

# Clovis Unified School District Cultural Proficiency



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# Clovis Unified School District Cultural Proficiency



**Cultural Proficiency** is the set of values and behaviors in an individual, or the set of policies and practices in an organization, that create the mindset to successfully adapt teaching and service in response to diversity at individual and institutional levels.

## >>> AIM 1 – Maximize Achievement for ALL Students

### Student Conferences

CUSD held **five student success conferences** during the 2023-24 school year. In addition, our Communications Department shared photos and video through social media to use as promotional material for the next school year. Several news outlets covered the conferences.



#### *Asian Student Success Conference*

- Keynote: City of Clovis Mayor, Vong Mouanoutoua
- Close to 600 students attended



#### *African American Middle School Student Success Conference*

- Keynote: Kent Willis, VP Fresno State
- 500 students from 30 schools that span seven districts attended, a record number



#### *Native American Student Success Conference*

- Keynote: Kenneth Shirley, Founder and CEO Indigenous Entertainment
- Close to 300 students and 19 community mentors attended



#### *Latino Student Success High School Conference*

- Keynote: Gabe Salazar, the #1 Latino Youth Speaker in the nation
- 600 students attended



#### *Officer Jesus Ceron Latino Student Success Middle School Conference*

- Keynote: Ovi Vasquez, motivational speaker
- 250 students attended

**2,250+**  
**Students Attended**



## IDAC

CUSD's Intercultural Diversity Advisory Council (IDAC) internal accountability model is unique as it provides validation, feedback, and discussion on student achievement, school climate, and student and parent involvement. This work complements the rigorous and relevant academic support students already receive. The IDAC internal accountability model and academic support enhance the Mind, Body and Spirit promoting a more positive experience increasing academic achievement and social emotional wellness.

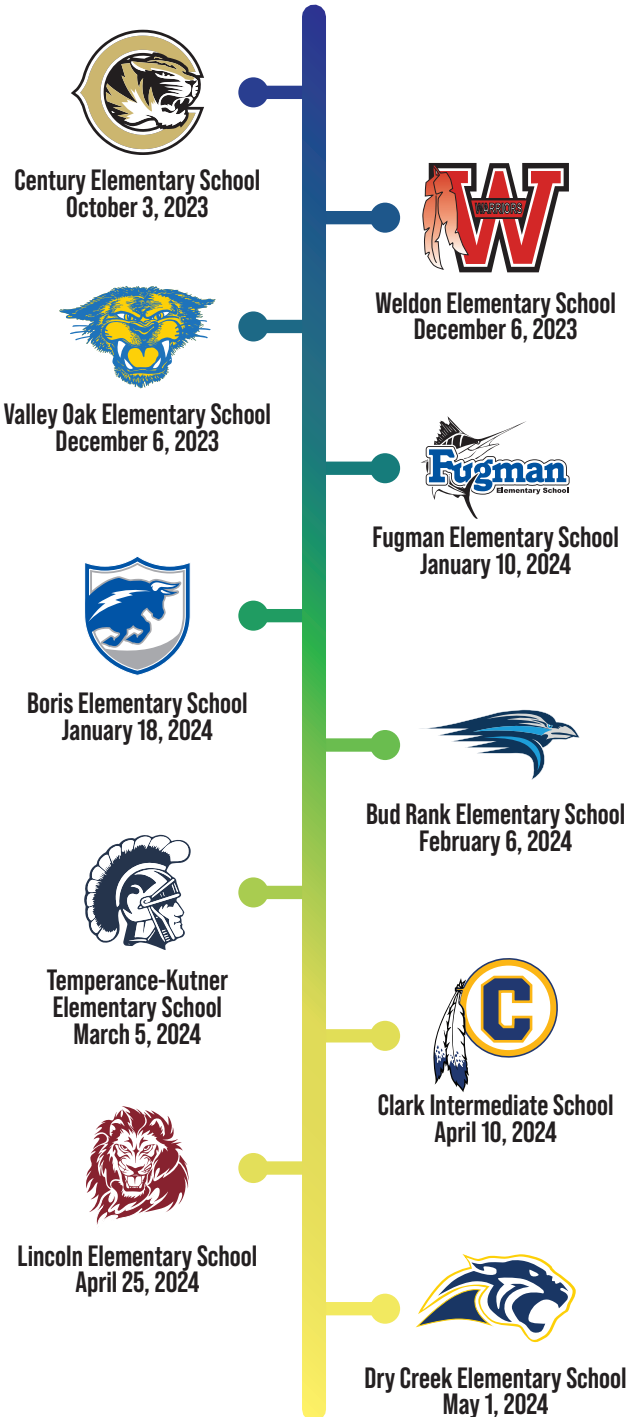
We take pride that CUSD sites had several IDAC site-level parent and student meetings in 2023-24. In addition, our team facilitated and organized ten IDAC site visits this school year.

