

**CAPISTRANO UNIFIED SCHOOL DISTRICT  
BOARD REPORT**

To: Board of Trustees

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Prepared by: Natalie Baptiste, Coordinator, Language Acquisition and Student Support  
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Date: November 4, 2020

Board Item: Cultural Proficiency Plan

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**HISTORY**

Over the past few years, a strategic focus has been on teaching and learning and using data to drive decisions. Multi-year Districtwide data indicated inequities among student groups and led to ongoing conversations in leadership meetings at both the site and District levels. In response, a renewed focus on Professional Learning Communities, work with Dr. Luis Cruz, and decisions to pursue professional learning in cultural proficiency came about.

In 2019-2020, a priority and formal goal of the Board of Trustees was to “Implement Innovative programs and systems to increase twenty-first century solutions that prepare students for college and career, as well as meet the learning and social emotional needs of all students.” To support this goal, Education Services initiated work specifically in the areas of Social Emotional Learning (SEL) and Cultural Proficiency as articulated below in 2 deliverables:

- In partnership with Student Support Services, develop District SEL committee to review current practices, policies, California Healthy Kids Survey (CHKS) data, Positive Behavior Intervention and Supports (PBIS) and Restorative Practices, discipline data, attendance data, grade data and use of social media/technology to develop a 3-year Districtwide strategic SEL plan
- Create a Cultural Proficiency Task Force to develop a 3-year professional learning plan

This work was well underway prior to March 13, 2020, when the District’s priorities significantly shifted to support closing schools and moving learning to an online format in response to the COVID-19 pandemic.

## **BACKGROUND INFORMATION**

At the May 9, 2018 Board workshop, staff presented a Theory of Action for Multi-tiered System of Supports (MTSS). The theory states: *If we as a District clearly identify MTSS and provide the tools and resources needed, then principals, teachers and staff working together in Professional Learning Communities, will use data and assessments to drive changes in outcomes for students so that all students may be college and career ready.*

### **Social Emotional Learning**

Formed in the Fall of 2019, the Social Emotional Learning Guiding Coalition (SELGC) is a committee of certificated staff, classified staff, and District and site level management. Co-facilitated by Principals Jeff Jones and Manoj Mahindrakar, the committee met throughout the 2019-2020 school year to define objectives, develop common understanding regarding current District practices, identify areas of need, and to develop a multi-year plan to enhance social emotional learning and emotional support for students and staff. The coalition surveyed staff and administrators at both the site and District levels in the Spring of 2020 to determine current strengths and practices with social emotional learning. The findings of the Spring 2020 survey, and the recommendations of the committee, provided strong guidance to the Reopening School Plan in regards to mental health support for students and staff, as well as training for staff and parents regarding social emotional support and learning strategies.

The committee has been utilizing the Collaborative for Academic, Social and Emotional Learning (CASEL) [CASEL guide](#) to learn and develop a multi-year plan for a Districtwide SEL focus. CASEL provides a framework of 5 competencies to guide the work:

- **Self-awareness:** The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."
- **Self-management:** The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.
- **Social Awareness:** The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.
- **Relationship Skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.
- **Responsible Decision Making:** The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

## **Cultural Proficiency**

Cultural Proficiency is nested within the SEL competencies and includes respecting diversity, building healthy relationships, staff cultural competence, culturally responsive learning environments, instructive and restorative discipline equitably applied, and policies and practices with a focus on equity.

A Cultural Proficiency Task Force was established in the Fall of 2019 and members include certificated, classified, and management representatives from elementary, middle, and high schools as well as the District Office. The Student Advisor to the Board and parent representatives from Capistrano Unified Council Parent Teacher Student Association (CUCPTSA), Community Advisory Committee (CAC), and Local Control Accountability Plan Parent Advisory Committee (LCAP PAC) are also members. During the 2020-2021 school year, additional high school student representatives were added, representing the high schools and CUSD Against Racism core organizers. (Addendum #1)

Four meetings were held during the 2019-2020 school year and work focused on establishing common language, learning about the cultural proficiency framework, developing a mission statement, analyzing District data for equity gaps, and gathering input for the development of the Cultural Proficiency Plan. Work in the 2020-2021 school year will focus on final development, implementation, and monitoring of the Cultural Proficiency Plan.

## **Professional Learning Community (PLC) Model for Multi-year Plan**

The SELGC and Cultural Proficiency Task Force are utilizing the Professional Learning Communities (PLC) framework of “establishing, developing, building capacity, and implementing and refining” as the framework for the multi-year plan:

- **Establishing: Year 1 (2019-2020)** was the “establishing” year, where work focused on establishing a common understanding and definition of the work. The teams identified current practices already in place and have begun to identify the gaps and areas for development. The teams began to identify messaging to link and connect the District’s focus on Multi-Tier System of Support (MTSS) and PLCs.
- **Developing: Year 2 (2020-2021)** will focus on developing and training leaders and staff and continuing to look at District and school data to address needs.
- **Building Capacity: Year 3 (2021-2022)** will be the “building capacity” year. Each site will have a team to support embedding plan elements into the daily functions and practices of a school. Site level teams monitor data and outcomes to understand school level trends and needs.
- **Implementing and Refining: Years 4 and 5 (2022-2023 and 2023-2024)** will be “implementing and refining” where staff at all levels are using strategies daily in their interactions, learning and support for all students and reflecting on practices and strategies for improvement.

## What is Cultural Proficiency?

Delores and Randall Lindsey, authors of *Cultural Proficiency A Manual for School Leaders*, define cultural proficiency as a mind-set, a worldview, a way a person or an organization makes assumptions for effectively describing, responding to, and planning for issues that arise in diverse environments. It encompasses a reflective inside-out process learning how to value cultural differences as assets.

The book also references a Cultural Proficiency Continuum with 6 points that indicate unique ways of seeing and responding to difference. The first 3 points, along the continuum, are composed of unhealthy values, behaviors, policies, and practices. The 3 points at the other end of the continuum represent healthy individual values and behaviors, as well as healthy organizational policies and practices.

The book also discusses the definition of culture, which is inclusive, and involves more than ethnic or racial differences. Culture is defined as the set of practices and beliefs that is shared with members of a particular group and that distinguishes one group from others. People may belong to several cultural groups that influence who they are.

To build capacity as a district and to be able to develop a thoughtful and relevant Cultural Proficiency plan, the 2019-2020 school year focused on staff training in a variety of forms including (1) a book study, (2) extensive 10-day certification course, (3) partnerships with community-based organizations, and (4) training for District management. Below is a summary of each of these professional learning strategies:

1. **Book Study:** District leadership participated in a book study discussion using content from the Delores and Randall Lindsey's book, *Cultural Proficiency A Manual for School Leaders*:
  - October 8, 2019 - Chapters 1 and 2, Understanding Cultural Proficiency
  - December 17, 2019 - Chapters 3 and 4, Leadership for Today's Schools and Working with the Tools of Cultural Proficiency
  - January 21, 2020 - Chapters 5 and 6, Overcoming Barriers and the Guiding Principles of Cultural Proficiency
  - September 29, 2020 - Chapters 7 and 8, The Cultural Proficiency Continuum and the Essential Elements
  - *Next Steps:* November 10, 2020 - The final 2 chapters of the book on Committing to Action and Preparing School Leaders will be discussed.
2. **Access and Equity Workshop:** A cohort of 23 District staff on the Cultural Proficiency Task Force completed the first half of the Access and Equity for All Students 10-day workshop series during the 2019-2020 school year. The workshop is an in-depth cultural proficiency certification program that is conducted at the Orange County Department of Education (OCDE) and facilitated by Delores and Randall Lindsey. The participants are learning to use the tools of cultural proficiency and facilitation to narrow and close access and education gaps, reduce and eliminate disproportionate outcomes among students, build professional capital and capacity to grow and support systemic change, and plan and



implement action within a tiered system of support. The final half of the training will occur during the 2020-2021 school year and focus on the facilitation skills needed to effectively lead the implementation and monitoring of the District's Cultural Proficiency Plan.

3. **Partnerships with Community-Based Agencies:** In 2019-2020, the **Anti-Defamation League (ADL)** worked with staff at San Clemente High School to establish the *No Place For Hate* program. *No Place for Hate* is ADL's framework for combating bullying and hatred, and leading to long-term solutions for a positive, inclusive, and safe campus climate. *No Place for Hate* inspires students and educators to increase their appreciation for diversity and build communities of respect. Training for staff was designed to create a learning environment that is safe, inclusive and equitable. The focus of a training held on November 1, 2019 was to engage and educate San Clemente's teachers on anti-bias, allyship, and inclusion, and start the implementation of culturally proficient and anti-hate related educational topics throughout the school year. San Clemente High School staff are creating a *No Place For Hate* school and a coalition of students were trained this past summer to continue the efforts. Additional District schools including Aliso Niguel High School, Capistrano Valley High School, Dana Hills High School, and Don Juan Avila Middle School are in the process of establishing *No Place for Hate* staff training and programs at their schools.

In addition to work with the Anti-Defamation League, in 2018-2019 **Orange County Human Relations** began working with staff at San Juan Hills High School on the *Bridges* program as part of a two-year grant. OC Human Relations and school staff through the Bridges program work to build a campus environment that is respectful of diversity, where all students, staff, and parents feel safe, welcome and respected. Bridges is a multi-year program with the mission of improving intergroup relations through empowering members of the campus community to identify, investigate, and address the human relations needs on their campus via training and dialogues.

Staff are continuing to look at ways to partner with ADL, OC Human Relations and other community-based organizations to expand these types of trainings and programs.

