Sacramento City Unified School District
Est. 1854

African American Achievement Task Force Preliminary Recommendations

Board Meeting
March 21, 2019
Agenda Item 7.3

Vincent Harris, Chief Continuous Improvement, Accountability and Dr. Iris Taylor,
Chief Academic Officer and African American Achievement Task Force

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

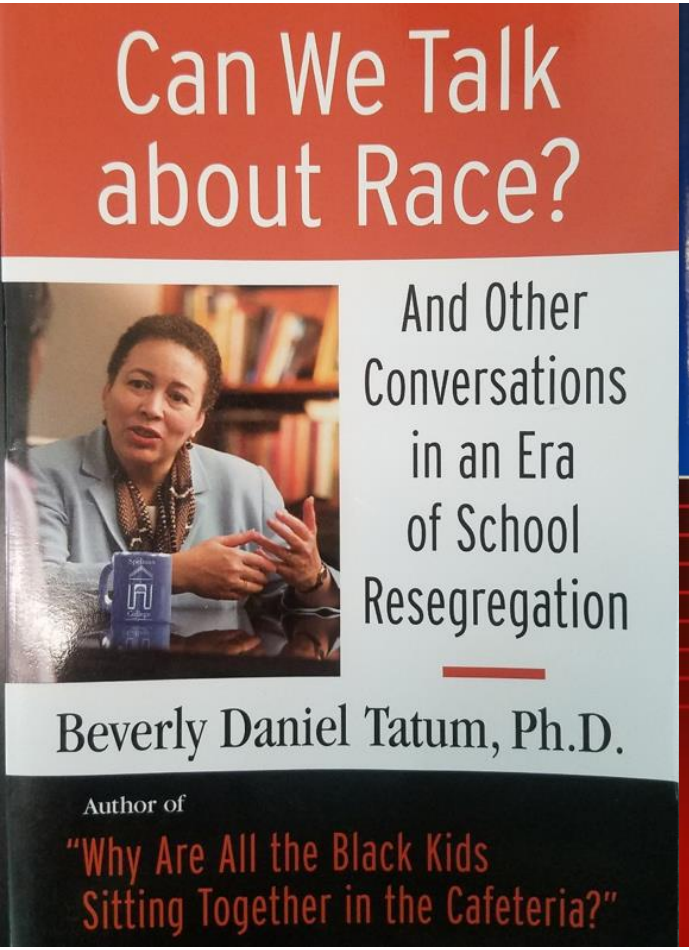
SCUSD CORE VALUE

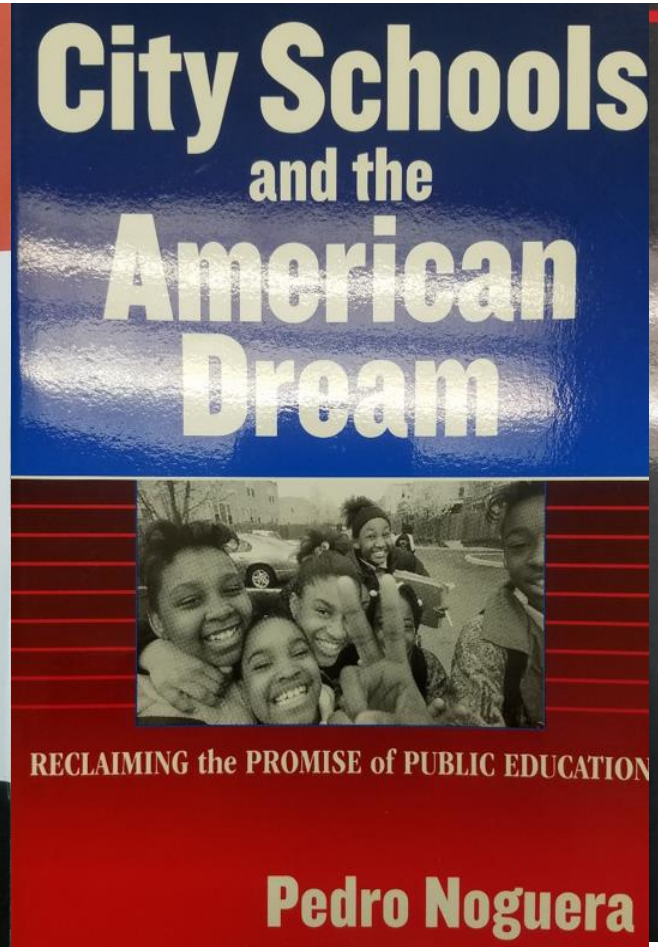
We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow and reach their greatness.

