

CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD REPORT

To: Board of Trustees

From: Gregory Merwin, Associate Superintendent, Education and Support Services
Prepared by: Refugio Gracian, Executive Director, Cultural Proficiency, Access, Equity, and Social Emotional Learning
Laura Lyon, Executive Director, Human Resource Services/Employee Engagement

Date: June 15, 2022

Board Item: Cultural Proficiency Quarterly Report

HISTORY

This is a quarterly information item. The Cultural Proficiency (CP) Plan was approved by the Board on December 16, 2020.

BACKGROUND

A report will be prepared quarterly to share progress on the implementation of the actions and services contained in the plan. The first quarterly report was shared at the September 15, 2021, Board meeting. The second quarterly report was shared at the November 3, 2021, Board meeting. The third quarterly report was shared at the February 16, 2022, Board meeting.

CURRENT CONSIDERATIONS

Online Resources

As previously shared in the CP Quarterly Report at the November 3, 2021, Board meeting, staff has provided online resources on the Family Resource Center webpage for the community regarding:

- CP lessons and resources to clarify what CP is, how it is not Critical Race Theory (CRT), and how CRT is not being taught in the District.
- Additionally, online resources providing clarification regarding Ethnic Studies and how it is not CRT, have been added to the Family Resource Center webpage.
- In contrast to CRT, the mission of cultural proficiency is to facilitate systemic change that increases learning outcomes for all students by engaging in on-going reflection to ensure an inclusive environment where students, staff, and the community value diversity.

Progress on CP Plan

Staff has continued to make progress on the CP Plan in the following areas, which are listed below with the CP strategy that is addressed.

Translation

- Strategy 1.1 - Translation:

- The Communications department has implemented a 2-way communication platform to connect with families in over 100 home languages; a pilot has been completed at 4 school sites and planned for utilization in all schools in the 2022-2023 school year.
- Staff has translated into Spanish 37 CUSD Insider articles, 14 Board items, and more than 120 documents to support families. This work is in addition to translations taking place through the Office of Language Acquisition and school sites through Bilingual Community Liaison Services.

Counseling

- Strategy 1.2- Counseling:
 - CP lessons have been provided by counselors at all kindergarten – grade 12 school sites.
 - Middle school counselors participated in a second middle school specific Master Schedule training on April 28, 2022, at Shorecliffs Middle School.
 - High school counselors participated in a second high school specific Master Schedule training at the end of May 2022 at the District office.

Professional Learning

- Strategy 1.1 - Professional Learning:
 - The following elementary schools have completed the first 4 (of 6) days of their Tier 1 Positive Behavior Intervention Support (PBIS) training as of April 21, 2022:
 - Castille Elementary School, Del Obispo Elementary School, Ladera Ranch Elementary School, Laguna Niguel Elementary School, Lobo Elementary School, Marblehead Elementary School, Moulton Elementary School, Oak Grove Elementary School, Oso Grande Elementary School, and Vista Del Mar Elementary School.
 - These 10 schools will finish their training with 2 additional days in the fall of 2022. At this time, all elementary school sites have received a minimum of 4 days of PBIS training, and by the fall of next school year, all will have completed a minimum of Tier 1 implementation.
 - The District has partnered with the Orange County Department of Education (OCDE) to bring PBIS Tier 1 training to the remaining 10 schools that have not yet received this valuable training. Additionally, OCDE will be providing a 2-day refresher course for schools that were trained more than 5 years ago.
 - The following 7 sites are working towards gaining PBIS Gold, Silver, Bronze, or Platinum recognition:
 - Clarence Lobo Elementary School, Don Juan Avila Elementary School, Wagon Wheel Elementary School, Hidden Hills Elementary School, Reilly Elementary School, Las Flores Elementary School, and Don Juan Avila Middle School.
 - Sites will know (generally) upon completion of time processing with an External Reviewer, but recognition will not be confirmed by the

California PBIS Coalition until August 2022, after the application has been submitted and evaluated by California PBIS Coalition.

- Strategy 1.1 – Adults will support a positive climate and culture:
 - All District school sites established site cultural proficiency goals, action steps, and success indicators for the 2021-2022 school year:
 - Site Cultural Proficiency Goals (Addendum #1)
- 2.1 - Professional Learning:
 - The second of the Restorative Practices Training led by OCDE was held on May 11, 2022, and staff has scheduled 3 training sessions for fall 2022 to ensure every school site has had the opportunity to train staff in the implementation of these practices.
 - There will be 2 opportunities at the Summer Professional Learning Academy for Classified Employees to receive training in Restorative Practices, on August 11 and 12, 2022.
- Strategy 3.1 - Professional Learning:
 - The second Access and Equity Cohort completed Phase 2 of their 10-day training and will complete Phase 3 in the fall of 2022. Phase 3 will focus on developing and enhancing presentation and facilitation skills using the Tools of Cultural Proficiency. It will also develop the capacity of participants to address issues of inequity, and the lack of access and opportunities for all students.
 - A third Access and Equity Cohort has been scheduled for the 2022-2023 school year. Participants will take part in this third opportunity to continue to build CP Leaders throughout the District.
 - The fifth offering of Unconscious Bias just concluded. The District now has more than 200 employees trained in this 5-part series that examines bias, stereotypes, and culturally responsive teaching.
 - The following school sites were officially designated No Place for Hate school sites for the 2021-2022 school year:
 - Aliso Niguel High School
 - Castille Elementary School
 - Dana Hills High School
 - Hankey K-8 Academy
 - Oak Grove Elementary School
 - Oso Grande Elementary School
 - San Clemente High School
 - San Juan Elementary School

CP Diversity, Equity, and Inclusion Leadership Team

- Strategy 3.1 -
 - The Diversity, Equity, and Inclusion (DEI) Leadership team continues to meet monthly to review current CP related concepts and implementation data.

CP Team Resources

- Strategy 3.1 - CP Team Resources:
 - Implementation of CP Site Goals have been completed and are being implemented at every District school site. School sites will use their experiences in implementing their 2021-2022 CP Site Goals to reflect and enhance their CP Site Goals for the 2022-2023 school year.

Data Warehouse

- Strategy 2.1:
 - Unified Insights (formerly Hoonuit) training for principals was held on March 12, 2022, and March 18, 2022, with a positive response from principals.
 - Working with Unified Insights to complete security updates for site users.
 - Planning site training/implementation for the 2022-2023 school year.

College and Career Centers

- Strategy 6.2:
 - The College and Career Guidance Coordinator is working with the K12 SWP Pathway Coordinator to offer a series of training workshops related to career guidance and career technical education pathways in the District. This Counselor Induction Program (CIP) series of workshops is open to all counselors and guidance technicians and will include information related to course sequencing, industry certifications, internship opportunities, University of California A-G designations, Career Technical Education (CTE) honors courses, and college articulation including dual enrollment. In addition, tours of the CTE classrooms and labs on each campus will be provided so that counselors can see for themselves the work that students complete in each program, giving them a better understanding of career guidance and its impact on student success.
 - College and Career Advantage (CCA) is in the process of recruiting and hiring 3 career guidance specialists who will assist with activities in the newly opened College and Career Centers on each high school campus. In addition, they will work closely with the campus counselors and guidance technicians on student recruitment, registration, and career exploration and planning. A schedule of activities will be provided to students, parents and stakeholders that will include workshops and events for each high school.
 - Studies show that early education in career exploration increases the secondary and post-secondary education success rates for all students. In addition, students who explore careers in elementary school have a better idea of the college and career path they want to explore and follow in middle and high school. Ninety-one percent of students who take CTE courses in high school enroll in college and 80 percent of those students meet their post-secondary goals. In this regard, the CCA staff is working with Education Technology and TIS to roll out a pilot program for all elementary school students in career exploration. CCA is investing approximately \$1.2 million dollars into elementary classroom and lab activities that will provide high quality, engaging career exploration including hands-on lessons in robotics, programming, engineering and design, invention/entrepreneurship, and research-based Science Technology Engineering and Math career activities. Plans are in

place to pilot the new career exploration program in Fall 2023. More details will be provided soon.

Staff Recruitment

- Strategy 4.1: Examine recruiting, hiring and placement practices, onboarding strategies, and staff retention data.
 - In our efforts to recruit diverse employees, including those from outside of Orange County, members of Human Resource Services (HRS) and Education and Support Services have attended Job Fairs at the following Universities between February 22, 2022, and April 21, 2022:
 - Cal Poly Pomona, Cal State San Marcos, Cal State Fullerton, San Diego State, University of California, Concordia, Alliant International, Cal State Long Beach, and Cal State San Bernardino.
 - The focus of our efforts at these job fairs is on recruiting for hard-to-fill teaching and support positions such as dual immersion, education specialists, speech pathologists, psychologists, and counselors.
 - The District held another Hiring Fair on June 7, 2022, from 1:00 p.m. - 4:00 p.m. in the Board room. The focus was on filling paraeducators, early childhood, food services, campus supervisors, and licensed vocational nurses. This was another collaborative effort with HRS working with all of the other departments to get applications and interviews completed on the day of the event.
 - Onboarding of new substitutes will begin to include a Keenan module titled Cultural Competence and Racial Bias beginning June 1, 2022. This module provides teachers with an awareness and understanding of implicit bias and includes strategies for developing cultural competence.