4. **Additional Professional Learning:** In July 2020, at the Capistrano Unified Management Association (CUMA) Leadership Retreat, all managers participated in an Equity Driven Leadership session with Dr. Luis Cruz and an Introduction to Cultural Proficiency session led by the Cultural Proficiency Task Force lead team members.

In September 2020, all principals completed the first of 4 modules of the Kirwan (Ohio State) Implicit Bias Module Series. The 3 remaining modules will be completed by February 2021, and principals will facilitate the training with their own staff by June 2021. The training supports the California Professional Standards for Education Leaders (CPSEL) Standard 5, Ethics and Integrity, which requires that Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard. The CPSEL Standards are clearly articulated in the new principal evaluation tool used Districtwide.

On October 26, 2020, 50 certificated staff members started a 5-part after school series called Understanding Unconscious Bias. Staff partnered with Joy Schnapper, Capistrano Unified Education Association President, to bring Lisa Adams, Human Rights Department, California Teachers Association to present the 5-part series covering unconscious bias, stereotypes and their impact, understanding privilege, strategies for responding to bias on campus, and creating an equitable and inclusive learning environment. This fall series will run through December 7, 2020 and will be offered again in the spring for 100 additional staff.

## **CURRENT CONSIDERATIONS**

Tied to the District's Reopening plan, Component #3, the Board of Trustees and staff have identified Social Emotional Learning (SEL) and Cultural Proficiency as strong priorities for the 2020-2021 school year and beyond.

- District SEL Guiding Coalition to review current practices, policies, California Healthy Kids Survey, PBIS and Restorative Practices, discipline data, attendance data, grade data and use of social media/technology, present 3-year Districtwide strategic SEL plan by October 2020, and begin implementation of Year 1.
- Cultural Proficiency Task Force to examine Districtwide equity gap data, establish goals, present an action plan to include a 3-year professional learning plan by October 2020, and begin implementation of Year 1.

### **Cultural Proficiency Multi-year Plan**

The Cultural Proficiency Task Force reviewed District data including suspension and expulsion rates, California Healthy Kids Survey (CHKS) data, chronic absenteeism rates, a-g completion, Advanced Placement enrollment, and student and employee data by ethnicity. This data was summarized in an infographic ([Addendum #2](#)) and shared with additional stakeholders including CUMA, CUSD Against Racism core organizers, District English Learner Advisory Committee (DELAC), and the Native American Parent and Students Committee. Input was gathered on how to increase equity and inclusivity, and which policies and practices need to be reviewed to improve student outcomes. Plan goals and actions have been developed based on the data gathered and input from the stakeholders.

An overview of the 7 goals of the proposed Cultural Proficiency Multi-year Plan are presented in this Board Report for review and input. The detailed plan is available for reference as Addendum #3. A final plan will be brought for approval at the December 16, 2020 Board meeting.

### **Cultural Proficiency Plan: 7 Goals**

**Goal 1: Social-Emotional - Attendance:** By June 2023, chronic absenteeism rates will be reduced by 25 percent 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%

Action steps:

- ELAC and DELAC presentations
- Parent outreach
- School Attendance Review Teams
- Attendance presentations, action plan, goals, and incentives

**Goal 2: Social Emotional - CHKS:** By June 2023, improvement in school climate will result in a 5 percent or greater reduction in harassment as reported by identified student groups on the CHKS grades 7, 9, and 11 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%

Action steps:

- Positive Behavior Intervention and Supports (PBIS) and anti-bullying training and lessons
- Welcoming Schools posters
- Translation and interpretation services
- Site meetings with Community Advisory Committee leaders
- Evidence-based peer support programs such as Where Everybody Belongs and Link Crew
- Multi-sensory, differentiation, and intervention training
- Increase mainstreaming
- Increase counseling services at secondary level
- Staff training and student club programs (such as *No Place for Hate, Bridges*)
- Inclusivity in orientation and transition meetings

**Goal 3: Behavior - Suspension:** By June 2023, suspensions will be reduced by 25 percent 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%
Hispanic:	3.5%	2.6%

Action steps:

- Restorative Practices and Restorative Justice-Teen Court
- Discipline Handbook revisions and training

- Revise Board Policy 5152, *Suspension and Expulsion/Due Process*, and AR 5.11, *Due Process Suspension or Expulsion of Students*
- Data analysis of suspension data by ethnicity and offense
- Data warehouse to access disaggregated data for progress monitoring
- Updated website with protocols
- Student presentations

**Goal 4: Academics- A-G Completion:** By June 2023, increase A-G completion rates by 10 percent 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%

Action steps:

- Parent education
- ELAC presentations
- Student Success Team training
- Training on language development and learning disabilities
- Academic goal setting
- Presentations for students
- Articulated intervention
- Explore equitable grading practices

**Goal 5: Academics -Advanced Placement:** By June 2023, increase AP course enrollment and course completion by 5 percent 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%

Action steps:

- Expand AP offerings
- AP for all students
- ELAC presentations
- AP summer camp
- Student cohort pilot
- Explore expansion of College Level Examination Program (CLEP)

**Goal 6: Cultural Proficiency:** By June 2023, staff and students will increase their cultural proficiency as measured by a pre-post self-assessment tool.

Action steps:

- Staff education (Implicit Bias Modules, OCDE Access and Equity, CTA Unconscious Bias, Cultural Proficiency Professional Learning Series)
- Data analysis
- Cultural Proficiency team resource
- Parent education
- Continue Cultural Proficiency Task Force
- Examine School of Choice impact on enrollment
- Expand Ability Awareness/Blue Ribbon Week
- Diverse curriculum representing BIPOC populations
- Student education (Anti-bias through ADL and Bridges)

**Goal 7: Diverse Representation:** By June 2023, hire, support and retain an increasingly diverse staff representative of the student demographics.

Action steps:

- Examine recruiting and hiring practices
- On-boarding procedures
- Staff retention trend data

**Professional Learning:** Embedded throughout all 7 goals, professional learning will continue to play a key role in successfully implementing the Cultural Proficiency Plan. On-going professional learning will be provided for staff throughout the year. The professional learning will focus on trauma-informed practices, self-awareness, mindfulness, and signature SEL practices to build relationships, implicit bias and cultural proficiency. These core competencies are aligned with the major student competencies that will be taught via self-paced lessons for students Districtwide. The core competencies include emotion regulation, empathy, skills for learning, and bully prevention. Since parents and guardians play such an important role, it is essential that they acquire the SEL and Cultural Proficiency competencies to support their children. Various parent workshops will be offered for parents on self-awareness, self-management, and anxiety.

The comprehensive plan includes strategies for increasing cultural proficiency for both adults and students and outlines the actions, people involved and responsible, resources needed, intended results and when the actions are completed. (Addendum #3)

## **FINANCIAL IMPLICATIONS**

Financial implications will be included in the final plan that is presented at the December 16, 2020, Board meeting for approval.

## **STAFF RECOMMENDATION**

It is recommended the Board President recognize Susan Holliday, Chief Administrative Officer, Education and Support Services, to present this item and answer any questions Trustees may have. This is an information item only and no Board action is necessary.

PREPARED BY:     Natalie Baptiste, Coordinator, Language Acquisition and Student Support  
                         Laura Lyon, Executive Director, Human Resource Services/Employee  
                         Engagement  
                         Donald Mahoney, Assistant Superintendent, SELPA Special Education  
                         Services  
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                         Virginia Reischl, Curriculum Specialist  
                         Dave Stewart, Assistant Superintendent, School Leadership and  
                         Instruction, Elementary  
                         Stacy Yogi, Executive Director, State and Federal Programs

APPROVED BY: Susan Holliday, Chief Administrative Officer, Education and Support Services

To prepare our students to meet the challenges of a rapidly changing world



## Board Workshop

# Cultural Proficiency

November 4, 2020

# Objectives

To prepare our students to meet the challenges of a rapidly changing world

## Content Objectives: Participants will...

- understand the work of the Cultural Proficiency Task Force
- expand on their knowledge of Culture and Cultural Proficiency
- understand professional learning plan to support Cultural Proficiency

## Language Objectives: Participants will...

- provide input regarding the draft Cultural Proficiency Plan





To prepare our students to meet the challenges of a rapidly changing world

- Focus on teaching and learning and data driven decisions
- Multi -year data with achievement disparities
- Professional Learning Communities
- 2019-2020 Social Emotional Learning and Cultural Proficiency Board Goal
  - SEL Guiding Coalition and plan
  - Cultural Proficiency Task Force and plan
- Reopening School Plan
- Collaborative for Academic, Social and Emotional Learning (CASEL) guide
  - Cultural Proficiency

# SEL and Cultural Proficiency

To prepare our students to meet the challenges of a rapidly changing world

- Cultural Proficiency is nested within the SEL competencies
  - Respecting diversity
  - Building healthy relationships
  - Staff cultural competence
  - Culturally responsive learning environments
  - Instructive and restorative discipline equitably applied
  - Policies and practices with a focus on equity

# Cultural Proficiency Task Force

To prepare our students to meet the challenges of a rapidly changing world

- Formed in December 2019
- 50+ members
  - Certificated, classified, and management representing elementary, middle, and high schools and District Office
  - Students representing high schools and CUSD Against Racism core organizers
  - Parents from CUCPTSA, CAC, LCAP and PAC
- 2019-2020 focused on building staff capacity

## Cultural Proficiency Task Force Mission

**To facilitate 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**

# *What is Cultural Proficiency?*

# Cultural Proficiency is...

Moving from window view...



to mirror view.



