

**CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD REPORT**

To: Board of Trustees

From: Gregory Merwin, Associate Superintendent, Education and Support Services

Prepared by: Refugio Gracian, Executive Director, Cultural Proficiency, Access, Equity, and Social Emotional Learning

Date: February 22, 2023

Board Item: Cultural Proficiency Bi-annual Report

HISTORY

This is a bi-annual information item. The Cultural Proficiency Plan was approved by the Board on December 16, 2020.

BACKGROUND

Staff will provide a report to Trustees 2 times per school year to share progress on the implementation of the actions and services contained in the Cultural Proficiency Plan. The first report is February 22, 2023, Board meeting. The second report will be presented at the July 19, 2023, Board meeting.

CURRENT CONSIDERATIONS

Progress on Cultural Proficiency Plan

Staff has continued to make progress on the Cultural Proficiency Plan in the following areas, which are listed below with the cultural proficiency strategy that is addressed.

Translation

- **Strategy 1.1 Translation:**

- o Staff has translated into Spanish 10 CUSD Insider articles, 9 news updates and messages to families, 7 Board agenda items and Administrative Regulations, and 4 items on the District's website. This work is in addition to translations taking place through the Office of Language Acquisition and school sites through Bilingual Community Liaison (BCL) Services.
- o Staff continues to participate in BCL and District English Learner Advisory Committee meetings during the year to educate members on key communications information and practices, and identify potential stories.

Counseling

- **Strategy 1.2 - Counseling and Staff training:**

- o Cultural Proficiency and Second Step Lessons are being implemented Districtwide.

- o Counselors have received Mental Health Training from the Wellness and Prevention center.
- o Counselors were trained on the American School Counselor Association (ASCA) documentation process that can serve for site Recognized ASCA Model Program (RAMP).
- o Counselors were trained on the process and procedures that involve District Board Policy 5180, *Nondiscrimination*.
- **Strategy 1.2 - Staff training and Student Club Programs (No Place for Hate (NPFH)):**
 - o 10 schools are currently working with Anti-Defamation League (ADL) for NPFH staff training, using the NPFH framework, and working towards getting NPFH designation in the 2022-2023 school year:
 - Carl Hankey K-8
 - Clarence Lobo Elementary School
 - Dana Hills High School
 - Las Palmas Elementary School
 - Marco Forster Middle School
 - Oak Grove Elementary School
 - Palisades Elementary School
 - Philip Reilly Elementary School
 - San Clemente High School
 - San Juan Hills High School
 - o 14 school sites are currently registered to use NPFH framework and resources, and they are working towards getting NPFH designation. These schools are not part of the training from ADL in the 2022-2023 school year:
 - Aliso Niguel High School
 - Aliso Viejo Middle School
 - Capistrano Union High School
 - Castille Elementary School
 - Don Juan Avila Elementary School
 - Don Juan Avila Middle School
 - Ladera Ranch Middle School
 - Laguna Niguel Elementary School
 - Oso Grande Elementary School
 - RH Dana Elementary School
 - San Juan Elementary School
 - Shorecliffs Middle School
 - Tesoro High School
 - Wood Canyon Elementary School

Professional Learning

- **Strategy 2.1 and 2.2 - Professional Learning:**

- 43 school sites sent site cohorts to the 2022-2023 Restorative Practice Trainings led by the Orange County Department of Education (OCDE). Staff are currently working with OCDE to solidify Restorative Practice training dates for the 2023-2024 school year where all sites will send site teams to participate in the trainings
- 48 of 56 District schools have completed Tier 1 Positive Behavior Intervention Support (PBIS) training. The remaining 8 District schools will complete Tier 1 PBIS training by Fall 2023. Staff are currently working with OCDE to solidify Tier 2-3 PBIS Training dates for the 2023-2024 school year.
- **Strategy 3.1 - Professional Learning:**
 - All District Capistrano Unified Management Association (CUMA) managers have completed Implicit Bias Staff Trainings.
 - The second Access and Equity Cohort completed their training and are now certified through Axiom. The third Access and Equity Cohort will complete training and be certified by Axiom by May 2023. The Access and Equity Cohort certification process focuses on expanding content knowledge related to the District's 7 Cultural Proficiency Plan Goals. There are 30 members in the third cohort made up of teachers and administrators. Staff will work with Axiom to provide additional cohorts of staff to attend during the 2023-2024 school year.

