# Appendix I: Equity, Diversity, and Inclusion Plan

**Instructions**

ALL applicants are required to complete this plan to enhance access and equity objectives under the CCSP grant. Fill in each box and section below, replacing the text in brackets applicable to each heading. Use of bulleted points is encouraged. Please remember that the longer the plan, the less likely your ability to use it effectively. Also, please note that CDE Schools of Choice is aware that this work is new and anticipate there will be changes as schools continue to develop and grow. The purpose is to learn what EDI might look like in your school in service to a diverse student body.

|  |  |
| --- | --- |
| **School Name:**  |  |
| **School EDI Contact:** (Name, Phone and Email) |  |
| **Effective Dates of Plan:** |  |

**What is EDI?**

**EDI stands for *equity, diversity, and inclusion***. You may also see this called out as DEI in other state and local documents and guidance. For CDE, and for the purposes of this grant, we will define and demonstrate EDI as follows:

CDE’s mission is to ensure equity and opportunity for every student, every step of the way. One of the ways that CDE has chosen to demonstrate this is by defining and developing specific work around equity to bring it to the forefront of our minds and daily activities.

Some suggestions are outlined below to get you started thinking about this work at your school level as well. Again, as mentioned above, this work is dynamic, and we expect there to be adjustments and adaptations to your school level plan as you learn and grow as a school community.

To CDE, educational equity meansthat every student has access to the educational resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, sexual orientation, family background and/ or family income.

CDE offers some guiding questions as you begin to think more deeply about equity, diversity, and inclusion. While these questions are not exhaustive, they will serve as a frame for how you might start to intentionally call out the work you are doing around EDI in your school.

* *Are the people most impacted meaningfully included in discussions and decisions?*
* *What policies or practices contribute to the exclusion of those most impacted?*
* *What are you already doing to promote inclusion?*
* *Who is accountable for making changes that ensure inclusion?*
* *How does your school remain accountable to change practices?*

**Vision**

[Provide a short statement to guide the planning of an intentional and culturally adaptive environment for the board, administrators, staff, and teachers in the area of EDI. Be sure this statement relates to the overall vision of the school. Explain how your school will define, understand, and demonstrate EDI; including how it relates to curriculum selection, enrollment, and recruitment policies, hiring, professional development, and community outreach.]

**Research/Resources**

[Identify one or more strategies to approach the training and/or activities that you have listed to reach the below goal(s) and objectives. Give thought to whether activities will be individualized or in groups, what research or best practices have been found and have been used in settings with a student population similar to your school.]

[Describe the resources (staff, partners, providers, experts, etc.) that are available and/or will be utilized to carry out EDI development activities. Identify existing partners or ones you wish to develop and what resources they may offer. What funding resources (CCSP grant, operating budget, other sources) will be used to carry out these activities?]

**Goals/Objectives**

[Provide a brief overview of the goals and objectives that the school hopes to achieve through the development and implementation of EDI measures during the life of the grant. Use the EDI Table below to individually list each goal and objective. Goals should focus on developing a broad foundation for all professionals to build upon to improve school culture through objectives that are specific, measurable, attainable, relevant, and time-based.]

**Action Plan**

[Provide a brief overview of activities that are a part of EDI development. Use the EDI Table below to list any training activities you have planned/will plan, including internal and external events, seminars, conferences, research experiences, mentoring and coaching, partnerships, etc., matching each action/activity to its relevant goal/objective. Include dates, costs, staff involved, and source/provider, and explain how each activity works toward the goals and objectives identified. Each activity should focus on providing professionals an opportunity to learn, practice, and reinforce new behaviors and/or knowledge. Plan to break down the work into phases/years over the course of the grant--what will be focused on and accomplished each of the three years?]

**EDI Table**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grant Year** | **Goal/Objective** | **Action/Activity** | **Outcome/Evaluation** |
| Year 1 |   |   |   |
| Year 2 |   |   |   |
| Year 3 |   |   |   |

**Outcomes/Evaluation**

[Indicate, in general terms, how the success of the above activities will be measured. Use the EDI Table above to list how each goal and activity will be evaluated. Measures should be both quantitative and qualitative, and should look at changes in behavior, attitude, and knowledge of staff/faculty, but also impact on student performance goals and objectives.]