

**Moraga School District
Cultural Proficiency Committee (CPC)
December 14, 2020 - 3:30-5:00 PM**

Join Zoom Meeting
<https://zoom.us/j/96195956225>
Meeting ID: 975 6837 1749
Dial by your location
+1 669 900 6833

Meetings: ~~September 14~~, ~~October 26~~, ~~November 2~~, December 14, January 11,
February 22, March 15, April 12, May 10

Note: The November 16 CPC meeting was rescheduled on December 14.

Agenda

1. Welcome and Introductions (as needed)
 - a. Welcome community members
 - b. Check Committee representatives

2. Meeting Objectives
 - a. Subcommittee progress reports and next steps
 - b. Contributions from CPC members per reports and next steps

3. Subcommittee D Progress Report
 - a. Members: [Chair] David Lanuza (dlanuza@moraga.k12.ca.us), Stefanie Galizia (stefanie_galizia@yahoo.com), Constance Russell (crussell@moraga.k12.ca.us), Aude Gaudio (audedodie21@hotmail.com) and Richard Severy (rsevery@moraga.k12.ca.us)
 - i. Charge: to review MSD policy, school rules and utilize other resources to recommend student, staff and parents behavioral standards. Include plans for implementation. Present recommendations at the October 26 meeting. Provide progress report at September 14 meeting.
 - b. Timelines:
 - i. Present Charge progress report on 9/14 meeting.
 - ii. Present recommendations for specific changes or plans to implement standards at the 10/26 meeting.

4. Subcommittee A Progress Report
 - a. Members: Dianne Furuya-Wong (dwong@moraga.k12.ca.us), [Chair] Stephanie Richards (srichards@moraga.k12.ca.us), Lauren Lee (burwell.lauren@gmail.com), Margaret Coughlan (mcoughlan@moraga.k12.ca.us). Tanja Gubser (tgubser@moraga.k12.ca.us)
 - i. Charge 1: to develop recommendations to select Cultural Proficiency Committee (CPC) plans from 2019-2020 that were postponed/canceled and create an action

- plan for implementation of none, some or all in 2020-2021. Include plans for implementation. Present recommendation at November 16 (changed to 12/14/20) meeting. Provide progress reports at September 14 and October 26 meetings.
 - ii. Charge 2: to develop recommendations to select Cultural Proficiency Committee (CPC) plans that proved to be successful in prior years. Include plans for implementation. Present recommendation at November 16 (changed to 12/14/20) meeting. Provide progress reports at September 14 and October 26 meetings.
 - iii. Charge 3: to recommend actions for this year and following years and present recommendations to the CPC at the October 26 meeting per the [Anti-Racist Action Plan](#) and consider the following when developing recommendations: Integrate competency focused or driven lessons into classrooms; reinvigorate the CPC and review its processes to ensure it meets its objectives. Include plans for implementation at the October 26 meeting. Provide progress report at September 14 meeting.
 - b. Timelines:
 - i. Present Charge 1 progress reports on 9/14 and 10/26. Present specific plans and dates to implement recommended 19/20 postponed CPC actions on 11/16 (now 12/14).
 - ii. Present Charge 2 progress report on 9/14 and 10/25. Present specific plans and dates to implement recommended 19/20 prior year and successful CPC programs at the 11/16 (now 12/14) meeting.
 - iii. Present Charge 3 progress report on 9/14. Present specific plans and dates to implement per the recommendations from [Anti-Racist Action Plan](#).
5. Subcommittee B Progress Report
 - a. Members: Wendell Baler (wendell@able-baker.com), Stefanie Galizia (stefanie_galizia@yahoo.com), [Chair] Chris Reddam (creddam@moraga.k12.ca.us) and Tanja Gubser (tgubser@moraga.k12.ca.us)
 - i. Charge: to identify initial measures/metrics to publicly show MSD's CPC progress and present at the September 14 meeting.
 - b. Timelines: Present Charge progress reports on 9/14.
6. Subcommittee C Progress Report
 - a. Members: [Co-Chair] David Lanuza (dlanuza@moraga.k12.ca.us), Linda Lathrop (lindarlathrop@gmail.com), Katriina Touvinen Burgess (tuovinen@gmail.com), [Co-Chair] Chris Reddam (creddam@moraga.k12.ca.us)
 - i. Charge: to evaluate MSD supplemental activities (exs: We the People, Native American Days, Colonial Days, Walk through the Revolution, Walk Through California, clubs, assemblies, PTA sponsored programs, dances, Read-a-Thons, 7th grade Japanese simulation activity, science fairs, concerts, chorus evening programs, field trips, etc.) and events against the District's [Mission, Vision and Core Values](#) and recommend specific changes per program at the January 11, 2021 meeting. Provide progress reports at September 14, October 26, and November 16 (now 12/14) meetings.
 - b. Timelines:
 - i. Present Charge progress reports on 9/14, 10/26 and 11/16 (now 12/14) meetings.