Academics - A-G Completion:

- Strategy 6.1: Presentation to English learner (EL) parents at middle school and high school English Learner Advisory Committee (ELAC) meetings
 - During the 2021-2022 school year, the District hosted District English Learner Advisory Committee (DELAC) meetings on September 28, 2021, December 2, 2021, March 17, 2022, and May 12, 2022. There are several required topics that were discussed including the EL Master Plan, Title III budget, Local Control Accountability Plan engagement, District goals, etc.
 - College and Career Counselors from Futurology presented on A-G Completion at the May 12, 2022, DELAC meeting. The presentation (in English and Spanish) will be provided to all sites for their ELAC meetings.
 - ELAC meetings are all held at the site 3-4 times per year and dates vary. In addition, site-based parent meetings such as college/career nights are held with an interpreter to support parents who speak a language other than English.

Safety and Student Services

- Strategy 2.1: Examine and improve discipline policies through a CP lens and educate adults on those practices (from Goal 2: Behavior-Suspensions)
 - This year, staff has revised each discipline handbook (high school, middle school, and elementary school) and revised 11 Board policies through the lens of CP.

- The current data shows that there has been a significant reduction in both suspensions and expulsions from the 2017-2018 and 2018-2019 years. The numbers in the 2020 -2021 years were impacted by online instruction in response to the pandemic.
 - 5 year suspension data (Addendum 2)
 - 5 year expulsion data (Addendum 3)

FINANCIAL IMPLICATIONS

There is no financial impact.

STAFF RECOMMENDATION

This is an information item only and no Board action is necessary.

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Laura Lyon, Executive Director, Human Resource Services/Employee Engagement

APPROVED BY: Gregory Merwin, Associate Superintendent, Education and Support Services



2021-2022 Site Cultural Proficiency Goals

School Sites	Grade Level	Site Cultural Proficiency Goal	Action Steps	"Success Indicators" determine progress toward the goal(s).
Ambuehl	ES	All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community as measured by CHKS, increase in PBIS award winners, and increase in special education inclusivity.	<ul style="list-style-type: none"> ● Input data on students winning punch cards and Teacher participation ● Character Counts Awards ● Increase prize motivation for PBIS ● Ability Awareness Week ● Model mainstreaming ● EOY reverse mainstreaming ● All documents go out in English/Spanish 	<ul style="list-style-type: none"> ● Increase in PBIS punch card winners ● Inclusivity survey increase in school connection MOY/EOY
Don Juan Avila	ES	As measured by a survey of 2nd-5th graders using select questions from the California Healthy Kids Survey, School Climate Indicators for students in the areas of caring relationships and high expectations will increase by 5% and in the area of positive behavior by 2%.	<ul style="list-style-type: none"> - Develop and administer SEL survey for 2nd-5th grade students based on questions from California Healthy Kids Survey. - Give SEL survey assessment as a pre-test (October) and a post-test (May) - Collaborate with counselor to review SEL data from other sources - Support counselor in facilitating SEL lessons targeted in these areas - Counselor to provide staff PD on strategies to increase perception school climate in these areas - Work with student council to develop activities that promote caring relationships, high expectations, and positive behavior 	<ul style="list-style-type: none"> - Increase in attendance, engagement, and academic performance - Decrease in negative student behaviors - California Healthy Kids Survey data - Locally created SEL survey data growth as follows: <ul style="list-style-type: none"> -- Caring Relationships 85.9% to goal = 90.0% -- High Expectations 89.8% to goal = 94.8%



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Del Obispo	ES	Create an environment of inclusivity for all students, staff and faculty. Del Obispo will focus on learning engagement to increase teacher efficacy and teacher/student connectivity to improve learning and relationships.	<ul style="list-style-type: none"> - Maintain social media accounts to celebrate school and student excellence and build community connection - Work with PTA to build school connection • Del Obispo will use data from a student survey given to students in grades 2 - 5. It will be administered in February and May. Results will be compared and used for 2022 - 2023 school year. <u>Student Survey</u> • Student council (elected 5th graders) will take a leadership role in creating positive, fun school events. • Del Obispo classes will participate in a Big Buddy, Little Buddy program to build cross-age relationships to reduce bullying and promote a positive school culture. Big/Little buddies will participate in monthly Buddy Reading activities. • Del Obispo will continue to review "Student Rules and Behavior Expectations" every trimester with a PBIS presentation. 	-- Positive Behavior 96.6% to goal = 98.6%
				Students will share their opinions on 8 questions about school environment and teacher relationships. This data will be used to increase student connectivity. Del Obispo will compare CHKS 20 - 21 data with 21 - 22 data to increase "Meaningful participation at school" from 34% to 85%.



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John Malcom	ES	All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community as measured by reducing chronic absenteeism rate by 5%.	<ul style="list-style-type: none"> Del Obispo will promote positive student behavior on campus and at lunch with our 7C's and the Golden Lunchbox incentive. Del Obispo will continue to use the Messenger System weekly to communicate timely information with families. 	
			<ul style="list-style-type: none"> Utilize the SARB prelist to initiate outreach phone calls. Utilize tardy and truancy data to determine support and incentives for chronic students Trauma-informed practices training for staff (due to COVID) Counselor small group support for grief, school anxious behaviors, and school support Training for staff and students in managing stress Managing mixed messages (COVID at home vs school) Students learning empathy, expectations, and respect through PBIS presentations (twice per year) Parent education - coffee chats on SEL 	<ul style="list-style-type: none"> Reduced tardy, truancy, and unexcused absences by 5% in Aeries CHKS survey results to increase by 5% in the areas of: <ul style="list-style-type: none"> academic motivation (from 87% in 20-21) caring relationships (from 69% in 20-21) meaningful participation (from 36% in 20-21)



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Kinoshita	ES	<p>All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community as measured by an increase in school involvement with our parent community and participation of our parent community at school wide events.</p>	<p>Increase student, staff and parent participation in and engagement with our school's mission, vision, values and goals</p> <p>Engage Parent Participation through ownership and "healthy competition" with PTA Membership Drive.</p> <p>Create a positive, inclusive climate by engaging parents and students in a positive way at arrival and dismissal.</p> <p>Actively engage staff, parent and student participation in PTA membership drive, meetings, fundraisers and events.</p> <p>Build a school-wide culture of collaboration and respect with parents, staff and students - mutual respect.</p> <p>Actively engage parents and students to understand what ELAC is and encourage active participation in ELAC from staff and parents.</p> <p>Engage and motivate parent participation in SSC and in engaging parent involvement in the Kinoshita SSC.</p>	<p>High morale with staff, students and parents.</p> <p>10% increase in participation in school activities by staff, students and parents as evidenced by attendance rates.</p> <p>10% increase in parent and staff involvement in PTA, ELAC, SSC and school related events as evidenced by attendance numbers.</p> <p>10% increase in students experiencing more problem-solving than social conflict as evidenced by a 10% decrease in the number of behavior referrals and a 10% increase in student requests made to see the counselor.</p>



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			Implement and actively monitor a school-wide PBIS System to promote a healthy, positive school climate and culture that promotes citizenship and learning at high levels for all students.	
San Juan	ES	All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community as measured by a decrease in the number of discipline referrals by 5% (81 referrals total for 2021) and increase of 2% in the school connectedness measure of the CHKS (2021 78%)	<ul style="list-style-type: none"> -Implementation of Classroom Behavior Matrices -Implementation of counselor suggested strategies by classroom teachers -Cultural Proficiency lessons completion -Admin to work with the ADL to become a No Place for Hate School 	<ul style="list-style-type: none"> -Decrease by 5% of in SWIS referrals -Increase by 2% in the CHKS school connectedness measure
Viejo	ES	Students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community as measured by the California Healthy Kids Annual Survey and PBIS data. We will review the third pillar of dual language education with staff	<ul style="list-style-type: none"> -Counselor led lesson from second step. - Develop and administer SEL survey for 2nd-5th grade students based on questions from California Healthy Kids Survey. -PBIS presentation to students twice a year and a reminder message in a weekly video. 	<ul style="list-style-type: none"> -Maintain or decrease the number of referrals. -Decrease or maintain the number of suspensions for the year.



