

Supports for Black/African American Student Success

November 15, 2023

VISION

NUSD will provide an engaging and safe learning community where all students will demonstrate responsibility, achieve academic and social-emotional growth, embrace diversity, and are prepared to make decisions about their college and career success.

CORE VALUES

CORE VALUE

We value learning and achievement for each of our students.



CORE VALUE

We value diversity, equity, and inclusion.



CORE VALUE

We value our families as partners in the education of their students.



CORE VALUE

We value our committed, collaborative, caring, and exemplary employees.





DISTRICT GOALS

- 1. Maximize Academic Growth, Responsibility, and Achievement for Each Student**
-  **2. Cultivate the Social-Emotional Well-Being of Each Student**
-  **3. Create a Safe, Engaging Environment Where Students Connect to School**
-  **4. Engage Parents and Families to Support Student Success**
-  **5. Hire, Train, and Retain High-Quality Staff**



Objectives

Tonight's presentation will focus on our intentional actions to support Black/African American students' success and to share NUSD's Diversity, Equity, and Inclusion (DEI) work in our district. The presentation will review:

- Our focus on DEI in NUSD
- Strategies in place and planned that support our Black/African American students' success
- The work to develop our DEI webpage (*coming soon*)



Tier 1 Strategies for All Students

- Literacy plan with a focus on writing
- iReady/IXL assessment tools to identify and support student groups in ELA and math
 - Reviewing and using data to provide equitable supports for student groups who are struggling most
- LETRS teacher training to support improved reading and language instruction (K-3)
- A-G Access for All Students
- Increased Graduation Rates
- CTE Articulation Agreement (NHS)
- Los Rios Partnership (LGA & NHS)
- Ethnic Studies Pilot
- Athletics
- Extracurricular Programs
- Removed gatekeeping to AP/IB enrollment



"Progress over time..."
BP 0100



Tier 1 Strategies for All Students (cont.)

- NUSD Pays for 1st CSU/UC Application Fees
 - Beginning Fall, 2023: Intentional outreach to B/AA students
- California Early College Academy (IHS)
 - Beginning Spring, 2024: Intentional outreach to B/AA students

Beginning October, 2023:

- Member in CORE California Math Curriculum and Instruction Network
- Embedded Health Educators (two half-time for NHS and IHS)

Planning during 2023-24 to implement for 2024-25:

- Student On-Boarding
- Training on DEI Plan for all newly hired employees

Our Focus on DEI in NUSD

*Creating Culturally
and Linguistically
Responsive
Learning
Environments*



10 DEI Strategies to Improve Black/African American Student Success

1. Literacy, Academic Coursework & Programs
2. College & Career
3. Representative & Responsive Curriculum, Materials and Strategies
4. Equity Based Policies & Practices
5. Professional Development & Coaching for Staff
6. Eliminating Disparity & Disproportionality in Discipline Practices
7. Recruitment & Hiring of Representative Staff
8. Student Engagement & Input
9. Parent Education & Engagement
10. Attendance

How the Work Aligns With Our Goals



DEI Strategies to Improve Black/African American Student Success

Maximize Academic Growth, Responsibility and Achievement for Each Student

Literacy, Academic Coursework & Programs

College & Career

Representative & Responsive Curriculum, Materials, and Strategies

Cultivate the Social-Emotional Well-Being of Each Student

Attendance

Eliminate Disparity & Disproportionality in Discipline Practices

Create a Safe, Engaging Environment Where Students Connect to School

Student Engagement & Input

Equity-Based Policies and Practices

Engage Parents and Families to Support Student Success

Parent Education & Engagement

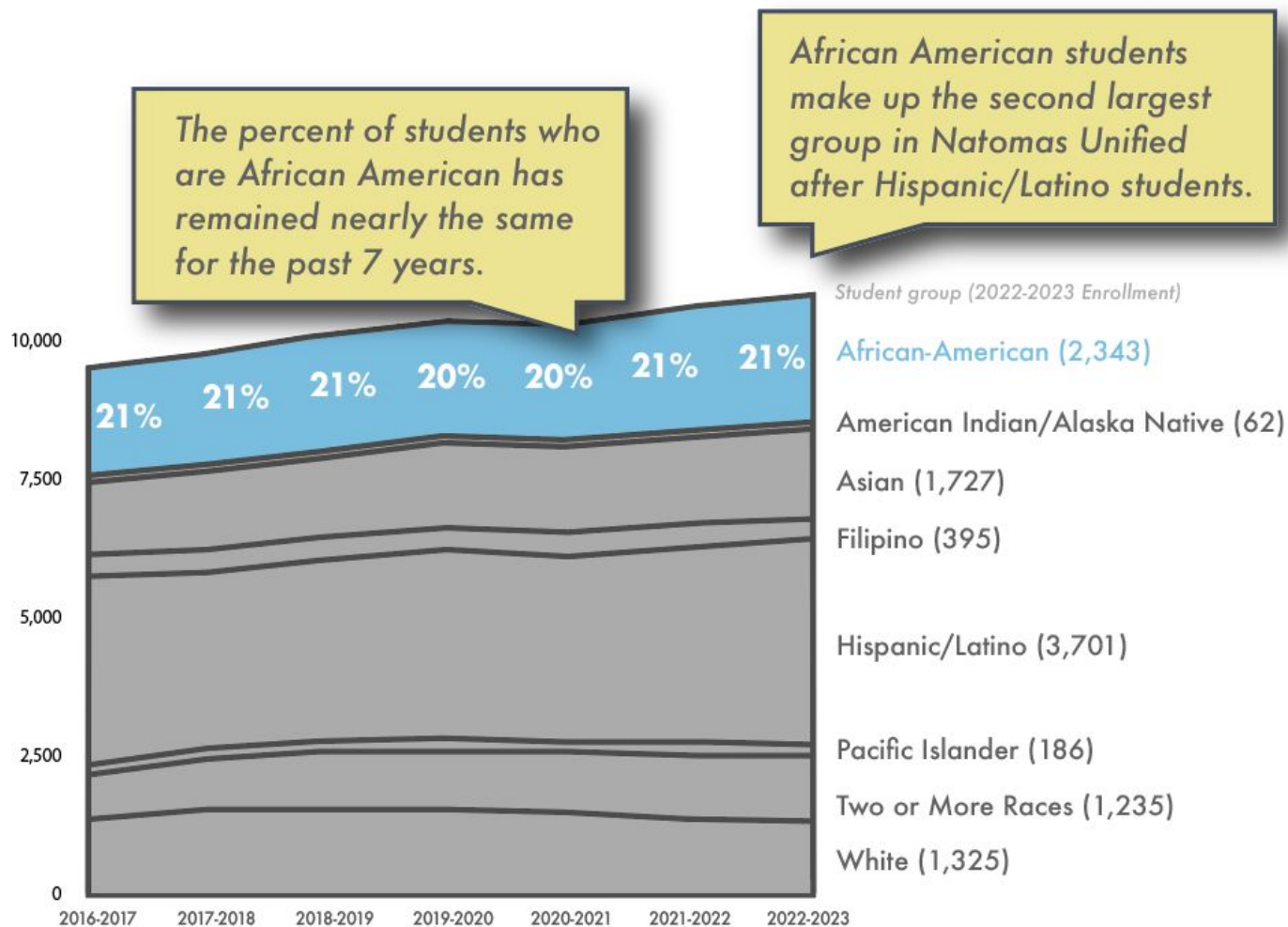
Hire, Train, and Retain High-Quality Staff

Recruitment & Hiring of Representative Staff

Professional Development & Coaching of Staff



Enrollment by Ethnicity and Year for Non-Charter Students



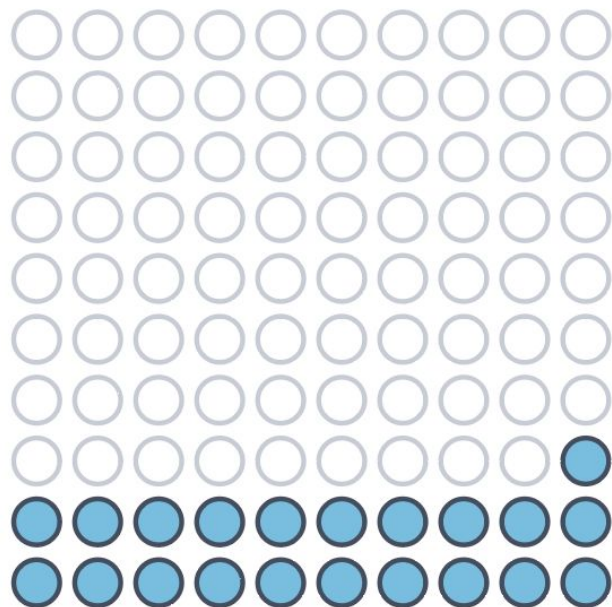
Note: this chart does not include students enrolled at charter schools



