Sacramento City Unified School District
Est. 1854

African American Achievement Taskforce

Meeting #4
October 16, 2018
Serna Center
Pennsylvania Community Room

Agenda

1. Welcome
2. Review of Roles, Responsibilities, and Commitments
3. Review of Sacramento City Unified refined data
4. Revisit Problem Statements
5. Study Research Links
6. Public Comment
7. Plus/Delta
8. Wrap Up

*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!*

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?

Task Force 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
- Pastor Christopher Logan   United Methodist Church
- Michael Lynch   Improve Your Tomorrow
- Dr. Hazel Mahone   Vision 2000
- Hasan McWhorter   Sacramento City Teachers Association
- Cecile Nunley   Retired School District Chief Business Officer
- Jackie Rose   Focus on the Family
- 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
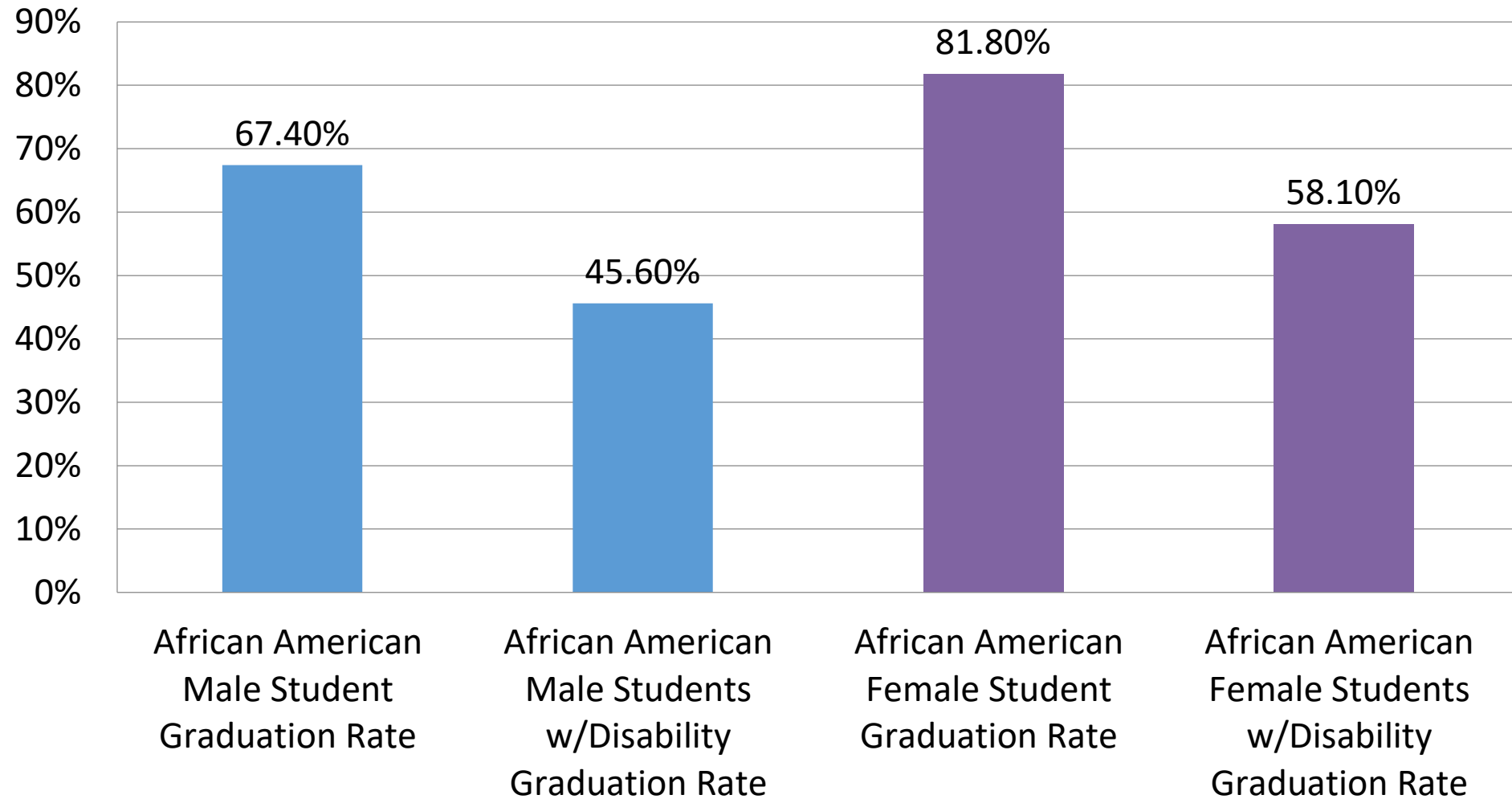
Refined Comparative Data

