



Building an Equitable and Positive School Climate

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Acknowledgement of a Problem



We have an obligation to support our students in ways that get us closer to more equal outcomes, that is, closing the achievement and opportunity gaps that have persisted for far too long in our country.

Furthermore, we have data that stress the urgency to pay careful attention to the allocation of resources, personnel, and programming to ensure that our most vulnerable students are supported in more equitable ways.

Law Enforcement Referrals & Suspensions

2015/16 School Year

Student Group	Referrals	Arrests	Enrollment
Hispanic	17	4	4223
Nat HI / Pac Isl	2		171
Black	32	12	1045
White	35	4	9787
2 or More	4	2	1377
Total	90	22	20,245

2017/18 School Year

Student Group	Referrals	Arrests	Enrollment
Hispanic	8		4223
Black	4		1045
White	9	1	9787
2 or More	8		1377
Total	29	1	20,353

Disproportionality Suspension Data

	FCUSD Suspension Rate			
	Number of Black / AA students suspended	Number of Black / AA students enrolled	Percentage of Students suspended who are Black / AA	Percentage of Students enrolled who are Black / AA
2015-2016	239	1195	23.0%	6.0%
2016-2017	191	1148	21.1%	5.7%
2017-2018	200	1045	19.1%	5.1%
2018-2019	178	1068	20.0%	5.2%
2019-2020	134	971	19.9%	4.7%



Suspension



Foster Youth



African American
Students with Disabilities

Attendance



African American
Homeless



Students with Disabilities
English Learners
Foster Youth
Hispanic
Socioeconomically Disadvantaged
Two or more races

Graduation Rate



Students with Disabilities



African American
English Learners
Filipino
Hispanic
Homeless
Two or More Races
Socioeconomically Disadvantaged
Two or more races



Symptom vs Root Cause

- Cultural competency
- Implicit bias
- Inefficient data collection



Transitioning from Student Code of Conduct to Behavior Matrix

- Provides tiered guidelines and protocols to follow when disciplinary action is needed.
- Focuses on other means to suspension and interventions.
- Creates consistency/calibration of practices (systematize)
- Is a tool

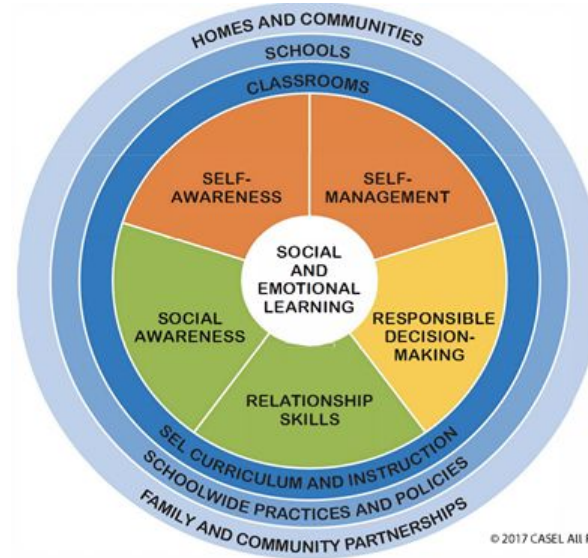


Why are We Making a Change?

- Student problem vs system problem
- Student Code of Conduct is purely punitive
- 15 years since the tool has had major update
- Stakeholder feedback/input to assure our educational philosophy aligns with our policies (behavior matrix)
- Align with Climate 2.0 charges

Areas of focus for Climate 2.0

- Equity
- SEL
- PBIS
- Other means of correction
- Addressing root causes
- Restorative approach
- Targeted interventions
- Calibration of practices





Previous Steps

- **Collaborated with:**
 - Surrounding Districts
 - Assistant Principals
 - Sig Dis Team
 - Specialized Team

Next Steps

- **Share with:**
 - Equity Task Force
 - Principals
 - Cabinet
 - Ongoing training with staff for implementation

Re-entry plan



For students returning to their homeschool from an alternative placement

“Rules without relationships=resistance”

- Systematize our processes to lower our recidivism rate Alternative Education Students returning to their home schools.
- A tool focusing on:
 - Meet with student prior to return.
 - Orientation with AP, Counselor, MHS, family, student, case manager (if SPED).
 - Identify a check-in person on campus.
 - Identify and provide support for SEL Learning Competency correlated with the student's negative behavior.
 - Explain available resources and available extracurricular activities.



