



Conejo Valley Unified School District Diversity, Equity and Inclusion Additional Actions

The information below represents *some* of the joint efforts between CVUSD and our community to create welcoming, valuing and safe learning environments for all students. It is important to note this list is **not exhaustive** and does not reflect school site specific efforts/actions and by no means indicates we have fulfilled our obligation to diversity, equity and inclusion work.

1. Board Presentation
 - a. [February 5, 2019](#) McKinney-Vento Foster Youth
2. Updated CVUSD Enrollment Packet to Include Student Residency Questionnaire (SRQ) to capture our homeless population. Previously the Questionnaire was not completed annually, which created gaps in information on student housing.
3. Board of Education Resolution
 - a. [September 1, 2020](#) Commitment to Racial Equity in CVUSD #20/21-08
4. In November 2020 CVUSD published the first Diversity, Equity and Inclusion webpage. While a webpage in and of itself does not equate to actions, the webpage does represent that this work is a priority and attention is being dedicated to this important work. The webpage does include a plethora of resources and information designed to help raise awareness about the painful affects of racism, ableism and discrimination overall - and how to prevent these incidents from happening.
5. June 2020, following the tragic death of Mr. George Floyd, Dr. McLaughlin and Board of Education President Cindy Goldberg shared [this joint message](#) with our community regarding the District's deep commitment to lead with equity and social justice.
6. November 2020 [Memo](#) shared with all secondary teachers regarding the use of racial slurs, such as the "n-word" and the importance of not using racial slurs even when the words are in curriculum and literature.
7. Created a confidential online incident reporting option for our community to use to report incidents of racism, harassment or incidents, which can be submitted anonymously. The Equity Task Force recommended our District create this anonymous and confidential form due to prior experiences that some communities did not feel safe making reports to school site staff.

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8. November 2020 the first Black Student Union (BSU) was organized at Westlake High School. “The purpose of the Black Student Union is to create cohesion among black students, black faculty/staff, and other individuals from different ethnicities at Westlake High School to establish unity. We want to engage around our campus and our community, demonstrating a positive perspective of black culture. We aim to build leaders, promote student success, and develop a safe discussion environment for black students.” Newbury Park High School and Thousand Oaks High School are now launching a BSU and invitations are also sent to middle school students to participate.
9. March 2021 Dr. McLaughlin shared a message, “[Important Conversations About Racism and Discrimination](#)” with staff and our community regarding the use of the “n-word” and that doing so causes harm and will not be tolerated in our CVUSD community.
10. March 2021 Dr. McLaughlin shared a “[Message of Unity](#),” with staff and our community regarding anti-Asian discrimination and the importance of being an ally with one another. Links to resources for students and families were also provided in this message.
11. District leadership have ongoing collaboration meetings with various community members/groups (e.g. 805Resistance, Unity Conejo, Thrive Conejo, Justice in the Classroom, Diversify our Narrative, etc.) to share resources and to provide updates with one another on actions taking place to support DEI within the community.
12. Professional development
 - a. Per recommendation from the Equity Task Force, a series of equity-centered training with principals, central office administrators and counselors have begun and will continue through the remainder of the 2020-2021 school year (with more to follow for all staff during the 2021-2022 school year).
 - b. To date, six training sessions have been held with all principals and central office administrators. The primary purpose of the training is to prepare our administrators to effectively lead for diversity, equity and inclusion by first raising their self-awareness about diversity and how there are diverse experiences within education. Topics have included:
 - i. Review of Supreme Court and 9th Circuit Court decisions, along with other legal cases that speaks to the history of segregation in public schools
 - ii. Review of theoretical frameworks regarding racism and discrimination in institutions and systems and how these frameworks provide us with a different way to interpret situations/experiences/circumstances - especially for students of minority status
 - iii. Read and discuss articles:
 1. “Pushing Past the Achievement Gap: An Essay on the Language of Deficit” by Gloria Ladson-Billings;
 2. “Beginning Courageous Conversations about Race” by Glenn Singleton;



3. “Heightening Awareness about the Importance of Using Multicultural Literature” by Susan Colby & Anna Lyon;
 4. “So-called ‘good’ suburban schools often require trade-off for Latino Students” by Gabriel Rodriguez
- iv. Members of Equity Task Force joined one round of the trainings to share their first hand experiences with discrimination, the impact of those experiences and to provide administrators with an opportunity to ask questions and dialogue about how to avoid those experiences from happening in the future
- c. To date, three training sessions have been facilitated with our school counselors.