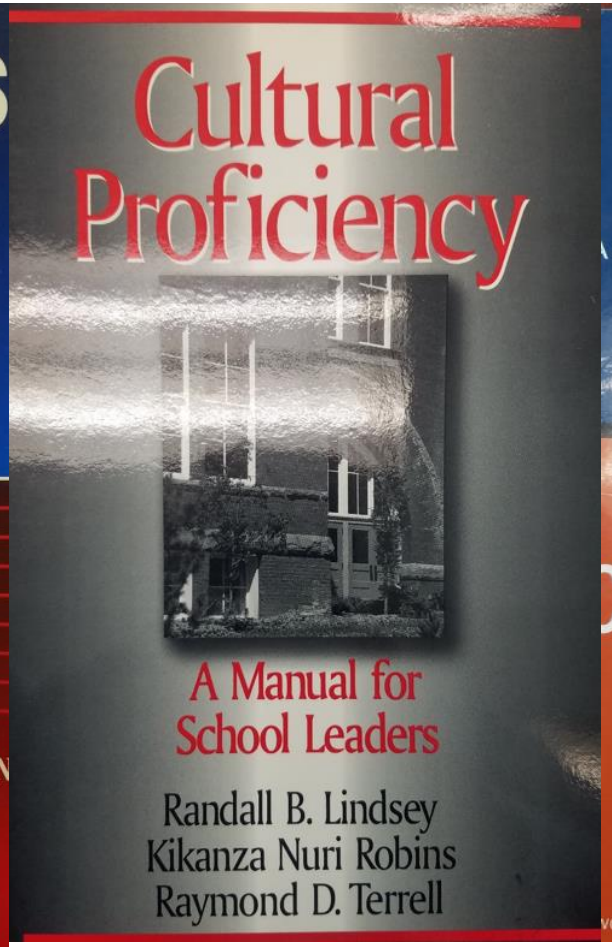
SCUSD GUIDING PRINCIPLE

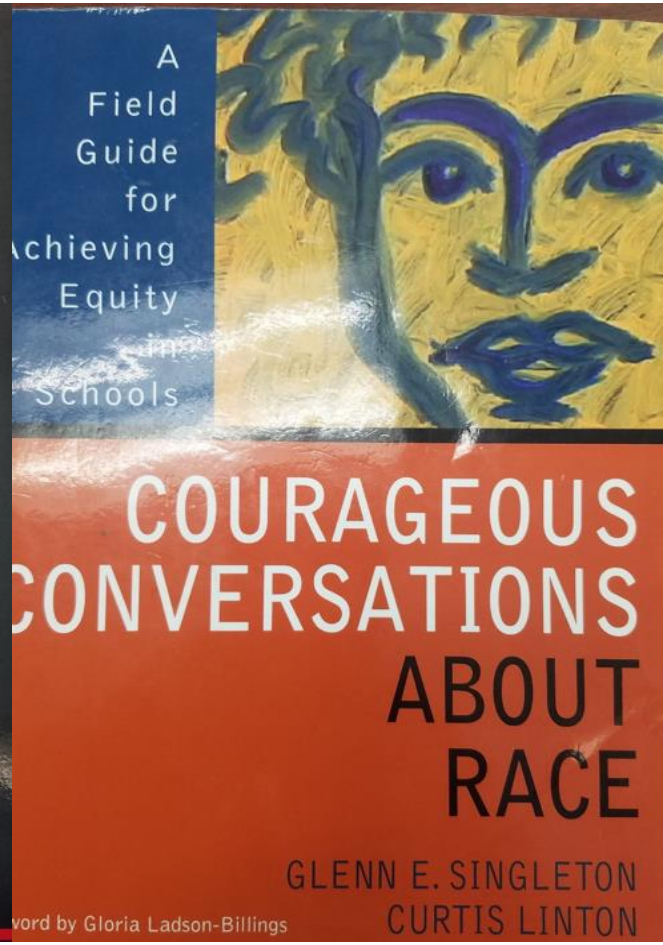
All students are given
an equal opportunity to graduate
with the greatest number of postsecondary choices
from the widest array of options

