

## LCUSD DEI 3-Year Implementation Plan

	January, 2021- June, 2021	2021-2022	2022-2023	2023-24
<p><b>DISTRICT AND SCHOOL LEADERSHIP</b></p> <p><b>Responsible for implementation:</b></p> <p><b>Wendy Sinnette Anais Wenn Site and District Administration</b></p> <p><b>Metrics: DEI Framework, Commitment Statement, Definitions, and 3-Year Implementation Plan;</b></p>	<p><u>DEI Framework and Guiding Documents:</u></p> <p>1. DEI Special Committee recommends: -DEI Framework -DEI Commitment Statement -DEI Definitions -DEI 3-Year Implementation Plan</p> <p>2. Governing Board Approves: -DEI Framework -DEI Commitment Statement -DEI Definitions -DEI 3-Year Implementation Plan</p>	<p><u>DEI Framework and Guiding Documents:</u></p> <p>1. DEI Framework and Guiding Documents shared out with the LCUSD Community - articulation and feedback</p> <p>2. LCUSD DEI Glossary of Terms Developed and shared with the LCUSD Community as a resource</p>	<p><u>DEI Framework and Guiding Documents:</u></p> <p>1. DEI Framework and Guiding Documents shared out with the LCUSD Community - articulation and feedback</p>	<p><u>DEI Framework and Guiding Documents:</u></p> <p>1. DEI Framework and Guiding Documents shared out with the LCUSD Community - articulation and feedback</p>

<p><b>Management or Consultancy Structure for DEI initiative;</b></p> <p><b>Annual DEI Goals for all Site and District Administrators;</b></p>	<p><u>DEI Plan Management Structure:</u></p> <ol style="list-style-type: none"> <li>1. DEI Leadership SubCommittee secures budget cycle resources</li> <li>2. DEI Leadership Subcommittee identifies the structure for the management or consultancy (potential hire) of the LCUSD DEI Initiative (term of Implementation Plan only)</li> <li>3. DEI Subcommittee implements the management/ consultancy structure (i.e. job description, interviews, hiring, reporting structure, etc.) by 7/31/2021</li> </ol>	<p><u>DEI Plan Management Structure:</u></p> <ol style="list-style-type: none"> <li>1. DEI 3-Year Plan Year 1 Goals, Actions, and Services are managed and implemented</li> </ol> <p><u>Site Administrative Leadership:</u></p> <ol style="list-style-type: none"> <li>1. School Site Administrators work with school teams to identify Citizenship Standards</li> </ol>	<p><u>DEI Plan Management Structure:</u></p> <ol style="list-style-type: none"> <li>1. DEI 3-Year Plan Year 2 Goals, Actions, and Services are managed and implemented</li> </ol> <p><u>Site Administrative Leadership:</u></p> <ol style="list-style-type: none"> <li>1. Continue oversight of Citizenship Standards (including DEI metrics) and Grading Guidelines</li> </ol>	<p><u>DEI Plan Management Structure:</u></p> <ol style="list-style-type: none"> <li>1. DEI 3-Year Plan Year 3 Goals, Actions, and Services are managed and implemented</li> <li>2. DEI management/consultancy role is transferred to LCUSD District and Site Leadership at the end of the 2023-2024 school year</li> </ol> <p><u>Site Administrative Leadership:</u></p> <ol style="list-style-type: none"> <li>1. Continue oversight of Citizenship Standards (including DEI metrics) and Grading Guidelines with</li> </ol>
--	--	--	---	---

		<p>(including DEI metrics) and Grading Guidelines</p> <p>2. School Site Administrators monitor site demographics and create annual action plans for support</p> <p>3. District Administration creates protocols for exit interviews with families who elect to leave LCUSD before natural matriculation period</p> <p>4. Other District and Site actions and services as identified in annual administrator goals - a) annual goals will support district-wide systems and policies to sustain the DEI initiative b) annual goals will ensure DEI focused engagement with students, staff, and families</p>	<p>with staffs</p> <p>2. School Site Administrators monitor site demographics and create annual action plans for support</p> <p>3. School site administrators implement exit interview protocols with families who elect to leave LCUSD before natural matriculation period</p> <p>4. Other District and Site actions and services as identified in annual administrator goals - a) annual goals will support district-wide systems and policies to sustain the DEI initiative b) annual goals will ensure DEI focused engagement with students, staff, and families</p>	<p>staffs</p> <p>2. School Site Administrators monitor site demographics and create annual action plans for support</p> <p>3. School site administrators implement exit interview protocols with families who elect to leave LCUSD before natural matriculation period</p> <p>4. Other District and Site actions and services as identified in annual administrator goals - a) annual goals will support district-wide systems and policies to sustain the DEI initiative b) annual goals will ensure DEI focused engagement with students, staff, and families</p>
--	--	---	--	---