Members of our CUSD Board, Executive Cabinet, Curriculum, Instruction and Accountability department, students, and parents from the Superintendent's Parent IDAC composed the visitation team. The goals of the IDAC site visits are to validate efforts in increasing cultural awareness and share cross-district activities which have impact on academic achievement, school culture, and school climate.

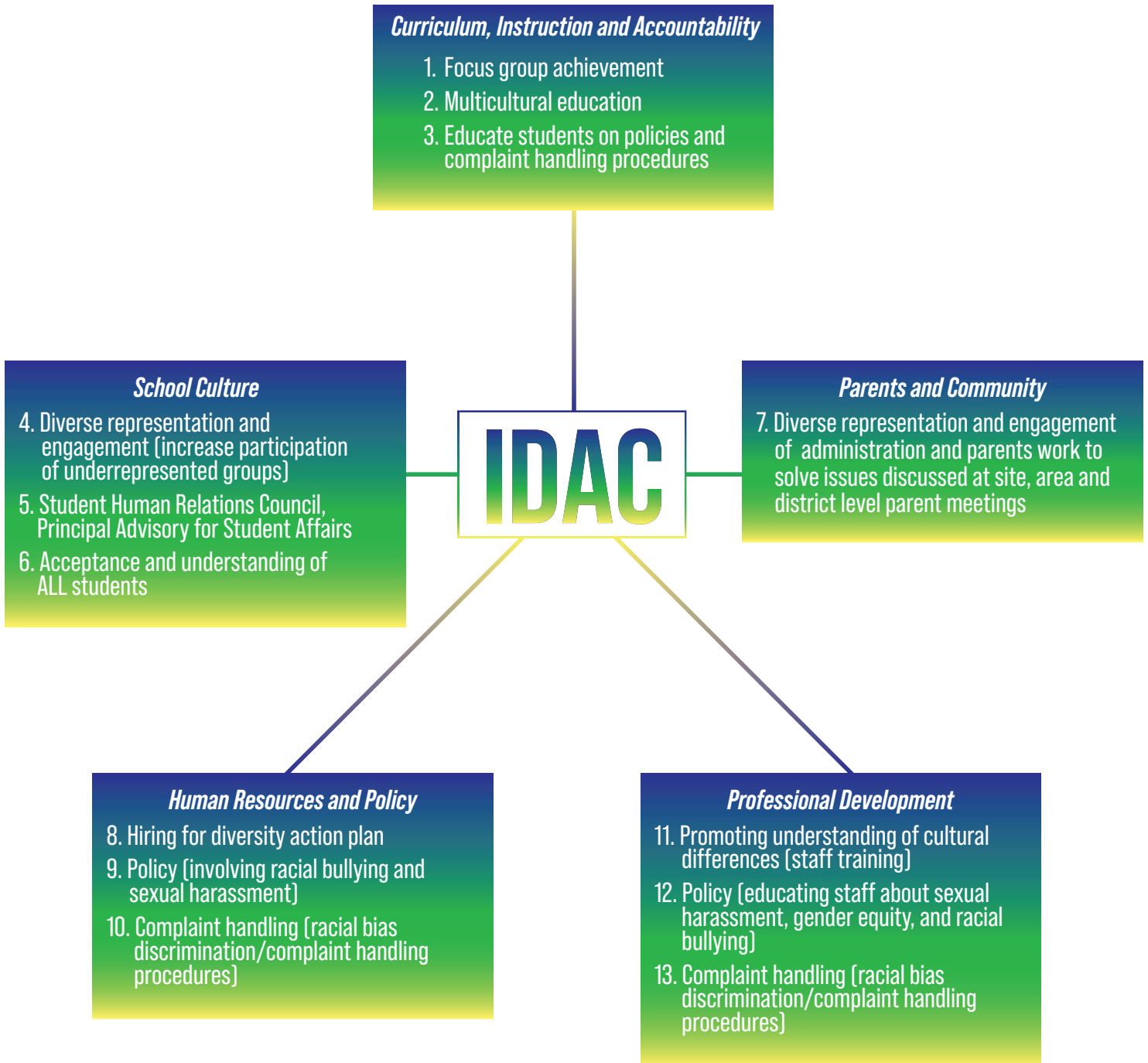
IDAC encompasses our internal growth model of simply striving to be better. Student input, parent partnerships, inclusive activities, and appropriate training are a few ways which can positively influence student achievement outcomes.