- ii. Present recommendations for specific changes and plans to implement changes with dates per program 1/11/21.

7. Subcommittee E Progress Report

- a. Members: Linda Lathrop (lindarlathrop@gmail.com), Wendell Baler (wendell@able-baker.com), Gaby Alvarez (galvarez@moraga.k12.ca.us), [Chair] Bruce Burns (bburns@moraga.k12.ca.us), Kristin Anderson (kanderson@moraga.k12.ca.us).
 - i. Charge: to review AUHSD guidelines for selecting novels (6th-8th) regarding diversity in themes and authors and recommend a reading list for the 20-21 school year. Present recommendations at October 26 meeting. Provide progress report at September 14 meeting.
- b. Timelines:
 - i. Present Charge progress report on 9/14 meeting.
 - ii. Present recommendations for specific book titles and rationale for selection at 10/26 meeting.

8. Other and Public Comment

9. Adjournment

From 2018-2019 School Year

Our charter is to promote and practice an appreciation of the diversity within our school community and larger society. We will maintain an environment wherein all students and families can equally feel a sense of belonging by fostering a strong, supportive community in which:

Standard: Students, families, and staff value human differences and varied perspectives, and own their responsibility to respect others.

INDICATORS: Fewer bullying incidents. Higher survey scores from kids indicating that they're feeling supported and heard. Increased interaction and friendships among different social groups. Increased knowledge about religions, cultures, race, gender, abilities, history of discrimination, bias, etc. [what else?]

PROBLEMS/OPPORTUNITIES:

- 1) Racial diversity is both sparse and marginalized
 - a) Teach kids and staff how to talk and learn about race and racism
 - b) Add more books about race to the library and lesson plans, etc. (leaving it to the sub-committee)
- 2) The limited binary gender system is reinforced by school systems and programs.
 - a) Install gender-neutral bathroom signs. (completed)
 - b) Open events on school grounds to everyone regardless of gender.
 - c) Provide teacher training on gender diversity.
 - d) Add library books on gender diversity
 - e) Add lesson plans for teachers to discuss gender variance with students
 - f) Host speaker night about gender diversity for parents.
- 3) Measurements of success are overly focused on sports and academics
 - a) Create a reward system beyond sports and academics.
 - b) Plan volunteer and social work opportunities that allow for participation and recognition.
 - c) Add a curriculum that spotlights success in other areas, like leadership, art, theater, and philanthropy.
 - d) Kids are bullied and excluded, especially kids who are viewed as "different."
- 4) Require all students to participate in anti-bullying workshops.
 - a) Deal with problem kids (aggressors) immediately and efficiently; provide counseling to help bullies explore WHY they bully and exclude so they can recognize and change their unhealthy behavior.
 - b) Communicate and enforce a no-tolerance policy.
 - c) Staff: Honor IEP's, and do not treat kids with emotional or academic issues as "problem kids." The students pick up on this.
- 5) District: Give teachers the support they need to educate children with social/emotional/academic challenges that can be disruptive.
- 6) Develop class activities and other programs that encourage children of different social groups to interact and get to know each other.