Setting the Context

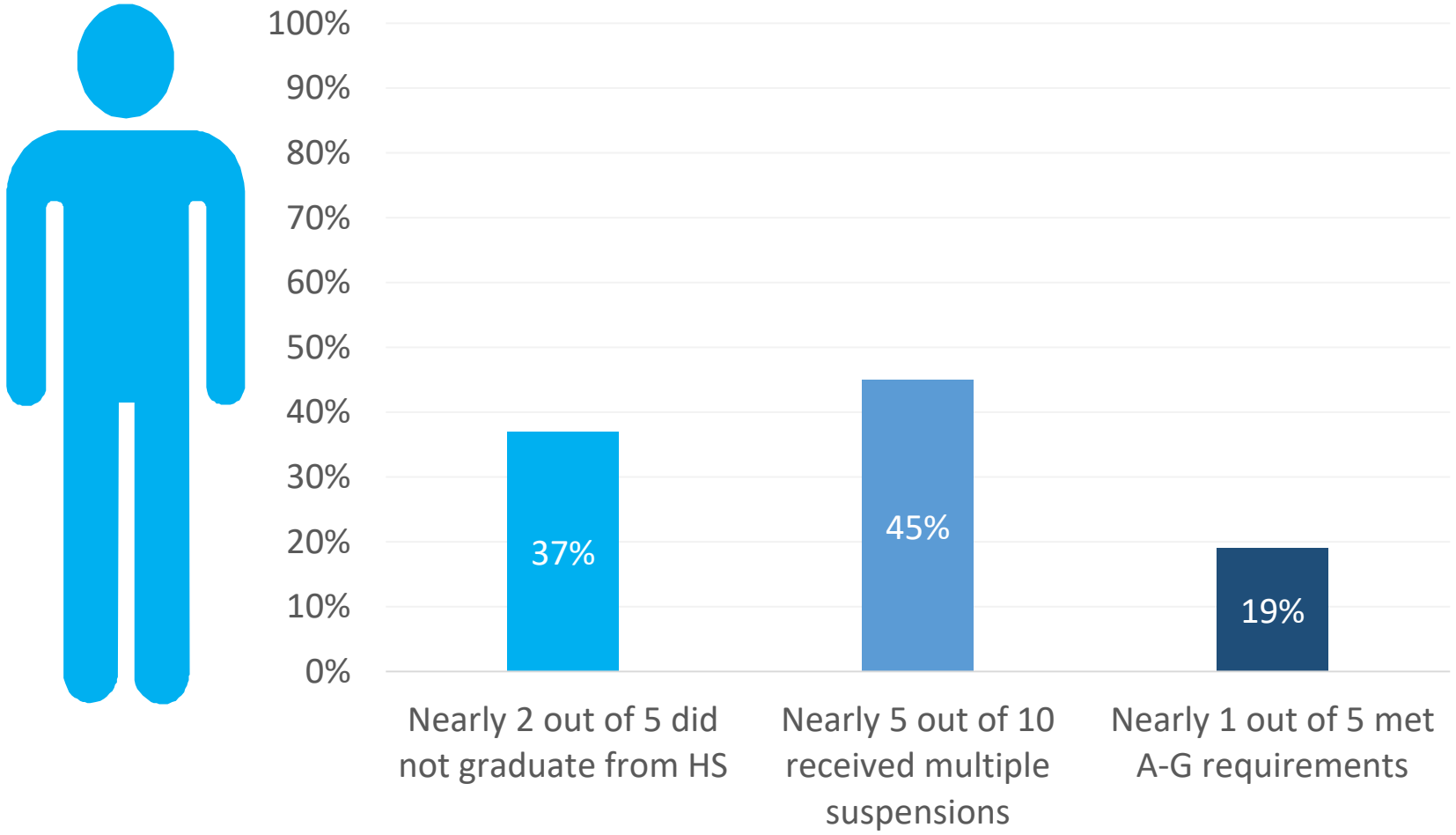






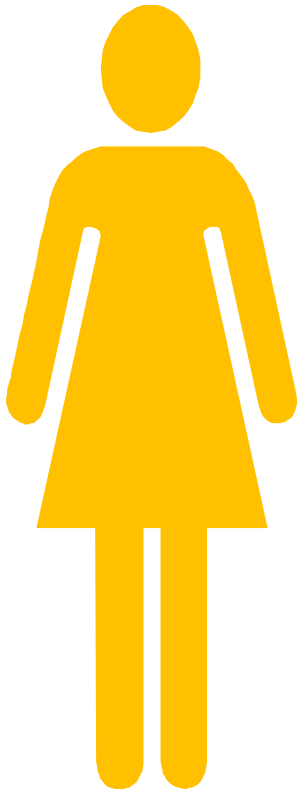


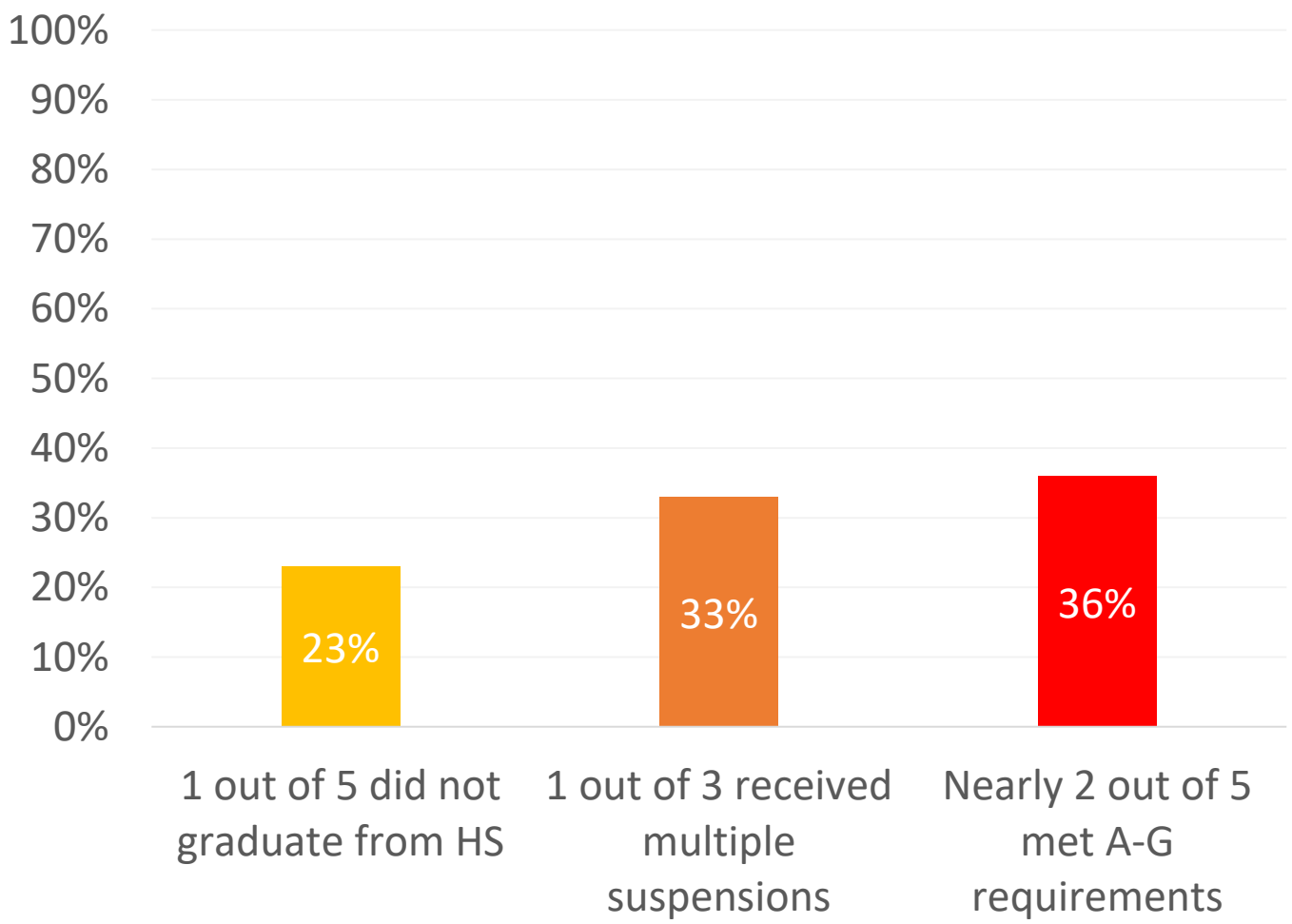
A Snapshot of Our Boys/Young Men



*2016-17

A Snapshot of Our Girls/Young Women





*2016-17

SCUSD At-A-Glance

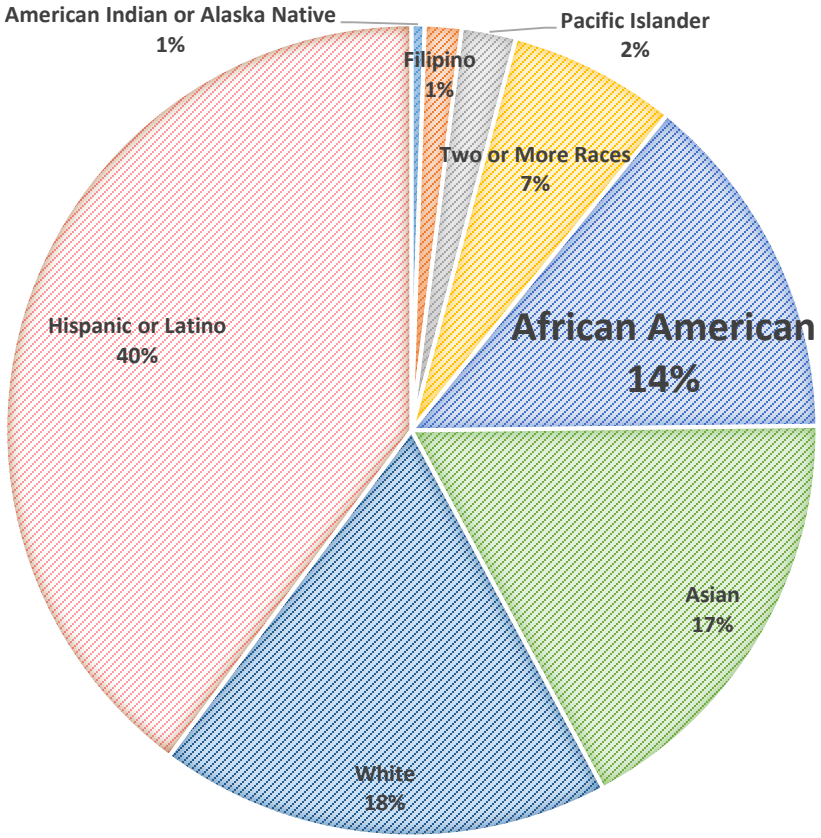
1%

Foster Youth
African American Students

19%

Students with Disabilities
African American Students

42,671 STUDENTS **(5,629 AFRICAN AMERICAN)**
2017-18 K-12 REGULAR & DEPENDENT CHARTER SCHOOLS



$528,654,345
MILLION BUDGET
(General Fund)

2%

Homeless
African American Students

82%

Socioeconomically Disadvantaged
African American Students

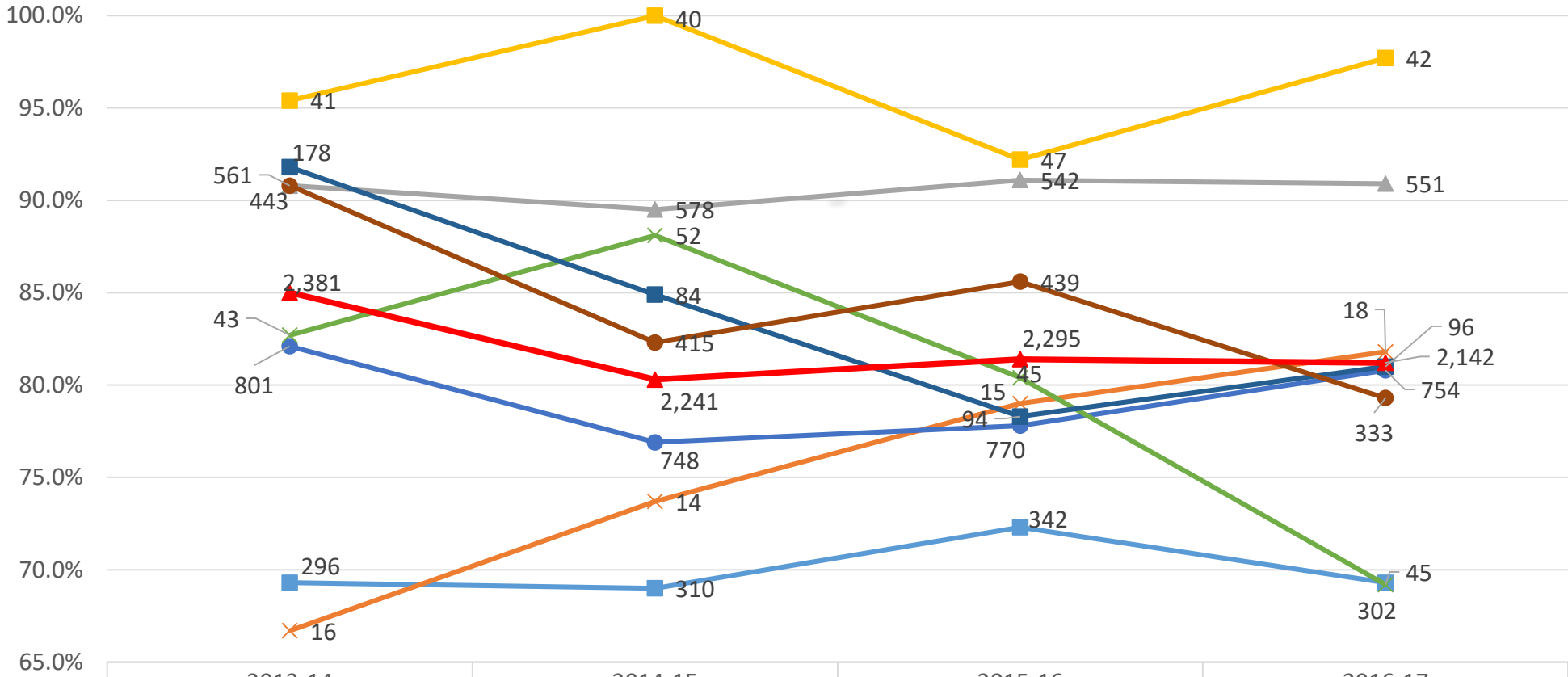
2017-18 Program Participation by Ethnicity/Race