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		and students to help with the understanding of sociocultural competence.		
Wagon Wheel	ES	All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community as measured by participation in the CHKS and PBIS Implementation surveys.	<ul style="list-style-type: none"> ● Counselor provides Tier I, II, III MTSS supports ● PBIS leadership team monthly meetings ● School-wide PBIS lessons 2x per year ● PBIS Awards 5x per year ● Mustang Mercantile 4x per year - with feedback from students on merchandise/rewards ● Administer CHKS survey ● Facilitate & complete Implicit Bias training with teaching staff. 	<ul style="list-style-type: none"> ● Increased participation in CHKS survey to receive report ● Sustain CA PBIS coalition school-wide recognition of PBIS implementation.
Bathgate	ES	All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community as measured by increasing access to communication and information.	<ul style="list-style-type: none"> ● Develop a SEL guiding coalition to plan and implement school wide activities to promote inclusiveness ● Develop survey with SEL guiding coalition and give to students Grades 2-5 ● Survey data will be analyzed and plan will be put in place to work on deficits ● Work with BCL on translations of Blazer Bulletin ● Work with EL Advisor and BCL to address 	<ul style="list-style-type: none"> ● Decrease in number of referrals during recess ● Improvement in positive school climate as reflected in student survey pre/post results. ● # of parent conferences BCL is



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Las Flores	ES	Students will demonstrate increased sense of belonging, inclusivity, and social/emotional health as measured by counselor created survey and California Healthy Kids Survey	<p>needs of EL families from needs assessment administered prior to first ELAC meeting</p> <ul style="list-style-type: none"> ● Provide guidance to BCL in regards to questions families have and conversations she has with EL families. ● Participate in "Talking Points" pilot <p>-BOY, MOY, EOY PBIS assemblies -Counselor lesson on social awareness/hands and feet to self -Review expected behaviors when returning from recess -Counselor implements Kindness Club and social skills groups -WIN time to address individual student needs -Meet monthly with PBIS committee to review data and monitor progress on goals. -Complete counselor post survey and CHKS</p>	<p>utilized to translate</p> <ul style="list-style-type: none"> ● # of weekly Blazer Bulletins translated <p>-Decrease in number of referrals during recess -Improvement in positive school climate as reflected in counselor created student survey and CHKS -Decrease the number of students who indicated feeling anxious and stressed (16.7%) -Decrease feelings of deep sadness or depression (8.6%)</p>



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Las Palmas	ES	<p>All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community as measured by the California Healthy Kids Annual Survey and PBIS data.</p> <ul style="list-style-type: none"> ● Reduce referrals for Hispanic Boys ● Reduce playground referrals related to physical contact ● Improve student connectivity to school through meaningful experiences ● Reduce rates of chronic absenteeism by 1% 	<ul style="list-style-type: none"> ● Monthly PBIS team meetings to address goal areas through data analysis and discussion of research <ul style="list-style-type: none"> ○ Data analysis: Aeries/Swiss referral data, CHKS data from 2020/21 ○ Develop Interventions based on our data <ul style="list-style-type: none"> ○ Small group interventions ● Presentations to staff by PBIS team members at monthly staff meetings during ACE time ● Regular meetings with all staff (teachers, office, student supervisors) to review PBIS and strategies for addressing behaviors. ● Work with PAL to promote activities celebrating diversity and inclusivity. ● Provide opportunities for students to be involved with the organic garden, Meet the Masters and library at lunch ● Monthly attendance team meetings to monitor attendance and make proactive contacts with families 	<p>California Healthy Kids Annual Survey</p> <ul style="list-style-type: none"> ● Increase by 5% in the area of meaningful participation <p>PBIS data</p> <ul style="list-style-type: none"> ● Reduce referrals for physical contact by 5% ● Reduce referrals for Hispanic boys by 5% <p>Attendance Data: Chronic Absenteeism Rate</p> <ul style="list-style-type: none"> ● Reduce rates of chronic absenteeism by 1% in the area of students with



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				<ul style="list-style-type: none"> disabilities and English learners.
Hidden Hills	ES	<ul style="list-style-type: none"> All Staff will create a positive school climate where all students and parents feel valued, welcomed, accepted, and part of a community. All students will demonstrate increased social and emotional health and an increased sense of belonging. 	<ul style="list-style-type: none"> Staff training PBIS assemblies 3 times a year Kindness Club with counselor Monthly PBIS Meetings with the PBIS Team Counselor Second Step Lessons Counselor 1:1 groups Counselor small groups 	<ul style="list-style-type: none"> Parent survey Healthy Kids Survey Decrease in student referrals. Decrease in students who feel anxious/stressed decrease in students feeling sad or depressed.
Marian Bergeson	ES	All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community as measured by....reduced referrals to office as compared with data from 2019-20 (up to March) (numerical goal?)	<p>Counselor provides lessons based on data</p> <ul style="list-style-type: none"> Student ambassadors Second Step Lessons in Classroom PBIS Bergeson Best Tickets Lunch Bunch Counseling Healthy Kids Survey Monthly data meetings with counselor 	<p>Aeries behavior data - referrals, suspension data</p>
Wood Canyon	ES		<ul style="list-style-type: none"> *Full time School Counselor *Examine Healthy Kids Survey data 	<p>Monthly Counselor Reports/Updates</p>



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		<p>Through integration of social-emotional learning into school-wide practices and instruction, all students and staff are creating an equitable learning environment that empowers all students to achieve their potential, demonstrate compassion and respect towards the cultural diversity of our community, and create a positive school climate where everyone is valued, appreciated, and accepted. Through these</p>	<ul style="list-style-type: none"> *Examine Dataquest data *Second Step lessons in all classrooms - monthly *Coffee with the Counselor - monthly *Continue with modules *Staff trainings/workshops to increase their knowledge of cultural proficiency *PBIS Tickets and Team *One to One counseling *Group counseling *Small group counseling *Restorative practices 	<ul style="list-style-type: none"> *Reduction in Discipline Referrals *Healthy Kids Survey *End of the year counseling report *Pre/post tests in classrooms
Concordia	ES	<p>ALL staff and students will demonstrate an increase in social and emotional health and value of cultural proficiency as measured by the CHKS survey data.</p>	<p>Student:</p> <ul style="list-style-type: none"> • Counselor to provide targeted lessons using the Second Step based on data results. • Collect school-wide data on assertive discipline each trimester. • In classrooms, teach and review school expectations frequently and implement a positive behavior system. • Develop a plan for PBIS focused school-wide assemblies; 3 per year. 	<p>Weekly meetings with counselor</p> <ul style="list-style-type: none"> • Assertive discipline data • Number of PBIS trainings • Counselor schedule for Second Step



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			<p>School Staff:</p> <ul style="list-style-type: none"> • Collaboration with the district cultural proficiency director to develop a culturally proficiency action plan for school. • Implementation of CHKS survey • Complete school wide Implicit Bias professional development for staff <p>Community Connection:</p> <ul style="list-style-type: none"> • Weekly Newsletter including information on PBIS and SEL resources. <p>Counselor corner web page with resources for families on health services and referring students for support.</p>	<p>classroom lessons</p> <ul style="list-style-type: none"> • Number of students referred to counselor • Needs Assessment data • CHKS survey results • School wide incentive system for PBIS • Students applying their SEL lessons and knowledge of empathy when problem solving, working in small groups and interacting with peers as observed by



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R.H Dana	ES	All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community as measured by the Healthy Kids Survey as well as school-based surveys.	<ul style="list-style-type: none"> ● Provide SEL and Cultural Proficiency training to all staff ● Schoolwide activities and announcements will be viewed through the lens of cultural proficiency. ● Continue expanding the language immersion program with a focus on cross-cultural activities. ● PBIS program focused on characteristics of growth mindset and SEL proficiency. ● Implicit bias module trainings 	teachers, student supervisors, counselors and Admin. School-wide Cultural Responsive action plan
				Healthy kids survey results show 80% or higher participants agree or strongly agree that RH Dana is a school that provides social emotional instruction as well as cultural proficiency.



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Truman Benedict	ES	As measured by a survey of 2nd-5th graders using select questions from the California Healthy Kids Survey, School Climate Indicators for students in the areas of caring relationships and high expectations will increase by 5% and in the area of positive behavior by 2%.	<ul style="list-style-type: none"> ● Use an inside-out approach with staff and students that focus upon: <ul style="list-style-type: none"> ○ Being aware of how we - as individuals and as schools - work with others ○ Being aware of how we respond to those different from us ○ Visible and not so visible difference ○ Preparing to live in a world of difference 	<ul style="list-style-type: none"> - Decrease in negative student behaviors - California Healthy Kids Survey data - Locally created SEL survey data growth as follows: <ul style="list-style-type: none"> -- Caring Relationships 85.9% to goal = 90.0% -- High Expectations 89.8% to goal = 94.8%



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George White	ES	All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community by June 2022, as measured by a pre/post survey regarding empathy for both students and staff. .	<ul style="list-style-type: none"> - Work with BPT to develop Blue ribbon Week activities that promote caring relationships, high expectations, and positive behavior - Maintain social media accounts to celebrate school and student excellence and build community connection - Work with PTA to build school connection 	-- Positive Behavior 96.6% to goal = 98.6%
			<ol style="list-style-type: none"> 1. Work with the PBIS committee and Cultural diversity coalition to create a survey that will measure students' understanding of SEL and the value of cultural diversity. 2. Complete the pre- survey for grades 2-5 by the end of October. 3. Review the pre survey with the PBIS committee to determine patterns or area of deficit that need support 4. Provide SEL PD for students and staff to include lessons of empathy, respecting others, monthly contributions/celebrations of different cultures and recognizing differences. 	



