



CARLSBAD
UNIFIED SCHOOL DISTRICT

DRAFT

FORWARD TOGETHER



A STRATEGIC PLAN FOR
DIVERSITY EQUITY INCLUSION BELONGING

CARLSBAD UNIFIED SCHOOL DISTRICT STRIVES TO ENSURE THAT EVERY STUDENT FEELS SAFE AND WELCOME IN OUR SCHOOLS, AND THAT EVERY STUDENT HAS THE OPPORTUNITY TO ACHIEVE AT HIGH LEVELS.



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June 15, 2023

Dear Carlsbad Unified students, staff and families,

The mission of the Carlsbad Unified School District is to provide every student an extraordinary education in an inspiring environment. In support of this mission, our Board of Trustees has directed the development of a plan focusing on diversity, equity, inclusion and belonging (sometimes referred to as DEIB).

Diversity enriches our learning environment, exposing students to different perspectives and fostering empathy and understanding. **Inclusion** creates a sense of community where all individuals are valued and respected. **Equity** ensures that every student has equal opportunities for success, regardless of their background. **Belonging** is the result of our collective efforts to create a welcoming and supportive environment for all.

When students, families, and staff members feel a sense of belonging, they are more likely to engage actively in their educational journey, take risks, and pursue excellence. Belonging is the glue that holds our community together and inspires us to work collaboratively towards our shared goals.

To support our district's mission, we have developed this strategic plan. **Forward Together** will guide our efforts to foster an inclusive learning environment, outline actionable goals, and provide a roadmap for implementation.

We appreciate the support and dedication of our community in supporting all students. Carlsbad is special. Together, we can ensure that our school district remains a place where every individual can thrive.

Thank you for your ongoing support.

Sincerely,

Dr. Ben Churchill
CUSD Superintendent

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June 24, 2020: Resolution 30-1920 In Support of Antiracist Education

"Whereas, we have a moral obligation to provide a **safe, equitable, and high-quality education** for **all students**..."

"... the Carlsbad Unified School District **values the different cultures and ethnicities** of our workforce and further our commitment to anti-racist leadership and inclusive working environments where **each person is treated with respect and dignity**..."

"Therefore, be it resolved that the Carlsbad Unified School District Board of Trustees and superintendent reaffirm their **commitments to fighting racism** in all of its forms through a **safe, equitable, and high-quality education for all students** and an inclusive working environment for all employees."



March 24, 2021: Resolution 17-2021 Supporting People of Asian Ancestry and Condemning Harassment, Violence and Hatred toward People of Asian Descent

"Whereas, **America's diversity is a source of strength and prosperity** and California's vibrant communities benefit from cultural contributions made by people of every ancestry..."

"... our values of **inclusiveness, humanity and respect** demand that we support students of Asian ancestry and the larger Asian American community..."

"Therefore, be it resolved that the Governing Board of the Carlsbad Unified School District condemns hatred, xenophobia, harassment and violence towards people of Asian ancestry and **commits to creating a supportive, inclusive culture** that fully embraces students of Asian descent."



June 23, 2021: Resolution No. 27-2021 Recognition of June as LGBTQ+ Pride Month

"Whereas, Carlsbad Unified School District works to honor all students, staff members, and families who identify as LGBTQ+, **fostering a welcoming school climate** where they can live their authentic lives and be treated with dignity and respect..."

"...all students and staff **deserve to feel safe and welcome in their schools**; to be known by their preferred name, gender identity, and story; and to see themselves represented in the curricula..."

"Therefore, be it resolved that the Carlsbad Unified School District Board of Trustees does hereby proclaim June as LGBTQ+ Pride Month and directs the Superintendent and all District staff to continue to **support lessons, activities, and conversations that engage students in meaningful learning, research and writing** about our LGBTQ+ students, staff and families."

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Integrity

Excellence

Respect

Accountability

We're honest; we honor our commitments; we keep our promises. We aspire to the highest standards in all we do.

We aim for the highest levels of performance for our students and ourselves.

We respect the views of others through an open exchange of ideas.

We are responsible for our actions and obligations.



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Our graduates are...

**Effective
Communicators
& Collaborators**

Graduates convey their thoughts and responses clearly. They interact productively to achieve common goals.

