

CULTURAL PROFICIENCY PLAN

2020-2023

Mission: To facilitate measurable systemic change that increases learning outcomes for all students by engaging in on-going reflection to ensure an inclusive environment where students, staff and the community value diversity.

Goal 1: Social Emotional - CA Healthy Kids Survey (CHKS): By June 2023, improvement in school climate will result in a 5% or greater reduction in harassment as reported by identified student groups on the CHKS grades 7th, 9th, 11th question about harassment.

	From:			To:		
	Gr. 7	Gr. 9	Gr. 11	Gr. 7	Gr. 9	Gr. 11
Asian:	27%	27%	25%	22%	22%	20%
Pacific Islander:	35%	17%	18%	30%	12%	13%
Black:	34%	32%	42%	29%	27%	37%
Hispanic:	22%	26%	29%	17%	21%	24%
Am. Indian:	15%	24%	42%	10%	19%	37%

Baseline Data Source: CA Healthy Kids Survey 2018-2019

Strategy 1.1: Adults will support a positive school climate and culture.

What is to be done?	Who is involved?	Who is responsible?	Resources needed?	Intended results?	When completed?
PBIS Trainings	School Sites	Coordinator of Counseling and Student Support PBIS Trainers COSA	Training materials, subs, materials, additional assignment hours \$20,000 LCFF Supplemental	Schools District-wide will implement PBIS	PBIS Tier One 2024 PBIS Tier Two 2025
Anti-bullying training that includes clearly defining bullying as or not limited to actions based on actual or perceived race, ethnicity, religion, gender, weight, health, or sexuality.	School Site Staff	Administrators will record a self-paced presentation	Anti-bullying presentation	Staff will understand what is bullying, how to prevent it and how to respond when students are being bullied; Special focus will be on staff response and follow-up	Annually

Review Bullying Board Policy and Administrative Regulation through a cultural proficiency lens	Administrators	Cultural Proficiency Discipline Advisory	Bully Board Policy and Administrative Regulation	Establish clear guidelines on what to do with regards to bullying incidents	Fall 2020
Inclusive school posters	Students	Cultural Proficiency Task Force lead team	Printing of posters \$100 Title IV	Winning posters by grade span displayed at all school sites	Annually June, 2021, 2022, 2023
Translation of important documents and information	Communications Department, Principals, Department Heads Bilingual staff Teachers	Communications Department, Principals, Department Heads	Bilingual Community Services Liaisons and Bilingual staff Translation contracts \$25,000 from LCFE Supplemental for translation contracts	Parent accessibility of important communication/information	On-going
Interpretation at parent meetings	Bilingual Staff Parents	Administrators Staff	Bilingual Community Services Liaisons and Bilingual staff Interpretation Service Contracts (Language Line) \$12,000 Title III	Parent accessibility of important communication/information	On-going
Meetings with Community Advisory Committee and Site Administrators	CAC Principals	CAC Leadership Principals		Semi-annual meeting to enhance partnership and collaboration	Spring and Fall 2021 Spring and Fall 2022 Spring and Fall 2023
Where Everybody Belongs (WEB) Program and Link Crew and other peer support programs for orientation	WEB and Link Crew Coordinators ASB Coordinators	Coordinator of counseling and student support Activities Directors Boomerang Project Staff	Boomerang Project Registration Fee \$50,000 Title IV	Evidence-based training to create an inclusive and welcoming community at all middle and high schools	2024
Explore developing a Board Policy on support for LGBTQ students	Site Administrators	Coordinator, Counseling and Student Support	CSBA Board Policy Resource	Guidance for staff	December 2021

Increased outreach and communication about Parent Information meetings for CHKS Parent and Student Surveys	Site Administrators	Executive Director, Integrated Support Services	Parent Information meetings in morning and evening	Increased CHKS participation	Annually in January
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Strategy 1.2: Ensure students have access to support and feel connected to school.

