



Culver City
Unified School District

Equity, Social Justice, & Inclusion Plan
A Living Document
2020 – 2023

Adopted by CCUSD Board of Education, August 25, 2020

A Call to Act



Dear CCUSD Families and Staff,

It is an honor to be the Superintendent of such a beautifully diverse school district. Each of our schools serves as a microcosm of the greater world. With the most recent national social unrest and the Black Lives Matter movement's growing strength and awareness, this is the perfect time for CCUSD to take stock and address the systemic inequities that have been present for so long. I am proud that CCUSD picked up the gauntlet and demanded that we can do better.

Our Equity Advisory Committee has been in existence for four years. They have worked incredibly hard to develop an equity action plan that will outline specific action steps moving forward to support and educate our students and our staff in the areas of anti-racism, anti-hate, and anti-bias. We do not take this plan lightly, nor should we. This plan outlines the steps moving forward, where we have taken on the responsibility to teach and model real equity and inclusion to students and staff. We will encourage our staff to navigate sometimes uncomfortable waters in addressing racial injustice. We will support, see, and celebrate our students for the incredible individuals that they are. We will provide them with the confidence and knowledge to enter into the world as change agents committed to make a difference and disrupt systems that have been historically unforgiving for students of color, students with different abilities, and students within our LGBTQIA community.

I hope this equity action plan also serves as a foundation for opening dialogue. I would like to formally thank the Equity Advisory Committee for all of their time, work, and commitment that was they willingly and lovingly poured into the development of this plan.

Sincerely,

Leslie Lockhart, Superintendent

Executive Summary



The Culver City Unified School District (CCUSD) is committed to ensuring that our organization reflects the racial and cultural diversity of our community. As an organization we acknowledge and accept our responsibility for providing high quality, culturally responsive learning environments for all of our students and stakeholders. This commitment has been encapsulated in our desire to have a documented plan of action that indicates the concrete steps and measures we will take as a district to ensure an equitable education for all students, as well as identified supports for both parents and staff members.

During the 2019-2020 school year, the Equity Advisory Committee worked to craft our organizational definition of equity. This process involved self reflection and a personal understanding of the concept of equity as well as an understanding of how equity would be actualized in CCUSD. Our equity vision served as a spring board toward the development of four overarching goals. These goals represent our commitment to ensuring equity as a organization and express a high level of intentionality to support students, parents, and staff members. In addition to identifying our four core goals, action steps were developed using both quantitative and qualitative data sets. Academic, discipline, and survey data was used to identify areas of need. The result of this work is a comprehensive multi- year equity plan that will guide us in the implementation of a plan that supports culturally competent attitudes, knowledge, and skills.

Theoretical Frameworks and Research

This plan was developed using the research of several renowned scholars on the best practices for ensuring organizational equity. In CCUSD we want to work with urgency and fidelity to implement the action steps in our plan. Our implementation model is based on the 8 stage process developed by John Kotter known as Kotter's Change Theory (Kotter, 2012). This process has been used a successful strategy for implementing organization change. We worked to establish a clear sense of urgency using the EAC as a guiding coalition. Our coalition has created a vision that will support our equity work. Our plan outlines how the vision will be communicated, evaluated for effectiveness, and institutionalized into the culture of CCUSD.

