

FREEDOM SUMMER 2020

BUILDING ANTI-RACIST & RESTORATIVE SCHOOL COMMUNITIES

Board Workshop
July 21, 2020



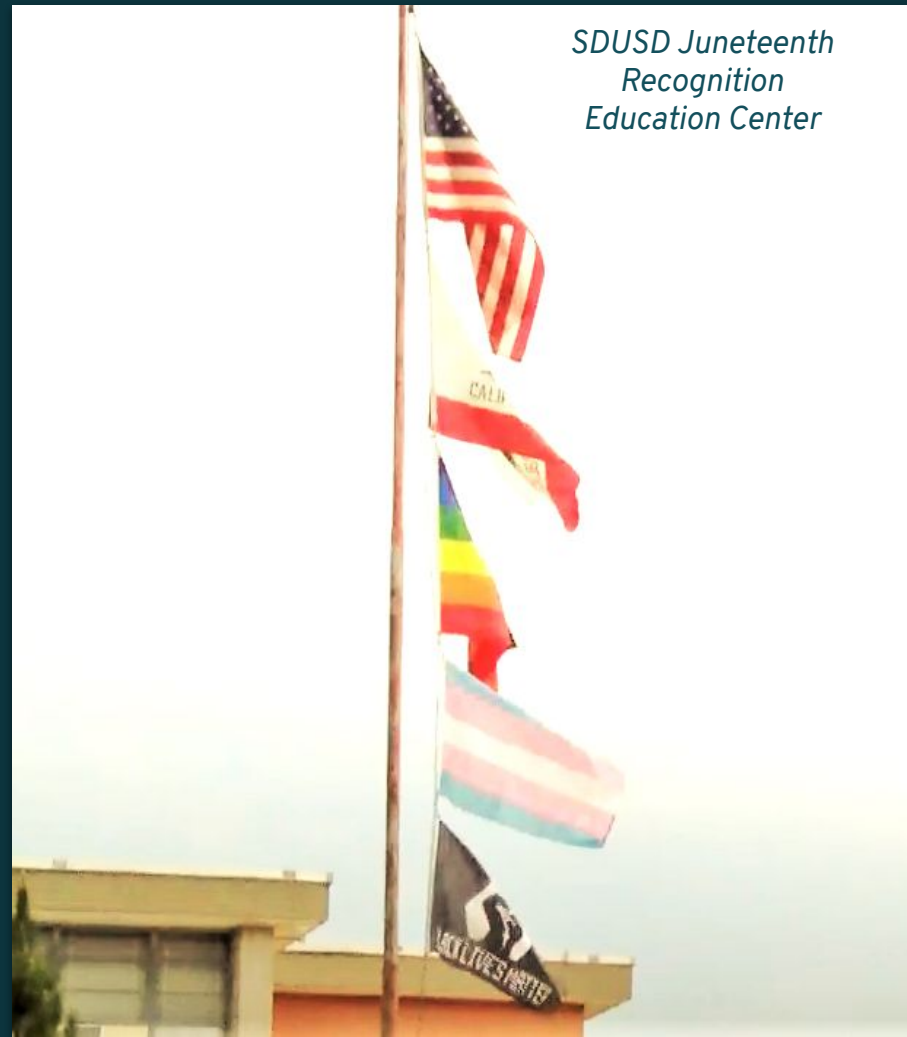
ANGELA DAVIS

“In a racist society, it’s
not enough not to be
racist.

We must be
anti-racist.”



*SDUSD Juneteenth
Recognition
Education Center*



OUTCOMES BY DESIGN

The goal of this workshop is to eliminate the barriers that prevent our students of color from receiving equitable access, experiences, and outcomes.