What is to be done?	Who is involved?	Who is responsible?	Resources needed?	Intended results?	When completed?
Anti-bullying lessons that includes clearly defining bullying as or not limited to actions based on actual or perceived race, ethnicity, religion, gender, weight, health, or sexuality.	Students	Administrators Counselors Teachers	Presentations	Students understand how to prevent and intervene with bullying incidents	June 2021
Training on multi-sensory, differentiation, and intervention	Teachers	Executive Director, Professional Learning and Employee Engagement Executive Director, Infant-Grade 5	K-3 Wonders Intervention Kit Trainers Teacher additional assignment hours \$10,000 LCFE Supplemental	Training in Multi-Tiered System of Supports and Student Success Teams	Ongoing 2021, 2022, 2023
Increase mainstreaming	Administrators Teachers Parents Students	Administrators Ed Specialists / Case Carrier	IEP meetings	Meaningful integration into mainstreaming classrooms with general education peers	Ongoing 2021, 2022, 2023
Counseling	Students	Counselors School Psychologists Intervention Specialists	Counseling curriculum	Social emotional well-being	August 2021

Staff training and student club programs (<i>No Place for Hate, Bridges</i>)	Administrators Teachers Students	Anti-Defamation League Orange County Human Relations	Funding for program contract \$6,000 per school Low-Performing Block Grant	Enhanced school climate and inclusivity and reduction in bullying	Completion of program components
Establish new student orientation and mentoring through WEB and Link Crew to foster a welcoming environment	Students	WEB and Link Crew Coordinators Activities Directors	WEB & Link Crew Binder and DVD	Help ensure a smooth transition	June 2023
Inclusivity in orientation and transition meetings/ programs	Principals Staff Parents Students	Principals Staff	List of students	Student in Special Education programs participate in school orientation and transition meetings	Annually at Fall Orientation and Spring Transition meetings/ programs
Develop multiple ways for students to report bullying and outreach to students to increase awareness	Students	Executive Director, Safety and Student Services Coordinator, Counseling and Student Support Site Administrators	Reporting tools	Ease of reporting	August 2021

Goal 2: Behavior - Suspension: By June 2023, suspensions will be reduced by 25% or more for identified student groups.

	From:	To:
Foster Youth:	5.5%	4.1%
Students with disabilities:	6.6%	4.9%
Homeless:	4.8%	3.6%
Black:	6.0%	4.5%
Socioeconomically Disadvantaged	4.3%	3.2%
Hispanic:	3.5%	2.6%

Baseline Data Source: CDE Dataquest 2018-2019

Strategy 2.1: Examine and improve discipline practices policies through a cultural proficiency lens and educate adults on those practices.

What is to be done?	Who is involved?	Who is responsible?	Resources needed?	Intended results?	When completed?
Restorative Practices Restorative Justice-Teen Court	Administrators Staff Campus and Student Supervisors	Coordinator of Counseling and Student Support Counselor on Special Assignment ELA Curriculum Specialist	Funding to increase trainer of trainers Subs Books \$20,000 LCFF Supplemental	Participants will understand how to implement Restorative Practices	June 2024
Discipline Handbook revisions	Administrators Parents Students	Cultural Proficiency Discipline Advisory Executive Director Safety and Student Support	Discipline Handbook	Staff, parents, and students will understand the district-wide safety procedures	October 2020
Discipline Training	Administrators Family heads and back-ups	Contract Trainer	Training materials	Administrators will understand the discipline protocol and policies including manifestation determination for Special Education	October 2020
Review the Suspension and Expulsion Board Policy and AR	Administrators	Cultural Proficiency Advisory Director Safety and Student Services	Board policy Administrative Regulation	Review policy through a cultural proficiency lens	September 2020
Analyze Disaggregated (ethnicity/race/student group and offense) Office Referrals and Suspension Data	School Site Staff	Executive Director Safety and Student Services Director of Information Systems Coordinator of Counseling and Student Support Assistant Supt., Sp. Ed	Discipline data	Identify at-promise students	December 2021 and ongoing annually

		Director, Related Services Site Administration PBIS Teams			
Establish and use a Data Warehouse	School Staff	Chief Technology Officer Deputy Superintendent	Data Warehouse \$260,000 CARES Act	Easily access disaggregated data for progress monitoring	June 2021

Strategy 2.2: Educate students about discipline policies and practices.

What is to be done?	Who is involved?	Who is responsible?	Resources needed?	Intended results?	When completed?
Update the District Safety and Student Services Department Website with Discipline Plan and Bully Prevention Protocol	Students	Director of Safety and Student Services	Website	Students understand the discipline process and policies	June 2021
Educating students about discipline procedures	Students	Administrators Staff	Presentation	Students understand the discipline process and policies	June 2021
Supports for preschool and elementary students (eg. parent collaboration, counseling, pre-teaching, behavior contracts)	Students	Teachers Parents Counselors Site Administrators	PBIS training	Positive behavior and early intervention	Ongoing

Goal 3: Cultural Proficiency: By June 2023, staff and students will increase their cultural proficiency as measured by a pre-post self-assessment tool.

