**Comprehensive Equity Plan Corrective Actions**

## I. Board Responsibility

**School District, Charter School or Renaissance School Project Name:**

Objective**:**

For each noncompliant area of the district, charter school or renaissance school project’s Needs Assessment describe the corrective actions to be implemented for School Years 2019-20 through 2021-22, to ensure that the Board of Education or Board of Trustees follows through with its responsibilities, including adoption or re-adoption of written equality and equity policies; the authorization of the AAO to develop a CEP; collection of disaggregated data; and adoption of the CEP and facilitate and support its implementation.

#### Table 5: Corrective Actions, Board Responsibilities

| Section/sub-section from needs assessment | ImplementationStrategies | Staff Responsible | Implementation Timeline2019 20202021 Ongoing | Evidence of Completion |
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## II. Staff Development and Training

**School District, Charter School or Renaissance School Project Name:**

### Objective:

For each noncompliant area of the district, charter school or renaissance school project’s Needs Assessment describe the corrective actions to be implemented for School Years 2019-20 through 2021-22 to provide in-service training for school personnel on a continuing basis to identify and resolve problems arising from prejudice on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, housing status or socioeconomic status.

#### Table 6: Corrective Actions, Staff Development and Training

| Section/sub-section from needs assessment | ImplementationStrategies | Staff Responsible | Implementation Timeline2019 20202021 Ongoing | Evidence of Completion |
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## III. School and Classroom Practices:

## Equality and Equity in Curriculum

**School District, Charter School or Renaissance School Project Name:**

### Objective:

For each noncompliant area of the district, charter school or renaissance school project’s Needs Assessment describe the corrective actions to be implemented for School Years 2019-20 through 2021-22 for developing and/or revising curriculum to eliminate discrimination, add multicultural content, and promote understanding and mutual respect among all students.

#### Table 7: Corrective Actions, School and Classroom Practices: Equality and Equity in Curriculum

| Section/sub-section from needs assessment | ImplementationStrategies | Staff Responsible | Implementation Timeline2019 20202021 Ongoing | Evidence of Completion |
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## III. School and Classroom Practices:

## Equality and Equity in Student Access

**School District, Charter School or Renaissance School Project Name:**

### Objective:

For each noncompliant area of the district, charter school or renaissance school project’s Needs Assessment describe the corrective actions to be implemented for School Years 2019-20 through 2021-22 to provide equal and bias-free access for all students to all school facilities, courses, programs, activities and services, regardless of race, national origin, sexual orientation, gender, religion, English proficiency, socio-economic status, immigration status, housing status or disability

#### Table 8: Corrective Actions, School and Classroom Practices: Equality and Equity in Student Access

| Section/sub-section from needs assessment | ImplementationStrategies | Staff Responsible | Implementation Timeline2019 20202021 Ongoing | Evidence of Completion |
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## III. School and Classroom Practices: Equality and Equity in Guidance Program Services

**School District, Charter School or Renaissance School Project Name:**

Objective**:**

For each noncompliant area of the district, charter school or renaissance school project’s Needs Assessment describe the corrective actions to be implemented for School Years 2019-20 through 2021-22 to provide equitable treatment, adequate and appropriate counseling services for ALL students, including females, minority students, English language learners, non-college bound students, migrant students, students experiencing homelessness and students with disabilities, and to ensure exposure and counseling services focused on careers in the science and technology industries, non-traditional career options and post-secondary opportunities for minority and female students

#### Table 9: Corrective Actions, School and Classroom Practices: Equality and Equity in Guidance Program Services

| Section/sub-section from needs assessment | ImplementationStrategies | Staff Responsible | Implementation Timeline2019 20202021 Ongoing | Evidence of Completion |
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## III. School and Classroom Practices: Equity in Physical Education and Athletic Programs

**School District, Charter School or Renaissance School Project Name:**

Objective**:**

For each noncompliant area of the district, charter school or renaissance school project’s Needs Assessment describe the corrective actions to be implemented for School Years 2019-20 through 2021-22 to ensure that there is gender equity in all physical education and athletic programs, and to ensure equitable opportunities for all students to participate in athletics regardless of race, national origin, gender, sexual orientation, religion, English proficiency, housing status, socio-economic status or disability.

#### Table 10: Corrective Actions, School and Classroom Practices: Equity in Physical Education and Athletic Programs

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| Section/sub-section from needs assessment | ImplementationStrategies | Staff Responsible | Implementation Timeline2019 20202021 Ongoing | Evidence of Completion |
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## IV. Employment/Contract Practices

**School District,Charter School or Renaissance School Project Name:**

### Objective:

For each noncompliant area of the district, charter school or renaissance school project’s Needs Assessment describe the corrective actions to be implemented for School Years 2019-20 through 2021-22 to ensure equitable practices in employment at all levels of responsibility, and to avoid engaging in business with firms that discriminate on the basis of race, national origin, sexual orientation, gender, religion, English proficiency, housing status, socio-economic status, or disability.

#### Table 11: Corrective Actions, Employment/Contract Practices

| Section/sub-section from needs assessment | ImplementationStrategies | Staff Responsible | Implementation Timeline2019 20202021 Ongoing | Evidence of Completion |
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