



Conejo Valley Unified School District Diversity, Equity and Inclusion Black, Indigenous, and People of Color (BIPOC)

The information below reflects *some* of the joint efforts between CVUSD and our families to increase support, engagement, and alliance-building with our Black, Indigenous, and People of Color (BIPOC) community. It is important to note the information below is **not exhaustive** and does not reflect school site-specific efforts/actions and by no means indicates we have fulfilled our obligation to our BIPOC students, families, and colleagues.

1. A local group is formed - [Adelante Comunidad Conejo](#)- to organize support and advocate on behalf of Hispanic and Latino families in Conejo Valley. A primary interest of Adelante was to collaborate with CVUSD to raise awareness about the experiences of our Hispanic and Latino families and to advocate on behalf of securing increased support, access, and opportunities. A few examples are a request to hire more diverse educators, including bilingual staff; ensuring our multilingual students have an opportunity to receive the Seal of Biliteracy; increase translation of all printed materials and online posting to Spanish, etc.
 - a. Adelante meets with CVUSD Superintendent and Assistant Superintendent of Student Services monthly and has been for over two years.
2. Formation of the first CVUSD Equity Task Force with intentional representation of our BIPOC community. More information about Equity Task Force is available [here](#).
3. Community brought forward a request for the Board of Education to adopt a resolution specifically on a commitment to Racial Equity. For more information: [September 1, 2020](#) Commitment to Racial Equity in CVUSD #20/21-08
4. The first Black Student Union (BSU) was formed in the District at Westlake High School in September 2020. “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.” Since then, Newbury Park High School and Thousand Oaks High school have started their own Black Student Unions. Additionally, on April 21, 2021, middle school students throughout CVUSD joined the Westlake High School Black Student Union. The BSU planned and facilitated a thoughtful discussion with students on the phrase "I don't see color". Then, BSU students organized a Kahoot game on Black History facts and trivia. Black Student Unions continue to meet twice monthly at the High Schools. Important to note all students are welcome.
5. A local organization formed in June 2020 - [805Resistance](#) - with a focus on advocating for inclusion and diversity within the Conejo community, including CVUSD. The founder of 805Resistance meets with CVUSD Leadership monthly to provide updates on actions being taken, how we can align efforts, share resources, and collaborate towards equity for our diverse community.



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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.
8. 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.
9. A series of Equity Training sessions with all central office administrators and school site principals began in November 2020. Every month, all administrators participate in a 75- minute training session specifically on how as educational leaders we need to raise our awareness about the existence of discrimination and marginalization within the education system and how from increased awareness we are better equipped to lead for equity. Below is a brief description of each of the six sessions completed thus far:
 - a. Review of Supreme Court and 9th Circuit Court decisions, along with other legal cases that speaks to the history of segregation in public schools
 - b. 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 and communities who have historically been marginalized
 - c. Read and discuss articles:
 - i. “Pushing Past the Achievement Gap: An Essay on the Language of Deficit” by Gloria Ladson-Billings;
 - ii. “Beginning Courageous Conversations about Race” by Glenn Singleton;
 - iii. “Heightening Awareness about the Importance of Using Multicultural Literature” by Susan Colby & Anna Lyon;
 - iv. “So-called ‘good’ suburban schools often require trade-off for Latino Students” by Gabriel Rodriguez
 - d. Members of the Equity Task Force joined one round of the training sessions 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