Strategy 3.1: Adult professional learning to increase equity driven practices.

What is to be done?	Who is involved?	Who is responsible?	Resources needed?	Intended results?	When completed?
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Implicit Bias Module training	Principals, Staff	Principals, Staff	Implicit Bias Modules	All staff complete Kirwan Implicit Bias Modules	August 2021
Data analysis for equity gaps	Principals Staff	Principals Staff District Leaders	Data from: Dataquest, CHKS, CA School Dashboard, Aeries	School site action plan	June 2022
OCDE Access and Equity Cultural Proficiency 10-day Certification training	25 Teachers, Principals and District Office Representatives	25 Teachers, Principals and District Office Representatives	Sub cost \$150 per person per day \$1,800 registration cost per person (8 free) Total \$35,100 Title IV	Capacity building	March, 2021
CTA Unconscious Bias 8-hour after school training	150 Teachers (Fall and Spring cohorts)	Lisa Adams, Diversity and Inclusion Specialist, CTA trainer	CTA Trainer Teacher additional assignment \$36,000 Title II	Learn about unconscious bias, stereotypes, and the system of power and privilege	Fall 2020 Cohort - Oct/Nov 2020 Winter 2021 Cohort - Jan/Feb 2021 Spring 2021 Cohort - March/April 2021
Cultural Proficiency Professional Learning Series	Employees	Coordinator of Counseling and Student Support Counselor on Special Assignment Diversity Specialists	PowerPoint Presentation Subs Diversity Specialists	Staff will develop an awareness and appreciation of difference and demonstrate culturally proficient behaviors to better support all students	June 2023
Cultural Proficiency Team Resource	All Staff	Cultural Proficiency Leadership Team All Staff		Staff awareness of availability of Cultural Proficiency Leadership Team to be a problem-solving thought partner	On-going

Cultural Proficiency Parent Education	Parents PTSA	Coordinator, Counseling CUCPTSA		Topics such as Implicit Bias and Equity	Annually June 2021, June 2022, June 2023
Cultural Proficiency Task Force	Staff Parents Students	Cultural Proficiency Lead Team	Meeting time Additional hours \$5,000 Title IV	Implementation and monitoring of the Plan Opportunities for new members to be involved in site teams	Ongoing quarterly meetings
Ability Awareness and Blue Ribbon Week	School staff Parents Students Community members	Administrators CAC PTSA	Guest speakers and presentations	Build school community awareness, empathy, and inclusion of people with disabilities	Annually 2021, 2022, 2023
Review practices for supplemental costs (eg. parking fees, yearbook costs, extra-curriculars)	High School Assistant Principals	Executive Director, Secondary Executive Director, State and Federal Programs	Cost information	Access and equity analysis, Report to Board and recommendation	December 2021

Strategy 3.2: Increase student voice and students' cultural proficiency.

What is to be done?	Who is involved?	Who is responsible?	Resources needed?	Intended results?	When completed?
Diverse curriculum representing BIPOC populations Begin with Novels	Staff Teachers Curriculum Specialists Task Force Students	Teachers IMRC Approval process/Curriculum Review Committee	Curriculum time for reviewing material and consensus \$193,600 novels \$20,160 teacher additional assignment to develop Curriculum Alignment Guides LCFF Supplemental	Board Approved	Next IMRC cycle (Oct - Dec 2020)

High school student representation on Cultural Proficiency Task Force	High school student representatives, Student Advisor to the Board	Cultural Proficiency Task Force Lead Team Students	None	Staff understanding of student perspective	September, 2020
Anti-bias training for students	No Place for Hate Clubs ASB	Anti-Defamation League Bridges	Cost of the training \$6,000 per school Low-Performing Block Grant	Empower students to combat bias and bullying as a means to stop the escalation of hate on campus; Training and leadership support on the impact of social media content	Ongoing
Cultural Proficiency lessons for students	Students	Coordinator of Counseling and Student Support Teachers Counselors	Cost related to the lessons	Students will develop an awareness and appreciation of difference and demonstrate culturally proficient behaviors	June 2023
Include student representation in site PTSA	Students	CUCPTSA Site PTSAs		Process for student recruitment to PTSA Meeting times where students can participate Student presentations on agendas	June 2021
Implement Ethnic Studies Course	Staff Task Force OCDE Students	Academic Counselors AP Guidance Curriculum Specialists	Teacher additional assignment for curriculum development \$3,060 Title IV Contract with OCDE for training \$2,500 Title II	A-G Course Equity and Access Inclusivity	Development 2021-23 Pilot 2023-25 Return to Board for further direction in 2025

Goal 4: Diverse Representation: By June 2023, hire, support and retain an increasingly diverse staff representative of the student demographics.

