

Del Mar Union School District
Diversity, Equity, and Inclusion Plan | 2020-2024

Objective: Ensure every child receives equitable access to a quality education in order to develop their full academic and social potential and prepare children and adults to thrive in a diverse society.

	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
Diversity, Equity, and Inclusion Teams and Committees	Establish district level Diversity, Equity, and Inclusion Team comprised of classified staff, certificated staff, and members of leadership.	Continue District Diversity, Equity, and Inclusion Team Establish District Diversity, Equity, and Inclusion Advisory Committee and meet four times throughout the school year.	Continue District Diversity, Equity, and Inclusion Team at the site level. Continue District Diversity, Equity, and Inclusion Advisory Committee and meet four times throughout the school year.	Identify focus areas based upon feedback and data from staff and community. Continue District Diversity, Equity, and Inclusion Team at the site level. Continue District Diversity, Equity, and Inclusion Advisory Committee and meet four times throughout the school year.
Professional Learning	Participate in 30 hours of a professional learning sequence through a partnership with SDCOE. Anti-Defamation League anti bias training for staff and parents participating on No Place for Hate (NPFH) committees.	Continue learning sequence through SDCOE partnership. Create District Diversity, Equity, and Inclusion Advisory Committee agendas with learning sequence embedded. District staff to develop onboarding sequence of professional learning for all staff new to DMUSD.	Continue District Diversity, Equity, and Inclusion Advisory Committee agendas with learning sequence embedded. Provide ongoing professional learning for site Diversity, Equity, and Inclusion teams specific to how to navigate adult conversations around diversity, equity, and inclusion. Site-based and District teams develop learning sequence for all staff in all departments throughout the district. Implement onboarding sequence of professional learning for all staff new to DMUSD.	Implement Site-based and District teams developed learning sequence for all staff in all departments throughout the district. Continue to implement onboarding sequence of professional learning for all staff new to DMUSD.

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<p>Community Engagement</p>	<p>Establish No Place for Hate committees at each school site which include students, parents, and staff.</p> <p>Provide reports on initial steps toward district equity to Board of Trustees.</p>	<p>Continue No Place for Hate committees at each school site which include students, parents, and staff.</p> <p>Sites to begin developing sequence of learning and school community engagement around equity.</p>	<p>Continue No Place for Hate committees which include students, parents, and staff, at each school site.</p> <ul style="list-style-type: none"> • Plan for increased ways to bring parents and community into NPFH activities. <p>Schedule series of parent Diversity, Equity, and Inclusion events.</p> <ul style="list-style-type: none"> • Determine a sequence of topics which are common for all nine school communities. 	<p>Continue No Place for Hate committees which include students, parents, and staff, at each school site.</p> <ul style="list-style-type: none"> • Plan for increased ways to bring parents and community into NPFH activities. <p>Continue scheduling series of parent Diversity, Equity, and Inclusion events.</p> <ul style="list-style-type: none"> • Seek input from parent community regarding topics of interest within diversity, equity, and inclusion content. • Determine a sequence of topics which are common for all nine school communities.
<p>Curriculum</p> <ul style="list-style-type: none"> • Core • Supplemental 	<p>Begin to research and incorporate supplemental, age appropriate, culturally relevant children’s literature into classroom lesson design.</p>	<p>Explore available Social Science curriculum for future adoption to replace existing materials.</p> <p>Develop a list of supplemental, age-appropriate, culturally relevant children’s literature to include as a supplemental resource.</p>	<p>Determine new Social Science curriculum and pilot for future adoption.</p> <p>Examine school and classroom libraries for culturally relevant literature reflective of community and student demographics.</p>	<p>Continue to refine and add to list of recommended literature for school and classroom libraries.</p> <p>Determine needs and acquire additional texts.</p>

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		<ul style="list-style-type: none"> Acquire sets of grade level literature for each school and classroom. 	Determine needs and acquire additional texts.	
Data	Administer student wellness survey to students in grades 3-6 for the purpose of gathering baseline data.	<p>Disaggregate student wellness survey data according to student groups to determine possible areas of focus related to student well-being.</p> <p>Identify a K-2 student wellness survey tool.</p>	<p>Incorporate wellness survey data into applicable support structures and lesson design where indicated.</p> <p>Administer K-2 student wellness survey.</p> <ul style="list-style-type: none"> Determine process to share results. 	Examine district priorities to ensure they address the needs of students related to wellness survey results.
Systems and Structures			<p>Examine district systems and structures to ensure alignment with district diversity, equity, and inclusion objectives.</p> <ul style="list-style-type: none"> Ensure District recruiting practices have a broad reach within the State and region. 	Continue to examine district systems and structures to ensure alignment with district diversity, equity, and inclusion objectives.