Cultural Proficiency: Diversity, Equity, and Inclusion (DEI)

- **Strategy 3.1 - Cultural Proficiency Task Force:**
 - DEI Leadership team continues meeting monthly to review current cultural proficiency related concepts, implementation guide and data. The DEI leadership team includes the following members: Refugio Gracian, Executive Director of Cultural Proficiency, Access, Equity and Social Emotional Learning; Meg Ervais, Executive Director Curriculum and Instruction General and Special Education 6-12; Peggy Baerst, Executive Director Curriculum and Instruction General and Special Education Preschool through Grade 5; Stacy Yogi, Executive Director State and Federal Programs; Laura Lyon, Executive Director Human Resource Services/Employee Engagement; Rowena Mak, Director II Language Acquisition; Erika Gardner, Coordinator College and Career Counseling; and Omero Corral, Counselor on Special Assignment.
 - o The DEI Leadership Team is guiding the implementation of school posters that will promote inclusivity (*Strategy 1.1*)
 - The DEI Guiding Coalition continues to meet quarterly to review and give feedback to the DEI Leadership Team on the implementation of the Cultural Proficiency Plan. Members of the DEI Guiding Coalition are: Mr. Gracian, student representatives from all District high schools, certificated and classified site representatives, elementary and secondary site administrator representatives, Community Advisory Committee, District English Learner Advisory Committee (DELAC), and Capistrano Unified Council Parent Teacher Student Association representatives.

Cultural Proficiency Team Resources

- **Strategy 3.1 - Cultural Proficiency Team Resources:**
 - o All District schools have completed their Cultural Proficiency Site Goals Forms. Principals and leadership teams are able to articulate each site's plans. At the July

19, 2023, Board meeting, staff will present links to each school's completed individual Cultural Proficiency Goals.

College and Career Centers:

- **Strategy 6.2: Educate and empower students on A-G requirements and choices and support their self-advocacy.**
 - 3 Career Guidance Specialists have been hired to work with students in the 6 high school career centers. Their focus is supporting students in exploring Career Technical Education pathways that are connected to future college and career plans.
 - All 6 District high schools have career centers currently open to support students. These centers are designed to support students in pursuing their college and career plans as well as assisting in high school course selection.

Staff Recruitment:

- **Strategy 4.1 - Examine recruiting, hiring and placement practices, on-boarding strategies and staff retention data:**
 - Recruiting and Hiring:
 - The fourth District Hiring Fair was held on February 7, 2023, with a focus on filling hard to fill classified positions. Additionally, staff held 2 department-specific fairs (Food and Nutrition Services and Transportation). Staff continues to attend local county, community college, and university job fairs both within and outside of Orange County. Human Resource Services (HRS) expanded recruitment efforts online (beyond EdJoin) to include social media, job and networking sites, and radio advertising.
 - This spring, HRS will present to all graduating classes at each high school, including Union High School. The topic is "Consider Capo" where staff will share certificated and classified opportunities with all students as they consider post graduation employment opportunities.
 - Bilingual staff are available at all hiring fairs.
 - Onboarding:
 - HRS is adding a brief overview of our cultural proficiency plan/goals to onboarding packet and new employee orientation.
 - In continued efforts to improve customer service, HRS is currently working with Qualtrics to design onboarding and exit surveys to gather information about the employee's experience during the hiring or separation process. Surveys will include questions about the application and interview process, onboarding, and communication with HRS. Should the employee separate from the District, the exit survey will be looking for information about why and include questions specifically focused on equity, diversity and inclusion.
 - Interviewing:
 - HRS has revised their Interview Protocols which include statements regarding confidentiality, inclusion, and equal opportunity employment that are reviewed with administrators, managers, and interview panels.

Academics:

- **Strategy 6.1 - Presentation to English learner (EL) parents at middle school and high school English Learner Advisory Committee (ELAC) meetings:**
 - During the 2022-2023 school year, DELAC meetings were/will be held on October 27, 2022, December 15, 2022, March 16, 2023, and May 18, 2023. There are several required topics that were discussed including the EL Master Plan, Title III budget, Local Control Accountability Plan engagement, etc. Other topics for discussion include District goals and priorities, including the District's Cultural Proficiency Plan.
 - English Learner Advisory Council (ELAC) meetings are held at school sites 3-4 times per year and dates vary. These meetings provide sites with opportunities to engage parents of families that speak a language other than English on topics that pertain to the success of English Learners (EL). Future plans to develop a template that sites can use to increase EL families' awareness of their site's cultural proficiency plan are currently being developed by staff.

