

# **African American Achievement Taskforce**

Kick-off Meeting  
September 27, 2018  
Serna Center

# Agenda

- Superintendent Opening
- Board President Welcome
- Overview of Taskforce Binder
- Comparative Review of Sacramento City Unified African American initiatives and other urban school districts
- Review of Roles, Responsibilities and Commitments
- Wrap Up

# Welcome Taskforce Members

- Julius Austin Sacramento Housing and Redevelopment Agency
- Benita Ayala SCUSD parent of student with disabilities
- Dr. Stacey Ault California State University, Sacramento
- Lynn Berkley-Baskin Sacramento NAACP
- Mike Breyerly SEIU
- Tom Ferrie Teamsters
- David Fisher Sacramento City Teachers Association
- Cassandra Jennings Greater Sacramento Urban League
- Gail Johnson Father Keith B. Kenny Elementary School
- Pastor Christopher Logan United Methodist Church
- Michael Lynch Improve Your Tomorrow
- Dr. Hazel Mahone Vision 2000
- Cecile Nunley Retired School District Chief Business Officer
- Jackie Rose Focus on the Family
- Marcus Strother Youth Development
- Gavin Veiga SCUSD Student Representative
- Darryl White Black Parallel School Board
- Kim Williams Building Healthy Communities

*Every system is perfectly designed  
to get the results that it gets*

**SCUSD CORE VALUE**

We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow and reach their greatness.

**SCUSD GUIDING PRINCIPLE**

All students are given  
an equal opportunity to graduate  
with the greatest number of postsecondary choices  
from the widest array of options

# Defining Equity, Access and Social Justice

- Equity, Access, and Social Justice requires displaying data in real-time in such a way that data triggers a moral call to action irrespective of parent advocacy or (in)ability to navigate our Sac City Unified School District
- Equity, Access, and Social Justice act as a “check and balance” to ensure that “downdrafting” practices, procedures, processes, and traditions are identified and researched to determine the purpose of their continued use
- Equity, Access, and Social Justice is about respecting the value of data and establishing a continuous improvement and accountability framework that is transparent and looks at data by student, by name, by need, and by *inequity and injustice!*

Board President Welcome

# Binder Overview

Dr. Robyn Fisher



# A Bit About Our Work

- Consulting and Strategy
- Facilitation, Coaching and Training
- Program Development, Management and Evaluation
- Direct student services: Intervention and Enrichment
- Operational Support: Planning and Implementation
- Curriculum Development
- Teacher and Administration Training

# Who We Work With

- Colleges & Universities
- Public Schools & Unified School Districts
- Foundations & Non-profits
- Charter Schools
- Federal, State & Local Government
- Educational and Community Thought Leaders

# Relevant to this Work

- Co-Founder, African American Regional Educational Alliances (AAREA)
  - Alameda County (18 Districts)
  - W. Contra Costa Unified
- ARCHES
  - I3 SLOPE
  - ACCESS Equity Math Professional Development
- California Academic Partnership Program (CSU Chancellors' Office)
  - Director, California Demonstration Project (12 High Schools)
  - Facilitator, California College Going Culture
- CSU Chancellor's Office – African American Student Initiative
- College Board – Dream Deferred Conference
- UCOP Early Academic Outreach Programs – African American Student Recruitment
- California GEAR UP

