Diverse Spaces, Diverse Students

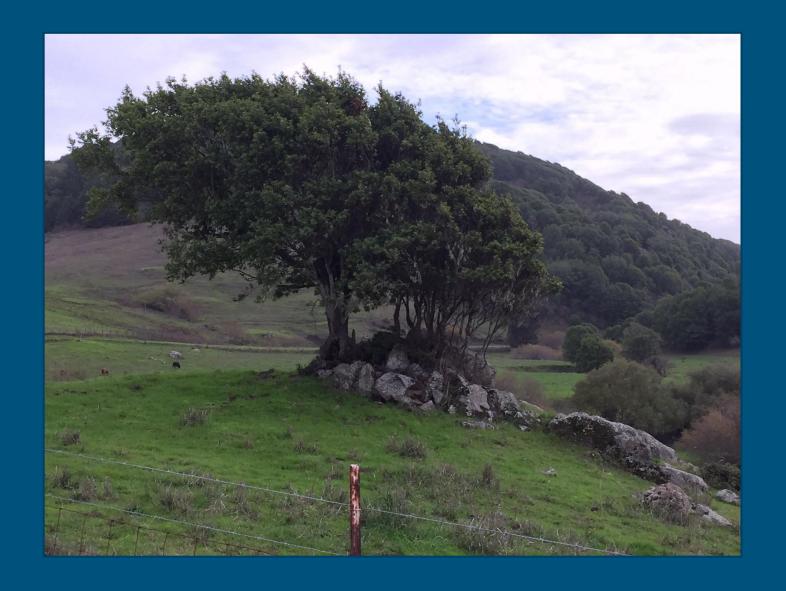
A talk with the DJUSD District Climate Coordinator about some of the ways DJUSD endeavors to support and partner with students of diverse genders, sexualities, races, ethnicities, heritages, languages, national origins and more.



Parent Engagement Night February 25, 2023 Kate Snow, District Climate Coordinator

welcome

we're glad you're here



how is DJUSD a place where diverse students can belong? and thrive. and connect. and lead.



district-wide

Native American
Education and Title VI
Program



district-wide

Language Justice and Family Partnership Coordinator

Ximena Diez-Jackson

Student Groups - Jr High

Emerson/DaVinci
Black Student Union

Holmes Anti-Racism Club

Emerson/DaVinci SAGA Sexualities & Gender Alliance





Student Groups - Senior High

Black Student Union **Latinos Unidos** Gay Student Union Genders & Sexualities Alliance **Jewish Student Union** And many more... from students themselves...

...and some discussion

a culture of belonging creates a positive school climate

which creates an environment conducive to learning (and working) for all

Thank you for coming

stay connected! ksnow@djusd.net



oppression→inability to thrive oppression→distorts everyone's reality

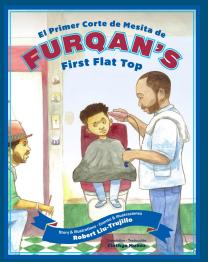
- safety
 - 7th grade B/AA boys
 - identify another way
- connectedness
- reactive or proactive?

what are? what do?

- use data
 - CHKS, YouthTruth
- feel, think, connect, do
- what kinds of things?
 - workshops
 - book talks
 - events
 - o campaigns

structures to organize thinking & action for change

examples?





Parenting Beyond Pink and Blue



César Chávez Elementary School Climate Committee Parent Engagement Workshop January 28, 2015

Kate Snow, DJUSD Climate Coordinator Laurie Stillman, Student Development Consultant



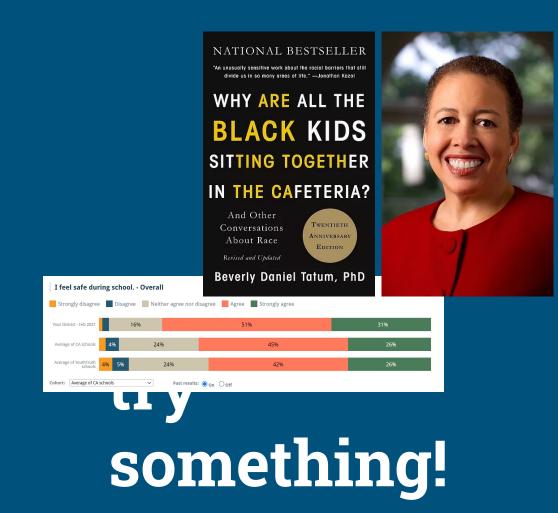
who?