Student Group	American Indian or Alaska Native	% of Enrollment	Asian	% of Enrollment	Black or African American	% of Enrollment	Hispanic	% of Enrollment	Native Hawaiian or Other Pacific Islander	% of Enrollment	Two or More Races	% of Enrollment	White	% of Enrollment	Declined to State	% of Enrollment	Grand Total
Overall Enrollment	224	1%	7978	19%	**5629**	**13%**	16808	40%	888	2%	2823	7%	7646	18%	6	0%	**42002**
Students With Disabilities	47	1%	710	12%	**1095**	**19%**	2402	42%	77	1%	390	7%	1012	18%	1	0%	**5734**
Socioeconomically Disadvantaged	170	1%	5971	20%	**4627**	**16%**	13519	46%	757	3%	1570	5%	2993	10%	5	0%	**29612**
Foster Care	1	1%	5	3%	**64**	**35%**	70	38%	2	1%	10	5%	33	18%		0%	**185**
Homeless	1	0%	9	4%	**130**	**51%**	62	25%	6	2%	23	9%	22	9%		0%	**253**

Source: SCUSD Data Files > First Day of School Reports > 1718

SCUSD Graduation Rates by Ethnicity & Race 2014-2017

Black or African American students have lowest or second lowest cohort graduation rate

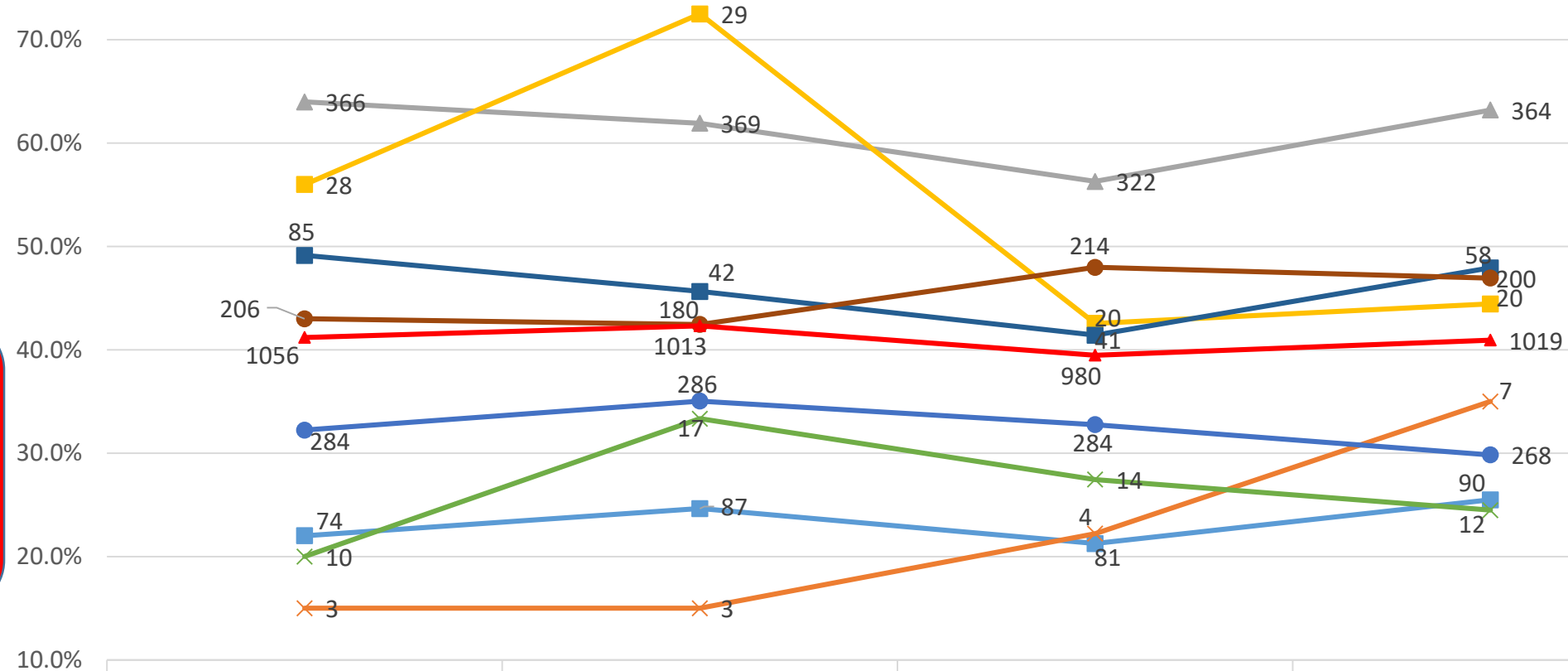


	2013-14	2014-15	2015-16	2016-17
Black or African American	69.3%	69.0%	72.3%	69.3%
American Indian or Alaska Native	66.7%	73.7%	79.0%	81.8%
Asian	90.8%	89.5%	91.1%	90.9%
Filipino	95.4%	100.0%	92.2%	97.7%
Hispanic	82.1%	76.9%	77.8%	80.8%
Native Hawaiian or Other Pacific Islander	82.7%	88.1%	80.4%	69.2%
Two or More Races	91.8%	84.9%	78.3%	81.0%
White	90.8%	82.3%	85.6%	79.3%
District	85.0%	80.3%	81.4%	81.2%

Data Source: CDE DataQuest. https://dq.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?agglevel=district&year=2016-17&cds=3467439. Data exclude independent & dependent charter schools and include non-public schools.

