

**Moraga School District**  
**Cultural Proficiency Committee (CPC)**  
**November 2, 2020 - 3:30-5:00 PM**  
(previously scheduled 10/26/20)

Via Zoom Meeting

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**MINUTES**

- **Welcome and Introductions (as needed)**

MINUTES: Bruce Burns, Richard Severy, Chris Reddam, Stephanie Richards, Brian Sullivan, Joan Danilson, David Lanuza, Kingsley Frazier, Carolyn Parker, Wendell Baker, Aude G, Linda Lathrop, Bree Sanchez, Dianne Wong, Tanja Gubser, Stefanie Galizia, Katarina Tuovinen, Kristen Anderson, Laura Arvindan, Chloe Cheung (student), Sofia Gomez (student), Anjuli Cargain, Gaby Alvarez

- New members introduced themselves

- **Meeting Objectives**

- Subcommittee progress reports and next steps
- Contributions from CPC members per reports and next steps

MINUTES:

- meeting minutes accepted;
- Bruce reviewed the meeting plans

- **Subcommittee A Progress Report**

- 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 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 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.

- 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.
  - 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 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](#).

## MINUTES:

- Charge 1:
  - Hold off until we build cultural practices within the district
  - Cycle 6 keep on back burner, not now; no date for O Higgins yet, pick dates once we are back at school; continued professional development Recommendations to date: Plan: Museum of Tolerance - FishBowl exercise/meeting; Plan for Olivia Higgins to present to parents re: gender expression (Olivia Higgins may not be available...)
- Charge 2:
  - Recommendations to date: Plan One District-One Book and consider the book for 20/21 - "Blended" by S. Draper
  - Complete three teaching tolerance PD - Committee to provide details as to when, how, and virtually
    - Recommendation that professional development with teaching tolerance
      - Bruce asked for pricing
- Charge 3:
  - Providing staff meeting time for antiracist action plan work
    - ARC - plan what will be shared at staff meetings
      - Next item is to come up with a movie to share out on - documentary
        - For the whole staff
      - Connecting SEL curriculum with anti-racist work
  - Impact flow chart to make sure we are making progress
  - Using teaching tolerance standards
- Admin is working/training with Dr. Watson
  - A parent group/leaders working with Dr. Watson
    - A 4th group of students will be added as well
- Anti racist lens with curriculum adoptions and additional resources
- Creating diversity equity inclusive (DEI) committees at each school
  - Monthly meetings
    - LP met Oct 8; CP has its' own committee; Dr has not yet formed a committee; what about JM
- Tanja asked if it's possible to have more teacher friendly hours for the Dr. Watson trainings
  - JM has two staff members on the ARC committee
  - JM does not currently have a DEI committee

- **Subcommittee B Progress Report**

- Members: Wendell Baler (wendell@able-baker.com), Stefanie Galizia (stefanie\_galizia@yahoo.com), [Chair] Chris Reddam (creddam@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.
- Timelines: Present Charge progress reports on 9/14.

MINUTES:

- Will adjust to work of CPC in determining metrics/measurement; wants to ensure all different groups are measured; data collection via CHKS, climate surveys; student referrals based on race/disability/gender, etc.; disparity in academic performance; teacher comfort to discuss these issues; what are areas of accountability; challenge of identifying African American academic information due to small demographic size
- Created progress tracker; includes color indicators and metrics; we are waiting on Chare 1 and 2 (per Sub A); # of staff meetings; ARTsy meetings; Sub A email after staff meeting - summary of what was done so far; Showed draft table of metrics

- **Subcommittee C Progress Report**

- 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 meetings.
- Timelines:
  - i. Present Charge progress reports on 9/14, 10/26 and 11/16 meetings.
  - ii. Present recommendations for specific changes and plans to implement changes with dates per program 1/11/21.