Graduation Rates

CSU/UC Eligibility

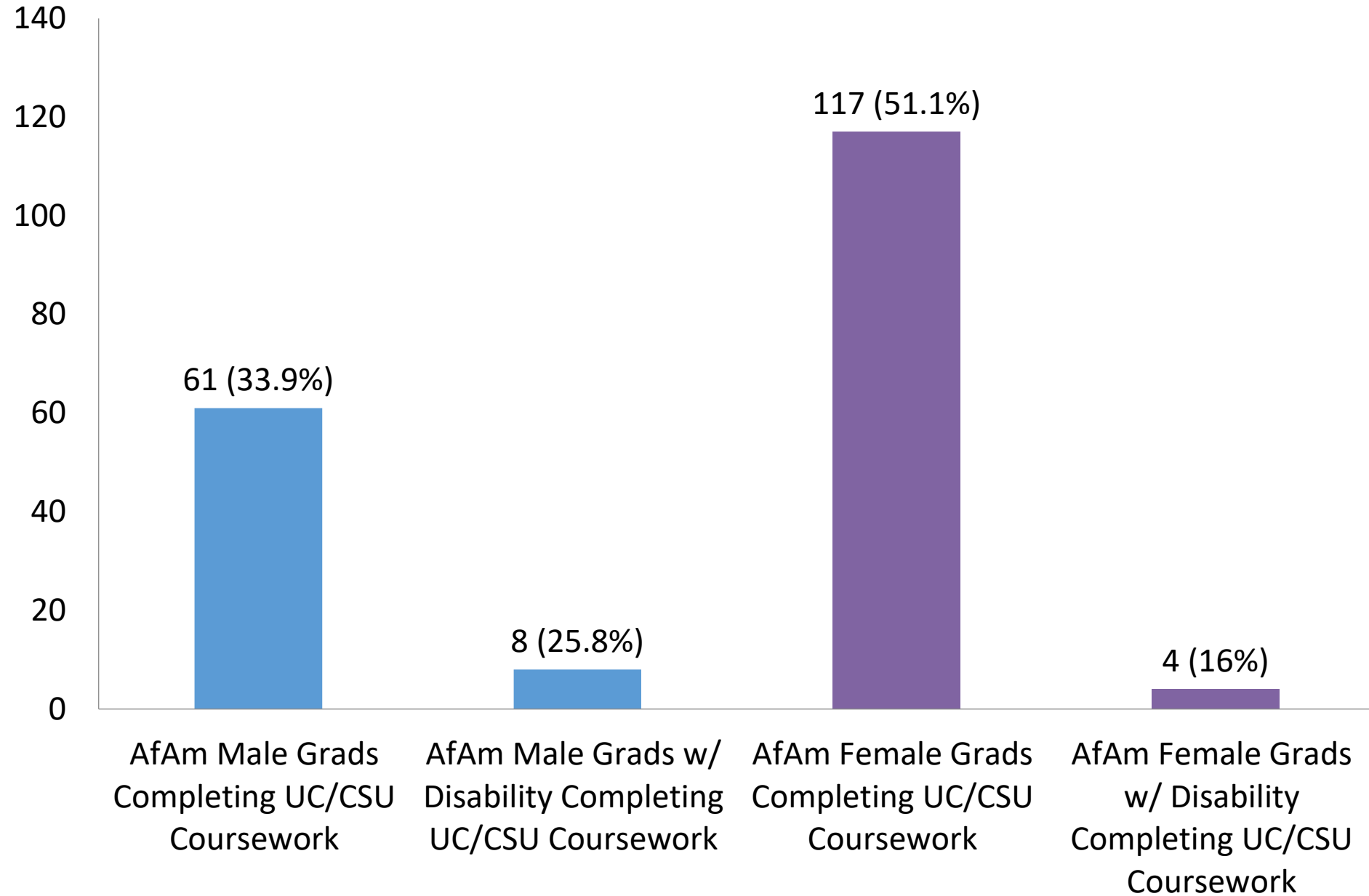*Teacher Demographics*

Number of Students Per Grade Level
