

CAPISTRANO UNIFIED SCHOOL DISTRICT  
33122 Valle Road  
San Juan Capistrano, CA 92675  
BOARD OF TRUSTEES  
Workshop Meeting

November 4, 2020

Workshop 6:00 p.m.

*Due to the nature of the COVID-19 pandemic and in accordance with Governor Newsom's Executive Order N-29-20, issued on March 17, 2020, the Board members will have the option to attend the meeting and take action on any item telephonically. Members of the public may live stream the meeting from our District website at [CAPOUSD.org](http://CAPOUSD.org).*

*Members of the public may attend the meeting in person, however social distancing practices will be followed. Attendees will need to wear a mask whenever in District facilities. For the safety and well-being of others, speakers will be required to wear a mask when addressing the Board at the podium. If participants choose to not attend the Board meeting in person the District has provided the following option for the public to address the Board telephonically. Please submit a request to address the Board by clicking [here](#). Those who have registered to comment will receive an email prior to the meeting with information on how to join and comment telephonically. A speaker card will need to be submitted prior to the agenda item per Bylaws of the Board 9323, Meeting Conduct. Members of the public shall have an opportunity to address the Board regarding items on the agenda to be considered during Closed Session prior to the Board adjourning the meeting to Closed Session. Individual presentations are limited to a maximum of three (3) minutes; however, the time assigned for individual presentations could be fewer than three minutes depending upon the total number of speakers who wish to address a specific agenda topic. Detailed guidelines and information on what to do if you wish to address the Board of Trustees, is provided at the end of this agenda.*

**AGENDA**

**WORKSHOP 6:00 P.M.**

**CALL TO ORDER – ROLL CALL**

**PLEDGE OF ALLEGIANCE**

**ADOPTION OF THE AGENDA**

**1. CULTURAL PROFICIENCY PLAN:**

In October 2019, the Board approved an Education Services goal to create a Cultural Proficiency Task Force to develop a three-year plan. The 2019-2020 school year was spent building staff capacity with various forms of training, including a book study, workshop attendance, meetings, and networking with community-based agencies. The work has continued in the 2020-2021 school year and a three-year action plan has been developed, based on input from stakeholders, including the Cultural Proficiency Task Force, CUSD Against Racism core organizers, Capistrano Unified Management Association and representatives from the District English Learner Advisory Committee, and Native American Parent and Student Committee. Staff will provide an update on work that has been accomplished over the past year and will share a draft of the Cultural Proficiency Plan. Stakeholders are still providing feedback on the draft plan. Revisions will be made based on feedback from the Board and stakeholders and a final draft of the plan will be brought forward for approval at the December 16, 2020 Board meeting.

***CUSD Wig 1: Teaching and Learning – Engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students.***

***CUSD WIG 2: Communicate with, and engage students, parents, employees, and community members in Districtwide and community-specific decisions.***

***CUSD WIG 3: Optimize facilities and learning environments for all students.***

***Contact: Susan Holliday, Chief Administrative Officer, Education and Support Services***

**INFORMATION/  
DISCUSSION  
Page 1  
EXHIBIT 1**

Staff Recommendation

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

**ADJOURNMENT**

Motion by \_\_\_\_\_ Seconded by \_\_\_\_\_

**THE NEXT REGULAR MEETING OF THE BOARD OF TRUSTEES IS  
WEDNESDAY, NOVEMBER 18, 2020, 7:00 P.M.  
AT THE CAPISTRANO UNIFIED SCHOOL DISTRICT OFFICE BOARD ROOM  
33122 VALLE ROAD, SAN JUAN CAPISTRANO, CALIFORNIA**

For information regarding Capistrano Unified School District, please visit our website:

[www.capousd.org](http://www.capousd.org)

## **INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS PRESENT AT THIS MEETING**

We are pleased you can be with us at this meeting, and we hope you will return often. Your visit assures us of continuing community interest in our schools.

The members of the Board of Trustees of this District are locally elected state officials, who serve four-year terms of office, and who are responsible for the educational program of our community from grades kindergarten through twelve. They are required to conduct programs of the schools in accordance with the State of California Constitution, the State Education Code, and other laws relating to schools enacted by the Legislature, and policies and procedures which this Board adopts.

The Board is a policy-making body whose actions are guided by the school district's Mission and Goals. Administration of the District is delegated to a professional administrative staff headed by the Superintendent.

The agenda and its extensive background material are studied by each member of the Board for at least two days preceding the meeting. Board Members can call the administrative staff for clarification on any item, and many of the items on the agenda were discussed by the Board during previous meetings. These procedures enable the Board to act more effectively on agenda items than would otherwise be possible.

### **WHAT TO DO IF YOU WISH TO ADDRESS THE BOARD OF TRUSTEES**

If you wish to register to be a public speaker, please register by clicking [here](#).

**CLOSED SESSION:** In accordance with Education Code § 35146 and Government Code § 54957, the Board may recess to Closed Session to discuss personnel matters which they consider inadvisable to take up in a public meeting.

Members of the public shall have an opportunity to address the Board regarding items on the agenda to be considered during Closed Session prior to the Board adjourning the meeting to Closed Session. Individual presentations are limited to a maximum of three minutes; however, the time assigned for individual presentations could be fewer than three minutes depending upon the total number of speakers who wish to address a specific agenda topic.

**ORAL COMMUNICATIONS (Non-Agenda Items):** Regular, scheduled meetings of the Board shall have a portion of each meeting devoted to Oral Communications. Oral Communications, will take place following Special Recognitions. The total time for the Oral Communications portion of regular meetings shall be twenty minutes. Individual presentations are limited to a maximum of three minutes per individual but could be less if there are a large number of Oral Communication speakers. Legally, the Board may not take action on items raised by speakers under Oral Communications. The Board may, however, at its discretion, refer items to the administration for follow-up or place topics on a future Board agenda.

**ORAL COMMUNICATIONS (Agenda Items):** Members of the public shall also have an opportunity to address the Board on Open Session agenda items before their consideration by the Board. Individual presentations for the Consent Calendar are limited to a maximum of five minutes for all Consent Calendar items. Individual presentations for Discussion/Action agenda items are limited to a maximum of three minutes however; the time assigned for individual presentations could be fewer than three minutes depending upon the total number of speakers, who wish to address a specific agenda topic. The total time for presentations shall be limited to twenty minutes per agenda topic, unless the Board grants additional time. The Board shall hear all presentations after any staff comments but prior to the formal discussion by Board members of the agenda topic under consideration.

Once an agenda item has been opened for public comment, no additional "Request to Address the Board of Trustees" cards shall be accepted for that topic unless otherwise approved by the Board. When addressing a specific item on the agenda, the Board may vote to allow additional public speaker time for an individual Discussion/Action item.

**PUBLIC HEARINGS:** Any time the Board schedules a separate public hearing on a given topic, it shall not hear speakers on that topic before the public hearing, except as to the scheduling of the hearing, nor shall it hear speakers after the hearing, except as to changes in the recommended action at the time of the hearing.

### **REASONABLE ACCOMMODATION**

*In order to help ensure participation in the meeting of disabled individuals, appropriate disability-related accommodations or modifications shall be provided by the Board, upon request, in accordance with the Americans with Disabilities Act (ADA). Persons with a disability who require a disability-related accommodation or modification, including auxiliary aids and services in order to participate in a Board meeting, shall contact the Superintendent or designee in writing by noon on the Friday before the scheduled meeting. Such notification shall provide school district personnel time to make reasonable arrangements to assure accessibility to the meeting.*

**CAPISTRANO UNIFIED SCHOOL DISTRICT  
BOARD REPORT**

To: Board of Trustees

From: Susan Holliday, Chief Administrative Officer, Education and Support Services  
Gregory Merwin, Chief Academic Officer, Education and Support Services

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  
Rebecca Pianta, Coordinator, Counseling and Student Support  
Virginia Reischl, Curriculum Specialist  
Dave Stewart, Assistant Superintendent, School Leadership and Instruction, Elementary  
Stacy Yogi, Executive Director, State and Federal Programs

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  
                          Rebecca Pianta, Coordinator, Counseling and Student Support  
                          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.