<p><b>DEI Oversight Committee Meeting Minutes, Reports and Yearly Adjustment to the Plan</b></p>		<p><u>Oversight Committee:</u></p> <ol style="list-style-type: none"> <li>1. LCUSD Special Committee on DEI meets 3 times per year as a full committee</li> <li>2. LCUSD Special Committee on DEI members formally share progress on the DEI 3-Year Implementation Plan and solicit feedback from stakeholder groups</li> <li>3. LCUSD Special Committee on DEI presents progress update to the Governing Board twice per year and recommends annually adjustments to the 3-Year Plan based on stakeholder feedback and annual progress</li> </ol>	<p><u>Oversight Committee:</u></p> <ol style="list-style-type: none"> <li>1. LCUSD Special Committee on DEI meets 3 times per year as a full committee</li> <li>2. LCUSD Special Committee on DEI members formally share progress on the DEI 3-Year Implementation Plan and solicit feedback from stakeholder groups</li> <li>3. LCUSD Special Committee on DEI presents progress update to the Governing Board twice per year and recommends annually adjustments to the 3-Year Plan based on stakeholder feedback and annual progress</li> </ol>	<p><u>Oversight Committee:</u></p> <ol style="list-style-type: none"> <li>1. LCUSD Special Committee on DEI meets 3 times per year as a full committee</li> <li>2. LCUSD Special Committee on DEI members formally share progress on the DEI 3-Year Implementation Plan and solicit feedback from stakeholder groups</li> <li>3. LCUSD Special Committee on DEI presents progress update to the Governing Board twice per year and recommends annually adjustments to the 3-Year Plan based on stakeholder feedback and annual progress</li> </ol>
<p><b>HUMAN RESOURCES: POLICIES AND PRACTICES</b></p>	<p><u>Recruitment:</u></p> <ol style="list-style-type: none"> <li>1. Expand recruitment and pipeline avenues. LCUSD will participate in at least two</li> </ol>	<p><u>Recruitment:</u></p> <ol style="list-style-type: none"> <li>1. Initiate plans to conduct an HR Equity Audit.</li> </ol>	<p><u>Recruitment:</u></p> <ol style="list-style-type: none"> <li>1. Assess expanded recruitment and pipeline avenues and determine next steps to continue</li> </ol>	<p><u>Recruitment:</u></p> <ol style="list-style-type: none"> <li>1. Conduct an internal HR Equity Audit.</li> <li>2. Review HR Equity Audit</li> </ol>

<p>Responsible for implementation: Debra Craddock</p> <p>Metrics: HR Equity Audit Findings; Updated recruitment materials;</p> <p>Revised Interview Protocols; Number of Trainings for Interview Panels;</p>	<p>university job fairs that serve diverse student and alumni populations.</p> <p><u>Interviewing Practices:</u></p> <p>1. Identify an outside resource/provider to assist with developing unintentional bias training(s) for interview panels.</p>	<p>2. Review HR Equity Audit findings and set hiring priorities.</p> <p>3. Review and update recruitment materials.</p> <p>4. Assess expanded recruitment and pipeline avenues and determine next steps to broaden and deepen LCUSD applicant pools.</p> <p><u>Interviewing Practices:</u></p> <p>1. Develop and implement training (hard copy and/or video) for interview panel members regarding unintentional bias and new interview practices.</p> <p>2. Develop rubrics and/or standardized scoring systems for interviewing.</p> <p>3. Train interview panel members on rubrics and/or standardized scoring systems.</p>	<p>broadening LCUSD applicant pools.</p> <p><u>Interviewing Practices:</u></p> <p>1. Develop and implement training modules (hard copy and video) for interview panel chairperson.</p> <p>2. Review interviewing training modules, make revisions as needed, and continue training for interview panel members.</p> <p>3. Explore options re: the composition of interview panels to increase objectivity in</p>	<p>findings and set hiring priorities.</p> <p>3. Continue to broaden LCUSD applicant pools.</p> <p><u>Interviewing Practices:</u></p> <p>1. Review interviewing training modules, make revisions as needed, and continue training for interview panel members with the goal to institutionalize revised interview practices.</p> <p>2. Broaden the composition of interview panels to increase objectivity in selection recommendations.</p>
--	---	--	--	--