Standard: School curriculum and programs reflect the broad diversity within our local, national, and international communities.

INDICATORS: Increase lessons about: (1) Writings, music, inventions, accomplishments, art, etc. attributed to people other than American or British white men; (2) Women in the STEM fields; (3) The diversity of religious beliefs; (4) The pros and cons of various political systems; (5) People with disabilities; and (6) The different cultural and racial histories in the U.S. and worldwide. Lessons are tied to current events. Programming, such as parent speaker nights and school fairs, focuses on areas of diversity that might otherwise be overlooked or need increased sensitivity. Individuals who are dissimilar to the typical Moraga student or resident engage with local schools through presentations or otherwise. [anything else?]

PROBLEMS/OPPORTUNITIES:

1. Colonial Days celebrates an inaccurate history lesson, and inadequately addresses the genocide of Native Americans by the colonialists.
 - a. Change the name of this, and teach a more honest, accurate and balanced history lesson.
 - b. Columbus is still being taught as a “hero” who discovered the “New World.” (CP - not sure about the other schools)
2. Schools do not offer foreign language classes.
 - a. Consider providing district-wide language classes.
 - b. Consider providing ASEP language classes.
3. Only Christian holidays are celebrated school-wide.
 - a. Celebrate and explain other cultural celebrations school-wide (e.g. Diwali, Chinese New Year)
4. People of color are not sufficiently studied, celebrated, or represented in staff or students.
 - a. Teach and celebrate MLK Day.
 - b. Spend more of February (Black History Month) teaching black history.
5. Hire more people of color.
6. Consider ways to attract more diversity among Moraga residents.
7. Women are not sufficiently studied, celebrated, or represented in curriculum.
 - a. Add more female scientists, judges, engineers, politicians, authors, artists, and musicians to the lesson plans and theater programs.
 - b. Add to the number of important women included in lesson plans.
8. Students may not be able to recognize their own bias or change their behaviour because such issues are not adequately addressed at home or at school.
 - a. Add lesson plans that teach children to recognize bias in media, language, history lessons, news articles, storybooks, and themselves.

Standard: Clear and transparent systems are established to address concerns about meeting the goals in this charter, and about the cultural climate as a whole.

INDICATOR: When an issue comes up, parents, children, and staff know there is a safe and established process for them to receive support and resolution, and that the problem will be addressed immediately with them as individuals, and - where appropriate - at the school and district level.

PROBLEMS/OPPORTUNITIES:

1. No safe, established feedback loop has been established for children and parents who are feeling or seeing discrimination or exclusion at school.
 - a. Appoint parent liaisons for the school; train the liaisons in how to respond, and why we respond that way.

- b. Appoint school administrators to partner with parent liaisons, since response ultimately must be backed by school.
 - c. Use a system that puts the complaint/feedback in writing. Back-and-forth phone calls without any record can lead to misunderstandings down the road.
 - d. Teach the teachers, parents, and students what the new district charter is, and how to be heard.
2. There isn't an articulated or enforced policy around the behavioral expectations of students, parents, or staff (or is there?)
 3. There isn't a transparent warning or resolution system that serves as a warning to other aggressive students (or is there?)
 4. There isn't an established communication protocol for incidents that are important enough to be shared school or district-wide

Staff Development Proposal
March 2019
Cultural Proficiency Committee, Gender and Race Subcommittee

Statement of Need

The charge of the Cultural Proficiency Committee is to identify cultural proficiency standards, measures MSD can test/evaluate against these standards and then develop plans to improve our cultural proficiency where there are gaps. Our sub-committee has been charged with researching and recommending professional development opportunities for MSD faculty. Our committee sees the need for MSD faculty to develop a personal and professional understanding of Social Justice Standards and increase teaching practices that promote culturally-rich, anti-bias curriculum. MSD faculty need accessible teaching resources that can augment and enrich current curriculum. This will help address the need MSD students have to experience educational and social environments and activities that promote inclusivity, equity, and anti-bias within their classroom, school, and learning of the world. We see this need clearly indicated when racist, homophobic, or intolerant speech and behavior takes place at (elem) JM and Campolindo. We see this need clearly indicated when we review student surveys that show our minority and LGBTQ students do not feel safe and have been threatened at school.