**Lifelong
Learners**

Graduates have the passion and the vigor that will fuel them through new opportunities and challenges.

**Critical
Thinkers**

Graduates are inquisitive. They notice; they wonder; they figure things out.

**College and
Career Ready
Scholars**

Graduates navigate pathways that connect education and employment to a fulfilling, financially secure life.

**Ethical &
Responsible
Citizens**

Graduates display integrity and civic-mindedness. They honor their commitments and aspire to the highest standards.

**Self-Directed
Individuals**

Graduates accept responsibility for their learning. They recognize their strengths and work to their full potential.

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►►► We provide every student an extraordinary education in an inspiring environment

OUR VISION

►►► Our graduates are prepared for success. They confidently move to life beyond high school knowing they have acquired the requisite skills and knowledge. They have a passion for learning and personal growth; they can thrive in a high-tech environment; they are compassionate.

►►► Our students are engaged, self-directed learners. They are exposed to different learning environments and pathways. Students aspire to expand their talents and achieve excellence; they are good thinkers, communicators, and problem solvers.

►►► Our staff members demonstrate an uncompromising commitment to student growth. They are leading scholars and experts in their field; they enthusiastically share their experience and knowledge and bring innovative ideas to their craft.

►►► Our community and its traditions are deeply connected to our schools. Parents and community members partner with teachers to provide unique educational opportunities for students. Students value the traditions that built our community; local businesses, the lagoons, preserves, and beaches are an integral part of our identity.

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Definitions of Diversity, Equity, Inclusion and Belonging

- **Diversity** - Refers to all aspects of human difference, social identities, and social group differences, including but not limited to race ethnicity, creed, color, sex, gender, gender identity, sexual identity, socio-economic status, language, culture, national origin, age, religion, disability, military/veteran status, and political perspective.
- **Equity** - Refers to fair and just practices and policies that ensure all community members can thrive. Equity is different from equality in that equality implies treating everyone as if their experiences are exactly the same. A goal of equity work might be to eliminate equity gaps (academic, social emotional, and behavioral).
- **Inclusion** - Refers to a community where all members are respected and feel respected, have a sense of belonging, are able to participate, and achieve to their potential.
- **Belonging** - Refers to a perception or feeling that one is a part of a group, helping people to feel emotionally connected to something that is bigger than themselves. Belonging can be an outcome of welcoming and supportive environments.



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WHO WE ARE

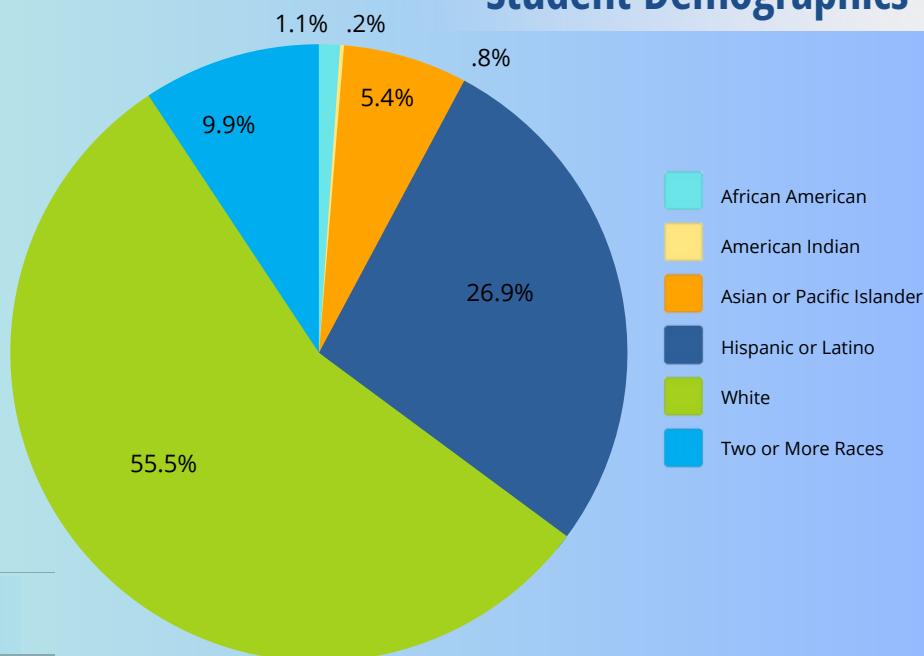
Currently Serving: 11,146 Students

16 Schools

9 Elementary Schools
3 Middle Schools
2 High Schools
1 Alternative High School
1 Independent Study Program



Student Demographics



- African American
- American Indian
- Asian or Pacific Islander
- Hispanic or Latino
- White
- Two or More Races