<p>Staff Surveys to Measure Satisfaction with Mentors; Number of Teachers Taking Outside Coursework to Deepen Staff's DEI Knowledge.</p>	<p><u>Mentoring and Support:</u></p> <p>Identify training areas for admin, teachers and staff related to racism, bias, discrimination, restorative practices, etc.</p> <p>a) Work with trainers to provide safe spaces for staff to discuss fears of implementation and/or repercussion.</p> <p>b) Identify a method for staff to communicate concerns to admin and/or the district.</p> <p>2. Create a plan to recognize staff who demonstrate excellence and/or growth in the area of DEI</p> <p>3. Provide staff a list of approved outside coursework to encourage and incentivize staff to deepen their DEI</p>	<p><u>Mentoring and Support:</u></p> <p>1. Implement DEI staff recognition plan.</p> <p>2. Seek out staff interested in mentoring for the upcoming school year and provide training.</p> <p>3. Assign role alike mentors for staff new to LCUSD, ideally at the same work site.</p> <p>4. Provide staff a list of approved outside coursework to encourage and incentivize staff to deepen their DEI knowledge and skills</p>	<p>selection recommendations.</p> <p><u>Mentoring and Support:</u></p> <p>1. Assess and revise DEI staff recognition plan as needed.</p> <p>2. Seek out staff interested in mentoring for the upcoming school year and provide training.</p> <p>3. Assign role alike mentors for staff new to LCUSD, ideally at the same work site.</p> <p>4. Provide staff a list of approved outside coursework to encourage and incentivize staff to deepen their DEI knowledge and skills.</p>	<p><u>Mentoring and Support:</u></p> <p>1. Continue DEI staff recognition plan.</p> <p>2. Seek out staff interested in mentoring for the upcoming school year and provide training.</p> <p>3. Assign role alike mentors for staff new to LCUSD, ideally at the same work site.</p> <p>4. Provide staff a list of approved outside coursework to encourage and incentivize staff to deepen their DEI knowledge and skills.</p>
--	--	---	--	---

	<p>knowledge/skills.</p> <p>4 Identify 5-10 foundational and 3-5 role specific topics to be covered by mentors with new staff.</p>			
<p><b>PROFESSIONAL DEVELOPMENT AND PARENT EDUCATION</b></p> <p>Responsible for implementation:</p> <p>Anais Wenn Karen Hurley Site Principals</p> <p>Metrics: Number of Training Sessions; Staff Attendance at Trainings;</p>	<p><u>Trainings and resources:</u></p> <ol style="list-style-type: none"> <li>1. Provide a comprehensive DEI training to the entire district staff on the beginning of the year Buy Back Day.</li> <li>2. Introduce the classified staff to culturally responsive and sustainable education.</li> </ol>	<p><u>Trainings and resources:</u></p> <ol style="list-style-type: none"> <li>1. Introduce board members to restorative practices and culturally responsive and sustainable education.</li> <li>2. Train district and site administration in culturally responsive and sustainable education.</li> <li>3. Guide the certificated and classified staff in reflecting upon current practices and collaborating to change them to more restorative practices aligned with culturally responsive and sustainable education.</li> </ol>	<p><u>Trainings and resources:</u></p> <ol style="list-style-type: none"> <li>1. Share information with board members regarding restorative practices and culturally responsive and sustainable education.</li> <li>2. Train district and site administration in culturally responsive and sustainable education.</li> <li>3. Build upon the practices developed through awareness and collaboration to continue to provide culturally responsive teaching and learning</li> </ol>	<p><u>Trainings and resources:</u></p> <ol style="list-style-type: none"> <li>1. Share information with board members regarding restorative practices and culturally responsive and sustainable education.</li> <li>2. Train district and site administration in culturally responsive and sustainable education.</li> <li>3. Build upon and reflect on the practices developed through awareness and collaboration to continue to provide culturally responsive teaching and learning.</li> </ol>