- An inside -out approach that is about...
  - Being aware of how we - as individuals and as schools - work with others
  - Being aware of how we respond to those different from us
  - Visible and not so visible difference
  - Preparing to live in a world of difference
- A worldview, a mindset; It is the manner in which we live our lives



## THE CULTURAL PROFICIENCY CONTINUUM

Reactive: Compliance-based Tolerance for Diversity → Proactive: Transformation for Equity					
CULTURAL DESTRUCTIVENESS	CULTURAL INCAPACITY	CULTURAL BLINDNESS	CULTURAL PRECOMPETENCE	CULTURAL COMPETENCE	CULTURAL PROFICIENCY
<i>"See the difference, stomp it out."</i>	<i>"See the difference, make it wrong."</i>	<i>"See the difference; act like you don't."</i>	<i>"See the difference, respond inappropriately."</i>	<i>"See the difference, value it."</i>	<i>"Seek difference; esteem it; advocate for equity."</i>
Educating in a manner that seeks to eliminate the cultures of others in all aspects of the school and in relationship to the community served.	Educating in a way that trivializes other cultures and seeks to make the cultures of others appear to be wrong.	Educating so that you don't see or acknowledge the culture of others; choosing to ignore the discrepant experiences of cultures within the school.	Educating with an increasing awareness of what you and the school don't know about working in diverse settings. At this level of development, you and the school can move in a positive, constructive direction, or you can falter, stop, and possibly regress.	Educating with your personal values and behaviors and the school's policies and practices being aligned in a manner that is inclusive of cultures that are new or different from yours and those of the school.	Educating as an advocate for lifelong learning for the purpose of being increasingly effective in serving the educational needs of cultural groups in your school and community; holding the vision that you and the school are instruments for creating a socially just democracy.

# *What is Culture?*



# Culture is...

To prepare our students to meet the challenges of a rapidly changing world

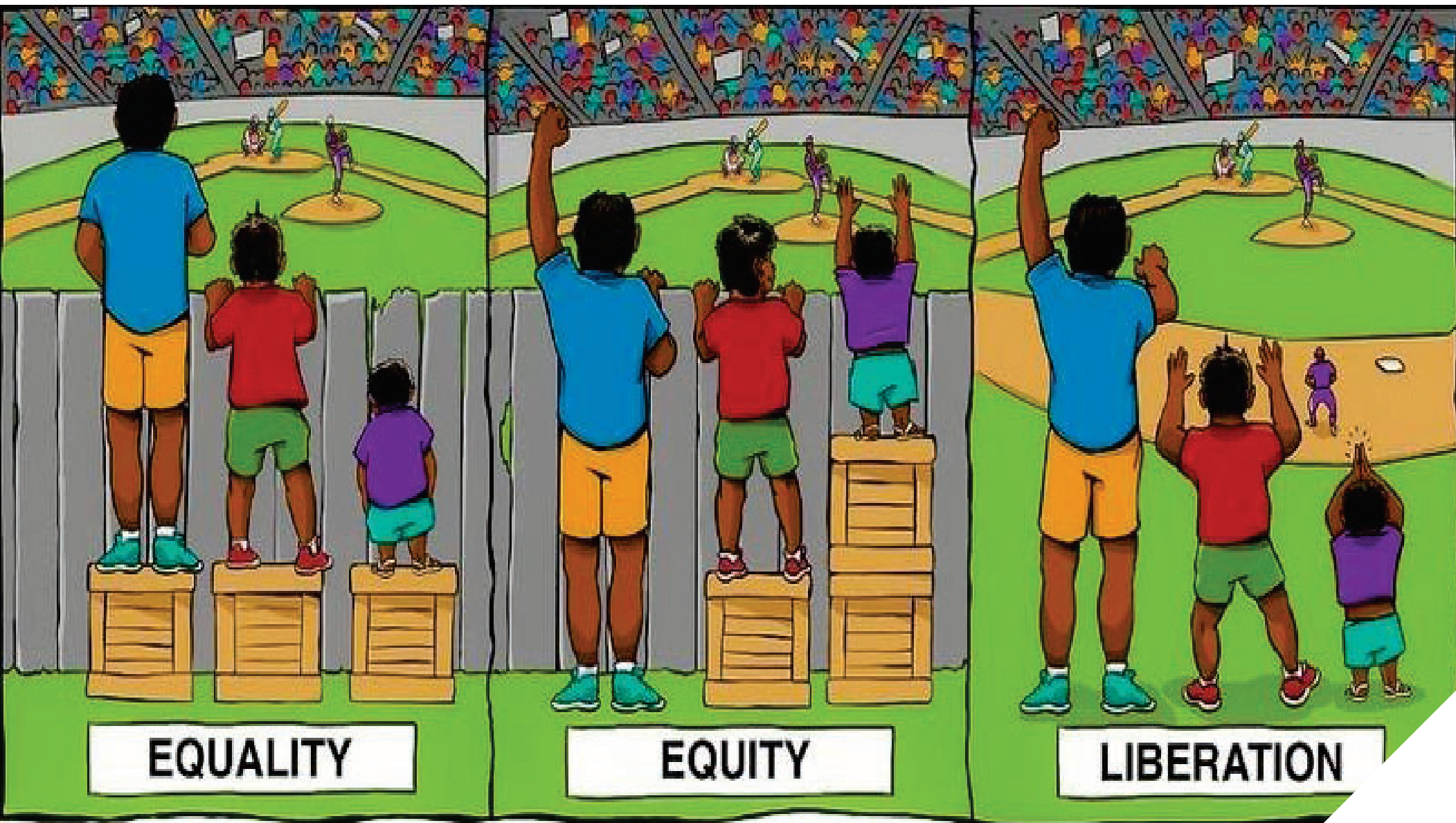
...everything you believe and everything you do that enables you to identify with people who are like you and that distinguishes you from people who differ from you.

# Building Staff Capacity

To prepare our students to meet the challenges of a rapidly changing world

- Book Study - Cultural Proficiency A Manual for School Leaders
- Access and Equity 10 -Day Workshop Series
- Partnerships with Community -Based Agencies
  - Anti -Defamation League - *No Place for Hate*
  - OC Human Relations - *Bridges*
- Other Professional Learning
  - CUMA Leadership Retreat
    - Equity Driven Leadership, Dr. Luis Cruz
    - Cultural Proficiency
  - Implicit Bias Module Series - Kirwan Institute, Ohio State
  - Understanding Unconscious Bias - Lisa Adams, CTA

# *The Why...*



# Board Resolution

CAPISTRANO UNIFIED SCHOOL DISTRICT  
San Juan Capistrano, CA

**RESOLUTION No. 1920-63**

**RESOLUTION ON THE FIGHT AGAINST INTOLERANCE, RACISM, AND  
DISCRIMINATION**

*WHEREAS*, the Board of Trustees of the Capistrano Unified School District believes any act of racism must be denounced by those in leadership roles in our society; and

*WHEREAS*, we are outraged by recent events demonstrating the injustices that persist in our country; and

*WHEREAS*, we must listen to, learn from, and empathize with persons who have endured and continue to experience discrimination and intolerance; and

*WHEREAS*, we are committed to equality, diversity, inclusion, tolerance, and human and civil rights for all; and

*WHEREAS*, we believe in the potential for schools to help bring forth constructive ideas about what constitutes a healthy and just society; and

*WHEREAS*, we must individually and collectively lead in preventing biases that occur as a result of divisive policies and actions;

