



## PGUSD Cultural Proficiency Implementation Plan 2023-2024

The Pacific Grove Unified School developed its Cultural Proficiency Plan and related equity actions at the culmination of a 10-day process that began in Spring 2021 and concluded in Spring 2023. Each of our district sites concurrently drafted Cultural Proficiency plans to specifically address campus needs.

This implementation plan is intended to identify the metrics and progress indicators that will be used to measure the success of our equity goals and assist us in making continuous improvements in our district's efforts toward valuing our diverse cultures and providing access for all of our educational partners.

The District goals, actions, and measurable outcomes are focused on four areas for the 2023-2024 school year:

- Educational efforts related to Cultural Proficiency
- Ongoing assessment and evaluation of the plan
- The District’s response to incidents of bias
- Communicating our Cultural Proficiency efforts to educational partners

The following pages will detail the district and site actionable goals and actions.

District Level Cultural Proficiency Focus Areas, Action Items, and Metrics		
<p><b>Focus Area 1: The District will increase educational efforts with staff, students, and families to produce actions, programs, and educational experiences that embody the positive characteristics of the continuum of cultural proficiency (see figure 1).</b></p>		
<p><b>Staff action item 1:</b>  <b>The district will provide ongoing cultural proficiency staff development in areas identified as needs by</b></p>		<p>District Office, Curriculum office, site administration, Site Cultural Proficiency teams.</p>

<b>the district's Human Relations Needs Survey.</b>		
Metrics		Results from professional development feedback surveys
Progress Indicators		1. On a 1-5 Likert scale, 75% percent of staff will provide positive ratings (score 4 or 5) on quality and usefulness of CP professional development
<b>Staff action item 2: The district will provide instructional materials that are representative of the diverse cultures attending PGUSD schools.</b>		Curriculum office, site administration, grade level/department level teams, site librarians/textbook coordinators.
Metrics		All purchases of new texts will be vetted to ensure that multiple perspectives and meaningful representations of diverse cultures are represented.
Progress indicators		1. 100% of textbook adoptions will achieve a minimal rating of "above average" for their representation of diverse cultures. 2. Pending - 75% of High School student ratings of class materials will indicate positive responses regarding diverse representations and perspectives.
<b>Staff action item 3: PGUSD instructional staff will receive professional development on culturally responsive instructional strategies and equitable grading practices.</b>		Curriculum office, site administration, PGTA
Metrics		The number of professional development sessions (including site level meeting/collaboration time) that focus on culturally responsive instructional strategies and equitable grading practices
Progress indicators		1. Site staff will have at two professional development activities annually related to culturally responsive instructional strategies and equitable grading practices.
<b>Student Action item 1: PGUSD will use a curriculum that reflects the diverse cultures of</b>		Curriculum department, site administration, and teachers.

<b>the district and multiple perspectives.</b>		
Metrics		All purchases of new texts will be vetted to ensure that multiple perspectives and diverse cultures are represented. Pending - Students will be given an opportunity to rate the level of diversity in curriculum currently used in class.
Progress Indicators		<ol style="list-style-type: none"> <li>100% of textbook adoptions will achieve a minimal rating of “above average” for their representation of diverse cultures.</li> <li>Pending - 75% of High School student ratings of class materials will indicate positive responses regarding diverse representations and perspectives.</li> </ol>
<b>Student Action item 2: PGUSD students will learn about contributions diverse cultures have made in a variety of academic fields.</b>		Curriculum department, site administration, and teachers
Metrics		The number of times that teachers include contributions to academics made by members of traditionally marginalized populations.
Progress Indicators		<ol style="list-style-type: none"> <li>Pending - 75% of students reply “yes” to the question: I learned about contributions made to this subject by people from diverse cultures.</li> </ol>
<b>Student Action item 3: PGUSD will help students manage the dynamics of difference.</b>		Curriculum, site administration, SEL support staff, teachers, supervisors
Metrics		The California Healthy Kids Survey questions regarding safety and school connectedness. The number of students reporting bias incidents will decrease
Progress Indicators		<ol style="list-style-type: none"> <li>There will be a 3% increase in positive student responses to questions about safety and school connectedness in the CHKS.</li> <li>Bias reporting - The baseline will be established in 2023-2024.</li> </ol>
<b>Family Action item 1: The district will inform families about equity actions taken to support students.</b>		All district departments, site administration, site staff