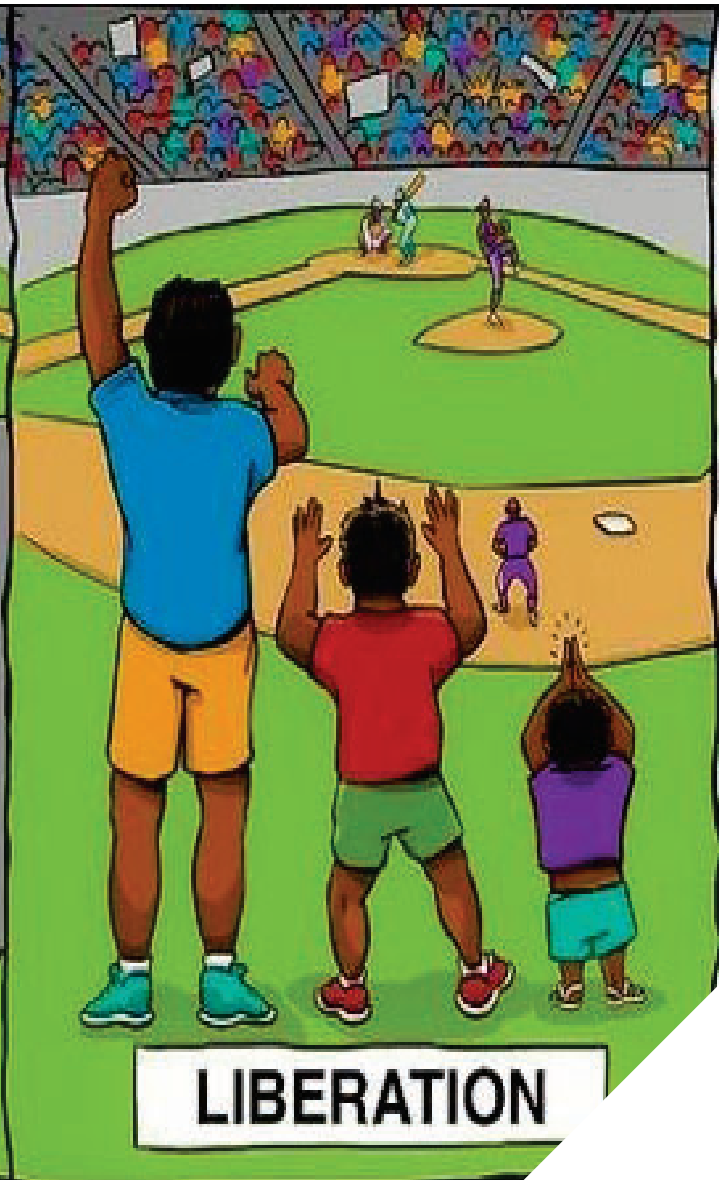
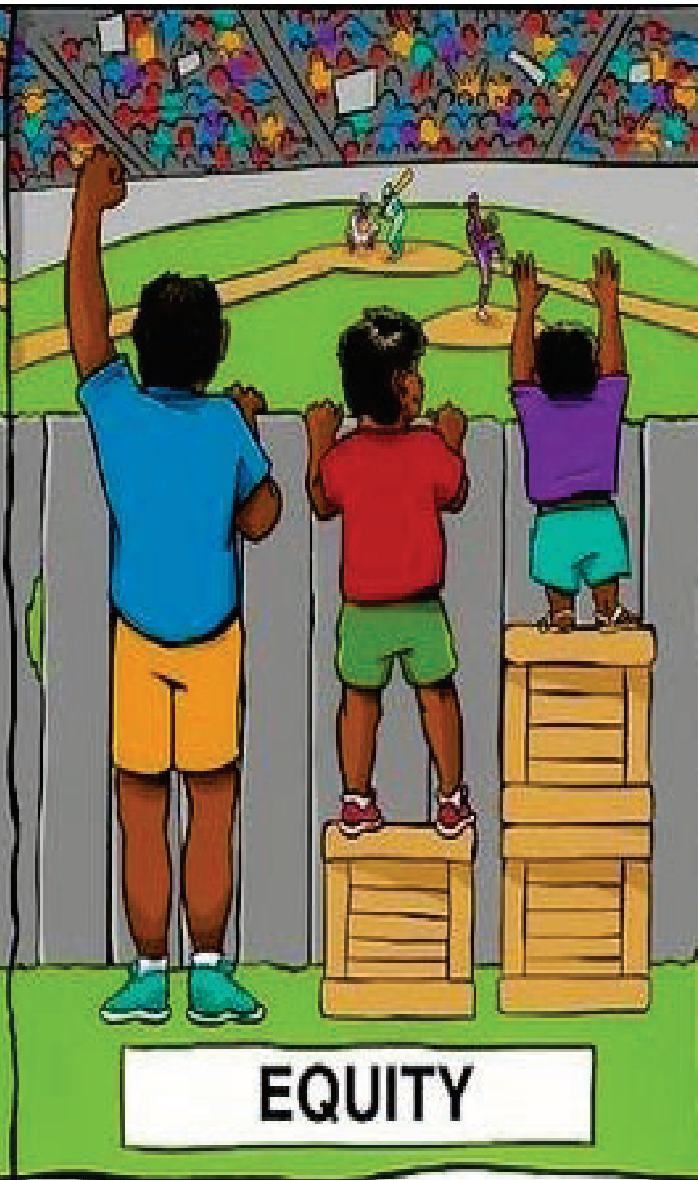
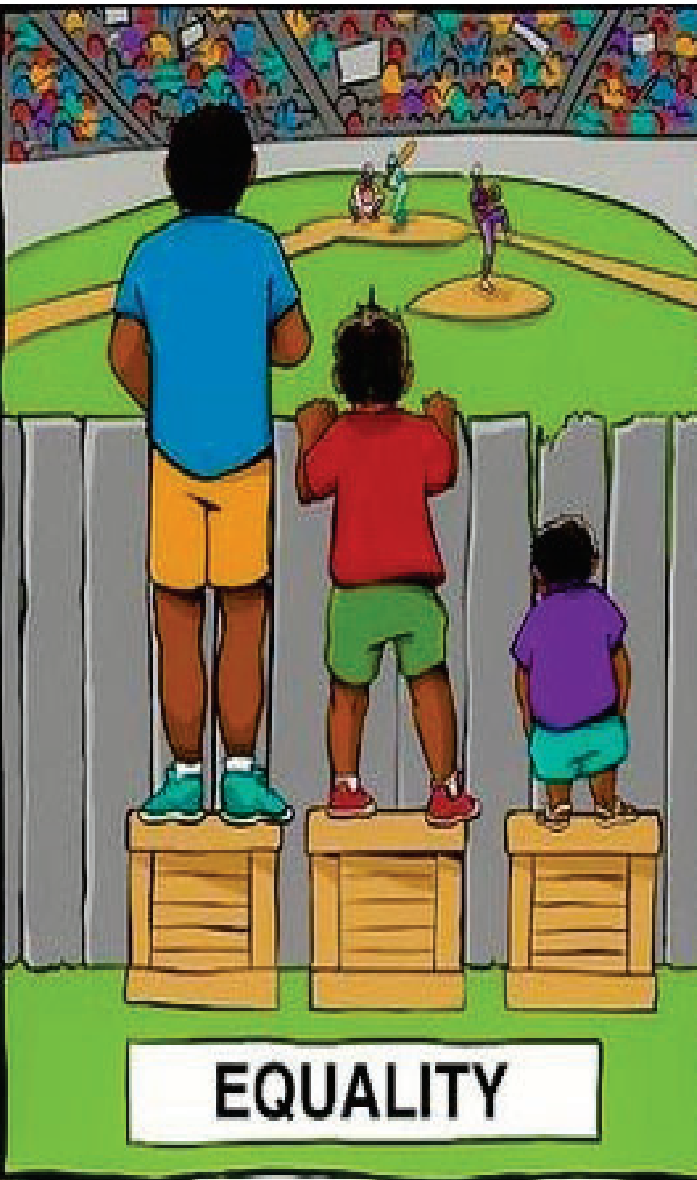


