

LCUSD DEI 3-Year Implementation Plan

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

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

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		2. School Site Administrators monitor site demographics and create annual action plans for support.	2. School Site Administrators monitor site demographics and create annual action plans for support.	2. School Site Administrators monitor site demographics and create annual action plans for support.
		3. District Administration creates protocols for exit interviews with families who elect to leave LCUSD before natural matriculation period.	3. School site administrators implement exit interview protocols with families who elect to leave LCUSD before natural matriculation period.	3. School site administrators implement exit interview protocols with families who elect to leave LCUSD before natural matriculation period.
		4. Implement 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.	4. Implement 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.	4. Implement 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>DEI Oversight Committee Meeting Minutes, Reports and Yearly Adjustment to the Plan</p>		<p><u>Oversight Committee:</u></p> <ol style="list-style-type: none"> 1. LCUSD Special Committee on DEI meets 3 times per year as a full committee. 2. LCUSD Special Committee on DEI members formally share progress on the DEI 3-Year Implementation Plan and solicit feedback from stakeholder groups. 3. LCUSD Special Committee on DEI presents progress update to the Governing Board twice per year and annually recommends adjustments to the 3-Year Plan based on stakeholder feedback and annual progress. 	<p><u>Oversight Committee:</u></p> <ol style="list-style-type: none"> 1. LCUSD Special Committee on DEI meets 3 times per year as a full committee. 2. LCUSD Special Committee on DEI members formally share progress on the DEI 3-Year Implementation Plan and solicit feedback from stakeholder groups. 3. LCUSD Special Committee on DEI presents progress update to the Governing Board twice per year and annually recommends adjustments to the 3-Year Plan based on stakeholder feedback and annual progress. 	<p><u>Oversight Committee:</u></p> <ol style="list-style-type: none"> 1. LCUSD Special Committee on DEI meets 3 times per year as a full committee. 2. LCUSD Special Committee on DEI members formally share progress on the DEI 3-Year Implementation Plan and solicit feedback from stakeholder groups. 3. LCUSD Special Committee on DEI presents progress update to the Governing Board twice per year and annually recommends adjustments to the 3-Year Plan based on stakeholder feedback and annual progress.
<p>HUMAN RESOURCES: POLICIES AND PRACTICES</p> <p>Responsible for</p>	<p><u>Recruitment:</u></p> <ol style="list-style-type: none"> 1. Expand recruitment and pipeline avenues. LCUSD will participate in at least two university job fairs that serve diverse student and alumni 	<p><u>Recruitment:</u></p> <ol style="list-style-type: none"> 1. Initiate plans to conduct an HR Equity Audit. 2. Review HR Equity 	<p><u>Recruitment:</u></p> <ol style="list-style-type: none"> 1. Assess expanded recruitment and pipeline avenues and determine next steps to continue broadening LCUSD applicant pools. 	<p><u>Recruitment:</u></p> <ol style="list-style-type: none"> 1. Conduct an internal HR Equity Audit. 2. Review HR Equity Audit findings and set hiring