Metrics		Increase the number of cultural proficiency information items posted on the district and school websites. Include appropriate cultural proficiency information at public events.
Progress Indicators		1. Three items added to the district’s website related to our cultural proficiency efforts each month.
<b>Focus Area 2: PGUSD will continually assess and evaluate the effectiveness of our Cultural Proficiency plan using multiple sources of data.</b>		
<b>Action 1: The district will use data collected from the Human Relations Needs survey to identify professional development needs</b>		Curriculum department, site administration, cultural proficiency teams.
Metrics		Professional development planners at the district and sites will use a self reflective tool to ensure that professional development aligns with needs identified in the Human Relations needs survey
Progress Indicators		1. 100% of cultural professional development activities align with needs identified in the survey.
<b>Action 2: The district will evaluate progress based on the CHKS and the CORE SEL survey.</b>		Curriculum department, site administration, site support staff
Metrics		School safety and school connectedness response on the CHKS CORE SEL survey overall scores and high stakes specific item responses.
Progress Indicators		1. Need to analyze past data to provide accurate progress indicators. 2. Need to analyze past data to provide accurate progress indicators.
<b>Focus Area 3: PGUSD will engage in professional development that provides a legal and practical foundation for addressing and responding to bias incidents.</b>		
<b>Action 1: The district will provide a five-part bias incident response training for administrators.</b>		All administrators, Lozano-Smith
Metrics		Pre- and post-session surveys to assess knowledge gained during each session. The number of bias incidents occurring on campus.

Progress Indicators		<ol style="list-style-type: none"> <li>1. Positive growth in the pre- and post-session surveys</li> <li>2. Decrease in the number of bias incidents occurring on campus.</li> </ol>
<b>Focus Area 4: PGUSD will use a variety of media to communicate about our Cultural Proficiency program to maintain transparency with our educational partners.</b>		
<b>Action 1: The district will post content related to cultural proficiency on its website and frequently remind educational partners that it is available.</b>		Curriculum department, district staff, site staff
Metrics		Track the number of views. Add links each month. Send regular reminders about where to locate Cultural Proficiency information.
Progress Indicators		<ol style="list-style-type: none"> <li>1. Provide specific goal after we establish our current trends.</li> <li>2. Add a minimum of three new content links each month.</li> <li>3. Send a minimum of two reminders monthly.</li> </ol>
<b>Action 2: The district will hold two outreach events focused on Cultural Proficiency</b>		District administration, site staff
Metrics		The number of people who attend the event.
Progress Indicators		<ol style="list-style-type: none"> <li>1. 50 or more people at each event.</li> </ol>

Figure 1

THE CULTURAL PROFICIENCY CONTINUUM: DEPICTING UNHEALTHY AND HEALTHY PRACTICES					
Cultural DESTRUCTIVENESS	Cultural INCAPACITY	Cultural BLINDNESS	Cultural PRECOMPETENCE	Cultural COMPETENCE	Cultural PROFICIENCY
COMPLIANCE-BASED TOLERANCE FOR DIVERSITY			TRANSFORMATION FOR EQUITY		
<b>Cultural destructiveness:</b> Seeking to eliminate references to the culture of "others" in all aspects of the school and in relationship with their communities.	<b>Cultural incapacity:</b> Trivializing "other" communities and seeking to make them appear to be wrong.	<b>Cultural blindness:</b> Pretending not to see or acknowledge the status and culture of marginalized communities and choosing to ignore the experiences of such groups within the school and community.	<b>Cultural precompetence:</b> Increasingly aware of what you and the school don't know about working with marginalized communities. It is at this key level of development that you and the school can move in a positive, constructive direction, or you can vacillate, stop, and possibly regress.	<b>Cultural competence:</b> Manifesting your personal values and behaviors and the school's policies and practices in a manner that is inclusive with marginalized cultures and communities that are new or different from you and the school.	<b>Cultural proficiency:</b> Advocating for lifelong learning in order to be increasingly effective in serving the educational needs of the cultural groups served by the school. Holding the vision that you and the school are instruments for creating a socially just democracy.

SOURCE: Adapted from Terrell & Lindsey, 2009.

Forest Grove Cultural Proficiency Focus Areas, Action Items, and Metrics	
<b>Focus Area 1: Forest Grove will diversify the learning experience for all students ensuring that diverse cultures and multiple perspectives are represented.</b>	
<b>Action item 1:</b> <b>Forest Grove will examine curriculum, field trips, assemblies, media and materials to ensure all are representative of a diverse narrative and experience, show multiple perspectives, and are accessible to all students.</b>	Site Administration, site teachers and staff, Cultural Proficiency Teams PG
Metrics	Number of grade level meetings throughout the year - 1 out of 4 weekly grade level meetings will be dedicated to audit (see below)
Progress Indicators	<i>Within two years, all grade level teams will participate in collaboration to audit the materials used (supplemental, curriculum, media, and classroom libraries) to ensure cultural sensitivity, relevancy and representation.</i>
<b>Action item 2:</b> <b>The Forest Grove Equity Team will facilitate Cultural Proficiency discussions at</b>	Site Administration, site teachers and staff, Cultural Proficiency Teams