17% of Students in NUSD are African American

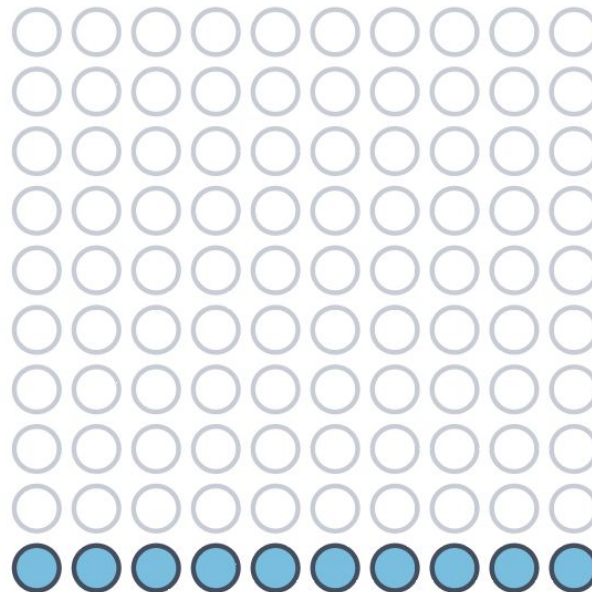
21%

Non- Charter Schools



10%

Charter Schools





Goal 1: Maximize Academic Growth, Responsibility & Achievement for Each Student



2023 Meet or Exceed - CAASPP ELA

Since 2015, the gap between African American student performance and the District total has ranged between 17% and 19%; it is currently 19%.

Like others across the state and nation, African American student performance was increasing before the pandemic and then dropped.

75%

50%

25%

0%

42% 43% 43% 44% 47%

25% 24% 24% 27% 28%

2015

2016

2017

2018

2019

2022

2023

44%

41%

District Total

26%

22%

African American Students



2023 CAASPP ELA Opportunities

*Nine schools (shown in **bold**) improved the performance of African American students at their schools and five (highlighted in green) had larger increases for African American students than students overall.*

African American Students

2023 Met/Exceed	Change from 2015
38%	+18%
34%	+11%
21%	+8%
17%	+8%
6%	+6%
15%	+5%
35%	+4%
30%	+4%
23%	+3%
13%	-1%
22%	-3%
22%	-3%
10%	-3%
6%	-8%
25%	-13%
25%	-21%

All Students

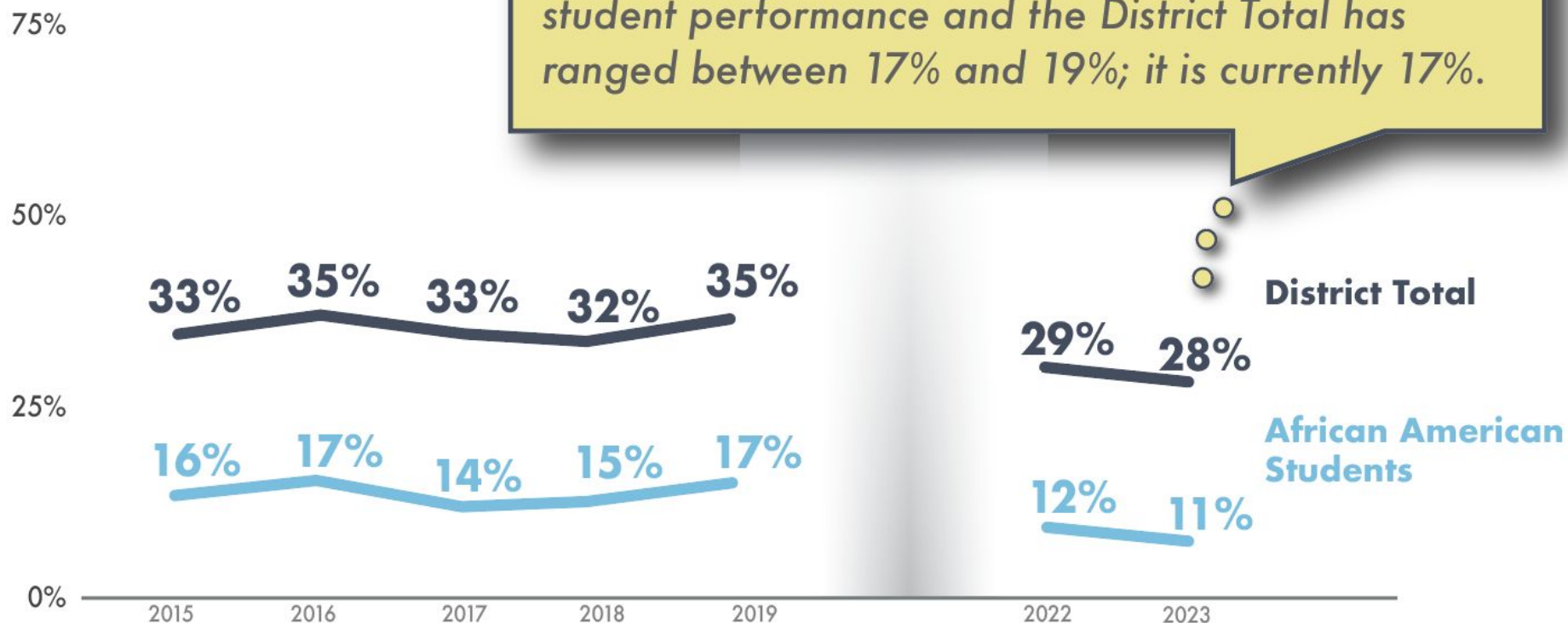
	2023 Met/Exceed	Change from 2015
Heron	54%	+8%
Witter Ranch	44%	+3%
H. Allen Hight	30%	+4%
Natomas Middle	26%	+4%
Discovery High	9%	+8%
Jefferson	21%	0%
Two Rivers	45%	+7%
Leroy Greene	42%	+16%
Natomas High	35%	+11%
Bannon Creek	12%	-4%
District Total	41%	-1%
Meeks Academy*	31%	-8%
Natomas Park	26%	-4%
American Lakes	14%	-3%
Inderkum High	49%	-5%
Paso Verde*	49%	-8%

Note: Paso Verde's change is based on scores from 2018, the first year with scores; Larry Meeks Academy's change is based on scores from 2022, the first year with scores. Scores may vary by 1% from what is displayed on CDE website due to rounding.



2023 Meet or Exceed - CAASPP Math

Since 2015 the gap between African American student performance and the District Total has ranged between 17% and 19%; it is currently 17%.





2023 CAASPP Math Opportunities

Only two schools, Heron and Two Rivers, had more than 20% of African American students meeting or exceeding math standards in 2023.

Four schools (shown in **bold**) improved the performance of African American students and eight schools (highlighted in green) had larger increases or smaller declines for African American students than students overall.

Note: Paso Verde's change is based on scores from 2018, the first year with scores; Larry Meeks Academy's change is based on scores from 2022, the first year with scores. Scores may vary by 1% from what is displayed on CDE website due to rounding.

African American Students

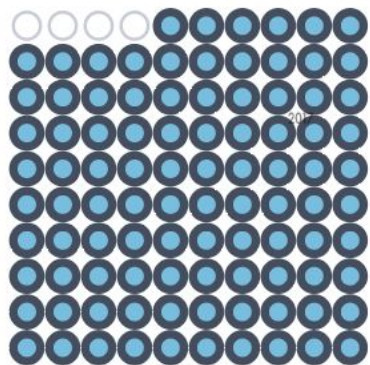
2023 Met/Exceed	Change from 2015
15%	+6%
24%	+3%
11%	+3%
4%	+1%
10%	0%
0%	0%
28%	-1%
15%	-1%
6%	-2%
3%	-3%
18%	-3%
3%	-3%
11%	-5%
9%	-6%
7%	-6%
4%	-11%

All Students

	2023 Met/Exceed	Change from 2015
Leroy Greene	22%	+11%
Heron	40%	-4%
H. Allen Hight	22%	0%
Natomas High	4%	-4%
Larry Meeks*	21%	-3%
Discovery High	0%	0%
Two Rivers	38%	+5%
Paso Verde*	32%	-21%
Bannon Creek	6%	-12%
Natomas Middle	11%	-2%
Witter Ranch	37%	-4%
Jefferson	12%	-11%
District Total	28%	-5%
Inderkum High	29%	+3%
Natomas Park	27%	-2%
American Lakes	7%	-11%



2022 Grad Rates Data



NUSD performs much better than the state of California, where the graduation rate for African American students is only 79%.

