

# Fostering a Culture of Diversity, Equity and Inclusion

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**DIVERSITY, EQUITY & INCLUSION**



**2023  
-  
2028**

**STRATEGIC  
PLAN**

# PURPOSE

- To review the Diversity, Equity and Inclusion (DEI) Strategic Plan
- Share updates on the Antibias Education Grant awarded by the California Department of Education and its current impact on our District
- Update the Board of Education and the community about current and future actions to move the DEI Strategic Plan forward. #CVUSDForward





# OUR WHY

- We believe ALL students deserve an exceptional educational experience filled with opportunity and choices.
- We believe that each child is unique and when differences are celebrated, a community of inclusivity, kindness, and respect results, which enhances the learning for all.
- CVUSD is committed to acknowledging historically marginalized individuals and communities by working together to break down barriers as well as ensuring full and equal access to opportunities and resources.



# WE DEFINE:

## DIVERSITY

Includes but is not limited to race, color, ethnicity, nationality, religion, socio-economic status, veteran status, education, marital status, language, age, gender, gender expression, gender identity, sexual orientation, mental or physical ability, genetic information, and learning styles.

## EQUITY

Is the guarantee of fair treatment, access, opportunity, and advancement for all while striving to identify and eliminate barriers that have prevented the full participation of some groups. The principle of equity acknowledges that there are historically underserved and underrepresented populations and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups.

## INCLUSION

Means authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision and policy making in a way that shares power and ensures equal access to opportunities and resources.



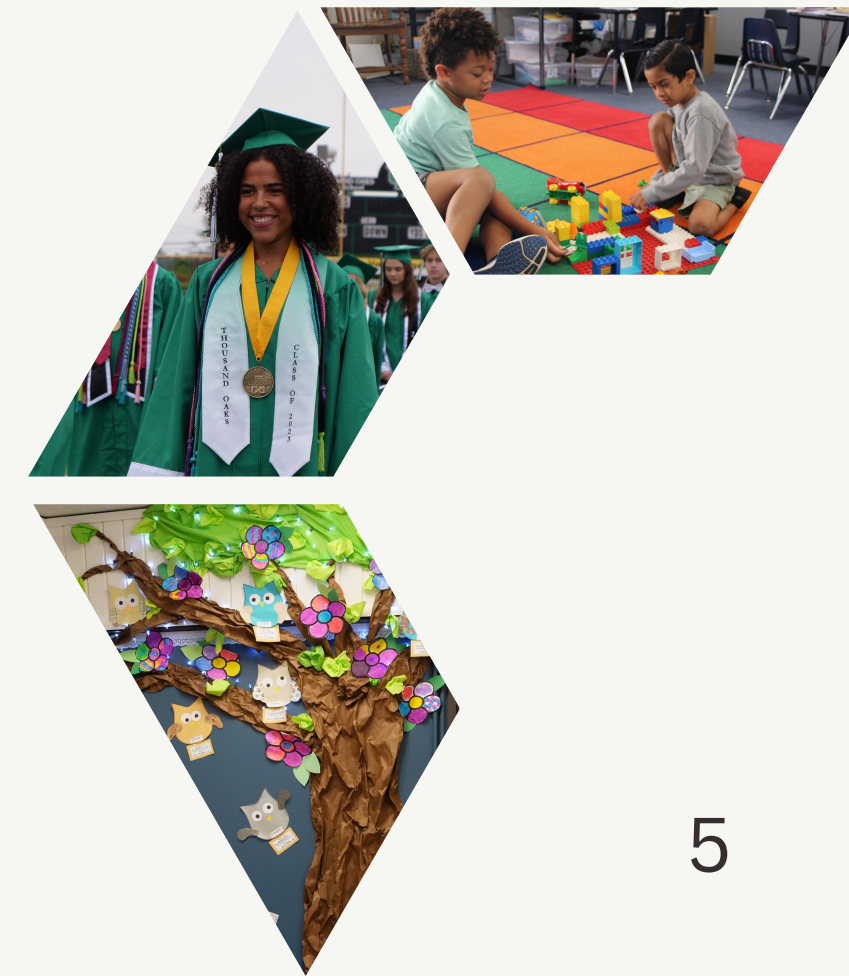
# IN SUMMARY:

**DIVERSITY** refers to the range of differences among individuals, **EQUITY** ensures fair treatment and access to opportunities, and **INCLUSION** involves creating an environment where everyone feels valued and respected.