# Building Staff Capacity

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;

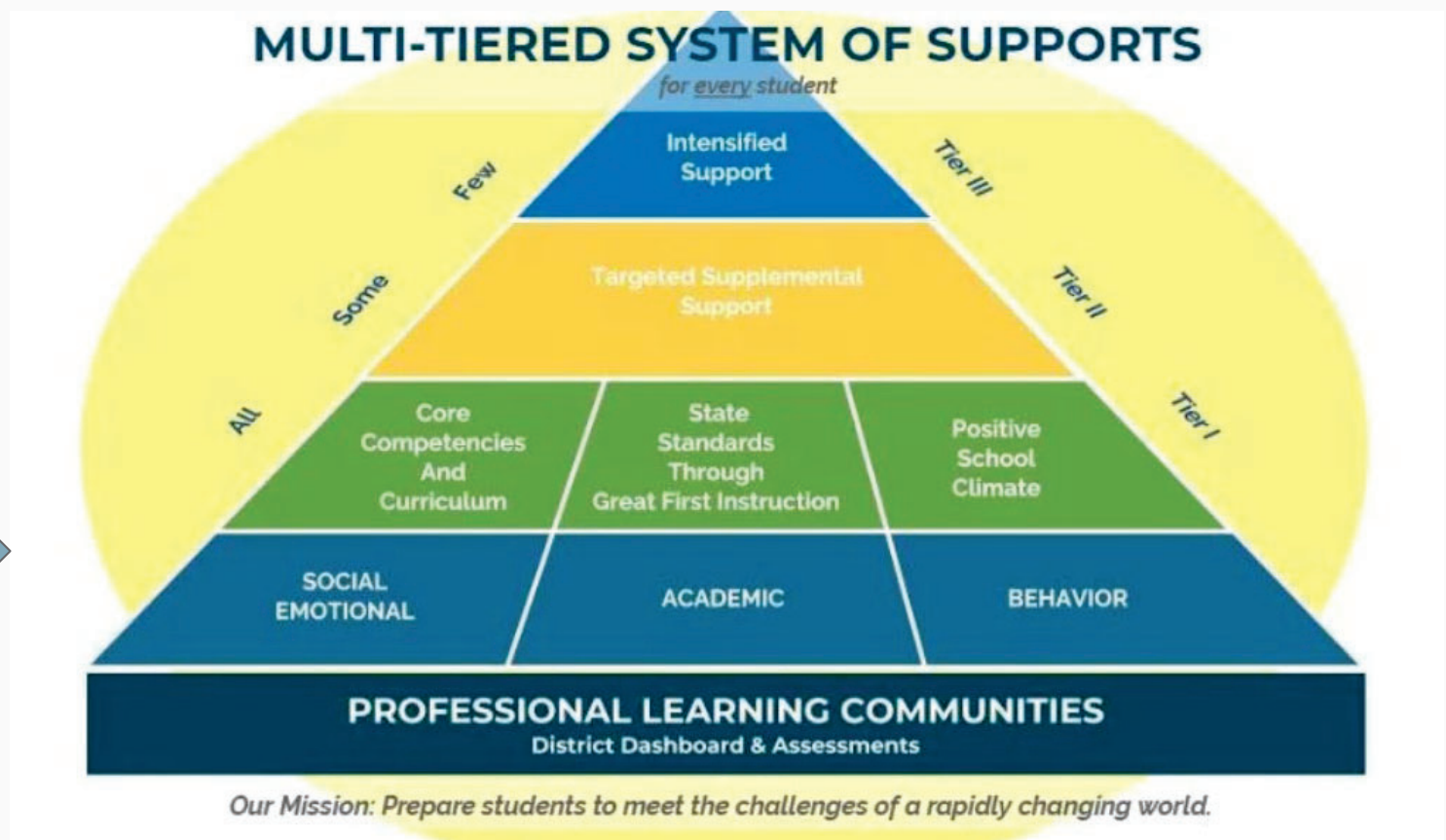
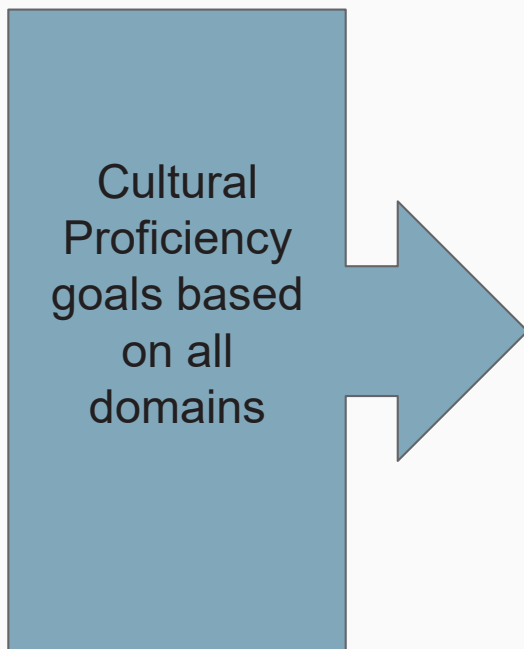
*NOW, THEREFORE BE IT RESOLVED*, that the Board of Trustees of the Capistrano Unified School District is committed to fostering an inclusive environment where every student, school employee, community member, and parent can expect to be treated with dignity and respect; and

*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

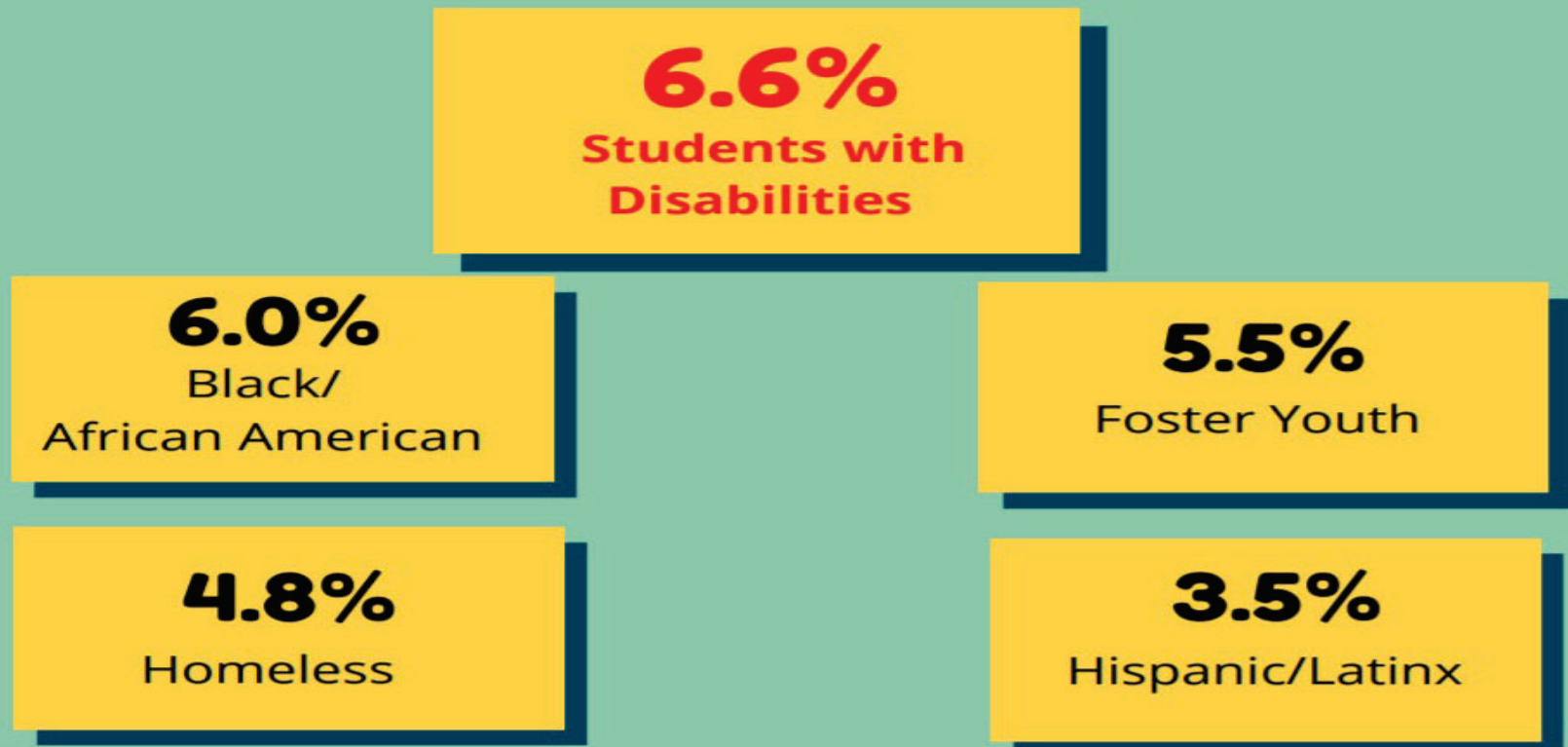
**Goal 2: CA Healthy Kids Survey** - By June 2023, improvement in school climate will result in a 5 % or greater reduction in harassment as reported on the CHKS grades 7th, 9th, and 11th question about harassment.