- two is enough
- accountable to principal
- student/staff/paren ts
- Climate Office support

you.
but not
alone.

how?

- invite someone to join you
- get ready to look at data in December
- ask what's gone on before
- contact Kate
- meet in January

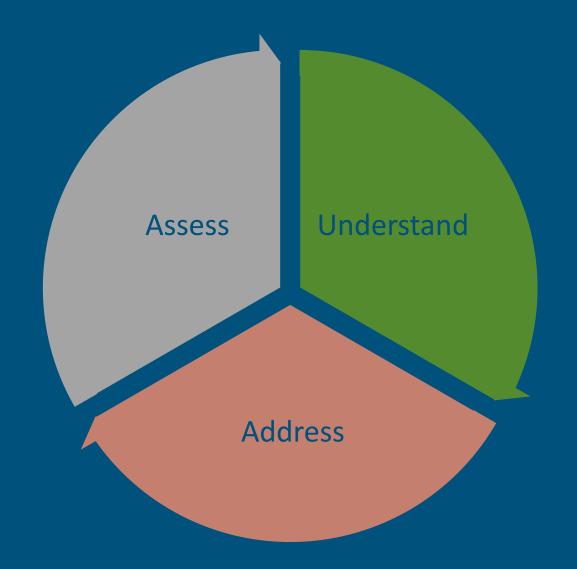


try something!

- watch & discuss Dr.
 Tatum DPU talk
- ask
 principal/teachers
 how you can support
 their belonging
 efforts
- talk together about who could be thought better about beforehand

for you for students for change for the future

The Work of the Climate Committee

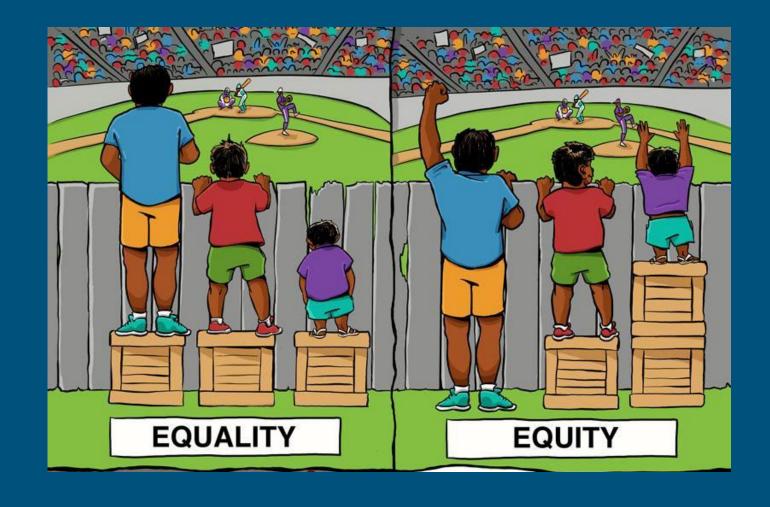


The Role of Climate Committees

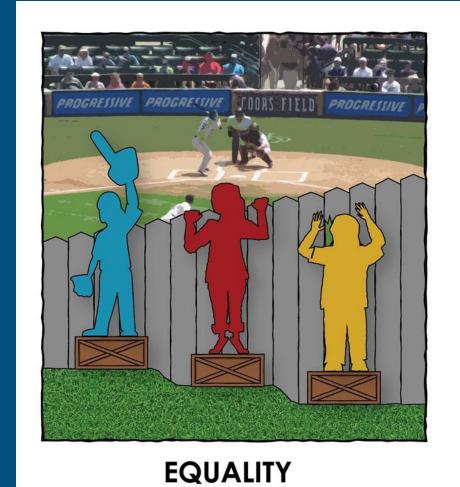
- •To assess the climate of a particular school site.
- To understand the elements contributing to a site's climate
- •To develop ways to eliminate or mitigate harmful apsects and support positive aspects of climate.

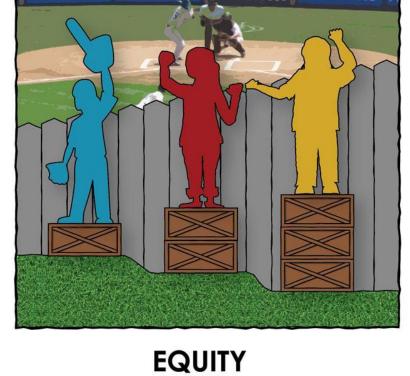
In other words, to promote equity.

What is equity?



What is equity?