“Intentional Systems Outlast
Outstanding Individuals”

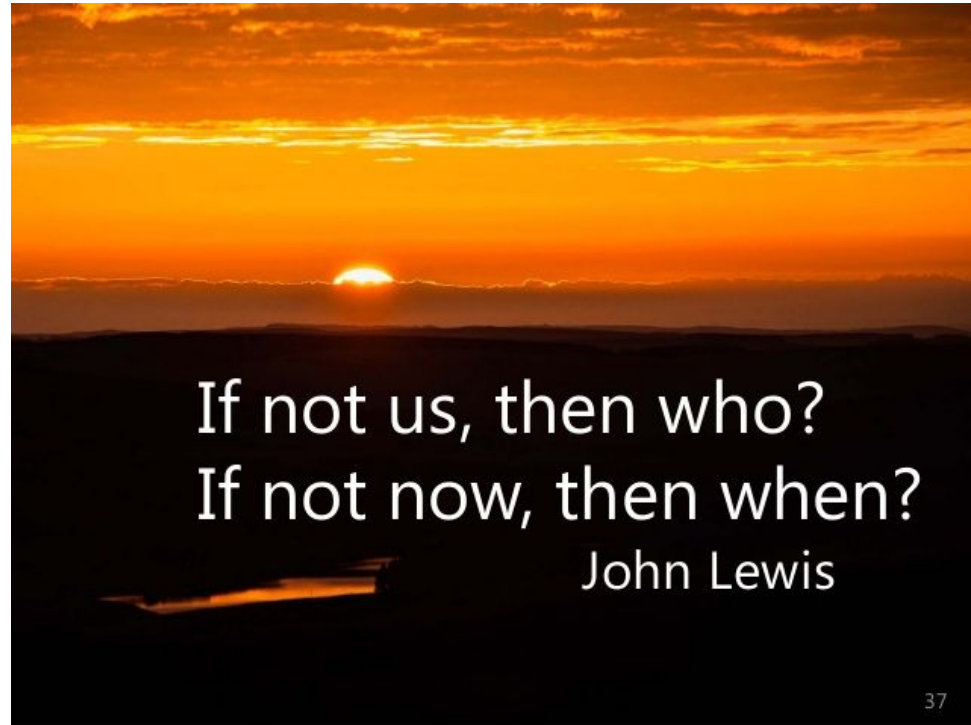
- These are specific points and actions to address our underlying inequities.
- In order to abolish these inequities, we must redesign our educational system in a manner that puts our educational philosophy to practice.

Our Collective Why...

All Means All

"The pandemic is a portal,
between one world and the next.
We can choose to walk through it,
dragging the carcasses
of our prejudice and hatred,
our dead ideas and dead rivers.
Or we can walk through lightly,
ready to imagine another world.
And ready to fight for it."

Arundhati Roy



If not us, then who?
If not now, then when?
John Lewis



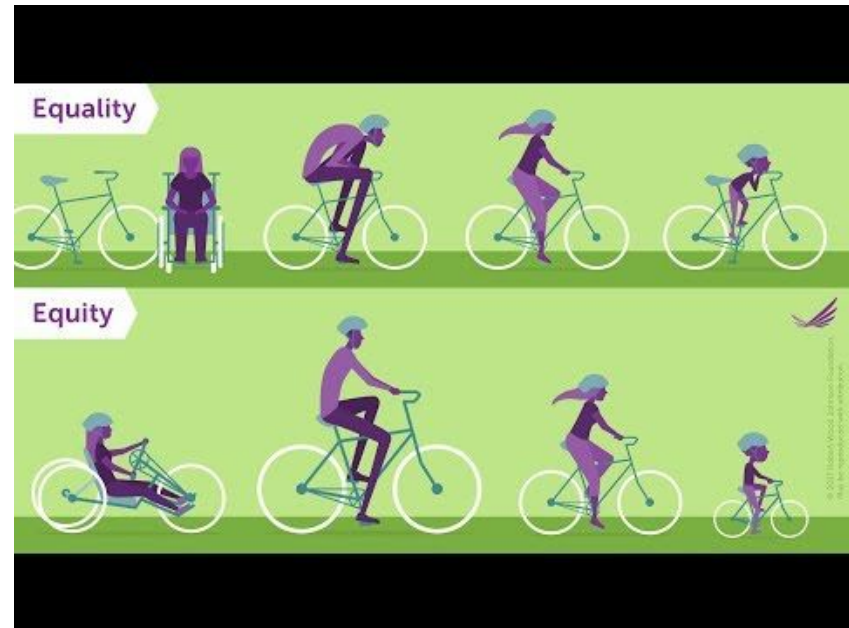
Educational Equity

Educational equity is defined as both a process and an outcome (Putnam- Walkerly & Russell, 2016):

- The process of using a lens of equity to analyze and inform decisions, policies, and practices in our schools and district to ensure they are culturally sensitive and provide all students with access, opportunity, validation, support, and resources.
- The outcome whereby all educational outcomes are no longer predicted by identity categories such as race, ethnicity, ability, gender, and socioeconomic status.