Safety and Student Services:

- **Strategy 2.1 - Examine and improve discipline policies through a cultural proficiency lens and educate adults on those practices (from Goal 2: Behavior-Suspensions):**
 - Each year, a team of assistant principals along with Safety and Student Services staff reviews the discipline handbooks and discipline guidelines. The teams review the documents for their respective grade levels (elementary, middle, and high school). The teams make adjustments to the guidelines based on current trends and data through the lens of cultural proficiency along with guidance from staff. Examples include reviewing disciplinary consequences for the use of racial slurs and clearly defining student behaviors such as cultural insensitivity, hate speech, and racism.
 - At the Safety and Student Services Assistant Principals' meetings, data regarding suspensions and expulsions are disaggregated by race and ethnicity. Additionally, Aeries codes have been developed with more specific coding of the types of student behaviors so that the site administrators can better understand data trends in their discussions and planning for support. Discussions are held to strategize support for students who have higher levels of discipline, so that all schools are consistent with appropriate levels of consequences.

2022/2023 Mid-Year Cultural Proficiency Implementation Guide Data

- **GOAL 1: 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 California Healthy Kids Survey (CHKS) grades 7, 9, and 11 question about harassment.**

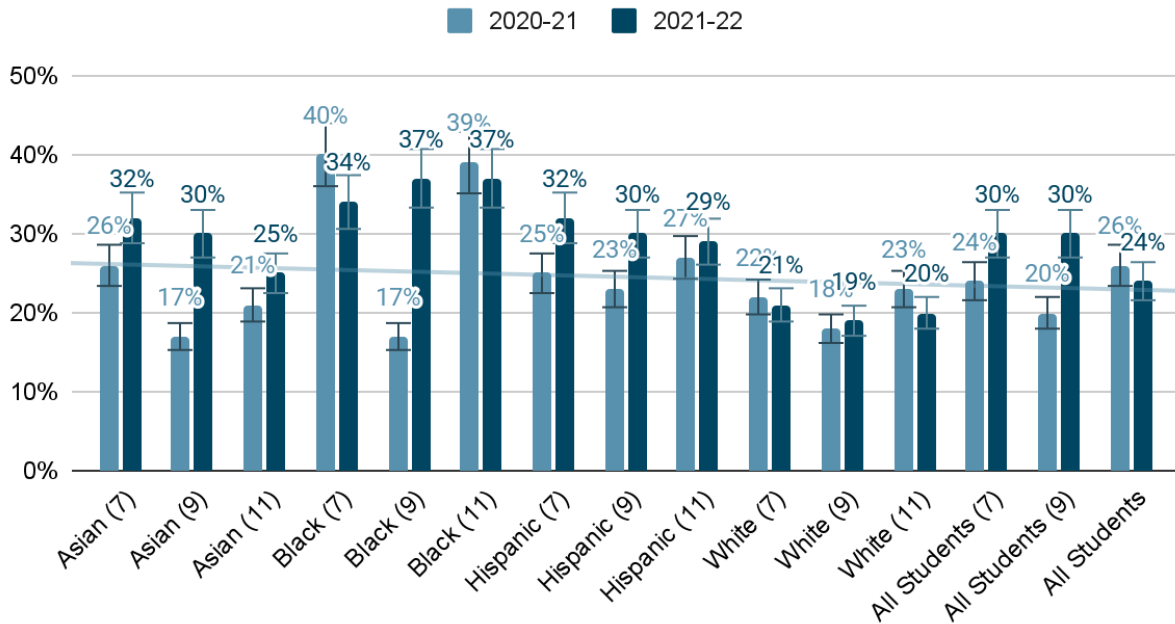
Analysis: As the data shows, from the 2020-2021 to the 2021-2022 school year, the following subgroups reported an increase in school harassment in the 3 recorded grade levels Asian (seventh: +6 percent; ninth: +13 percent; and eleventh: +4 percent) and Hispanic (seventh: +7 percent; ninth: +7 percent; and eleventh: +2 percent) while our Black subgroup decreased by 6 percent for seventh grade and 2 percent for eleventh grade, and increased by 20 percent for ninth grade. The White subgroup saw a decrease in reported harassment in seventh (-1 percent) and eleventh grade (-3 percent) and a 1 percent increase in ninth grade.