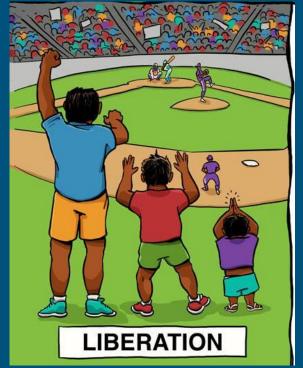


Holding an equity lens means deliberately seeing & addressing the forces that shape our system, that enhance the life chances for some and inhibit the life chances for others.

- Racism
- Sexism
- Classism
- Anti-Jewish oppression
- Islamaphobia
- Gender, language, and other types of discrimination

Coming to understand what is needed for each and then providing it.

What are we aiming for?







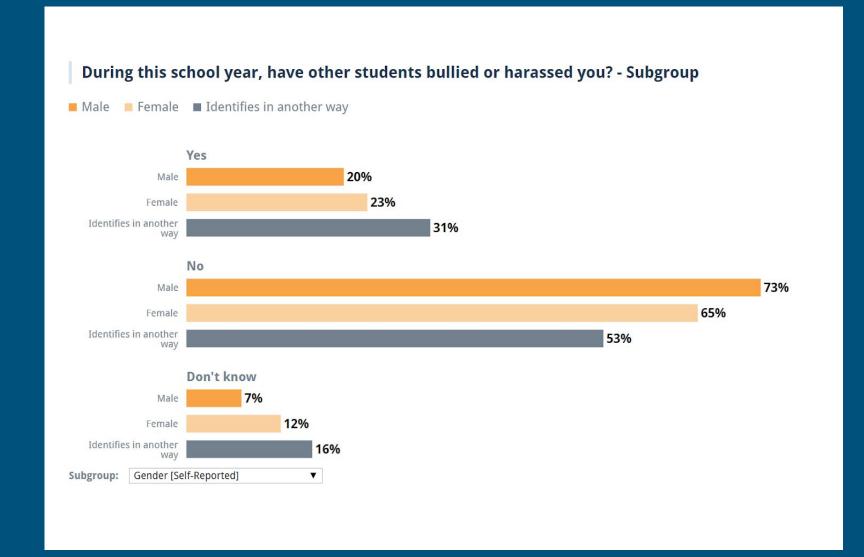
Assessing Climate with an Equity Lens: Surveys: CHKS & YouthTruth

- California Healthy Kids Survey
 - Bi-Annual since 2005
 - Includes school culture, engagement, relationships, mental health, risk behaviors

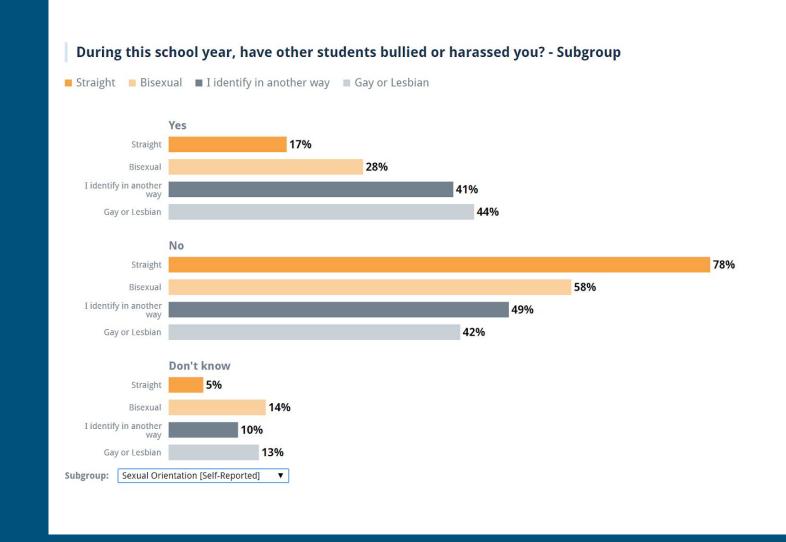
Youth Truth

- Annual since 2015
- All students grades 3-12
- Includes school culture, teacher & peer relationships, engagement, motivation, emotional and mental health
- Report subgroups include: grade, gender, race/ethnicity, and more.