## IDAC Visits



## The IDAC process evaluates the following:





## Curriculum Update: Supplemental Literature and Ethnic Studies

### *Curriculum*

CLASSI III states that the district-adopted curriculum reflecting the diversity of the district, state, and nation will be used in all classrooms. A systematic approach to designing relevant lesson plans and professional learning opportunities supports this goal. Our Curriculum Design Teams ensure teachers have the necessary resources to support students. Professional learning opportunities are designed for administrators and teachers to foster equitable and engaging classrooms to maximize student achievement for ALL students.

The Curriculum, Instruction, and Accountability department created a systematic professional learning plan with a prioritized focus on positive school culture across campuses. School site leaders identified specific focus areas to maximize continuous growth and improvement in creating and maintaining a positive and safe learning environment for all students. In the domain of school culture, an emphasis on teaching and learning has been placed on equity awareness and cultural proficiency as well as positive social emotional, and behavioral supports.

### *Equitable and Engaging Classrooms*

CIA supports the CLASSI goal of integrating multicultural education into curriculum and classroom instruction for all grades. Resources are available for teachers in grades TK-12 and are integrated into the core curriculum. All resources are evaluated for accuracy, quality, and age appropriateness.

Professional learning has been provided for administrators, teachers, and support staff systematically throughout the year. Tiered support and learning are available through a series of trainings that build competence with each session. Specific training and learning opportunities include leadership practices and planning for equitable and engaging classrooms and schools, AVID strategies, implicit bias, and many social emotional/behavioral support frameworks and resources. This continued focus on professional learning will continue for the 2024-25 school year with equity awareness and cultural proficiency as a priority.

### *Expanding Resources and Streamlining Processes*

CIA works closely with lead teachers from each area to expand and approve supplemental literature that will offer diverse and contemporary perspectives which reflect the interests and makeup of our community. The Administrative Regulation for Supplemental Literature outlines the procedures for the selection of new novels.

Teachers recommend books, and a large committee of volunteer reviewers including parents, teachers, members of Employee Advisory Committees, and IDAC, read, review, and evaluate the recommended literature. We have added numerous novels to the Supplemental Literature list, with additional novels currently going through the review process and, if approved, will be added prior to the fall semester.

## *The Progress of Ethnic Studies*

- Created a committee made up of teachers, counselors, learning directors, principals and area superintendents to develop Clovis Unified created curriculum
- Teachers have looked extensively at legislation (FAIR Act, Healthy Youth Act, AB 101 etc.) and the model curriculum provided by the state
- Collection of feedback through different surveys from Social Science teachers in the district
- Completed a study of similar districts to CUSD and looked at their Ethnic Studies classes
- Began researching possible texts to be used in the course
- Attended the California Council for the Social Studies conference to build capacity
- Currently working towards the creation of CUSD's course outline

## >>> AIM 2 – Operate with Increasing Efficiency and Effectiveness



**School Site IDAC and Evaluation:** Site and Area IDAC meetings were held regularly during the 2023-24 school year. Although site team visits were paused for the 2021-22 school year, we began re-implementation during the 2022-23 school year. Positive feedback was received through numerous platforms. Site leaders were able to display and explain the wonderful work occurring at their respective sites in an attempt to reach all students.



**Superintendent Parent and Community IDAC:** In 2017 these meetings were initiated through the Superintendent’s office to create connectivity at the highest level of the organization. During the 2023-24 school year, district-wide parent IDAC meetings were held to share with all school site leaders and parents, the equity work that is occurring at the District level around our 13 cultural competencies (e.g. HR, School Leadership, and Curriculum and Instruction). Dr. Folmer will continue to use her existing partnerships with the committee members to establish a district-wide parent IDAC meeting schedule for 2024-25. Members from this group will also continue to serve on the visitation teams.



**Superintendent Student IDAC:** Dr. Folmer held meetings with this important student group. Students from each district area came together with Dr. Folmer, Dr. Hammack, and Dr. Salinas to share best practices, concerns, and to offer support. Students report on events and equity structures at their school. In addition, they take knowledge and insight back to their Human Relations Council and Principal Advisory for Student Affairs groups at their respective school. The goal is to provide a space where students can share and learn from one another.

