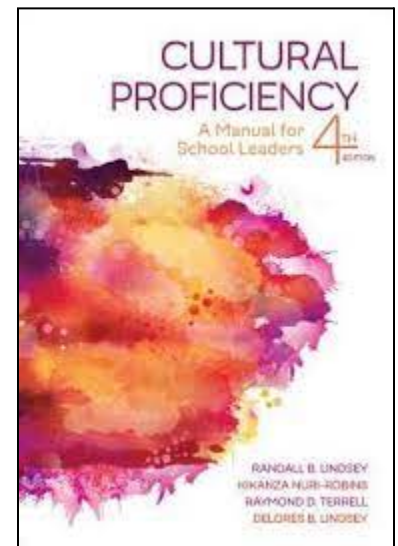




## Pacific Grove Unified School District Cultural Proficiency Timeline

- **2021-2022 School Year** - Contract with Praxis Lead Equity to facilitate a three-year cultural proficiency professional development and implementation plan.
- **2021-2022 School Year** - Praxis Founder/Certified Senior Associate Trainer Dr. Peter Flores and MCOE Director of Leadership and School Systems Dr. Roberto Nunez led an introduction to cultural proficiency for the PGUSD management team.
- **2021-2022 School Year** - Each site received a four-hour introduction to cultural proficiency facilitated by Praxis trainers.
  - Sites identified past actions and where they fell on the Cultural Proficiency Continuum
- **2021-2022 School Year** - 10-Day Cultural Proficiency Certification Process begins
  - First of three phases conducted
    - Learning about the Tools of Cultural Proficiency (three sessions)
  - Five-person teams comprised administrators, certificated staff, and classified staff.
  - Used ***Cultural Proficiency: A Manual for School Leaders*** by Randall Lindsey, Delores Lindsey, Kikanza Nuri-Robins, and Raymond D. Terrell to guide District work.
- **2022-23 School Year** - Administration Leadership Retreat
  - Full day devoted to Cultural Proficiency work to help administrators lead the process district wide
- **2022-23 School Year** - 10-day Cultural Proficiency Certification Process Continued
  - Training focused on remaining two phases
    - Operationalizing the Tools of Cultural Proficiency (three sessions)
    - Developing Equity Action Plans for each site and the district (four sessions)
- **2022-23 School Year** - District wide Cultural Proficiency Training
  - Site equity teams conducted a three-hour professional development session designed to meet the needs of the individual sites and review the Cultural Proficiency framework.
- **2022-23 School Year** - Site Cultural Proficiency Training
  - Sites include activities, articles, and video content from the cultural proficiency training sessions with their staff during regular meetings.
- **2023-24 School Year** - Education, Ongoing Evaluation, Incident Response, Communication
  - **Cultural Proficiency Site Roll Out:** A two-hour session that introduced district and site equity goals and actions to all staff.



- **Continue Educational Efforts:** Professional development for staff to help students effectively manage the dynamics of difference and provide culturally responsive curriculum with diverse representation
- **Incident Response:** Provide administrators with training and professional development opportunities focused on responding to incidents of bias or discrimination. Equip administrators with the knowledge and skills to effectively address and handle such incidents.
- **Establish a Clear Reporting System:** Build open lines of communication with administrators to ensure they are immediately aware of any incidents or concerns. Encourage staff, students, and parents to report any instances of racial or discriminatory behavior to the administrators. Improve communication efforts with our community, so they are informed about Cultural Proficiency work.
- **Policy Support:** Advocate for comprehensive policies that address racial and discriminatory behavior in schools. Offer assistance in developing or revising policies to ensure they align with best practices and legal requirements.
- **Resource Allocation:** Ensure administrators have the necessary resources, such as funding for diversity training, guest speakers, educational materials, or support staff. Advocate for resources that promote an inclusive climate and assist administrators in their efforts.
- **Community Engagement:** Collaborate with administrators to engage parents, students, and the wider community in fostering a positive and inclusive school environment. Encourage partnerships, parent workshops, community events, or cultural celebrations that promote understanding and unity.