



# DIVERSITY, EQUITY & INCLUSION



# STRATEGIC PLAN

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# INTRODUCTION

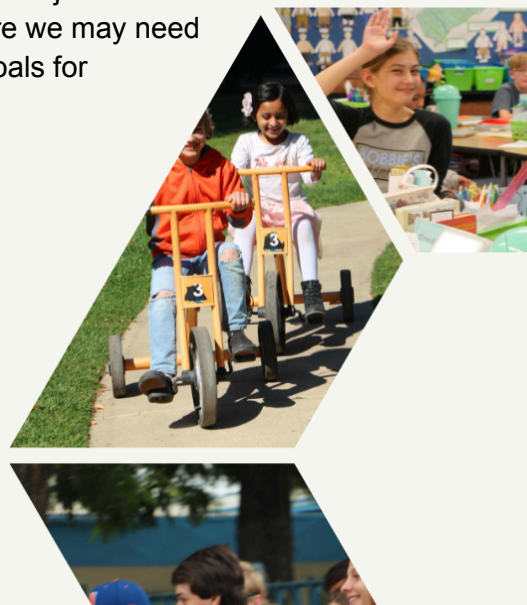
The Conejo Valley Unified School District is committed to cultivating a long-term mission and vision for diversity, equity and inclusion (DEI). It is our mission to recognize that each child is unique and when differences are celebrated, a community of inclusivity, kindness, and respect results, which enhances the learning for all. CVUSD is committed to acknowledging underrepresented individuals and/or communities by working together to break down barriers as well as ensuring full and equal access to opportunities and resources.

In Conejo Valley Unified School District, we believe ALL students deserve an exceptional educational experience filled with opportunity and choices. At CVUSD, we have a right fit for every family and we believe each child has unique gifts to discover. Our schools are positive, safe, and inviting learning environments. We believe in a partnership between the community, parents, students, and faculty. To ensure ideal academic outcomes for our students, we use teamwork, relationship building, trust, and accountability to lead the way into a bright future, together.

CVUSD's DEI vision is to have a district where every student is encouraged to reach their highest potential as we celebrate our differences and maximize potential to achieve excellence. CVUSD will fully embrace our diverse community as expressed through race, ethnicity, socioeconomic status, mental or physical ability, sexual orientation, gender identity, gender expression, religion, national origin, immigration status, language background, language proficiency, and family structure. We are a district where all, truly means all.

CVUSD acknowledges a change of mindset, growth, and hard work from dedicated people with a desire to achieve and maintain this vision. CVUSD is committed to the District's Diversity, Equity and Inclusion plan as it provides a clear and intentional path for the Board of Education, District, and community to successfully navigate its way to achieve this vision.

CVUSD recognizes that life is always evolving and as a district, we will evolve with it. The District's DEI Plan is a living document, therefore periodic adjustments will be made to highlight success and capture moments where we may need to redirect our focus to make improvements to achieve our goals for diversity, equity and inclusion.





# EXECUTIVE SUMMARY

Addendum to the DEI Strategic Plan  
December 2023





# APPENDIX

## Executive Summary

Demonstrating an unwavering commitment to the diverse needs of every student, CVUSD exemplifies its dedication through a comprehensive suite of plans. The Diversity, Equity, and Inclusion (DEI) Strategic Plan stands as a document, meticulously crafted to harmonize with the goals outlined in the Local Control Accountability Plan (LCAP), Board Policy/Administrative Regulations, and Education Code.

Serving as the guiding lens for our collective endeavors, this plan seamlessly integrates with the Strategic Plan for the Inclusion of Students with Disabilities and the Multilingual Learner Master Plan. Though each document maintains its unique focus, they converge with a shared objective: the creation of an inclusive and equitable learning environment. Our aim is to address the distinctive needs of every student, foster diversity, and instill a profound sense of belonging within our educational community.

## Foundational Framework for the DEI Strategic Plan

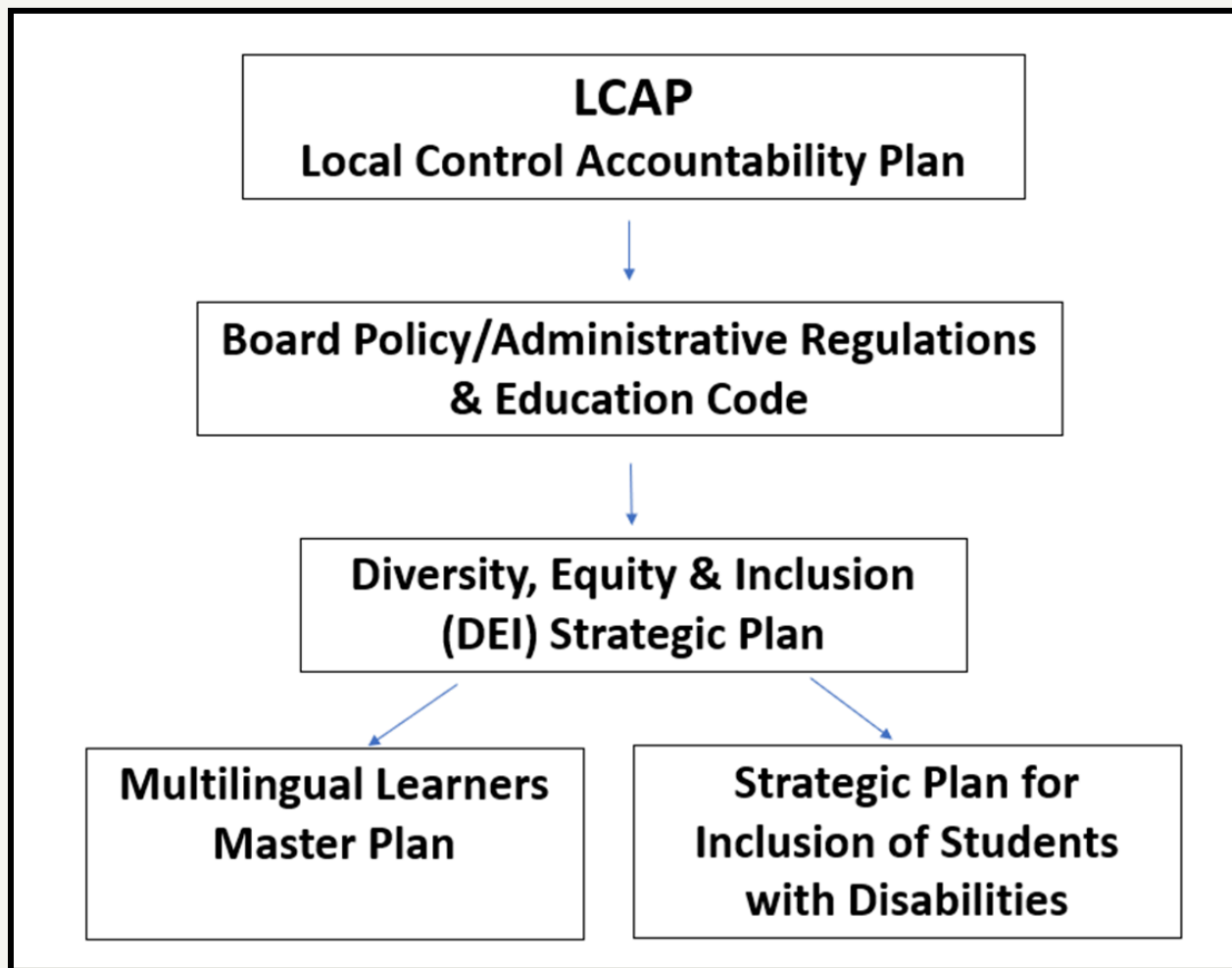
The primary focus of the role of the Assistant Director of DEI is to foster a diverse, equitable, and inclusive environment for students, staff, and the community. The DEI department employs research-backed strategies that emphasize student voice and collaboration with stakeholders. To gather input from parents, students, and community members, the district has several advisory councils dedicated to addressing issues concerning marginalized groups. The DEI department formulated a comprehensive DEI plan based on findings from an informal Equity Audit, utilizing guidance from the Mid-Atlantic Equity Consortium, Inc (2021) [MAEC Equity Audit](#). This audit provided a foundational framework for the development of our strategic plan.

The DEI strategic plan was created by integrating data from the district's Local Control and Accountability Plan (LCAP), adherence to board policies, and compliance with Education Code regulations. In addition, there was qualitative data from student and staff interviews, parent commentary and feedback from advisory councils and collaboration with District Leadership.

This comprehensive approach facilitated the identification of eight core goals that would steer the district's DEI efforts. As the plan gained momentum, additional initiatives, such as the Multilingual Learners Master Plan and the Strategic Plan for Inclusion of Students with Disabilities, were conceived to complement and reinforce the overarching DEI strategies. Consequently, the DEI plan evolved into a pivotal tool guiding subsequent initiatives, fostering synergy among various plans to collectively address and enhance equity within the district.