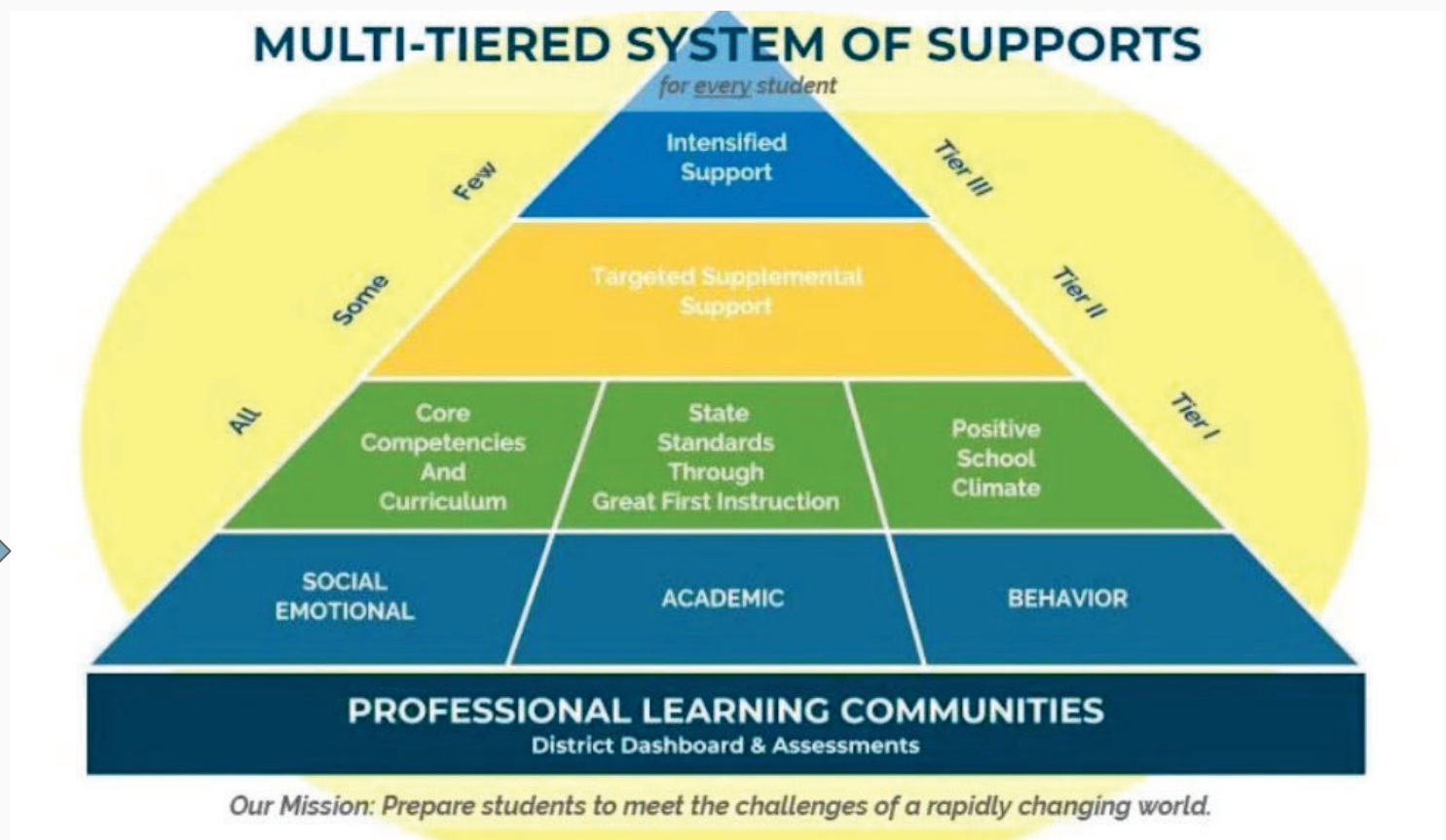
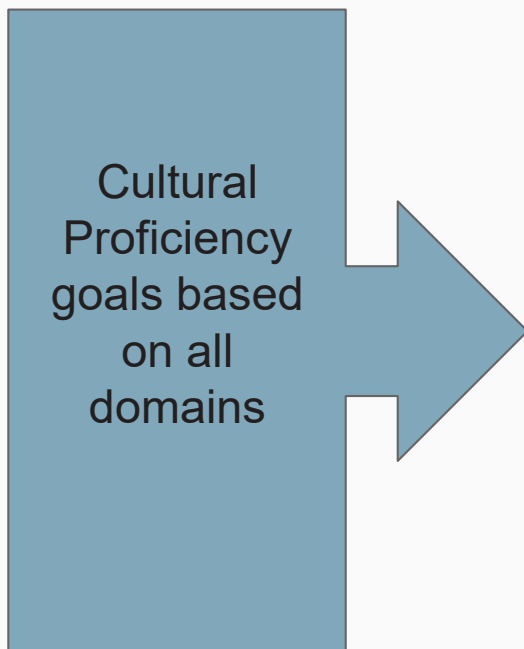
*NOW, THEREFORE BE IT RESOLVED*, that the Board of Trustees of the Capistrano Unified School District is committed to fostering an inclusive environment where every student, school employee, community member, and parent can expect to be treated with dignity and respect; and

*BE IT FURTHER RESOLVED*, that the Board of Trustees directs the Superintendent to continue the work of the existing Cultural Proficiency Task Force; and

*BE IT FURTHER RESOLVED*, that the Board of Trustees directs the Superintendent to present a preliminary report on the work of the Cultural Proficiency Task Force for increasing cultural awareness, justice, tolerance, inclusion, and diversity on our campuses, in our curricula, and District operations, no later than November 2020, with final Task Force recommendations to be presented no later than July 2021.

# Our Multi -Tiered System of Supports

To prepare our students to meet the challenges of a rapidly changing world



# Theory of Action: Multi-tiered System of Supports (MTSS)

If we as a District clearly identify MTSS and provide the tools and resources needed,

then principals, teachers and staff, working together in Professional Learning Communities, will use data and assessments to drive changes in outcomes for students

so that all students may be college and career ready.





# Social-Emotional

## 2018-19 Chronic Absenteeism

**28.5%**

**Foster Youth**

**15.6%**

**Students  
w/Disabilities**

**14.3%**

**Homeless**

**14.1%**

**Socio/Econ.  
Disadvantaged**

**13.5%**

**Black/African  
American**

**11.2%**

**Hispanic/  
Latinx**

**2018-19 - State: 12%    County: 8.5%    CUSD: 8.9%**



# Cultural Proficiency Plan

To prepare our students to meet the challenges of a rapidly changing world

**Goal 1: Attendance** - By June 2023, chronic absenteeism rates will be reduced by 25% or more for identified student groups.

- ELAC and DELAC presentations
- Parent outreach
- School Attendance Review Teams
  - Attendance presentations, action plan, goals, and incentives
- Reduce the Secondary Counselor to Students ratios

## CHKS: Harassment Due to Six Reasons\* on School Campus within past 12 months

**34% Black/African American**  
**27% Asian**  
**22% Hispanic/Latino**  
**22% Mixed**  
**18% White**

**7th grade**

**32% Black/African American**  
**28% Mixed**  
**27% Asian**  
**26% Hispanic/Latino**  
**22% White**

**9th grade**

**42% Black/African American**  
**29% Mixed**  
**29% Hispanic/Latino**  
**25% Asian**  
**22% White**

**11th grade**

**\*Six reasons include race, ethnicity or national origin; religion; gender (being male or female); sexual orientation; a physical or mental disability; and immigrant status**

# Cultural Proficiency Plan

To prepare our students to meet the challenges of a rapidly changing world

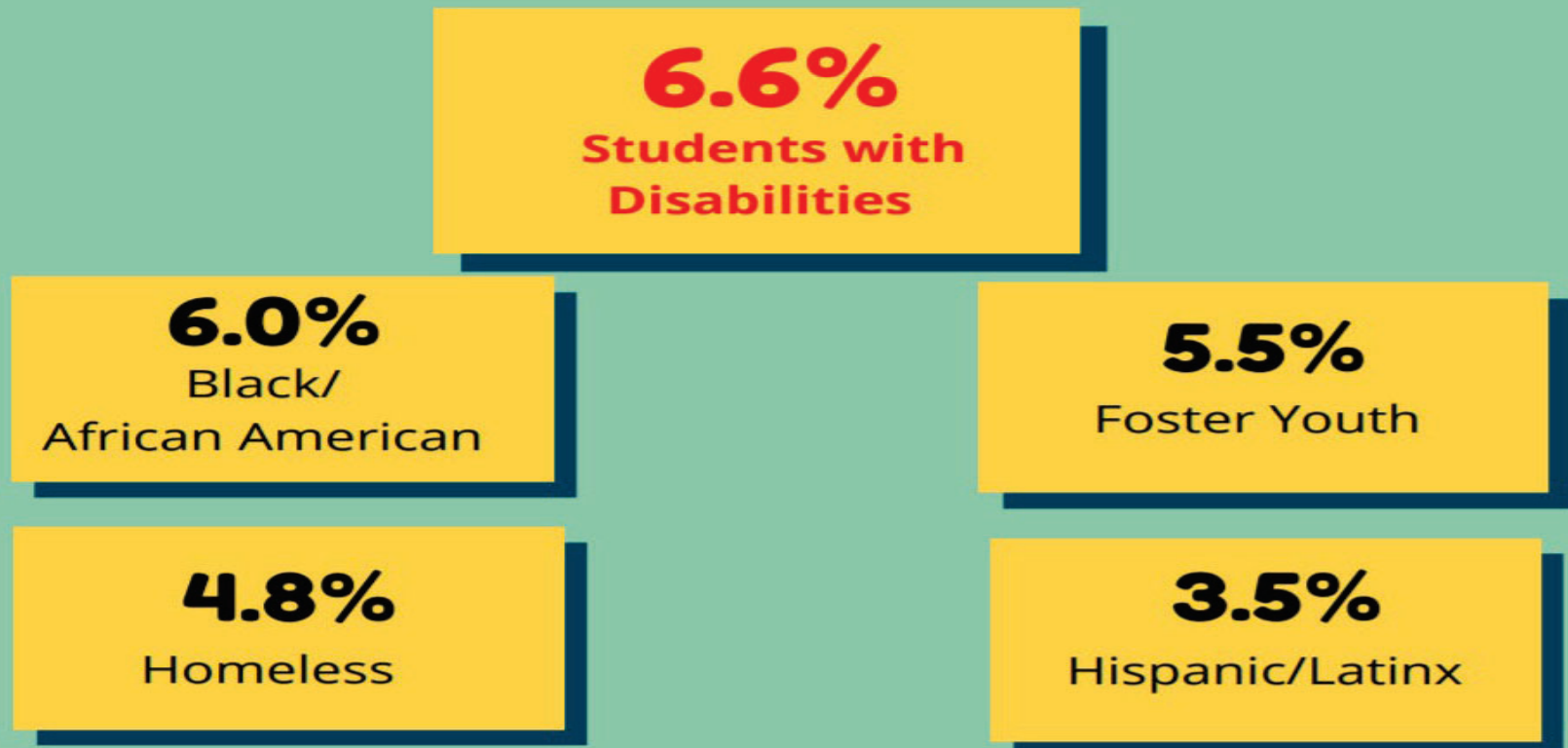
**Goal 2: CA Healthy Kids Survey** - By June 2023, improvement in school climate will result in a 5 % or greater reduction in harassment as reported on the CHKS grades 7th, 9th, and 11th question about harassment.