## CULTURAL PROFICIENCY IN CVUSD

### *A Mindset*

Having the ability to see people's differences, respond positively, engage, adapt, commit and take action for social justice. Honor the differences among cultures, seeing diversity as a benefit and interacting knowledgeably and respectfully among a variety of cultural groups. (Cormier, D. R., 2021)





# LEGAL FOUNDATIONS

## California Education Code 201

(a) All pupils have the right to participate fully in the educational process, free from discrimination and harassment.

(b) California's public schools have an affirmative obligation to combat racism, sexism, and other forms of bias, and a responsibility to provide equal educational opportunity.

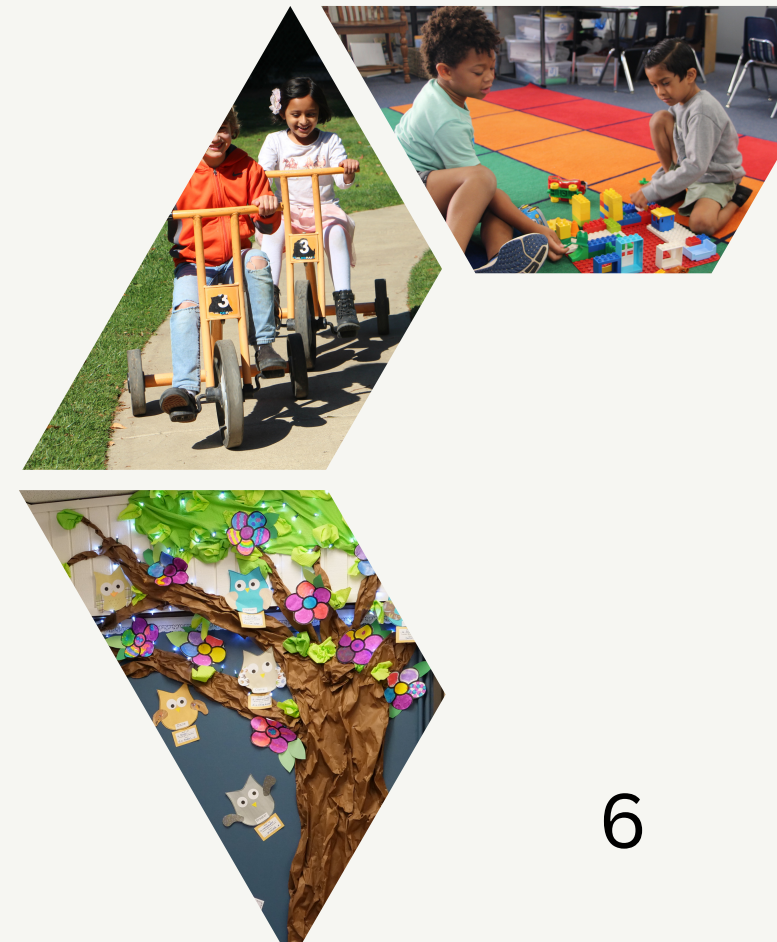
(c) Harassment on school grounds directed at an individual on the basis of personal characteristics or status creates a hostile environment and jeopardizes equal educational opportunity as guaranteed by the California Constitution and the United States Constitution.

## California Education Code 202

(a) California reaffirms that its laws and public policy support accurate and inclusive education in all of California's schools, including in all school districts, county offices of education, and charter schools

(b) The California Constitution protects pupils' rights to share ideas and beliefs, including the right to receive information and knowledge, and guarantees pupils' equal protection under the law.