MINUTES:

- worked on creating a rubric in order to possibly give recommendations,
- will pilot some supplemental programs to plug into the rubric to see how they are doing or how effective they are,
- Possibly use the rubric for the upcoming history/social science adoption
- Start with programs that have the greatest number of students participating
  - Has the rubric been tested? Yes
  - Has the district considered adding the cost to parents as a part of the rubric
- MINUTES: Reviewed committee charge, principals asking staff about supplemental programs; creating a way to evaluate these programs in order to give recommendations; members are looking

at different rubrics; showed a draft rubric; Angela Rusher will be joining committee; reminder to grade levels and departments to follow up

- Created a work in progress rubric to evaluate supplemental programs; can we use the rubric when adopting new SS curriculum?
  
- **Subcommittee D Progress Report**
  - 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.
  - 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.

#### MINUTES:

- District and school websites
  - Not easy to find all the info relevant to this committees work
    - Recommend making it more accessible and user friendly
    - Making a tab on the district website
    - Mission statement to include language support CPC
      - Bruce will be bringing this to the governing board
    - Wanted to highlight on the website and a visitor the website could readily see everything related that topic
    - Do we want to add to the website the proper contacts someone would want/need to contact
      - Add discrimination policy and steps to take in the event you were discriminated
- Student code of conduct
  - Student pledge
  - Clear consequences for inappropriate behaviors
- Teacher code of conduct
  - Change board language in regards to employee code of conduct
    - Expectations of how to act, not how not to act
  - Educators sign code of conduct
  - Administrators review at the beginning of each school year
  - An anti bias pledge for all employees not just teachers
    - Aude asked if we want to create one for non-teachers?
      - David said he thinks we can work with the existing pledge to make it work for all employees
- Behavior and discipline policies
  - Student handbook

- Policy explicit around race, gender, etc
- Consequences
- Place on the website
  - Important that these are easily accessible
- A discussion around filing a complaint
  - Who do we report to
  - How do families know what steps to take
    - Bruce said there a phone numbers posted in school offices, on the website
- Student and Educator pledges
  - Signed by each to start the school year
    - 4th-8th grade
      - Have students or Bess Inzeo gotten a chance to look at the pledges to give feedback? David said he will bring it to the RAD club as well as school counselors Gaby and Bess
      - Wendell recommends we use the iKind pledge which is appropriate for TK-8th grade, children and adults
      - The pledges will be posted throughout the school
      - Want to make sure this a visible
- Shared a number of different docs and board resolutions (racism, anti-bullying, LGBTQia, looked at Campo pledge; docs from Oakland and Oregon; looked at JM handbook and discipline policies; meet next Wed 9/24; will look at value statements, increasing visibility of our documents; looking at MSD policies;
- Noted the great work or Sofia and Chloe; David showed a doc and recommended: locating all related CPC docs in one location; Add to Community tab (on website) - Diversity and Inclusion; Parents sign yearly Student Code of Conduct; recommended additional docs be placed on website; need to review Mission statement at Next CPC meeting; recommended a ladder of menu options be created and ask Jennifer to create; Pledge documents shown; feedback to include all employees; add complaint procedures; We Tip, Beh Consequences; Process for people to complain and share concerns; person to contact for information;
- Also looked at student and behavior pledges - have students look st this; have Bess look at it per SEL; Wendell wants to include the iKind Pledge
- Push documents out to CPC
- **Subcommittee E Progress Report**
  - 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.
  - 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.

MINUTES:

- Sophie Cheung talked about “Stamped” being read at JM - origins of racial discrimination, very good book, I recommend it
- Tanja recommended that we reschedule the 11/16 to 12/14
- Committee members showed and discussed a number of documents and resources gathered to support work to identify 6th-8th grade books; K Anderson explained outcomes of recent Subcommittee E work. Next steps: English department reviews and refines from rubric samples/info; meets to plan process to identify possible books to consider (and relying on lists provided via this committee) this school year and order books to read (during winter break) and to discuss books relative to rubric; tentative plan to present recommended book titles before end of year (April or May) with plan to implement use of new reading list in 21-22; Bruce to communicate plan to Dr. Parker, Dir. of C and I; funds needed for teacher meeting time and book purchases

- **Other and Public Comment**

MINUTES:

System now in place for communication of CPC business to PTA's

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### **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