1,129 Employees

465 Classified Staff (41%)
618 Certificated Staff (55%)
46 Administrators (4%)



District and School Awards



Planning Process

Between April 2021 through May 2023, we met with over 1,000 educational partners through a variety of listening and learning sessions, committee meetings, and focus groups. This broad range of educational partners included families, community members, students, and staff representing all grade levels and school sites. Online surveys also resulted in over 8,000 participants sharing ideas and feedback. These sessions allowed us to gauge perceptions of the challenges, opportunities, and potential solutions to close opportunity gaps and increase student success.

educational partners

community members

8,000+
survey responses

FAMILIES

students
employees
parents

LCAP Board
Subcommittee

**13 BOARD
PRESENTATIONS**

DE&I Subcommittee

listening & learning sessions

world cafés

student groups

cusd equity committee

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A number of important themes emerged throughout our engagement process:

Theme 1 - Communication & Understanding

Build trust
(with staff,
parents &
community)

Create regular
opportunities for
input and
engagement

Communicate
consistently &
transparently

Understand and
include diverse
perspectives
(culture, race,
language, etc.)

Students & staff
want to be safe,
respected &
engaged

Theme 2 - Systemwide Support

Staff training &
professional
learning

Instructional
practices &
assessment

Curriculum,
class offerings
& materials

Accountability
& high
expectations

Differentiated
support
systems for
students

Theme 3 - Structures for Learning

Emotional
& mental
health &
wellness

Diversity
of staff &
representation

Positive school
climate

Behavior
expectations &
accountability

Close academic
gaps

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THEME 1

Communication & Understanding

GOAL 1

Prepare students and graduates for diverse and inclusive environments by fostering the development of trusted relationships with staff and the community.

SUCCESS INDICATOR 1.1

By April 15, 2023, send a survey on topics related to DEIB to all students in grades 6-12, parents, and staff and post it on the CUSD website.

SUCCESS INDICATOR 1.2

By June 1, 2023, hold townhall-type meetings at three sites to present the findings from the survey and solicit feedback; we'll invite parents, students, and staff, as well as the Carlsbad Chamber of Commerce, the Carlsbad Educational Foundation, and faith-based groups to attend.

ACTION ITEMS

1.1

Develop/deliver and compile results for an annual DEIB survey to be sent to students, staff, and parents. Establish baseline results for comparison in future years. Completed

1.2

Hold "Listening and Learning Sessions" on May 23 at three locations - Buena Vista Elementary School, Kelly Elementary School, and Poinsettia Elementary School. Advertise the events via website, flyers, and email communications. Completed

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GOAL 1

SUCCESS INDICATOR 1.3

Develop district- and site-based advisory committees to engage in meaningful conversations, collect feedback, share information, and communicate progress toward goals and success indicators.

ACTION ITEMS

1.3

Form a district-wide DEIB advisory committee that will meet three times per year to discuss progress toward the goals and targets in the strategic plan. The advisory committee will be composed of students, parents and staff. Recommendations from the committee will be reported back to the CUSD Board of Trustees annually. Year 1

1.4

Develop a site-specific DEIB student committee (grades 6-12) at each middle and high school. Site-based student committees will work with site administration and teacher leaders to coordinate site-based strategies and the implementation of DEIB-related activities. Year 1

1.5

Develop and maintain a robust website with resources and information regarding CUSD's DEIB Plan and initiatives. The website will contain a dashboard with progress monitoring for each goal and success indicator. Year 2

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GOAL 1 SUMMARY

Prepare students and graduates for diverse and inclusive environments by fostering the development of trusted relationships with staff and the community.