CHKS Question: Any Harassment on School Property in the past 12 months

Year	2018-19			2019-20			2020-21			2021-22			2022-23 (Targets)		
Grade	7	9	11	7	9	11	7	9	11	7	9	11	7	9	11
Asian	34%	29%	28%	34%	33%	26%	26%	17%	21%	32%	30%	25%	22%	22%	20%
Pacific Island	*	10%	28%	*	*	35%	*	*	*	*	36%	*	30%	12%	13%
Black	41%	39%	34%	*	39%	50%	40%	17%	39%	34%	37%	37%	29%	27%	37%
Hispanic	31%	31%	35%	30%	27%	26%	25%	23%	27%	32%	30%	29%	17%	21%	24%
Am. Indian	23%	26%	*	24%	*	*	*	*	*	8%	40%	*	10%	19%	37%
White	28%	31%	28%	30%	24%	23%	22%	18%	23%	21%	19%	20%	23%	26%	23%
All Students	30%	31%	31%	30%	27%	25%	24%	20%	26%	30%	30%	24%	25%	26%	26%

*Indicates less than 10 respondents

Reported Harassment



Next Steps: Staff will continue reflection and implementation of Positive Behavior Intervention and Support (PBIS) site implementation along with monthly cultural proficiency focused site events to increase student connectedness and inclusivity. Staff will continue to collaborate with site leaders on strategies and training associated with anti-bullying, student connectedness, and school culture. Staff will also present the CUSD Cares Plan for consideration in late Spring 2023, and the plan emphasizes student connectedness, which is intended to reduce harassment claims.

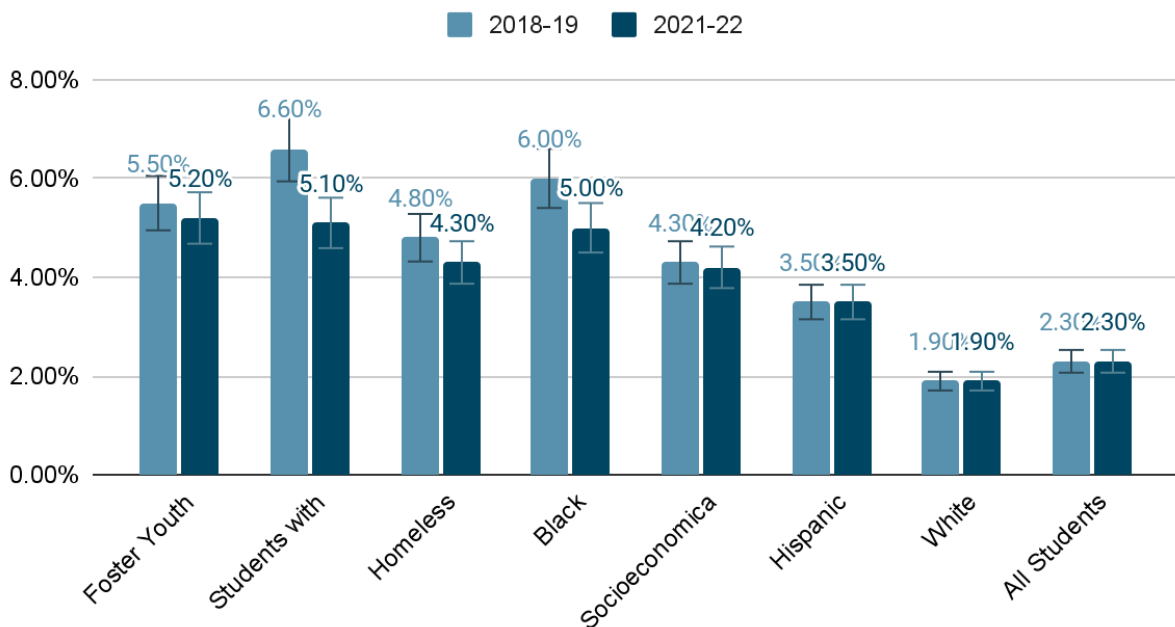
- **GOAL 2: Behavior - Suspension: By June 2023, suspensions will be reduced by 25 percent or more for identified student groups**

Analysis: As the data shows, all subgroups either remained the same (Hispanic and White) or decreased (Foster Youth -.3 percent; Students with Disabilities -1.5 percent; Homeless -.5 percent; Black -1.0 percent; and Socioeconomically Disadvantaged -.1 percent) in suspension percentages during the 2021-2022 school year when compared to the base school year of 2018-2019.

Metrics	From 18-19	19-20	20-21	21-22	By June 2023
Foster Youth	5.5%	N/A	0.8%	5.2%	4.1%
Students with Disabilities	6.6%	N/A	1.3%	5.1%	4.9%

Homeless	4.8%	N/A	1.4%	4.3%	3.6%
Black	6.0%	N/A	0.2%	5.0%	4.5%
Socioeconomically Disadvantaged	4.3%	N/A	0.9%	4.2%	3.2%
Hispanic	3.5%	N/A	0.8%	3.5%	2.6%
White	1.9%	N/A	0.5%	1.9%	1.4%
All Students	2.3%	N/A	0.6%	2.3%	1.9%

2018-19 (Baseline) and 2021-22 (recent data)



Next Steps: Staff will continue to collaborate with site leaders on strategies and training associated with anti-bullying, student connectedness, and positive school culture. Staff will also present the CUSD Cares Plan for consideration in late Spring 2023, and the plan emphasizes connectedness which will positively impact student behavior and thereby decrease suspensions..