CONDITIONS FOR ANTI-RACIST & RESTORATIVE SCHOOL COMMUNITIES

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01

STAFF
DIVERSITY

Representation Matters

02

ETHNIC
STUDIES

Implementing culturally
responsive and sustaining
curriculum and
instructional practices

GRADING

Interrupting
discriminatory grading

03

STUDENT
DISCIPLINE

Dismantling discriminatory
discipline policies and
practices

04

STUDENT DIALOGUE
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OUR ENGAGEMENT PROCESS

Educators, Administrators &
Students

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Collaboration &
Vision Creation

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DISCIPLINE POLICY,
ONGOING DIALOGUE
AND REVISION
SUMMER
2019-ONGOING
School leaders

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FOCUS GROUP ON
STUDENT DISCIPLINE
Educators, Administrators &
Students

BOARD WORKSHOP
STUDENT DIALOGUE



IN AN ANTI-RACIST & RESTORATIVE SCHOOL COMMUNITIES

OUR ADULTS....

- Reflect and Develop Critical Self-Awareness
- Build Warm & Demanding Alliances with Students
- Shift Power to Students

“

To any citizen of this country who figures himself as responsible – and particularly those of you who deal with the minds and hearts of young people – must be prepared to **“go for broke.”**

Or to put it another way, you must understand that in the attempt to correct so many generations of bad faith and cruelty, when it is operating not only in the classroom but in society, you will meet the most fantastic, the most brutal, and the most determined resistance. There is no point in pretending that this won't happen.

James Baldwin
“A Talk to Teachers,” 1963



IN AN ANTI-RACIST & RESTORATIVE SCHOOL COMMUNITY

OUR STUDENTS ARE EQUIPPED...

Social, Emotional
& Academic
Competencies

SDUSD & HARVARD EASEL LAB
PARTNERSHIP

GRADUATE PROFILE

PEOPLE SKILLS

- SOCIAL & INTERPERSONAL

COGNITIVE SKILLS

- COGNITION & EXECUTIVE
FUNCTIONING

EMOTIONAL SKILLS

- UNDERSTANDING SELF &
OTHERS

SOCIAL JUSTICE
SKILLS

- FOSTERING ADVOCACY &
YOUTH ACTION

ATTITUDE SKILLS

- ATTITUDES, BELIEFS &
MINDSETS



STAFF DIVERSITY

Representation Matters

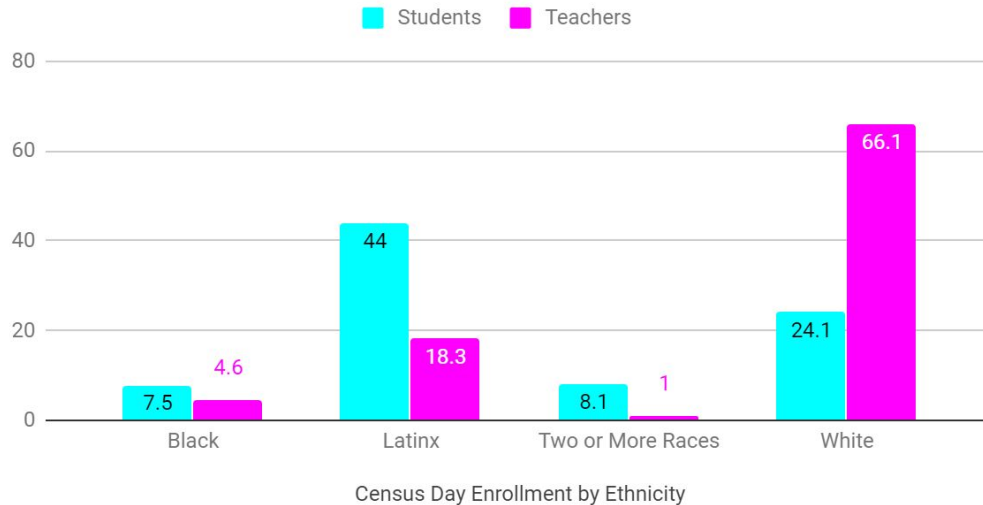
01

OUR CURRENT REALITY: DATA

Black and Latinx students aren't able to see themselves represented in classrooms on a regular basis.