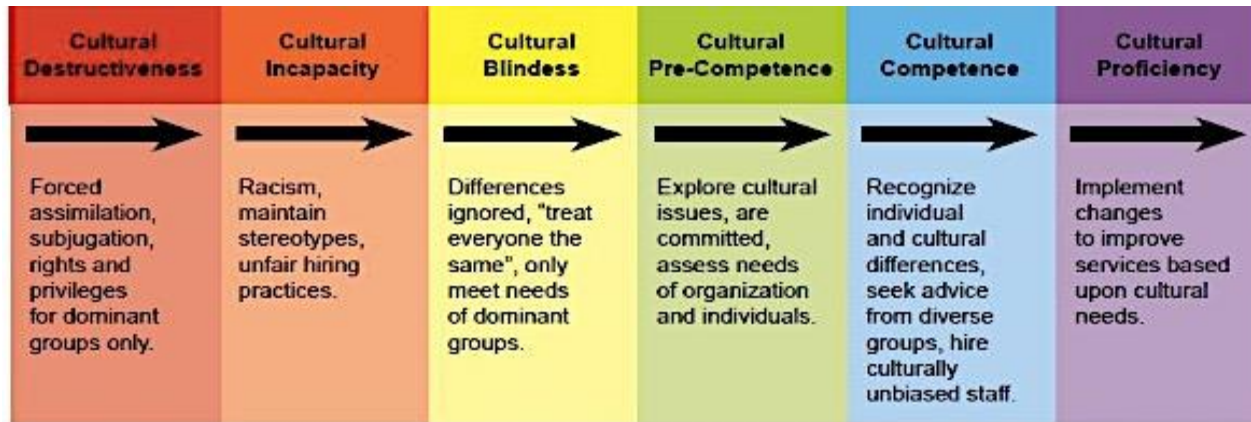


Kotter, J. P. (2012). *Leading Change*. Boston, Massachusetts: Harvard Business Review Press.

Theoretical Frameworks and Research



In order to effectively implement equitable organizational change there must be an understanding of the guiding principles of Cultural Proficiency Continuum, as well as the Essential Elements of Cultural Proficiency which provide the standards for values, behavior, and organizational policies (Lindsey, Robins, & Terrell, 2009).



Essential Elements of Cultural Competence (Lindsey, Martinez & Lindsey 2007)

- Assessing Cultural Knowledge:** being aware of what you know, and how you react to others' cultures, and what you need to do to be effective in cross cultural situations.
- Valuing Diversity:** Making the effort to be inclusive of people whose viewpoints and experiences are different from yours, which will enrich conversations, decision making and problem solving.
- Managing the Dynamics of Difference:** Viewing conflict as a natural and normal process with cultural contexts that can be understood and that can be supportive in creative problem solving
- Adapting to Diversity:** Having the will to learn about others and the ability to use others' cultural experiences and backgrounds in educational settings.
- Institutionalising Cultural Knowledge:** Making learning about cultural groups and their experiences and perspectives an integral part of your ongoing learning.

Lindsey, R., Robins, K. N., & Terrell, R. D. (2009). *Cultural Proficiency, A Manual for School Leaders*. Thousand Oaks, California, USA: Corwin.

Our commitment to ensure equity lies in the researched-based proven strategy that building the capacity of schools and providing them with additional support will aide them in meeting the complex needs of students. Further, it is in our common interest to ensure that all students in CCUSD receive an education that allows them to cultivate their talent and maximize their potential (Noguera & Blankstein, 2015). We are committed to equipping our staff to be able to recognize biases, respond immediately, redress inequities and oppressive ideologies, as well as actively cultivate equitable anti-oppressive ideologies (Gorski & Pothini, 2014).

Accountability Structure

Team Leader

**Organization Core
Leader**

**Student Core
Leader**

**Parent Core
Leader**

Staff Core Leader

CCUSD Equity Vision Statement

In CCUSD we believe equity is our moral obligation. Through the use of an ethical and continuous process, we ensure that all students are given the academic, social, and emotional supports they need. We are working to cultivate a liberated learning environment that is free of bias and encourages students to achieve their own personal and professional aspirations.

Identified Inclusive Groups

The following identified student and staff groups are henceforth identified as *all students* or *all staff*:

Individuals historically underserved on the basis of perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy status, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics or beliefs, as well as those historically underserved on the basis of where any and all of these categories may intersect with one another on any individual or group.

CCUSD Equity Goals 2020-2023



Organization:

We will work to create both an understanding and personal awareness of equity and bias

Students:

We will work to ensure that student needs are identified and met in a bias free environment

Parents:

We will work to ensure that parents are active partners in our school community

Staff:

We will work to ensure that CCUSD staff members are diverse and culturally proficient

Goal 1:

Organization:

We will work to create both an understanding and personal awareness of equity and bias



