



Our Mission

Elk Grove Unified School District will provide a learning opportunity that challenges ALL students to realize their greatest potential.



EGUSD is a learning organization made up of interconnected processes and practices linked to the classroom, school, district, and community. E4 represents the District’s comprehensive and cohesive integrated learning system. It is inclusive of key stakeholders, is systematic in design, implementation, and evaluation, and supports our goal of ensuring that every child is adequately prepared for post-secondary education, life-long learning, successful employment, and responsible citizenship.



Definitions

Foundations

High Quality Classroom Instruction and Curriculum – Systemic design, development, implementation and assessment of teaching and learning that ensures all students master stated standards-aligned learning objectives.

Assessment, Data Analysis, and Action – Integrated systems of assessment and data collection that inform decisions about instructions and programs.

Wellness – Healthy bodies and healthy minds contribute to academic performance, attendance and positive behavior.

Parent, Family, and Community Partnerships – Active involvement of parents, families and community members as partners to support, enhance, and sustain educational services and learning opportunities to ensure the academic and behavioral success of all students.

Support Systems

Continuous Improvement – Accurate assessment of current and desired conditions through a gap/cause analyses, and the selection, implementation, and evaluation of improvement initiatives.

Cultural Competence – Collaboratively defining and practicing a set of congruent behaviors, attitudes, and policies that come together to work effectively in cross-cultural situations. Within this defined set, there are five essential elements that contribute to the district’s ability to become culturally competent which include valuing diversity; the capacity for cultural self-assessment; being conscious of the dynamics inherent when cultures interact; having institutionalized cultural knowledge; and developing adaptations to service delivery reflecting an understating of cultural diversity.

Fidelity of Implementation – Precise and uniform execution of programs, processes, or protocols as explicitly designed in order to achieve the stated outcome(s).

Leadership Development – Identifying and supporting the knowledge, skills, and mindset necessary for the recruitment, development, and sustainability of exemplary transformational, instructional and organizational leadership.

Professional Learning – Targeted and timely adult learning, utilizing optimal modalities to continue to develop individual and collective expertise with results evaluated.

Research-Based Practices – Practices, services, programs, or interventions that have been reviewed through the Elementary and Secondary Education Act specified scientifically-based research (SBR) process.

Systems of Communication – Sharing of information among the diverse communities served by the District, including internal (students, teachers, staff, administration and Board of Education) and external (parents, support groups, media and extended civic, volunteer and business organizations) stakeholders.

Technology Infrastructure – Educational and operational technology resources necessary to ensure that high quality teaching and appropriately challenging learning opportunities are afforded to every student and that efficient and accurate transfer of data and communication information is maintained.