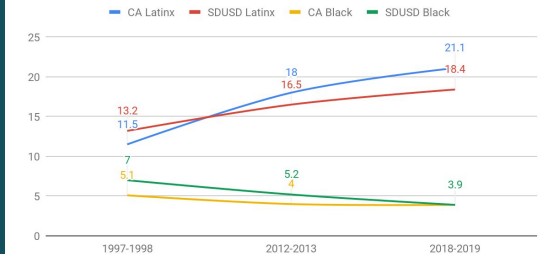


San Diego Unified School District Student & Teacher Ethnicity Data (selected groups) 2018-19



Our recruitment and pipeline strategies **won't ever be enough** if the number of diverse candidates continues to be inadequate.

Prop 209 and the reduction of Black Educators in our schools: A Comparison of Statewide and District Data



When comparing the significant increase in Latinx teachers to the decrease in Black Educators, we see the disproportionate impacts of Prop 209 within our District and State.

STUDENT LIVED EXPERIENCES

Why does
representation
matter?



Senior, Brianna Brown
Schools of Attendance:

- Hoover High School
- Fay Elementary
- Encanto Elementary

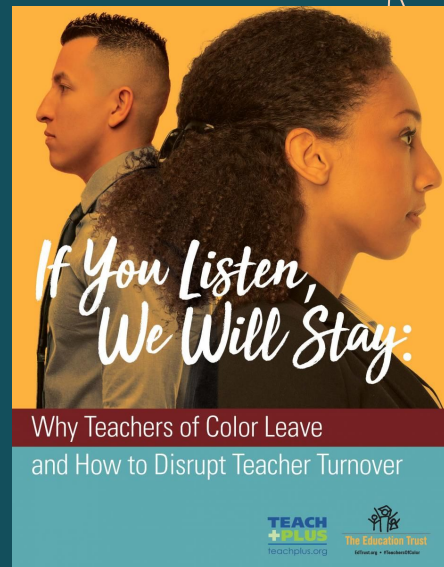


Senior, Jasmine Taylor
Schools of Attendance:

- Madison High School
- CPMA
- Lindbergh Schweitzer

WE HEAR YOU. . . *From Think Tanks*

***“Schools and workplaces
must actively affirm the
humanity and racial
identity of the individual.”***



[Click here to
view the report](#)

TAKING ACTION

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TEACHER & LEADERSHIP PIPELINES

- **Diversity and Inclusion Officer** serves to recruit district students to enter the teacher pipeline and educators to enter the leadership pipeline, partner with the educator preparation programs to ensure the successful completion in order to return as educators in our district; will also serve alongside district and site leaders to leverage best practices and resources across our systems to promote a culture of inclusion for current and future educators.

SAFE & INCLUSIVE ENVIRONMENTS

- Every school/ department will have a **trained hiring panel** to mitigate bias and increase the selection of diverse candidates.
- **Safe and inclusive environments.** Site Equity Teams lead the review of data and dialogue in support of the development of **culturally affirming workplaces.**

POLICY CHANGES

- Support for ACA-5 (removing the ban on affirmative action in our state and allowing for the recruitment of diverse candidates) along with dedicated partnerships with universities and colleges to **increase the number of diverse candidates in teacher education** programs.
- **Allow diverse educators to remain in schools where they are needed** (collaboration with bargaining units).

BOARD APPROVAL

Approve the development of a staff position and the funding needed to serve alongside district and site leaders to **increase diversity & inclusivity**, coordinate the various pipeline strategies and provide site and department support to select and retain diverse staff.

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DIVERSITY AND INCLUSION
OFFICER

Support Legislative changes to **increase diversity in teacher education preparation programs** and support collaboration with bargaining units to **remove barriers that prevent the selection and retention of diverse educators.**

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LEGISLATIVE AND
CONTRACTUAL CHANGES



ETHNIC STUDIES

Implementing Culturally
Responsive and Sustaining
Curriculum and Instructional
Practices