ACTION	IMPLEMENTERS	YEAR	PARTICIPANTS
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Various workshops on the concept of Equity, CCUSD Equity Definition, and Equity Plan to build understanding and clear communication. A annual District wide mandatory equity training for all staff including substitute and or temporary staff.	Ed Services, Equity Advisory Com., School Site Leadership	Y1,2,3	Staff including new employees, Parents, & Students
Disseminate current data trends, goals, and focus areas of the Equity Plan.	Culver Pride- Ed Services	Y1,2,3	Ongoing
Create messaging materials that contain concepts of Equity, Social Justice, CCUSD Equity Definition and the Equity Plan.	Equity Advisory Com.	Y1	Staff meetings, SSC, ELAC, Parent Nights, Parent Meetings, Community Events, Volunteer Organizations, Summer PD, Coffee Chats, New Teacher Training, CCEF, PTA, Boosters, Classified Staff Meetings
Create a district – wide theme that includes the concepts of Equity, Access, & Justice to build understanding and clear messaging.	Equity Advisory Com.	Y1,2,3	Staff meetings, SSC, ELAC, Parent Nights, Parent Meetings, Community Events, Volunteer Organizations, Summer PD, Coffee Chats, New Teacher Training, CCEF, PTA, Boosters, Classified Staff Meetings
Support and expand Gender, Ethnic, and other Cultural Studies Courses. Evaluate and Transform History, English, & Intercultural Literature curriculum for equity and bias.	Curriculum Committee, CCHS Admin, Ed Services, Student Leaders	Y1	Curriculum Committee, CCHS Admin, Ed Services, Student Leaders, CCHS Teachers and Staff Members.
Board Policy Review of: Graduation Requirements (A-G, Ethnic/Gender Studies, Grading, Hiring Practices, Permit Policies (Inter & Intra), Parent Spending & Recruitment of Diverse Staff	School Board/Cabinet/ Equity Advisory Committee	Y 1,2,3	Organization

Goal 2:

Students:

We will work to ensure that student needs are identified and met in a bias free environment



Culver City
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ACTION	IMPLEMENTERS	YEAR	PARTICIPANTS
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Survey 3rd-12 th grade students regarding their school experience.	Equity Advisory Team, Site Leadership	Y1	3 rd – 12 th grade students
Examine current assessments, registration, ID and dress-code practices for bias or inequities.	Equity Advisory Team Site Leadership	Y1	EAI Team, Admin, Staff
Continue training staff on Restorative Justice Practices and include students in RP work.	MTSS Lead Team Trained staff in RJP	Y1,2,3	Staff at each school site
Diversify support service providers and student tutors/leaders. Provide opportunities for student lead events and conferences.	Admin, Ed Services, HR	Y2,3	Service providers, student tutors, peer tutors
Examine the current discipline system using an equity lens- disaggregate discipline data (including Saturday school, threat of permit revocation, suspension, permit revocation and expulsion) by gender, grade level, race, permit status, & subgroup.	School and Family Support Services will lead secondary Admin in discipline data dig	Y1	Secondary Admin
Establish a grading committee to investigate best practices and align our grading policies.	Ed Services- Equity Advisory Team	Y2	Various Stakeholders
Support the following peer mentor programs: Link Crew, WEB, Chirons, Peer Tutors, Cross Age Buddies.	School Site Admin	Y1	School Staff
Implement curriculum to address secondary social emotional supports.	Ed Services, Equity Advisory Team	Y1, Y2	Various Stakeholders
Include secondary students in engagement focus groups to ensure meaningful connections with curriculum, inform discipline policies, students organizations. grading. and hear student voice.	School Admin/ Ed Services	Y1,2,3	Secondary Students

Goal 2 Continued:

Students:

We will work to ensure that student needs are identified and met in a bias free environment