DJUSD High Schools Youth Truth Oct 2018

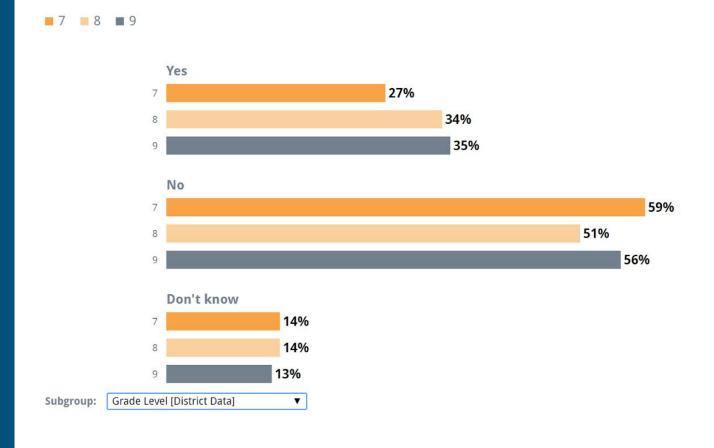


DJUSD
High
Schools
Youth
Truth
Oct 2018

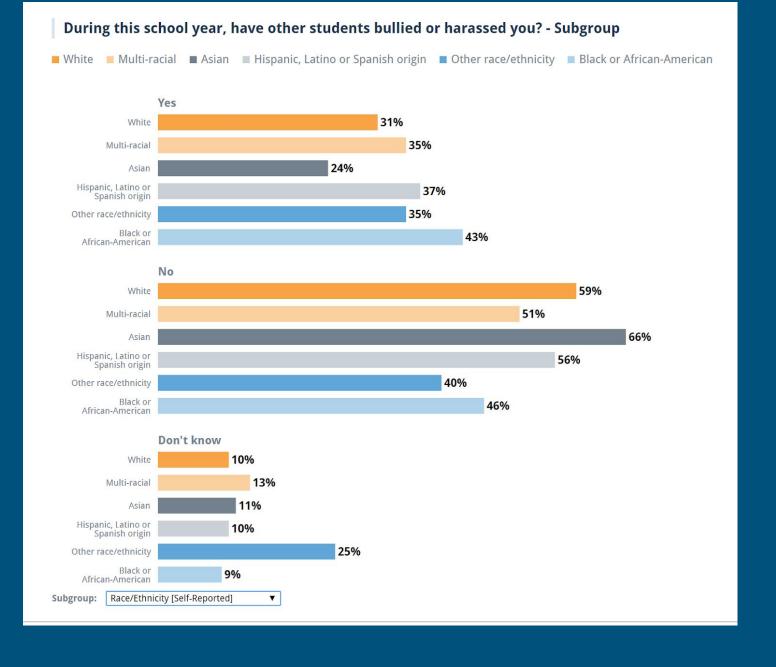


DJUSD Junior High Schools Youth Truth Oct 2018

During this school year, have other students bullied or harassed you? - Subgroup



DJUSD Junior High Schools Youth Truth Oct 2018



DJUSD Elementary Schools Youth Truth Oct 2017

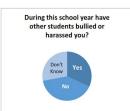
Elementary Bullying Fact Sheet

Bi-Monthly Climate Data Report, Office of School Climate Davis Joint Unified School District 1 March 2018

Students Reports of Bullying or Harassment - Part 2 - Elementary

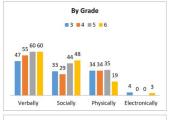
In 2017, Youth Truth introduced to the elementary survey the question During this school year have other students bullied or harassed you?, as well as the questions If you have been bullied, how did it happen?, Why do you think you were bullied or harassed? and Did you tell anyone what happened?

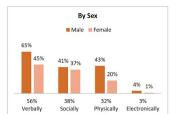
On average, 32% of students in grades 3 through 6 report being bullied or harassed in the current school year. Verbal bullying was the most significant form of bullying for all four grades, and is particularly prevalent in 5th and 6th grade. Boys experience greater amounts of all types of bullying than girls, including more than twice the physical bullying than girls do, although the rate of physical bullying overall drops by 6th grade.

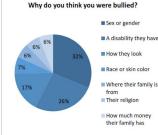


The top reasons students think they were bullied are: their sex or gender, a disability they have, and the way they look. Girls were slightly more likely to believe bullying was due to their sex or gender (33% vs. 28% for males) and boys were more likely to believe bullying was due to a physical disability they have (26% to 20% for females).

On average, about half of students (52%) told a grown-up at home, about 45% told a friend, and about a third of students told a grown-up at school. About 20% of students did not tell anyone.