96.1% All students



88%



96%



98%



100%

96.3% African American Students

89%

92%

100%

100%

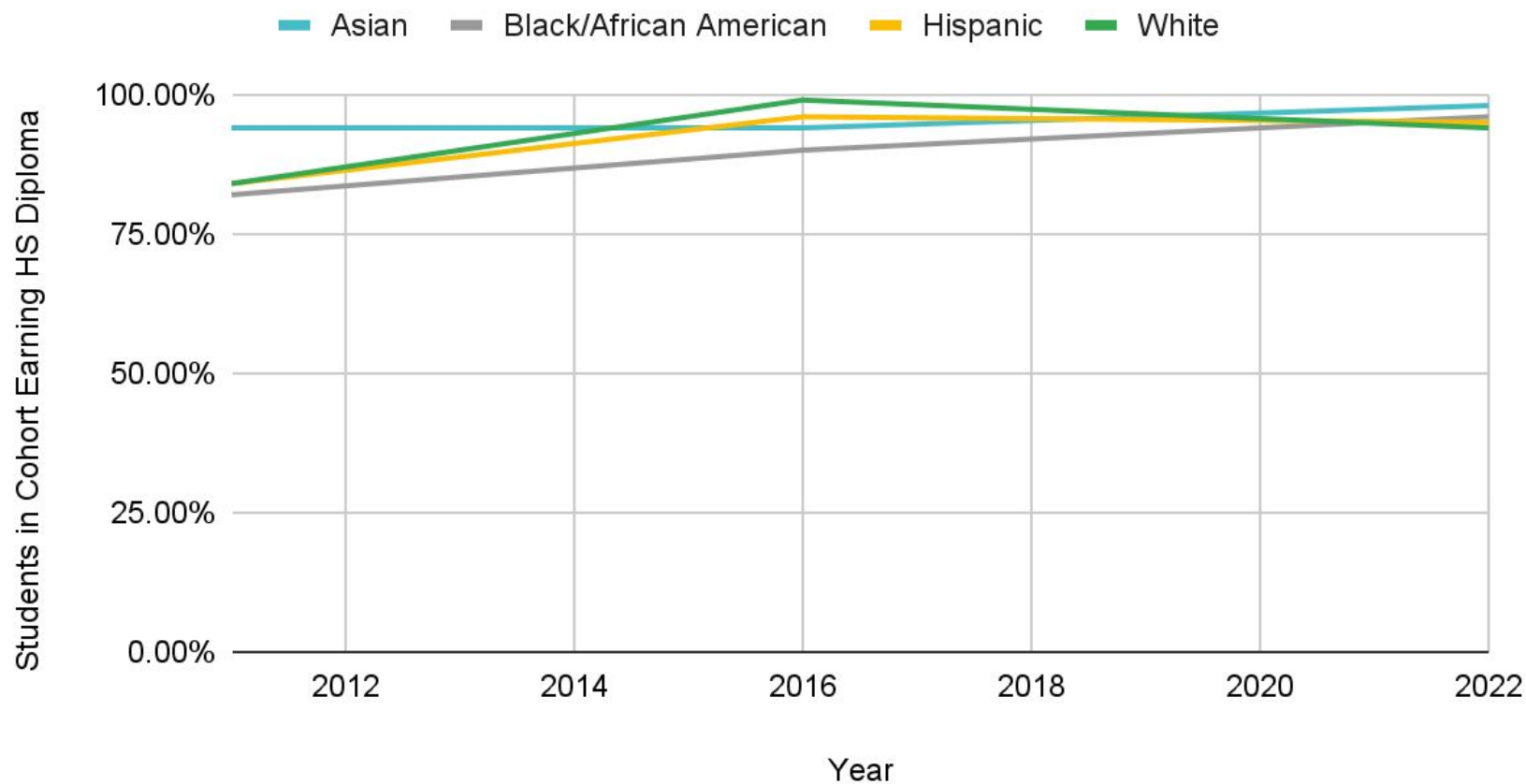
African American students had a higher 2022 grad rate than the overall district rate.

NHS has a larger student population that receives certificates at graduation, and then continue in our Adult Transitions Program. IHS has just begun a similar program.



Goal 1: Maximize Academic Growth, Responsibility & Achievement for Each Student (con't...)

Graduation Rates for Student Groups (2011, 2016, and 2022)





Drop Out Rates & Enrollment Rates

Dropout Rates for B/AA Students**

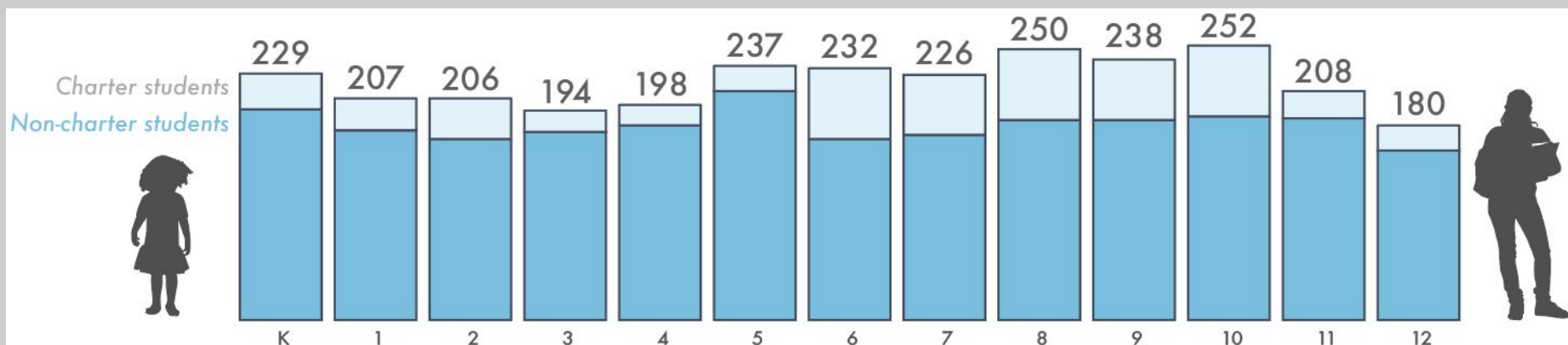
2011: 4.5%

2016: 1.9%

2022: 1.0% (using a different state calculation than above.)

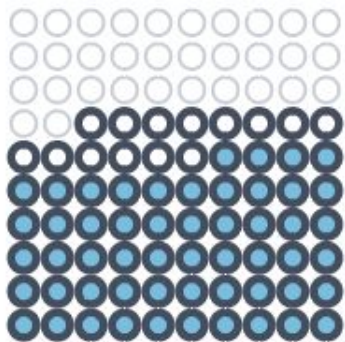
***Between 2011 and 2016, we saw a 2.6% decrease in the dropout rate for B/AA students using the same state calculation.*

The dropout rate for African American students in Natomas is only 1%; in California it is 14%





2022 A-G Rate



NUSD performs much better than the state of California, where the A-G rate for African American students is only 41%.