We will develop workshops and lessons to teach students how to interact with each other in a bias free environment.	Counselors, MTSS	Y2	Students and Staff
Develop a data base for culturally relevant instructional resources and strategies.	Ed Services, Equity Advisory Team	Y1,2,3	Teaching staff
Develop a system to ensure diversity w/i Biliteracy track, Honor and AP classes and establish a AP support class.	Admin, Counselors	Y1	Prospective AP students
Use academic data to address student's needs. Use data to develop interventions that include: targeted intervention groups for male and female students of color.	School leadership teams	Y1	School site staff
Counselor facilitates small learning communities to assist students with social emotional needs.	Counselors	Y1,2	Counseling staff and students
Develop curricular materials for Preschool – 12th grade that include books, videos, and visual resources that reflect student voice and cultural experience.	Ed Services, Curriculum Committee, Equity Advisory Committee	Y1	Students and Staff
Students will learn about anti-racism and institutional forms of oppression and bias using an integrated curriculum via: virtual book clubs, class discussions, workshops, projects, lessons, and assemblies.	School Site Admin Team, Teachers, Counselors, EAC	Y1,2,3	Students and Staff
Add student voice into administrative decision making including board level and curriculum committees	Ed Services, Admin Team, Curriculum Committee, Board	Y1,2,3	Students and Staff

Goal 3:

Parents:

We will work to ensure that parents are active partners in our school community.



ACTION	IMPLEMENTERS	YEAR	PARTICIPANTS
Learning workshops on the concept of unconscious and implicit bias.	Ed Services, Equity Advisory Team, School Site Leadership	Y1	Parents
Learning workshops on the concept of Gender Equity.	Ed Services, Equity Advisory Team, School Site Leadership	Y2	Parents
Learning workshops on the concept of Cultural Proficiency.	Ed Services, Equity Advisory Team, School Site Leadership	Y1	Parents
Learning workshops on the concept of Critical Race Theory.	Ed Services, Equity Advisory Team, School Site Leadership	Y2	Parents
Create a virtual book club for parents to discuss equity issues together.	Equity Advisory Team, Ed Services	Y1	Parents and Staff
District wide communication- Identify communication needs and access at each school- Communication audit.	School site admin/ Leadership Teams	Y1	Parents and Staff
Parent Information on offerings, programs, using small parent groups/ published brochure/Community Directory of Resources.	District Departments	Y1	Parents and staff
Continue virtual meetings so parents can access information.	District Departments/School Site	Y1,2,3	Parents and staff

Goal 3 Continued:

Parents:

We will work to ensure that parents are active partners in our school community.



ACTION	IMPLEMENTERS	YEAR	PARTICIPANTS
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Parent/ students steps to navigating school systems via workshops/zoom info meetings.	Ed services/ Student Services	Y2	Parents and Staff
Develop Parent Trainer of Trainers to support each school site, including around educating parents on recourse for repeated harassment that will not violate student privacy.	Site Administration	Y2, Y3	Parents and Staff
Develop a Resource Data base for parents with resources on race, cultural diversity, bias, bullying, and harassment.			
Revitalize a Parent University in multiple languages. Topics to include: School Funding, Equitable Fiscal Spending, IEP's, 504 Plans, Civic Engagement, Program offerings, Helping from Home, Advocacy, College and Career Readiness – The road to college, etc.	Ed Services/ Student Services	Y2	Parents and Staff
Continue and expand translation support during meetings.	School Leadership	Y1,2,3	Parents and Staff

Goal 4:

Staff:

We will work to ensure that CCUSD staff members are diverse and culturally proficient



ACTION

IMPLEMENTERS

YEAR

PARTICIPANTS

Expectation of sustained professional learning on the concepts of implicit bias, UDL and cultural proficiency in the classroom.	Ed Services, Equity Advisory Team, School Site Leadership	Y1	Staff - Classified and Certificated including new employees
Expectation of sustained professional learning on the concepts of gender equity, LGBTQIA and disability issues in education.	Ed Services, Equity Advisory Team, School Site Leadership	Y2	Staff - Classified and Certificated including new employees
Expectation of sustained professional learning on Critical Race Theory in the Classroom.	Ed Services, Equity Advisory Team, School Site Leadership	Y3	Staff - Classified and Certificated including new employees
Create a systematic evaluation process to gauge the effectiveness and plan next steps for Equity PD – Student and Staff surveys.	Cabinet	Y1	Board Members and Cabinet
Data reflection that includes critical subgroup data: African American, EL, & Special Education students.	Site Principals lead data teams	Y1,2,3	Staff - Classified and Certificated including new employees
Survey Administrative teams to determine which equity actions steps school sites have already engaged in for staff, students, & parents.	Site Admin Team, Equity Advisory Team, School Site Leadership	Y1	Administration & School Site Leadership Team
Develop a group of Trainer of Trainers to support school site PD.	Ed Services, Equity Advisory Team, School Site Leadership	Y1, 2	Staff - Classified and Certificated including new employees
Grade Span/Level colleague examining equity: re classroom assignments, grading and access to AP/Honors Courses.	MTSS/ Grading Committee	Y2	Instructional Staff