Suspension Rates

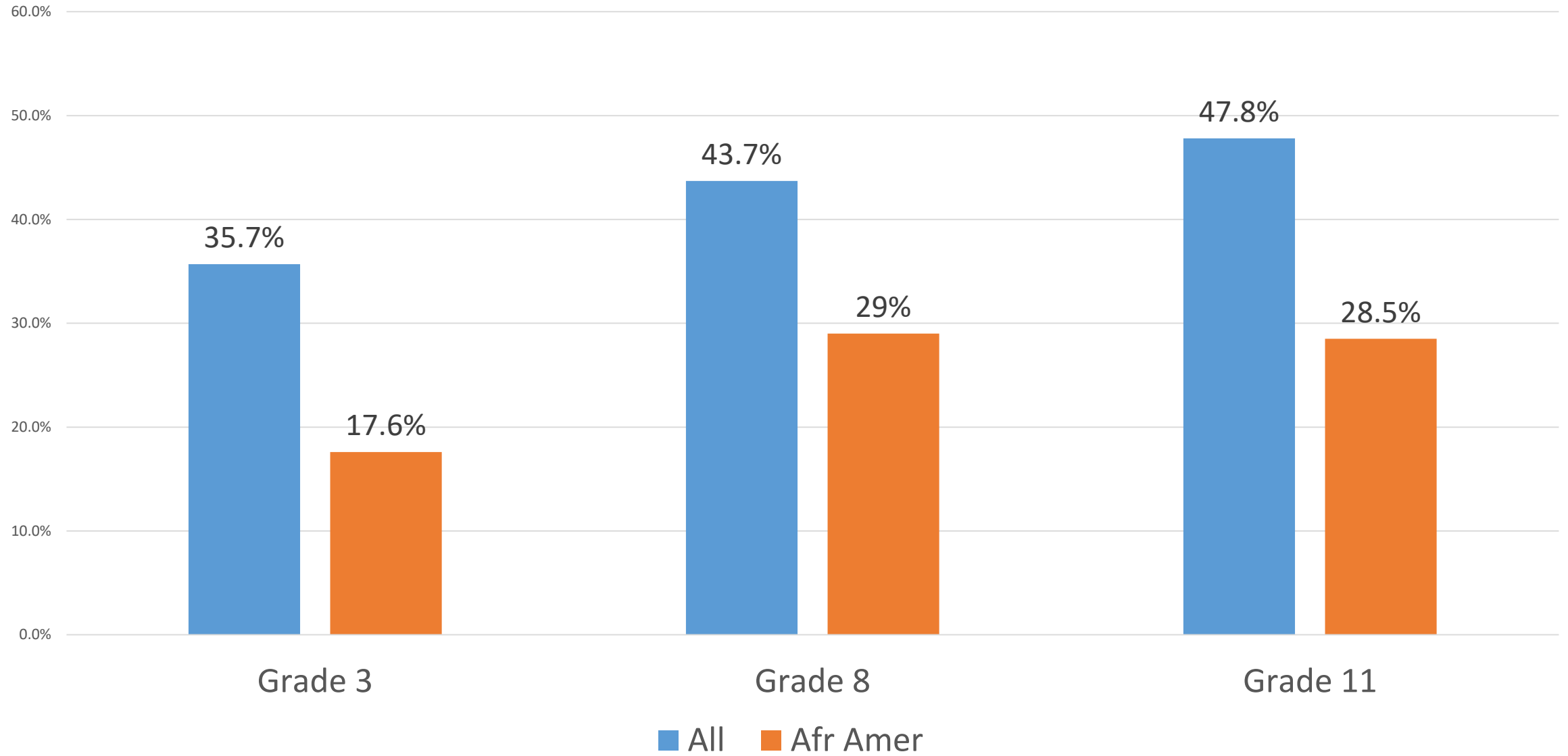# 2016-17 SCUSD AmAm Student Graduation by Gender & Disability