From: To:

New Hires (3 yr. average) - People of Color (POC)

Certificated Staff
 Management Staff

16.6% 20.0%
 19.2% 25.0%

Baseline Data Source: Human Resource Services

Strategy 4.1: Examine recruiting, hiring and placement practices, on-boarding strategies and staff retention data.

What is to be done?	Who is involved?	Who is responsible?	Resources needed?	Intended results?	When completed?
<p>Examining recruiting and hiring practices</p> <ul style="list-style-type: none"> ● Expand recruitment efforts to colleges and universities outside of Orange County, including Student Teacher Placements ● Include out of District applicants when possible ● Provide training for staff participating in interviewing panels ● Diverse representation on hiring panels, i.e. ethnicity, job classification, gender, parent groups ● Nondiscrimination and welcoming women, minorities, and disabled statement on Ed-Join ● Diverse representation in advertising for jobs on multiple 	<p>Human Resource Services staff in collaboration with other department leaders.</p>	<p>Human Resource Services staff</p>	<p>Participate in a minimum of 2 Hiring Fairs annually from areas outside of OC</p> <p>Ensure diversity in the panel of presenters, as practicable, based on recruitment and job classifications appropriate for that panel</p> <p>Work collaboratively with universities in other counties to help place Student Teachers in our district</p> <p>Training materials for panel members</p> <p>Committee to review application and interviewing practices</p>	<p>Greater representation of ethnic groups across all employee groups.</p>	<p>June 2021 June 2022 June 2023</p>

platforms including social media.					
On-boarding <ul style="list-style-type: none"> Review CUSD’s commitment to equity and Cultural Proficiency at on-boarding appointments for new staff Utilize the New Teacher Orientation to share our work in Cultural Proficiency with new teachers Welcome slide deck and/or video for classified staff 	Human Resource Services staff Staff	Human Resource Services staff	Add to the existing onboarding welcome packet the district’s commitment to equity and cultural proficiency HR presentation at the New Teacher Orientation Creation of slide deck/video for new Classified employees	All new hires understand the district’s commitment to an equitable and bias free workplace	Ongoing
Staff retention <ul style="list-style-type: none"> Compile data to identify trends in attrition of staff 	Human Resource Services staff	Human Resource Services staff	Data collection Exit survey	Based on data, create systems of support to address attrition	Annually December 2021, 2022
Examine procedures for placement of surplus staff	Human Resource Services staff Administrators	Human Resource Services staff Administrators		Surplused process is reflective of the needs of individual school sites	Fall 2021 and ongoing

Goal 5: Social-Emotional - Attendance: By June 2023 **chronic absenteeism** rates will be reduced by 25% or more for identified student groups:

	From:	To:
Foster Youth:	28.5%	21.3%
Students with disabilities:	15.6%	11.7%
Homeless:	14.3%	10.7%
SED:	14.1%	10.5%
Black:	13.5%	10.1%
Hispanic:	11.2%	8.4%

Baseline Data Source: CDE Dataquest 2018-2019

Strategy 5.1: Help staff and parents understand the importance of attendance.

What is to be done?	Who is involved?	Who is responsible?	Resources needed?	Intended results?	When completed?
Annual chronic absenteeism presentation and discussion at DELAC meeting about current and long-term effects of school absences	Office of Language Acquisition Staff Parents of English learners Students who are English learners	Coordinator, Language Acquisition Executive Director, State and Federal Programs Parents	Chronic absenteeism data	Decrease chronic absenteeism rate for ELs by 25% by June 2023: 10.9% to 8.1%	Annually at September DELAC meeting
Annual presentation at site ELAC meetings about the importance of regular school attendance.	Site Administrator EL Advisor Bilingual Community Services Liaison Parents of English learners	Site Administrator	Site chronic absenteeism data disaggregated by student group	Decrease chronic absenteeism rate for ELs by 25% by June 2023: 10.9% to 8.1%	Annually at first ELAC meeting
Teacher and student check-in regarding absences	Teachers Counselors Students	Teachers Counselors	Counseling Transportation	Understanding of reason for absences and determine supports needed	Ongoing as needed
Staff to make outreach phone calls to parents of students in homeless situations who are chronically absent to identify barriers and provide supports	Bilingual Special Programs Liaison Counselors Teachers Parents and students in homeless situations	Bilingual Special Programs Liaison Counselors Teachers Parents	Quarterly chronic absenteeism attendance reports OCTA bus passes \$45,000 Title I District bus passes	Decrease chronic absenteeism rate for students in homeless situations by 25% by June 2023: 14.3% to 10.7%	On-going quarterly attendance reports will be reviewed and outreach calls made
Increase parent outreach (phone calls, letters, and new and better ways to increase engagement- eg. home visits, working with nonprofits and community-based agencies)	Intermediate Office Assistant Bilingual Clerk Site Attendance Staff Counselors Teachers Parents Students	SARB Counselor Intermediate Office Assistant Bilingual Clerk Site Attendance Staff Counselors Teachers	Assign clerical support to existing staff	Reduction in chronic absenteeism in all groups by 25% by June, 2023	On-going weekly starting October, 2020