- **GOAL 3: Cultural Proficiency: By June 2023, staff and students will increase their cultural proficiency as measured by a pre-post self-assessment tool.**
 - The Cultural Competence Self-Assessment by Lindsey, Robins and Terrell (2003) was identified as the pre-post self-assessment tool. A total of 22 staff members completed the Pre Self-Assessment during an Extended Cabinet meeting in June

2021. An updated Self-Assessment will be administered and reported during the June 2023 Board meeting.

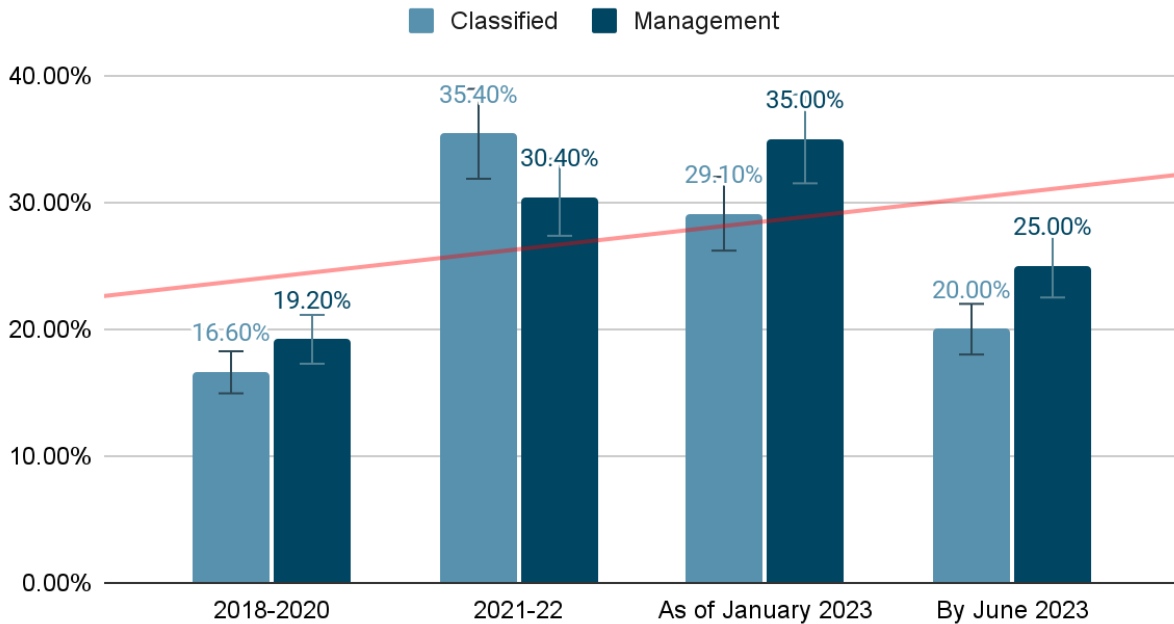
- **GOAL 4: Diverse Representation: By June 2023, hire, support and retain an increasingly diverse staff representative of the student demographics.**

Analysis: As the data shows, opportunities have increased for highly qualified people of color (POC) from the baseline school year of 2018. The data also shows that our POC data certificated hires decreased from the 2021-2022 school year to the 2022-2023 school year by 6.3 percent while our management POC data hires increased by 4.6 percent. Current data demonstrates that certificated and management goals are on track to exceed June 2023 expectations.

- o Staff continues to hire only the most qualified candidates through a rigorous hiring process.
- o In 2022 the District hired 172 certificated staff members. This included Counselors, Psychologists, Speech Pathologists, and Teachers.
 - 50 were POC
 - 32 Hispanic
 - 18 Asian, Filipino, American Indian/Alaska Native
- o In 2022 the District hired 20 members of CUMA. This included both certificated and classified managers. For the purposes of these metrics, staff are not including managers who were already in management but were promoted into new positions.
 - 7 were POC
 - 3 Hispanic
 - 2 Asian, Filipino
 - 2 Black

Metrics New Hires (3 yr. average)- Black, Indigenous and People of Color (BIPOC)	Average from 2018-20	2021-22 Hiring Data	2022-23 Hiring Data as of January 2023	By June 2023
Certificated Staff	16.6%	35.4% were BIPOC	29.1% were BIPOC	20.0%
Management Staff	19.2%	30.4% were BIPOC	35% were BIPOC	25.0%

Classified & Management BIPOC Hires



Next Steps: Staff will continue to recruit prospective employees beyond the traditional local universities, career fairs and hiring platforms.