Goal 1 Success Indicators at a Glance:

- 1.1 By April 15, 2023, send a survey on topics related to DEI to all students in grades 6-12, parents, and staff, and post it on the CUSD website.
- 1.2 By June 1, 2023, hold townhall-type meetings at three sites to present the findings from the survey and solicit feedback; we'll invite parents, students, and staff, as well as the Carlsbad Chamber of Commerce, the Carlsbad Educational Foundation, and faith-based groups to attend.
- 1.3 Develop district- and site-based advisory committees to engage in meaningful conversations, collect feedback, share information, and communicate progress toward goals and success indicators.



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THEME 2

Systemwide Support

GOAL 2

Empower CUSD education professionals to create safe and inclusive learning environments that allow for unique backgrounds, cultures and shared experiences to fuel a growth mindset.

SUCCESS INDICATOR 2.1

Provide training and professional development for all staff, to be informed by the results of the survey and townhall-type meetings.

ACTION ITEMS

2.1

Implement *No Place for Hate* training for all staff members, including topics such as bias, bullying and inclusion. This will include several training sessions over the course of the school year. Year 1

2.2

Continue to implement *Harmony* training for all TK-5 teachers to ensure consistent implementation of the district's social-emotional learning program for elementary students. Year 1

2.3

Encourage expanded staff attendance at workshops and conferences, such as the SDCOE Equity Conference. Work with teachers and other support staff to identify additional trainings and workshops in Southern California with an emphasis on Diversity, Equity, Inclusion, and Belonging topics. Year 1

2.4

Provide annual Summer Institute professional development opportunities for teachers on topics such as Universal Design for Learning (UDL) and Multi Tiered System of Supports (MTSS). Year 1

2.5

Create a planning committee of teachers and administrators to identify strategies for teaching students to engage in civil discourse in and out of the classroom. The Civil Discourse committee will also identify training and support opportunities for teachers. Year 1

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GOAL 2

SUCCESS INDICATOR 2.2

Explore and identify potential barriers for student success that lead to disproportionality of grades (secondary and elementary) for specific student groups, and identify ways to overcome those barriers.

ACTION ITEMS

2.6 Create teacher and student panels to review policies, procedures, & practices to identify trends (including homework, grading, assessment, attendance, and instructional strategies). The panels will identify barriers to student success and strategies to overcome those barriers. Year 2

2.7 Revise and implement Multi-Tiered System of Supports (MTSS) so that all teachers and support staff clearly understand and are able to facilitate Tier I supports for students. Tier 1 intervention lists and a toolkit for teachers will be revised/expanded. Year 1

2.8 Review and evaluate current common assessments and writing rubrics through the lens of universal access and Tier 1 support. Utilize grade level meetings and subject area teams to modify as needed. Year 1

2.9 Hire a Teacher on Special Assignment (TOSA) that will collaborate with educational partners and ensure the strategic plan initiatives are implemented, monitored, and updated as needed. Year 1

2.10 Review student transcripts for disparate course access and/or outcomes, and identify ways to improve access and/or outcomes based on identified gaps. Year 2

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GOAL 2

SUCCESS INDICATOR 2.3

Adopt, and use existing, texts and other curriculum materials that include diversity of authors and perspectives. Annually evaluate and/or expand course offerings that include high interest and diverse perspectives.

ACTION ITEMS

- 2.11** Continue to evaluate novels in use to ensure titles represent diverse authors and perspectives and align with California Content Standards. Year 1
- 2.12** Create and administer an annual survey of students in grades 6-12 regarding course offerings and classes based on interests. Year 1
- 2.13** Develop a high school ethnic studies course to meet the California state requirement for implementation no later than the 2025-26 school year.
Planning and development in Year 1. Pilot the course in Year 2. Full implementation in Year 3.
- 2.14** Receive Board direction on the development of an ad hoc advisory (not decision making) curriculum committee to provide input in advance of the development of the future Ethnic Studies course. Year 1
- 2.15** Continue the review and alignment of the California history/social studies framework and evaluate curriculum materials for a new adoption. Year 1
- 2.16** Evaluate teaching practices regarding student voice and choice in classroom activities. Year 2

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GOAL 2 SUMMARY

Empower CUSD education professionals to create safe and inclusive learning environments that allow for unique backgrounds, cultures and shared experiences to fuel a growth mindset.