<p>Number of Parent Education Sessions; Parent Attendance; Survey Results to Measure Effectiveness of Trainings</p>	<p><u>Parent Education:</u></p> <p>1. Provide parent education in culturally responsive education and their impact on student success.</p>	<p>4. Provide tools, mentoring, and strategies for staff to differentiate instruction supporting students with disabilities and English language learners.</p> <p><u>Parent Education:</u></p> <p>1. Provide resources to parents regarding restorative practices and their impact on student success.</p> <p>2. Provide resources to parents on raising good citizens and leaders in a globalized society.</p>	<p>4. Provide tools, mentoring, and strategies for staff to differentiate instruction supporting students with disabilities and English language learners.</p> <p><u>Parent Education:</u></p> <p>1. Provide resources to parents regarding restorative practices and their impact on student success.</p> <p>2. Provide resources to parents on raising good citizens and leaders in a globalized society.</p>	<p>4. Provide tools, mentoring, and strategies for staff to differentiate instruction supporting students with disabilities and English language learners.</p> <p><u>Parent Education:</u></p> <p>1. Provide resources to parents regarding restorative practices and their impact on student success</p> <p>2. Provide resources to parents on raising good citizens and leaders in a globalized society.</p>
<p>STUDENT SERVICES AND CLIMATE OF CARE</p> <p>Responsible for implementation:</p> <p>Site Administration Anais Wenn</p>	<p><u>Affinity Groups:</u></p> <p>1. Develop and assist in the creation of a minimum of five affinity groups throughout LCUSD by drafting guidelines, sharing the contact information of a group representative as an anchor point, and</p>	<p><u>Affinity Groups:</u></p> <p>1. Yearly data analysis of survey data and participation.</p> <p>2. Development of affinity groups with focus on guidelines, requirements, and participation.</p>	<p><u>Affinity Groups:</u></p> <p>1. Yearly data analysis of survey data.</p> <p>2. Vertical alignment of affinity groups throughout LCUSD to create a unified vision and enhance</p>	<p><u>Affinity Groups:</u></p> <p>1. Yearly data analysis of survey data.</p> <p>2. Oversight committee will work with district administration to provide guidance on the continuation of supporting affinity groups to promote</p>



<p>Karen Hurley</p> <p>Metrics: Panorama Survey and CA Healthy Kids Survey Data (CHKS), Affinity Meeting Calendar, Membership and Participation in Activities</p> <p>Number of Detentions, Referrals and Disciplinary Issues to Measure Effectiveness of Restorative Practices; Stakeholder Survey Data, and Discipline Records to Measure Growth and Success</p>	<p>the creation of a group directory to build community.</p> <p><u>Restorative Practices:</u></p> <ol style="list-style-type: none"> <li>1. Conduct action research to develop best practices on student centered restorative practices by reaching out to other schools further along in successful RP implementation. Propose key strategies and considerations for employing district wide RP policies and structures to promote opportunities for skills-based learning and an overall culture of redemption.</li> </ol>	<ol style="list-style-type: none"> <li>3. Planning phase for a student-centered approach to strengthen our Climate of Care and to build a culture of trust by promoting reflection and responsibility.</li> </ol> <p><u>Restorative Practices:</u></p> <ol style="list-style-type: none"> <li>1. PD for Administrators and teachers.</li> <li>2. Yearly data analysis in the area of detentions, referrals, and other disciplinary issues will be collected and monitored to analyze the effectiveness of restorative practices.</li> <li>3. Collaboration with LCUSD Administrators and other DEI Subcommittees to develop a cohesive and comprehensive plan to improve equity in disciplinary practices.</li> </ol>	<p>collaboration.</p> <ol style="list-style-type: none"> <li>3. Build a sustainable communication system that will ensure all stakeholders have access to LCUSD affinity groups.</li> </ol> <p><u>Restorative Practices:</u></p> <ol style="list-style-type: none"> <li>1. PD for Students</li> <li>2. Informational Sessions to stakeholders (Family Learning Series)</li> <li>3. Yearly data analysis in the area of detentions, referrals, and other disciplinary issues will be collected and monitored to analyze the effectiveness of restorative practices.</li> </ol>	<p>sustainability.</p> <p><u>Restorative Practices:</u></p> <ol style="list-style-type: none"> <li>1. Yearly data analysis in the area of detentions, referrals, and other disciplinary issues will be collected and monitored to analyze the effectiveness of restorative practices.</li> </ol>
---	--	---	---	--