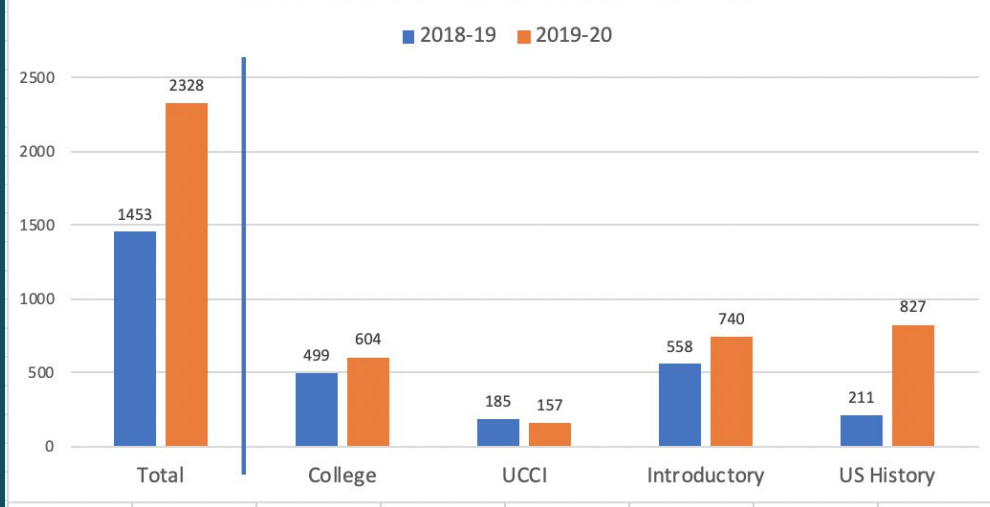
02

PROGRESS WE HAVE MADE

- Offered Over 100 Hours of Professional Development
- Rewrote US and World History Courses to Include Perspectives of Historically Marginalized Groups and Identified 16 Ethnic Studies Courses
- Collaborated with Facing History and the Simon Wiesenthal Center for Professional Development
- Used and Embed the Social Justice Standards from Teaching Tolerance
- Created History Social Science Website With Links to Curriculum Resources from Teaching Tolerance, Stanford History Education Group, Facing History and District Curriculum Writers
- Created Identity-Based Curriculum Modules
- Engaged Ethnic Studies Advisory Committee

OUR CURRENT REALITY: DATA

Ethnic Study Course Enrollments by Course Type



Identity and Agency in United States History Course

- 55 hours of district provided professional development
- 3 out of 28 high schools offer the course
- 827 enrollments (approximately 400 students) compared to 6,361 enrollments (approximately 3,150 students) in traditional US History

STUDENT LIVED EXPERIENCES

Why does Ethnic Studies matter?



Senior, Maya Castorena
Schools of Attendance:

- Serra High School
- De Portola Middle
- Vista Grande

WE HEAR YOU. . . *From Think Tanks*

“We need more books by authors of color, discussions and projects around what’s going on in our daily lives.”

--SDUSD Student



TAKING ACTION

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INCREASE COURSE ENROLLMENT

- Increase enrollment in ethnic studies courses and **ensure every student completes** at least one ethnic studies course

TEACHERS EARN MICROCREDENTIALS

- Teachers will have the opportunity to engage in in-depth learning and will earn **microcredentials certifying the depth and quality** of their work

COURSE AND FRAMEWORK DEVELOPMENT

- Continue to develop additional courses for ethnic studies and develop **SDUSD Ethnic Studies Framework**

MATH PLACEMENT POLICY

- Consistency across district on the implementation of the **parent choice option**

ACCESS TO RIGOROUS ADVANCED PLACEMENT COURSES

- Schools continue to implement strategies to **enroll underrepresented students** in AP courses
- Enable students to **enroll in AP courses** not offered at their school

BOARD APPROVAL

Approve the allocation for **three (3) resource teachers** who will lead **curriculum and ongoing professional development**

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3 ETHNIC STUDIES RESOURCE
TEACHERS

Allocate the funding necessary to develop additional courses, **purchase books and materials** and fund release time for 3 classroom teachers who will provide ongoing coaching and support to other teachers

