

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Board Meeting of September 26, 2017

ITEM: PROMOTING SAFE, SUPPORTIVE, AND COLLABORATIVE ENVIRONMENTS FOR ALL STUDENTS AND STAFF

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TYPE OF ITEM: STAFF REPORT

PURPOSE:

The purpose of this staff report is to provide the Governing Board and community with information regarding the activities taking place throughout the District to promote a safe, supportive, and collaborative environment for all students and staff.

BACKGROUND INFORMATION:

In response to issues of discrimination and inequity, the Governing Board, District staff, and members of the Albany community have been engaged in dialogue around strategies to ensure respect, inclusion, and empathy for all members of the learning community. District staff will highlight some of the proactive steps students, staff, and community members are initiating in order to improve the culture and climate of our school community.

DETAILS:

Suspension Rate Data

Suspension rates are identified as one of 27 mandated metrics for inclusion in the District's Local Control and Accountability Plan (LCAP). Additionally, suspension rates are one of the ten indicators of school success as measured on the California Dashboard.

The following are some general observations of suspension rate data reported in the District's LCAP and the CA Dashboard.

- Both the LCAP and the CA Dashboard report suspension rate data from 2014-2015. The District's suspension rate in 2014-2015 was 1.4%. This is a decline of 1% from 2.4% in 2013-2014.
- From 2013-2014 to 2014-2015, the suspension rate declined for all reported student subgroups.

- The suspension rate for African American students declined most significantly districtwide. In 2014-2015, the suspension rate for African American students was 4.0%. This is a decline of 7.6% from 11.6% in 2013-2014.
- The suspension rate for Hispanic/Latino students was 2.9% in 2014-2015. This is a decline of 2.2% from 4.9% in 2013-2014.

District staff has also been reviewing local suspension data from 2015-2016 and 2016-2017 in the District's student information system, Aeries. While these data have not yet been submitted and certified for state reporting purposes, the following are some preliminary observations:

- Overall, the District's suspension rate has declined from 2015-2016 to 2016-2017.
- The suspension rate for African American students and Hispanic/Latino students has declined from 2015-2016 to 2016-2017
- Districtwide, male students are suspended at significantly higher rates than female students.

Several initiatives are in place, or will be implemented during the 2017-2018 school year, to promote safe, supportive and collaborative environments for all students:

- Curriculum: *Second Step, Speak up be Safe, Building Effective Schools Together (BEST), S'Cool Moves*
- Professional Development: *Restorative Justice, Cultural Competency, Mindfulness, Social Justice Mathematics.*
- Several schools are revising their discipline matrix, and elementary and secondary schools are collaborating to align progressive discipline practices districtwide.
- A Seeking Educational Equity and Diversity (SEED) group is being formed. The group will meet monthly to explore experiences with topics related to equity in order to dismantle systems of oppression that impact students. The group is being led by AMS site administration and staff.

STRATEGIC GOALS ADDRESSED:



Objective #3: Communicate and Lead Together. Goal: All stakeholders will collaborate and communicate about decisions that guide the sites and district.

RECOMMENDATION: RECEIVE THE STAFF REPORT ON PROMOTING SAFE, SUPPORTIVE, AND COLLABORATIVE ENVIRONMENTS FOR ALL STUDENTS