SCUSD  
African American  
Student Initiative

**DISTRICT COMPARATIVE DATA**

# Overview of the Comparative Analysis Process

Step 1: Identified Comparable School Districts

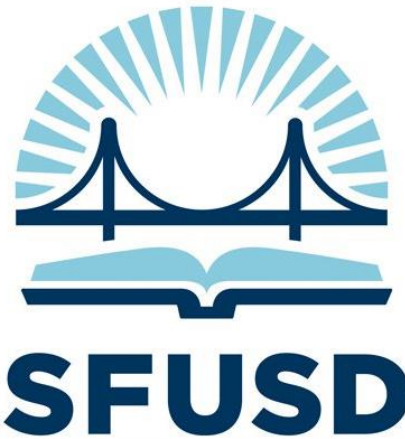
Step 2: Extensive Document Review

Step 3: Identified Initiative Mission, Goals, Objectives

Step 4: Identified Main Issues Addressed in Initiatives

Step 5: Reviewed and Categorized Recommendations

# Step 1: Identify Comparable Districts



# Step 1: District Data At-a-Glance

2016-17\*

School District	%Students - African American	%Free and Reduced Price Meals	African American Student Suspension Rate	African American Student Graduation Rate	AfAm Grads Completing UC/CSU Coursework
<b>SCUSD</b>	<b>16%</b>	<b>68.20%</b>	<b>15.50%</b>	<b>70.60%</b>	<b>40.20%</b>
SFUSD	9%	53.40%	5.40%	70%	27%
OUSD	25%	73.40%	8.30%	70.80%	36.80%
HUSD	9%	68.40%	8.90%	83.10%	38.80%
SBCUSD	12%	86.50%	12.30%	72.20%	22.20%
BUSD	16%	35.10%	6.50%	74.50%	18.40%
TUSD	5%	64.20%	0.28%	69.74%	N/A

District Name	San Francisco Unified School District	Oakland Unified School District	Hayward Unified School District	San Bernardino City Unified School District
Ethnic and Social Economic Demographics	<p><b>SFUSD</b></p> <p>9% AfAm; Free and Reduced-Price Meals: 53.4%</p>	<p><b>OUSD</b></p> <p>25% AfAm; Free and Reduced Price Meals</p>	<p><b>HUSD</b></p> <p>9% AfAm; Free and Reduced Price Meals 68.40%</p>	<p><b>SBCUSD</b></p> <p>12% AfAm; Free and Reduced Price Meals 86.5%</p>
Number of African American Students by Grade	<p><b>SFUSD # AfAm Students per grade</b></p>	<p><b>OUSD #AfAm Students per Grade</b></p>	<p><b>HUSD #AfAm Students per Grade</b></p>	<p><b>SBCUSD #AfAm Students per Grade</b></p>
African American Graduation Rates vs. A-G Completion Rates	<p># AfAm Graduates: 379 (70%); #AfAm Graduates Completing UC/CSU Required Course Work: 135 (27%)</p>	<p>#African American Grads: 715 (70.8%) ; AfAm Grads Completing UC/CSU Required Course Work: 263 ( 36.8 %)</p>	<p>#African American Grads: 134 (83.1%); AfAm Grads Completing UC/CSU Required Course Work: 52 (38.8%)</p>	<p>#African American Grads: 433 (72.2%) AfAm Grads Completing UC/CSU Required Course Work: 96 ( 22.2 %)</p>
African American Suspension and Expulsion Rates	<p>Suspension Rate: 5.4%; Expulsion Rate: 0.00%</p>	<p>Suspension Rate: 8.3%; Expulsion Rate: 0.22%</p>	<p>Suspension Rate: 8.9%; Expulsion Rate: 0.26%</p>	<p>Suspension Rate: 12.3%; Expulsion Rate: 0.39%</p>



# Step 2: Extensive Document Review

## LEADERSHIP PLAN FOR CLOSING THE ACHIEVEMENT GAP 2007-08

*Rationale: Closing the achievement gap is the number one priority of the district and for each and every school. It is important that every principal have a leadership plan in place that outlines the specific focus, alignment, expectations and opportunities that he/she will lead to close the gap. This Leadership Plan should be specific, and compliment the broader school plan.*

*Directions: Please provide written answers to the focus, alignment, expectations and opportunity questions and bring the requested additional information to your one-to-one meeting. It is not necessary to answer every question. Please present the outline with the pertinent questions answered relative to your site data. Each meeting will be between 60 and 90 minutes.*

### Elem. Objectives

- 1.1 At least 60% of 2nd and 3rd graders in every subgroup will achieve at Proficient or above in ELA as measured by the spring 2008 California Standards Test.
- 1.2 At least 60% of 4th, 5th and 6th graders in every subgroup will achieve at Proficient or above in Mathematics as measured by the spring 2008 CST.