	<p><u>Climate of Care:</u> 1. Using the articles <u>Speak up at School</u> and <u>Responding to Hate</u>, LCUSD will use the resources, language, and strategies provided to develop a culture of trust and belonging within all of its schools by using LCUSD core values to guide and structure an inclusive learning environment.</p>	<p><u>Climate of Care:</u> 1. Student training and empowering students to speak up and stand up when issues arise.  2. Incorporate the Virtual Wellness Center page to enhance the practices and strategies of Mindfulness.  3. Use district and school core values to guide and structure an inclusive learning environment.  4. Anti-Bullying Month recognition and engagement activities</p>	<p><u>Climate of Care:</u> 1. Provide PD focused on strategies for dealing with social situations effectively and with the ability to restore when negative actions occur (Role playing, scripts, school allies and supports, etc.)</p>	<p><u>Climate of Care:</u> 1. Mindfulness practices and strategies for teachers to help students as a proactive measure and as another tool for kids to deal with difficult social situations.</p>
<p>CURRICULUM AND INSTRUCTION</p> <p>Responsible for implementation: Site</p>	<p><u>Curriculum</u> 1. Analyze curricular materials to determine the extent to which they align with the District's commitment to and vision for DEI</p>	<p><u>Curriculum</u> New curricular adoptions - Focus on Social Sciences for TK - 12th</p>	<p><u>Curriculum</u> Analyze current curricular materials in ELA, Humanities, and Science</p>	<p><u>Curriculum</u> Analyze current curricular materials in Math, Science, and Electives</p>

<p>Administration Anais Wenn</p> <p>Metrics: Curricular Audit Committee Membership, Rubrics and Meeting Minutes;</p> <p>DEI Calendar with Monthly Diversity Themes, Holidays, Commemorations, etc.;</p> <p>Board-approved Updated Core Literature List; LCHS New Course Offerings and Enrollment</p>	<p>a. Determine the process of how the curricular audit will be conducted</p> <p>b. Codify, systematize, and communicate the calendar of monthly themed commemoration of marginalized and minoritized groups (including summer recognitions - example: Pride Month).</p> <p>c. Establish a DEI communications and important dates calendar</p> <p>2. Include courses that highlight the experiences of historically marginalized groups (e.g. Asian Studies, African American history, ethnic studies, etc.</p>	<p>Analyze current curricular materials in Social Sciences and/or English Language Arts</p> <p>Analyze recommended reading lists, core literature selections, and classroom (TK - 8th) and school libraries</p> <p>Examine subject areas where new classes can be offered - exploration of ethnic studies and other courses that teach about marginalized /minority groups.</p>	<p>Examine curricular materials for new or current classes/courses.</p>	<p>Examine curricular materials for new or current classes</p>
--	---	---	---	--

<p>Special Education Referral and Reclassification Committee Membership, Data-analysis; Consistent RTI Practices Outlined for Each Site</p> <p>List of Teacher Training Opportunities and Attendance, List of Alternate Assessments; Student Survey Data on Best Practices, Data Analysis of Assessment Results</p>	<p>3. Review the special education referral and reclassification process at each site, including current general education interventions used</p> <p>4. Incorporate and prioritize varied assessments and opportunities to demonstrate diverse models of learning and understanding</p>	<p>Review the special education referral and reclassification process-data analysis</p> <p>Assess the current general education interventions (TK-12)</p> <p>Recommend innovation and implementation for general education interventions</p> <p>A special focus on social emotional health of our students as a result of the pandemic, including teacher training in SEL Offer and incentivise training for our teachers on PBL, alternate assessments, interdisciplinary projects, etc., especially for new teachers</p> <p>Create a shared list of alternate assessments</p> <p>Look to other schools that</p>	<p>Review the special education referral and reclassification process-data analysis</p> <p>Implement resources on the learning model</p> <p>Analyze data (scores/grades) from alternate assessments compared to traditional assessments</p> <p>Analyze student survey data</p>	<p>Recommend changes for the special education reclassification process</p>
---	---	---	--	---

		are implementing diverse models of learning and understanding Survey students about best practices		
--	--	---	--	--