Goal 2 Success Indicators at a Glance:

- 2.1 Provide training and professional development for all staff, to be informed by the results of the survey and townhall-type meetings.
- 2.2 Explore and identify potential barriers for student success that lead to disproportionality of grades (secondary and elementary) for specific student groups, and identify ways to overcome those barriers
- 2.3 Adopt, and use existing, texts and other curriculum materials that include diversity of authors and perspectives. Annually evaluate and/or expand course offerings that include high interest and diverse perspectives.



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THEME 3

Structures for Learning

GOAL 3

Build structures that incorporate diversity, equity, inclusion, and belonging.

SUCCESS INDICATOR 3.1

Develop structures to ensure CUSD sites are safe and welcoming for all, including training for all students regarding building a learning community of inclusivity, respect and equity.

ACTION ITEMS

3.1

Review and update (as needed) Board Policies addressing topics such as (but not limited to) nondiscrimination, harassment, uniform complaints, and school discipline. Explore new policies recommended by CSBA, such as *Sample Board Policy 0415: Equity*.

Year 1

3.2

Provide training to designated staff members at every school site on restorative practices.

Year 2

3.3

Explore schoolwide programs, such as Positive Behavior Intervention Strategies (PBIS), at every school site.

Year 3

3.4

Evaluate school and district facilities to ensure equitable, accessible, and safe campuses for all students.

Year 1

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GOAL 3

SUCCESS INDICATOR 3.2

Reduce harassment/bullying (including racial epithets and hate motivated speech) by 10% from baseline.

ACTION ITEMS

- 3.5** Implement *No Place For Hate (NPFH)* at all 16 schools in CUSD. Each year schools will maintain “No Place for Hate Status.” Schools will implement three NPFH activities annually. Year 1
- 3.6** Establish a baseline for harassment/bullying (including racial epithets and hate motivated speech) in an annual survey for students grades in grades 3 through 12. Year 1
- 3.7** Develop and facilitate discussions with panels of students in grades six through twelve that represent our diverse demographics to communicate their experiences to staff and make annual recommendations for schoolwide improvement. Year 1
- 3.8** Continue to implement *Harmony* lessons for all TK-5 students and ensure consistent implementation of the district's social-emotional learning program in elementary schools. Year 1
- 3.9** Continue to implement positive school climate programs like *Red Ribbon Week*, the *Great Kindness Challenge*, and *Inclusion Days*, and continue to support positive community-facing programs for students like the CUSD Champions and monthly YES meetings. Year 1

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GOAL 3

SUCCESS INDICATOR 3.3

Expand efforts to recruit and retain diverse staff that better reflect the demographics of CUSD students.

Baseline to be determined in year 1, and targets developed in year 2.

ACTION ITEMS

- 3.10** Identify underrepresented groups by employment classification; compare demographic trends in student population, staff population, and data from regional teacher preparation programs. Year 1
- 3.11** Analyze current marketing and recruitment practices, including agreements with colleges and universities for student teachers. Year 1
- 3.12** Add the phrase “CUSD aspires for our staff to reflect the rich diversity of our students” to all of our recruitment materials. Year 1
- 3.13** Analyze current staff retention practices, particularly for underrepresented groups. Year 1
- 3.14** Develop updated recruitment and retention strategies to address identified gaps. Year 2

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GOAL 3

SUCCESS INDICATOR 3.4

Close academic performance gaps for student groups in SBAC/CAST performance, A-G completion rates, and the percentage of high school students in advanced, honors, and community college classes.

Success will be demonstrated by achieving the targets in each area by three or more identified student groups; the baseline and specific targets are shown on the next three pages.

ACTION ITEMS

3.15

Expand ELA and Math summer bridge courses to increase student participation in higher level courses. Year 1

3.16

Partner with MiraCosta College to present student options at the community college level; presentations can be offered to families at Parent University sessions, DELAC meetings, family information nights; and to students during advisory and/or other classes. Year 1

3.17

Continue to implement the district's Career Pathways Strategic Plan to increase the diversity of students in Career Pathways courses, leading to successful high school outcomes and community college opportunities. Year 1

3.18

Maintain additional staffing/sections specifically for intervention in grades TK-12 for students in need of additional academic support. Year 1

