BOARD WORKSHOP AGREENDA
WEDNESDAY, SEPTEMBER 02, 2020
*5:00 P.M. (CLOSED SESSION) *5:30 P.M. (OPEN SESSION)

PLEASE NOTE: *DESIGNATED TIMES FOR CONFERENCE/DISCUSSION ITEMS ARE ESTIMATES

In accordance with Executive Order N-29-20 Paragraph 3, the September 02, 2020 Board of Education workshop will be held via teleconferencing and will be available for all members of the public seeking to observe via http://go.fresnounified.org/ustream/, or on the Ustream App on your Android or Apple device, Comcast Xfinity Channel 94 and AT&T U-Verse Channel 99, or through the following teleconference line:

Teleconference Line - English
Dial in: +1 559-512-2623 Passcode: 982 851 552#

Teleconference Line – Spanish
Dial in: +1 559-512-2623 Passcode: 951 997 541#

Individuals who wish to address the Board may do so by:

- Submitting an email to publiccomment@fresnounified.org; or
- Leaving a voice message by calling 559-457-6222 (voice message will be transcribed).

Please include your name, agenda item number or subject matter being addressed, along with a 250-word description of the subject matter being addressed. Emails and voicemails received by no later than 8:00 p.m. on September 01, 2020 will be part of the record for the Board’s information and/or discussion, will be posted on www.fresnounified.org/board and will be included in the minutes. Please note, consistent with Board Bylaw 9323, any statements submitted for public comment that are inappropriate in nature, including, but not limited to statements that are obscene, threatening or substantially disruptive to school operations, will either be redacted, or will not be posted.

In compliance with the Americans with Disabilities Act, those requiring special assistance to access the teleconference line and/or the electronic platform, to access written documents being discussed at the Board meeting, or to otherwise participate at Board meetings, please contact the Board President or Board Secretary at 559-457-3727. Notification at least 48 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting and to provide any required accommodations.

Public materials are available for public inspection at www.fresnounified.org/board.
*5:00 P.M. CALL* Meeting to Order  
**OPPORTUNITY** for Public Comment on Closed Session Agenda Items  
**RECESS** to Cabinet Room for Closed Session to discuss the following:


*5:30 P.M., RECONVENE* and report action taken during Closed Session, if any.

**BOARD WORKSHOP**

1. PRESENT and DISCUSS Cultural Proficiency Professional Learning  
   Staff will present the Fresno Unified School District’s Cultural Proficiency professional learning. An overview of the foundational elements of Cultural Proficiency professional learning as well as learning activities to engage in an introduction of the content. We will explore each of the four tools established within the text Cultural Proficiency, Manual for School Leaders and how these tools may be utilized to develop healthier practices within ourselves and within our educational setting. Fiscal impact: There is no fiscal impact to the district at this time. Contact person: Lindsay Sanders, 457-3471.

**UNSCHEDULED ORAL COMMUNICATIONS**

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Members of the public with questions on school district issues may submit them in writing. The Board will automatically refer to the Superintendent any formal requests that are brought before them at this time. The appropriate staff member will furnish answers to questions.

**ADJOURNMENT**

**NEXT REGULAR MEETING**  
**WEDNESDAY, SEPTEMBER 09, 2020**
DEIPC PRESENTS
CULTURAL PROFICIENCY BOARD
INTRODUCTORY WORKSHOP

September 2020

OR

You need the text & a journal
AGENDA

- CONTEXT: FUSD’s Approach & Context (10 min)
- ACTIVATOR: The Danger of a Single Story (15 min)
- CONTENT: The Tools & Inside-Out Approach (50 min)
- ACTIVITY: “Where Are We?” (30 min)
- LAUNCH: A Successful School Year! (10 min)
NORMS

- Value speakers and non-speakers where they are, not where you want them to be
- Reinforce and recognize equity of voice
- Within our time, we are honest, transparent, respectful, and protective of one another
- Allow grace
FUSD’S APPROACH: DEI PRAXIS COLLABORATIVE
YEAR 1 GOAL (2020-2021)
“BUILDING YOUR EQUITY LENS”

- “We’re talking LASIK, not glasses!”

- FUSD Equity & Access
SEQUENCING IS INTENTIONAL
HOW WILL WE MEASURE IMPACT?