**Figure 1:**

Visual Representation of the CVUSD Plans that contributed to the overall construction of the DEI Strategic Plan

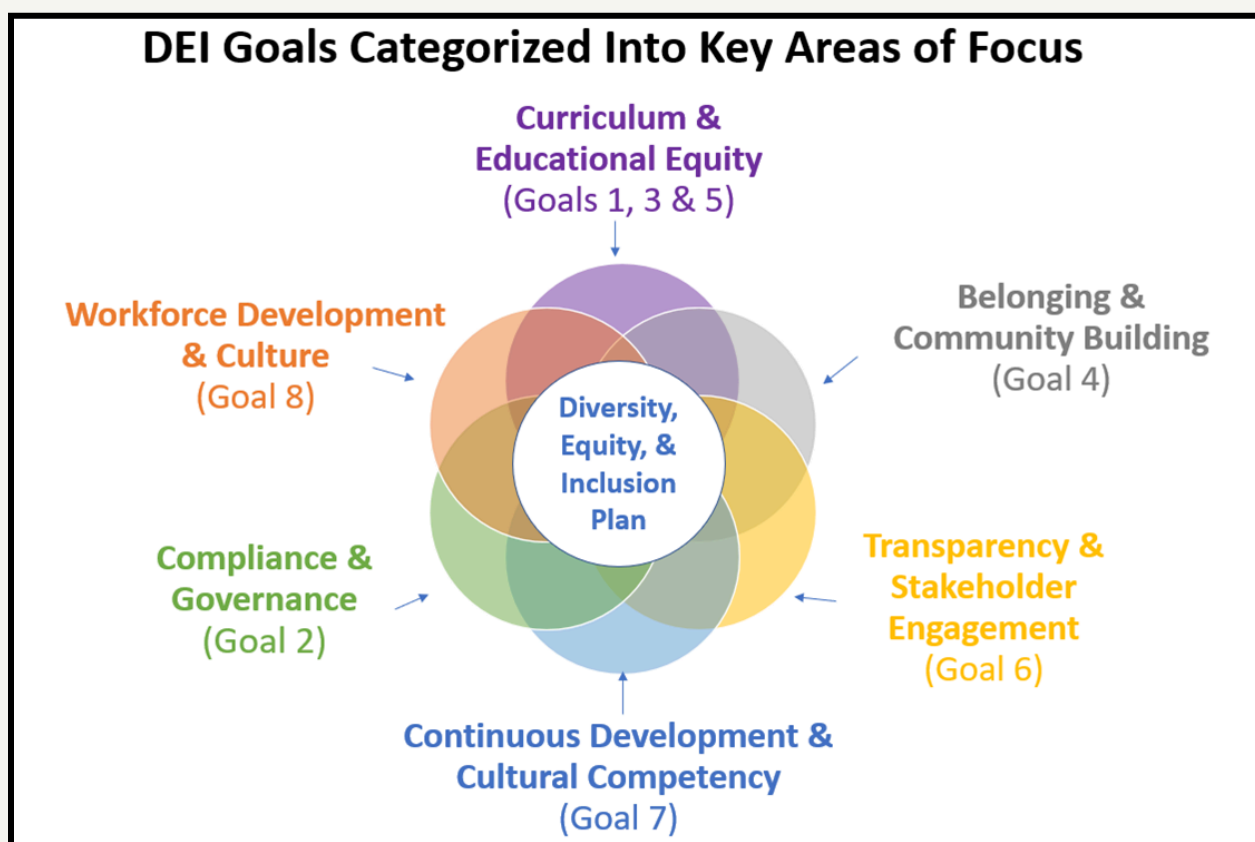


## Areas of Focus

The DEI Strategic Plan encompasses eight overarching goals strategically categorized into key areas of focus, namely Curriculum and Educational Equity (Goals 1, 3 & 5), Belonging and Community Building (Goal 3), Transparency and Educational Equity (Goal 6), Continuous Development and Cultural Competency (Goal 7), Compliance and Governance (Goal 2) and Workforce Development & Culture (Goal 8).

As illustrated in the Diagram below, aligning these goals underscores our comprehensive commitment to fostering a diverse, culturally competent, and inclusive school community. This holistic approach signifies our dedication to creating an environment that goes beyond mere compliance, aiming for genuine and transformative change.

**Figure 2:**



## Areas of Focus Defined

**Curriculum and Educational Equity:** This category encompasses efforts related to curriculum development, educational resources, and ensuring equitable access to quality education. It emphasizes the commitment to creating a learning environment that reflects diverse perspectives, addresses educational disparities, and promotes inclusive educational practices. This term broadens the focus beyond traditional academic considerations to underscore the importance of equity in educational opportunities.

**Belonging and Community Building:** This category encompasses initiatives that focus not only on inclusive policies and practices but also on fostering a sense of belonging among individuals within the community. It highlights the importance of creating an inclusive culture where every member feels valued, respected, and an integral part of the community. This term goes beyond the concept of inclusion as a set of policies and emphasizes the active promotion of a welcoming and supportive community for all.

**Transparency and Stakeholder Engagement:** This category emphasizes the importance of transparent communication practices and actively involving stakeholders in the diversity, equity, and inclusion initiatives. It encompasses not only the dissemination of information but also a commitment to open dialogue, feedback mechanisms, and collaboration with all relevant parties. This term broadens the scope of communication to underscore its role in building trust, fostering understanding, and engaging the broader community in the DEI efforts.

**Continuous Development and Cultural Competency:** This category encompasses initiatives related to ongoing learning and skill development for professionals, emphasizing the need for continuous growth in understanding and addressing diversity, equity, and inclusion. It highlights not just the training aspect but also the cultivation of cultural competency among individuals within the organization. This term broadens the focus beyond traditional professional development to underscore the importance of acquiring and applying knowledge and skills that contribute to a more inclusive and culturally competent work environment.

**Compliance and Governance:** This category encompasses aspects related to legal requirements, policies, and governance structures that ensure adherence to diversity, equity, and inclusion standards. This term not only emphasizes the legal aspect but also conveys the importance of organizational governance in promoting diversity, equity, and inclusion.

**Workforce Development and Culture:** This category encompasses initiatives related to hiring practices, employee development, and fostering an inclusive organizational culture. It emphasizes the role of human resources in not only managing personnel but also actively contributing to the development of a diverse and inclusive workforce. This term broadens the focus beyond traditional HR functions, highlighting the strategic role HR plays in shaping the overall organizational culture and diversity efforts.

## Next Steps

After the recent board meeting and presentation on November 1, 2023, we engaged in discussions regarding the implementation of action plans. Below are a few highlights of our next steps as part of the District's implementation plan:

- **Establishing Equity Oversight Committee:** focused on recruiting and organizing a dedicated group of parents and students who will actively provide feedback on the effectiveness of the action plans.
- **DEI Leadership Discussions:** Expanding on these efforts, the DEI department plans to visit each school to establish connections with individual site leaders. These meetings will serve as opportunities to discuss and highlight specific areas of focus for each school throughout the remainder of the academic year. Currently, each site principal has identified three areas for improvement, and they have already received constructive feedback and relevant resources to support their endeavors.

This collaborative approach aims to identify emerging themes across all schools, providing valuable insights that will guide the district in offering universal support to school sites. By fostering collaboration among schools, principals, and leadership teams, we intend to create clusters that encourage the sharing of best practices throughout the year. This collaborative effort will streamline ideas and collective efforts, allowing for a more cohesive and effective implementation of the DEI plan.

Moreover, we have outlined specific training initiatives as part of our action plans. These initiatives underscore our commitment to fostering an inclusive and equitable educational environment while ensuring that our actions are strategic, measurable, and aligned with the overarching goals of the DEI plan.

- **ADL Training:** This program will continue to focus on providing training for both certificated and classified staff, enhancing their understanding of diversity, equity, and inclusion principles.
- **ADL Student Mentor Training:** Targeted at high school juniors and seniors, this program aims to equip students with the skills and knowledge to serve as mentors, fostering a more inclusive and supportive school community.
- **Coaching with Epoch Education:** Small Group Coaching will be implemented to provide additional support and guidance, further enhancing the effectiveness of our initiatives. Ongoing coaching sessions will be conducted for both district and site leadership to ensure continuous improvement.
- **Culturally Proficiency Training for New Teachers:** Structured workshops have been scheduled for new teachers as part of the induction program. These sessions are designed to furnish new educators with essential anti-bias training tailored for the classroom environment. Additionally, the workshops will present a comprehensive overview of the goals outlined in the DEI (Diversity, Equity, and Inclusion) plan. Furthermore, these sessions will highlight the array of resources at their disposal to support teachers in cultivating cultural proficiency within their educational practices.

## Areas of Focus Defined

### Area of Focus: Curriculum and Educational Equity

#### Goal 1: Develop and implement diverse and inclusive instructional curriculum and teaching practices.

Actions	Implementers	Year	Measure of Success
1.1 Ensure multicultural perspectives when evaluating new, prospective instructional materials.	Instructional Services Leadership	Y1,2	Implement a consistent instructional materials rubric for multicultural perspectives to be used and analyzed during the review of new instructional materials for adoption.
1.2 A consistent materials rubric for learner accessibility will be used and analyzed during the review of new instructional materials adoption, specifically to support Students with Disabilities and Multilingual Learners.	Instructional Services Leadership, Student Services Leadership	Y1,2,3	Implement a consistent instructional materials rubric for learner accessibility to be used and analyzed during the review of new instructional materials for adoption, specifically for Students with Disabilities and Multilingual Learners.
1.3: Teachers incorporate inclusive instructional practices that are designed to remove barriers to student learning and embrace the diverse identities of all students.	Instructional Services Leadership, Site Admin Team	Y1,2,3,4	Instructional observations include evidence of the implementation of practices.