- 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

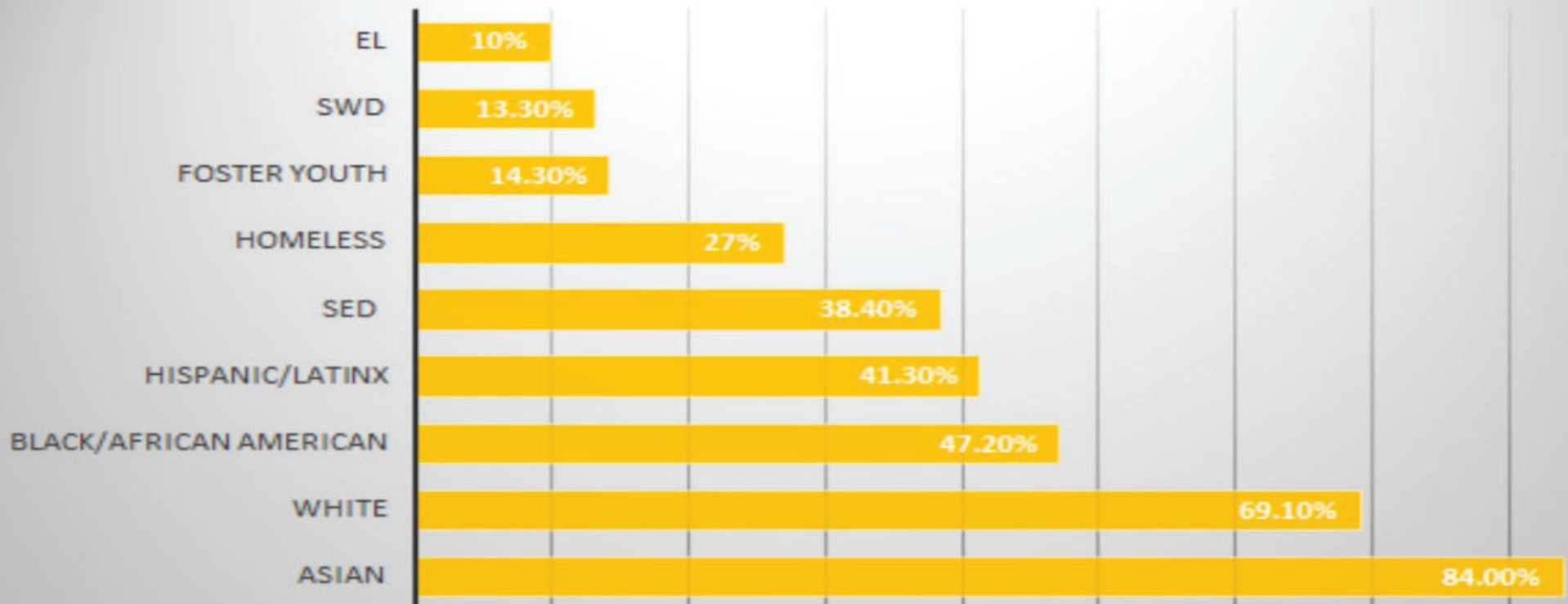
**Goal 3: Suspension** - By June 2023, suspensions will be reduced by 25% or more for identified student groups.

- 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%**



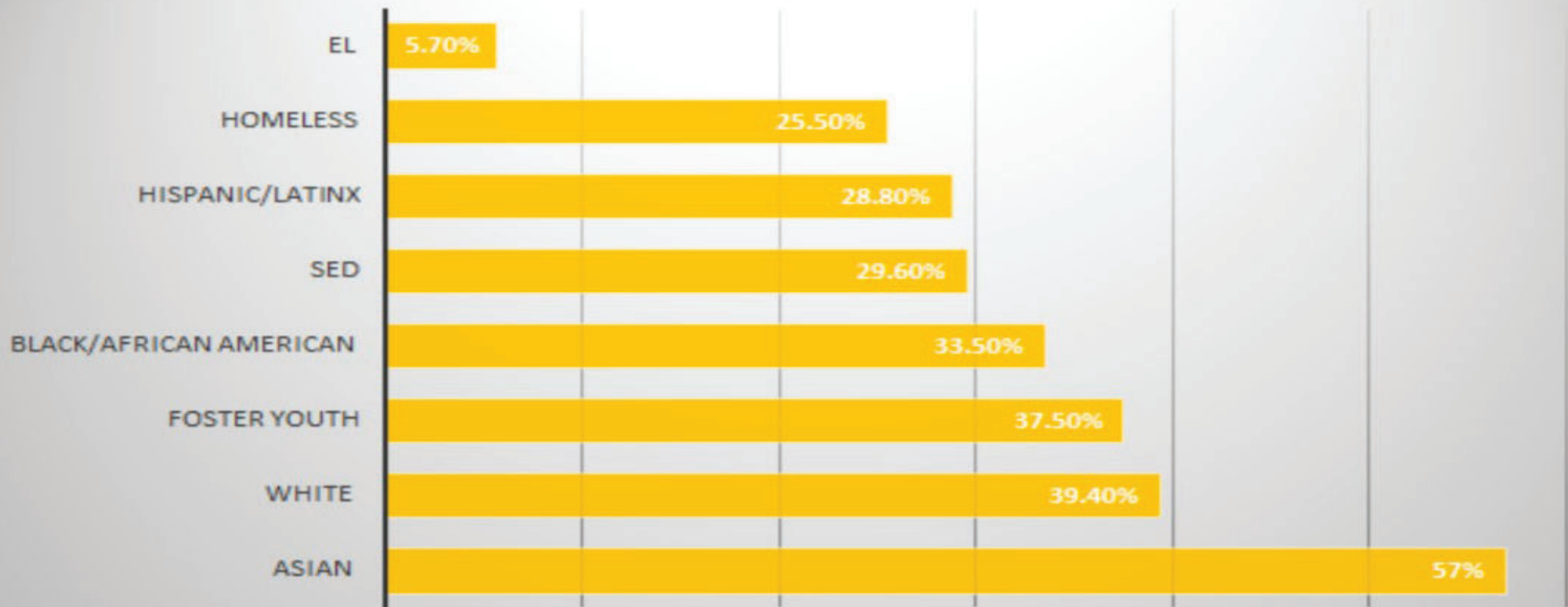
**Goal 4: A-G Completion** - By June 2023, increase A -G completion rates by 10% or more for identified student groups.