- Self-Assessment Survey Data
  - Baseline (comparison) collected in 19-20
  - Pre-Assessment in August 2020
  - Post-Assessment in May 2021
- Needs Assessment Survey Data
  - Pre-Assessment in August 2020
  - Post-Assessment in May 2021
CULTURAL PROFICIENCY FRAMEWORK: FOUR UNIQUE TOOLS

- #1 The Barriers
- #2 The Guiding Principles
- #3 The Continuum
- #4 The Essential Elements

Inside-Out Approach
An **inside-out** approach that is about...

- Being aware of how we - as individuals and as schools - work with others
- Being aware of how we respond to those different from us
- Visible and not so visible differences
- Preparing to live in a world of differences

- Is a worldview, a mindset; it is the manner in which we lead our lives
- Can NOT be mandated, but can be nurtured
DEFINE IT: WHAT IS CULTURE?

Read & Search!

- Highlight a word/phrase that you feel DEFINES “culture” and CHAT your definition.
- Is this definition different than you understood culture in the past?
Table 4.2  The Conceptual Framework for Culturally Proficient Practices

The Five Essential Elements of Cultural Competence

Serve as standards for personal, professional values and behaviors, as well as organizational policies and practices:

- Assessing cultural knowledge
- Valuing diversity
- Managing the dynamics of difference
- Adapting to diversity
- Institutionalizing cultural knowledge

The Cultural Proficiency Continuum portrays people and organizations who possess the knowledge, skills, and moral bearing to distinguish among healthy and unhealthy practices as represented by different worldviews:

<table>
<thead>
<tr>
<th>Unhealthy Practices</th>
<th>Differing Worldviews</th>
<th>Healthy Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural destructiveness</td>
<td>Cultural precompetence</td>
<td></td>
</tr>
<tr>
<td>Cultural incapacity</td>
<td>Cultural competence</td>
<td></td>
</tr>
<tr>
<td>Cultural blindness</td>
<td>Cultural proficiency</td>
<td></td>
</tr>
</tbody>
</table>

Resolving the tension to do what is socially just within our diverse society leads people and organizations to view selves in terms Unhealthy and Healthy.

Barriers to Cultural Proficiency

Serve as personal, professional, and institutional impediments to moral and just service to a diverse society by

- being resistant to change,
- being unaware of the need to adapt,
- not acknowledging systemic oppression, and
- benefiting from a sense of privilege and entitlement.

Guiding Principles of Cultural Proficiency

Provide a moral framework for conducting one’s self and organization in an ethical fashion by believing the following:

- Culture is a predominant force in society.
- People are served in varying degrees by the dominant culture.
- People have individual and group identities.
- Diversity within cultures is vast and significant.
- Each cultural group has unique cultural needs.
- The best of both worlds enhances the capacity of all.
- The family, as defined by each culture, is the primary system of support in the education of children.
- School systems must recognize that marginalized populations have to be at least bicultural and that this status creates a distinct set of issues to which the system must be equipped to respond.
- Inherent in cross-cultural interactions are dynamics that must be acknowledged, adjusted to, and accepted.
LET’S READ!

We’ll each read about one of the Four Tools of Cultural Proficiency, and become “experts”. As you read, take the following notes:

- What is the Tool?
- What stands out to you about the Tool?

- President Thomas
- Trustee Mills
- Trustee Islas

- Read The Four Tools through The Continuum

- Trustee Major Slastic
- Trustee Davis
- Trustee Jonasson- Rosas
- Trustee Cazares

- Read The Barriers through The Essential Elements

Title: Cultural Proficiency Board Workshop
Prepared by: DEIPC
TOOL #1: OVERCOMING BARRIERS TO CULTURAL PROFICIENCY

- The presumption of entitlement
- Systems of oppression
- Unawareness of the need to adapt
- Resistance to change

The barriers to cultural proficiency are systemic privilege, oppression, and resistance to change.
TOOL #1: OVERCOMING BARRIERS TO CULTURAL PROFICIENCY

Examples of Culturally Proficient strategies, activities, and reflection when learning about this tool:

- “Danger of a Single Story”
- Discussions about Privilege
- Systemic Oppression
- Historical, National, and Local Contexts
TOOL #2: GUIDING PRINCIPLES

- Recognize that culture is a predominant force in life
- Understand that people are served in varying degrees by the dominant culture
- Acknowledge group identities
- View diversity within cultures as being important
- Respect unique cultural needs

The Guiding Principles are the core values, the foundation upon which the approach is built.
Embrace the best of both worlds as enhancing the capacity of all

View the family, as defined by the culture, to be the primary system of support in the education of children

Lead school systems to recognize that marginalized groups have to be at least bicultural

‘Community-centric’ vs ‘School-centric’