### Middle School Objectives

- 1.3 At least 50% of 7th, 8th and 9th graders in every subgroup will achieve at Proficient or above in ELA as measured by the spring 2008 CST.
- 1.4 At least 50% of 8th graders in every subgroup will pass the end of course exam and achieve at Proficient or above in Algebra as measured by the spring 2008 CST.

*BRIM: Strategies will be put in place to personalize the learning environment.*

### High School Objectives

- 1.3 At least 50% of 7th, 8th and 9th graders in every subgroup will achieve at Proficient or above in ELA as measured by the spring 2008 CST.
- 1.5 At least 50% of 9th graders in every subgroup will achieve at Proficient or above in Geometry as measured by the spring 2008 CST.
- 1.6 At least 90% of 10th graders in every subgroup will pass the CAHSEE in its first administration, as measured by CAHSEE results data by the end of school year 2007-2008.



## SCUSD ACHIEVEMENT GAP COALITION RECOMMENDATIONS

In March 2013, SCUSD convened the Closing the Achievement Gap Coalition consisting of a diverse team of stakeholders including members of the business community, faith-based representatives, partners from community services organizations, and district staff representing various departments and school sites. The team was charged by then superintendent, Jonathan Raymond, to engage in a process to analyze the disparate achievement and outcomes among racial and ethnic minority students in the district when compared to that of their white and high performing Asian peers. Included in the analysis was the equally persistent gap in the achievement of students with disabilities, English learners, language minority students, and students from economically disadvantaged households. Despite the fact that the district had experienced incremental growth in student achievement over the past few years, the superintendent recognized that a sharper more laser-like focus on the issues contributing to the persistence of the achievement gap were essential if the district were to ensure that every child actualizes the goals and promise of college and career readiness outlined in Pillar I of its Strategic Plan 2010-2014. The coalition focused its work on developing a set of recommendations, to be made to the superintendent, that would be used to inform policy and practice.

## Framework for Eliminating the Achievement Gap

Sacramento City Unified  
School District  
Published May 2007



## Plan for raising the Achievement of African American Students

African American student's academic performance levels are the lowest of all ethnic and racial groups who attend school in Sacramento City Unified School District (SCUSD). The African American community has reached a point where it believes that all planning for improvement must be detailed and specific to African American children. Thus, LCAP planning for 2018/19 must be unapologetically explicit in its goals, objectives, and activities for African American children. To achieve the goals SCUSD must include definitive metrics to measure progress in an ongoing fashion. The result, as Linwood Unified and Riverside USD recently experienced, improved academic outcomes for all students.

The Black Parallel School Board invited over 31 African American Community Based Organizations and other educational and professional organizations (Sacramento) to attend a meeting to set priorities for African American Students attending schools in SCUSD. Over 25 of these representatives attended and developed the following goals, objectives, and activities that will be presented to staff and board members for inclusion in their Local Control Accountability Plan.

## Blacks Making A Difference

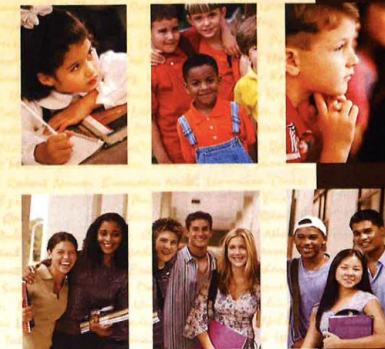
### BMAD RECOMMENDATIONS TO EFFECTIVELY SERVE DISENFRANCHISED, UNDERSERVED, AND UNDERPERFORMING STUDENTS, AND CREATE AN EQUITABLE AND ENGAGING SCHOOL ENVIRONMENT:

Blacks Making a Difference advocacy leadership group that Black students throughout the provides young people with the identity as Black youth, while reexamine negative stereotypes



sense of identity to successfully navigate through their academic and social lives. Young people are assisted with the development of the skills necessary to explore career development strategies, community advocacy, economic alternatives, and systems change tactics. BMAD is structured to provide opportunities for traditionally disengaged students to not only better their own individual circumstances, but to create the necessary change to positively affect the opportunities of their respective communities as well.