Goal

Our goal is for MSD teachers and staff to create classroom and school communities that promote awareness, inclusivity, and advocacy. As a result, over time, less incidents of discrimination, bias, and hate speech will occur on MSD campuses and Campolindo HS. MSD will have the tools to initiate conversations on a community level, and develop appropriate and productive responses, if and when such events occur.

Objectives

1. Staff will participate in three on-site trainings in order to gain an awareness of the need for social justice and anti-bias curriculum.
2. Staff will integrate Social Justice and Anti-Bias curriculum materials provided during trainings and from the materials provided through the Teaching Tolerance website.
3. Student surveys will reflect more positive responses for school climate and inclusiveness.

Plan of Evaluation

1. Teacher surveys after each training session to evaluate response.
2. Ongoing annual review of student and parent surveys on school climate.
3. Grade-level check-in and planning time to evaluate how Social Justice Curriculum is working and being integrated into daily lessons.

Methods and Strategies

1. Three (3) Staff Development Days - contract with [Teaching Tolerance](#)
 - a. Social Justice Teaching 101 - October 14, 2019
 - i. Interactive introductory workshop to help teachers learn how to effectively implement anti-bias instruction in their classroom. Teachers will explore practical strategies for accomplishing academic and social-emotional goals, discuss ways to incorporate Social Justice Standards to create and sustain classroom and school environments that honor all identities and reflect diversity, equity and justice. (Resources include [Social Justice Standards](#), [Speak up at School](#) and [Critical Practices](#))
 - b. Facilitating Critical Conversations - January 6, 2020

- i. Interactive workshop to help teachers explore strategies for facilitating critical conversations with students and colleagues. Learn to identify strategies and resources to create a positive and respectful learning environment where critical conversations can take place. Reflect on personal assumptions and learned biases and recognize their impact on classroom practice. Develop skills and confidence for engaging in and facilitating conversations about race and other critical topics.
 - c. Teaching Tolerance Curriculum - August, 2020
 - i. Teachers will learn to use the anti-bias curriculum tools to engage students with meaningful texts through literacy and real-world application. They will build a complete Learning Plan using the texts, teaching strategies and student tasks within the curriculum
- 2. Send 10 staff members (2 per school) to [Museum of Tolerance in Los Angeles](#)
 - a. Two day interactive workshop with a Teaching Tolerance trainer and museum staff. (State of California pays for any CA teachers to attend training at the museum)
 - b. Teachers attending responsible for presenting what they learned at a staff meeting (PD on-site) and at a CPC meeting.
- 3. Establish collaboration and communication between Wellness and Safety Committees
 - a. Determine common goals in order to eliminate duplication of efforts and to share resources.
- 4. Integrate Teaching Tolerance Curriculum
- 5. Expand Social-Emotional Learning Curriculum implemented by Bess Inzeo, Gabby Alvarez, and Annette Herbert to include Teaching Tolerance “Speak Up at School” resources.
- 6. Social Studies adoption and ELA books (K-8) purchased with Teaching Tolerance Social Justice Standards in mind.
- 7. Additional Recommendations
 - a. MSD Administration and Parent Education Committee to be responsible for Parent Education.

Budget

A. 3 Teaching Tolerance Workshops	\$3,500 X 3	\$10,500
a. (2 trainers required for staff > than 80)		
B. Museum of Tolerance trip for 10	\$400x10	\$ 4,000
a. (free workshops, cost of airfare, room & board)		
	Total	\$14,500