68% All students

54%

67%

80%

54% African American Students

46%

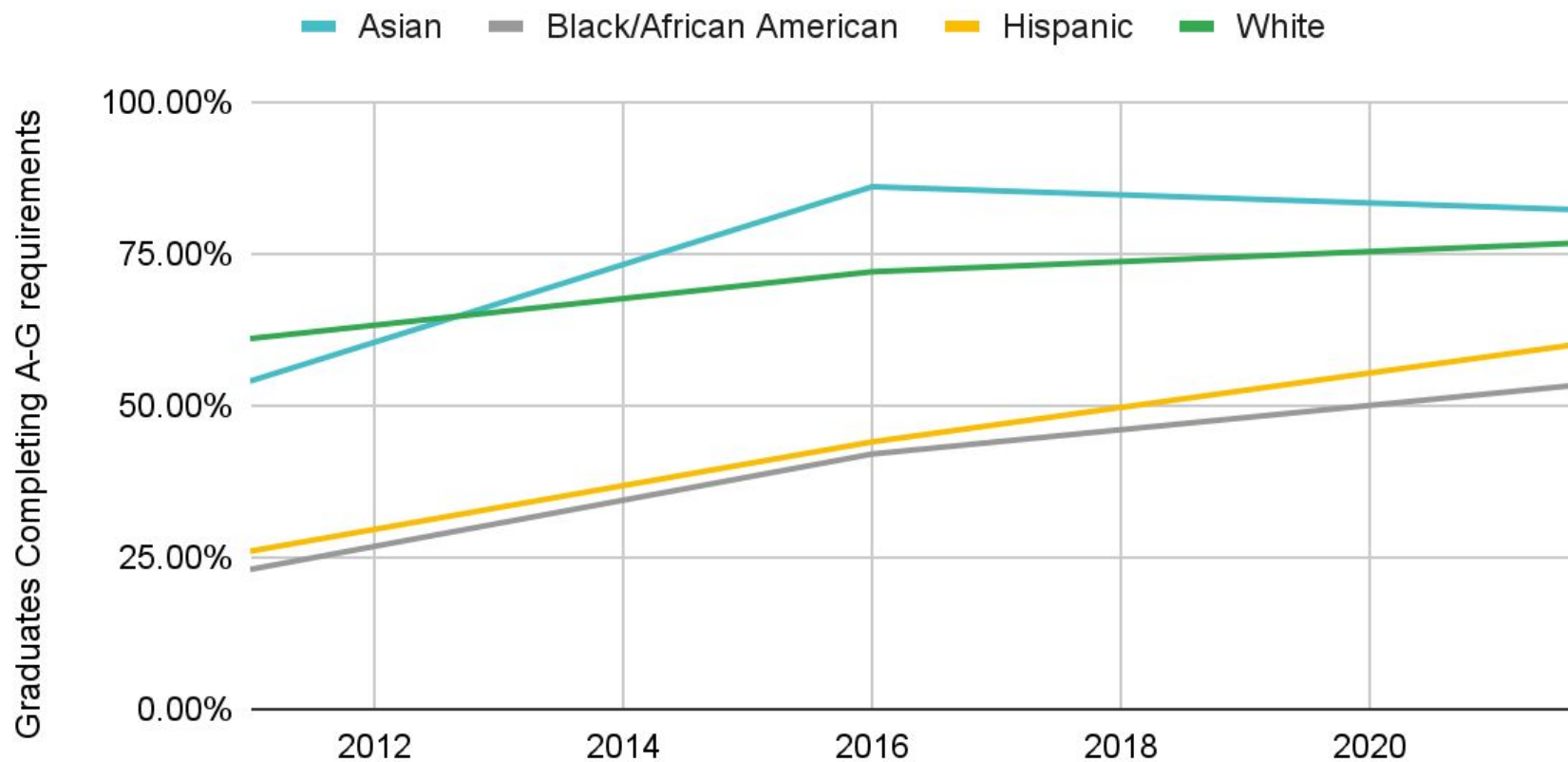
59%

86%



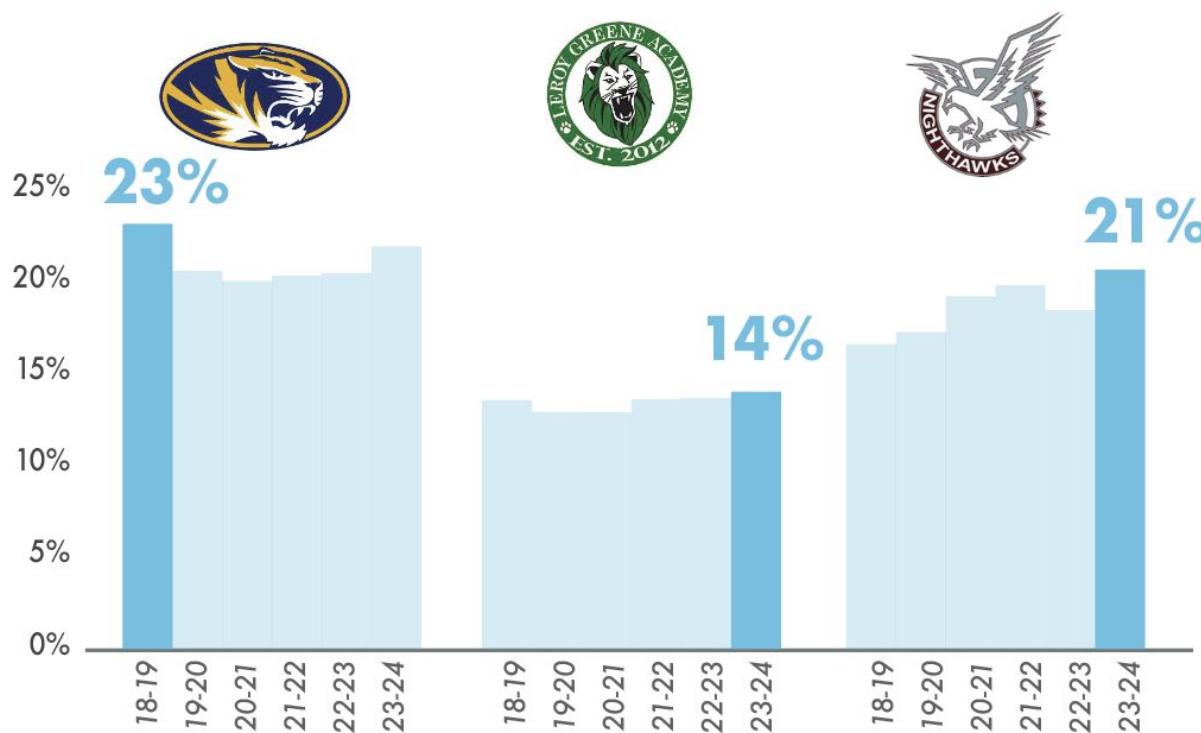
Goal 1: Maximize Academic Growth, Responsibility & Achievement for Each Student (cont.)

A-G Rates for Student Groups (2011, 2016, 2022)





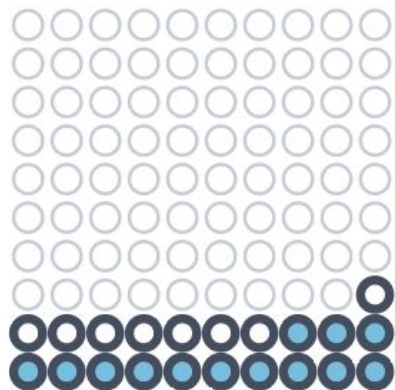
Percent of African American Students Enrolled in AP/IB by Year



NHS has had a steady increases over the past six years, LGA has seen little change, and IHS has fewer African American students in AP/IB classes.



AP/IB Enrollment Trends for Students Enrolled at IHS, LGA, or NHS



NHS has the smallest gap (7%) between between the percent of students who are African American and who are African American enrolled in AP/IB courses.



21% High School Students who are African American

21%

22%

21%

13% AP/IB students who are African American

10%

13%

14%



Goal 1: Maximize Academic Growth, Responsibility & Achievement for Each Student

Contributing factors to B/AA Student Success

Maximize Academic Growth, Responsibility and Achievement for Each Student

Literacy, Academic Coursework & Programs

College & Career

Representative & Responsive Curriculum, Materials, and Strategies

Current Actions:

- Currently over 285 titles representing over 3,400 Library Books that reflect the diversity of our student population
- Race and Social Justice Course (293 students enrolled)
- AP African American Studies Pilot (35 students enrolled)
- United College Action Network (UCAN) Partnership for College Fairs with HBCUs
- Culturally Responsive Pedagogy, (All staff professional development in culturally and linguistically responsive academic vocabulary.)
- Culturally and Linguistically Responsive Teaching and Learning (186 staff completed book study groups for teaching practices)

Actions in Development/Planned:

- TCM Culturally Authentic and Responsive Texts (Home book bundles and resources in classrooms) Beginning Winter, 2023
- Freedom Soul Media program (6th-12th grade) pilot at NMS and NHS for approx. 300 students Beginning Winter, 2023
- Spring into Excellence Summer Program Beginning Summer, 2024
- Exploring Freedom School summer program Summer, 2024
- Targeted tutoring for identified students using Varsity Tutors Coming Soon
- Developing an early literacy intervention program for Tier 2/Tier 3 Coming Soon



Goal 1: Maximize Academic Growth, Responsibility & Achievement for Each Student (cont.)