- 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                                     |

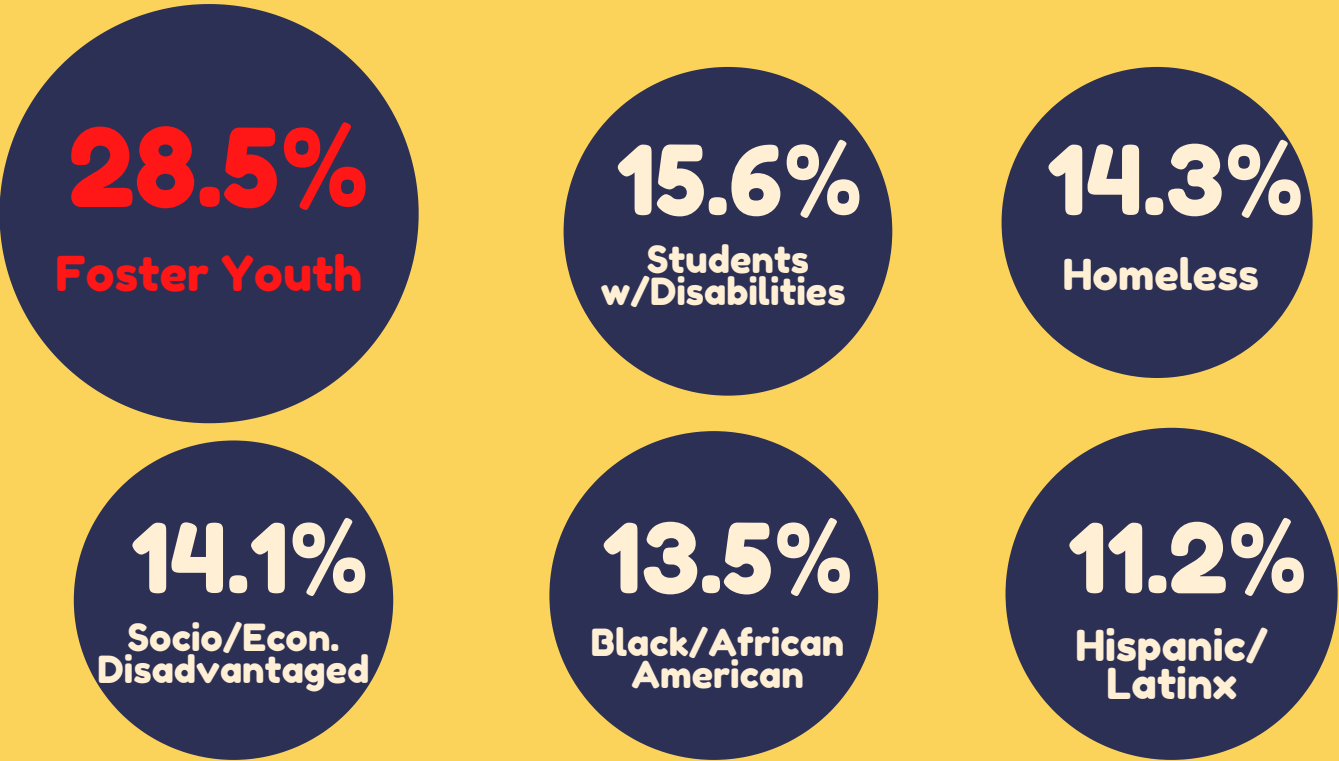


|                   |  |
|-------------------|--|
| Stephanie Smart   | Teacher, RH Dana Elementary                                    |
| Leo Spengler      | Teacher, San Juan Hills High                                   |
| Jasel Steinmetz   | Student Representative, San Clemente HS                        |
| 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