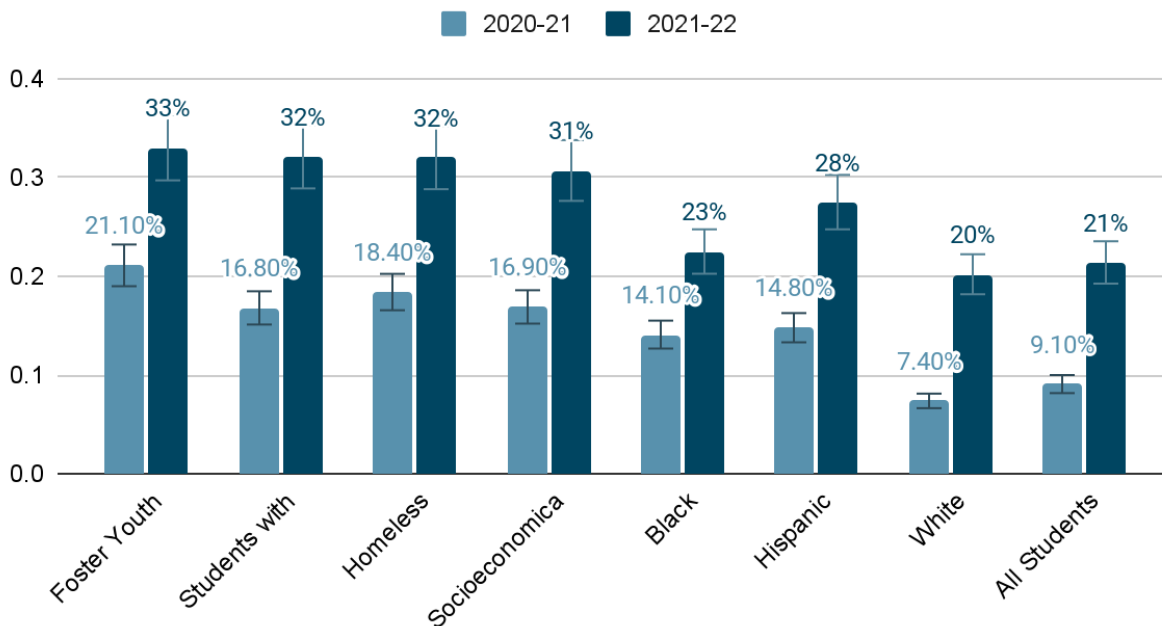
- **GOAL 5: Social-Emotional - Attendance: By June 2023 chronic absenteeism rates will be reduced by 25 percent or more for identified student groups.**

Analysis: As the data shows, there was a significant rise in chronic absenteeism for all subgroups with Foster Youth being the highest at 33 percent and White the lowest at 20.2 percent during the 2021-2022 school year when compared to the 2020-2021 school year.

Metrics	From 18-19	19-20	20-21	21-22	By June 2023
Foster Youth	28.5%	N/A	21.1%	33%	21.3%
Students with Disabilities	15.6%	N/A	16.8%	32.1%	11.7%
Homeless	14.3%	N/A	18.4%	32%	10.7%
Socioeconomically Disadvantaged	14.1%	N/A	16.9%	30.7%	10.5%
Black	13.5%	N/A	14.1%	22.5%	10.1%

Hispanic	11.2%	N/A	14.8%	27.5%	8.4%
White	8.4%	N/A	7.4%	20.2%	6.3%
All Students	8.9%	N/A	9.1%	21.4%	6.7%

Chronic Absenteeism



Next Steps: Staff has met with site leaders to discuss strategies and training associated with counseling, anti-bullying, student connectedness, and school culture, all of which impact student absenteeism. Staff is also beginning an attendance campaign by developing strategies and best practices with the assistant principals and implementing their recommendations. The chronic absence letters, which were discontinued due to COVID, will be reinstituted. The letters will be sent to students with 10 percent absenteeism at 40 days, 80 days and 120 days. Staff will also present the CUSD Cares Plan for consideration in late Spring 2023. The plan incorporates student connectedness, which will reduce chronic absenteeism.