(d) Accurate and inclusive education is essential to ensure the educational success of all pupils, including LGBTQ pupils and Black, Indigenous, and other pupils of color.



# CVUSD BOARD POLICIES & ADMINISTRATIVE REGULATIONS

- Board Policy 0100 - Philosophy
- Board Policy 0410 - Non Discrimination in Programs and Activities
- Board Policy 0420.5 - School Based Decision Making
- Board Policy 5131.2 - Bullying
- Administrative Regulation 5131.2 - Bullying
- Board Policy 5145.3 - Nondiscrimination/Harassment
- Administrative Regulation 5145.3 - Nondiscrimination/Harassment
- Board Policy 6164.4 - Identification and Evaluation of Individuals for Special Education
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# CVUSD's Strategic DEI Plan Consists of Eight Broad Goals that Align with CVUSD's Local Control Accountability Plan (LCAP) Goals





# HIGHLIGHTS



## Develop and implement diverse and inclusive instructional curriculum and teaching practices

### Current Actions:

- All secondary English teachers participate in the UCLA Center X Denormalizing Literature professional development
- Continue providing professional learning emphasizing Universal Design for Learning (UDL) as the framework to provide best first instruction
- Ensure Special Education teachers and ELD Teacher Advisors are members of instructional material selection committees

### Future Actions:

- Finalize a consistent instructional materials evaluation tool to examine multicultural representation of proposed instructional materials to be used by teachers and staff for future adoptions. *(Year 1)*
- Research, align, and purchase supplemental reading and math materials that are utilized in SAI classes to support Students with Disabilities. *(Year 1-2)*

# HIGHLIGHTS



**Ensure implementation of legally mandated and required protections for underrepresented students**

## **Current Actions:**

- On-going professional learning that reviews legal mandates related to child find obligations.
- Maintain CVUSD Title IX web page linked to the CVUSD main homepage.
- As necessary, provide memorandum communications to all certificated and classified staff that reflects state and federal law.

## **Future Actions:**

- Provide information and training to teachers on Restorative Practices. *(Year 1-3)*
- Identify additional ways for underrepresented parents/guardians to share their voices and experiences. *(Year 2-3)*

# HIGHLIGHTS



**All Latino/a/x students will have the opportunity for an educational experience centered in excellence, academic rigor and culturally responsive approaches**

## **Current Actions:**

- Provide parent workshops on the educational system through the Parent Outreach Program and Multilingual Learners Department.
- Provide at least one field trip opportunity, at no charge, per semester for Latino/a/x students to visit local colleges and universities.

