

Conejo Valley USD Diversity
Equity, and Inclusion Plan 2022-
2023

	<ul style="list-style-type: none"> ● 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 all people have a right to a free excellent education. ● We believe that everyone has the power to influence the lives of others. ● We believe that all people deserve to be treated with respect. ● We believe that all people have the right to optimal health. ● We believe that each individual needs to be validated as a whole person. ● We believe that courage that trumps fear is critical for progress.
EQUITY IN CVUSD	<p>The Conejo Valley Unified School District strives to be a welcoming, supportive and inclusive learning environment for all students and families. We are committed to creating equitable access and opportunity across race, class, ethnicity, language, socio-economic status, ability, gender identity and religion.</p>
CULTURAL PROFICIENCY	<p>See difference, 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.</p>
PARAMETERS	<ul style="list-style-type: none"> ● We will use this plan to assess organizational culture, value diversity, manage the dynamics of difference, adapt to diversity, and institutionalize cultural knowledge. ● We will make all decisions based on the best interest of the student. ● We will aspire to excellence in all we do. ● We will respect the worth and dignity of each person. ● We will expect the best of everyone. ● We will ensure transparency throughout the district.
BOARD POLICIES AND ADMINISTRATIVE REGULATIONS	<p>BP 100 BP 5131.2 BP 0410 BP 5145.3 BP6164.4 cf. 0420.5</p>
GOALS	<p>Goal 1: Create an understanding of equity, tolerance, and cultural competencies throughout the organization.</p>

	<p>Goal 2: Create organizational structures that; provide students and staff with opportunities to learn about various cultural groups, expose students to a multicultural curriculum and character education, foster community partnerships, and provide extended learning opportunities.</p> <p>Goal 3: Provide targeted supports to historically underserved students including but not limited to African American students, English Learner students, Latin X, Asian, Pacific Islander, Foster Youth, Homeless students, and students who identify as LGBTQ.</p> <p>Goal 4: Provide targeted supports to parents of traditionally underserved students including but not limited to African American students, English Learner students, Latin X, Asian/ Pacific Islander students Foster Youth, Homeless students, and students who identify as LGBTQ.</p> <p>Goal 5: Use data to define, establish, and implement culturally proficient practices throughout the organization.</p>
<p>Goals and Action Steps</p>	<p>Goal 1: Create an understanding of equity, tolerance, and cultural competence throughout the organization.</p> <p>LCAP Goal 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes. (Community Focused)</p>
	<p>Develop in-Person/online virtual conversations with CVUSD Admin Team members on topics that include but not limited to:</p> <ul style="list-style-type: none"> > Courageous conversations on race and diversity > Creating equitable school environments > School site structures for ensuring at risk student success > Being an equity warrior- creating structural change > How to develop a climate of inclusiveness with parents <ul style="list-style-type: none"> ● Equity department staff will participate in Data Reflection Sessions, the establishment and implementation of grading guidelines, and Guidance Alignment meetings to provide an equity lense. ● Teaching and learning practices, and institutional practices and policies will be reviewed, monitored, and implemented that result in inclusive school and district cultures where “failure is not an option.” ● Selected readings and discussion opportunities/professional conversations will take place during principal meetings. ● An “equity lens” will be used in developing and monitoring all areas of teaching and learning, program development, and institutional practices. ● Staff, parents, students, administration, and Governing Board members will receive training on equity related topics such as race, gender, age, sexual orientation, culture,

	<p>religion, family structure, socioeconomic, and/or disability.</p> <ul style="list-style-type: none"> ● Parents will have the opportunity to participate in training related to DEI ● New teacher training, mentoring, and beginning teacher support will integrate new staff into the ongoing equity, diversity, and anti-bias teacher practices through the BTSA Program in conjunction with Human Resources. <p>Mentoring for African American L</p> <ul style="list-style-type: none"> ● District Summer Institutes will include an Equity Strand that will include specific topics that support equitable classroom instruction and strategies. ● Libraries will emphasize a perspective of inclusion by including library materials that address the issues of multicultural/anti-bias education. ● Board policies will be reviewed and updated.
<p>Goals and Action Steps</p>	<p>Goal 2: Create organizational structures that; provide students and staff with opportunities to learn about various cultural groups, expose students to a multicultural curriculum and character education, foster community partnerships, and provide extended learning Opportunities.</p> <p>LCAP Goal 4: Enhance the social, emotional and physical well-being for all students through targeted actions that support positive student outcomes. (School/Community Focused)</p>
	<p>Create and distribute monthly plans for state and nationally recognized cultural celebrations.</p> <ul style="list-style-type: none"> ● Staff members will participate in outside learning experiences such as the ACSA Equity Professional Learning Network, the CAAASA Professional Learning Network, conferences, workshops, and virtual equity conversations with other professionals. ● Ethnic studies courses will be reviewed and preparations will be made to expand course offerings. ● The District will respond swiftly and appropriately to address organizational structures, and incidents which reflect a lack of cultural understanding. ● Awareness assemblies, speakers, and cultural events will become part of school-wide experiences. ● Each year students will have the opportunities to set global, community, and personal goals.
<p>Goals and Action Steps</p>	<p>Goal 3: Provide targeted supports to historically underserved students including but not limited to African American students, Asian/Pacific Islander students English Learner students, Foster Youth, Homeless students, and students who identify as, and LGBTQ.</p> <p>LCAP Goal 4: Enhance the social, emotional and physical well-being for all students through targeted actions that support positive student outcomes. (School/Community Focused)</p>

<p>Goals and Action Steps</p>	<p>Goal 4 Provide targeted supports to parents of historically underserved students including but not limited to parents of African American students, English Learner students, Asian/ Pacific Islander students, Foster Youth, Homeless students, and students who identify as LGBTQ.</p> <p>LCAP Goal 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes. (Community Focused)</p>
	<p>Targeted supports will be provided to parents of historically underserved students including but not limited to parents of African American students, English Learner students, Asian/ Pacific Islander students, Foster Youth, Homeless students, and students who identify as LGBTQ:</p> <ul style="list-style-type: none"> > CVUSD Family Days will be organized to provide parents with the opportunity to meet other parents and learn about district resources. > The DEI Department team members will work collaboratively with the Instructional Services Department/ Parent Liaisons to increase parent outreach to parents of students in non- dominant subgroups within the district. > Parents will be encouraged to participate on school site campuses as volunteers and work with parent organizations and in on- site school parent centers. > The DEI Department will work with the Instructional Services Department, Student Services, and the Department of Special Education to provide parents with resources at parent engagement events and via an equity link on the district website. > Engagement events will take place for all of our targeted parent groups: parents of African American students, English Learner students, Asian/ Pacific Islander students, Foster Youth, Homeless students, and students who identify as LGBTQ. > In an effort to have ongoing communication with parents, the The DEI Department will host events specifically for groups identified as historically underserved. > Parents will be able to participate in local learning trips that support the concept of equity, tolerance, and cultural competency. Meetings will be held with parent volunteers to gather their input and plan upcoming events. > Parents will have the opportunity to assist with events planned by the Equity Department. At each event parents will be able to fill out an interest card/ needs assessment to gather their contact information, and identify what services and supports they would like provided in the future. > Equity Department will provide parent education workshops on: student database (Q) database, Navigating schools structures, and how to maximize parent conferences

Resources:

Let’s Talk About Race (and Other Hard Things): A Framework for Having Conversations That Build Bridges, Strengthen Relationships, and Set Clear Boundaries.