- PBIS and anti-bullying training
- Review Anti-Bullying Board Policy and Administrative Reg.
- Welcoming schools posters
- Translation and interpretation services
- Site meetings with Community Advisory Committee leaders
- Evidence-based peer support programs

# Behavior



**2018–19 Suspension Rates: All CUSD Students 2.3%**



# Cultural Proficiency Plan

To prepare our students to meet the challenges of a rapidly changing world

**Goal 3: Suspension** - By June 2023, suspensions will be reduced by 25% or more for identified student groups.

- Restorative practices and Restorative Justice-Teen Court
- Discipline Handbook revisions and training
- Review Suspension and Expulsion Board Policy and AR
- Data analysis and establish data warehouse
- Updated website with discipline plan and protocols
- Educate students about behavior expectations and consequences

# Academics

**2018-2019 A-G Completion Rates**

**All CUSD 62.7%**



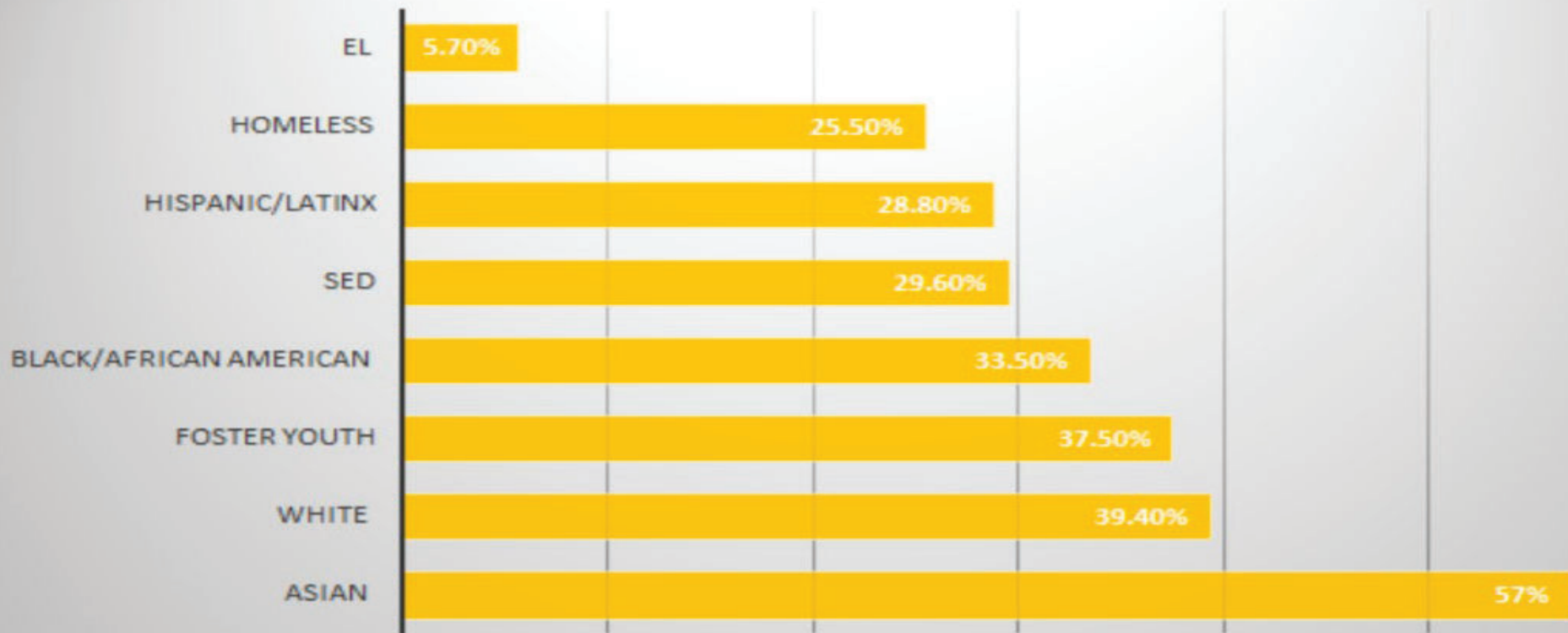


**Goal 4: A-G Completion** - By June 2023, increase A -G completion rates by 10% or more for identified student groups.

- Parent education, including ELAC presentations
- Student Success Team training
- Training on language development and learning disabilities
- Academic goal setting
- Educate students about A-G
- Articulated interventions
- Explore equitable grading practices

# 2018-2019 Percentage of Students Registered in 1 or more AP Courses

## All CUSD 38.7%



\*no data available for Students with Disabilities



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

- Expand AP offerings
- Explore AP for all students
- ELAC presentations
- AP summer camp
- Student cohort pilot
- Explore expansion of College Level Examination Program (CLEP)

# Cultural Proficiency Plan

To prepare our students to meet the challenges of a rapidly changing world

**Goal 6: Cultural Proficiency** - By June 2023, staff and students will increase their cultural proficiency as measured by a pre -post self -assessment tool.

- Staff, student and parent education
- Site data analysis for equity gaps
- Continue Cultural Proficiency Task Force
- Examine School of Choice impact on enrollment
- Expand Ability Awareness/Blue Ribbon Week
- Diverse curriculum representing BIPOC populations

# CUSD Student and Employee Data By Ethnicity

Ethnicity	Students	CUMA	Certificated	Classified
African American	1.3%	1.87%	0.56%	1.19%
Asian	6.2%	5.16%	4.55%	6.01%
Filipino	1.8%	0.93%	0.66%	2.48%
Hispanic /Latinx	27.0%	7.04%	8.15%	20.80%
Native American	0.2%	0.46%	0.85%	2.02%
White	53.9%	84.03%	84.44%	65.27%

**Goal 7: Diverse Representation** - By June 2023, hire, support and retain an increasingly diverse staff representative of the student demographics.

- Examine recruiting, hiring and placement practices
- On-boarding procedures
- Staff retention trend data

# Professional Learning

To prepare our students to meet the challenges of a rapidly changing world

- Ongoing for staff, students and parents to achieve SEL and Cultural Proficiency goals
  - Staff - Trauma -informed practices, Self awareness, Relationship building, Mindfulness, Cultural Proficiency and implicit bias
  - Students - Core competencies of emotion regulation, empathy, skills for learning, and bully prevention
  - Parents - Self-awareness, self management, anxiety

# Next Steps

To prepare our students to meet the challenges of a rapidly changing world

- **December 16, 2020 Board Meeting**
  - Presentation of Cultural Proficiency Plan for approval

### Cultural Proficiency Task Force 2020-2021

Lisa Baggio	Principal, Palisades Elementary
Natalie Baptiste	Coordinator, TK-12 Language Acquisition
Maria Cristina Barrosa	Principal, Las Palmas Elementary
Katie Bennett	Teacher, San Clemente High
Anchal Bhaskar	Student Advisor to the Board
Tim Brooks	Associate Superintendent, Human Resource Services
Ryan Burris	Chief Communications Officer
Brooke Campo	Ed Specialist, Benedict Elementary
Mina Carson	Community Advisory Committee Parent Representative
Heidi Crowley	Coordinator, Charter Schools and Strategic Initiatives
Colleen Del Pizzo	Teacher, Don Juan Avila Elementary
Nic Dewald	Teacher, San Clemente High
George Duarte	Principal, Ladera Ranch Middle
Jennifer Eckert-Toler	Teacher, Dana Hills High
Janai Ederaine	Teacher, Bernice Ayer Middle
Madina Entezar	Student Representative, Capistrano Valley High
Olivia Fu	Core Organizer, CUSD Against Racism
Karen Gauthier	Curriculum Specialist
Alexa Ghalwash	Student Representative, Capistrano Valley High
Clark Hampton	Deputy Superintendent, Business Services
Heidi Harvey	Executive Director, Special Education and Instruction
Rebecca Heinsen	Teacher, Bergeson Elementary
Kristin Hilleman	Director, Food and Nutrition Services
Susan Holliday	Chief Administrative Officer

Stephanie Hu	Core Organizer, CUSD Against Racism
Sarina Iyer	Student Representative, San Juan Hills High
Barbara Jaramillo	Counselor, Las Palmas Elementary
Riya Khetarpal	Student Representative, San Clemente High
Andy Klinkenberg	Principal, George White Elementary
Kim Larson	LCAP Parent Advisory Committee Representative
Maria Listiak	Independence Facilitator, Newhart Middle
Laura Lyon	Executive Director, Human Resource Services/Employee Eng.
Esther Mafouta	Core Organizer, CUSD Against Racism
Don Mahoney	Assistant Superintendent, SELPA/Special Education
Sue McNair	PTSA Parent Representative
Greg Merwin	Chief Academic Officer
Margaret Moodian	LCAP Parent Advisory Committee Representative
John Morgan	Chief Technology Officer
Lindsey Morris	Counselor, Vista Del Mar Middle
Cristina Nalbach	Counselor, Vista Del Mar Elementary
Kristen Nelson	Principal, RH Dana Elementary
Darla O’Leary	Curriculum Specialist
Houpand Parsi	Bilingual Community Services Liaison
Rebecca Pianta	Coordinator, Counseling and Student Support
Lisa Reardon	Teacher, Newhart Middle
Virginia Reischl	Curriculum Specialist
Solei Sarmiento	Core Organizer, CUSD Against Racism
Danielle Serio	Teacher, San Juan Hills High
Stacey Shapero	Sr. Staff Secretary, Human Resource Services
Elisa Slee	Curriculum Specialist

