



Cultural Proficiency Update

September 15, 2022

Buck Roggeman

Director of Curriculum and Special Projects

broggeman@pgusd.org 831-646-6526

Living up to our Mission Statement

Pacific Grove Unified School District, in partnership with the community and with a **focus on equity**, will challenge **every student** by providing a quality instructional program in a positive, safe, and stimulating environment.

Strategic Inside/Out Approach

Activate/Engage All Stakeholders

Casting a Wide Net

- Identify the team that would complete 10-Day Certification
 - Involve classified staff, certificated staff, and administration
- Establish system that would engage families
 - School site councils
 - Parent Teacher Association
 - District outreach
- Listen to our students
 - Student council
 - Less formal student groups
 - Surveys

Certification - Phase 1

Building Conceptual Understanding

Defining the Work

Cultural Proficiency

- Being Culturally Proficient enables people within an organization to view cultural differences as assets, effectively respond to issues that arise in diverse environments, and foster policies and practices that afford value to all.

Equity

- Educational equity means that each person receives what they need to develop to their full academic and social potential by removing barriers, ensuring equally high outcomes, viewing cultural differences as assets, and cultivating the unique gifts, talents, and interests that every human possesses.

THE CULTURAL PROFICIENCY CONTINUUM: DEPICTING UNHEALTHY AND HEALTHY PRACTICES

Cultural DESTRUCTIVENESS	Cultural INCAPACITY	Cultural BLINDNESS	Cultural PRECOMPETENCE	Cultural COMPETENCE	Cultural PROFICIENCY
COMPLIANCE-BASED TOLERANCE FOR DIVERSITY			TRANSFORMATION FOR EQUITY		
Cultural destructiveness: Seeking to eliminate references to the culture of “others” in all aspects of the school and in relationship with their communities.	Cultural incapacity: Trivializing “other” communities and seeking to make them appear to be wrong.	Cultural blindness: Pretending not to see or acknowledge the status and culture of marginalized communities and choosing to ignore the experiences of such groups within the school and community.	Cultural precompetence: Increasingly aware of what you and the school don’t know about working with marginalized communities. It is at this key level of development that you and the school can move in a positive, constructive direction, or you can vacillate, stop, and possibly regress.	Cultural competence: Manifesting your personal values and behaviors and the school’s policies and practices in a manner that is inclusive with marginalized cultures and communities that are new or different from you and the school.	Cultural proficiency: Advocating for lifelong learning in order to be increasingly effective in serving the educational needs of the cultural groups served by the school. Holding the vision that you and the school are instruments for creating a socially just democracy.

SOURCE: Adapted from Terrell & Lindsey, 2009.

Certification - Phase 2

Operationalizing the Tools

From conceptual understanding to action

- Develop an equity plan for the district
- Develop equity plans for the sites
- Simultaneously identifying specific actions that build greater equity in our district

Pacific Grove High School and Community High School Equity Action

- Monthly informal gatherings with staff to discuss diversity and equity as it relates to our schools
- Restorative Approaches
- Increasing variety of novels offered to students to reflect diverse populations - authors and characters
- Increasing the diversity of people we learn about
- Grading for Equity book study
- Removing barriers to academic courses
- Providing individualized instruction to support students' goals
- Instructional Leadership Team
- Professional Learning Community (PLC)

Pacific Grove Middle School Equity Action

- School wide focus on Grading and alignment (secondary shared goal) Leadership/PGMS Equity Team
- Bi Monthly formal gatherings with staff (PLC's, Students of Concern, staff meetings) to discuss diversity and equity
- Restorative Approaches to academics and discipline
- Putting Universal Design for Learning into practice
- Continue our emphasis (UDL) on students seeing themselves in their learning and expanding student choice
- Continue our professional learning and implementation of Doable Differentiation; TOSA driven
- Providing individualized instruction to support students' goals
- Auditing current non academic practices through an Equity Lens
- Continue strong Professional Learning Community (PLC)

Forest Grove Elementary School Equity Action



Grade Level
Collaboration - ELA,
Math, SEL data with
support team &
actionable plans - two
full days
August 2022



Park Playdate and
Information for
elementary school
families of ELs
Sept. 29 FG
Oct. FG & RHD



Community Outreach
Event - Falcon Family
Festivity
In the community
By January 2023



Author Night - in
planning phase
By spring 2023



Increase
parent/community
voice by seeking
ideas, building
capacity and
ownership
Ongoing

Robert Down Elementary School Equity Action



Standards driven culturally diverse lessons that include African, Greek, Roman, Chinese, Indian, and Japanese historical and contemporary artists' form.



Site Council goal to host Diversity Family Nights



Enhancing identity development with works from underrepresented writers/artists

- Empowering Girls in STEAM
- Celebrating Black and Latino Boys

Grading for EQUITY

RHD staff focus on grading and assessment with guidance from Joe Feldman's work along with participation in CA Assessment of Student Performance and Progress (CAASPP/SBAC) Data-Driven Decision-Making training with intervention teams

Pacific Grove Adult School Equity Action

PG Adult School will provide equal access for students with disabilities ages 18-22 or 22-99 to regular education curriculum up to and including achieving high school diploma or equivalency (5-10% increase) 22-23 SY

For those enrolled in any adult disability program access to any Pacific Grove Adult Education program will increase 20-30% increase 22-23 SY

District Office Equity Action

- Build a district wide vision to use data analysis to drive resource allocation
- 10-Day certification to support equity actions in every aspect of our organization
- Share out of training information at semi-monthly district office staff meetings
- Ensure our curriculum adoptions represent diverse cultural perspectives
- Hold district outreach meetings in our neighborhoods
- Using our grant funding to provide before and after school intervention programs and increase support staff

Certification - Phase 3

Implementing an Equity Action Plan

Systematic implementation of the equity plan

- Monitoring of benchmarks and outcomes
- Continually assessing the effectiveness of the equity actions
- Continually consulting with students, families, and staff to identify areas of need



Diversity is a fact.
Equity is a choice.
Inclusion is an action.
Belonging is an outcome.
- Arthur Chan