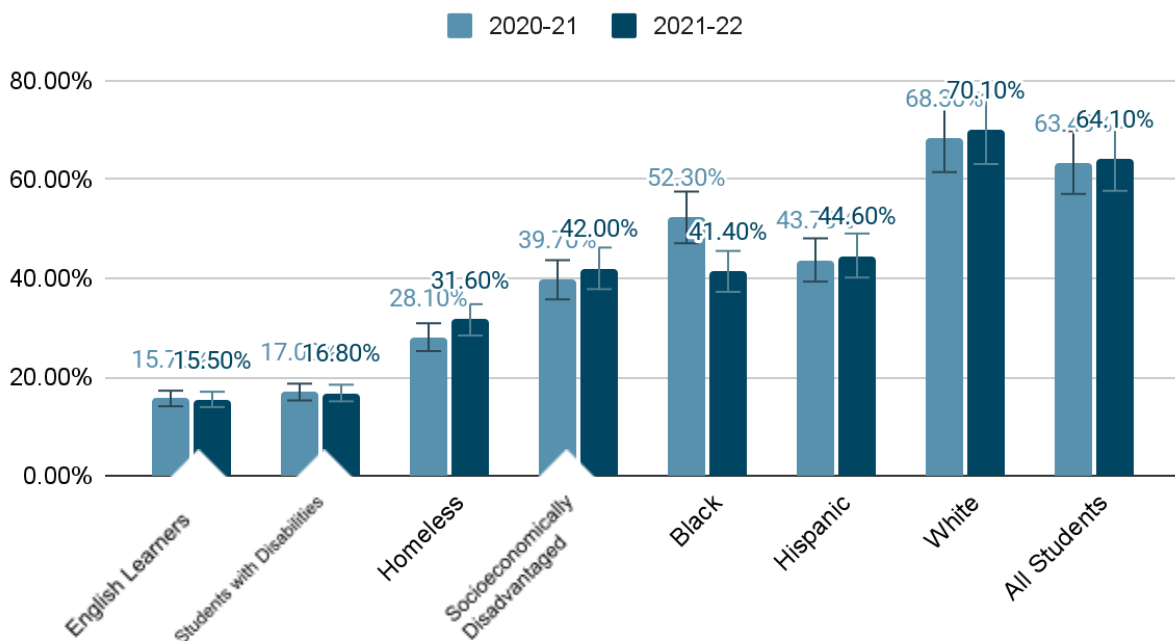
- **GOAL 6: Academics - A-G Completion: By June 2023, A-G completion rates will increase by 10 percent or more for identified student groups.**

Analysis: As the data shows, the following subgroups demonstrated a growth in A-G completion percentage from the 2020-2021 to the 2021-2022 school year: Homeless (+3.5 percent), Socioeconomically Disadvantaged (+2.3 percent), Hispanic (+.9 percent), and White (+1.8 percent) while there was a drop in percentage completion for our ELs (-.2 percent), Students with Disabilities (-.2 percent), and Black subgroups (-10.9 percent).

Metrics	From 18-19	19-20	20-21	21-22	By June 2023
English Learners	10.0%	11.9%	15.7%	15.5%	11.0%
Foster Youth	14.3%	18.2%	*	*	15.7%
Students with Disabilities	13.3%	11.8%	17.0%	16.8%	14.6%
Homeless	27.0%	29.6%	28.1%	31.6%	29.7%
Socioeconomically Disadvantaged	38.4%	40.6%	39.7%	42.0%	42.2%
Black	47.2%	40.4%	52.3%	41.4%	51.9%
Hispanic	41.3%	43.2%	43.7%	44.6%	45.4%
White	69.1%	68.2%	68.3%	70.1%	76.0%
All Students	62.7%	62.3%	63.4%	64.1%	69.0%

*Indicates less than 10 respondents

A-G Completion



Next Steps: Staff will continue the implementation of the CaliforniaColleges.edu portal for grades 6-12 to ensure students are aware of A-G requirements prior to moving to high school.