Maximize Academic Growth, Responsibility and Achievement for Each Student

Literacy, Academic Coursework & Programs

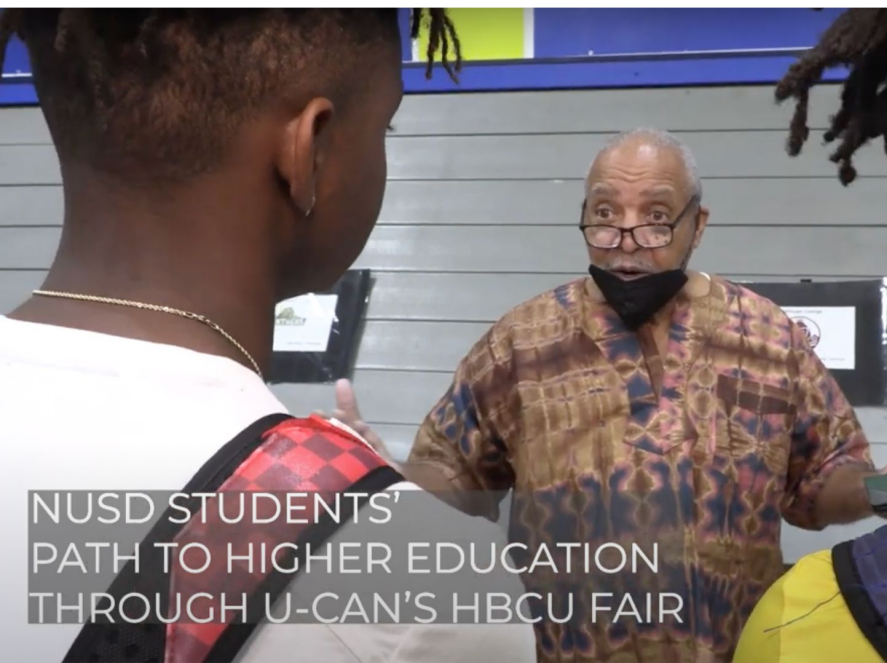
College & Career

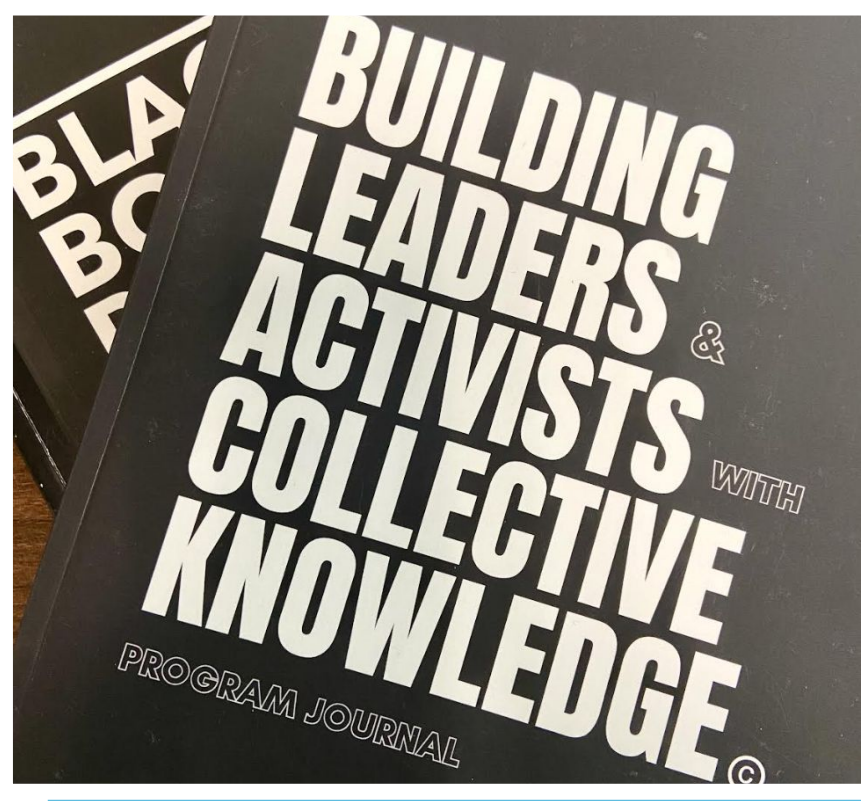
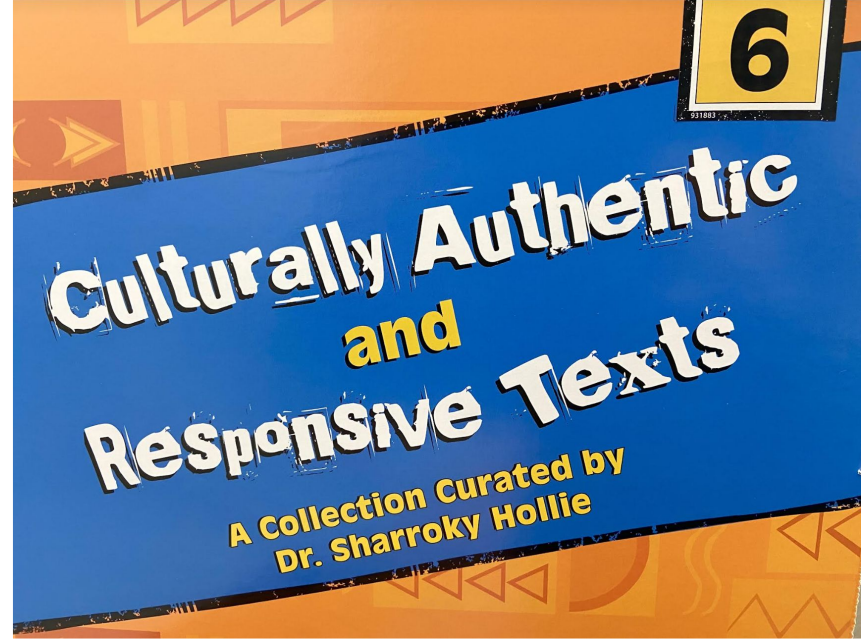
Representative & Responsive Curriculum, Materials, and Strategies



Supporting Information:

- [DEI Review & Preview Board Report](#) (with DEI data table in report)
- [Use of iReady/IXL mirrors district enrollment](#) (student access to iReady/IXL)
- Currently over 285 titles (approximately 3,400 books with more being ordered) plus culturally authentic texts purchased to improve the representation in our classrooms and school libraries
- [Ethnic Studies Course Approval Board Report](#) and [slides](#)
- [Ethnic Studies New Course Approval Engagement & Outreach Efforts](#)
- [Ethnic Studies Year 1 Board Report](#), [slides](#) and [video](#)
- [Race and Social Justice Survey Results](#)
- [AP Focus Group Interviews - B/AA and Hispanic Students - Spring 2022](#)
- [AP Focus Group Survey - Fall 2022](#)



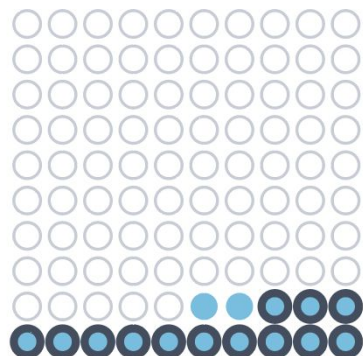




Goal 2: Cultivate the Social-Emotional Well-Being of Each Student



2022-2023 Attendance Data



African American students in grades 7 and 8 had the fewest absences in 2022-2023.

	K	1st - 3rd	4th-6th	7th-8th	9th-12th
13.1 All Students	16.9	14.3	12.1	11.5	12.8
15.4 African American Students	18.7	17.3	14.6	14.2	14.5

Across all grade levels, African American students are absent an average of 2 more days per school year than other students.



2021-2022 Suspension Data

Among the 12 Sac County Districts with reported suspension rates for African American students, Natomas has one of the lower rates of proportionality, meaning African American students are less likely to be suspended in NUSD than 6 districts identified in red.

	Percent of Students who are african American	African American students as % of Total Suspensions	Proportionality
A	5%	17%	3.4
B	11%	30%	2.7
C	1%	4%	2.6
D	11%	29%	2.5
E	14%	35%	2.4
F	8%	18%	2.3
	18%	38%	2.2
G	17%	34%	2.0
H	13%	24%	1.9
I	3%	4%	1.6
J	45%	69%	1.5
K	1%	0%	0.0



Goal 2: Cultivate the Social-Emotional Well-Being of Each Student

Contributing factors to B/AA Student Success

Cultivate the
Social-
Emotional
Well-Being of
Each Student

Attendance

Eliminate Disparity
and
Disproportionality in
Discipline Practices

Current Actions:

- Regularly examining chronic absenteeism data
- Early adopter for no school suspensions for 48900(k) - Willful defiance/disruption at all grade levels (2021)
- Pilot Girls Group at IHS
- Focused work on disparity and disproportionality in how to address behavior incidents and chronic absenteeism with both SCOE and CORE network (looking at student onboarding and re-entry process)

Actions in Development/Planned:

- Attendance Incentives for students in mentoring programs Coming Soon
- Plans to expand Girls Groups across secondary Coming Soon



Goal 2: Cultivate the Social-Emotional Well-Being of Each Student (con't...)

Cultivate the
Social-
Emotional
Well-Being of
Each Student

Attendance

Eliminate Disparity
and
Disproportionality in
Discipline Practices

Supporting Information:

Now of the 22, only 3 had a behavior incident (only 1 has fought).