Understand that schools must recognize and adjust to effects of historical oppression – (e.g., over representation in special education and under representation in gifted/talented programs)
TOOL #2: GUIDING PRINCIPLES

- Examples of Culturally Proficient strategies, activities, and reflection when learning about this tool:

  - Article titled, “Focus on the Assets”
  - Strength Bombardment
  - Understanding and Exploration of Identity
  - Video titled, “What is Takes to Be Culturally Literate”
SYSTEMIC TENSION

The **Barriers** are the demonstration of beliefs held by people who explicitly or implicitly resist change and foster a sense of privilege and entitlement that inform

*Destructiveness, Incapacity & Blindness*

The **Guiding Principles** are explicit or implicit demonstrations of core values and beliefs held by people, the foundation upon which the approach is built, that inform

*Pre-Competence, Competence & Proficiency*
Tool #3:
Cultural Proficiency Continuum

- There are six points on the Cultural Proficiency Continuum:
  - Cultural Destructiveness
  - Cultural Incapacity
  - Cultural Blindness
  - Cultural Pre-competence
  - Cultural Competence
  - Cultural Proficiency
Examples of Culturally Proficient strategies, activities, and reflection when learning about this tool:

- Continuum Walkthrough
TOOL #4: ESSENTIAL ELEMENTS FOR CULTURAL PROFICIENCY

- Assess Culture
- Value Diversity
- Manage the Dynamics of Difference
- Adapt to Diversity
- Institutionalize Cultural Knowledge

The Essential Elements provide the standards for individual behavior and organizational practices
Examples of Culturally Proficient strategies, activities, and reflection when learning about this tool:

- Culturally Proficiency Rubrics
- Equity Planning
- DEI Plans (per department)
- Strengthening DEI Components of School SPSA
- Reframing the Conversation
# TOOL #3: CULTURAL PROFICIENCY CONTINUUM

<table>
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<tbody>
<tr>
<td>Seeking to eliminate references to the culture of “others” in all aspects of the school and in relationship with their communities.</td>
<td>Trivializing “other” communities and seeking to make them appear to be wrong.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

*SOURCE: Adapted from Terrell & Lindsey.*

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**Title:** Cultural Proficiency Board Workshop  
**Prepared by:** DEIPC
Hostility / Negativity

- Curriculum topics
- "I don’t want *those* kids in my class/school"
- "No such thing as autism"
- Physical abuse
- "*They* don’t value education"
CULTURAL INCAPACITY

Dismissive / Blaming

- Questioning qualifications
- Mispronouncing unfamiliar names; making fun of
  - "With an accent like *that*, they couldn’t be very smart"
  - "*Their* parents don’t care, why should I?"
  - "I’m very successful when working with ‘normal kids’"
CULTURAL BLINDNESS

Pretending / Unable to see Culture

- Diversity/equity training separate from other PD
- Ignoring access/achievement gaps
- "Really, I don’t see color; I treat all kids alike"
- "What’s wrong with what we are doing; most are doing well"
- "Don’t be so sensitive; I was ‘just kidding’"
CULTURAL PRE-COMPETENCE

Begin to know what we don’t know; becoming aware of Culture

- Short-term PD is event-based (MLK day, Cinco de Mayo)
- Long-term PD is data-driven; what is needed to be learned
- Begin to recognize issues of disproportionality
- "We are trying to teach the kids who used to go to school here"
CULTURAL COMPETENCE

Doing / Speaking Up

- Students and visitors can see images like and different from them
- School is using disaggregated data to drive decision making
- Access data gathered and analyzed for developing strategies for inclusion
- School functions as a learning community
- Multiple perspectives invite speaking out against unfairness
CULTURAL PROFICIENCY

Advocacy for Social Justice

- Lived commitments to
  - Advocacy
  - Social justice; doing what’s right for students
  - Life-long learning
- Realization that cultural Proficiency is a ‘process’
- Commitment to mentoring at two levels
There are six points along the cultural proficiency continuum that indicate unique ways of perceiving and responding to differences.
UNEARTHING GAPS, NEEDS, AND WONDERINGS...

- Now let’s put that learning to good use and see where we are! We are going to write in our journals...
  - Personal/Professional EXPERIENCES, OR
  - GAPS, NEEDS, &/or WONDERINGS
LAUNCH

- Opportunities to launch into deeper learning!
- If Interested:
  - Upcoming 32-hour training
  - Upcoming 80-hour trainer of trainer training
  - Online Teachable module(s)
  - 8-hour modules for all staff and departments

Questions?
Comments?
Needs?
THANK YOU