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			<ol style="list-style-type: none"> 5. Meet with Cuco from the district for his input and recommendations to improve our SEL health and value our cultural diversity of the George White Community. 6. Meet monthly with CD coalition and PBIS committee to monitor progress of goal. Look at office referrals and determine if there are patterns to address these patterns. 7. Complete a post survey (April/May) and evaluate for change in responses to SEL and cultural diversity questions. 8. Results of the SEL/Cultural Awareness surveys. The success would be determined by the improved scores of SEL and Cultural Awareness pre and post. 9. The number of behavior referrals from the beginning of the year as compared to the end of the year. 	



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Canyon Vista	ES	<p>Schoolwide SEL/CP Goal: All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community as measured by PBIS Tiered Fidelity Inventory, behavior data and the CHKS.</p>	<p>Relaunch Tier 1 PBIS with emphasis on Respect, Readiness and Responsibility in all school settings. Regular meetings with the PBIS team Review and analysis of behavior data Review and revise school-wide and classroom expectations Review, revise and distribute Parent Handbook with contract Review and revise incentive menus at each grade level Use Croc Cash and Croc Awards to acknowledge positive behavior Create and present 3 assemblies throughout the school year PD on restorative circles/justice Review CHKS survey Guiding Coalition and Grade level leaders contribute to a plan to improve areas identified as needs Counselor Second Step Lessons at each grade level Work with the school counselor, ASB, parents, and leadership team to implement a school-</p>	<p>Desired Level of Performance Team Operating Procedures (=$>$ 1) Feedback and Acknowledgement (=$>$ 1) Faculty Involvement (=$>$ 1) Community Involvement (=$>$ 1) EOY 21-22 Adults in school make an effort to get to know you? (increase in "Always" decrease in "Sometimes, 0% "Never") Students at your school try to stop bullying when they see it (increase in "Always"</p>



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Castille ES	ES	Through No Place for Hate and PBIS strategies, we will increase the sense of belonging and reduce discipline referrals to no more than 90 for the school year as documented in AERIES.	<p>wide "Kindness" initiative with emphasis on acceptance of differences. Principal Book Study - Chrysanthemum (grades K-2) Emphasize/reintroduction of "Upstander" - Work with the leadership team to develop monthly recognition of Upstanders and other character traits. Monthly Cultural Proficiency Newsletter to families and sent to students through CANVAS</p>	<p>decrease in "Sometimes, 0% "Never") 2021-22 No bullying reports 0 Suspensions</p>
			<ul style="list-style-type: none"> - Create a parent/student handbook - Provide handbook to parents for signature - Collect signed parent/student handbook - Host discipline assemblies known as "station rotations" to teach expected behaviors - Use PAWS awards to reward positive behaviors - Share a kindness tip every Monday - Create a positive school culture by encouraging kindness shirts on Wednesdays - Implement kindness spotlight at every 	



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			<p>Friday Flag</p> <ul style="list-style-type: none"> - Reward student who is highlighted for kindness with a food certificate - Utilize PAL for conflict mediation - "PAL Patrol" - Second Step Lessons - Restorative Justice Practices - Class meetings a minimum of 1 x per week - Staff pre and post survey about effectiveness of class meetings - Model class meetings during staff meetings - Attend PBIS Tier 1 trainings on 3.2, 3.30, 3.31 and 4.21 to kick off PBIS <p>Receive ADL/No Place for Hate accreditation</p>	
Chaparral	ES	All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community by June 2022, as measured by a pre/post survey regarding empathy for both students and staff.	<ul style="list-style-type: none"> • Work with the PBIS Team to create a survey that will measure students' understanding of SEL and the value of cultural diversity. • Complete the pre-survey for grades 2-5 by the end of November. • Review the Pre-survey with the PBIS Team to determine patterns or areas of deficit that need support. • Provide SEL PD for students and staff to 	<ul style="list-style-type: none"> • Results of the SEL/Cultural Awareness surveys. The success would be determined by the improved scores of the SEL/Cultural Awareness pre



School Sites	Grade Level	Site Cultural Proficiency Goal	Action Steps	"Success Indicators" determine progress toward the goal(s).
Esencia	ES	All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community by June 2022, as measured by a pre/post survey regarding empathy for both students and staff.	<p>include lessons of empathy, respecting others, monthly contributions/celebrations of different cultures and recognizing differences.</p> <ul style="list-style-type: none"> Meet with Cuco from the District for his input and recommendations to improve our SEL health and value our cultural diversity of the Chaparral Community Meet monthly with the PBIS Team to monitor progress of the goal. Look at data in SWIS and determine if there are patterns that need to be addressed Complete a post-survey in April/May 2022 and evaluate change in responses to SEL and cultural diversity questions. 	<p>and post-surveys.</p> <ul style="list-style-type: none"> The number of the behavior referrals from the beginning of the year as compared to the end of the year.
			<ul style="list-style-type: none"> Create and administer schoolwide survey Monitor to make sure all students in grades 2-5 complete the survey two times per year Schedule monthly PBIS meetings Run and share Aeries data Run and share survey data 	<ul style="list-style-type: none"> Results of the SEL/Cultural Awareness surveys. The success would be determined by the improved scores of the SEL/Cultural Awareness pre



School Sites	Grade Level	Site Cultural Proficiency Goal	Action Steps	"Success Indicators" determine progress toward the goal(s).
			<ul style="list-style-type: none"> ● Look for PD opportunities that will support the goal ● Lead SEL PD ● Meet with Cuco from the District for his input and recommendations to improve our SEL health and value our cultural diversity of the Esencia ● Develop Agendas for PBIS meetings ● Work with Student Council to implement kindness awareness ● Reward students with Hawk Bucks for showing respect to others. ● Updated PBIS matrix <p>Review and share out Post-survey</p>	<p>and post-surveys.</p> <ul style="list-style-type: none"> ● The number of the behavior referrals from the beginning of the year as compared to the end of the year.
Laguna Niguel	ES	All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community as measured by pre and post test site surveys for staff and students in grades 2-5. Survey to contain questions regarding feeling	<ul style="list-style-type: none"> ● Develop Social-Emotional Health Survey ● Get input from Leadership Team & school counselor on survey questions ● Administer pre and post site surveys ● Complete implicit Bias Training with Staff ● Principal and MTSS to attend Access & Equity Trainings 	<ul style="list-style-type: none"> ● Pre and Post site survey results ● Healthy Kids Survey ● Reduction in referrals ● Increase of PBIS Awards ● Students applying their SEL lessons and



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Clarence Lobo	ES	welcomed at school, ability to make friends, instances of being teased/bullied, and inquiring if there is someone you can talk to on campus.	<ul style="list-style-type: none"> ● Counselors support social-emotional and behavioral goals and implement curriculum (second Step K-5 & cultural proficiency lessons) ● PBIS team will form and participate in Formal PBIS Training in the Spring ● PBIS Behavior Assemblies ● Weekly emails from Admin and Counselor to parents regarding Mental health, Counselor Corner webpage and procedures for parents to refer their child to Counseling 	<p>knowledge of empathy when problem solving, working in small groups and interacting with peers as observed by teachers, student supervisors, counselors and Admin.</p>
		All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community as measured by California Healthy Kids Survey, attendance data, PBIS data, monthly counselor reports, and School Climate survey.	<ul style="list-style-type: none"> ● Attendance policy shared by 12/17/21 <ul style="list-style-type: none"> ○ Weekly Family Message (BOY) ○ Phone calls home to frequently tardy students (student list): 11/12, 12/3, 12/17, 1/14, 1/28, 2/11, 2/25, 3/11, 3/25, 4/15, 4/29, 5/13 ○ Coffee with the Principal (12/17) ● Family School Compact <ul style="list-style-type: none"> ○ Share with families during conferences (11/1-11/5) 	<ul style="list-style-type: none"> ● Decrease in the number of tardies from 10/2021 to 05/2022 ● Decrease in the absenteeism rate from 12.9% (May 2019) to 10% (May 2022)



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			<ul style="list-style-type: none"> ● Weekly parent contact as part of the SARB Process ● Tardiness Meetings <ul style="list-style-type: none"> ○ Meet with families at the accumulation of 10 tardies (<30 minutes): review Family School Compact and SAPSR ○ Meet with families at the accumulation of 5 tardies (>30 minutes): review Family School Compact and SAPSR ● Present Attendance Policy at SSC Meeting and ELAC ● ELAC presentation on attendance ● Tardy-free students reward (monthly); extra recess ● School-wide implementation of PBIS <ul style="list-style-type: none"> ○ PBIS presentation to parents at Coffee with the Principal ○ Weekly PBIS focus in the Weekly Family Newsletter ○ PBIS incentives at Flag Assembly 	<ul style="list-style-type: none"> ● Decrease in the number of Office Referrals ● Decrease in the number of Special Education Referrals



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Marblehead	ES	By June 2022, student/family engagement, attendance, and safety will continue to improve as measured by Aeries Discipline Data, Average Daily Attendance (ADA), CA School Dashboard, and participation in school events.	<ul style="list-style-type: none"> o CICO implementation based on behavior data ● PAL (opportunity for increased student involvement, relationship building, empathy, and leadership opportunity) ● Staff/Student Mentoring Program ● MTSS (Train Your Brain) ● Tier III Intervention (during school day and after school) ● School-wide implementation of Designated ELD ● PLC Work 	25% Decrease in playground referrals. 12% Decrease in chronic absenteeism.