- [Resolution 21-39 in Support of 1300 Campaign](#)
- [Examples of Alternative Means of Correction](#)



Students Involved *(identified due to high number of suspensions for fighting)*

22-23: 22 focus students (B/AA), 19 graduated
23-24: 12 choose to become mentors to 11 new graduates, now recruiting next 10-12 students

Discipline Data

22-23: 11 referrals, 48 days of suspension in Semester 1
23-24: 1 referral, 2 days of suspension (no fights)

Success Data

- 3 made cheerleading
- 1 joined CECA
- 1 leading BSU

Next Steps

- Develop the wellness space
- Train new mentors

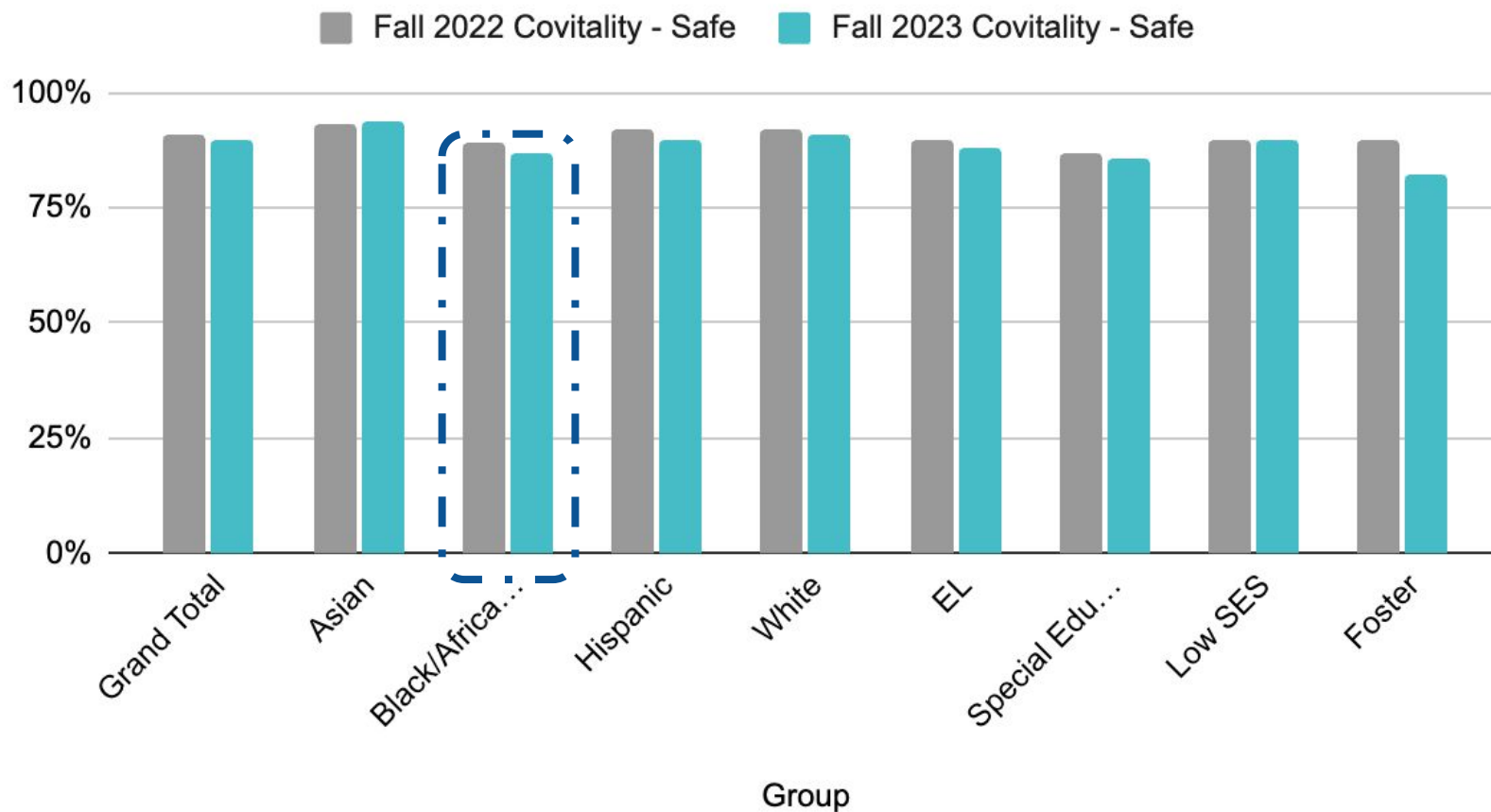


Goal 3: Create a Safe, Engaging Environment Where Students Connect to School



Covitality Rates - Safety

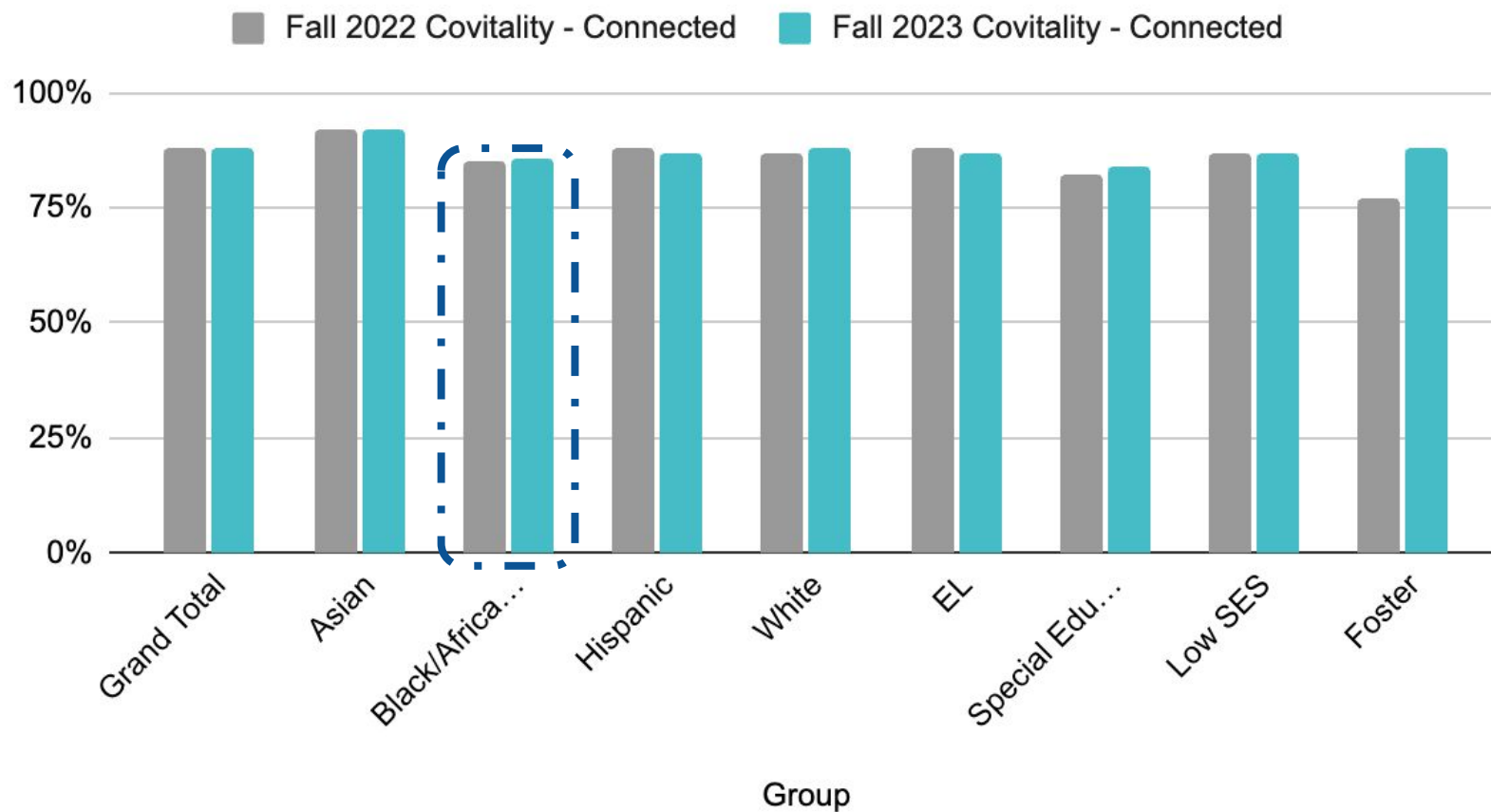
Fall 2022 & Fall 2023 Covitality - Safe





Covitality Rates - Connectedness

Fall 2022 & Fall 2023 Covitality - Connected





Goal 3: Create a Safe, Engaging Environment Where Students Connect to School

Contributing factors to B/AA Student Success

Create a Safe,
Engaging
Environment
Where
Students
Connect to
School

Student
Engagement & Input

Equity-Based
Policies and
Practices

Current Actions:

- Student Focus Group with CAFE
- Collect data on student participation in athletics and extracurricular activities to monitor proportionality
- Paid Membership for Black Students of California United for our High School Black Student Unions
- Since 2020, Annual Black History Poster Contest open to all students
- Black Excellence Ball at NHS
- Student mentorship and after-school programs (IYT, iVIBE, 100 Black Men, etc.) that connected B/AA students with mentors and supports at their school
- Little Heroes program for structured recess/lunchtime activities

Actions in Development/Planned:

- Develop an outreach plan for B/AA students who are not engaged Coming Soon
- Student Success Conference Planning in 2024-25 for future years
- Spring into Excellence Spring Pilot Beginning Spring, 2024