### Area of Focus: Compliance and Governance:

#### Goal 2: Ensure implementation of legally mandated and required protections for underrepresented students.

Actions	Implementers	Year	Measure of Success
2.1 Provide students, families, and staff with legally mandated protections for underrepresented students.	Instructional Services Leadership, Student Services Leadership	Y1	Federal Program Monitoring (FPM) review which ensures compliance with necessary state and federal laws.
2.2 Regularly review feedback and assessments of school and district climate.	Instructional Services Leadership, Student Services Leadership	Y1,2,3	Review and discuss school and district climate data as noted in meeting agendas and minutes. Review CVUSD Annual Feedback survey which is administered to staff, students, and families.
2.3 Identify and serve all students who are found to be eligible for special education services in the Least Restrictive Environment (LRE) in accordance with the Individuals with Disabilities Education Act (2004).	Special Education Leadership, Site Admin Team	Y1,2,3	Maintain a LRE percentage consistent with state and national norms of identified students with disabilities. By 2026, increase the percentage of students accessing 80% or more of their instructional day in the general education environment to 68.8%.
2.4 Regular review of discipline and suspension data.	Instructional Services Leadership, Student Services Leadership	Y1,2,3	All student groups that are currently at a greater than 3% annual suspension rate will decrease 1% per year until a less than 3% rate is achieved, and then maintain a less than 3% suspension rate thereafter. (LCAP Goal 1 Metric)
2.5 Ensure that employees are well trained to address bullying and harassment.	Human Resources	Y1,2,3	Reduced incidents of confirmed bullying and harassment districtwide.
2.6 Inform parents/guardians about the bullying and harassment reporting process.	Instructional Services Leadership, Student Services Leadership	Y1,3	Parents/guardians will learn how to report, what to report, and to whom to report bullying and harassment. As measured through the district annual survey, 80% or more parents/guardians indicate they're aware of how to report bullying and harassment in CVUSD



## Area of Focus: Curriculum and Educational Equity

### Goal 3: All Latino/a/x students will have the opportunity for an educational experience centered in excellence, academic rigor and culturally responsive approaches.

Actions	Implementers	Year	Measure of Success
<b>3.1:</b> Improve literacy and numeracy levels among students between Transitional Kindergarten and Grade 5.	Instructional Services Leadership, Site Admin Team	Y1,2,3	Percentage of Latino/a/x students Grades 3-5 achieving at Standard Met or higher on the CAASPP English Language Arts and Mathematics exams will increase by 2% each year (LCAP Goal 1 Metric).
<b>3.2:</b> Support culturally responsive teaching practices from 6-12th grade.	Instructional Services Leadership, Student Services Leadership, Site Admin Team	Y1,2,3	Percentage of Hispanic students achieving at Standard Met or higher on the CAASPP English Language Arts and Mathematics exams will increase by 2% each year. Percentage of Hispanic students earning grades of C or better at each semester will increase by 2% each year. (LCAP Goal 1 Metric)
<b>3.3:</b> Support Latino/a/x students as they transition to and through middle school grades and as they transition to and through high school grades to maintain and improve academic performance.	Student Services Leadership, Site Admin Team, Counselors	Y1,2,3	Participation of students in activities and events that support the successful transition of Latino/a/x students across grade-spans.
<b>3.4:</b> Address the disproportionate rate of disciplinary incidents involving Latino/a/x students compared to all students in the education system.	Instructional Services Leadership, Student Services Leadership	Y1,2,3	Hispanic student suspension rate was 4.2% in the Fall 2022 Dashboard. Decrease suspension rate by 1% per year until the suspension rate is less than 3%, and then maintain a less than 3% suspension rate thereafter. (LCAP Goal 1 Metric)
<b>3.5:</b> Increase the engagement of students in co-curricular activities such as clubs, athletics, and activities.	Site Admin Team, Counselors	Y1,2,3	In 2022-23, 46.3% of Hispanic students participated in a secondary co-curriculum activity. Participation in activities and athletics will increase 1% per year until a greater than 60% rate is achieved, and then maintain a greater than 60% participation rate thereafter. (LCAP Goal 3 Metric)
<b>3.6:</b> Increase parent, family, and community engagement in the education of Latino/a/x students.	Instructional Services Leadership, Student Services Leadership	Y1,2,3	Monitor participation of community members in district-sponsored events that provide information on services and resources available to students and families.
<b>3.7:</b> Increase opportunities for Latino/a/x students to enroll in college and professional certification career programs.	Student Services Leadership, Site Admin Team, Counselors	Y1,2,3	Most recent CA Dashboard data from 2019 indicates 28.5% of Hispanic students meet the College/Career Indicator. Goal is to increase 2% per year until a greater than 60% rate is achieved, and then maintain a greater than 60% College/Career Indicator rate thereafter. (LCAP Goal 1 Metric)

## Area of Focus: Belonging and Community Building

**Goal 4: Foster a welcoming and inclusive school and district culture that celebrates and values all students.**

<b>Actions</b>	<b>Implementers</b>	<b>Year</b>	<b>Measure of Success</b>
<b>4.1:</b> Implement cultural celebrations and recognitions.	Student Services Leadership, Site Admin Team	Y1,2,3	Increased participation in district wide events, and increased positive responses on climate survey data.
<b>4.2:</b> Increase activities to recognize Ability Awareness.	Student Services Leadership, Site Admin Team	Y1,2,3	Increased participation districtwide in ability awareness events, increased positive responses on climate survey data, and representation of neurodivergent students in student leadership roles.

## Area of Focus: Curriculum and Educational Equity

**Goal 5: Support equitable academic outcomes for all students.**

<b>Actions</b>	<b>Implementers</b>	<b>Year</b>	<b>Measure of Success</b>
<b>5.1:</b> Ensure that data on academic achievement gaps is shared in district and school meetings to make sure that proper supports are provided to students.	Instructional Services Leadership	Y1	Scheduled meetings and presentations in which academic achievement gaps are shared and discussed.
<b>5.2:</b> Provide additional learning opportunities for students who are not achieving at grade level during the day, after school, and during intersession.	Instructions Services Leadership, Student Services Leadership	Y1,2,3	Percentage of Black/African American, Hispanic, Multilingual Learners, Students with Disabilities, and low-income students achieving at Standard Met or higher on the CAASPP English Language Arts and Mathematics exams; as well as earning grades of C or better at each semester will increase by 2%. (LCAP Goal 1 Metric)
<b>5.3:</b> Understand and close the achievement gap for underrepresented students.	Instructions Services Leadership, Student Services Leadership	Y1,2,3	Percentage of Black/African American, Hispanic, Multilingual Learners, Students with Disabilities, and low-income students achieving at Standard Met or higher on the CAASPP English Language Arts and Mathematics exams; as well as earning grades of C or better at each semester will increase by 2%. (LCAP Goal 1 Metric)

Area of Focus: **Transparency and Stakeholder Engagement**

**Goal 6: Effectively communicate information and services that support underrepresented students.**

<b>Actions</b>	<b>Implementers</b>	<b>Year</b>	<b>Measure of Success</b>
<b>6.1:</b> Increase communications with parents/guardians and community members regarding diversity, equity and inclusion.	Student Services Leadership	Y1,2	Increase communication about the District's Diversity, Equity and Inclusion goals. CVUSD will continue to use a variety of touchpoints to communicate with the families it serves. This includes, but is not limited to: email, text, District app, Facebook, Twitter, Instagram, weekly school newsletters, weekly district newsletters, and dynamic web pages. The District will also continue to utilize and promote a variety of in-person opportunities to connect and build relationships with family members and community partners.
<b>6.2:</b> Provide education and information to families about the services and resources available to students and families.	Instructions Services Leadership, Student Services Leadership	Y1	Parent/guardian workshops, training, and presentations to educate families on student success and resources available in the district.
<b>6.3:</b> Work collaboratively with other culturally specific community organizations that provide resources to students and families.	Student Services Leadership	Y1	Monitor participation of district-sponsored events that provide information on services and resources available to students and families.