Development of school site School Attendance Review Team (SART) meeting process with consistent guidelines and practices	School Site School Attendance Review Teams (SART)	Administrators SARB Counselor SARB Administrator	Assign a SARB Administrator SART Forms	Establish a streamline process for addressing chronically absenteeism at the site level	December, 2021
Training on the SART process and guidelines	SART	SARB Administrator SARB Counselor	SART Presentation and Forms	Increase SART knowledge of the SART and SARB Process	Annually starting spring 2022

Strategy 5.2: Help students understand the importance of attendance so they can attend school regularly.

What is to be done?	Who is involved?	Who is responsible?	Resources needed?	Intended results?	When completed?
Annual attendance presentation/ assembly	Students	Site SART Administrators Teachers Counselors	Attendance presentation	Increase student's knowledge about the importance of attendance	Annually in August-September
School site attendance incentives for good and improved attendance	Students	Site SART Administrator	Student input to determine incentives Incentive budget \$10,000 LCFE Supplemental	Motivate students to attend school regularly	June 2022
Establishing attendance goals and action plan	Students Parents/Guardian	Counselors Site Administrators	Additional 37.5 FTE School Counselors \$1.6 million General Fund Share successful models (eg. Capistrano Valley HS Counselor Attendance Plan)	Reduction in chronic absenteeism in all groups by 25% by June, 2023 School Counselor to Student ratio to 1:425 at the secondary level	August, 2021

Goal 6: Academics- A-G Completion: By June 2023, **A-G completion** rates will increase by 10% or more for identified student groups.

	From:	To:
English Learners	10.0%	11.0%
Foster Youth:	14.3%	15.7%
Students with disabilities:	13.3%	14.6%
Homeless:	27.0%	29.7%
SED:	38.4%	42.2%
Black:	47.2%	51.9%
Hispanic:	41.3%	45.4%

Baseline Data Source: AERIES Student Information System 2018-2019

Strategy 6.1: Educate adults on A-G subject requirements and college and career options for all students and how to support and empower student’s self-advocacy.

What is to be done?	Who is involved?	Who is responsible?	Resources needed?	Intended results?	When completed?
Educate parents on A-G in understandable format	Parents (including parents of upper elementary and middle school students)	Futureology Counselors Academic Advisors	Presentation slides	Increased understanding of a-g course work Increased a-g rate	June 2021 June 2022 June 2023
Presentation to EL parents at MS & HS ELAC meetings	EL Advisor Bilingual Community Services Liaison Academic Advisor	EL Advisor	Presentation slides	EL parents awareness and identification of classes that are A-G EL parent understanding of necessity of A-G completion in application to UC and CSU schools	June 2021 June 2022 June 2023
Training on the SST Process	SST Site Coordinators	District SST Coordinator	PowerPoint presentation SST Handbook	Participants will understand the District SST Protocol	Annually

Training on Language Development and Learning Disability	SST Coordinators Special Education Staff	Coordinator, Language Acquisition Executive Directors, Special Ed, Elem. and Secondary	California Practitioners' Guide for Educating English Learners with Disabilities	Proportionality with Special Education identification	Annually
Parent Education regarding CCA Courses being 100% a-g approved	Parents Coordinator, K-12 Pathways	Executive Director, College and Career Readiness	Presentation	Increased enrollment in CCA courses to meet a-g completion Increase in Prepared percentage on College and Career Indicator on the CA School Dashboard	Annually - Fall and Spring, beginning Spring 2021

Strategy 6.2: Educate and empower students on A-G requirements and choices and support their self-advocacy.