	<p><u>Mentoring and Support:</u></p> <ol style="list-style-type: none"> 1. Identify training areas for admin, teachers and staff related to racism, bias, discrimination, restorative practices, etc. <ol style="list-style-type: none"> a) Work with trainers to provide safe spaces for staff to discuss fears of implementation and/or repercussion. b) Identify a method for staff to communicate concerns to admin and/or the district. 2. Create a plan to recognize staff who demonstrate excellence and/or growth in the area of DEI. 3. Provide staff a list of approved outside coursework to encourage staff to deepen their DEI knowledge/skills. 4 Identify 5-10 foundational and 3-5 role specific topics to be 	<p><u>Mentoring and Support:</u></p> <ol style="list-style-type: none"> 1. Implement DEI staff recognition plan. 2. Seek out staff interested in mentoring for the upcoming school year and provide training. 3. Assign role alike mentors for staff new to LCUSD, ideally at the same work site. 4. Provide staff a list of approved outside coursework to encourage and incentivize staff to deepen their DEI knowledge and skills. 	<p><u>Mentoring and Support:</u></p> <ol style="list-style-type: none"> 1. Assess and revise DEI staff recognition plan as needed. 2. Seek out staff interested in mentoring for the upcoming school year and provide training. 3. Assign role alike mentors for staff new to LCUSD, ideally at the same work site. 4. Provide staff a list of approved outside coursework to encourage and incentivize staff to deepen their DEI knowledge and skills. 	<p><u>Mentoring and Support:</u></p> <ol style="list-style-type: none"> 1. Continue DEI staff recognition plan. 2. Seek out staff interested in mentoring for the upcoming school year and provide training. 3. Assign role alike mentors for staff new to LCUSD, ideally at the same work site. 4. Provide staff a list of approved outside coursework to encourage and incentivize staff to deepen their DEI knowledge and skills.
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	covered by mentors.			
PROFESSIONAL DEVELOPMENT AND PARENT EDUCATION Responsible for implementation: Anais Wenn Karen Hurley Site Principals Metrics: Number of Training Sessions; Staff Attendance at Trainings;	<u>Trainings and resources:</u> 1. Provide a comprehensive DEI training to the entire district staff on the beginning of the year Buy Back Day. 2. Introduce the classified staff to culturally responsive and sustainable education.	<u>Trainings and resources:</u> 1.Introduce board members to restorative practices and culturally responsive and sustainable education. 2.Train district and site administration in culturally responsive and sustainable education. 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. 4.Provide tools, mentoring, and strategies for staff to differentiate instruction supporting students with disabilities and English language learners.	<u>Trainings and resources:</u> 1.Share information with board members regarding restorative practices and culturally responsive and sustainable education. 2. Train district and site administration in culturally responsive and sustainable education. 3. Build upon the practices developed through awareness and collaboration to continue to provide culturally responsive teaching and learning. 4. Provide tools, mentoring, and strategies for staff to differentiate instruction supporting students with disabilities and English language learners.	<u>Trainings and resources:</u> 1. Share information with board members regarding restorative practices and culturally responsive and sustainable education. 2. Train district and site administration in culturally responsive and sustainable education. 3. Build upon and reflect on the practices developed through awareness and collaboration to continue to provide culturally responsive teaching and learning. 4. Provide tools, mentoring, and strategies for staff to differentiate instruction supporting students with disabilities and English language learners.