School Sites	Grade Level	Site Cultural Proficiency Goal	Action Steps	"Success Indicators" determine progress toward the goal(s).
Moulton	ES	All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community as measured by Moulton's Common Expectations Matrix.	<ul style="list-style-type: none"> ● Teachers will present content lessons that reflect an awareness of implicit bias and cultural responsiveness, particularly with History/Social Science and holiday observances. (Spring 2022) 	<ul style="list-style-type: none"> ● <u>Success Indicator(s)</u> ● Drop of discipline referrals as measured by Aeries monthly data. ● Increased percentage of students mastering each essential behavior as determined by Moulton's Common Expectations Matrix.
			<ul style="list-style-type: none"> ○ <u>Action Steps:</u> <ul style="list-style-type: none"> ● Create a task force to lead the school's focus on academic and social behaviors ● Identify a limited number of essential academic and social behaviors ● Determine how students will demonstrate mastery of each essential behavior ● Designate process to systematically teach essential behaviors across the school ● Design targeted privileges and recognitions to promote positive behavior ● Monitor essential social and academic behaviors ● Teachers will be trained with a schoolwide Positive Behavior 	



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Oak Grove	ES	An increase in 5% in areas marked Yes, All the time & Yes, most of the time in the areas of caring relationships, high expectations and positive behavior as measured by the All-Star Healthy Kids Survey.	<ul style="list-style-type: none"> • Intervention & Support (PBIS) plan to promote a positive school culture. <ol style="list-style-type: none"> 1. Admin to create & administer local SEL (All-Star Healthy Kids Survey) assessment based on the CHKS areas of caring relationships, high expectations and positive behavior. This assessment will be give as a pre-test (Oct) and post-test (End of April) 2. Data from local assessments to determine areas of focus 3. Counselor and ETAP to work on an Ambassadors Program (PAL-ish program) at recesses, 4. Admin to work with the ADL to become a No Place for Hate School <ol style="list-style-type: none"> 1. Cultural Proficiency Training by ADL: Challenging Bias & Teaching Students Perspective Taking <ol style="list-style-type: none"> 1. Part 1: Jan 13 2. Part 2: Feb 10 	<ul style="list-style-type: none"> • Successful implementation of Year 1 PBIS • <p>Data from local All-Star Surveys and California Healthy Kids</p> <p>Participation in the Ambassador's Program and decrease in office referrals for behavioral issues</p> <p>Participation in NPFH activities</p>



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Oso Grande	ES	As measured by locally created CFAs and the California Healthy Kids Survey, school climate indicators (School Connectedness, Caring Relationships, and Social Emotional Support) will increase by 5%	<p>2. Three Activities--NPFH</p> <ol style="list-style-type: none"> 1. Kindness Week (Nov) 2. Abilities Awareness (Dec & Jan) 3. Activity TBA <ul style="list-style-type: none"> ● Create/Administer school based survey ● Administer CHKS ● Attend PBIS training ● Continue Cultural Proficiency Guiding Coalition ● Continue work with ADL/Cultural Proficiency ● Kindness Day each Thursday ● Abilities Awareness ● Diverse books displayed throughout the library highlighting monthly themes. 	<ul style="list-style-type: none"> ● Survey created to gage students' connectedness to school site ● Student responses ● Targeted interventions for S/E support based negative comments/answers ● Counseling team goals tied to site goals



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Palisades	ES	All staff will increase their social emotional health from 72% to 95% and recognize the cultural capital of our community as measured by pre/post surveys	<ol style="list-style-type: none"> 1. Provide staff and students with pre/post surveys 2. Complete cultural proficiency lessons with staff 3. Participate in Culture week and activities in March 4. Encourage staff to complete monthly lessons that focus on different cultures 5. Counselor will complete her monthly lessons and add in information about cultural capital 	<ul style="list-style-type: none"> ● Second Step lessons taught monthly ● Baseline behavior referral information ● Student/parent feedback ● Student/Parent surveys (pre/post) ● CHKS



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Philip J. Reilly Elementary	K-5	All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community as measured by chronic absenteeism, CHKS connectedness, and Cultural Diversity survey data.	<ul style="list-style-type: none"> 6. Meet monthly with the PBIS committee to monitor progress of goal. Look at office referrals and determine if there are patterns to address these patterns. 7. Create a mentorship program with a focus on cultural capital for our 4th and 5th grade students 	<ul style="list-style-type: none"> • Decrease in chronic absenteeism • Increase in the area of connectedness



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Tijeras Creek	ES	All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community as measured by....	<ul style="list-style-type: none"> o Complete staff survey during staff meeting o Class incentives for participation o Meet with 5th graders to discuss ways to feel more connected to Reilly • Cultural Proficiency <ul style="list-style-type: none"> o Parent/ staff/ student surveys o GC will review data and develop site Cultural Proficiency plan o Discuss Cultural Proficiency Newsletters at staff meetings o Complete Implicit Bias modules 3 & 4 	<p>on the CHKS data</p> <ul style="list-style-type: none"> • Post survey data
			<ol style="list-style-type: none"> 1. Survey-Scholars in 3-5 healthy and safety 2. Culturally Proficiency lessons-Vizcaino 3. The Unity Cloth/Cultural Quilt Schoolwide Activity in (November) <p>Purpose: To recognize that we accept all students and value of everyone their background-symbolically as one</p>	



School Sites	Grade Level	Site Cultural Proficiency Goal	Action Steps	"Success Indicators" determine progress toward the goal(s).
			<p>a. Building Background Knowledge- Teachers will read stories as to the significance and meaning of quilting. Highlighting the significance of quilting.</p> <p>a. Information will be sent home to parents as to the purpose of the project and discuss something to draw on their square. This will also give parents the opportunity to frontload the scholar with something they may want to draw for their quilt patch.</p> <p>b. At a specific time. All the scholars in the entire school will create their cultural quilt square.</p> <p>c. Squares will be assembled and displayed on the teachers window.</p> <p>d. Post class quilt on the window</p> <p>e. A gallery walk will then take place with all scholars.</p> <p>f. (Teachers could submit items from the quilt to highlight in a school wide scavenger hunt.</p> <p>g. Gather all quilts to post in MPR</p> <p>4. Daily pledge/blacktop Friday</p>	



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Las Flores	ES	All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community as measured by participation in the CHKS and PBIS Implementation surveys.	<ul style="list-style-type: none"> a. Influential people from cultures-help students to see themselves in a positive light b. 2-3 sentences on different role models c. Help to build empathy d. Education theme e. To know people's stories f. Monthly 5. Professional Library Will Be Developed and Displayed in Lounge <ul style="list-style-type: none"> a. Children's books b. Teachers are committed to read one a month to match the culture we are recognizing for the month 	<ul style="list-style-type: none"> -Decrease in number of referrals during recess -Improvement in positive school climate as reflected in counselor created student survey and CHKS - closing equity gaps on academic goals



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Vista Del Mar	ES	As measured by locally created CFAs and the California Healthy Kids Survey, school climate indicators (School Connectedness, Caring Relationships, and Social Emotional Support) will increase by 5%	<ul style="list-style-type: none"> -Counselor implements Kindness Club and social skills groups -Academic support provided during WIN time will increase feelings of success and confidence, supporting student social/emotional well being. -Supplemental counselor lessons to address anxiety/depression -Meet monthly with PBIS committee to review data and monitor progress on goals. -Complete counselor post survey and CHKS 	<ul style="list-style-type: none"> - LFES SEL Survey <ul style="list-style-type: none"> • Decrease the number of students who indicated feeling anxious and stressed (16.7%) • Decrease feelings of deep sadness or depression (8.6%) <p>Lower behavior office referrals Reduced counseling referrals Survey Responses</p>
Capo Virtual	K-8	All students and staff will demonstrate social-emotional health and value the cultural diversity of our community by June 2022, as measured by student and	<ul style="list-style-type: none"> • Facilitate Capo Cares meetings to include broader student involvement • Administer schoolwide CHKS student and staff survey (spring) • Increase counselor position from 0.25 to 0.50 FTE 	<ul style="list-style-type: none"> • Weekly/Monthly Counseling meetings • MTSS Tier II and Tier III counseling



