BUILDING ANTI-RACIST & RESTORATIVE SCHOOL COMMUNITIES

FREEDOM SUMMER 2020

Board Workshop
July 21, 2020
“In a racist society, it’s not enough not to be racist.

We must be anti-racist.”
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

01 STAFF DIVERSITY
Representation Matters

02 ETHNIC STUDIES
Implementing culturally responsive and sustaining curriculum and instructional practices

03 GRADING
Interrupting discriminatory grading

04 STUDENT DISCIPLINE
Dismantling discriminatory discipline policies and practices

STUDENT DIALOGUE
BOARD APPROVAL
OUR ENGAGEMENT PROCESS

Educators, Administrators & Students
THINK TANKS
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Discipline Policy, Ongoing Dialogue and Revision
Summer 2019-ongoing
School leaders

Focus Group on Student Discipline
Educators, Administrators & Students
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Collaboration & Vision Creation
Student Co-presenters
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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

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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...

<table>
<thead>
<tr>
<th>GRADUATE PROFILE</th>
<th>PEOPLE SKILLS</th>
<th>COGNITIVE SKILLS</th>
<th>EMOTIONAL SKILLS</th>
<th>SOCIAL JUSTICE SKILLS</th>
<th>ATTITUDE SKILLS</th>
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<tbody>
<tr>
<td></td>
<td>SOCIAL &amp; INTERPERSONAL</td>
<td>COGNITION &amp; EXECUTIVE FUNCTIONING</td>
<td>UNDERSTANDING SELF &amp; OTHERS</td>
<td>FOSTERING ADVOCACY &amp; YOUTH ACTION</td>
<td>ATTITUDES, BELIEFS &amp; MINDSETS</td>
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Social, Emotional & Academic Competencies

SDUSD & HARVARD EASEL LAB PARTNERSHIP
STAFF DIVERSITY

Representation Matters
OUR CURRENT REALITY: DATA

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

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

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.”
TAKING ACTION

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).
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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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**.
ETHNIC STUDIES

Implementing Culturally Responsive and Sustaining Curriculum and Instructional Practices
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

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
TAKEING ACTION

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

 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.

**3 ETHNIC STUDIES RESOURCE TEACHERS**

**COURSE DEVELOPMENT AND MATERIALS FUNDING**
Interrupting Discriminatory Grading Practices
OUR CURRENT REALITY: DATA

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

<table>
<thead>
<tr>
<th></th>
<th>Native American</th>
<th>Asian</th>
<th>Black</th>
<th>Filipino</th>
<th>Hispanic</th>
<th>Pacific Islander</th>
<th>Two Plus</th>
<th>White</th>
<th>English Learner</th>
<th>SWD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of D/F 2018-19 S1</td>
<td>18.6%</td>
<td>5.7%</td>
<td>20.9%</td>
<td>8.0%</td>
<td>21.2%</td>
<td>19.5%</td>
<td>9.7%</td>
<td>6.7%</td>
<td>31.5%</td>
<td>24.7%</td>
<td>14.8%</td>
</tr>
<tr>
<td>% of D/F 2019-20 S1</td>
<td>23.2%</td>
<td>6.4%</td>
<td>20.1%</td>
<td>9.0%</td>
<td>22.6%</td>
<td>17.0%</td>
<td>10.8%</td>
<td>7.2%</td>
<td>29.5%</td>
<td>24.8%</td>
<td>15.8%</td>
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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 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

- 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
## Our Current Reality: Data

### Disproportionalities

<table>
<thead>
<tr>
<th>Group</th>
<th>Black</th>
<th>White</th>
<th>Latinx</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cumulative Enrollment</td>
<td>8,955</td>
<td>26,505</td>
<td>50,060</td>
</tr>
<tr>
<td>Enrollment</td>
<td>8%</td>
<td>24%</td>
<td>45%</td>
</tr>
<tr>
<td>Suspension</td>
<td>19%</td>
<td>14%</td>
<td>53%</td>
</tr>
<tr>
<td>Expulsion</td>
<td>22%</td>
<td>7%</td>
<td>54%</td>
</tr>
</tbody>
</table>

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

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

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

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

TAKING ACTION

- 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**
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.
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