**New Schools Celebrate Diverse History:** Clovis Unified School District’s next elementary school opening in August 2024 will bear the name Satoshi Hirayama Elementary. Hirayama, who retired from CUSD in 1991 and passed away in 2021, was a teacher at Clovis High School, the first principal of Gateway High School, experienced being interned during WWII, and was the first Japanese American to play in Japan’s professional baseball league. CUSD’s newest intermediate school has been named Phillip V. Sanchez Intermediate in honor of a Clovis Unified graduate, Governing Board trustee and widely successful Hispanic American who was a U.S. Ambassador to Honduras. Sanchez, who passed away at the age of 88 in 2017, attended Pinedale Elementary and Clovis High School and was the first Hispanic American to serve on a U.S. Presidential Cabinet.



## >>> AIM 3 – Hire, Develop, Sustain, and Value a High Quality Diverse Workforce

### Hiring

Hiring is the **MOST important thing that we do** in Clovis Unified! The process of hiring cannot be compromised as we make every effort to attract quality candidates to our certificated and classified open positions. The current growth in diversity of our student demographics is growing and we will continue to pursue high-quality, diverse employees to fill our open positions. Our district diversity advisory boards and equity groups will play a crucial role in recruitment, job fair participation, leadership roles, and mentorship.

Continued work with our **Quality Improvement Teams (QIT)** process to reinforce and reflect on our hiring practices:



Interview panel process – reflective of our District’s needs and desire to hire the most qualified candidates, maintain confidentiality, and integrity of the CUSD hiring process.



Marketing and Outreach – we continue to utilize a variety of strategies to reach the best candidates. These efforts include but are not limited to Job Fairs, recruitment, partnerships with local universities, social media presence, print media, and search engines (Indeed, LinkedIn, CASBO, ASBO, Better Team, Monster, Glassdoor, and Career Builder).



Internal recruiting via Career Technical Education Programs and Teaching Cohorts – Careers in Education courses offered through Clovis Unified and partnerships with Human Resources to recruit, offer insight into the hiring process, provide mock interview panels, as well as review resumes, and share an Edjoin overview. Special Education teaching cohorts partnered with California State University, Fresno, and CUSD, and additional opportunities provided to our students include:

- Involvement in job fairs and breakout sessions for employment opportunities
- Classified Career Workshop and Classified Job Fairs
- Certificated Pathways offer potential opportunities for those students interested in employment in CUSD after finishing their high school journey and planning for career or college readiness. These opportunities include:
  - Instructional Assistants, Student Relations Liaison, positions in Child Development and Expanded Learning Club, and walk on coaching positions

### Equity Groups

The establishment of Clovis Unified’s **Equity Groups** has provided the district with tremendous insight as we partner with our employee groups to listen, learn, plan, and collaborate. Currently, planning is underway for expansion and the creation of an Advisory Executive Board that will have representation of the **three employee groups** focused on the recruitment and hiring of diverse candidates:

**African American Advisory Board (AAAB)**

**Latino Advisory Board (LAB)**

**Asian American/Pacific Islander Advisory Board (AAPIAB)**

Initially the Mission, Vision, and Aim of our Equity Groups was to support AIM III of the District's Strategic Plan: to hire, develop, sustain, and value a high-quality diverse workforce.

As the work related to AIM III has continued, the Equity Groups have played an important role in:

- Hiring and Job Fairs
- CLASSI III
- Curriculum and supplemental reading lists
- Trainings, Cultural Equity in the Workplace, Safe Zone and IEP enhancements for Spanish-speaking families
- Leadership Training for both certificated and classified employees

The growth of our Equity Groups has afforded us a partnership to be proactive in our District's work with a lens that will:

- Develop an Employee Equity Leadership component
- Ensure every employee (classified and certificated) completes annual acknowledgment of expectations around cultural proficiency
- Review and refine Component III of the Clovis Assessment System for Sustained Improvement (CLASSI III)
- Refine and expand the existing Hiring Task Force focused on developing a workforce reflective of our student population.
- Research, analyze, communicate, and evaluate effective marketing and outreach efforts that create an employee pool of high-quality candidates reflecting the diversity of our community for consideration for classified and certificated employment.

## **Conclusion**

We look forward to the 2024-25 school year where we will continue to build cultural proficiency through meaningful and intentional district work. The ongoing engagement of our students, employees, and community members supports Clovis Unified's AIMS and focus in providing a diverse, quality learning and working environment aligned with our district's vision and mission.