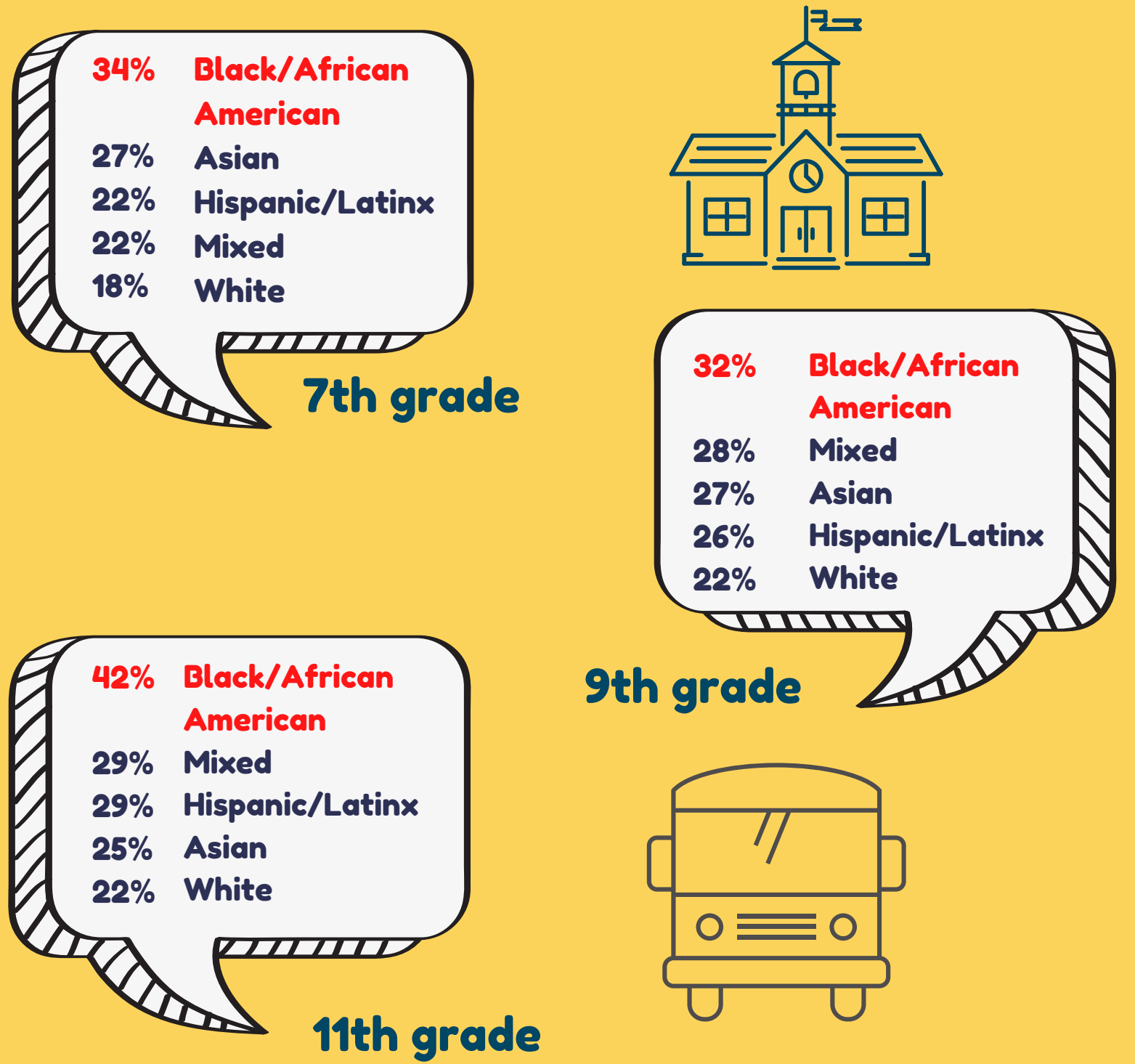
## Social-Emotional

### 2018-19 Chronic Absenteeism



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

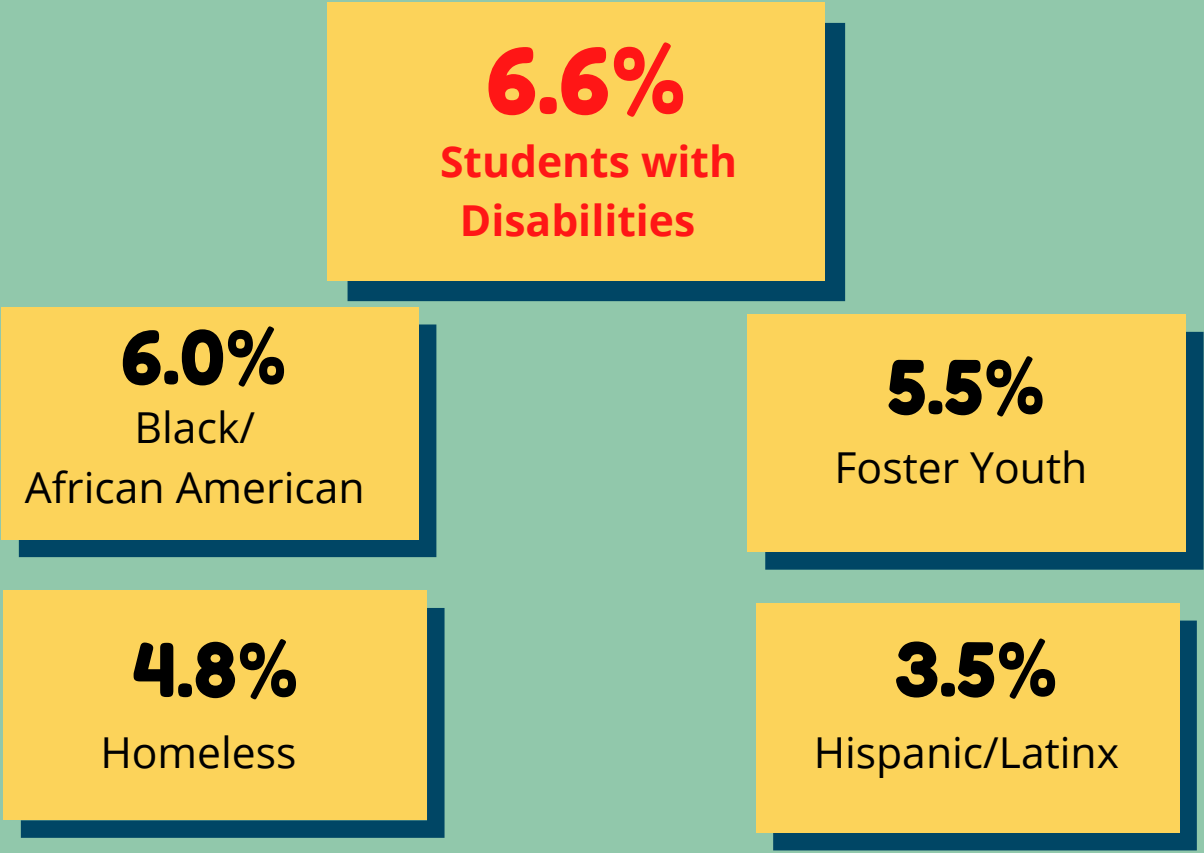
### California Healthy Kids Survey: Harassment 1 or more times - Due to Six Reasons\* on School Campus within past 12 months



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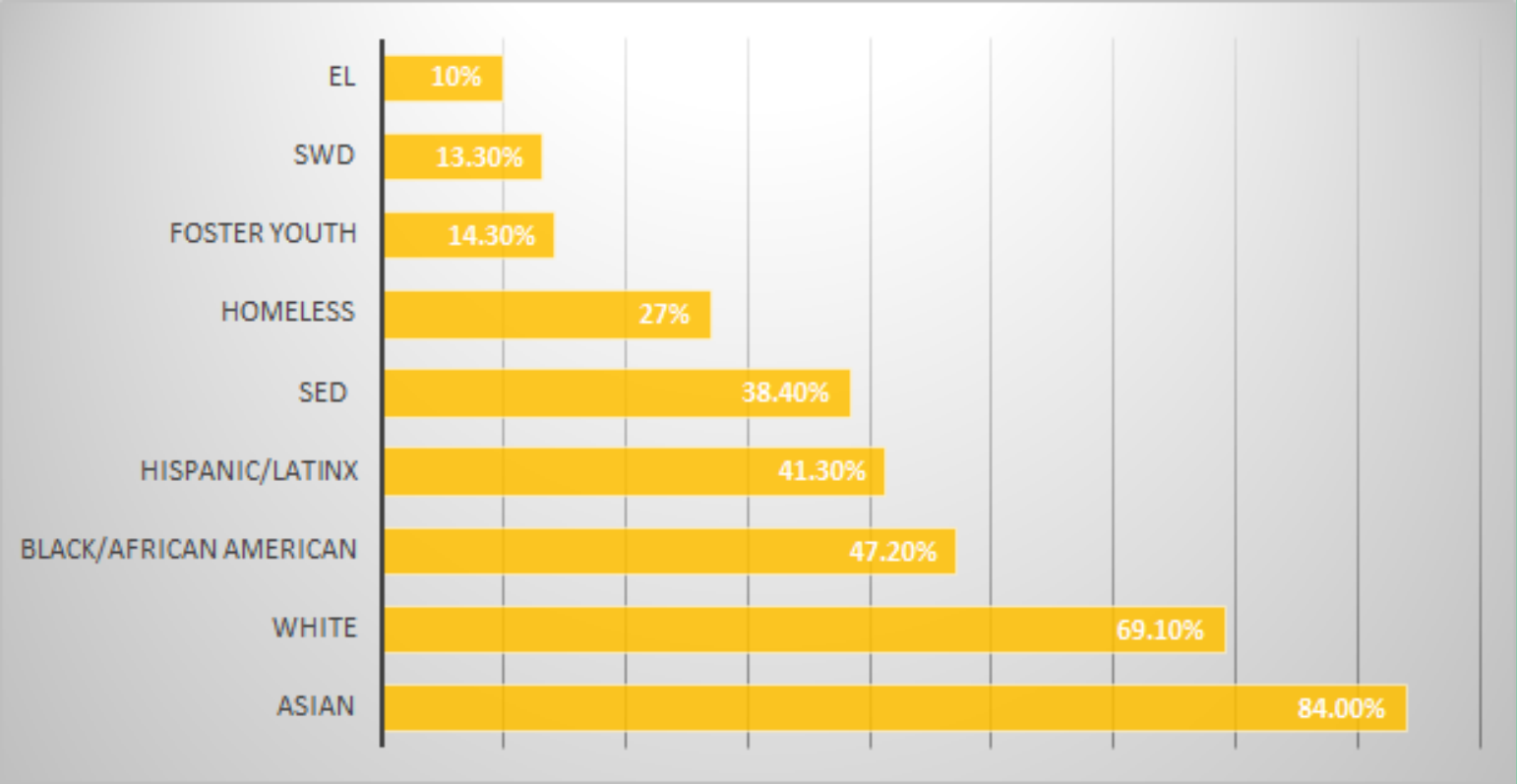
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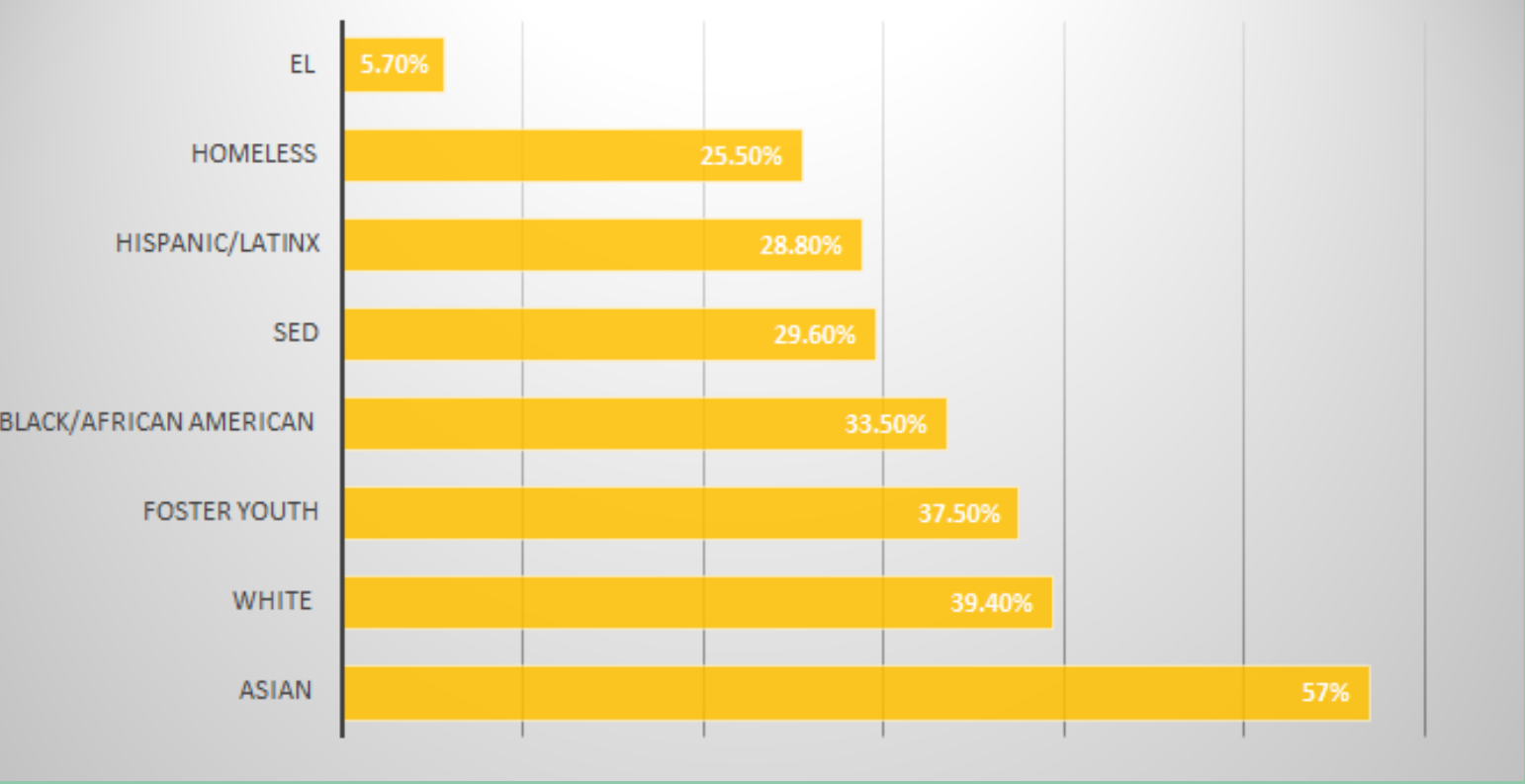