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Hankey	K-8	<p>staff CHKS surveys and counseling referrals.</p> <p>Create a positive school climate and culture fostering awareness, understanding and ability to confront and discuss issues related to equity, ethnicity and race, so that all constituents (staff, students, families) feel accepted and valued, as measured by CHK survey data, discipline and counselor referrals, attendance data, and other related formative data measures.</p>	<ul style="list-style-type: none"> ● Increase counselor meetings/student support (one-to-one counseling and small group.) ● Complete the mandated Implicit Bias Training during ACE meetings this year. ● Provide staff with professional development activities related to increasing staff awareness and respect of their own cultural identities, and that of others. ● Provide staff with professional development opportunities related to increasing staff awareness, knowledge, and understanding of the impact of race and culture on the learning environment. ● Participate in ADL No Place for Hate schoolwide program (HAWKS,ASB) ● Participate with the school team (Counselor and Ed Specialist) in the Cohort 3 Access and Equity Training. ● Support counselor with teaching cultural proficiency lessons ● Utilize PBIS to reinforce schoolwide expectations and promote positive 	<p>referrals</p> <ul style="list-style-type: none"> ● Agenda and google slides review of cultural proficiency at Faculty Meetings ● Instructional Leadership Team Agendas/notes ● Completed modules ● Counselor Referrals ● Discipline Referrals ● NPFH activities-student participation ● CHKS Survey



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Arroyo Vista	K-8	All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community as measured by a pre/post survey regarding school climate for both students and staff.	<p>behavior, including weekly Hawk ticket drawings, clearly articulated rules, and behavior check ins and reinforcer assemblies as needed.</p> <ul style="list-style-type: none"> Utilize Restorative Practices, including Restorative Circles to support students with resolving conflict and developing empathy. Support counselor with Tier 2 and Tier 3 behavior interventions, Support ASB Coordinator with scheduling and providing lunchtime activities as a means of increasing school connectedness and developing action taking. Increase the number of library books and core lit books covered in Lang A that promote cultural proficiency 	<p>data</p> <p>Counselor created surveys</p>
			<ul style="list-style-type: none"> Identify a limited number of essential academic and social behaviors Determine how students will demonstrate mastery of each essential behavior 	<ul style="list-style-type: none"> Decrease in office referrals. Increased percentage of students recognized for



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Bernice Ayer	MS	Schoolwide SEL/CP Goal: Increase the percentage of subgroup representation in Accelerated Courses and Leadership Electives, while at the same time decreasing disciplinary infractions of student subgroups.	<ul style="list-style-type: none"> • Designate process to systematically teach essential behaviors across the school • Design targeted privileges and recognitions to promote positive behavior • Monitor essential social and academic behaviors • Teachers will be trained with a schoolwide Positive Behavior Intervention & Support (PBIS) plan to promote a positive school culture. 	<p>positivePBIS behavior</p> <ul style="list-style-type: none"> • Successful implementation of PBIS practices
			<ul style="list-style-type: none"> -Analyze current subgroup data for Accelerated Classes, Leadership Classes, and disciplinary infractions. -Engage staff members in conversations about equity and implicit bias through the lens of current data sets such as Discipline, Grades, Iready scores, SBA scores, CFA scores. -Research practices that support this goal. -Present these practices formally and informally. -Build consensus on site-wide adopted practices and begin implementation. -Speak through others as a tool to infiltrate the informal school culture with an equity focus. 	<ul style="list-style-type: none"> -See an increase in subgroup representation in Accelerated Classes and all Leadership Classes. -See an increase in student achievement scores on iready, SBA, as well as site grades that demonstrate students are ready for accelerated classes -See a decrease in



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Shorecliffs	MS	<p>Increase student connectedness to adults on campus Decrease incidents of bullying on campus. Begin to address cultural proficiency on campus.</p>	<ul style="list-style-type: none"> - Identify faculty members to serve on cultural proficiency task force. - Reach out to parents, students, and staff to serve on cultural proficiency task force. - Identify goals of cultural proficiency task force. Including decrease in number of bullying incidents related to race or racial language. - Hold no less than two cultural proficiency task force meetings in the spring. 	<p>discipline assigned to subgroup demographics. -Complete all modules of Implicit Bias Training</p>
				<ul style="list-style-type: none"> - Complete all modules of Implicit Bias Training - Increase in growth in the the 2022 CHKS data in areas of meaningful participation, caring adult relationships, school connectedness:



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Marco Foster	MS	Student demographics in electives classes, advanced classes, and intervention classes will be reflective of the school-wide demographics.	<ul style="list-style-type: none"> -Analyze school wide demographic data for electives classes, advanced courses, and intervention courses -Implicit bias training -Electives develop a school-wide selection criteria by the end of the school year -Math and ELA meet to discuss placement criteria in advanced classes by end of school year -SPED team meet to discuss placement in SPED classes and clearly define the continuum of services -Develop a welcoming and equitable school climate 	<ul style="list-style-type: none"> - Student/parent feedback <p>Student/ Parent surveys (pre/post)</p> <p>Aeries Discipline Dashboard</p> <p>Counseling Data</p>
				<ul style="list-style-type: none"> -Changes in demographic data for electives, advanced, and intervention courses -Re-evaluation of criteria for various classes -Equitable policies and procedures for advanced placement in classes -Increased student interest in electives courses -Site-wide placement criteria developed



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Newhart	MS	Develop student decision-making, time management, organization, and interpersonal skills to establish and maintain positive relationships in personal, school, and community settings	<ul style="list-style-type: none"> -Review all pertinent data -PBIS Committee meets to develop refresher lessons -Increase number of students participating in Panther -Pride Awards (volunteer) project -Increase use of 12 Community of Character Qualities -PLC Coach and admin team deliver implicit bias modules to staff -Second Step and SOS lessons by subject, in classrooms -Increase PAL and ASB connection with STEPS students -Involve students at large in the Monday Message -Refine student recognition programs; focus, scope, process -Involve a diverse group of students in Operation Clean Slate -Continue to refine intervention (PAWS) expectations, procedures, and outcomes -Increase counseling support -Discipline Committee meets, sets goals, action steps and plans, works collaboratively with the PBIS Committee 	<ul style="list-style-type: none"> -Number of students receiving a Panther Pride award compared to previous years. -Feedback/exit ticket after implicit bias training -Second Step and SOS data from counselors -Feedback and collaboration among teachers with typical peers and STEPS students -Refined Student of the Quarter assemblies incorporating behavior (ROAR) and academics (Honor Roll). -Operation Clean Slate - "We Grow Together" STEAM Mural



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Niguel Hills	MS	All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community as measured by CHKS results and student survey produced by counselors and Cultural Proficiency team, so that at least 75% of students feel connected at school.	<p>Analysis by site leadership of 2021 California Healthy Kids Survey (CHKS) data with leadership in areas of Meaningful Participation, Caring Adult Relationships, School Connectedness, Expectations and Caring Relationships</p> <ul style="list-style-type: none"> ● Cultural Proficiency Committee <ul style="list-style-type: none"> ○ Committee meets monthly ○ Cultural Proficiency committee provides monthly tips to staff during staff meetings to connect with students with Connect 10 activity. ○ Cultural proficiency committee lead work with administration to 	<p>-PAWS Committee meetings, goals, action steps taken and plans</p> <p>-Release time for PBIS and Discipline Committee members to meet (create refresher materials and prep for next year's PBIS Kick-Off)</p>
				<p>Increase in growth in the the 2022 CHKS data in areas of meaningful participation, caring adult relationships, school connectedness:</p> <ul style="list-style-type: none"> ● Student/parent feedback ● Student/Parent surveys (pre/post) ● Aeries Discipline Dashboard ● Counseling Data



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			<p>provide continued staff training on cultural proficiency and implicit bias (training #3 and #4).</p> <ul style="list-style-type: none"> ○ Cultural Proficiency team continues with training at District level. ○ Work to provide survey to students, staff and families to measure school connectedness ● Counseling staff provide specific targeted lesson related to Social and Emotional learning through Shark Time ● Continued work with No Place for Hate lessons ● PBIS committee <ul style="list-style-type: none"> ○ Meets monthly ○ Develop booster videos ○ Blue Ribbon Week ○ PAL Class - anti bullying in conjunction with Blue Ribbon Week ● PAL/ASB for school wide activities/events. 	<ul style="list-style-type: none"> ● Participation in school events ● Increase student diversity in ASB/PAL