Goal 4 Continued:

Staff:

We will work to ensure that CCUSD staff members are diverse and culturally proficient



ACTION	IMPLEMENTERS	YEAR	PARTICIPANTS
Examine HR practices from Recruitment through the selection & develop a process to increase the diversification of staff, including targeted recruitment from CSUs and HBCUs	Human Resources	Y1,2	HR Department & Cabinet
Provide follow up support after Equity PD to support staff members reflection and growth: Equity School Site Teams.	Equity School Site Teams	Y1,2,3	Staff
Support for Teachers of color and staff members- affinity groups, networking, mentorship to assist with retaining staff.	Human Resources	Y1,2,3	Staff
Require a personal Equity, Social Justice, & Inclusion statement from each applicant (internal and external).	Human Resources	Y1,2,3	HR and Cabinet
Prepare materials to guide teachers in having discussions on race at every grade level.	Ed Services, Teaching Tolerance materials	Y1	History and English Teachers grades 6-12
Professional Development for Site Administrative Teams on Leading Equity Work.	Ed Services	Y1,2,3	School site and District Administrative Teams

Acknowledgements

Thank you to the members of the Culver City Unified Equity Advisory Committee. Your hard work, determination, and passion has truly made a difference in our organization and in the lives of each one of our students. We also want to acknowledge the ground breaking work done by the Inclusion, Respect, & Diversity Task Force. Your work served as a catalyst for this plan. You are all true "Equity Warriors" who are determined to ensure that each student in CCUSD is given what they need to succeed.

EAC Committee Members	Role
<i>Stephanie Bentsvi</i>	<i>Staff</i>
<i>Kerby Caudill</i>	<i>Parent</i>
<i>Amy Dauble-Madigan</i>	<i>Staff</i>
<i>Susana Fattorini</i>	<i>Staff/Parent</i>
<i>Les Grant</i>	<i>Parent</i>
<i>Angela Gray</i>	<i>Staff/Parent</i>
<i>Everett Grahn</i>	<i>Student</i>
<i>Patricia Guerrero</i>	<i>Parent</i>
<i>Kelly Hatfield</i>	<i>Parent</i>
<i>Leah Howard</i>	<i>Student</i>
<i>Kim Indelicato, Ed.D</i>	<i>Staff</i>
<i>Lauren Jagnow</i>	<i>Parent</i>
<i>Kelly Kent, Ph.D.</i>	<i>Board Member</i>
<i>Leslie Lockhart</i>	<i>Superintendent</i>
<i>Rebecca Lynch, Ed.D</i>	<i>Staff</i>

EAC Committee Members	Role
<i>Summer McBride</i>	<i>Board Member</i>
<i>Yasmine-Imani McMorris</i>	<i>Community</i>
<i>Lisa Michel, Ed.D</i>	<i>Staff</i>
<i>Dee Montealvo</i>	<i>Staff/Parent</i>
<i>Heather Moses</i>	<i>Staff/Parent</i>
<i>Charlene Nagakura</i>	<i>Parent</i>
<i>Rebecca Ngo</i>	<i>Staff</i>
<i>Tracy Pumilia</i>	<i>Staff/Parent</i>
<i>Rosemary Quintero</i>	<i>Staff/Parent</i>
<i>Mina Shiratori</i>	<i>Staff/Parent</i>
<i>Carlos Valverde, Ed.D</i>	<i>Staff/Parent</i>
<i>Claudia Vizcarra</i>	<i>Community</i>
<i>Giavanni Washington, Ph.D.</i>	<i>Parent</i>
<i>Eileen Whitfield</i>	<i>Parent</i>
<i>Patricia Brent-Sanco, Ed.D</i>	<i>The Lighthouse Educational Consulting Group</i>

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