# Academics

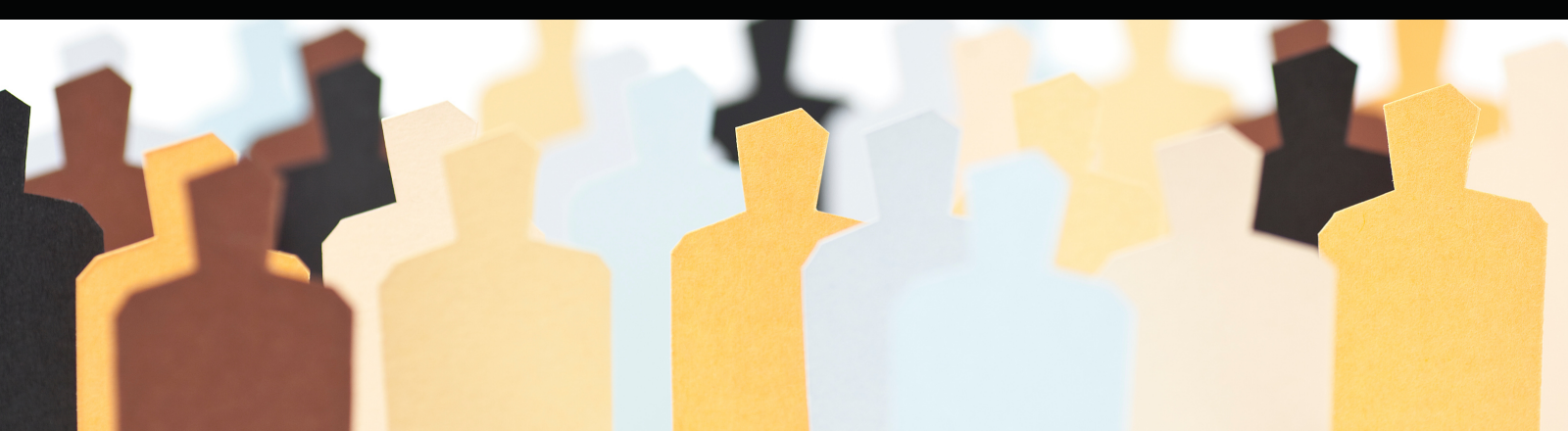
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## Cultural Proficiency Task Force Mission

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<br>Parents of English learners<br>Students who are English learners | Coordinator, Language Acquisition<br>Executive Director, State and Federal Programs<br>Parents | Chronic absenteeism data                                     | Decrease chronic absenteeism rate for ELs by 25% by June 2023:<br><br>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<br>EL Advisor<br>Bilingual Community Services Liaison<br>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:<br><br>10.9% to 8.1% | Annually at first ELAC meeting      |

|   |   |  |  |  |  |
|---|---|--|--|--|--|
| Teacher and student check-in regarding absences   | Teachers<br>Counselors<br>Students  | Teachers<br>Counselors   | Counseling<br>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<br>Counselors<br>Teachers<br>Parents and students in homeless situations                   | Bilingual Special Programs Liaison<br>Counselors<br>Teachers<br>Parents  | Quarterly chronic absenteeism attendance reports<br>OCTA bus passes<br>District bus passes | Decrease chronic absenteeism rate for students in homeless situations by 25% by June 2023:<br><br>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<br>Assistant<br>Bilingual Clerk<br>Site Attendance Staff<br>Counselors<br>Teachers<br>Parents<br>Students | SARB Counselor<br>Intermediate Office<br>Assistant<br>Bilingual Clerk<br>Site Attendance Staff<br>Counselors<br>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<br>SARB Counselor<br>SARB Administrator   | Assign a SARB Administrator<br>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<br>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<br>Administrators<br>Teachers<br>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<br>Administrator                            | Incentive budget                         | Motivate students to attend school regularly                        | June 2022                    |
| Establishing attendance goals and action plan                      | Students<br>Parents/Guardian | Counselors<br>Site Administrators                     | Additional 37.5 FTE<br>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<br><br>PBIS Trainers<br><br>COSA | Training materials<br><br>Subs<br><br>Materials<br><br>Additional Assignment hours                      | Schools District-wide will implement PBIS  | PBIS Tier One 2024<br><br>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<br>Bilingual staff | Communications Department, Principals, Department Heads                        | Bilingual Community Services Liaisons and Bilingual staff<br>Translation contracts (OCDE, Doc-Tracking) | Parent accessibility of important communication/information  | On-going                                     |
| Interpretation at parent meetings  | Bilingual Staff<br>Parents   | Administrators<br>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<br>Spring and Fall 2022<br>Spring and Fall 2023 |
| Where Everybody Belongs (WEB) Program and Link Crew and other peer support programs for orientation | WEB and Link Crew Coordinators<br><br>ASB Coordinators | Coordinator of counseling and student support<br>Activities Directors<br>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<br>Counselors<br>Teachers  | Presentations   | Students understand how to prevent and intervene with bullying incidents          | June 2021                |
| Training on multi-sensory, differentiation, and intervention | Teachers  | Executive Director,<br>Professional Learning and Employee Engagement<br>Executive Director,<br>Infant-Grade 5 | K-3 Wonders Intervention Kit<br>Trainers<br>Teacher additional assignment hours | Training in Multi-Tiered System of Supports and Student Success Teams             | Ongoing 2021, 2022, 2023 |
| Increase mainstreaming                                       | Administrators<br>Teachers<br>Parents<br>Students | Administrators<br>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<br>Counselor to Student ratio of 1:425 at secondary                 | August 2021   |
| Staff training and student club programs<br>( <i>No Place for Hate, Bridges</i> )                           | Administrators<br>Teachers<br>Students     | Anti-Defamation League<br>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<br><br>Activities Directors | WEB & Link Crew Binder and DVD | Help ensure a smooth transition   | June 2023   |
| Inclusivity in orientation and transition meetings/ programs  | Principals<br>Staff<br>Parents<br>Students | Principals<br>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<br><br>Restorative Justice-Teen Court        | Administrators<br><br>Staff<br><br>Campus and Student Supervisors | Coordinator of Counseling and Student Support<br><br>Counselor on Special Assignment<br><br>ELA Curriculum Specialist | Funding to increase trainer of trainers<br><br>Subs<br><br>Books | Participants will understand how to implement Restorative Practices              | June 2024       |
| Discipline Handbook revisions                                      | Administrators<br><br>Parents<br><br>Students                     | Cultural Proficiency Discipline Advisory<br><br>Executive Director Safety and Student Support                         | Discipline Handbook  | Staff, parents, and students will understand the district-wide safety procedures | October 2020    |
| Discipline Training  | Administrators<br><br>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<br>Director Safety and Student Services   | Board policy<br><br>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<br><br>Director of Information Systems                                 | Discipline data  | Identify at-promise students   | December 2020   |