School Sites	Grade Level	Site Cultural Proficiency Goal	Action Steps	"Success Indicators" determine progress toward the goal(s).
Ladera Ranch	MS	LRMS students will show a decrease in negative behavior by participating in various activities throughout the year that promote and teach acceptance through cultural proficiency.	<ul style="list-style-type: none"> ● Monthly PBIS meetings ● Activities (PAL, ASB, All-Star) <ul style="list-style-type: none"> ○ Cultural months ● Safe Zones <ul style="list-style-type: none"> ○ Lions Den ● Cultural Diversity Committee <ul style="list-style-type: none"> ○ Form a committee (parents, students, staff) ○ NPFH Pledge ● Community Unity <ul style="list-style-type: none"> ○ Make contact and discuss what we can do together. ● Student lunch group offerings for all students ● All abilities day rotations for 6th and 7th grade students in December. 	Meeting notes student/parent feedback feedback Lions den transformation Feedback from all abilities Data (lunch groups)
Las Flores	MS	LFMS students and staff will grow in their understanding of being culturally proficient as measured by pre/post surveys targeting social-emotional well-being and implicit biases. Achievement goal of 95% participation in all surveys and analysis of CHKS data.	<ul style="list-style-type: none"> ● PBIS Tier 1 and Tier 2 meetings <ul style="list-style-type: none"> ○ Discipline analysis ● Intervention Team Meetings <ul style="list-style-type: none"> ○ academic support and strategies analysis ● Activities (PAL and ASB) ● Bear Den Counseling ● CHKS Survey 	<ul style="list-style-type: none"> ● Discipline data improving throughout the year ● Students receiving SST/504/IEP support as a result of referral process, with improved



School Sites	Grade Level	Site Cultural Proficiency Goal	Action Steps	"Success Indicators" determine progress toward the goal(s).
			<ul style="list-style-type: none"> • Counseling Dept Pre-Post Surveys through class lessons throughout the year • Staff Implicit Bias Training (lessons 3 and 4) 	<p>academic outcomes</p> <ul style="list-style-type: none"> • Analysis of iReady results for targeted students/subgroups (improved) • Increase survey data responses (95%) • Increased indicators on connectedness, understanding, biases, and belonging through survey data • Completion of Implicit Bias training for Staff
Aliso Viejo	MS	Schoolwide SEL/CP Goal: All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our	PBIS, 5 STAR, Student of the Month, Positive Phone Calls Home, Asset Building, HUG, clubs/groups, PAL is training peer assistance, CHKS Survey, Complete staff Implicit Bias	<ul style="list-style-type: none"> • Pre-post surveys for students in group counseling cohorts



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		<p>community as measured by the CHKS. By June of 2022 AVMS will have an increased percentage goal of agree or strongly agree in the CHKS areas of School Connectedness, Academic Motivation, and Meaningful Participation.</p>	<p>Training, Blue Ribbon (kindness Week), Develop a Principal Round Table that is diverse and meets monthly to get student input and feedback as well as developing ideas to celebrate more students, continue ASB and PAL activities, expand on sports offerings at lunch, use PBIS to reinforce schoolwide expectations and promote positive behavior (using 5Star promotions), use restorative practices to resolve conflicts, RISE academy put on by guidance staff.</p>	<ul style="list-style-type: none"> ● Discipline data improving throughout the year ● Students receiving SST/504/IEP support as a result of referral process, with improved academic outcomes ● Reinstate Falcon Service Award ● Reinstate Student of the Month Recognition ● Analysis of iReady results for targeted students/subgroups (improved) ● Completion of Implicit Bias training for Staff ● Increase in growth in the 2022 CHKS data in areas



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Don Juan Avila	MS	The staff will use knowledge of implicit bias to collaborate on specifically improving site-wide student connectedness as measured in the 2021 CA Healthy Kids Survey and student survey produced by counselors and Cultural Proficiency team.	<ul style="list-style-type: none"> ● Analysis by site leadership of 2021 California Healthy Kids Survey (CHKS) data with leadership in areas of Meaningful Participation, Caring Adult Relationships, School Connectedness, Expectations and Caring Relationships ● Cultural Proficiency Committee <ul style="list-style-type: none"> ○ Committee meets monthly ○ Cultural Proficiency committee provides monthly tips to staff during staff meeting to connect with students ○ Cultural proficiency committee lead work with administration to provide continued staff training on 	of meaningful participation, caring adult relationships, school connectedness
			<ul style="list-style-type: none"> ● Increase in growth in the 2022 CHKS data in areas of meaningful participation, caring adult relationships, school connectedness ● Student/parent feedback ● Student/Parent surveys (pre/post) 	



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			<p>cultural proficiency and implicit bias (training #3 and #4).</p> <ul style="list-style-type: none"> o Work to provide survey to students, staff and families to measure school connectedness ● Counseling staff provide specific targeted lesson related to Social and Emotional learning through Bronco+ ● Continued work with No Place for Hate lessons ● PBIS committee <ul style="list-style-type: none"> o Meets monthly o Develop booster videos o Blue Ribbon Week o I Got Your Back Committee - anti bullying in conjunction with Blue Ribbon Week ● Principal Student Council <ul style="list-style-type: none"> o Meets monthly to get student input and feedback on specific areas o Group generates ideas to celebrate more students and 	



School Sites	Grade Level	Site Cultural Proficiency Goal	Action Steps	"Success Indicators" determine progress toward the goal(s).
			<p>works on solutions for identified areas</p> <ul style="list-style-type: none"> ● PAL/ASB for school wide activities/events. 	
Cal Prep	HS	<p>All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community by June 2022, as measured by CHKS student and staff surveys (spring) and counseling referrals.</p>	<ul style="list-style-type: none"> ● Refocus PBIS expectations ● Administer CHKS survey student and staff surveys (spring) ● Increase Counselor to from 0.25 to 0.50 FTE ● Increase Counselor support for all students ● Monitor Counselor meetings/student support (one-to-one counseling and small group.) 	<ul style="list-style-type: none"> ● Weekly/Monthly Counseling meetings ● MTSS Tier II and Tier III Referrals
Aliso Niguel	HS	<p>In order to build inclusive and safe communities where all students feel safe, included and respected, Aliso Niguel High School will complete a school-wide pledge and two school-wide activities to achieve the status of a No Place For Hate school.</p>	<ul style="list-style-type: none"> ● ANHS Cultural Proficiency Team continues to meet on a regular basis to plan and implement activities to inform the students and staff. ● Work with the ADL and have two staff trainings per year during staff meetings to educate all staff. ● Implement the school wide activities that are required to be a No Place for Hate school. ● Reflect on the activities and work to 	<ul style="list-style-type: none"> ● ANHS is able to complete the school wide activities. ● ANHS becomes a No Place for Hate School by the end of the school year.



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Capistrano Valley	HS	<p>All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community as measured by a 5% increase in the following areas marked as "Yes, all the time" and "Yes, most of the time" on the California Healthy Kids Survey for the current year (2021-2022) as compared to previous year data:</p> <ul style="list-style-type: none"> ● Caring adults in school ● High expectations adults in school ● School connectedness 	<p>improve and refine them. Continue to plan into the next school year</p> <ul style="list-style-type: none"> ● Analysis by Task Force and site leadership of 2021 California Healthy Kids Survey (CHKS) data with leadership in areas of Caring Adult Relationships, High Expectations-adults in school, and School Connectedness. ● Task Force Committee <ul style="list-style-type: none"> ○ General Task Force meets monthly ○ Student Task Force board meets bi-monthly ○ Task Force board provides tips and suggestions to staff during leadership team meetings to connect with all students ○ Unity Week - second semester - to provide an opportunity for all students to learn more about inclusivity through open conversations with peers, teachers, and staff. ○ Connect with Elementary and Middle feeder schools to assist and support their Task Force teams in providing students the support in all grade 	<p>Increase in the CHKS 2022 data in areas of caring adult relationships, high expectations-adults in school, and school connectedness</p> <ul style="list-style-type: none"> ● Task Force Agendas and feedback from students and staff involved ● Counseling pre and post surveys from SEL lessons ● Parent responses from CHKS 2022 ● Community feedback



School Sites	Grade Level	Site Cultural Proficiency Goal	Action Steps	"Success Indicators" determine progress toward the goal(s).
Dana Hills	HS	Schoolwide SEL/CP Goal: Increase student and staff understanding of cultural proficiency to decrease micro aggressions, implicit bias, and acts of racism as evidenced by a decrease in referrals by 10% from 19-20 to 21-22.	<p>levels.</p> <ul style="list-style-type: none"> ○ Investigate and find posters that more accurately reflect our student population - increase diversity in classroom posters. ● Counselors will develop and lead SEL lessons for the classroom. ● Increase both school and local community involvement in our school-led cultural appreciation events. 	
			<p>Review cultural proficiency at "All Faculty Meetings"</p> <p>No Place for Hate coalition meets monthly to create school-wide activities to address implicit bias, microaggressions, racism, and acts of hate on our campus.</p> <p>Design activities for Hispanic Heritage and Black History Months.</p>	<p>A decrease in referrals</p> <p>Healthy Kids Survey results</p> <p>Counseling data</p> <p>Instructional Leadership Team (Guiding Coalition) Agendas/notes</p>