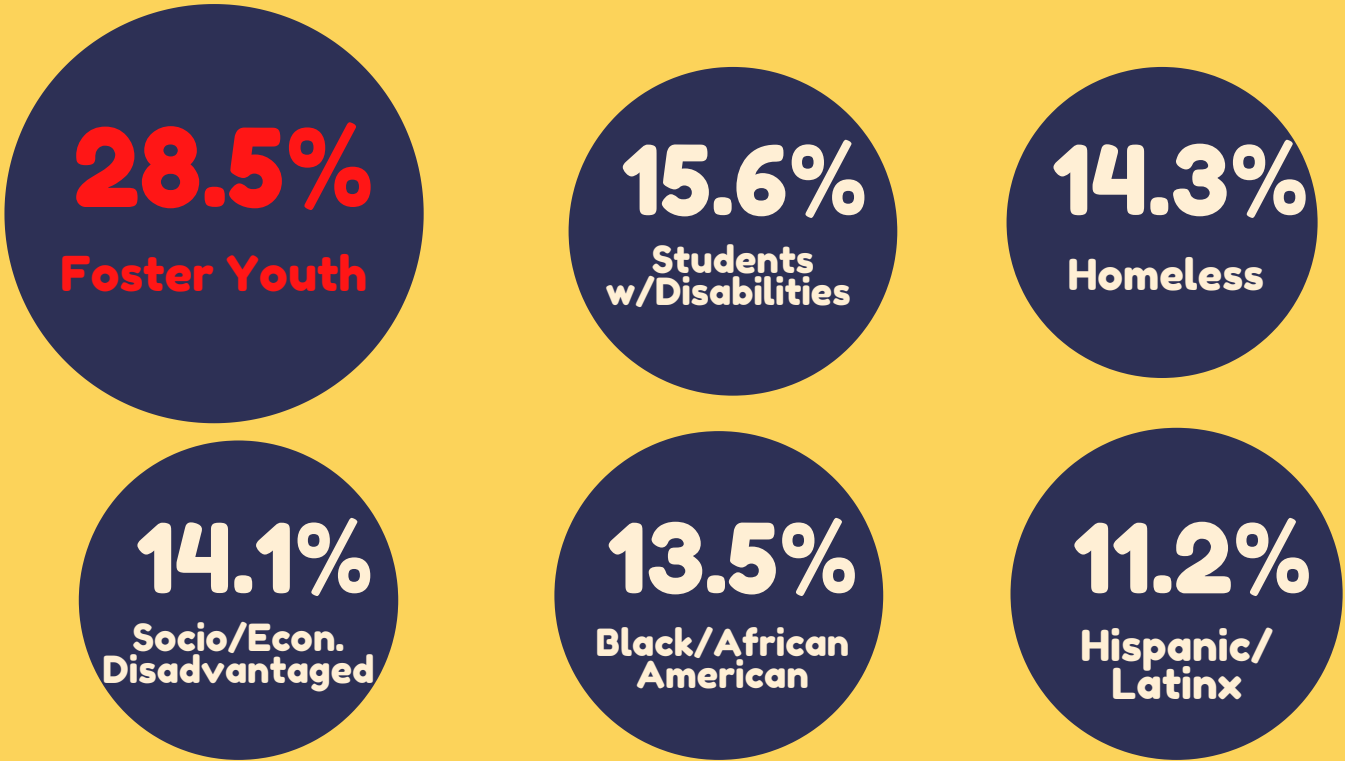


Stephanie Smart	Teacher, RH Dana Elementary
Leo Spengler	Teacher, San Juan Hills High
Jasel Steinmetz	Student Representative, San Clemente HS
Dave Stewart	Asst. Superintendent, School Leadership and Instruction, Elem.
Julianne Tenorio	Student Representative, Tesoro High
Isabella Thompson	Student Representative, Aliso Niguel High
Philippa Townsend	Assistant Superintendent, Fiscal Services
Kirsten Vital	Superintendent
Stacy Yogi	Executive Director, State and Federal Programs

# CULTURAL PROFICIENCY METRICS

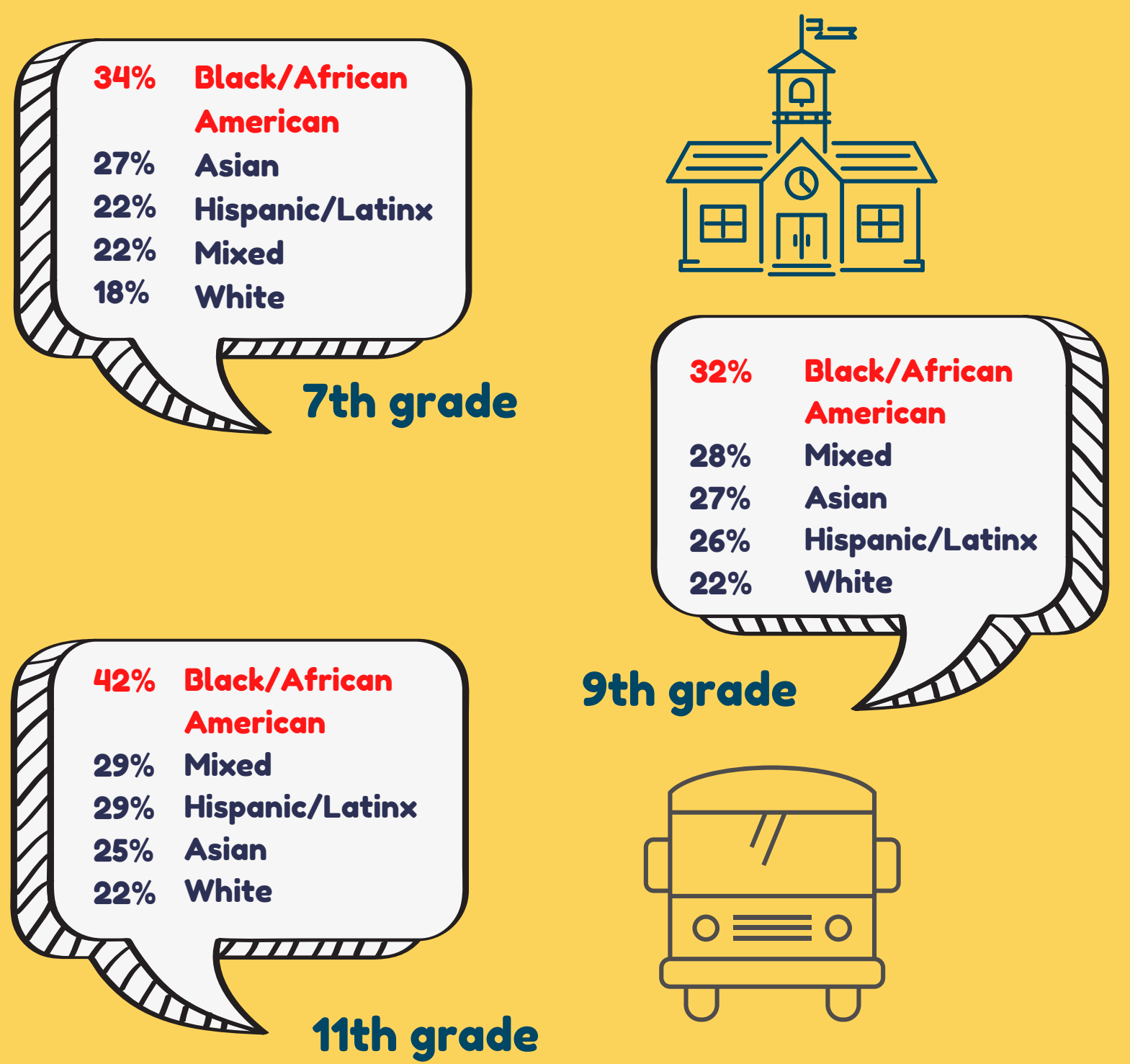
## Social-Emotional

### 2018-19 Chronic Absenteeism



2018-19 - State: 12% County: 8.5% CUSD: 8.9%

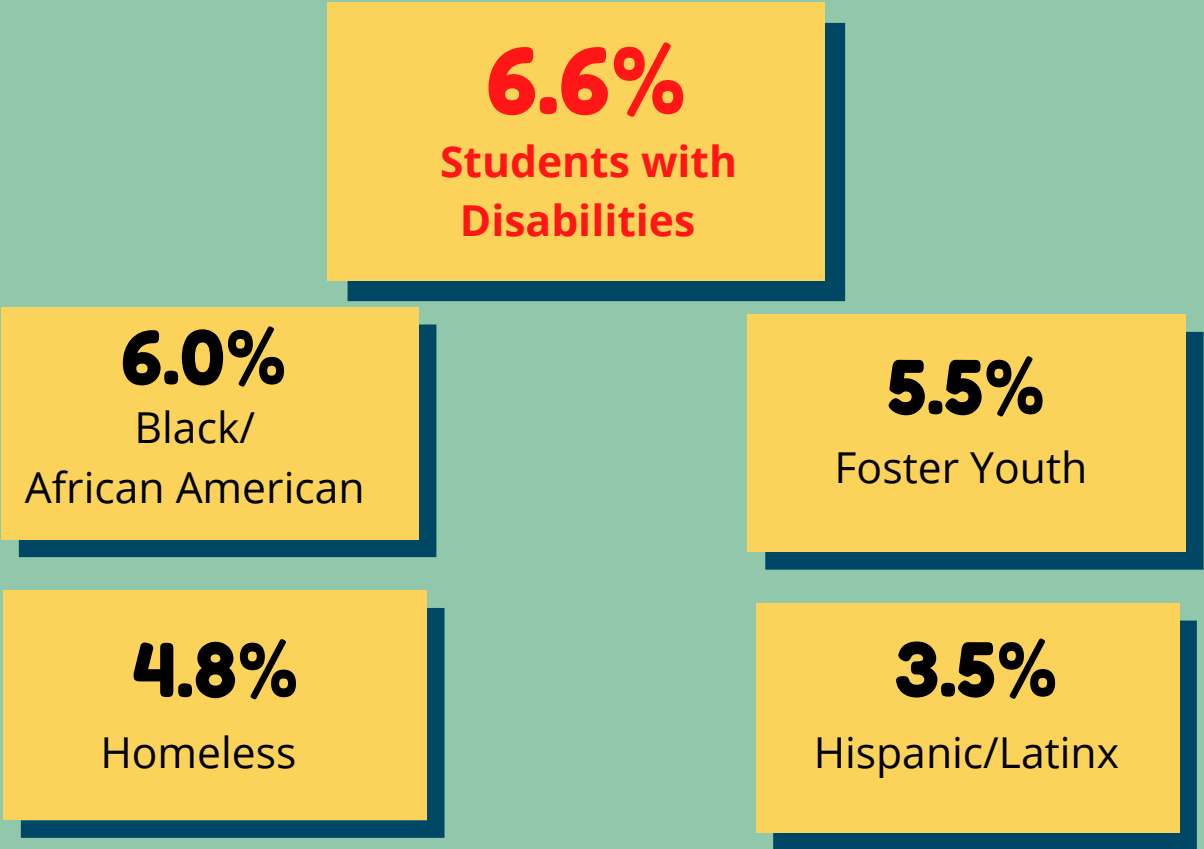
### California Healthy Kids Survey: Harassment 1 or more times - Due to Six Reasons\* on School Campus within past 12 months



