## Race & Educational **Equity Report**

February 23, 2021



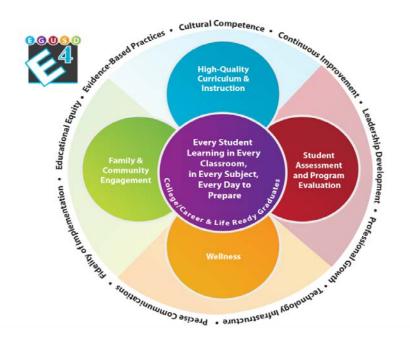














#### **EGUSD Strategic Goals**

High-Quality Curriculum & Instruction All students will receive high quality classroom instruction and curriculum to promote college and career readiness and close the achievement gap.

Student Assessment and Program Evaluation

All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

Wellnes

All students will have an equitable opportunity to learn in a culturally responsive, physically, and emotionally healthy and safe environment.

Family & Community Engagement

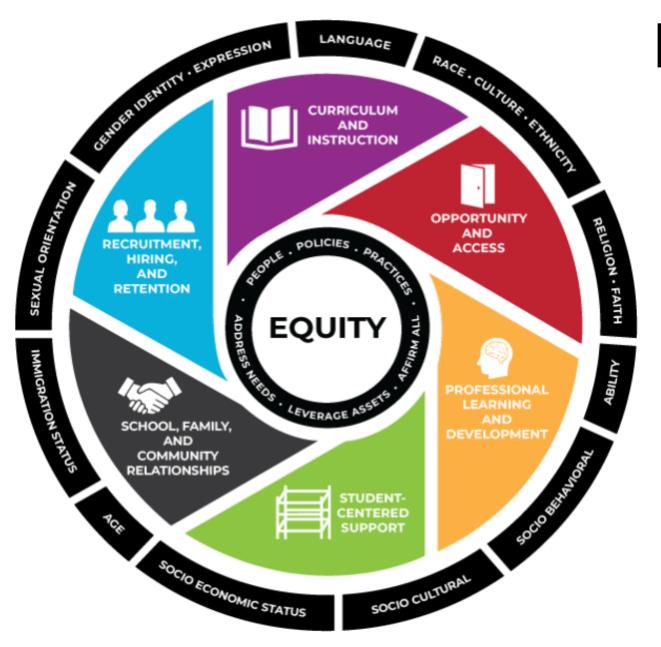
All students will benefit from programs and services designed to inform and involve family and community partners.



#### **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.



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### 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**



#### 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

Presented to the EGUSD School Board at the August 19, 2020 meeting.

Join the Equity Coalition by visiting the <u>EGUSD Educational Equity Resource Site</u> and selecting the tab, "Join the Equity Coalition," to fill out the <u>Equity Coalition Sign-up Google Form.</u>

### **Equity Resource Site:**

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

### **Racial Justice**

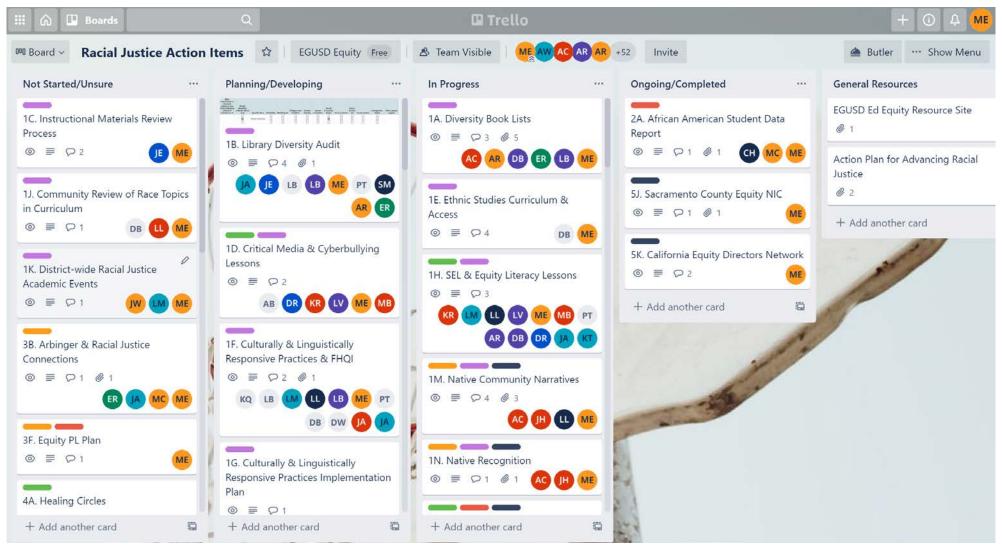
The systematic fair treatment of people of all races, resulting in equitable opportunities and outcomes for all.

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



# 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)

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### Slide Shared with Principals



## Begin reviewing LCAP metrics

Initiate LCAP Needs Survey

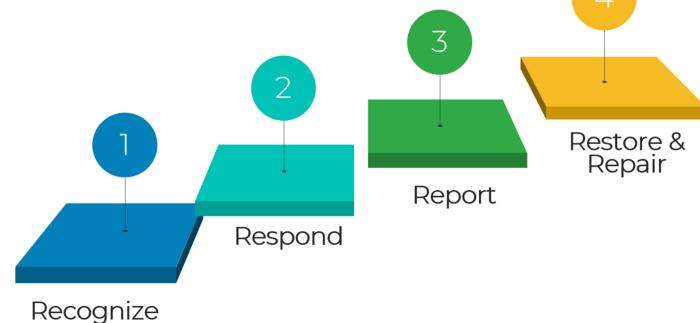
Ensure students analyze site LCAP metrics

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



**Speaking Up Against Racism & Hate** 

The 4 Rs 3



# **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<br>Close the Gap in Access in<br>STEM Fields | Embrace & Encourage<br>Multiple & Varying Ways of<br>Sharing, Showing, &<br>Communicating Knowledge | Support Students to Reclaim their Mathematical Ancestry       |

Source: Dismantling Racism in Mathematics Instruction (<a href="https://equitablemath.org/">https://equitablemath.org/</a>)

# Student Equity Council Development (Action 4L)





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