3.19

Continue to utilize Bilingual Community Liaisons to communicate with families/students regarding academic progress and available supports and interventions. Year 1

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A-G Completion Rates

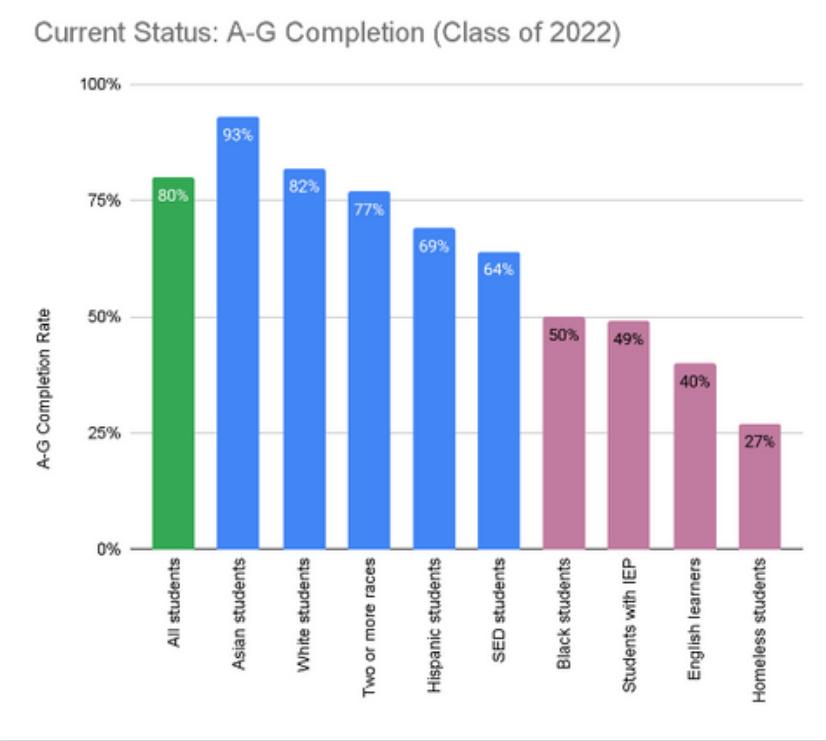
2022-23 LCAP TARGET:

The percentage of graduates completing A-G requirements will remain at 80% or higher.

FORWARD TOGETHER TARGETS:

Annually, the percentage of graduates in identified student groups completing A-G requirements will increase by 3% from the prior year.

Identified student groups include those student groups more than 20% from the "all student" baseline.



A-G Completion: Targets for 2023		
Student Group	Baseline	Target
All students	80%	80%
SED students	64%	66%
Black students	50%	52%
Students with IEP	49%	50%
English learners	40%	41%
Homeless students	27%	28%

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SBAC/CAST Performance

2022-23 LCAP TARGET:

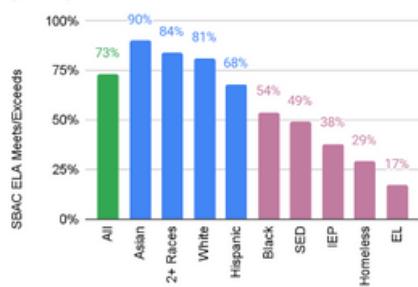
The percentage of all students meeting or exceeding standards will increase by 2% in ELA and Math (SBAC) and by 1% in Science (CAST).

FORWARD TOGETHER TARGETS:

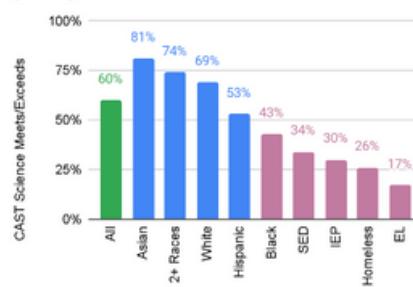
Annually, the percentage of students in identified student groups meeting or exceeding standards will increase by 3% in ELA and Math (SBAC) and by 2% in Science (CAST).

Identified student groups include those student groups more than 20% from the "all student" baseline.