Area of Focus: **Continuous Development and Cultural Competency**

**Goal 7 - Provide on-going and systematic professional learning to all staff.**

<b>Actions</b>	<b>Implementers</b>	<b>Year</b>	<b>Measure of Success</b>
<b>7.1:</b> Provide professional learning on anti-bias and DEI to all CVUSD staff.	Student Services Leadership	Y1,2	All District and school site staff will receive anti-bias and equity training by the end of the 2024-25 school year.
<b>7.2:</b> Provide professional learning in teaching Integrated and Designated ELD to all teachers and support staff.	Student Services Leadership	Y1,2,3	Professional learning feedback, site and district walkthroughs, and improved scores on standardized content assessment such as the ELPAC and reclassification rates.
<b>7.3:</b> Provide professional development in strategies to support students with disabilities in the least restrictive environment to all teachers and support staff.	Student Services Leadership	Y1	Professional development feedback, site and district walkthroughs, and increased percentage of students with disabilities accessing the general education setting.
<b>7.4:</b> Continue to provide professional development on Universal Design for Learning (UDL) - the district's instructional framework.	Instructions Services Leadership	Y1,2,3	Professional development feedback, and site and district walkthroughs



# PURPOSE: DIVERSITY, EQUITY & INCLUSION VISION STATEMENT

**The Conejo Valley Unified School District will:**

- Provide a safe and equitable school community that is affirming and inclusive, including schools and classrooms that are a reflection of our global community.
- Work to create safe and brave spaces (i.e. learning environments) where students can learn from one another and engage in transformative discourse that challenges worldview and perspectives.
- Provide parents, staff, and community members a voice in how CVUSD provides educational opportunities to underrepresented students.
- Continue to build trusting relationships with all students and their families. Families of CVUSD will be looked upon as partners as we seek their feedback and understanding of the needs of the community.
- Commit to cultivating welcoming working and social environments that ensure all staff, in particular diverse staff, are comfortable and are excited to be in CVUSD schools to perform as their best self and highest capacity.



# WE DEFINE:

## DIVERSITY

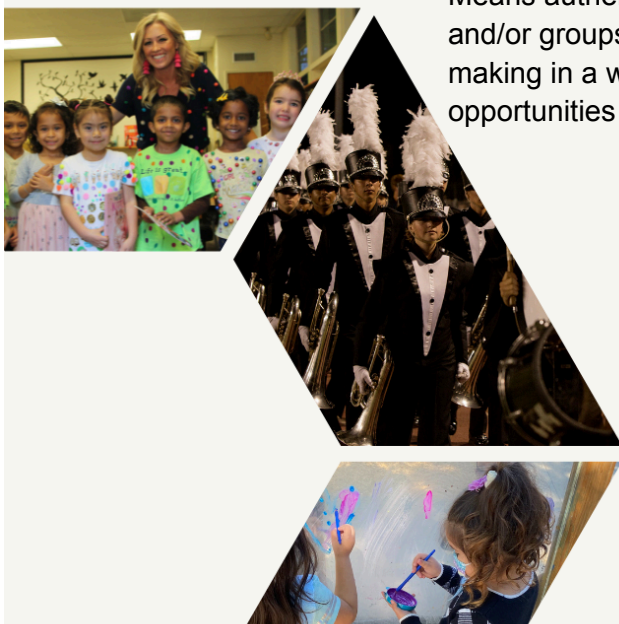
Includes but is not limited to race, color, ethnicity, nationality, religion, socio-economic status, veteran status, education, marital status, language, age, gender, gender expression, gender identity, sexual orientation, mental or physical ability, genetic information, and learning styles.

## 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/policy making in a way that shares power and ensures equal access to opportunities and resources.



# "WE BELIEVE" IN CVUSD:

- We believe our schools should be a safe and welcoming environment that supports learning for all students.
- We believe that each person is responsible for their actions.
- We believe that transparency is essential to trust.
- We believe that innate creativity releases the power of possibility.
- We believe that high expectations lead to higher results.
- We believe that everyone's voice deserves to be heard.
- We believe that commitment to purpose leads to life's success.
- We believe that we each have a responsibility to combat racism, sexism, and other forms of prejudice, discrimination, and harassment for the betterment of our schools and society.
- We believe all students will learn and be successful, and we recognize that our students are different and we must provide equitable support.
- We believe that all people deserve to be treated with respect..

# 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)*





# FOLLOWING CALIFORNIA LAW

## **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.
- (d) There is an urgent need to prevent and respond to acts of hate violence and bias-related incidents that are occurring at an increasing rate in California's public schools.
- (e) There is an urgent need to teach and inform pupils in the public schools about their rights, as guaranteed by the federal and state constitutions, in order to increase pupils' awareness and understanding of their rights and the rights of others, with the intention of promoting tolerance and sensitivity in public schools and in society as a means of responding to potential harassment and hate violence.
- (f) It is the intent of the Legislature that each public school undertake educational activities to counter discriminatory incidents on school grounds and, within constitutional bounds, to minimize and eliminate a hostile environment on school grounds that impairs the access of pupils to equal educational opportunity.

## **California Education Code 202:**

The Legislature finds and declares all of the following:

- (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.
- (c) Education is a fundamental right under the California Constitution. State statutes further place upon local educational agencies the affirmative obligation to combat bias against pupils within their schools. Under California law, California schools must create an equitable learning environment where all pupils, including lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils and Black, Indigenous, and other pupils of color feel welcome,

including through honest discussions of racism, the history of slavery in our society and in

# FOLLOWING CALIFORNIA LAW (CONTINUED)

California, and the diversity of gender and sexual orientation that reflects the lived reality of those pupils.

(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.

(e) Restricting access to classroom and library materials because they feature LGBTQ people or were written by LGBTQ authors discriminates against LGBTQ people and constitutes censorship in violation of California law and policy. Similarly, efforts to categorically exclude topics related to race, ethnicity, gender, sexual orientation, or other protected characteristics, or of present or historical discrimination based on protected characteristics, from school library collections, curricula, or classroom discussions constitute censorship that violates California law and policy.

(f) The Superintendent and other state officials and agencies have the authority to enforce federal and state laws that protect pupils from unlawful discrimination and harassment and that require local educational agencies to create an equitable learning environment for all pupils, regardless of race, ethnicity, gender, sexual orientation, or other protected characteristics. This authority includes the power to ensure that local educational agencies comply with laws supporting pupils' right to receive accurate and inclusive education in California's schools.

# 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](#)
- [Administrative Regulation 6164.4 - Identification and Evaluation of Individuals for Special Education](#)

## COORDINATION AND ALIGNMENT

CVUSD's [Local Control Accountability Plan](#), [Strategic Plan for the Inclusion of Students with Disabilities](#), [Multilingual Learner Master Plan](#), and this Strategic Plan for Diversity, Equity and Inclusion, all reflect the District's unwavering commitment to serving each and every student. These plans, while distinct in their specific areas of focus, are fundamentally aligned in the collective mission to foster an educational setting where all students can and will succeed. Through this Strategic Plan for Diversity, Equity and Inclusion, we have created a framework of actions that integrates many of the existing metrics and actions in these other plans, while also identifying a multitude of new and additional actions that further CVUSD's advancement of DEI as a top priority. Together, these plans form a coordinated and unified force driving our commitment to excellence for ALL students.



# OUR GOALS

CVUSD's Strategic DEI Plan consists of **eight** broad goals that align with CVUSD's Local Control Accountability Plan (LCAP) Goals:

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GOAL # **1**

Develop and implement diverse and inclusive instructional curriculum and teaching practices

GOAL # **2**

Ensure implementation of legally mandated and required protections for underrepresented students

GOAL # **3**

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

GOAL # **4**

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



# OUR GOALS

CVUSD's Strategic DEI Plan consists of **eight** broad goals that align with CVUSD's Local Control Accountability Plan (LCAP) Goals:

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**GOAL # 5** Support equitable academic outcomes for all students

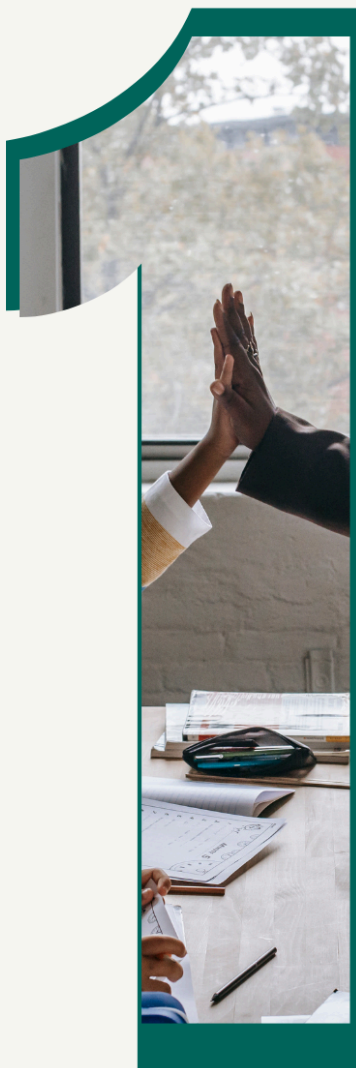
**GOAL # 6** Effectively communicate information and services that support underrepresented students

**GOAL # 7** Provide on-going and systematic professional learning to all staff

**GOAL # 8** Recruit and retain diverse and culturally proficient administrators, teachers, and support staff



# A DEEPER LOOK: GOAL #



**DEVELOP AND IMPLEMENT DIVERSE AND INCLUSIVE  
INSTRUCTIONAL CURRICULUM AND TEACHING PRACTICES**



# A DEEPER LOOK: GOAL # 1

**SUBGOAL 1.1:** Ensure multicultural perspectives when evaluating new, prospective instructional materials.

**Measure of Success:** Implement a consistent instructional materials rubric for multicultural perspectives to be used and analyzed during the review of new instructional materials for adoption.