monthly staff meetings (especially in August where the Forest Grove Equity Action Plan will be shared and discussed).	
Metrics	Increased collaboration and communication with the cultural proficiency team and all staff.
Progress indicators	<ol style="list-style-type: none"> <li>1. Number of staff meetings: Cultural proficiency team will work with the district and site teams to develop 4 or more staff meetings where challenges regarding diversifying our curriculum/communication are addressed.</li> <li>2. 5-6 cultural proficiency classroom challenges will be held in 90% of classrooms</li> </ol>
<b>Focus Area 2: Forest Grove will increase parent and community engagement through outreach events within our neighborhoods with the ultimate goal of participation, inclusion, and creating a sense of belonging for all educational partners.</b>	
<b>Action item 1:</b> Staff will develop ways to make events more inclusive and accessible to all families.	Site Administration, site teachers and staff, Cultural Proficiency Teams
Metric	PENDING Staff Meeting participation Parent participation at school wide events
Progress Indicators	<i>PENDING</i> Staff will have discussions at staff meetings and discuss ways to improve parent/community engagement at 3-4 school wide events throughout the year.

### Robert Down Cultural Proficiency Focus Areas, Action Items, and Metrics

<b>Focus Area 1: RHD will provide intentional opportunities to build belonging, connection, &amp; stamina to engage together in productive struggle.</b>	
<b>Action item 1:</b> RHD staff will share diverse voices and promote our growth mindset and commitment to lifelong learning, setting the tone for further professional development.	Site Administration, site teachers and staff, Cultural Proficiency Teams
Metrics	Staff survey 3x per year providing feedback on feelings of belonging and participation rates at events.  Staff will show 10% increase in participation at intentional events.

Progress Indicators	Each month, RHD will provide opportunities for staff to bond during staff meetings, snacks at Friday recess, lunch invitations to meet together, an after school opportunity to meet off campus, and 3x per year offer staff gatherings with family members invited.
<b>Focus Area 2: RHD will Provide MTSS and continued cultural proficiency training for staff.</b>	
<b>Action item 1: RD will provide better understanding of multi-tiered systems of support (MTSS) that serve all students in a diverse, equitable, accessible, and inclusive school community: behavioral interventions (Toolbox), Student Support Team (SST) process, tiered support in and outside of the classroom, etc. Staff analyze use of DEIA best practices and how they can improve in all classrooms</b>	Site Administration, site teachers and staff, Cultural Proficiency Teams
Metric	<p>MTSS trainer hired by November 2023 to provide three to four trainings through April 2024.</p> <p>Three to four trainings occur on early release Thursdays</p> <p>Work with the Curriculum Director to solidify professional development MTSS trainer to work with RHD staff– and possibly Forest Grove staff</p> <p>Early release Thursday MTSS trainings provided to staff through May 2024 beginning no later than November 2023. Emphasis on Tier I pre-referral academic and SEL strategies for staff to implement after each training.</p> <p>Each grade level will determine current use of diversity, equity, inclusion, and accessibility practices and how these can improve based on PD provided.</p>
Progress Indicators	<p>Three to four trainings occur on early release Thursdays</p> <p>Through May 2024. Participation rates collected throughout the year with 90% teacher participation met by May 2024.</p> <p>Staff survey 3x year providing feedback on DEIA practices being used.</p> <p>Staff will show 10% increase in use of practices by May 2024.</p>
<b>Focus Area 3: RHD will build connection and trust among staff.</b>	
<b>Action Item 1:</b>	



RD staff will continue to connect and build relationships with each other, laying the foundation to create a learning and working community that is diverse, equitable, inclusive, and accessible. A connected staff culture helps build a brave and safe space for equity work.	Site Administration, site teachers and staff, Cultural Proficiency Teams
Metrics	Staff survey 3x per year providing feedback on feelings of belonging and participation rates at events.
Progress Indicators	<p><i>What will indicate progress based on the metric?</i></p> <p>Staff will show 10% increase in participation at intentional events.</p> <p>Each month, RHD will provide opportunities for staff to bond during staff meetings, snacks at Friday recess, lunch invitations to meet together, an after school opportunity to meet off campus, and 3x per year offer staff gatherings with family members invited.</p>

### PG Middle School Cultural Proficiency Focus Areas, Action Items, and Metrics

#### Focus Area 1: PGMS will build an Inclusive School Culture.

<b>Action item 1:</b> PGMS faculty and staff will be educated in the need for and benefits of diversity, equity, and inclusion.	Site Administration, site teachers and staff, Cultural Proficiency Teams, Office of Education  Goal: include classified staff, especially aides and paraprofessionals
Metrics	Pre and post survey and a departmental document that reflects needs and benefits, and a plan to address needs
Progress Indicators	Survey results, artifacts (Sean) and documents

#### Focus Area 2: PGMS will support the implementation Universal Design for Learning lesson planning to increase the number of students who are able to access the curriculum.