|                                       |              |  |                |  |           |
|---------------------------------------|--------------|--|----------------|--|-----------|
|                                       |              | Coordinator of<br>Counseling and Student<br>Support      |                |  |           |
| Establish and use a Data<br>Warehouse | School Staff | Chief Technology<br>Officer<br><br>Deputy Superintendent | Data Warehouse | Easily access<br>disaggregated data for<br>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<br>Safety and Student<br>Services Department<br>Website with Discipline<br>Plan and Bully<br>Prevention Protocol | Students         | Director of Safety and<br>Student Services | Website           | Students understand the<br>discipline process and<br>policies | June 2021       |
| Educating students<br>about discipline<br>procedures   | Students         | Administrators<br>Staff                    | Presentation      | Students understand the<br>discipline process and<br>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<br>Counselors<br>Academic Advisors   | Presentation slides  | Increased understanding of a-g course work<br>Increased a-g rate   | June 2021<br>June 2022<br>June 2023 |
| Presentation to EL parents at MS & HS ELAC meetings      | EL Advisor<br>Bilingual Community Services Liaison<br>Academic Advisor | EL Advisor   | Presentation slides  | EL parents awareness and identification of classes that are A-G<br>EL parent understanding of necessity of A-G completion in application to UC and CSU schools | June 2021<br>June 2022<br>June 2023 |
| Training on the SST Process                              | SST Site Coordinators  | District SST Coordinator   | Powerpoint presentation<br><br>SST Handbook                                    | Participants will understand the District SST Protocol   | Annually                            |
| Training on Language Development and Learning Disability | SST Coordinators<br>Special Education Staff                            | Coordinator, Language Acquisition<br>Executive Directors,<br>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<br>Counselors<br>College and Career<br>Counselors | Presentation and Goal<br>setting template | Students will set<br>long-term and short<br>term goals              | Ongoing                             |
| Educate students on a-g | Students         | Futureology<br>Counselors<br>Academic Advisors                      | Presentation slides                       | Increased understanding<br>of a-g course work<br>Increased a-g rate | June 2021<br>June 2022<br>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<br>Student Success Team   | Intervention materials | Standards mastery  | June 2022       |
| Explore equitable<br>grading practices | Teachers<br>Students | Executive Directors,<br>Elementary and<br>Secondary<br>Report Card Committee | Meeting time           | Grades that reflect<br>student mastery of<br>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,<br>Secondary<br>Assistant Principals of<br>Guidance | Master scheduling<br>AP Teacher Training<br>costs | diverse enrollment  | June 2022<br>June 2023 |
| Expand AP for all students through active recruitment and support (Model SJHHS)    | Students<br>Teachers  | Assistant Principals of<br>Guidance<br>Teachers                         | Master scheduling                                 | increased access  | June 2022<br>June 2023 |
| Parent presentation about AP courses at MS & HS ELAC meetings                      | EL Advisor<br>Bilingual Community<br>Services Liaison<br>Academic Advisor | EL Advisor  | Meeting time<br>Presentation                      | Greater awareness by<br>EL parents about the<br>value of AP courses as<br>related to enrollment<br>and success in college<br>courses. | June 2022<br>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<br>Principals   | Master scheduling                      | diverse enrollment   | June 2022<br>June 2023     |
| Summer AP “camp”                      | 8-10th grade Students | Guidance Assistant<br>Principals<br>Activities Directors<br>ASB Students | Teacher additional<br>assignment hours | Student understanding<br>of what AP classes are<br>like:<br>-reading<br>-assignments<br>-content | Summer 2022<br>Summer 2023 |

|  |          |  |   |   |           |
|--|----------|--|---|---|-----------|
| Student Cohort Pilot   | Students | Guidance Assistant<br>Principals<br>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<br>Staff   | Principals<br>Staff   | Data from:<br>Dataquest, CHKS,<br>CA School Dashboard,<br>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<br>\$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<br>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<br><br>Spring 2021 Cohort - March/April 2021 |
| Cultural Proficiency Professional Learning Series | Employees  | Coordinator of Counseling and Student Support<br><br>Counselor on Special Assignment<br><br>Diversity Specialists | Powerpoint Presentation Subs<br><br>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<br>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<br>PTSA  | Coordinator, Counseling<br><br>CUCPTSA  |   | Topics such as Implicit Bias and Equity   | Annually June 2021, June 2022, June 2023                                       |
| Cultural Proficiency Task Force                   | Staff<br>Parents<br>Students                             | Cultural Proficiency Lead Team  | Meeting time<br>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<br>Parents<br>Students<br>Community members | Administrators<br>CAC<br>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<br><br>Begin with Novels | Staff<br>Teachers<br>Curriculum Specialists<br>Task Force<br>Students | Teachers<br>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<br>Students                   | None   | Staff understanding of student perspective   | September, 2020                  |
| Anti-bias training for students  | No Place for Hate Clubs<br>ASB  | Anti-Defamation League<br><br>Bridges                                   | Cost of the training                                 | Empower students to combat bias and bullying as a means to stop the escalation of hate on campus;<br>Training and leadership support on the impact of social media content | Ongoing                          |
| Cultural Proficiency Lessons for Students                                  | Students  | Coordinator of Counseling and Student Support<br>Teachers<br>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<br>Site PTSAs   |  | Process for student recruitment to PTSA<br>Meeting times where students can participate<br>Student presentations on agendas  | June 2021                        |

|                               |   |  |            |  |           |
|-------------------------------|---|--|------------|--|-----------|
| Explore Ethnic Studies Course | Staff<br>Task Force<br>OCDE<br>Students | Academic Counselors<br>AP Guidance<br>Curriculum Specialists | Curriculum | A-G Course<br>Equity and Access<br>Inclusivity | June 2023 |
|-------------------------------|---|--|------------|--|-----------|

**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?                     |
|---|---|-------------------------------|--|---|-------------------------------------|
| <p>Examining recruiting and hiring practices</p> <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 | <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> | Greater representation of ethnic groups across all employee groups. | June 2021<br>June 2022<br>June 2023 |

|   |   |   |   |  |                              |
|---|---|---|---|--|------------------------------|
| and disabled statement on Ed-Join<br>• Diverse representation in advertising for jobs on multiple platforms including social media.   |   |   | Training materials for panel members<br><br>Committee to review application and interviewing practices  |  |                              |
| On-boarding<br>• Review CUSD's commitment to equity and Cultural Proficiency at on-boarding appointments for new staff<br>• Utilize the New Teacher Orientation to share our work in Cultural Proficiency with new teachers<br>• Welcome slide deck and/or video for classified staff | Human Resource Services staff<br><br>Staff      | Human Resource Services staff                   | Add to the existing onboarding welcome packet the district's commitment to equity and cultural proficiency<br><br>HR presentation at the New Teacher Orientation<br><br>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<br>• Compile data to identify trends in attrition of staff  | Human Resource Services staff                   | Human Resource Services staff                   | Data collection<br><br>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<br>Administrators | Human Resource Services staff<br>Administrators |   | Surplused process is reflective of the needs of individual school sites                    | Fall 2021 and ongoing        |