School Sites	Grade Level	Site Cultural Proficiency Goal	Action Steps	"Success Indicators" determine progress toward the goal(s).
			<p>Safe Places identified by posters on classroom doors</p> <p>Meeting Safe Places identified by posters on classroom doors</p> <p>No Place for Hate Pledge.</p> <p>Student/Staff Surveys</p> <p>Monthly Review discipline referral data</p>	<p>Cultural Proficiency Task Force Agendas and notes</p> <p>Cultural Proficiency Activities</p>
San Clemente	HS	<p>Increase our student's and staff's understanding of cultural proficiency to decrease microaggressions, acts of implicit bias, and racism. A decrease in referrals by 10% from 19-20 to 21-22.</p>	<p>Continue to train our No Place for Hate Coalition in cultural proficiency and inclusion activities.</p> <p>Review cultural proficiency at "All Faculty Meetings".</p> <p>No Place for Hate coalition meets monthly to create school-wide activities to address implicit bias, microaggressions, racism, and acts of hate on our campus.</p>	<p>A decrease in referrals</p> <p>Healthy Kids Survey results</p> <p>Counseling data</p>



School Sites	Grade Level	Site Cultural Proficiency Goal	Action Steps	"Success Indicators" determine progress toward the goal(s).
San Juan Hills	HS	<p>Increase membership/participation in our Cultural Proficiency Task Force by 20% as compared to 2020/2021 school year.</p> <p>Additionally host 4 campus-wide cultural diverse and significant student events.</p>	<p>Have the entire school take the No Place for Hate Pledge.</p> <p>Implement 3 school-wide activities.</p> <p>Design activities for Hispanic Heritage and Black History Months.</p> <p>Have focused meetings with English and Social Science to bring awareness and stop microaggressions and implicit bias in our curriculum.</p> <p>Host all staff meeting and training on empathetic campus and teaching practice to support including all students in to campus identity.</p> <p>Guide SJHHS Cultural Proficiency Task Force meetings</p> <p>Fund and support Bridges Advisors, AVID Advisors.</p>	<p>Measured use of emphatic teaching skills during classroom observations.</p> <p>Increased Student and PTSA membership in Cultural Proficiency Task Force.</p>



School Sites	Grade Level	Site Cultural Proficiency Goal	Action Steps	"Success Indicators" determine progress toward the goal(s).
			<p>Supervise and publicize Club Rush</p> <p>Recruit Cultural Proficiency Task Force participation from PTSA and Principals Council</p> <p>Publicize Culturally Diverse images and student voices.</p> <p>Publicize the SJHS Anti-Racist Statement and incorporate into PBIS assemblies.</p> <p>Post Anti-Racist statement in each classroom and office.</p> <p>Host Unity Week</p> <p>Host Hispanic Heritage Month</p> <p>Host Black History Month</p> <p>Host Mental Health Week</p>	<p>20 social media posts representing diverse campus cultures, events and clubs for the 2021-2022 school year.</p> <p>Minutes from Cultural Proficiency task Force Minutes</p> <p>Counselor referral data</p> <p>Discipline data</p> <p>CHKS Data on inclusion and belonging</p> <p>Participant lists from Unity Week</p>



School Sites	Grade Level	Site Cultural Proficiency Goal	Action Steps	"Success Indicators" determine progress toward the goal(s).
Tesoro	HS	All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community as measured by completion of implicit bias training, increased participation and support of the diversity coalition.	<ul style="list-style-type: none"> ● Train staff in recognizing implicit bias ● Introduce "No Place for Hate" schoolwide program ● Continue "Show you care" school wide focus ● Expand both student and staff participation in the diversity coalition ● Reimagine "Multicultural Week with the focus on multiculturalism, diversity awareness and acceptance. 	<ul style="list-style-type: none"> ● Evaluation of multicultural week change ● Completion of Implicit Bias training ● Growth of Diversity Coalition ● Movement in becoming a No Place for Hate School ● CHKS data ● Decrease in referrals and/or reported instances of bullying`
Union	HS	Increase student and staff understanding of cultural proficiency to decrease micro aggressions, implicit bias, and acts of racism as evidenced by a decrease in assertive discipline entries by 10%. <ul style="list-style-type: none"> ● Create a cultural proficiency task force 	Create Cultural Proficiency Task Force <ul style="list-style-type: none"> ○ Teacher, Staff, Admin, Student, Parent, Community involvement ● Create and support Cultural Proficiency discussion at All Staff ● Support and work with ASB to create Hispanic Heritage and Black History month acknowledgement ● Collaborate with ELA/History departments to bring attention to 	Create Cultural Proficiency Task Force <ul style="list-style-type: none"> ● Teacher, Staff, Admin, Student, Parent, Community involvement ● Review Cultural Proficiency at All Staff (2nd semester)



School Sites	Grade Level	Site Cultural Proficiency Goal	Action Steps	"Success Indicators" determine progress toward the goal(s).
		<ul style="list-style-type: none"> Foster growth of student-led, staff supported groups supporting our LGBTQIA+ population 	<ul style="list-style-type: none"> implicit-bias built within curriculum Decrease in Assertive Discipline entries 	<ul style="list-style-type: none"> ASB to create Hispanic Heritage and Black History month acknowledgement Collaborate with ELA/History departments to bring attention to implicit-bias built within curriculum

5 Year Expulsion Data					
Cumulative Enrollment	17-18	18-19	19-20	20-21	21-22
African American	469	450	423	402	350
American Indian or Alaska Native	99	87	80	67	67
Asian	2961	3034	3014	2977	2764
Filipino	880	866	842	804	734
Hispanic or Latino	13032	12914	12641	12231	11611
Pacific Islander	76	67	71	66	54
White	27973	27173	26386	24862	22545
Two or More Races	3022	3052	3043	3007	2864
Not Reported	713	869	1132	1285	1312
Total Expulsions	17-18	18-19	19-20	20-21	21-22
African American	1	2	0	0	1
American Indian or Alaska Native	0	0	0	0	0
Asian	0	1	1	0	0
Filipino	0	0	2	0	0
Hispanic or Latino	24	41	12	2	4
Pacific Islander	0	1	0	0	0
White	12	13	5	1	1
Two or More Races	1	2	1	1	1
Not Reported	0	0	0	0	0
Expulsion Rate	17-18	18-19	19-20	20-21	21-22
African American	0.20%	0.40%	0.00%	0.00%	0.29%
American Indian or Alaska Native	0.00%	0.00%	0.00%	0.00%	0.00%
Asian	0.00%	0.00%	0.00%	0.00%	0.00%
Filipino	0.00%	0.00%	0.20%	0.00%	0.00%
Hispanic or Latino	0.20%	0.30%	0.10%	0.00%	0.03%
Pacific Islander	0.00%	1.50%	0.00%	0.00%	0.00%
White	0.00%	0.00%	0.00%	0.00%	0.00%
Two or More Races	0.00%	0.10%	0.00%	0.00%	0.03%
Not Reported	0.00%	0.00%	0.00%	0.00%	0.00%

5 Year Suspension Data					
Cumulative Enrollment	17-18	18-19	19-20	20-21	21-22
African American	469	450	423	402	350
American Indian or Alaska Native	99	87	80	67	67
Asian	2961	3034	3014	2977	2764
Filipino	880	866	842	804	734
Hispanic or Latino	13032	12914	12641	12231	11611
Pacific Islander	76	67	71	66	54
White	27973	27173	26386	24862	22545
Two or More Races	3022	3052	3043	3007	2864
Not Reported	713	869	1132	1285	1312
Total Suspensions	17-18	18-19	19-20	20-21	21-22
African American	37	41	10	1	23
American Indian or Alaska Native	2	4	1	0	0
Asian	21	42	32	4	15
Filipino	16	18	11	2	10
Hispanic or Latino	777	748	401	125	523
Pacific Islander	4	3	0	1	1
White	866	750	396	134	485
Two or More Races	82	87	53	21	73
Not Reported	14	24	19	11	27
Suspension Rate	17-18	18-19	19-20	20-21	21-22
African American	5.80%	6.00%	1.90%	0.20%	3.71%
American Indian or Alaska Native	2.00%	3.40%	1.30%	0.00%	0.00%
Asian	0.50%	1.10%	0.90%	0.10%	0.47%
Filipino	1.50%	1.70%	0.80%	0.20%	0.82%
Hispanic or Latino	4.10%	3.50%	2.40%	0.80%	2.98%
Pacific Islander	3.90%	4.50%	0.00%	1.50%	1.85%
White	2.20%	1.90%	1.10%	0.50%	1.57%
Two or More Races	1.90%	1.80%	1.20%	0.70%	1.75%
Not Reported	1.30%	2.10%	0.80%	0.50%	1.45%