**Strategies:**

- Adopt one new secondary diverse literature selection per grade span in accordance with LCAP goal. *(Currently Implementing)*
- Secondary English teachers develop units for diverse literature selections that are connected to the social justice standards. *(Currently Implementing)*
- Finalize a consistent instructional materials evaluation tool, and consider prior used tools, to examine multicultural representation of proposed instructional materials to be used by teachers and staff for future adoptions. *(Year 1)*
- Begin consistently implementing the above instructional materials tool for future adoptions based on available funding. *(Year 2)*

**SUBGOAL 1.2:** A consistent materials rubric for learner accessibility will be used and analyzed during the review of new instructional materials adoption, specifically to support Students with Disabilities and Multilingual Learners.

**Measure of Success:** Implement a consistent instructional materials rubric for learner accessibility to be used and analyzed during the review of new instructional materials for adoption, specifically for Students with Disabilities and Multilingual Learners.

**Strategies:**

- Ensure Special Education teachers and ELD Teacher Advisors are members of the material selection committees. *(Currently Implementing)*
- Begin to consistently implement an instructional materials evaluation rubric to measure learner accessibility that aligns with California Department of Education materials and UDL. *(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)*
- Research, align, and purchase supplemental reading materials that are utilized in ELD classes to support Multilingual Learners *(Year 1-2)*
- Use instructional materials rubric to ensure that newly purchased resources include embedded accessibility components for Students with Disabilities and Multilingual Learners. *(Year 2)*

- Provide training to certificated staff for measuring learner accessibility through the instructional materials evaluation rubric. (*Year 2-3*)

**SUBGOAL 1.3:** Teachers incorporate inclusive instructional practices that are designed to remove barriers to student learning and embrace the diverse identities of all students.

**Measure of Success:** Instructional observations include evidence of the implementation of practices.

**Strategies:**

- All secondary English Language Arts teachers, including English Language Development and Special Education teachers, participate in the UCLA Center X Denormalizing Literature professional development. (*Currently Implementing*)
- Teachers continue to incorporate UDL into instructional practices. (*Currently Implementing*)
- Continue providing professional learning emphasizing Universal Design for Learning (UDL) as the framework to provide best first instruction. (*Currently Implementing*)
- Implementation of Individualized Education Plan (IEP) supports and services in the general education classroom, including co-taught classes. (*Currently Implementing*)
- Provide teachers with professional development on integrated and designated ELD in order to better serve Multilingual Learners. (*Year 1-4*)
- Develop information and implement training, aligned to UDL Checkpoint 7.2, for inclusive instructional practices that vary activities and sources of information so that they can be: (1) Personalized and contextualized to learners' lives, (2) Culturally relevant and responsive, (3) Socially relevant, (4) Age and ability appropriate, and (5) Appropriate for different racial, cultural, ethnic, and gender groups. (*Year 2-3*)



# A DEEPER LOOK: GOAL #



**ENSURE IMPLEMENTATION OF LEGALLY MANDATED AND  
REQUIRED PROTECTIONS FOR UNDERREPRESENTED STUDENTS**

# A DEEPER LOOK: GOAL # 2

**SUBGOAL 2.1:** Provide students, families and staff with legally mandated protections for underrepresented students.

**Measure of Success:** Federal Program Monitoring (FPM) review which ensures compliance with necessary state and federal laws..

**Strategies:**

- Added “Community Rights and Resources” onto the CVUSD main homepage that includes: CVUSD nondiscrimination statement, policies/regulations on nondiscrimination/harassment, bullying, sexual harassment, and applicable California law. *(Currently Implementing)*
- Maintain CVUSD Title IX web page linked to the CVUSD main homepage. *(Currently Implementing)*
- As necessary, provide memorandum communications to all certificated and classified staff that reflects state and federal law. *(Currently Implementing)*
- Provide beginning of year annual mandatory training to all certificated staff and make adjustments to this training based on updated requirements in legal mandates. *(Currently Implementing)*
- Adjust Annual Notice to include students and staff, in addition to parents and guardians. *(Currently Implementing)*
- Annually provide school sites with updated annual postings which include, but are not limited to, uniform complaint procedures, non-discrimination statements, and rights of students and employees. *(Currently Implementing)*

**SUBGOAL 2.2:** Regularly review feedback and assessments of school and district climate.

**Measure of Success:** Review and discuss school and district climate data as noted in meeting agendas and minutes. Review CVUSD Annual Feedback survey which is administered to staff, students, and families.

**Strategies:**

- School Site Councils review climate data at least annually and incorporate adjustments and actions into each school’s School Plan for Student Achievement (SPSA). *(Currently Implementing)*
- Local Control Accountability Plan (LCAP) reports district wise climate data and includes on-going adjustments and actions. *(Currently Implementing)*

- Continue to administer an annual climate survey for students, staff, and parents/guardians. *(Currently Implementing)*
- Continue to support student led groups of diverse students, including the Student DAC (SDAC) Educational Equity Committee. *(Currently Implementing)*
- Identify additional ways for underrepresented parents/guardians to share their voices and experiences. *(Year 2-3)*

**SUBGOAL 2.3:** Identify and serve all students who are found to be eligible for special education services in the Least Restrictive Environment (LRE) in accordance with the Individuals with Disabilities Education Act (2004).

**Measure of Success:** Maintain a LRE percentage consistent with state and national norms of identified students with disabilities. By 2026, increase the percentage of students accessing 80% or more of their instructional day in the general education environment to 68.8%.

**Strategies:**

- On-going professional learning that reviews legal mandates related to child find obligations. *(Currently Implementing)*
- Provide all teachers with access to students' IEPs. *(Currently Implementing)*
- Implementation of Universal Design for Learning (UDL). *(Currently Implementing)*
- Annual presentation to certificated staff on Least Restrictive Environment (LRE). *(Currently Implementing)*
- Regular district and site administration annual meetings regarding current LRE data and planning for increasing the LRE percentage *(Currently Implementing)*
- Implement a developed co-teaching handbook with synthesized resources and professional guidance to co-teachers and administrators. *(Year 1)*
- Professional learning for understanding and implementing IEPs. *(Year 1)*
- Consistent implementation of Student Success Team (SST) procedures. *(Year 2)*
- Decrease in Specialized Academic Instruction (SAI) courses across secondary settings. *(Year 2-3)*

**SUBGOAL 2.4:** Regular review of discipline and suspension data

**Measure of Success:** All student groups that are currently at a greater than 3% annual suspension rate will decrease 1% per year until a less than 3% rate is achieved, and then maintain a less than 3% suspension rate thereafter. (LCAP Goal 1 Metric)

Fall 2022 Dashboard suspension rates: All: 2.2%; EL - 4.1%; SWD- 5.3%; Asian -0.6%; Black/African American- 6%;Hispanic or Latino -4.2%; Filipino - 2%, Two or more races - 0.7%; White - 1.4%, Foster - 10.8%, Homeless - 5.8%, SED - 4.8%

**Strategies:**

- Elementary general education behaviorist to provide Tier 1 and Tier 2 supports for staff and students. *(Currently Implementing)*
- Review current discipline practices and develop consistent policies and an updated Handbook across the District in accordance with California law. *(Currently Implementing)*

- Continue with deepened implementation of Restorative Practices to resolve conflict and disciplinary issues district wide. *(Currently Implementing)*
- Bi-monthly review discipline and suspension data, disaggregated by student group, by Instructional Services and Student Services. *(Year 1)*
- Provide professional development to all site administration and counselors in Restorative Practices. *(Year 1-2)*
- Provide information and training to teachers on Restorative Practices. *(Year 1-3)*
- Provide professional development in the use of Tier 2 behavior interventions and monitor implementation. *(Year 2-3)*

**SUBGOAL 2.5:** Ensure that employees are well trained to address bullying and harassment.

**Measure of Success:** Reduced incidents of confirmed bullying and harassment districtwide.

**Strategies:**

- School sites promote and celebrate Bullying Prevention Month and Unity Day to bring more awareness to bullying and anti-bullying practices. *(Currently Implementing)*
- Site administrators communicate with the district team for necessary support, and provide documentation of all completed investigations to Instructional Services. *(Currently Implementing)*
- Site administrators use consistent investigation and follow up processes to address allegations of bullying and harassment. *(Currently Implementing)*
- Annually notify all staff of their legal responsibilities to disrupt and intervene in instances of bias, harassment, and discrimination. *(Currently Implementing)*
- Implement Restorative Practices to address potential bullying situations and prevent future negative interactions between specific students. *(Year 1)*
- School Counselors and Wellness Staff implement school wide Tier 1 programming for students on social emotional learning and positive student interactions. *(Year 1)*
- Provide professional development and resources to both certificated and classified staff related to Diversity, Equity and Inclusion, including anti-bias training. *(Year 1-2)*
- Identify strategies to increase involvement of students in the conflict resolution process (i.e. Peer Mediation Program) that prevents and addresses bullying and harassment. Include more students in conflict resolution that prevents bullying and harassment. *(Year 3)*

**SUBGOAL 2.6:** Inform parents/guardians about the bullying and harassment reporting process.

**Measure of Success:** Parents/guardians will learn how to report, what to report, and to whom to report bullying and harassment. As measured through the district annual survey, 80% or more parents/guardians indicate they're aware of how to report bullying and harassment in CVUSD.