SCUSD UC/CSU Completion Rates by Ethnicity & Race 2014-2017

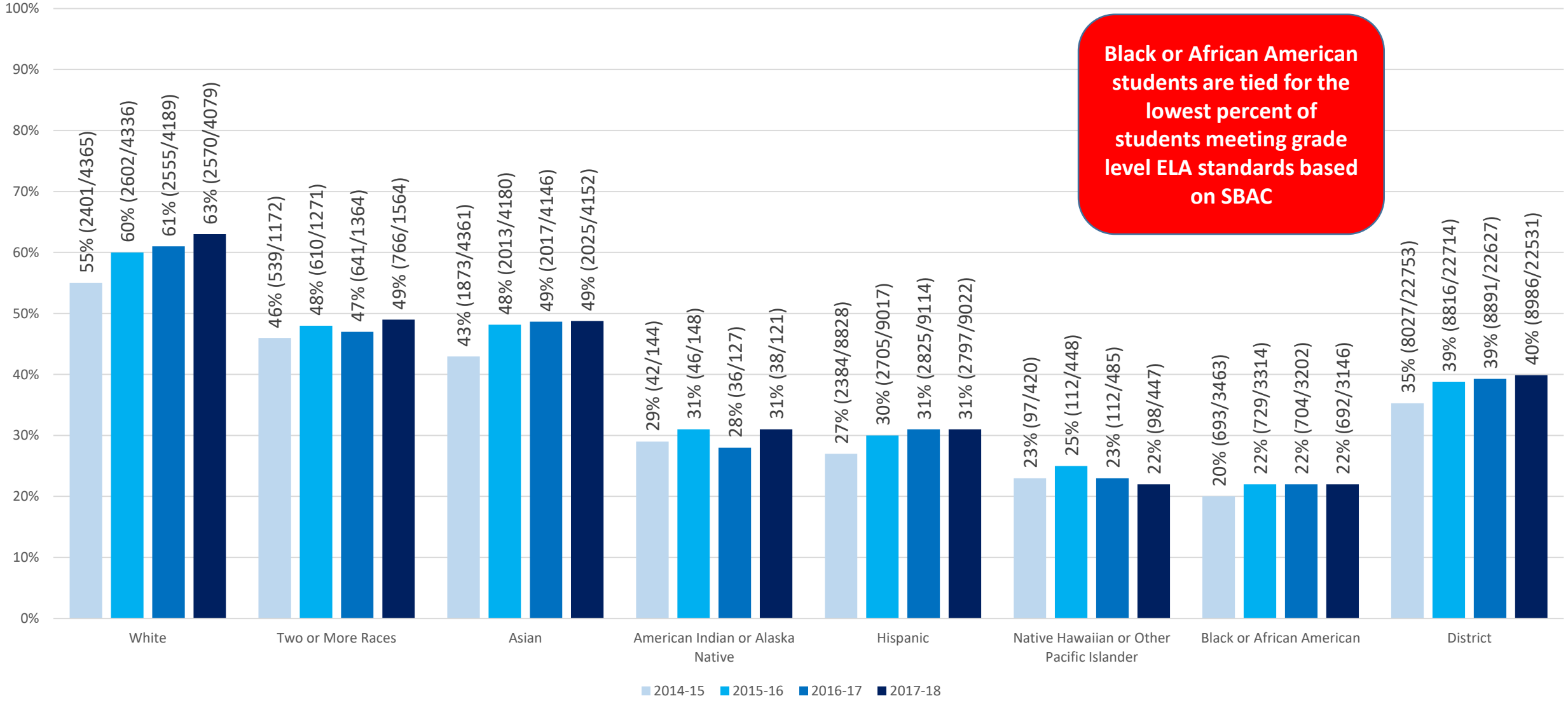
Black or African American students have second lowest cohort A-G completion rate



	2013-14	2014-15	2015-16	2016-17
Black or African American	22.0%	24.6%	21.3%	25.5%
American Indian or Alaska Native	15.0%	15.0%	22.2%	35.0%
Asian	64.0%	61.9%	56.3%	63.2%
Filipino	56.0%	72.5%	42.6%	44.4%
Hispanic	32.2%	35.0%	32.8%	29.8%
Native Hawaiian or Other Pacific Islander	20.0%	33.3%	27.5%	24.5%
Two or More Races	49.1%	45.7%	41.4%	47.9%
White	43.0%	42.5%	48.0%	46.9%
District	41.2%	42.3%	39.5%	40.9%

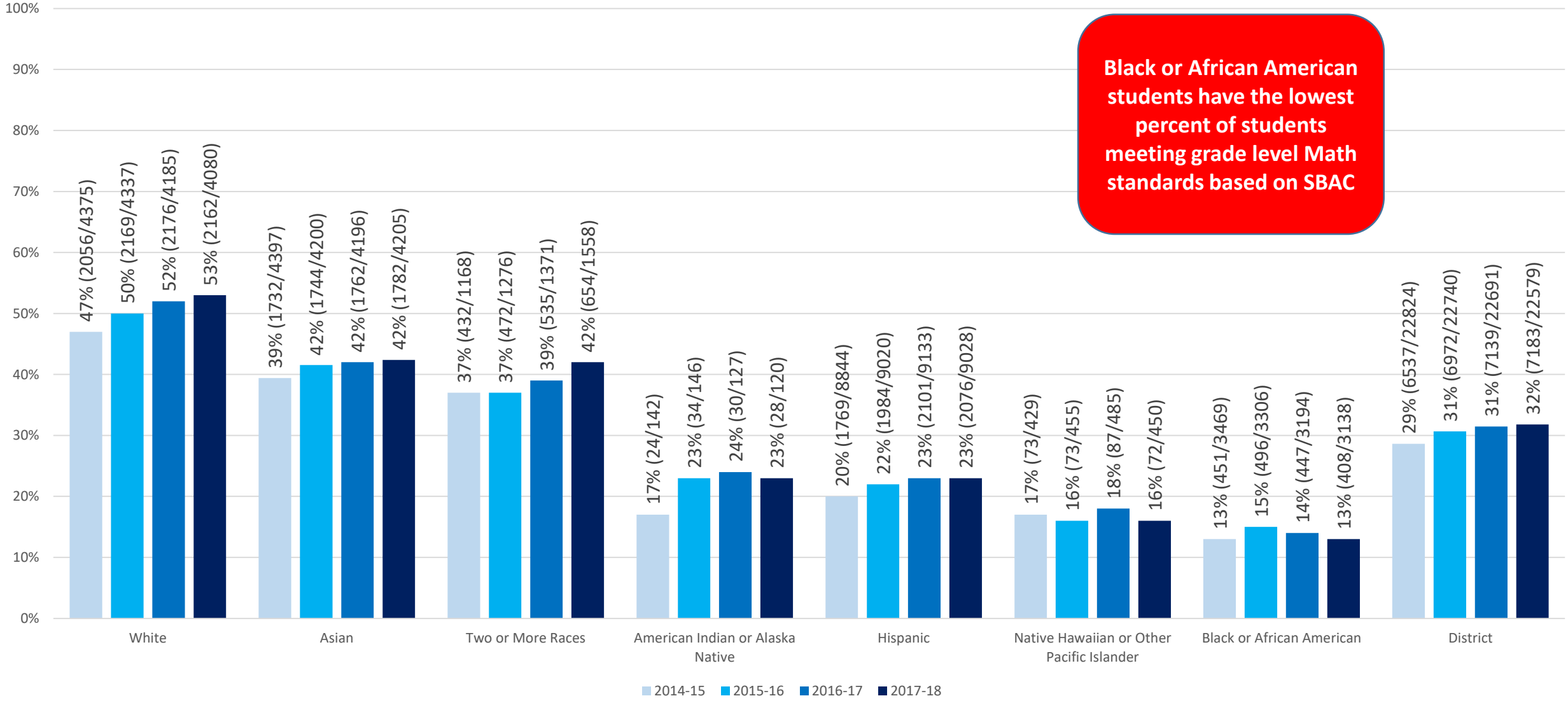
Data Source: CDE DataQuest. https://dq.cde.ca.gov/dataquest/GraduateReporting/GraduatesByEth.aspx?cTopic=Graduates&cYear=2016-17&cSelect=3467439--Sacramento%20City%20Unified&cChoice=DstGrdbEt2&level=District&cType=ALL&cGender=B&cGroup=G12. Data exclude independent charter schools and include non-public schools.