<b>Action item 1:</b> PGMS will design and implement opportunities for students to demonstrate	Site Administration, site teachers and staff, Cultural Proficiency Teams
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mastery in the mode that best suits their learning style	
Metrics	Departmental UDL list of activities/assessments to pull from
Progress Indicators	Each teacher uses at least four UDL practices each semester.
<b>Focus Area 3: PGMS will explore and implement aspects of Grading for Mastery that will reduce the subjective measures used to evaluate student progress.</b>	
<b>Action Item 1: PGMS will develop and maintain the use of grading rubrics to encourage student reflection and provide powerful and actionable feedback.</b>	Site Administration, site teachers and staff, Cultural Proficiency Teams
Metrics	Teachers will be required to upload 1 rubric per quarter, and the assignment it goes with, to a shared Google Drive
Progress Indicators	At the end of each semester, each teacher will have uploaded and implemented at least 2 rubrics in their classroom.

<b>Pacific Grove High School &amp; Community High School Cultural Proficiency Focus Areas, Action Items, and Metrics</b>	
<b>Focus Area 1: PGHS/CHS will build an Inclusive school culture</b>	
<b>Action item 1: PGHS &amp; CHS faculty and staff will understand and believe in the need for and benefits of diversity, equity, and inclusion work.</b>	Site Administration, site teachers and staff, Cultural Proficiency Teams
Metrics	PGUSD Human Relations Needs Assessment 2023 and Cultural Competence Self Assessment
Progress Indicators	Baseline established in 2023.
<b>Action Item 2: PGHS &amp; CHS faculty and staff will develop and maintain an inclusive campus culture where all students know they belong.</b>	Site Administration, site teachers and staff, Cultural Proficiency Teams
Metrics	California Healthy Kids Survey
Progress Indicators	At PGHS - School Connectedness is 56% down from 58% (State average 2017-2019 55%). Increase by 3%. At PGCHS - School Connectedness 98% up from 63% (State average 2017-2019 49%). Increase by 1%
<b>Focus Area 2: PGHS/CHS will diversify the learning experience for all students ensuring that diverse cultures and multiple perspectives are represented.</b>	

<b>Action item 1: PGHS &amp; CHS faculty and staff will design and implement the curriculum with a focus on diversity and equity</b>	Site Administration, site teachers and staff, Cultural Proficiency Teams
Metrics	Lesson Plan Development
Progress Indicators	100% of teachers will submit at least one lesson plan
<b>Focus Area 3: PGHS/CHS will explore and implement practices that support Grading for Mastery.</b>	
<b>Action Item 1: PGHS &amp; CHS faculty will adopt more equitable grading practice</b>	Site Administration, site teachers and staff, Cultural Proficiency Teams
Metrics	Grading for Equity Survey
Progress Indicators	Baseline with a goal of every teacher uses at least 1 practice from grading for equity

<b>PG Adult School Cultural Proficiency Focus Areas, Action Items, and Metrics</b>	
<b>Focus Area 1: The PGAE will Foster and promote an inclusive school culture.</b>	
<b>Action item 1: PGAS will embrace our Equity &amp; Anti-Bias Statement to support our school's efforts to raise staff, teacher, and student awareness regarding how race and other factors affect our behavior, thinking, curriculum, and the environment in our school community.</b>	Site Administration, site teachers and staff, Cultural Proficiency Teams
Metrics	Student data: demographics, enrollment, retention, student barriers, accessing instructional and support services, number of supports provided – bus passes, childcare, laptops, and referrals
Progress Indicators	Increased enrollment, increased number of students with barriers served, diversity of students served,
<b>Focus Area 2: PGAE will provide equitable access to adult education programs for all.</b>	
<b>Action item 1: PGAS will demonstrate Responsiveness to student and community needs, reduction of barriers, and increased school capacity, resulting in increased access</b>	Site Administration, site teachers and staff, Cultural Proficiency Teams

to programs and services.	
Metrics	<input type="checkbox"/> <i>How will progress be measured?</i>
Progress Indicators	<i>What will indicate progress based on the metric?</i>
<b>Focus Area 3: PGAE will provide opportunities for all adults, including marginalized populations, to engage in the community, transition to college, or enter the workforce</b>	
<b>Action Item 1: All students will achieve their academic, professional, and personal goals</b>	Site Administration, site teachers and staff, Cultural Proficiency Teams
Metrics	Student enrollment and outcomes data, particularly college and career metrics
Progress Indicators	5% increase of students, particularly adults with disabilities, co-enrolling in other adult school programs, enrolling in college courses and programs, obtaining certificates, gaining employment, and/or engaging in community activities like volunteering, attending community events

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