## A COMPANION REPORT TO THE STRATEGIC PLAN



# Step 3: Identified Initiative Mission, Goals, Objectives

District Initiative	Mission, Goals, Objectives	Recommendations
<p><b>Berkeley</b></p> <p>Three Areas of Action:            1. Physical Safety and Well Being            2. Psychological Social/Emotional and Well Being            3. Academic/ Intellectual and Well Being            Additional Community Suggestions            • Consider options for whole or partial BHS closed campus.            • Mandatory teacher/staff training on institutional racism and impact of racism.            • Establish Oversight Task Force On African American Achievement/ Response to Racism.            In 2010, the Office of African American Male Achievement initiated the Manhood Development Program (MDP), a unique academic mentoring model designed and implemented by African American males for African American males. Instructors for the program were carefully chosen based upon cultural competency, understanding of youth development, and past experience teaching.</p>	<p>The program seeks to:            Decrease suspensions and increase attendance.            Decrease incarceration and increase graduation rates.            Decrease the opportunity/achievement gap and increase literacy.            • create a network of African American male students in positions of leadership who support each other at their school sites            • act as role models and leaders for each other as well as for other African American males in our schools            • participate in school site councils in assessing and creating school site interventions and programming for African American males            • regularly present for Oakland's AAMA program at local and national conferences</p>	<p>Community Requests: • Protocols for communication, safety and police interaction.; • African American curriculum, classes and programs; • Increase cultural pedagogy and awareness of cultural competency.; • Increase number of teachers of color. ; • Address Special Education disproportionality.; • Implement restorative practices to reduce punitive discipline practices.            BSU Requests: • Revised history curriculum to include Afro-centric history (K -12); • Full funding for the African American Studies Department.; • Creation of an on-campus Black Resource Center.; • Formation of a committee to recruit and retain Black staff and faculty, with representatives from all levels and the BSU.; • Comprehensive racial sensitivity training for all BHS Staff.; • All of the above be implemented within the next 3 to 6 months, with the process included in a formal response.</p>
<p><b>Hayward</b></p> <p>Impact - The AASAI DPLT was instrumental in getting AASAI recognized in the Local Control Accountability Plan (LCAP) as an on-going program addressing the needs of AA students in the district. Following a thorough process of identifying needs of AA students and parents in alignment with the Eight Core Areas of the LCAP:            1) Student Achievement; 2) Student Engagement; 3) State Standards; 4) Course Access; 5) School Climate; 6) Parental Involvement; 7) Basic Services; 8) Other Student Outcomes</p>	<p>AASAI is a Hayward Unified School District (HUSD) initiative that focuses on bringing about equitable, systemic, and transformative change in teaching and learning to more effectively address the academic, social and emotional needs of its African American students and the families and communities that nurture and support them.</p>	<p>AASAI's four priority areas are as follows:            1) Closing the Achievement Gap – Study, evaluate, and make recommendations on the effectiveness of approved intervention and acceleration strategies in order to address the pervasive, persistent underperformance of AA students in HUSD; 2) Cultural and Linguistic Responsive Pedagogy - Ensure that school personnel are appropriately trained, supported and held accountable for the successful implementation of culturally and linguistically responsive professional development and pedagogical practices; 3) School Climate - Study and evaluate the effectiveness of district-wide behavioral policies and practices and their impact on African American students; 4) Family Engagement - Promote and strengthen AA family engagement through community partnerships and deep alliances with local school sites</p>