What is to be done?	Who is involved?	Who is responsible?	Resources needed?	Intended results?	When completed?
Academic Goal Setting	Students	Academic Advisors Counselors College and Career Counselors Ed Specialists	Presentation and Goal setting template	Students will set long-term and short term goals	Ongoing
Educate students on graduation requirements, a-g, post-secondary options	Students	Futureology Counselors Academic Advisors Ed Specialists	Presentation slides	Presentations at student assemblies Increased understanding of a-g course work Increased a-g rate	June 2021 June 2022 June 2023
College and Career Centers at High Schools	Futureology Staff CCA Staff	Executive Director, College and Career Readiness High School Principals M & O	K-12 Strong Workforce Grant funding	More personalized delivery of college and career guidance	ANHS, CVHS, DHHS- January 2021 SCHS, SJHHS, Serra HS, THS January 2022

Partner with CCA to offer internships for teaching career pathway to build internal talent	CCA Staff Students	Executive Director, College and Career Readiness		Increase understanding of teaching career and build internal talent	Ongoing
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Strategy 6.3: Provide students with intervention and support.

What is to be done?	Who is involved?	Who is responsible?	Resources needed?	Intended results?	When completed?
Articulated intervention	Students	Teachers Student Success Team	Intervention materials	Standards mastery	June 2022
Explore equitable grading practices	Teachers Students	Executive Directors, Elementary and Secondary Report Card Committee	Meeting time	Grades that reflect student mastery of content standards	June 2022

Goal 7: Academics -Advanced Placement: By June 2023, AP course enrollment and course completion will increase by 5% or more for identified student groups.

	From:	To:
English Learners	5.7%	10.7%
Foster Youth:	37.5%	42.5%
Homeless:	25.5%	30.5%
SED:	29.6%	34.6%
Black:	33.5%	38.5%
Hispanic:	28.5%	33.8%

Baseline Data Source: AERIES Student Information System, 2018-2019

Strategy 7.1: Educate adults on AP subject courses through the lens of equity and access.

What is to be done?	Who is involved?	Who is responsible?	Resources needed?	Intended results?	When completed?
Explore more AP course offerings (eg. AP	Teachers	Executive Director, Secondary	Master scheduling	diverse enrollment	June 2022 June 2023

Human Geography, AP Research, AP Seminar)		Assistant Principals of Guidance	AP Teacher Training costs \$23,000 Title IV		
Expand AP for all students through active recruitment and support (Model SJHHS)	Students Teachers	Assistant Principals of Guidance Teachers	Master scheduling Opt out options	increased access	June 2022 June 2023
Parent presentation about AP courses at MS & HS ELAC meetings	El Advisor Bilingual Community Services Liaison Academic Advisor	EL Advisor	Meeting time Presentation	Greater awareness by EL parents about the value of AP courses as related to enrollment and success in college courses.	June 2022 June 2023
Parent education regarding CCA Honors weighted courses	Parents Futureology Staff CCA Staff	Executive Director, College and Career Readiness	Presentation No cost	Greater awareness of CCA Honors weighted courses to support student preparedness for college, career, AP coursework and GPA outcomes	Annually Fall and Spring, starting Spring 2021

Strategy 7.2: Support and empower students on AP course choices.

What is to be done?	Who is involved?	Who is responsible?	Resources needed?	Intended results?	When completed?
Provide more offerings for AP Courses	Students	Guidance Assistant Principals	Master scheduling	diverse enrollment	June 2022 June 2023
Summer AP “camp”	8-10th grade Students	Guidance Assistant Principals Activities Directors ASB Students	Teacher additional assignment hours \$6,500 Title IV	Student understanding of what AP classes are like: -reading -assignments -content	Summer 2022 Summer 2023

Student Cohort Pilot	Students	Guidance Assistant Principals Teachers	Master scheduling	Emotional and academic support to student cohorts	2022-2023
Explore offering more opportunities at all high schools for students to take College Level Examination Program for possible college credits (CLEP)	Students	Assistant Principal of Guidance at CVHS	Computer lab as the approved testing center	Students could potentially earn early college credits	June 2022
Student education regarding CCA Honors weighted courses	Students Futureology Staff CCA Staff Guidance Assistant Principals	Executive Director, College and Career Readiness	Presentation	Greater awareness of CCA Honors weighted courses to support student preparedness for college, career, AP coursework and GPA outcomes	Student presentations, starting Spring 2021