Percentage of Students Who Exceeded or Met SBAC ELA Standards Disaggregated by Ethnicity and Race



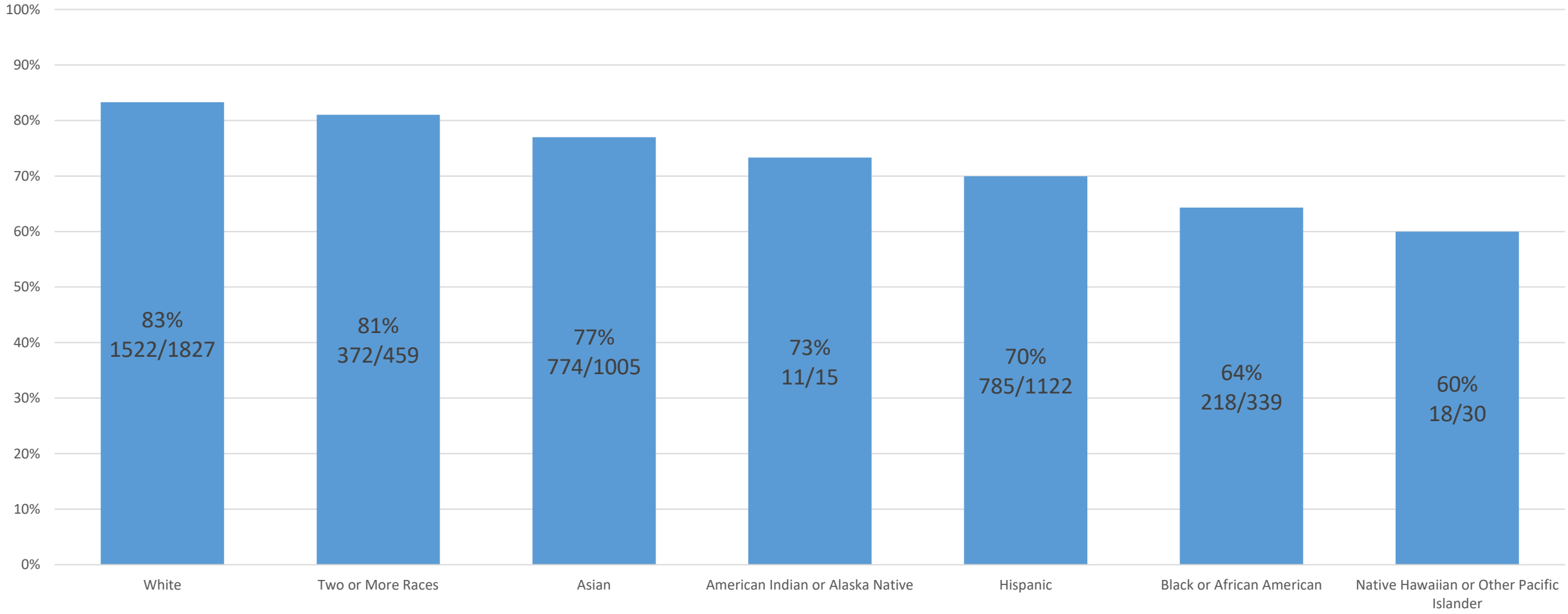
Source: https://caaspp.cde.ca.gov/ (n sizes based on students with scores). Sorted from largest to smallest 2017-18 percentage. Does not include direct-funded (independent) charter schools.

Percentage of Students Who Exceeded or Met SBAC Math Standards Disaggregated by Ethnicity and Race



Source: https://caaspp.cde.ca.gov/ (n sizes based on students with scores). Sorted from largest to smallest 2017-18 percentage. Does not include direct-funded (independent) charter schools.

Students With 96%+ Attendance, No Suspensions, and Who Were Not Socioeconomically Disadvantaged
Percent Who Exceeded or Met SBAC ELA Standards Disaggregated by Ethnicity and Race?



Source: Test Operations Management System (TOMS), via Illuminate. Sorted from largest to smallest 2017-18 percentage. Does not include direct-funded (independent) charter schools.