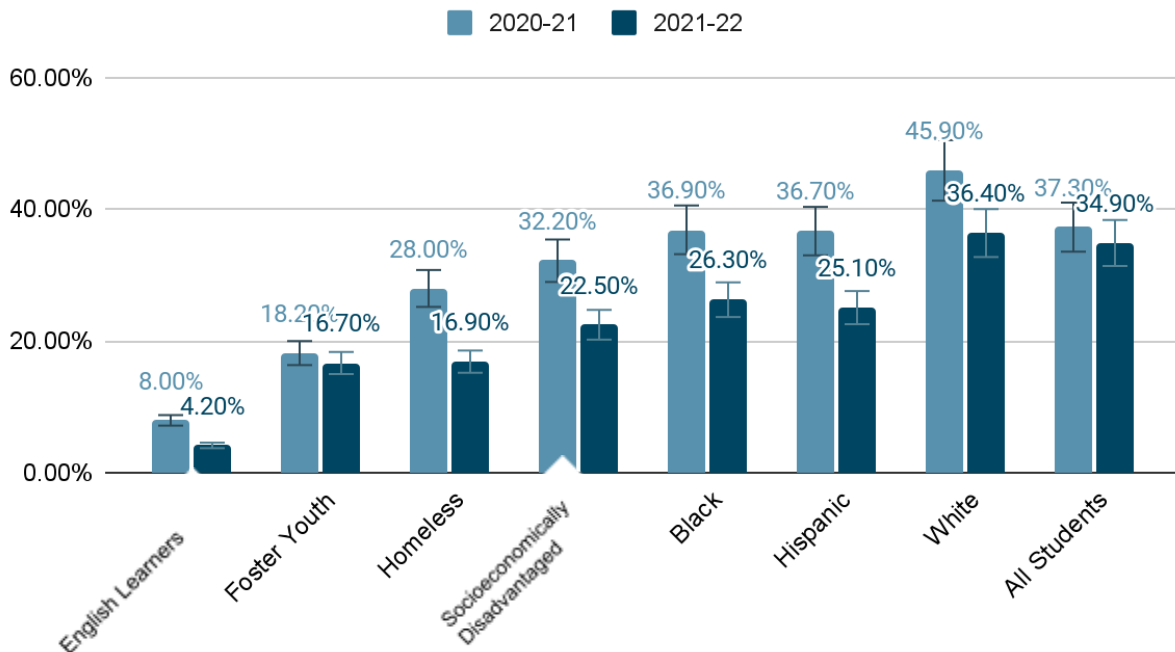
All high school students will be provided access to the CaliforniaColleged.edu college application portal for University of California (UC)/California State University (CSU) applications, Free Application for Federal Student Aid (FAFSA) applications, and Cal Grant status. Additionally, the Coordinator of College and Career Counseling will continue to do in-depth transcript analysis and provide support to all students having access to the A-G pathway. The Achieving via Individual Determination (AVID) College Readiness system will continue to support historically underrepresented students in gaining access to rigorous college work and be eligible and apply to UC and CSU campuses. Staff is developing a plan to reconfigure counseling services to provide full-time Futureology Counselors at each comprehensive high school site to continue work on first generation college students. College @ Capo dual enrollment courses will continue to provide opportunities for all students to engage in college-level coursework and be A-G eligible.

- **GOAL 7: Academics - Advanced Placement (AP): By June 2023, AP course enrollment and course completion will increase by 5 percent or more for identified student groups.**

Analysis: As the data shows, all subgroups decreased in AP enrollment and completion from the 2020-2021 school year to the 2021-2022 school year.

Metrics	From 18-19	19-20	20-21	21-22	By June 2023
English Learners	5.7%	N/A	8.0%	4.2%	10.7%
Foster Youth	37.5%	N/A	18.2%	16.7%	42.5%
Homeless	25.5%	N/A	28.0%	16.9%	30.5%
Socioeconomically Disadvantaged	29.6%	N/A	32.2%	22.5%	34.6%
Black	33.5%	N/A	36.9%	26.3%	38.5%
Hispanic	28.5%	N/A	36.7%	25.1%	33.8%
White	46.7%	N/A	45.9%	36.4%	54.7%
All Students	36.9%	N/A	37.3%	34.9%	38.7%

Advanced Placement Enrollment and Completion



Next Steps: Staff will continue to collaborate with site leaders on strategies and training associated with best teaching practices and counseling awareness of AP requirements. Some suggested strategies would include utilizing the AP Potential Report to recruit students that would otherwise not access AP courses, encouraging AVID Elective students to take one AP course per year, implement “Bring a Friend to AP” where current AP students recruit non-AP students to an AP class with the promise of preferential scheduling, continue automatic placement of students in AP courses based on prior year’s grades and California Assessment of Student Performance Progress (CAASPP) performance.

FINANCIAL IMPLICATIONS

There is no financial impact.

STAFF RECOMMENDATION

This is an information item only and no Board action is necessary.

PREPARED BY: Refugio Gracian, Executive Director, Cultural Proficiency, Access, Equity, Social Emotional Learning

APPROVED BY: Gregory Merwin, Associate Superintendent, Education and Support Services

CAPISTRANO UNIFIED SCHOOL DISTRICT
San Juan Capistrano, California

February 22, 2023

CULTURAL PROFICIENCY BI-ANNUAL REPORT

Please note, there is no additional supporting documentation for this agenda item.