**Strategies:**

- Maintain annual notices provided to students, staff and parents/guardians on bullying and harassment procedures. *(Currently Implementing)*



- Maintain “Community Resources” and Title IX web pages on or linked onto the main CVUSD webpage. *(Currently Implementing)*
- Provide information on bullying/harassment procedures to CVUSD advisory councils/committees, if requested by the executive committee. *(Currently Implementing)*
- Yearly training for parents/guardians on the effects of bullying and signs to look for in their home. *(Year 3)*



# A DEEPER LOOK: GOAL #



**ALL LATINO/A/X STUDENTS WILL HAVE THE  
OPPORTUNITY FOR AN EDUCATIONAL EXPERIENCE  
CENTERED IN EXCELLENCE, ACADEMIC RIGOR AND  
CULTURALLY RESPONSIVE APPROACHES.**

# A DEEPER LOOK: GOAL # 3

**SUBGOAL 3.1** - Improve literacy and numeracy levels among students between Transitional Kindergarten and Grade 5.

**Measures of Success:**

Percentage of Latino/a/x students Grades 3-5 achieving at Standard Met or higher on the CAASPP English Language Arts and Mathematics exams will increase by 2% each year (LCAP Goal 1 Metric).

**Strategies:**

- Identify, develop, and implement targeted, culturally-specific efforts to improve reading and math scores for Latino/a/x students by fourth grade such as teaching strategies training, review of textbook publisher materials designed for multilingual learners, and bringing in experts in the field to meet with administrators and teachers on best practices. *(Currently Implementing)*
- Develop opportunities to listen and better understand Latino/a/x families to identify culturally relevant practices related to math and reading engagement and achievement. *(Year 2-3)*

**SUBGOAL 3.2:** Support culturally responsive teaching practices from 6-12th grade.

**Measures of Success:**

Percentage of Hispanic students achieving at Standard Met or higher on the CAASPP English Language Arts and Mathematics exams will increase by 2% each year. Percentage of Hispanic students earning grades of C or better at each semester will increase by 2% each year. (LCAP Goal 1 Metric)

**Strategies:**

- Secondary English teachers develop units for diverse literature selections that are connected to the content and training from UCLA Center X. *(Currently Implementing)*
- Finalize a consistent instructional materials evaluation tool, considering prior used tools, to examine multicultural representation of proposed instructional materials to be used by teachers and staff for future adoptions. *(Year 1-2)*
- Use the instructional materials evaluation tool to ensure that newly purchased resources include embedded accessibility components for Students with Disabilities and Multilingual Learners. *(Year 2)*
- Develop educator professional development centered on the disproportionate percentage of Latino/a/x students identified as eligible for special education. *(Year 2)*

- Develop information and implement training, aligned to UDL Checkpoint 7.2, for inclusive instructional practices that vary activities and sources of information so that they can be: (1) Personalized and contextualized to learners' lives, (2) Culturally relevant and responsive, (3) Socially relevant, (4) Age and ability appropriate, and (5) Appropriate for different racial, cultural, ethnic, and gender groups. *(Year 2-3)*
- Identify and develop on-going partnerships between schools and culturally-specific organizations to implement culturally responsive practices. *(Year 2-3)*

**SUBGOAL 3.3:** Support Latino/a/x students as they transition to and through middle school grades and as they transition to and through high school grades to maintain and improve academic performance.

**Measures of Success:** Participation of students in activities and events that support the successful transition of Latino/a/x students across grade-spans.

**Strategies:**

- Identify and develop new programmatic efforts and staff supports to ensure successful transitions for Latino/a/x students entering middle school and high school. *(Year 1-3)*
- Provide elementary to middle school and middle school to high school transition opportunities to students, such as school visits hosted by student clubs and counselors prior to students entering a new middle or high school. *(Year 1-3)*
- Develop engagement opportunities and/or districtwide transition presentations with Latino/a/x families to support successful student transitions. *(Year 3)*

**SUBGOAL 3.4:** Address the disproportionate rate of disciplinary incidents involving Latino/a/x students compared to all students in the education system.

**Measures of Success:** Hispanic student suspension rate was 4.2% in the Fall 2022 Dashboard. Decrease suspension rate by 1% per year until the suspension rate is less than 3%, and then maintain a less than 3% suspension rate thereafter. (LCAP Goal 1 Metric)

**Strategies:**

- Continue with deepened implementation of Restorative Practices to resolve conflict and disciplinary issues district wide. *(Currently Implementing)*
- Identify and develop educator professional development centered on anti-bias and culturally responsive approaches. *(Currently Implementing)*
- Provide professional development to all site administration and counselors in Restorative Practices. *(Year 1-2)*
- Develop engagement opportunities with Latino/a/x students to increase knowledge and participation in the school's mental health and wellness resources. *(Year 1-2)*
- Provide information and training to teachers on Restorative Practices. *(Year 2-3)*
- Provide Latino/a/x families with Spanish language opportunities for learning about student mental health. *(Year 2)*

**SUBGOAL 3.5:** Increase the engagement of students in co-curricular activities such as clubs, athletics, and activities.

**Measure of Success:** In 2022-23, 46.3% of Hispanic students participated in a secondary co-curriculum activity. Participation in activities and athletics will increase 1% per year until a greater than 60% rate is achieved, and then maintain a greater than 60% participation rate thereafter. (LCAP Goal 3 Metric)

**Strategies:**

- Schools implement events that showcase the availability of co-curricular activities through “Club Rush” and Future Night events. *(Currently Implementing)*
- Provide the Expanded Learning Opportunities-Program TK-6 for Multilingual Learners, McKinney-Vento, foster, and socio-economically disadvantaged students. *(Year 1-3)*
- Identify and work toward eliminating barriers to Latino/a/x student participation in co-curricular activities such as clubs, athletics, activities. Some barriers include not having access to information about how to join different sports and/or clubs, funding to pay for sport donations, not knowing the athletic systems for tryouts, unable to get a medical clearance due to medical fees, etc. *(Year 2)*
- Identify and develop partnerships with culturally specific community organizations to develop school activities. *(Year 2)*
- Work with students to identify and develop culturally responsive co-curricular school programs for Latino/a/x students. *(Year 2-3)*

**SUBGOAL 3.6:** Increase parent, family, and community engagement in the education of Latino/a/x students.

**Measure of Success:** Monitor participation of community members in district-sponsored events that provide information on services and resources available to students and families.

**Strategies:**

- Provide parent workshops on the educational system through the Parent Outreach Program and Multilingual Learners Department. *(Currently Implementing)*
- Provide Latino/a/x parents with additional outreach and information regarding secondary math pathways, boost camp, and exam opportunities. *(Currently Implementing)*
- Identify and develop partnerships with culturally specific community organizations for leadership development. *(Year 1)*
- Identify and develop district practices to build and sustain Latino/a/x community leadership and decision-making. *(Year 3)*
- Identify and develop opportunities to increase Latino/a/x community representation in leadership structures across the district. *(Year 2)*



**SUBGOAL 3.7:** Increase opportunities for Latino/a/x students to enroll in college and professional certification career programs.

**Measure of Success:**

- Most recent CA Dashboard data from 2019 indicates 28.5% of Hispanic students meet the College/Career Indicator. Goal is to increase 2% per year until a greater than 60% rate is achieved, and then maintain a greater than 60% College/Career Indicator rate thereafter. (LCAP Goal 1 Metric)

**Strategies:**

- Increase Dual Enrollment opportunities for Latino/a/x students. *(Currently Implementing)*
- Provide at least one field trip opportunity, at no charge, per semester for Latino/a/x students to visit local colleges and universities. *(Currently Implementing)*
- Conduct analysis of College Career Readiness Indicator results to identify barriers for Latino/a/x students. *(Year 1)*
- School counselors will present information to District English Learner Advisory Committee (DELAC) representatives about accessing college and professional certification career programs. *(Year 1)*
- Identify and develop new culturally responsive efforts for school counselors to increase Latino/a/x student college enrollment. *(Year 2)*
- 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 partnerships between schools, districts, colleges and culturally specific community organizations to increase Latino/a/x student enrollment through policy solutions and other investments needed. *(Year 3)*



# A DEEPER LOOK: GOAL #



**FOSTER A WELCOMING AND INCLUSIVE SCHOOL AND  
DISTRICT CULTURE THAT CELEBRATES AND VALUES  
ALL STUDENTS**

# A DEEPER LOOK: GOAL # 4

## 4.1 SUBGOAL: Implement cultural celebrations and recognitions.

**Measure of Success:** Increased participation in district wide events, and increased positive responses on climate survey data.