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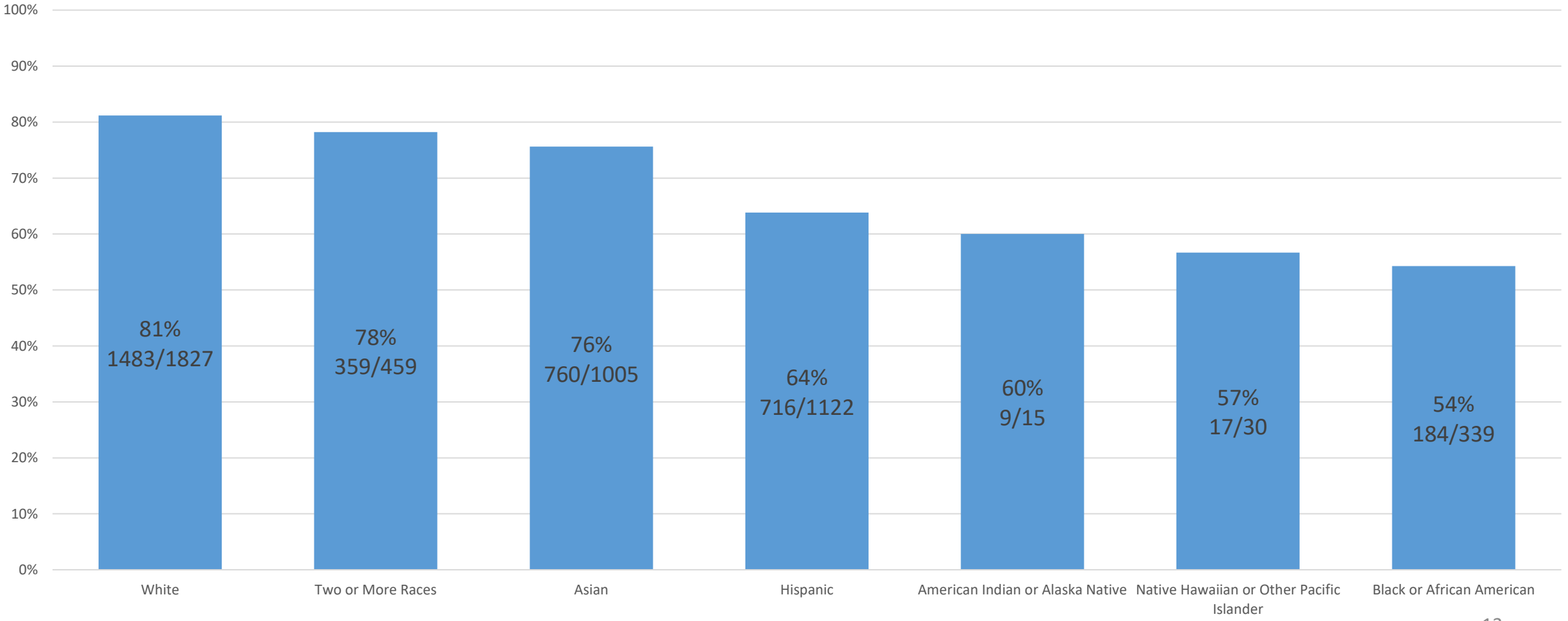
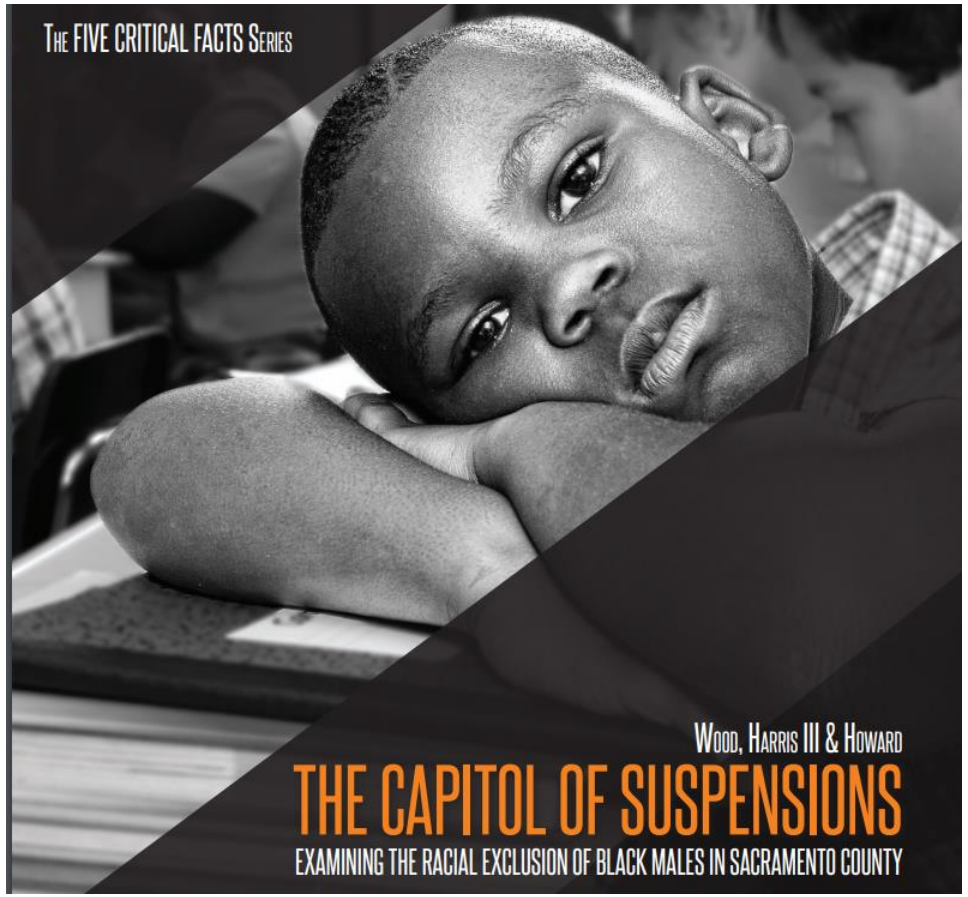
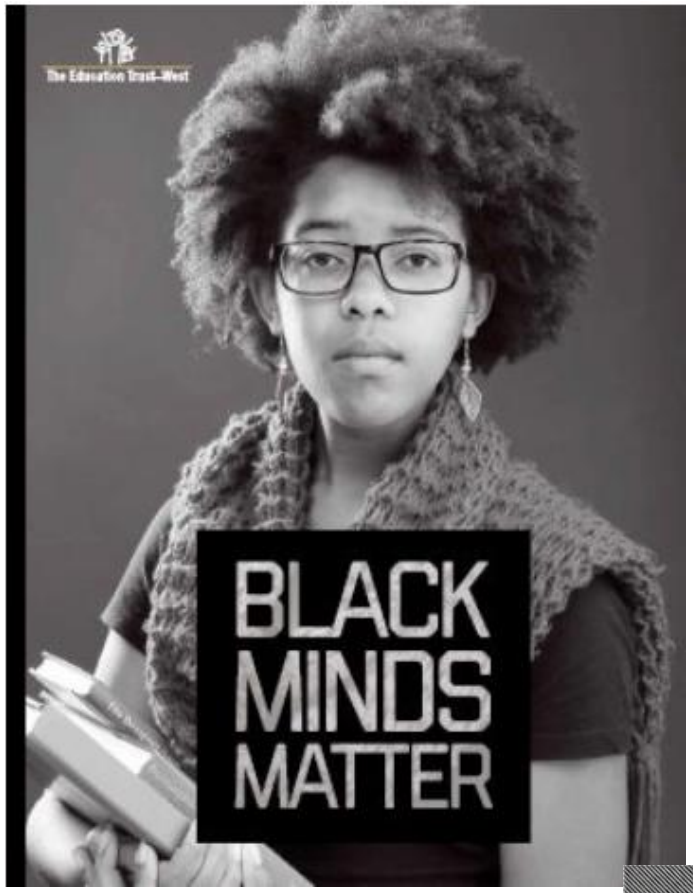


Source: Test Operations Management System (TOMS), via Illuminate. Sorted from largest to smallest 2017-18 percentage. Does not include direct-funded (independent) charter schools.

Setting the Context - Present





Black Parallel School Board

Plan for raising the Achievement of African American Students

Blacks Making A Difference

Task Force Purpose

Commissioned a district and community based advisory taskforce to create recommendations to significantly improve the student achievement and social emotional outcomes for African American students in Sacramento City Unified from Kindergarten to 12th grade