\*Six reasons include race, ethnicity or national origin; religion; gender (being male or female); sexual orientation; a physical or mental disability; and immigrant status

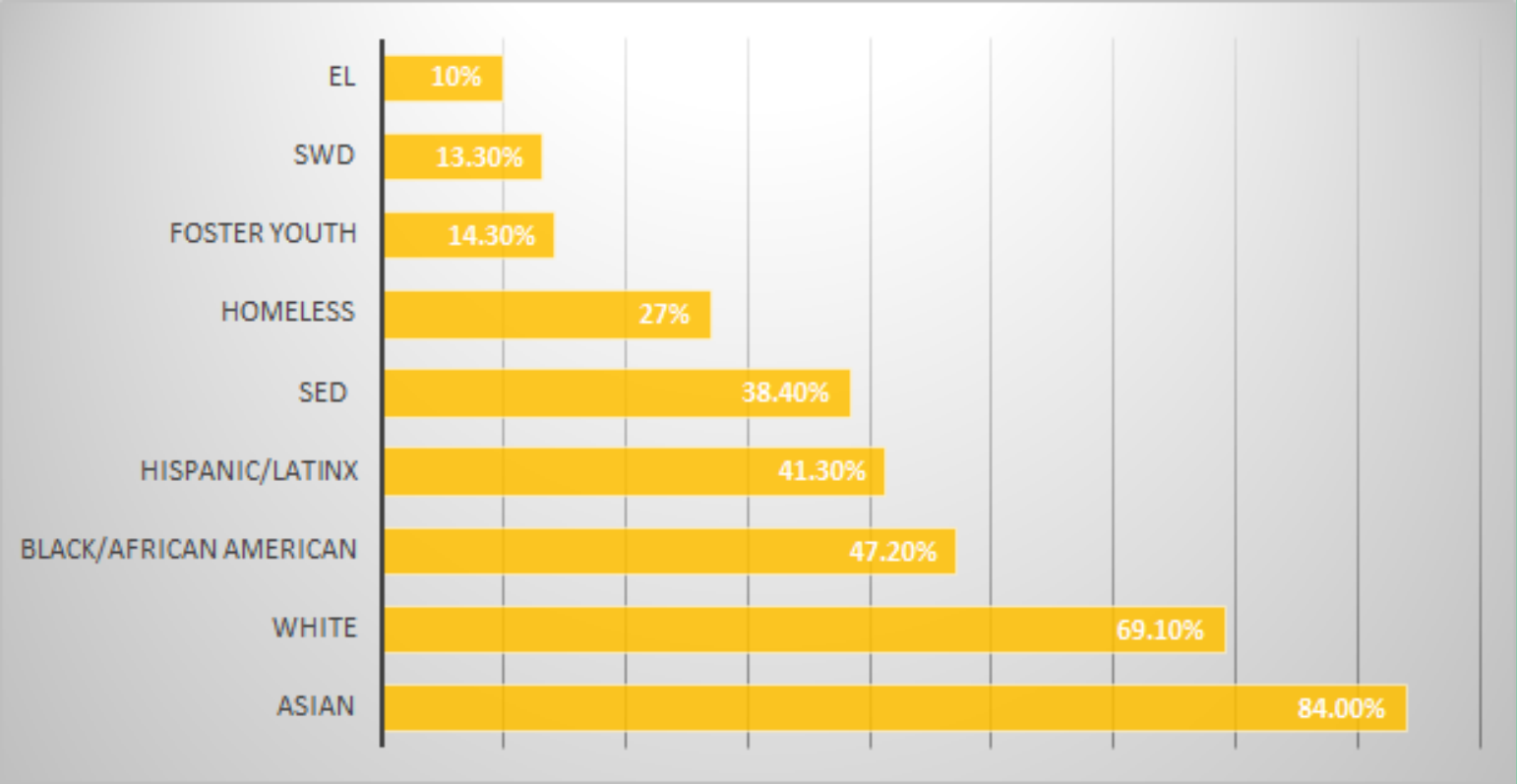
# Behavior

2018-19 Suspension Rates: All CUSD Students 2.3%

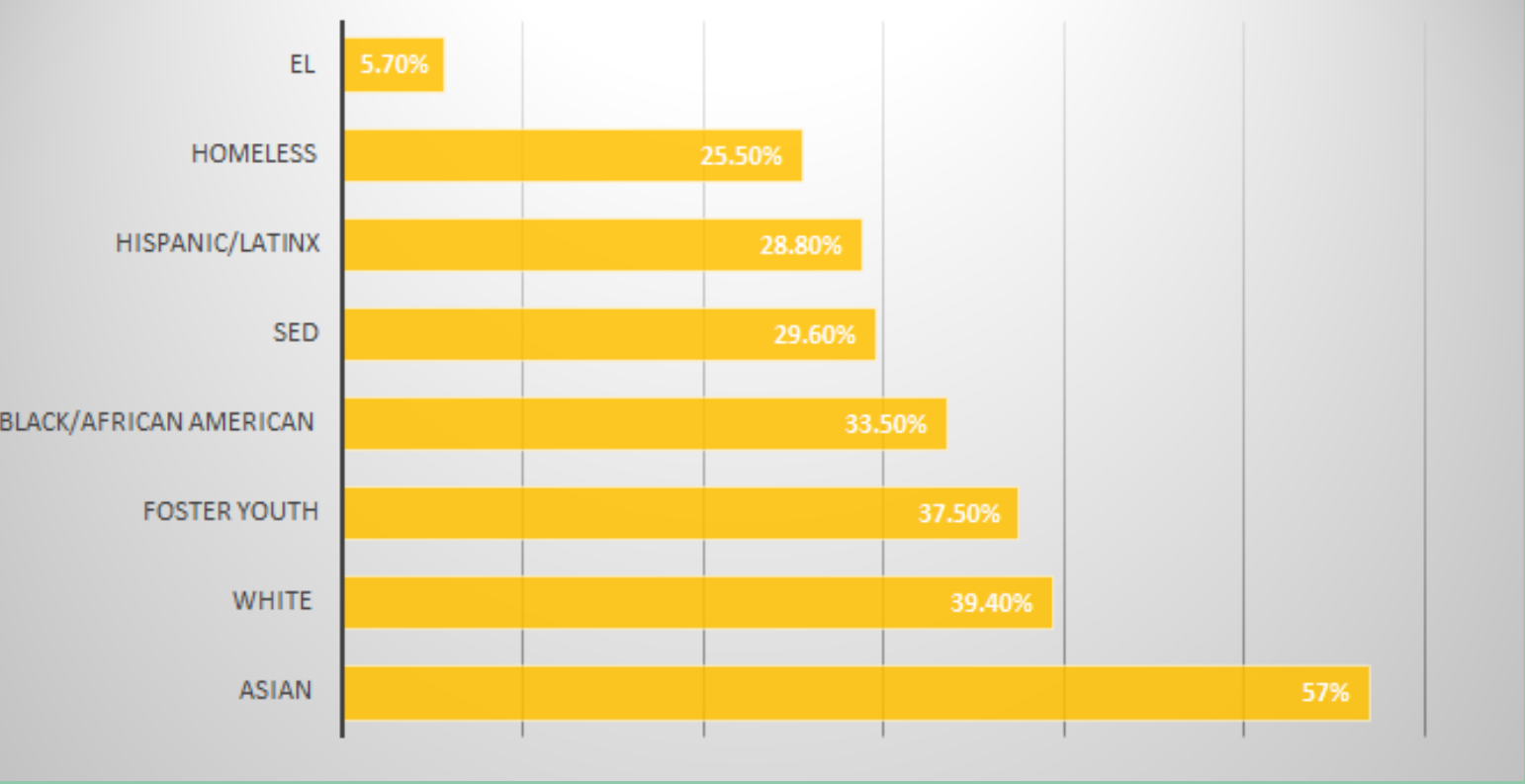


# Academics

2018-2019 A-G Completion Rates All CUSD 62.7%



2018-2019 Percentage of Students Registered in 1 or more AP Courses All CUSD 38.7%