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COURSE DEVELOPMENT AND
MATERIALS FUNDING



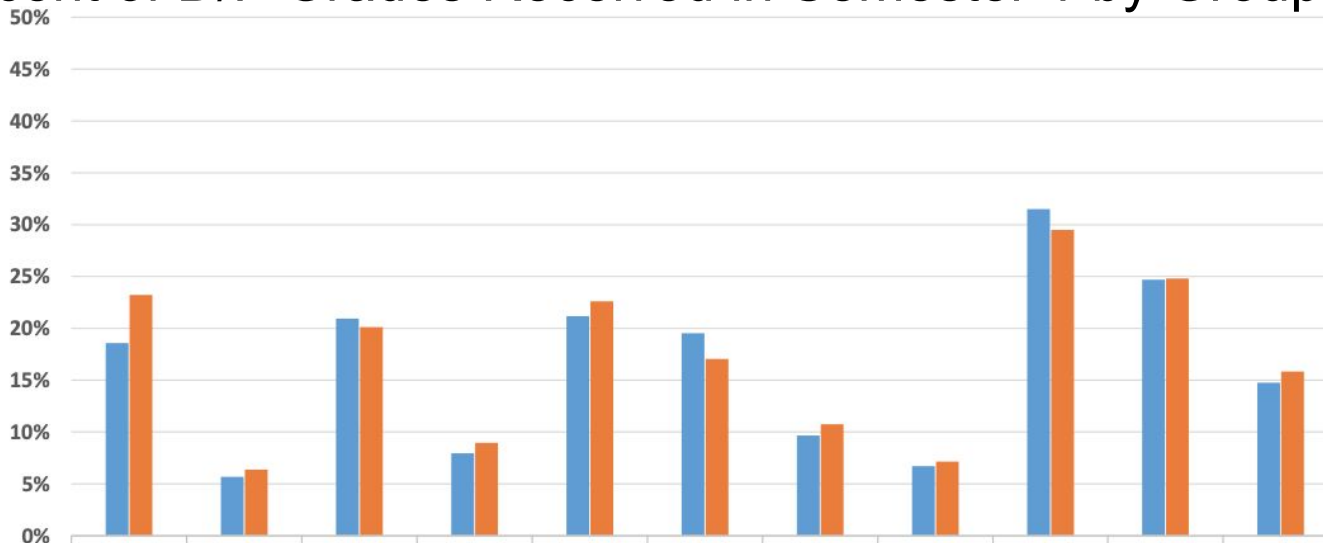
GRADING

Interrupting Discriminatory
Grading Practices

03

OUR CURRENT REALITY: DATA

Percent of D/F Grades Received in Semester 1 by Group



■ % of D/F 2018-19 S1 All Secondary	18.6%	5.7%	20.9%	8.0%	21.2%	19.5%	9.7%	6.7%	31.5%	24.7%	14.8%
■ % of D/F 2019-20 S1 All Secondary	23.2%	6.4%	20.1%	9.0%	22.6%	17.0%	10.8%	7.2%	29.5%	24.8%	15.8%

STUDENT LIVED EXPERIENCES

Why does
interrupting
inequitable
grading practices
matter?



Senior, Kate Papen
Mt. Everest Academy
Schools of Attendance:

- Curie Elementary
- Standley Middle School
- University City

WE HEAR YOU. . . *From Think Tanks*

“We need a chance for more corrections for a bad grade. Students should be able to go back and redo the assignment until we get it right.”

--SDUSD Student



TAKING ACTION

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GRADES AND EVALUATION ASSESSMENT

- Engage stakeholder groups in revising the grading policy to include comprehensive **TK-12 Standards-Based Grading**. For Board Approval in September 2020
- Revise citizenship and academic marks to **interrupt discriminatory grading practices**.
- Site Equity Teams **lead the review of data** and dialogue in support of students who are failing or in danger of failing.



STUDENT DISCIPLINE

Dismantling Discriminatory
Discipline Policies

04

OUR CURRENT REALITY: DATA

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DISPROPORTIONALITIES

Group	Black	White	Latinx
Cumulative Enrollment	8,955	26,505	50,060
Enrollment	8%	24%	45%
Suspension	19%	14%	53%
Expulsion	22%	7%	54%

*Data reflects 18-19 SY Cumulative Enrollment. Suspension and Expulsion percentages are based on overall suspension and expulsions reported for the year.