Task Force Members

Included 16 volunteers across academic, research, and nonprofit sectors

Welcome Taskforce Members

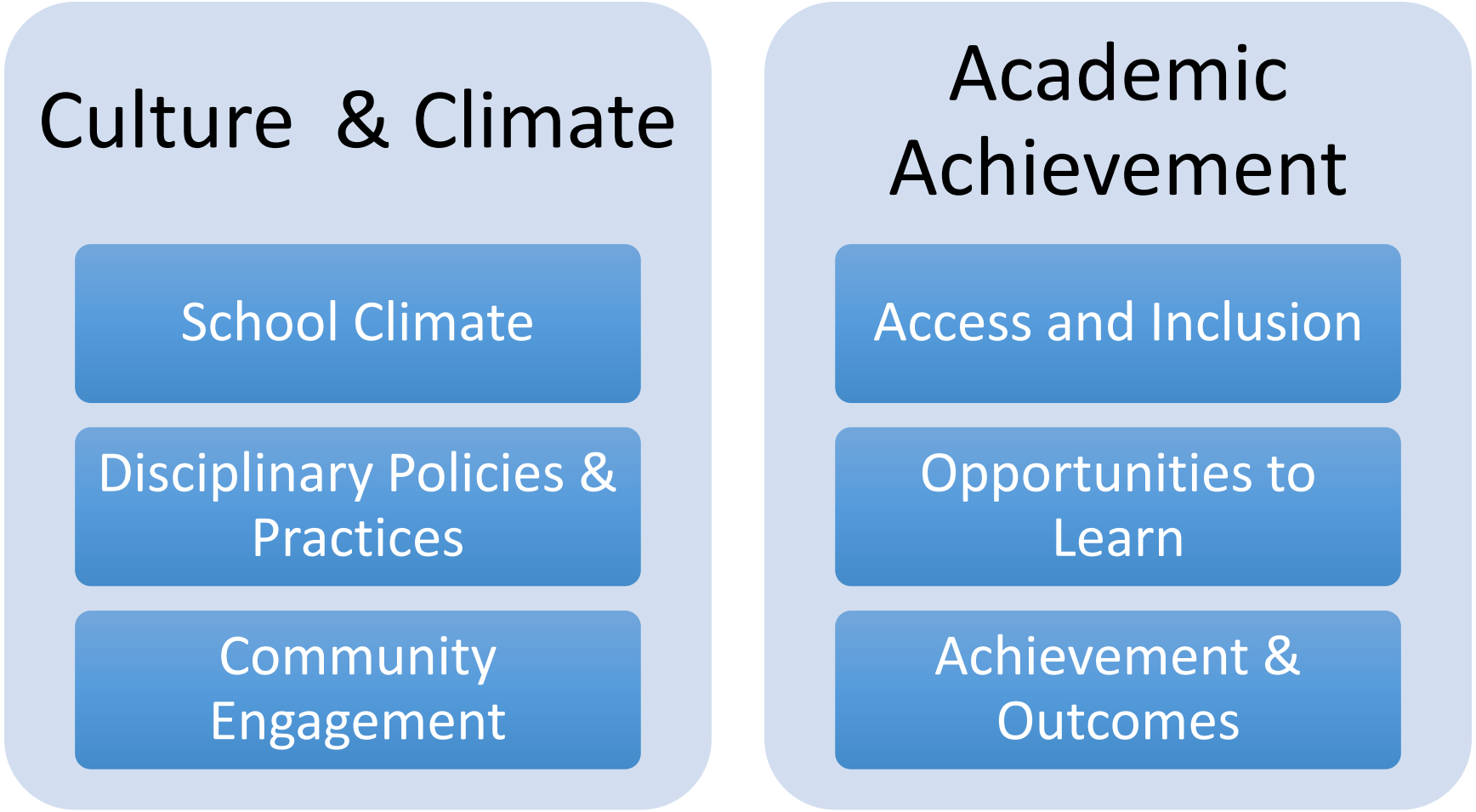
• Julius Austin	Sacramento Housing and Redevelopment Agency
• Benita Ayala	SCUSD parent of student with disabilities
• Dr. Stacey Ault	California State University, Sacramento
• Lynn Berkley-Baskin	Sacramento NAACP
• Mike Breverly	SEIU
• Cassandra Jennings	Greater Sacramento Urban League
• Gail Johnson	Father Keith B. Kenny Elementary School
• Michael Lynch	Improve Your Tomorrow
• Dr. Hazel Mahone	Vision 2000
• Hasan McWhorter	Sacramento City Teachers Association
• Cecile Nunley	Retired School District Chief Business Officer
• Marcus Strother	Youth Development
• Gavin Veiga	SCUSD Student Representative
• Nayzak Wali-Ali	Sacramento Youth Commissioner
• Darryl White	Black Parallel School Board
• Kim Williams	Building Healthy Communities

Recap

- Key Milestones in Task Force Process
  - September 27th - Convened Task Force
  - Met every Tuesday thereafter with few exceptions
  - Retreat on January 18th
    - Cross-walked recommendations to Graduation Task Force
  - November/December sponsored focus groups
    - Principals
    - Teachers
    - Students
    - Parents
  - March 19th – Community Engagement session at John Still
  - March 21st - Present preliminary task force recommendations to board of education
  - Total of 22 Task Force Meetings

Preliminary Recommendations

Recommendation Categories



Academic Achievement Recommendations

African American students academic achievement disparities are at disproportionately higher rates compared to students of other ethnic groups, therefore,

By June 30, 2020 and each year thereafter, SCUSD will…

- Increase 3rd grade SBAC met or exceeded for Black or African American students:
  - In Mathematics from 17% in 2017-18 to 25%* in 2019-20.
  - In English Language Arts from 18% in 2017-18 to 27%* in 2019-20.
- Increase 6th grade SBAC met or exceeded for Black or African American students:
  - In Mathematics from 15% in 2017-18 to 24%* in 2019-20.
  - In English Language Arts from 19% in 2017-18 to 27%* in 2019-20.
- Increase 8th grade SBAC met or exceeded for Black or African American students:
  - In Mathematics from 16% in 2017-18 to 24%* in 2019-20.
  - In English Language Arts from 29% in 2017-18 to 36%* in 2019-20.

*The 2018-19 goal represents a reduction of 10 percent of the percent of students who did not achieve the desired goal in the previous year. For example, if 20% met the desired goal previously, a total of 80% did not meet the goal. Ten percent of the 80% that did not meet the goal is 8 percentage points. Adding the 8 percentage points to the 20% who previously met the goal equals a hypothetical new goal of 28% for the current year.

Academic Achievement Recommendations

African American students academic achievement disparities are at disproportionately higher rates compared to students of other ethnic groups, therefore,

By June 30, 2020 and each year thereafter, SCUSD will…

- Increase 4-year cohort graduation rate from 74.1% in 2017-18 to 76.7%* in 2019-20.
- Increase 4-year A-G course completion from 45.9% in 2017-18 to 48.6%* in 2019-20.
- Adopt and implement curriculum that includes and reflects Black/African American experience.
- Partner with 7th grade Black/African American families/guardians to ensure they are equipped to monitor students' academic progress and to advocate for their students' academic success.
- Provide school-to-college and school-to-career experiences utilizing community stakeholders (career training, university shadowing, mentoring and internships, etc.)
- Increase Black/African American teachers from **109** to **150**.
- Implement multiple measures to assess student progress in order to identify students in need of intervention and prioritize resources
- Implement research based intervention and acceleration strategies to close persistent learning gaps.

*The 2018-19 goal represents a reduction of 10 percent of the percent of students who did not achieve the desired goal in the previous year. For example, if 20% met the desired goal previously, a total of 80% did not meet the goal. Ten percent of the 80% that did not meet the goal is 8 percentage points. Adding the 8 percentage points to the 20% who previously met the goal equals a hypothetical new goal of 28% for the current year.

Culture & Climate Recommendations

African American students receive discipline referrals and are suspended and expelled at disproportionately higher rates compared to students of other ethnic groups, therefore,

By September 30, 2019, SCUSD will…

- Establish a District-wide Black/African American Parent/Caregiver and Student Advisory Committee
- Divest from future funding for school resource officers
- Provide professional development addressing inequitable disciplinary practices and mandate 100% faculty and staff attendance
- Eliminate willful defiance suspensions
- Eliminate Pre K – 3rd grade suspensions
- Require sites with over 5% variance on suspension rate disproportionality to develop plan to reduce suspensions to at least the district average
- Create a District wide study team tasked to review, monitor K-12 special education referral practices

Task Force Challenges

- Concern that District will fail to implement recommendations
- Need for differentiated recommendations to support diverse African American community
- Legacy of Mistrust of District Intent
- Aggressive Timeline
- Worry about prioritization in the midst of fiscal crisis
- Need for community feedback particularly student engagement

Next Steps

- Summarize community feedback on recommendations after March 19th forum
- Finalize recommendations for board adoption
- Create measurable outcomes
- Define budget impact
  - High Cost/Low Cost
- Establish monitoring/accountability plan
- Set ongoing community communication

Questions

Thank You