Equality vs. Equity

- Equality is providing the same level of opportunity and assistance to all segments of society, such as races and genders.
- Equity is providing various levels of support and assistance depending on specific needs or abilities.





Equity within FCUSD

Advancing equity requires intentionality at all levels of our system: district, school, and classroom. An equitable system means enacting policies, distributing resources, and supporting programs such that each school can effectively respond to the diverse needs of its students.

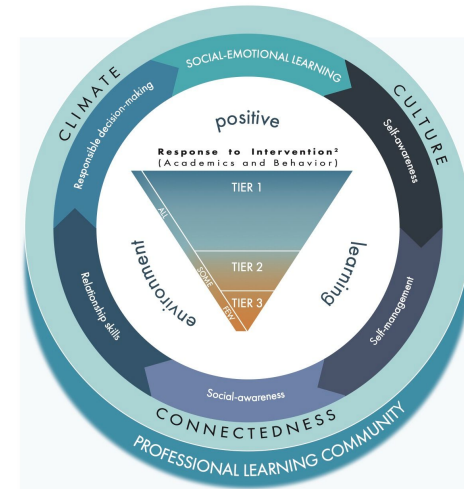
At the classroom level, equity means that each student has a caring and competent teacher who attends to their particular talents, interests and unique gifts so that all students have access to opportunities that will prepare them for a productive life beyond their school years.

Furthermore, working towards equity in schools requires that we interrupt inequitable practices, examine biases, and create an inclusive multicultural school environment for adults and children. We will know that we have achieved equity in our system when we have successfully removed the predictability of success or failure that currently correlates with any social or cultural factor.

How is Educational Equity taking shape within FCUSD

- Grounding Equity work within Social Emotional Learning
- Expanding Equity Task Force
- Aligning Equity Efforts
- Developing multi-year Equity Plan

FCUSD MTSS FRAMEWORK



SEL and Equity



SEL can be a powerful lever for creating **caring, just, inclusive, and healthy communities** that support all individuals.

When SEL is systematically implemented with the goal of promoting educational equity.

- **SEL becomes relevant for all students in all schools and affirms diverse cultures and backgrounds.**
- **SEL becomes a strategy for systemic improvement, not just an intervention for at-risk students.**
- **SEL becomes a way to uplift student voice and promote agency and civic engagement.**
- **SEL supports adults to strengthen practices that promote equity.**
- **Schools must engage students, families, and communities as authentic partners in social and emotional development.**



Equity Task Force

The Equity Task Force will brainstorm, support, review, and provide feedback on the implementation of structures, policies, and practices that will systematize how our district, schools, and classrooms will respond when barriers to learning become apparent during distance learning and beyond.

*Diverse group of teachers, support staff, administrators, and community members (at least one rep per school)





Alignment of Efforts

Working with different departments to align and systematize efforts with a common process and towards a common goal.

Group	Focus
Equity Advisory Committee	Community Input and Involvement
Curriculum Advisory Committee	Curriculum & Instruction: Review & Instructional Redesign
Attendance & Due Process	Discipline & Attendance Redesign
Equity Leaders	Professional Development & Mindset
SEL Guiding Coalition	Relationships, Routines, Resilience



Developing a multi-year Equity Plan

Equity Task Force will be involved with each of these groups and will support coalescing this work towards the development of a multi-year FCUSD Equity Plan. This plan will...

- Build and Expand Educational Equity knowledge
- Cultivate District Policies & Practices that promote student and community voice, social-justice, and inclusivity
- Continued and ongoing Professional Development to infuse more culturally responsive practices that are free from discrimination and bias while being welcoming, inclusive and responsive to the diverse experiences and needs of our school community
- Provide ongoing opportunities to address and examine educational practices and outcomes
- Create Pathways to recruit, retain, and support ethnically diverse educators



Next Steps

Short-Term Goals:

- Equity and Diversity Board Policy
- Updated Behavior Matrix
- Student Voice Committees (Secondary)

Long-Term Goals:

- Multi-Year Equity Plan



Thank You!

Working for Educational Equity is an endless process that requires a clear growth mindset.

As we continue this work, we invite you to join us in our learning and hope we get the opportunity to update you on our efforts in the Spring.