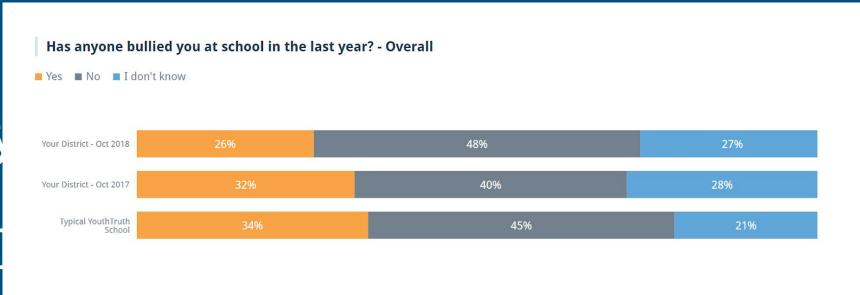
- · Our development of elementary social and emotional curriculum to prevent bullying should continue to focus on students' verbal impact on each other as well as on bullying that is for sex or gender and disability
- · Curriculum and policy for 5th and 6th graders should particularly emphasize understanding the makeup and impact of
- . The data should continue to be examined by site and grade for further insight into the why the experience of boys and girls varies, and for other factors and combinations of factors that include socio-economic disadvantage, race and mono/bilingual
- · Especially in the younger grades, an effort should be made to help students report bullying to a grown-up at school.

Preliminary Data from October 2017 Youth Truth Survey - DJUSD Office of School Climate

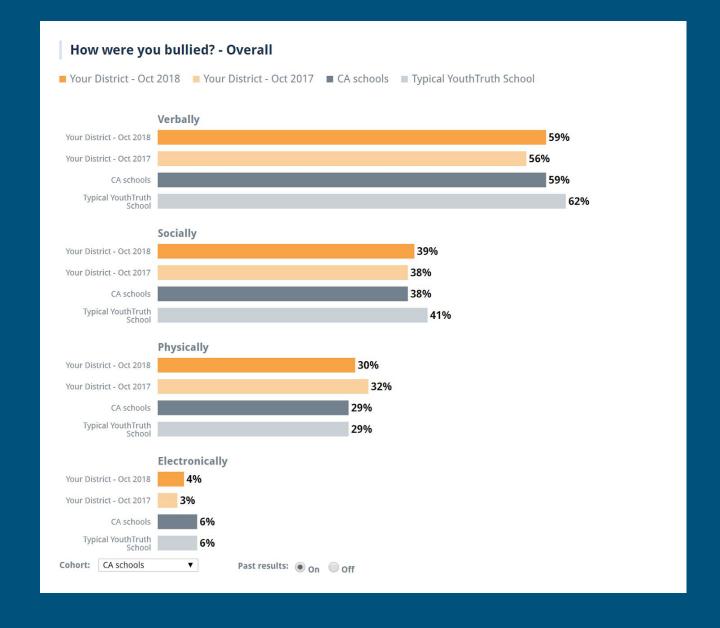




DJUSD Elementary Schools Youth Trutl Oct 2018



DJUSD Elementary Schools Youth Truth Oct 2018



- Take a look at the chart you have.
- What questions does this chart bring up? Note one or two.
- Find a partner who has data on a different colored sheet
 - Yellow go with orange
 - Green go with blue
 - Lavender go with white
- Compare your two charts and discuss.
- What new question(s) arise?
- Discuss. Share out.

Thank you!



Assessing Climate

- How are are students, families and staff doing?
- How do we make it possible for students, parents, teachers, staff and administrators to say how they are truly doing?



Assessment Modes: Listening

- Formal Surveys
 - Youth Truth (October)
 - California Healthy Kids Survey (Spring 2019)
- Climate Committees
- Observations
- Conversations
- Focus groups
- Relationships

Advising about Climate

- Presentation of Climate data
- Direct work with the people in administrator roles
- Direct work with parents and staff of Climate Committees
- Thought partnering
- Listening



Addressing Issues of Climate

- Equity work
- Supporting Climate Committees
- Piloting potential approaches
- Professional Development
- Student Interventions
- Modeling inclusivity
- Relationships
- Listening



How can the Climate Office support you?

- Consultation and thought-partnering
- Professional development
- Resources
 - To address student issues
 - Racial or other identity-based aggression, intervention, protocols
 - To address staff, student, family conflict
 - Yolo Conflict Resolution Center and others
 - To support curriculum and activities
 - Frameworks for equity and inclusion
 - To support your own learning
 - Multicultural and anti-oppression books and other materials

How can you support a healthy climate?

- Decide that you will continue to see through the equity lens.
- Take care of yourself.
- Help your staff get the care they need.
- Take care of the relationships.
- Keep learning; stay curious.
- Administer the climate surveys and support your climate committee.
- Let your Climate Coordinator know how it's going.