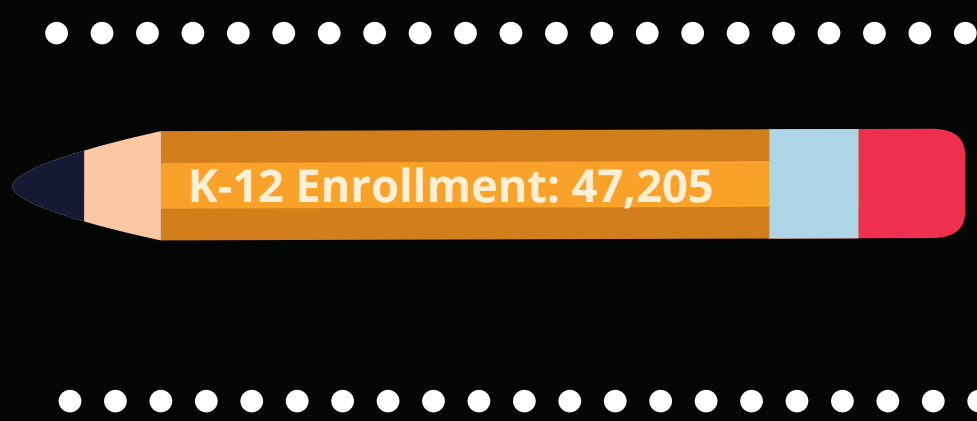


\*no data available for Students with Disabilities



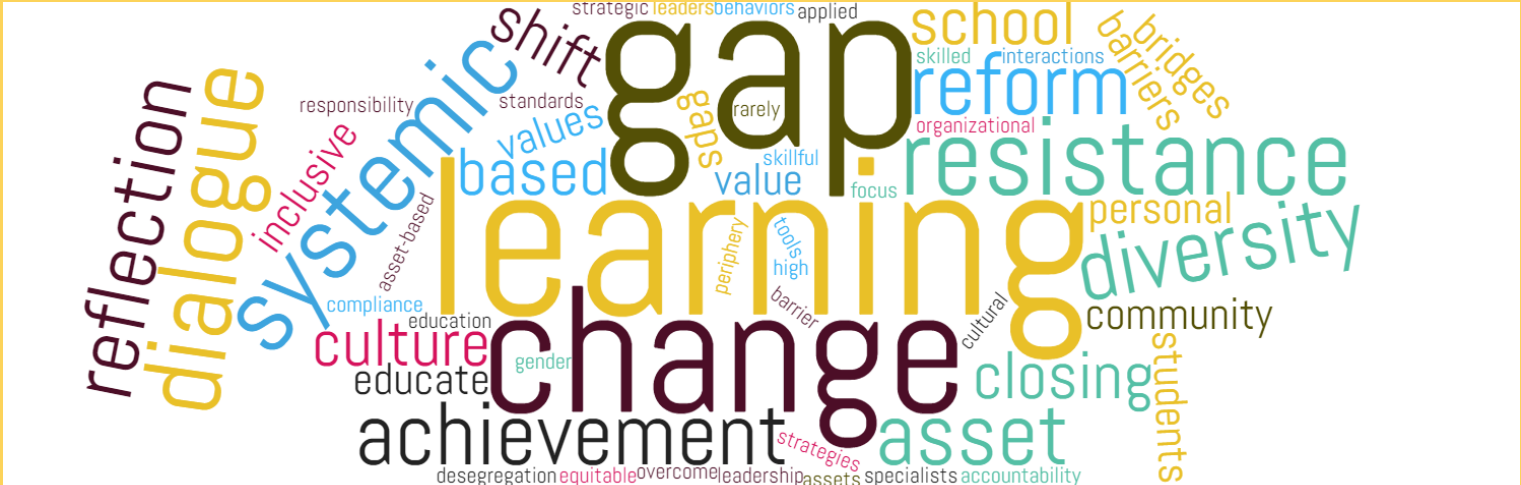


Ethnicity	Students	CUMA	Certificated	Classified
African American	1.3%	1.87%	0.56%	1.19%
Asian	6.2%	5.16%	4.55%	6.01%
Filipino	1.8%	0.93%	0.66%	2.48%
Hispanic /Latinx	27.0%	7.04%	8.15%	20.80%
Native American	0.2%	0.46%	0.85%	2.02%
White	53.9%	84.03%	84.44%	65.27%



# Cultural Proficiency Task Force Mission

**To facilitate 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**



## CULTURAL PROFICIENCY PLAN

**DRAFT**

**2020-2023**

**Mission:** To facilitate 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 - 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 1.1: 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 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)	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 1.2: 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	Incentive budget	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	Reduction in chronic absenteeism in all groups by 25% by June, 2023	August, 2021

**Goal 2: Social Emotional - CA Healthy Kids Survey (CHKS):** By June 2023, improvement in school climate will result in a 5% or more 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 2.1: 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	Schools District-wide will implement PBIS	PBIS Tier One 2024  PBIS Tier Two 2025
Anti-bullying training	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	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
Welcoming school posters	Students	Cultural Proficiency Task Force lead team	Printing of posters	Winning posters by grade span displayed at all school sites	Annually June, 2021, 2022, 2023
Spanish translation of important documents	Communications Department, Principals, Department Heads Bilingual staff	Communications Department, Principals, Department Heads	Bilingual Community Services Liaisons and Bilingual staff Translation contracts (OCDE, Doc-Tracking)	Parent accessibility of important communication/information	On-going
Interpretation at parent meetings	Bilingual Staff Parents	Administrators Staff	Bilingual Community Services Liaisons and Bilingual staff	Parent accessibility of important communication/	On-going

			Interpretation Service Contracts (Language Line)	information	
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	Evidence-based training to create an inclusive and welcoming community	2024

Strategy 2.2: 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	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	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	Counseling curriculum	Social emotional well-being Counselor to Student ratio of 1:425 at secondary	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	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

**Goal 3: 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%
Hispanic:	3.5%	2.6%

*Baseline Data Source: CDE Dataquest 2018-2019*

Strategy 3.1: 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	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	October 2020
Review 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 and offense) Suspension Data	School Site Staff	Executive Director Safety and Student Services  Director of Information Systems	Discipline data	Identify at-promise students	December 2020

		Coordinator of Counseling and Student Support			
Establish and use a Data Warehouse	School Staff	Chief Technology Officer  Deputy Superintendent	Data Warehouse	Easily access disaggregated data for progress monitoring	June 2023

Strategy 3.2: 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

**Goal 4: Academics- A-G Completion:** By June 2023, increase **A-G completion** rates for identified student groups by 10% or more.

	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 4.1: Educate adults on A-G subject requirements and college and career options for all students and how to support and empower students self advocacy.

What is to be done?	Who is involved?	Who is responsible?	Resources needed?	Intended results?	When completed?
Educate parents on A-G	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 Practioners' Guide for Educating English Learners with Disabilities	Proportionality with Special Education identification	Annually

Strategy 4.2: 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	Presentation and Goal setting template	Students will set long-term and short term goals	Ongoing
Educate students on a-g	Students	Futureology Counselors Academic Advisors	Presentation slides	Increased understanding of a-g course work Increased a-g rate	June 2021 June 2022 June 2023

Strategy 4.3: 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 5: Academics -Advanced Placement:** By June 2023, Increase AP course enrollment and course completion 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 5.1: 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 Human Geography, AP Research, AP Seminar)	Teachers	Executive Director, Secondary Assistant Principals of Guidance	Master scheduling AP Teacher Training costs	diverse enrollment	June 2022 June 2023
Expand AP for all students through active recruitment and support (Model SJHHS)	Students Teachers	Assistant Principals of Guidance Teachers	Master scheduling	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

Strategy 5.2: 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	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

**Goal 6: Cultural Proficiency:** By June 2023, staff and students will increase their cultural proficiency as measured by a pre-post self-assessment tool.

Strategy 6.1: 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?
Implicit Bias Module training	Principals, Staff	Principals, Staff	Implicit Bias Modules	All staff complete Kirwan Implicit Bias Modules	June 2021
Data analysis for equity gaps	Principals Staff	Principals Staff	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)	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	Learn about unconscious bias, stereotypes, and the	Fall 2020 Cohort - Oct/Nov 2020

				system of power and privilege	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 Training	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	Implementation and monitoring of the Plan	Ongoing quarterly meetings
Examine School of Choice and impact on enrollment		Executive Director, Safety and Student Services	Decision Insight	Summary analysis of data	December 2021
Ability Awareness / 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

Strategy 6.2: 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	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	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

Explore Ethnic Studies Course	Staff Task Force OCDE Students	Academic Counselors AP Guidance Curriculum Specialists	Curriculum	A-G Course Equity and Access Inclusivity	June 2023
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**Goal 7: Diverse Representation:** By June 2023, hire, support and retain an increasingly diverse staff representative of the student demographics.

New Hires (3 yr. average)- People of Color (POC)      From: 19.5%      To: Increase across all employee groups

*Baseline Data Source: Human Resource Services*

Strategy 7.1: 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?
Examining recruiting and hiring practices <ul style="list-style-type: none"> <li>Expand recruitment efforts to colleges and universities outside of Orange County, including Student Teacher Placements</li> <li>Provide training for staff participating in interviewing panels</li> <li>Diverse representation on hiring panels, i.e. ethnicity, job classification, gender, parent groups</li> <li>Non discrimination and welcoming women, minorities,</li> </ul>	Human Resource Services staff in collaboration with other department leaders.	Human Resource Services staff	Participate in a minimum of 2 Hiring Fairs annually from areas outside of OC  Ensure diversity in the panel of presenters, as practicable, based on recruitment and job classifications appropriate for that panel  Work collaboratively with universities in other counties to help place Student Teachers in our district	Greater representation of ethnic groups across all employee groups.	June 2021 June 2022 June 2023

and disabled statement on Ed-Join • Diverse representation in advertising for jobs on multiple platforms including social media.			Training materials for panel members  Committee to review application and interviewing practices		
On-boarding • 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 • 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