### Strategies:

- Implement activities to celebrate Board of Education adopted resolutions. *(Currently Implementing)*
- Increase recognitions of and awards for underrepresented students at Board of Education meetings. *(Currently Implementing)*
- Schools promote clubs and activities for all students. *(Currently Implementing)*
- Inclusive School Week activities and recognitions. *(Currently Implementing)*
- District administration visits to affinity clubs at secondary schools. *(Currently Implementing)*
- Host at least one annual district wide event for Black History Month and Hispanic Heritage Month. *(Year 2)*
- Develop and implement a District-wide Multicultural Extravaganza. *(Year 2-3)*
- Garner feedback from staff and student/parent representatives from District Advisory Councils/Committees on areas of success and growth in celebrating monthly recognition events. *(Year 3)*

## 4.2 SUBGOAL: Increase activities to recognize Ability Awareness.

**Measure of Success:** Increased participation districtwide in ability awareness events, increased positive responses on climate survey data, and representation of neurodivergent students in student leadership roles.

### Strategies:

- Use of Disability Celebrations toolkit for year round inclusive activities and for spotlighting Inclusive Schools Week (December), Disability History and Awareness Month (October), and Unity Day (October). *(Currently Implementing)*
- Unified Sports advertisements and club recruitment as well as celebrations/athlete recognitions. *(Currently Implementing)*
- Increase the number of secondary core literature books representing neurodivergent characters. *(Year 2)*
- Coaching support for neurodivergent students when applying for leadership roles (i.e. ASB, SDAC, Middle School Advisory Group). *(Year 2)*

- Site support staff (ASB Advisor and AP of Activities) intentionally plan and implement activities and events that are designed to include neurodivergent student groups. *(Year 2)*
- Intentional scheduling /programming to increase the number of students with disabilities in leadership classes (ASB, ASG, Peer Mentors, WEB, etc.) *(Year 3)*



# A DEEPER LOOK: GOAL #



**SUPPORT EQUITABLE ACADEMIC OUTCOMES FOR  
ALL STUDENTS**



# A DEEPER LOOK: GOAL # 5

**SUBGOAL 5.1:** Ensure that data on academic achievement gaps is shared in district and school meetings to make sure that proper supports are provided to students.

**Measure of Success:** Scheduled meetings and presentations in which academic achievement gaps are shared and discussed.

**Strategies:**

- 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. *(Currently Implementing)*
- Present information on student achievement to the Board of Education in a public meeting. *(Currently Implementing)*
- Review and analyze information on student achievement with site and district leadership. *(Currently Implementing)*
- Present information to various parent/guardian and student District Advisory Councils/Committees. *(Currently Implementing)*
- Publish academic achievement data in each Local Control Accountability Plan (LCAP). *(Currently Implementing)*
- Bi-annual Multilingual Learner Federal Program Monitoring site meetings focusing on academic achievement data. *(Currently Implementing)*
- Collaborate with principals to monitor least restrictive environment (LRE) data and the progress toward the goal of increasing the percentage of students in the general education setting by reviewing the effectiveness of implemented strategies and interventions. *(Currently Implementing)*
- Review of CAASPP, California Dashboard, and grade-distribution reports are disaggregated by student groups with school staff and district educational partners. *(Currently Implementing)*

**SUBGOAL 5.2:** Provide additional learning opportunities for students who are not achieving at grade level during the day, after school, and during intersession.

**Measure of Success:** Percentage of Black/African American, Hispanic, Multilingual Learners, Students with Disabilities, and low-income students achieving at Standard Met or higher on the CAASPP English Language Arts and Mathematics exams; as well as earning grades of C or better at each semester will increase by 2%. (LCAP Goal 1 Metric)

**Strategies:**

- Provide after school and summer programming that focuses on developing academic skills. *(Currently Implementing)*
- Provide the Expanded Learning Opportunities-Program (ELO-P) in grades TK-6 during school days as well as intersession days to Multilingual Learners, socio-economically disadvantaged, and foster students focusing on the academic, social, emotional, and physical needs and interests of students. *(Currently Implementing)*
- Provide Summer School programs, at no charge, for students not achieving at grade level. *(Currently Implementing)*
- Access to Summer School programs created for acceleration/course credit for Students with Disabilities, Multilingual Learners, socio-economically disadvantaged, and foster students. *(Currently Implementing)*
- Conduct an assessment of schoolwide Multi-Tiered Systems of Support (MTSS) to identify key academic growth areas for Tier 1, Tier 2, and Tier 3 supports for students. *(Year 2-3)*

**SUBGOAL 5.3:** Understand and close the achievement gap for underrepresented students.

**Measure of Success:** Percentage of Black/African American, Hispanic, Multilingual Learners, Students with Disabilities, and low-income students achieving at Standard Met or higher on the CAASPP English Language Arts and Mathematics exams; as well as earning grades of C or better at each semester will increase by 2%. (LCAP Goal 1 Metric)

**Strategies:**

- Identify individual underrepresented students at risk for not graduating from high school using Q District Pulse or other local data. Provide communication and early intervention for those individuals. *(Currently Implementing)*
- Expand credit recovery options for students who enroll in CVUSD after 9th grade and are behind in earning graduation credits. *(Currently Implementing)*
- Bi-annual Multilingual Learner Federal Program Monitoring site meetings focusing on academic achievement data. *(Currently Implementing)*
- Increase on-going discussion and analysis of achievement gaps to identify clear strategies to implement and monitor such actions through the LCAP and School Plan for Student Achievement. *(Year 2)*
- Gather suggestions and recommendations from educational partners including staff, parents/guardians, and students on the additional sources of data that demonstrate barriers to student achievement. *(Year 2-3)*
- 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)*

# A DEEPER LOOK: GOAL #



**EFFECTIVELY COMMUNICATE INFORMATION AND SERVICES  
THAT SUPPORT UNDERREPRESENTED STUDENTS**

# A DEEPER LOOK: GOAL # 6

**SUBGOAL 6.1:** Increase communications with parents/guardians and community members regarding diversity, equity and inclusion.

**Measure of Success:** Increase communication about the District's Diversity, Equity and Inclusion goals. CVUSD will continue to use a variety of touchpoints to communicate with the families it serves. This includes, but is not limited to: email, text, District app, Facebook, Twitter, Instagram, weekly school newsletters, weekly district newsletters, and dynamic web pages. The District will also continue to utilize and promote a variety of in-person opportunities to connect and build relationships with family members and community partners.

**Strategies:**

- Utilize currently implemented communication touchpoints, such as the weekly districtwide Communication Snapshot and/or weekly school site messages, to highlight the on-going and newly added diversity and inclusion initiatives taking place in CVUSD schools. *(Currently Implementing)*
- Promote the many parent/guardian involvement opportunities available in the CVUSD - with the creation of informational flyers that allow parents/guardians to easily access information about CVUSD District Advisory Councils/Committees. *(Currently Implementing)*
- Continue to create cross-engagement and collaboration opportunities between the District's Advisory Councils/Committees with the addition of "SUPER DAC" Meetings where members of each Council/Committee attend the same meeting to connect and synergize to the benefit of the District's broader goals. *(Currently Implementing)*
- 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)

**SUBGOAL 6.2:** Provide education and information to families about the services and resources available to students and families.

**Measure of Success:** Parent/guardian workshops, training, and presentations to educate families on student success and resources available in the district.

**Strategies:**

- Review the IEP process at parent meetings such as Special Education District Advisory Council (SEDAC) and/or family information sessions. *(Currently Implementing)*
- Ensure that all Foster and McKinney-Vento youth and their guardians are informed of their rights under California Education Code. *(Currently Implementing)*
- District Foster/McKinney-Vento Liaison will facilitate quarterly training with school site liaisons to update on applicable laws and available resources for Foster and McKinney-Vento youth. *(Currently Implementing)*
- District Administration will communicate community organization partnerships that provide services and supports including, but not limited to, food, temporary housing, and transportation. *(Currently Implementing)*
- District Administration will communicate and disseminate information regarding the Conejo Closet, a District developed program that provides clothing, shoes, toiletries, and school supplies to Foster and McKinney-Vento youth as well as to any family identified as having the need. *(Currently Implementing)*
- Provide an annual English Learner Advisory Committee (ELAC) virtual training on the rights and responsibilities of ELAC at the school sites. *(Currently Implementing)*
- Maintain Bilingual Title I Counselors to assist families at Title I Elementary Schools with accessing services for their students and families. *(Currently Implementing)*
- Disseminate information regarding English Language Development (ELD) program updates and the Multilingual Learner Master Plan through parent meetings, ELAC, DELAC, DAC, CVUSD board presentations, and other parent events that are specifically tailored for parents whose primary language is not English. *(Currently Implementing)*
- Provide policies and other district information in multiple languages and formats. *(Currently Implementing)*
- Provide parenting classes in Spanish through the Parent Outreach Program and the Multilingual Learners Department. *(Currently Implementing)*
- Provide SUPER DAC newsletter to all CVUSD families to widely disseminate information on all CVUSD advisory councils/committees. *(Currently Implementing)*
- Maintain SUPER DAC meetings in which all CVUSD Advisory Councils/Committees can engage together and learn about common topics of interest such as academic achievement, mastery grading, etc. *(Year 1)*

**SUBGOAL 6.3:** Work collaboratively with other culturally specific community organizations that provide resources to students and families.

**Measure of Success:** Monitor participation of district-sponsored events that provide information on services and resources available to students and families.