# Step 4: Identified Main Issues Addressed in Initiatives

	District Initiative	Mission, Goals, Objectives	Recommendations
Berkeley	<p>Three Areas of Action:</p> <ol style="list-style-type: none"> <li>1. Physical Safety and Well Being</li> <li>2. Psychological Social/Emotional and Well Being</li> <li>3. Academic/ Intellectual and Well Being</li> </ol> <p>Additional Community Suggestions</p> <ul style="list-style-type: none"> <li>• Consider options for whole or partial BHS closed campus.</li> <li>• Mandatory teacher/staff training on institutional racism and impact of racism.</li> <li>• Establish Oversight Task Force On African American Achievement/ Response to Racism.</li> </ul> <p>In 2010, the Office of African American Male Achievement initiated the Manhood Development Program (MDP), a unique academic mentoring model designed and implemented by African American males for African American males. Instructors for the program were carefully chosen based upon cultural competency, understanding of youth development, and past experience teaching.</p>	<p>The program seeks to:</p> <ul style="list-style-type: none"> <li>Decrease suspensions and increase attendance.</li> <li>Decrease incarceration and increase graduation rates.</li> <li>Decrease the opportunity/achievement gap and increase literacy.</li> <li>create a network of African American male students in positions of leadership who support each other at their school sites</li> <li>act as role models and leaders for each other as well as for other African American males in our schools</li> <li>participate in school site councils in assessing and creating school site interventions and programming for African American males</li> <li>regularly present for Oakland's AAMA program at local and national conferences</li> </ul>	<p>Community Requests:</p> <ul style="list-style-type: none"> <li>• Protocols for communication, safety and police interaction.;</li> <li>• African American curriculum, classes and programs;</li> <li>• Increase cultural pedagogy and awareness of cultural competency.;</li> <li>• Increase number of teachers of color. ;</li> <li>• Address Special Education disproportionality.;</li> <li>• Implement restorative practices to reduce punitive discipline practices.</li> </ul> <p>BSU Requests:</p> <ul style="list-style-type: none"> <li>• Revised history curriculum to include Afro-centric history (K -12);</li> <li>• Full funding for the African American Studies Department.;</li> <li>• Creation of an on-campus Black Resource Center.;</li> <li>• Formation of a committee to recruit and retain Black staff and faculty, with representatives from all levels and the BSU.;</li> <li>• Comprehensive racial sensitivity training for all BHS Staff.;</li> <li>• All of the above be implemented within the next 3 to 6 months, with the process included in a formal response.</li> </ul>
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# Step 5: Reviewed and Categorized Recommendations

	<i>Student well-being</i>	<i>Parent/family engagement</i>	<i>Improving academic outcomes</i>	<i>Racial equity</i>	<i>Closing the achievement gap</i>	<i>Transformative, systemic change</i>	<i>Culturally responsive pedagogy</i>	<i>Authentic learning and engagement</i>	<i>Appropriate supports, services, and resources</i>	<i>Community engagement</i>
	Main issues addressed			Mission, Goals, Objectives			Recommendations			
<i>Sacramento</i>		X	X	X	X	X			X	X
Berkeley	X		X		X		X		X	
Hayward	X	X	X	X	X	X	X		X	
Oakland	X	X	X	X	X	X	X		X	
San Bernardino	X	X	X		X				X	X
San Francisco	X				X	X	X	X	X	X
Seattle		X		X	X	X	X	X	X	X
Tuscon			X	X	X	X	X		X	

# Data Dive Guiding Questions

## Step 1: Identified Comparable School Districts

What additional indicators could be assessed to determine if a District is comparable to SCUSD's Initiative?

## Step 2: Extensive Document Review

What similarities and differences do you notice or wonder about when reviewing these documents?

## Step 3: Identified Initiative Mission, Goals, Objectives

In what ways do these goals and objectives align with the District's mission? How can this Task Force ensure this process remains focused on the agreed upon Initiative outcomes?

## Step 4: Identified Main Issues Addressed in Initiatives

What's missing? Are there additional issues that need to be addressed from a local context lens?

## Step 5: Reviewed and Categorized Recommendations

How might this Task Force organize its work based on these initial recommendations?

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# Taskforce Member Expectations

- Commit to consistent and regular attendance and complete required pre-work and homework assignments
- Remain engaged during all work sessions
- Respect the advisory nature of the taskforce
- Be a critical friend but remain hopeful that the taskforce work will accomplish something important
- Other?

**PLUS/DELTA**

# Wrap Up

- Next Meeting
  - October 2<sup>nd</sup> – 6-8PM Serna
- Meeting day will be Tuesdays
- Board updates will occur during the process

**THANK YOU**