## **Future Actions:**

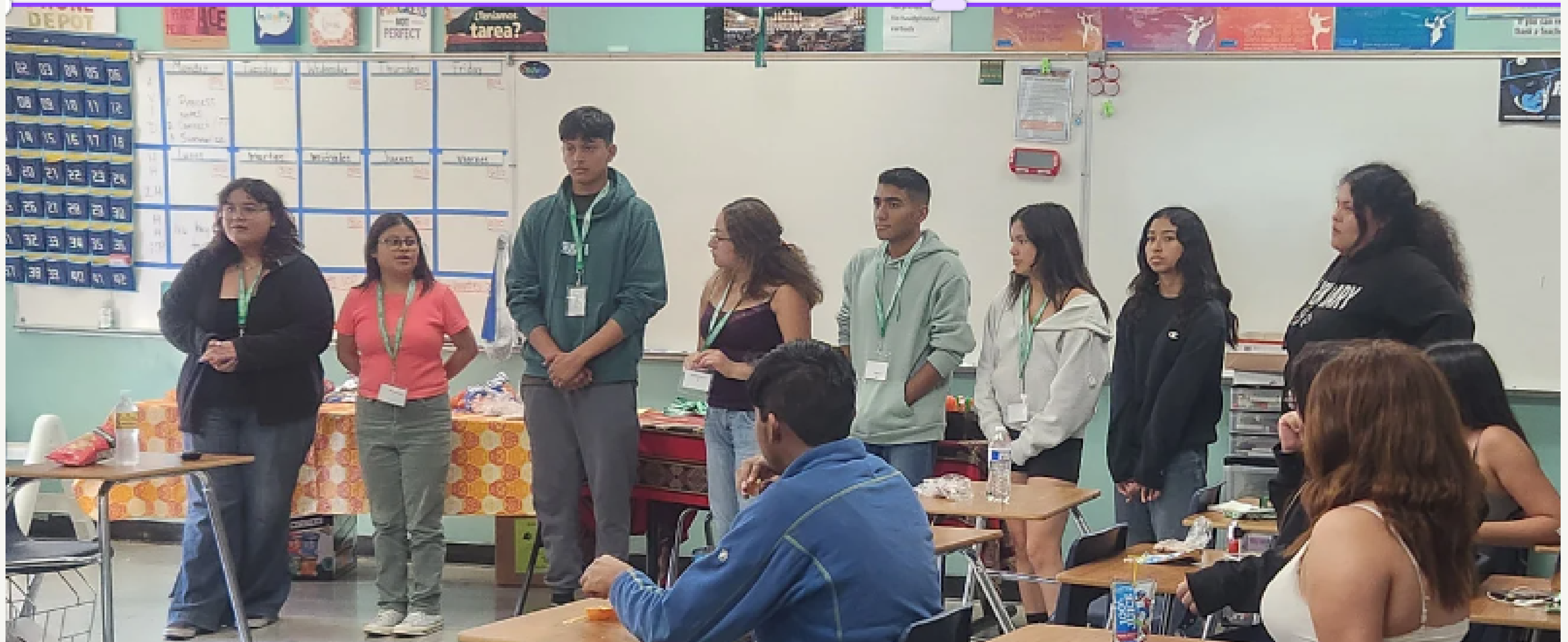
- Identify and develop engagement opportunities with Latino/a/x families to learn about accessing information about college and professional certification career programs. *(Year 2)*
- Identify and develop on-going partnerships between schools and culturally-specific organizations to implement culturally responsive practices. *(Year 2-3)*



GOAL #



# ACTION - LATINO CONNECTION CLUB, THOUSAND OAKS HIGH SCHOOL



# HIGHLIGHTS



**Foster a welcoming and inclusive school and district culture that celebrates and values all students**

## Current Actions:

- Implement Board of Education adopted resolutions
- Schools promote clubs and activities for all students
- Inclusive School Week activities and recognitions



## Future Actions:

- Host at least one annual district wide event for Black History Month and Hispanic Heritage Month. *(Year 2)*
- Coaching support for neurodivergent students when applying for leadership roles. *(Year 2)*
- Intentional scheduling /programming to increase the number of students with disabilities in leadership classes (ASB, ASG, Peer Mentors, WEB, etc.). *(Year 3)*



GOAL #



# ACTION - BLACK STUDENT UNION, WESTLAKE HIGH SCHOOL





# HIGHLIGHTS



## Support equitable academic outcomes for all students

### Current Actions:

- Bi-annual Multilingual Learner Federal Program Monitoring (FPM) site meetings focusing on academic achievement data.
- All School Site Councils review the schoolwide academic achievement data and gaps in the process of monitoring and creating the School Plan for Student Achievement.

### Future Actions:

- Create and refine essential curriculum standards, pacing guides, and common formative assessments to be used regularly through teacher Professional Learning Communities at the middle school (*Currently Implementing*) and high school. (*Year 2-3*)

# HIGHLIGHTS

GOAL #



**Effectively communicate information and services that support underrepresented students**



## Current Actions:

- Continue delivering quality interpretation services and expand to other languages that are most commonly utilized at CVUSD.