Goal 3: Create a Safe, Engaging Environment Where Students Connect to School

Create a Safe,
Engaging
Environment
Where
Students
Connect to
School

Student
Engagement & Input

Equity-Based
Policies and
Practices

Supporting Information:



- [Participation numbers](#)
- [Program Enrollment Tables](#)
- [Board Policy/Administrative Regulation 0100](#)
- [Safe Haven Policy](#)
- [Resolution 21-39 in Support of 1300 Campaign](#)







Goal 4: Engage Parents & Families to Support Student Success



Goal 4: Engage Parents & Families to Support Student Success

Contributing factors to B/AA Student Success

Engage
Parents and
Families to
Support
Student
Success

Parent Education &
Engagement

Current Actions:

- Diverse Conversations Group for B/AA Families
- Parent University Workshops in partnership with U-CAN
- In 2022 and 2023, Parent University hosted Literacy Family Night featuring African American Children's Authors; also in 2022, worked in partnership with NBPU on Family Fun and Fitness in the Park
- Hosted 4 Family Engagement Nights as part of Girls Leadership during the 2021-2022 and 2022-2023 school year; plans to continue this in 2023-2024

Actions in Development/Planned:

- IYT work with family engagement *Coming Soon*
- ★ [Freedom Soul Media](#) program videos and parent engagement events *Coming Spring, 2024*

Supporting Information:

- [Parent participation numbers and workshops](#)



Goal 5: Hire, Train & Retain High-Quality Staff



Goal 5: Hire, Train & Retain High-Quality Staff

Contributing factors to B/AA Student Success

Hire, Train, and
Retain High-
Quality Staff

Recruitment &
Hiring of
Representative Staff

Professional
Development &
Coaching of Staff

Current Actions:

- Diverse Future Educator Program (Year 6 of implementation)
- Interrupting Microaggressions training (94 participants +NHS staff since Spring, 2023)
- Cultural Behavioral Tutorials (Center for Culturally Responsive Teaching and Learning) (223 participants since Fall, 2022)*

**More info on next slide*

Actions in Development/Planned:

- Develop onboarding and ongoing support for diverse staff members
Planning occurring during the 2023-24 school year
- Review Interview Questions through cultural lens Occuring during 2023-24 school year
- Children's Defense Fund Freedom School Training For 2024-25 School Year
- Pilot Training with Core Team on "Action Steps for Approaching the N-Word" (Dr. Hollie Training) Beginning November 2023
- Speaking Up: Strategies for Responding to Bias and Hate Speech at School Beginning Coming Soon

Our Partnership with Center for Culturally Responsive Teaching and Learning

*Learning how to identify
cultural behaviors and
utilize specific protocols
with intentionality and
precision to validate and
affirm the cultural
behaviors that students
bring to the classroom*



Cultural Behavioral Tutorials

Less Nuanced (More concrete, tangible, objective)

- 
1. Eye Contact
 2. Proximity
 3. Kinesthetic (high movement context/orientation)
 4. Collaborative/Cooperative (Work and dependence on group)
 5. Spontaneous (Impulsive, impromptu)
 6. Pragmatic Language Use (Non-Verbal Expressiveness)
 7. Realness (authentic, direct)
 8. Conversational Patterns (verbal overlap and non-linear discourse pattern)
 9. Orality and Verbal Expressiveness (combination of #6 and #8 or verve)
 10. Sociocentrism (socializing to learn)
 11. Communalism (we is more important than I)
 12. Subjective (relativity)
 13. Concept of Time (situation dictates use of time, relative)
 14. Dynamic Attention Span (varied ways to show attention)
 15. Field Dependent (relevance of externally defined goals and reinforcements)
 16. Immediacy (sense of connectedness)

More Nuanced (Less concrete, intangible, subjective)



Goal 5: Hire, Train & Retain High-Quality Staff

Hire, Train, and
Retain High-
Quality Staff

Recruitment &
Hiring of
Representative Staff

Professional
Development &
Coaching of Staff

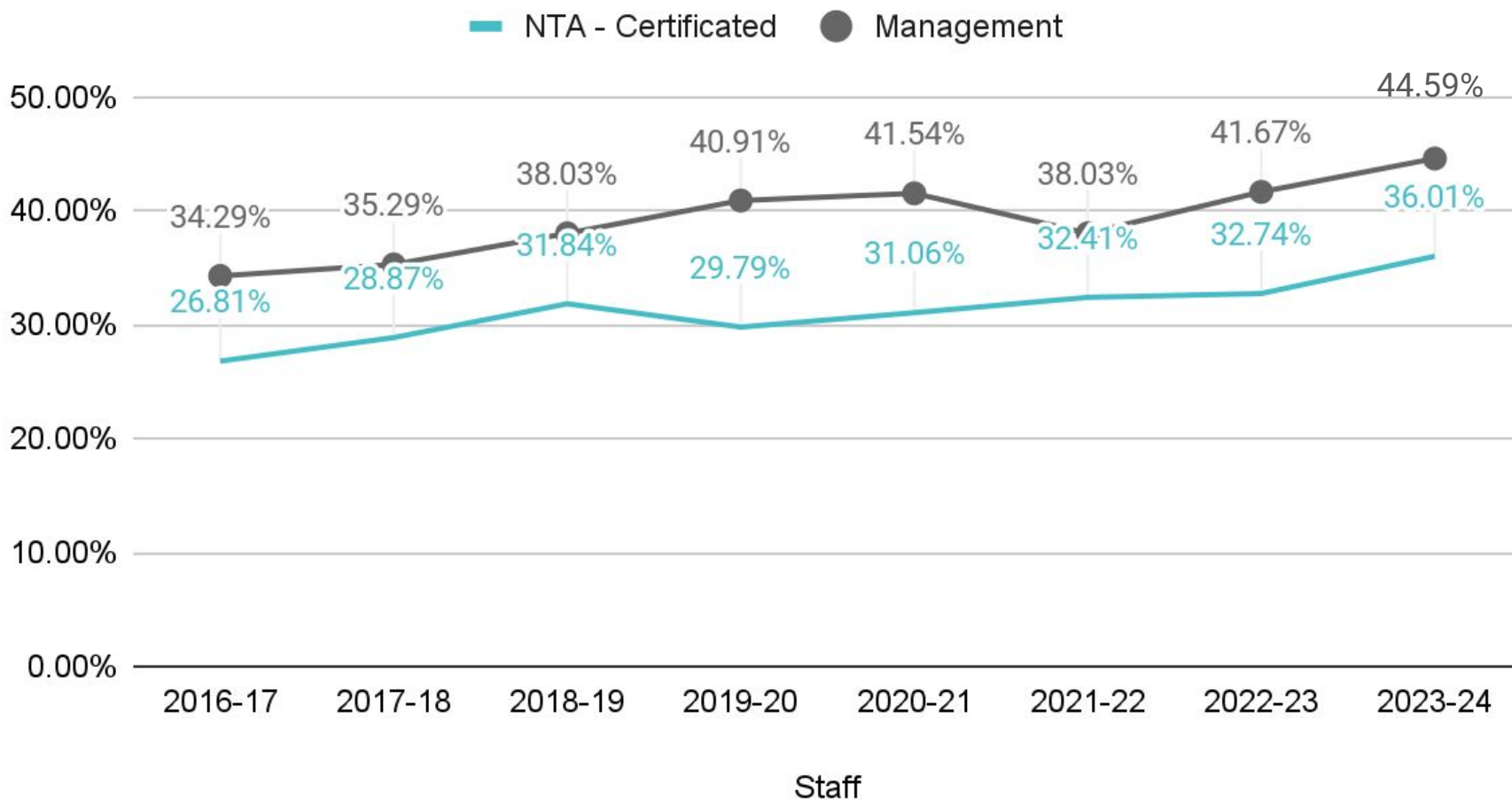
Supporting Information:

- 4 hours of Anti-Racist/Anti-Bias Training with 466/686 (68%) certificated staff and 401/597 (67%) classified staff having attended (through negotiations with both labor groups: [Anti-Racist/Anti-Bias Training for Classified Staff/NTA](#))
- ★ ● All 16 principals participating in coaching on Equity Based Leadership practices
- ★ ● In-class coaching with Dr. Hollie (cohorts at 7 sites)
- Restorative Justice in Education training
 - 560 - Number of total staff members trained districtwide (504 - Community Building/56 - Repairing Relationships)
 - 7 schools with trained teachers
 - 7 schools who have a RJE Training-of-Trainers
 - 9 schools who are participating in the RJE Training-of-Trainers in 2023-2024
 - 6 schools who have a representative participating in the RJE-PLC