<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><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><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><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 Karen Hurley</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 the creation of a group directory to build community.</p>	<p><u>Affinity Groups:</u></p> <p>1. Conduct yearly data analysis of survey data and participation.</p> <p>2. Develop affinity groups with focus on guidelines, requirements, and participation.</p> <p>3. Plan for a student-centered approach to strengthen our Climate of Care and build a culture of trust by promoting reflection and responsibility.</p>	<p><u>Affinity Groups:</u></p> <p>1. Conduct yearly data analysis of survey data.</p> <p>2. Vertically align affinity groups throughout LCUSD to create a unified vision and enhance collaboration.</p> <p>3. Build a sustainable communication system that will ensure all stakeholders have access to LCUSD affinity groups.</p>	<p><u>Affinity Groups:</u></p> <p>1. Conduct 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 sustainability.</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><u>Restorative Practices:</u></p> <ol style="list-style-type: none"> 1. Conduct action research to develop best practices on student centered restorative practices. Propose key strategies for employing district wide policies and structures to promote opportunities for skills-based learning and an overall culture of redemption. <p><u>Climate of Care:</u></p> <ol style="list-style-type: none"> 1. Using the articles <u>Speak up at School</u> and <u>Responding to Hate</u>, LCUSD will use the resources, language, and 	<p><u>Restorative Practices:</u></p> <ol style="list-style-type: none"> 1. Provide PD for Administrators and teachers. 2. Conduct 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. 3. In collaboration with LCUSD Administrators and other DEI Subcommittees, develop a cohesive and comprehensive plan to improve equity in disciplinary practices. <p><u>Climate of Care:</u></p> <ol style="list-style-type: none"> 1. Train and empower students to speak up and stand up when issues arise. 	<p><u>Restorative Practices:</u></p> <ol style="list-style-type: none"> 1. Provide PD for students. 2. Provide Informational Sessions to stakeholders (Family Learning Series). 3. Conduct 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. <p><u>Climate of Care:</u></p> <ol style="list-style-type: none"> 1. Provide PD focused on strategies for dealing with social situations effectively and with the ability to restore when 	<p><u>Restorative Practices:</u></p> <ol style="list-style-type: none"> 1. Conduct 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. <p><u>Climate of Care:</u></p> <ol style="list-style-type: none"> 1. Provide mindfulness practices and strategies for teachers to help students as a proactive measure and as another
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	<p>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>2. Incorporate the Virtual Wellness Center page on the LCHS website to enhance Mindfulness practices and strategies.</p> <p>3. Use district and school core values to guide and structure an inclusive learning environment.</p> <p>4. Create an Anti-Bullying Month recognition and engagement activities.</p>	<p>negative actions occur (Role playing, scripts, school allies and supports, etc.).</p>	<p>tool for kids to deal with difficult social situations.</p>
<p>CURRICULUM AND INSTRUCTION</p> <p>Responsible for implementation: Site Administration Anais Wenn</p> <p>Metrics: Curricular Audit</p>	<p><u>Curriculum</u></p> <p>1. Analyze curricular materials to determine the extent to which they align with the District's commitment to and vision for DEI.</p> <p>a. Determine the process of how the curricular audit will be conducted.</p> <p>b. Codify, systematize, and communicate the</p>	<p><u>Curriculum</u></p> <p>1. Implement new curricular adoptions - Focus on Social Sciences for TK - 12th.</p> <p>2. Analyze current curricular materials in Social Sciences and/or English Language Arts.</p> <p>3. Analyze recommended reading lists, core literature selections, and classroom (TK - 8th) and</p>	<p><u>Curriculum</u></p> <p>1. Analyze and refine current curricular materials in ELA, Humanities, and Science.</p> <p>2. Examine curricular materials for new or current classes/courses.</p> <p>3. Review the special education referral and reclassification process- data analysis.</p>	<p><u>Curriculum</u></p> <p>1. Analyze and refine current curricular materials in Math, Science, and Electives.</p> <p>2. Examine curricular materials for new or current classes.</p> <p>3. Recommend changes for the special education reclassification process.</p>

<p>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>Special Education Referral and Reclassification Committee Membership, Data-analysis; Consistent RTI Practices Outlined for Each Site</p>	<p>calendar of monthly themed celebration 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. Add courses that highlight the experiences of historically marginalized groups (e.g. Asian Studies, African American history, ethnic studies, etc.</p> <p>3. Review the special education referral and reclassification process at each site, including current general education interventions used.</p>	<p>school libraries.</p> <p>4. Examine subject areas where new classes can be offered - exploration of ethnic studies and other courses that teach about marginalized /minority groups.</p> <p>5. Review the special education referral and reclassification process-data analysis.</p> <p>6. Assess the current general education interventions (TK-12).</p> <p>7. Recommend innovation and implementation for general education interventions.</p> <p>8. Place special focus on social emotional health of our students as a result of the pandemic, including teacher training in SEL.</p>	<p>4. Implement resources on the learning model.</p> <p>5. Analyze data (scores/grades) from alternate assessments compared to traditional assessments.</p> <p>6. Analyze student survey data.</p>	
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<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>4. Incorporate and prioritize varied assessments and opportunities to demonstrate diverse models of learning and understanding.</p>	<p>9. Offer and incentivise training for our teachers on Project Based Learning, alternate assessments, interdisciplinary projects, etc., especially for new teachers.</p> <p>10. Create a shared list of alternate assessments.</p> <p>11. Look to other schools that are implementing diverse models of learning and understanding Survey students about best practices.</p>		
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