## Future Actions:

- Establish a team of CVUSD parents/guardians and CVUSD students to review progress on the DEI Plan. Parents and students will then communicate information to their respective student or parents/guardian groups. *(Year 1-2)*
- Report on DEI-focused training to District Advisory Councils/Committees upon the request of the group's executive committee that relate to topics of DEI. *(Year 2)*

# HIGHLIGHTS

GOAL #



**Provide on-going and systematic professional learning to all staff**

## **Current Actions:**

- Teachers participate in on-going training and discussions on mastery grading with one key pillar focusing on bias-resistant grading practices.
- Provide new special education teachers with a special education Induction Program mentor.

## **Future Actions:**

- Create a calendar for principals to invite special education leadership to sites to present during monthly staff meetings. *(Year 1)*
- Provide anti-bias training from ADL to all certificated and classified staff in accordance with the CDE Anti-Bias Education Grant. *(Year 1-2)*



# HIGHLIGHTS

GOAL #



**Recruit and retain diverse and culturally proficient administrators, teachers and support staff.**

## Current Actions:

- Expand participation at job fairs beyond the local community to increase diverse and culturally proficient staff.
- The Assistant Director of DEI meets with new Induction Program teachers to provide an overview of DEI.

## Future Actions:

- CVUSD Human Resources will implement annual training for hiring supervisors and interview panelists in anti-bias interview and candidate rating techniques. *(Year 1- 2)*
- Develop at least quarterly cultural competency opportunities through employee affinity groups. *(Year 3)*
- Engage with Association Leadership in an annual review of District progress and trends with regard to furthering Diversity, Equity, and Inclusion. *(Years 1-2)*

GOAL #



# ACTION - RECRUITMENT FOR ADMINISTRATORS AT CALIFORNIA ASSOCIATION OF AFRICAN-AMERICAN SUPERINTENDENTS AND ADMINISTRATORS (CAAASA) CONFERENCE



# MEASURE OF SUCCESS

Fostering a culture of ongoing feedback and transparency is essential for promoting student success, equity, and continuous improvement. It builds trust and respect amongst colleagues and the community.



College Visit - California Polytechnic State University, San Luis Obispo (NPHS, TOHS, & WHS)



# CALIFORNIA DEPARTMENT OF EDUCATION (CDE) ANTIBIAS EDUCATION GRANT PROGRAM

Our Guiding Principles: Addressing mindset; Building capacity; Community & cultural shift



Awarded \$200,000. Maximum award amount. Funds expire 2025–26 fiscal year.

# CDE ANTIBIAS EDUCATION GRANT IMPLEMENTATION

- Conejo Valley Unified School District has allocated funding towards training and resources aimed at the prevention and mitigation of bias or prejudice directed at underrepresented groups.
- A specific emphasis has been placed on the prevention of anti-Semitism and the eradication of bias or prejudice against various groups, including, but not limited to, African Americans, Asian-Pacific Islanders, Latinos, and individuals who identify as lesbian, gay, bisexual, transgender, or questioning youth.