**Strategies:**

- Continue delivering quality interpretation services and expand to other languages that are most commonly utilized at CVUSD. *(Currently Implementing)*
- Maintain a current District community resource directory. *(Currently Implementing)*
- School and district staff continue to attend the annual Conejo Recreation Park District community resource fair. *(Currently Implementing)*
- Provide parenting classes in Spanish through the Parent Outreach Program and the Multilingual Learners Department. *(Currently Implementing)*
- Events for students and families that promote and provide information regarding college and career access for students - virtual Focus on Your Future Night; in-person College Fair. *(Currently Implementing)*
- Continue providing information regularly, through the Community Outreach Committee (COC) about community organizations to counselors, outreach assistants, and bilingual facilitators. *(Currently Implementing)*
- Advertise and promote learning opportunities for families from the Ventura County Office of Education (VCOE) and Special Education Local Area Plan (SELPA). *(Currently Implementing)*
- Connect students with regional business partners through CTE Advisory Meetings. *(Currently Implementing)*
- Interpreter and translation training and districtwide calibration for all staff who provide translation services. *(Currently Implementing)*



# A DEEPER LOOK: GOAL #



**PROVIDE ON-GOING AND SYSTEMATIC PROFESSIONAL  
LEARNING TO ALL STAFF**

# A DEEPER LOOK: GOAL # 7

**SUBGOAL 7.1:** Provide professional learning on anti-bias and DEI to all CVUSD staff.

**Measure of Success:** All District and school site staff will receive anti-bias and equity training by the end of the 2024-25 school year.

**Strategies:**

- Continue anti-bias and equity training to CVUSD district and site administrators focused on understanding and interrupting bias. Training provided by the Anti-Defamation League (ADL) and Epoch Education. Participate in coaching with Epoch Education to allow for on-going implementation. *(Currently Implementing)*
- Maintain on-going training for high school Ethnic Studies teachers and all secondary English Language Arts teachers that centers on culturally proficient curriculum and instruction. *(Currently Implementing)*
- Provide/Offer voluntary optional professional development opportunities during the summer to all teachers and staff focused on diversity and equity. *(Currently Implementing)*
- Teachers participate in on-going training and discussions on mastery grading with one key pillar focusing on bias-resistant grading practices. *(Currently Implementing)*
- Introduce key concepts of cultural proficiency and DEI to elementary teachers through the medium of visual arts during the district wide professional learning day. *(Currently Implementing)*
- Provide anti-bias training from ADL to all certificated and classified staff in accordance with the CDE Anti-Bias Education Grant. *(Year 1-2)*

**SUBGOAL 7.2:** Provide professional learning in teaching Integrated and Designated ELD to all teachers and support staff.

**Measure of Success:** Professional learning feedback, site and district walkthroughs, and improved scores on standardized content assessment such as the ELPAC and reclassification rates.

**Strategies:**

- Expand the impact of and access to ELD Teacher Advisors at every school site. *(Currently Implementing)*
- Identify additional training topics through the bi-annual EL FPM site meetings. *(Currently Implementing)*

- Initiated a long-term series of certificated and classified staff training to support Multilingual Learners in both designated and integrated ELD. *(Year 1-3)*
- Identify and select a team of ELD expert teachers or ELD TOSA (Teacher on Special Assignment) who will be trained to provide Designated and Integrated ELD training to all staff. *(Year 2-3)*

**SUBGOAL 7.3:** Provide professional development in strategies to support students with disabilities in the least restrictive environment to all teachers and support staff.

**Measure of Success:** Professional development feedback, site and district walkthroughs, and increased percentage of students with disabilities accessing the general education setting.

**Strategies:**

- Provide opportunities within the Induction Program for teachers to engage in professional learning related to instructional practices for Students With Disabilities. *(Currently Implementing)*
- Provide new special education teachers with a special education Induction Program mentor. *(Currently Implementing)*
- Provide professional learning for special education and general education teachers on building a co-teaching relationship that considers meaningful and inclusive lesson design and implementation. *(Currently Implementing)*
- Actively advertise and encourage staff to attend additional professional learning opportunities through the Ventura County SELPA and other reputable organizations that support PL for inclusivity of all learners. *(Currently Implementing)*
- Implement professional learning for teachers, administrators and paraeducators on UDL and inclusion. Professional learning will include a focus on classroom design and lesson design, and training on implementation of tiered supports in the classroom, etc. *(Currently Implementing)*
- Create a calendar for principals to invite special education and instructional leadership to sites to present during monthly staff meetings on topics such as instructional strategies, tiered supports, implementing the IEP, UDL, behavioral strategies, etc. *(Year 1)*

**SUBGOAL 7.4:** Continue to provide professional development on Universal Design for Learning (UDL) - the District's instructional framework.

**Measure of Success:** Professional development feedback, and site and district walkthroughs

- Continue providing professional learning emphasizing Universal Design for Learning (UDL) as the framework to provide best first instruction. *(Currently Implementing)*

- Increase explicit and clear messaging on how UDL aligns to other priority areas such as DEI, inclusion, English Language Development, and social emotional learning. (*Currently Implementing*)
- Develop information and implement training, aligned to UDL Checkpoint 7.2, for inclusive instructional practices that vary activities and sources of information so that they can be: (1) Personalized and contextualized to learners' lives, (2) Culturally relevant and responsive, (3) Socially relevant, (4) Age and ability appropriate, and (5) Appropriate for different racial, cultural, ethnic, and gender groups. (*Year 1-3*)





# A DEEPER LOOK: GOAL #



**RECRUIT AND RETAIN DIVERSE AND CULTURALLY PROFICIENT  
ADMINISTRATORS, TEACHERS, AND SUPPORT STAFF**

# A DEEPER LOOK: GOAL # 8

**SUBGOAL 8.1:** Develop and maintain structured and intentional recruitment and hiring practices to meet the District goal of employing culturally proficient administrators, teachers, and staff.

**Measure of Success:** A minimum of 10% of interview questions for both certificated and classified positions will evaluate candidates' cultural responsiveness and their competence in interacting with diverse and underrepresented populations.

**Strategies:**

- Expand participation at job fairs beyond the local community to increase diverse and culturally proficient staff. *(Currently Implementing)*
- CVUSD Human Resources will develop a bank of questions targeting cultural proficiency and competency in working with diverse populations, from which all hiring managers shall select in order to meet the 10% threshold above. *(Year 1)*
- CVUSD Human Resources will implement annual training for hiring supervisors and interview panelists in anti-bias interview and candidate rating techniques. *(Year 1- 2)*
- CVUSD Human Resources will update job postings, when positions become available, to include a competency profile encompassing cultural proficiencies and a capacity to effectively engage with neurodivergent individuals. *(Year 1- 2)*
- To expand recruitment, CVUSD Human Resources will use a broad spectrum of recruitment mediums, and will include the District's nondiscrimination policy and regulation in each announcement, bulletin, or application form that is used in employee recruitment. *(Year 2)*
- CVUSD Human Resources will require all new employees to complete an anti-bias training as a part of the onboarding process. *(Year 2-3)*

**SUBGOAL 8.2:** Develop additional support and mentoring to retain teachers, administrators, counselors, and other staff from underrepresented populations.

**Measure of Success:** An 80% satisfaction rate on the CVUSD Annual Staff survey for teachers, administrators, counselors, and other staff from underrepresented populations.

**Strategies:**

- Develop partnerships with community organizations such as Epoch Education, the International Institute for Restorative Practices, and the Anti-Defamation League (ADL) to build the District's capacity to support the work on anti-bias and restorative practices. *(Currently Implementing)*

- Assistant Director of DEI meets with new Induction Program teachers to provide an overview of DEI. *(Currently Implementing)*
- Provide site administrators with membership to professional associations of underrepresented groups - California Association of African-American Superintendents and Administrators, California Association of Asian & Pacific Leaders in Education, and California Association of Latino Superintendents and Administrators. *(Currently Implementing)*
- Adjust the annual LCAP survey for staff to include an employee overall satisfaction rating. *(Year 1)*
- Provide opportunities to attend training/conferences regarding diversity, equity and inclusion. *(Year 1)*
- Utilize the Induction Program to provide Professional Learning related to DEI within instructional practices. *(Year 1)*
- Develop at least quarterly cultural competency opportunities through employee affinity groups. *(Year 3)*

**SUBGOAL 8.3:** Regularly engage with Association Leadership in dialogue regarding actions and initiatives centered on Diversity, Equity and Inclusion.

**Measure of Success:** At minimum, one of every three monthly Association Communication meeting agendas shall reflect topics addressing diversity, equity and inclusion.

**Strategies:**

- Whenever possible, provide opportunities for Association Leadership to participate in DEI-related training prior to implementation district wide in order to seek suggestions and input. *(Currently Implementing)*
- Provide opportunities for Association Leadership to join District and site leaders attending DEI training and conferences. *(Year 1)*
- Collaborate with Association Leadership in the consideration of developing joint messaging on our commitment to furthering diversity, equity and inclusion in our daily work. *(Year 1- 2)*
- Engage with Association Leadership in an annual review of District progress and trends with regard to furthering Diversity, Equity and Inclusion. *(Year 1- 2)*