Staff Diversity Data

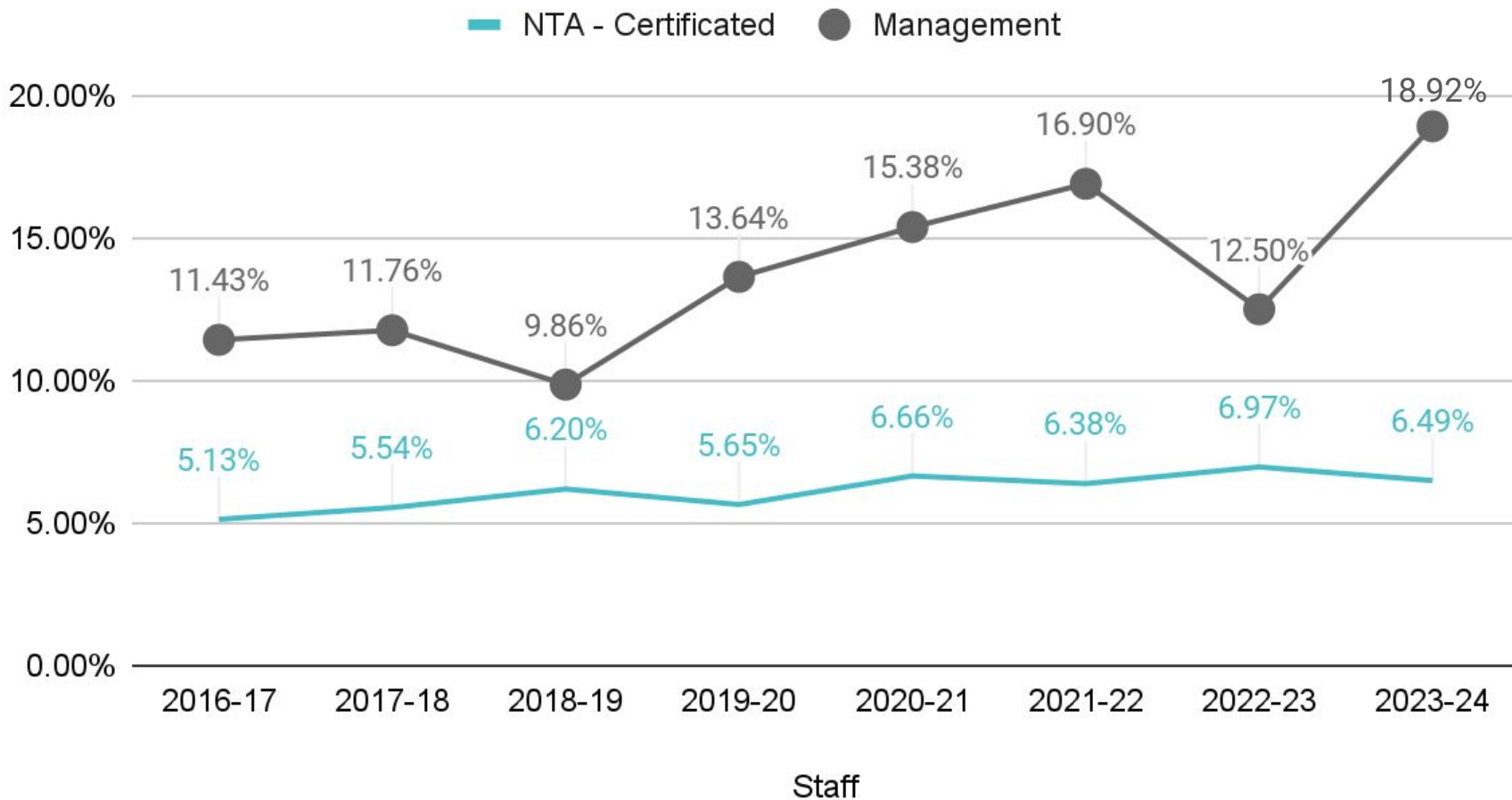
Ethnically Diverse Staff (Not Caucasian)

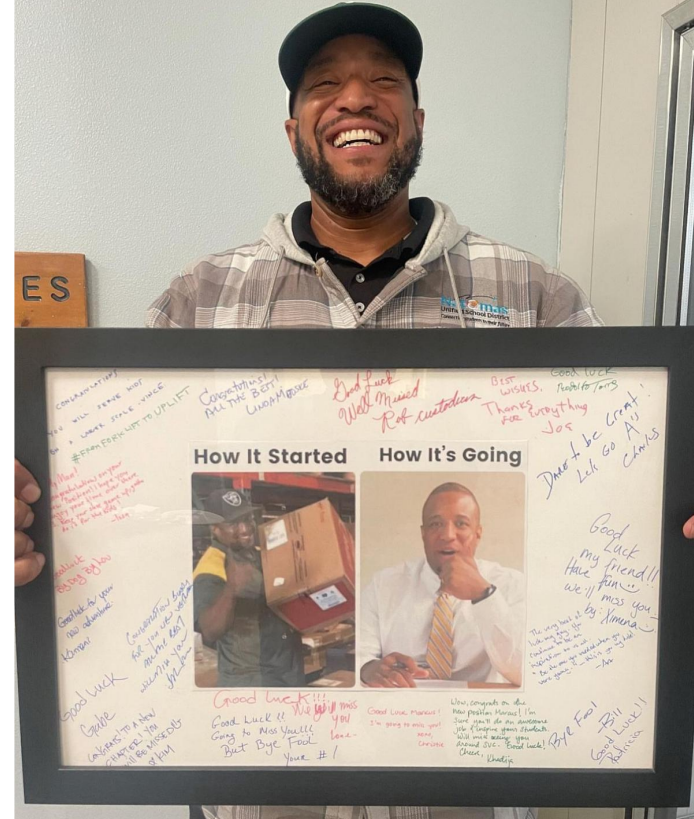




Staff Diversity Data

Staff - Black/African American







Coming Soon: Our DEI Webpage

Diversity, Equity & Inclusion

DEI

CORE VALUE

**We value
diversity,
equity, and
inclusion.**



On May 12, 2021, the Board approved **Administrative Regulation (AR) 0100**, which outlines steps that NUSD will take to systematically address diversity, equity, and inclusion (DEI). This AR was developed as a companion to our existing Theory of Action to Support Student Success (Board Policy 0100) with the intention to support students in feeling safe and welcome in their schools; and to see themselves, their experiences and backgrounds reflected in the content delivered in classes. In addition, AR 0100 was developed to provide students with multiple and varied opportunities to exercise voice, ensuring they are part of shaping their learning experiences in school.

So that all staff are prepared and supported to operationalize the DEI Theory of Action, a coordinated set of professional development offerings have been designed and will deepen/increase over time. The professional development plan covers a three-year cycle; regular updates will be provided to the Board of Trustees about activities and results. The plan outlines training and learning sessions for Anti-Racist/Anti-bias curriculum and instruction and Culturally Relevant Pedagogy and Classroom Management. During these sessions, staff will learn new content, practices, and strategies as well identify areas for change and improvement. Students, from 3rd-12th grade, will also have opportunities to engage this full range of topics and provide input.

MENU

[Celebrating our Diversity](#)

[2023 Calendar of Recognitions
and Cultural Awareness](#)

[DEI Literacy](#)

[DEI Summary of 2020](#)

[LGBTQ+ Support Services](#)

[+ Safe Haven District](#)

[Recruiting Diverse Future
Teachers in NUSD](#)

[Supporting Black/African
American Students](#)

[Theory of Action](#)

[Resources \(DEI\)](#)



Natomas Unified Staff Undergoes Training to promote Diversity, Equity, and Inclusion





Action This Evening

Tonight, we ask Trustees to approve the following:

- **Freedom Soul Media Education Initiatives (FSMEI): \$60,000 (LCAP DEI Funds)** - culturally relevant and responsive programming for students, families, staff, and communities. FSMEI will work with approximately 300 students across NMS and NHS.
- **Teacher Created Materials (TCM) written and curated by Dr. Sharroky Hollie: \$37,000 (LCAP DEI funds)** - Culturally and linguistically responsive teaching strategies and protocols. The District will implement the TCM curriculum during the LEAP Academy Winter Intersession and it will become available to K-8 students as a resource to support our Black/African-American students.
- **Springboard Collaborative: \$60,000 (ELO-P funds)** - Accelerated reading program with the primary purpose of meeting the early literacy needs of scholars in grades K through 3, with a specific focus on Black/African-American and Hispanic/LatinX scholars in after-school and/or summer programs. The program will focus on the professional development of NUSD credentialed teachers in the Science of Reading, with trained instructors providing small group instruction during extended learning time using specific curriculum and materials, including take-home books, library books, and digital books. The program also includes family engagement components to support scholars outside of the classroom in early literacy.



Keeping our DEI Efforts Up-to-Date



Annually, we will review our DEI work to ensure it continues to reflect our community, and that we are communicating the intentional efforts we take with our student groups who may be most at risk.

"Progress over time..."
BP 0100



More to Come!

In the coming months, we will continue to identify actions and supports that we will bring back for consideration and updates.

QUESTIONS