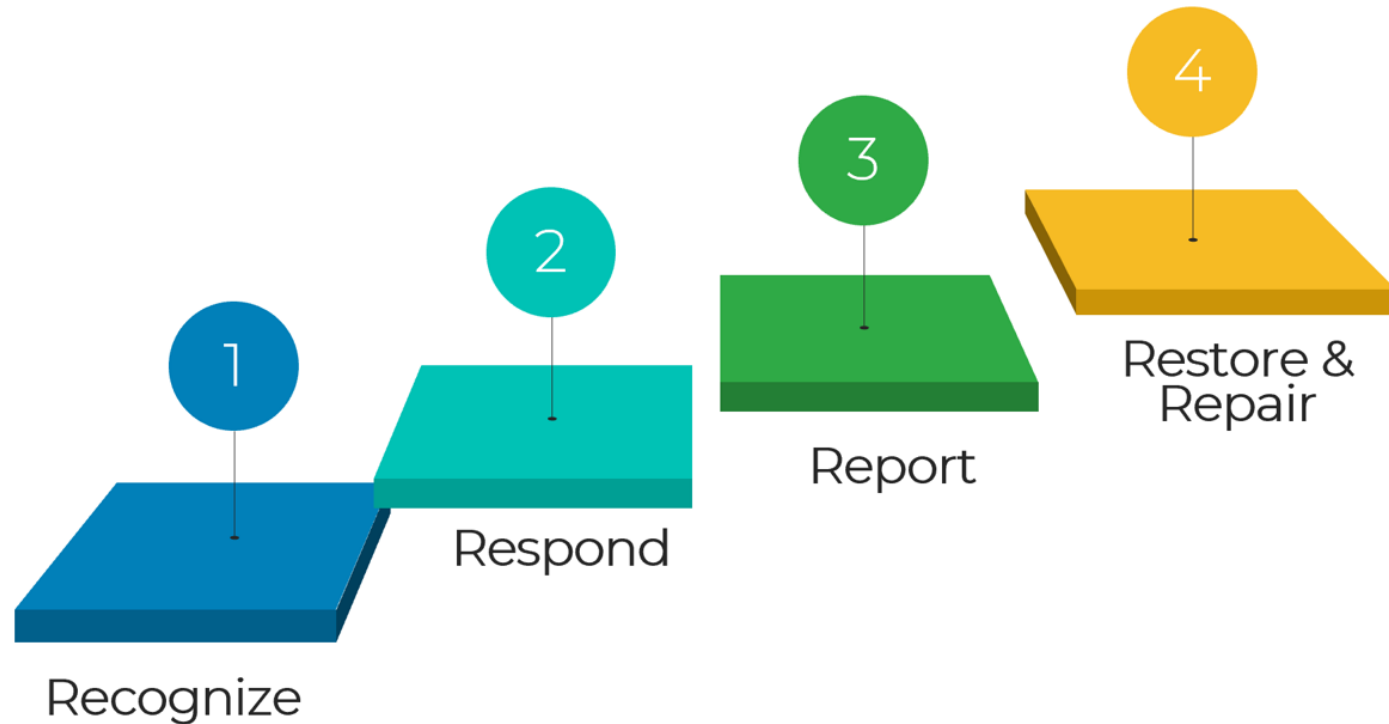
Initiate LCAP  
Needs Survey

Ensure students  
analyze site LCAP  
metrics

# Equity Professional Learning Sample (Action 3A: Equity Foundations)



## Speaking Up Against Racism & Hate The 4 Rs



# Equity Professional Learning Sample (Action 3G: Culturally Responsive)



## Antiracist Math Educators

### Discussion:

**Which characteristics are you interested in growing into?**

Design a Culturally Sustaining Math Space	Center Ethnomathematics	Make Rigor Accessible through Strong & Thoughtful Scaffolding
Prepare Students of Color to Close the Gap in Access in STEM Fields	Embrace & Encourage Multiple & Varying Ways of Sharing, Showing, & Communicating Knowledge	Support Students to Reclaim their Mathematical Ancestry

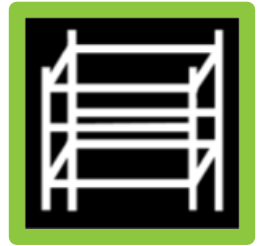
# Student Equity Council Development (Action 4L)



Video Link: <https://drive.google.com/file/d/1PnqdRgM11W34Xl77DihVb-NFqtRJY81A/view?usp=sharing>



# Families of Black Students United (Action 5A) & Community Equity Collaborative (Action 5I)



# Spring Racial Justice Task Forces

- Racial Justice Speaker Series Development
- Black Educators Network Development
- Representation in Advanced Coursework
- Dress Code Policy Review
- Equity Metrics Review
- “Safe Space” for Black Students Campaign
- District-wide Racial Justice Events (Academic/Extracurricular)
- Library of Community Voices on Racial Justice