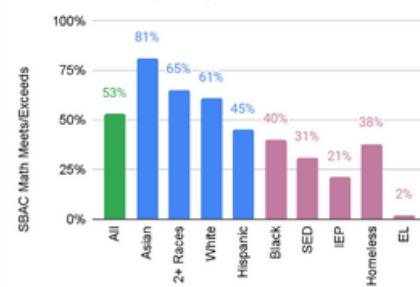
Current Status: SBAC ELA Performance (2022)



Current Status: SBAC Math Performance (2022)



Current Status: CAST Science Performance (2022)



SBAC/CAST Performance: ELA Targets for 2023

Student Group	Baseline	Target
All students	73%	74%
Black students	54%	56%
SED students	49%	50%
Students with IEP	38%	39%
Homeless students	29%	30%
English learners	17%	17%

SBAC/CAST Performance: Math Targets for 2023

Student Group	Baseline	Target
All students	60%	61%
Black students	43%	44%
SED students	34%	35%
Students with IEP	30%	31%
Homeless students	26%	27%
English learners	17%	17%

SBAC/CAST Performance: Science Targets for 2023

Student Group	Baseline	Target
All students	53%	54%
Black students	40%	41%
SED students	31%	32%
Students with IEP	21%	21%
Homeless students	38%	39%
English learners	2%	2%

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Advanced Placement, Honors, and Community College Enrollment

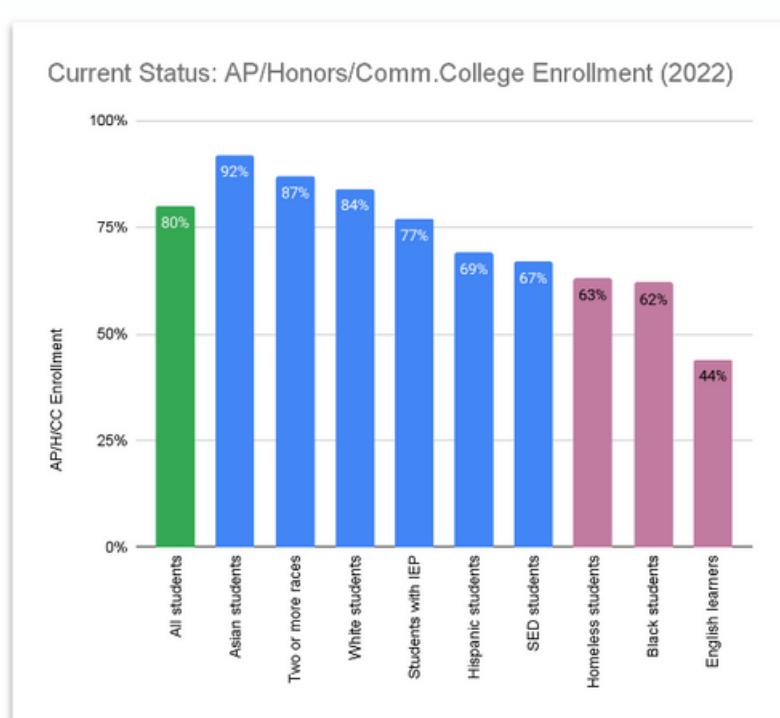
2022-23 LCAP TARGET:

The percentage of students enrolled in at least one honors, Advanced Placement, or community college class will increase by 1%.

FORWARD TOGETHER TARGETS:

Annually, the percentage of high school students in identified student groups will increase enrollment in H/AP/CC by 2%.

Identified student groups include those student groups more than 20% from the "all student" baseline.



AP/H/CC Enrollment: Targets (2023)		
Student Group	Baseline	Target
All students	80%	81%
Homeless students	63%	64%
Black students	62%	63%
English learners	44%	45%

GOAL 3 SUMMARY

Build structures that incorporate diversity, equity and inclusion.

Goal 3 Success Indicators at a Glance:

- 3.1 Develop structures to ensure CUSD sites are safe and welcoming for all; including training for all students regarding building a learning community of inclusivity, respect and equity.
- 3.2 Reduce harassment/bullying (including racial epithets and hate motivated speech) by 10% from baseline in spring 2023.
- 3.3 Expand efforts to recruit and retain diverse staff that better reflect the demographics of CUSD students.
- 3.4 Close academic performance gaps for student groups in SBAC/CAST performance, A-G completion rates, and the percentage of high school students in advanced, honors, and community college classes.



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