Our Mission

To empower all students with the knowledge, skills, and attitude necessary to excel in college, career, and life.

Our Vision

Chandler Unified School District is a safe and productive environment where students and adults are engaged in meaningful learning.   Our diverse population is a strength, and a spirit of equity, collaboration, and respect permeates our community.

Our Core Values

Excellence
Integrity
Equity
Collaboration

Desired Outcome:

Equitable educational opportunities in a safe and inclusive learning environment

Pathways and Strategies

The Governing Board has adopted a ten-year strategic plan to improve student performance. Areas of focus include:

- Student Perception
- School Discipline
- Access – Enrollment rate in gifted, AP/IB and Honors
- AZM2 Merit Proficiency
- ACT – College readiness
- Graduation Rate

To ensure equitable educational opportunities for all students, the Journey 2025 metrics for the noted areas of focus are viewed through an equity lens with the goal to the improve performance of <u>all</u> students through targeted efforts.

The CUSD equity initiative, formally launched in July 2018, includes three pathways with corresponding strategies and action steps to guide the long-term effort.

1. <u>Institutional Design</u> – The core values of the school district articulate the vision of educational equity and appropriate policies and practices are advocated across the district.

2. <u>Individual Contribution</u> - Employees and volunteers demonstrate the awareness, understanding, knowledge and skills to effectively interact with individuals from a wide variety of backgrounds and cultural experiences.

3. <u>Instructional Practices</u> - The materials, strategies and activities are research-based and encompass a variety of backgrounds and life experiences in order to connect with a diverse student population.

During the initial phase, the administration will focus on 1) increasing *cultural responsiveness of staff and students through awareness, knowledge, understanding and skills, 2) operate as an open system by gathering feedback from a diverse group of stakeholders, and 3) assessing progress for continuous improvement.

*<u>Cultural Responsiveness</u> is the demonstrated awareness, understanding, knowledge and skills to effectively interact with individuals from a wide variety of backgrounds and cultural experiences including, but not limited to, abilities, ethnicity, gender, gender identification and orientation (LGBTQ+), nationality, race, religion and socioeconomic status.

Status Legend
Green – In place
Yellow – In progress
Purple – Current focus
Gray – Future focus

Pathway 1:   Institutional Design

Desired Outcome: The core values of the school district articulate the vision of educational equity and appropriate policies and practices are advocated across the district.

STRATEGIES	ACTION STEPS	STATUS	
Establish an equity focus at the Governing Board and Superintendency Level	Measure student success by multiple subgroups	🟩	
	Communicate and articulate a message of equity and inclusion from Superintendent and Governing Board	🟩	
	Meet regularly as District leadership team to collaborate and guide efforts	🟩	
	Listen to the varied voices of stakeholders and consider input as decisions are made	🟨	
Evaluate the effectiveness of alternative school environments and modify to meet needs of diverse learners	Review data annually for continuous improvement in alternate environments	🟨	
	Explore additional options to meet students' needs	⬜	
Identify and improve gaps in access for specific students and student groups	Assess students for access to gifted and honors programs with multiple measures	🟩	
	Host students and parents to promote college and career opportunities and assist with college access	🟩	
	Create student and parent-friendly videos in home languages	🟨	
	Allow open access for non-sequential courses, e.g. math	🟩	
	Ensure access to a variety of scholarship opportunities for all students. Guide marginalized students through application process.	🟨	
Recruit and retain a diverse, culturally responsive workforce	Create opportunities for voluntary Employee Resource Groups to bring together employees with common interests and contribute to a culture of inclusion	🟩	

Goal	Action			
	Develop a long-term plan to diversify the workforce		(tan)	
	Create interview and selection processes to guard against bias and promote the employment of a diverse, culturally responsive workforce		(green)	
	Expand Grow Your Own Teacher program		(tan)	
	Annually use focus groups to gather information about working environment		(green)	
	Foster cultural ambassadors to provide diverse role models for students		(tan)	
Train and utilize equity teams at the district and site level to promote and sustain an equity focus	Establish and sustain an equity team for each school to serve as a resource and champion for equitable outcomes for students		(green)	
	Establish and sustain a principal equity team to serve as a resource and support		(green)	
	Establish and sustain a District equity team to guide equity efforts		(green)	
Engage the community (parents, business, city, and residents) to educate and leverage resources to meet J2025 equity goals	Create Equity Advisory Board to provide input to District Equity team		(green)	
	Provide topical parent education		(tan)	
	Offer learning opportunities for staff and community through Lecture and Film series		(green)	
	Engage a diverse group of staff and parents to review curriculum adoptions		(tan)	
	Partner with businesses, higher education, City of Chandler to address needs of students		(tan)	
Use surveys to measure and improve student and employee climate perception	Conduct Student Perception Survey annually and analyze results for continuous improvement (Grades 4 -12)		(green)	