# CDE ANTIBIAS EDUCATION GRANT PROFESSIONAL DEVELOPMENT

## **Training from two primary sources:**

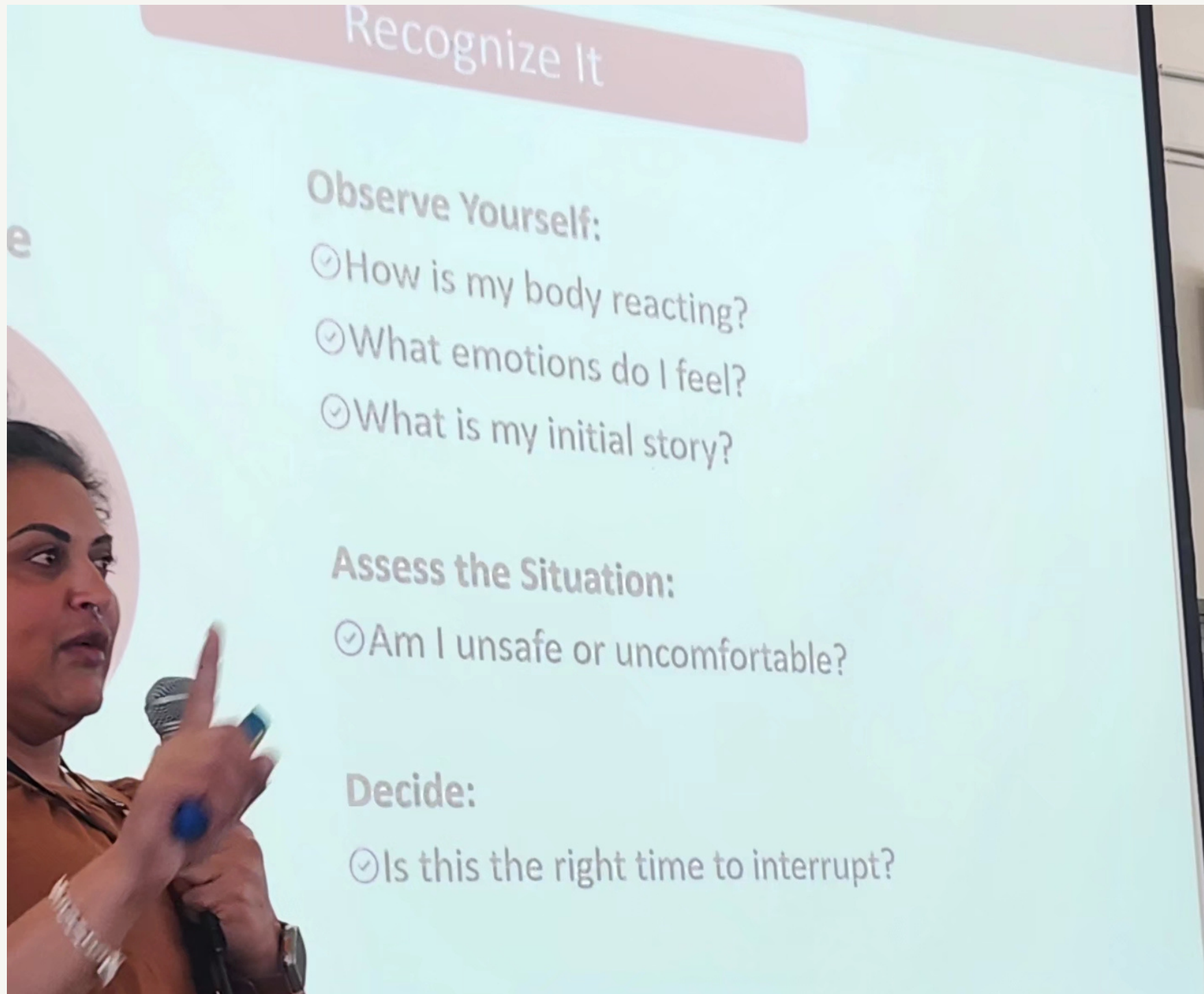
- Anti-Defamation League (ADL)
- EPOCH Education

**ADL:** Training to all certificated and classified staff explores the dimensions and impacts of personal identity, establishes a common understanding of bias, prejudice and discrimination; and builds practical skills for responding to bias.

**EPOCH:** Training to all site and district administrators to implement the RIR Protocol as a debiasing practice, and compassionate dialogue practice, to build the communication infrastructure for an inclusive climate and culture.

**Focus Schools:** Several schools were selected to collect data and receive intentional support in order to maximize attendance, discipline and school climate outcomes.

# EPOCH EDUCATION (RIR PROTOCOL)



# CDE ANTIBIAS EDUCATION GRANT ADDITIONAL ACTIONS

- On-going discussions and actions with site leaders
- “Reach One, Teach One” initiative
- Districtwide field trips (Black College Expo, Latino College Expo)
- Black History Month celebration
- Black Student Union (BSU) / Latinx clubs

## What’s Next?

- **ADL:** Training for certificated and classified staff
- **ADL:** Student Mentor training for high school juniors and seniors
- **Epoch Education:** Small Group Coaching



**GRACIAS**

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**СПАСИБО**

**THANK YOU**

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# QUESTIONS?