WE HEAR YOU... *From Think Tanks*

*“Defiance and respect
are ambiguous terms
that are not culturally
responsive.”*

--SDUSD Educator



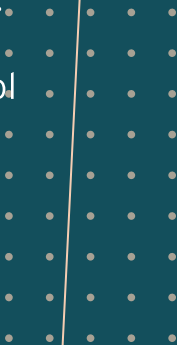
STUDENT LIVED EXPERIENCES

How may we interrupt
and dismantle
discriminatory
practices in student
discipline?



Senior, Malikai Foster
Schools of Attendance:

- ALBA
- Serra High School



TAKING ACTION

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PRE-REFERRAL SUPPORTS

- Schools will continue to **develop, implement and refine** restorative approaches prior to referring a student out of class

CLASSROOM REFERRALS

- District and schools will **track and monitor referral data**

SCHOOL SUSPENSIONS

- Schools will continue to develop, implement and refine **restorative alternatives** to out-of-school suspensions
- District and schools will **track and monitor suspension data**

TAKING ACTION

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EXPULSION PROCESS

- Schools will continue to develop, implement and refine behavior support plans rooted in **restorative approaches for alternatives** to expulsion programs
- All expulsion panel members will **complete Anti-Bias/Anti-Racist training** as a requirement for their participation in hearings

STUDENT CHAMPION

- Schools will ensure **students have a trusted adult** to support him/her/them through a restorative process that is **fair, thorough and involves parents**. Champions are side by side with students every step of the way. **Champions receive training.**

Engage stakeholder groups in revising the **Discipline Policy**. For Board Approval in September 2020.

TAKING ACTION

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INTEGRATED
STUDENT SUPPORT TEAM

- **Coordinates services for students** in an effort to ensure the physical, social, mental and emotional wellbeing of students outside of the sphere of success.

SITE EQUITY
TEAMS

- **Monitoring for disproportionality** in referrals, suspensions, expulsions, grading, and overall school climate.
- **Implementing** restorative justice practices.

These teams can be existing committee structures already established on sites.

TAKING ACTION

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INTERRUPTING SCHOOL TO PRISON PIPELINE

- **Comprehensive District training** on Anti-Bias and Culturally Responsive & Sustaining Practices for all Educators
- Schools **must interrupt disproportionalities** with restorative practices within site-based discipline policies
- School police **involvement should be limited** to situations when it is necessary to protect the physical safety of students and staff

School Police involvement should not be requested in a situation that can be safely and appropriately handled by school staff following progressive Restorative Discipline Policies and Procedures.

TAKING ACTION

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CONTINUE TO ALIGN
THE ROLE OF SCHOOL
POLICE TO
OUR RESTORATIVE
VALUES

- Convene a Student and Staff Committee to **Re-Imagine School Police** with recommendations brought to the Board of Education
- School Police Policies
 - **New De-Escalation Policy**
 - De-escalation training, August 2020
 - Draft under review, in place by Aug 31, 2020
 - Reform that will address the experience of students feeling criminalized on campus when schools re-open.
 - Updated Use of Force Policy
 - Bans carotid hold
 - Duty to intervene
 - **Documentation and review for any hands-on contact**

BOARD APPROVAL

Expand our existing prohibition on PK-5 suspensions for willful defiance by including middle schools.

Convene stakeholder engagement immediately to finalize revisions of existing Uniform Discipline Policy, expand the ban on willful defiance to include grades 9-12 and ensure PK-12 alignment.

SB 419 provisions continue to emphasize the importance of building a safe and supportive learning environment.



REVISION TO BOARD POLICY WILLFUL
DEFIANCE & UNIFORM DISCIPLINE POLICY

STUDENT DIALOGUE

Facilitated by Precious Letchaw, Youth
Restorative Leader, Lincoln High School



WAYS TO CHANGE THE WORLD

- Change the Narrative
- Get Proximate
- Be Willing to do Uncomfortable Things
- Stay Hopeful



Bryan Stevenson
Founder/Executive Director of
Equal Justice Initiative