	Conduct Employee Perception Surveys annually and analyze results for continuous improvement		
Perform all district operations after examination through an equity lens	Adopt a district-wide decision-making protocol with an equity lens and embed in the organizational culture 1. Who are the under-represented groups affected by this policy, program, practice or decision? What are the potential impacts on these groups? 2. Does this policy, program, practice or decision worsen existing disparities or produce other unintended consequences? 3. How have you intentionally involved stakeholders who are also members of the communities affected by this policy, program, practice or decision? 4. What are the barriers to more equitable outcomes? 5. How will you (a) mitigate the negative impacts and (b) address the barriers identified above?		
	Utilize data from equity metrics in instructional decision making		
	Utilize data from perceptions surveys to improve the culture of inclusion		
	Allocate resources to best meet the diverse needs of students		
Engage focus groups for continuous improvement	Gather information from specific subgroups who have been historically marginalized, or are under performing academically, and use feedback to inform action steps		

Pathway 2:   Individual Contribution

Desired Outcome: Employees and volunteers demonstrate the awareness, understanding, knowledge and skills to effectively interact with individuals from a wide variety of backgrounds and cultural experiences.

STRATEGIES	ACTION STEPS	STATUS	
Embed elements of cultural responsiveness in the employee evaluation process	Evaluate non-instructional employees related to their ability to work across diverse cultures and backgrounds.	🟩	
	Evaluate teachers related to their ability to provide a safe and culturally responsive environment, celebrate diversity, and promote equity	🟩	
	Evaluate site administration related to their ability to provide a safe and culturally responsive environment, celebrate diversity, and promote equity	🟩	
Develop *culturally responsive learning modules and provide ongoing professional development *Cultural Responsiveness is the demonstrated awareness, understanding, knowledge and skills to effectively interact with individuals from a wide variety of backgrounds and cultural experiences including, but not limited to, abilities, ethnicity, gender identification, gender orientation (LBGTQ+), nationality, race, religion and socioeconomic status.	Differentiate training for new staff and for annual best practices	🟪	
	Differentiate training by employee category – administrative/supervisory, teacher, support staff working with students, support staff who do not work with students	🟪	
	Utilize online learning systems to deliver content and make content available upon demand	🟪	
	Embed core values and best practices for a culture of inclusion in all onboarding and induction programs for employees and volunteers	🟪	
	Create learning modules to increase knowledge and skills working with diverse individuals and groups, including but not limited to, abilities, ethnicity, gender identification, gender orientation (LBGTQ+), nationality, race, religion and socioeconomic status	🟪	

Pathway 3:   Instructional Practices

Desired Outcome: The classroom strategies, materials, and activities encompass a variety of backgrounds and life experiences in order to connect with a diverse student population.

STRATEGIES	ACTION STEPS	STATUS	
Provide instruction using culturally responsive instructional practices	Embed culturally responsive practices in the teacher evaluation process		
	Provide materials and activities to connect with students' background and cultural experiences		
Provide ongoing professional development with culturally responsive focus	Embed an equity focus in site and district-led professional development		
	Provide professional development, e.g. social emotional cognitive learning, suicide prevention, trauma, growth mindset		
	Provide training on data-driven decisions to principals		
Utilize material and resources that engage and reflect whole student population	Review curriculum and materials through equity and cultural lens		
	Utilize curriculum and materials that encompass a wide variety of backgrounds and cultural experiences and meet state standards as required		
Use equity data to drive instructional decisions	Make student data available at site level for ongoing monitoring and adjustments		
	Utilize data to support site plans related to equity metrics		
Create a positive learning environment	Implement positive behavior management as part of the classroom and school culture		
	Develop educational alternatives to discipline		
	Involve students in creating a community of respect and inclusion		
	Establish a focus on welcoming classroom meetings (K-6)		

	Explore the principles of restorative practices and pilot to determine effectiveness			
Provide interventions to eliminate gaps	Offer multiple preschools for early intervention			
	Implement comprehensive Multi-Tiered System Support (MTSS)			
	Offer summer and intersession programs			
Engage parents as partners	Train all school to create welcoming office			
	Increase collaboration with parents on meaningful academic engagement and available resources			
Create avenues for student input	Create opportunities for students to provide input at classroom and school level			
	Integrate 21st century competencies throughout learning			
	Foster the leadership potential in all students			