	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate
Male Students	267	180	67.40%
Female Students	280	229	81.80%
Male Students w/Disability	68	31	45.60%
Female Students w/Disability	43	25	58.10%

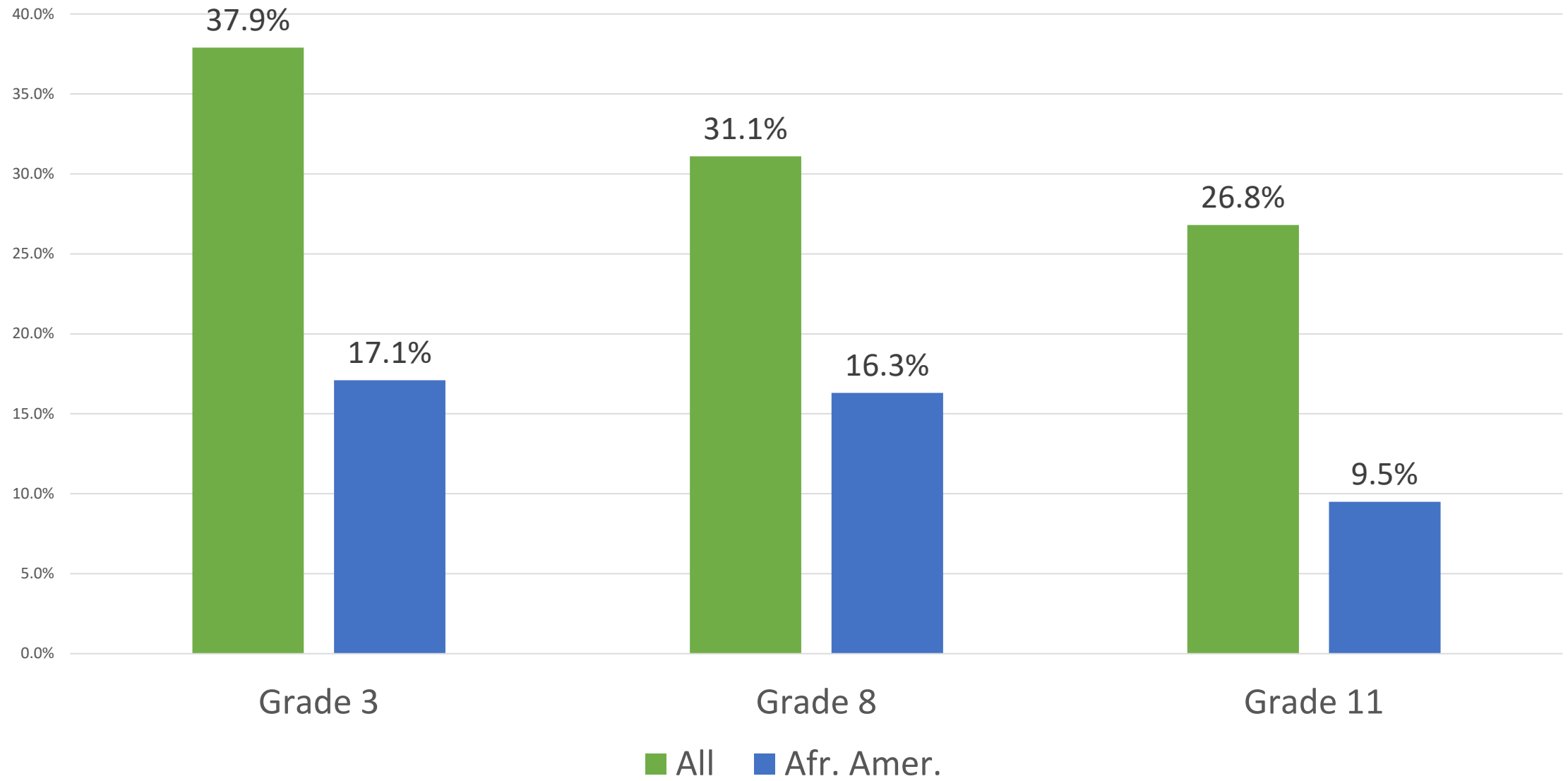**2016-17 SCUSD AFAm Grades Completing UC/CSU Coursework by Gender & Disability**
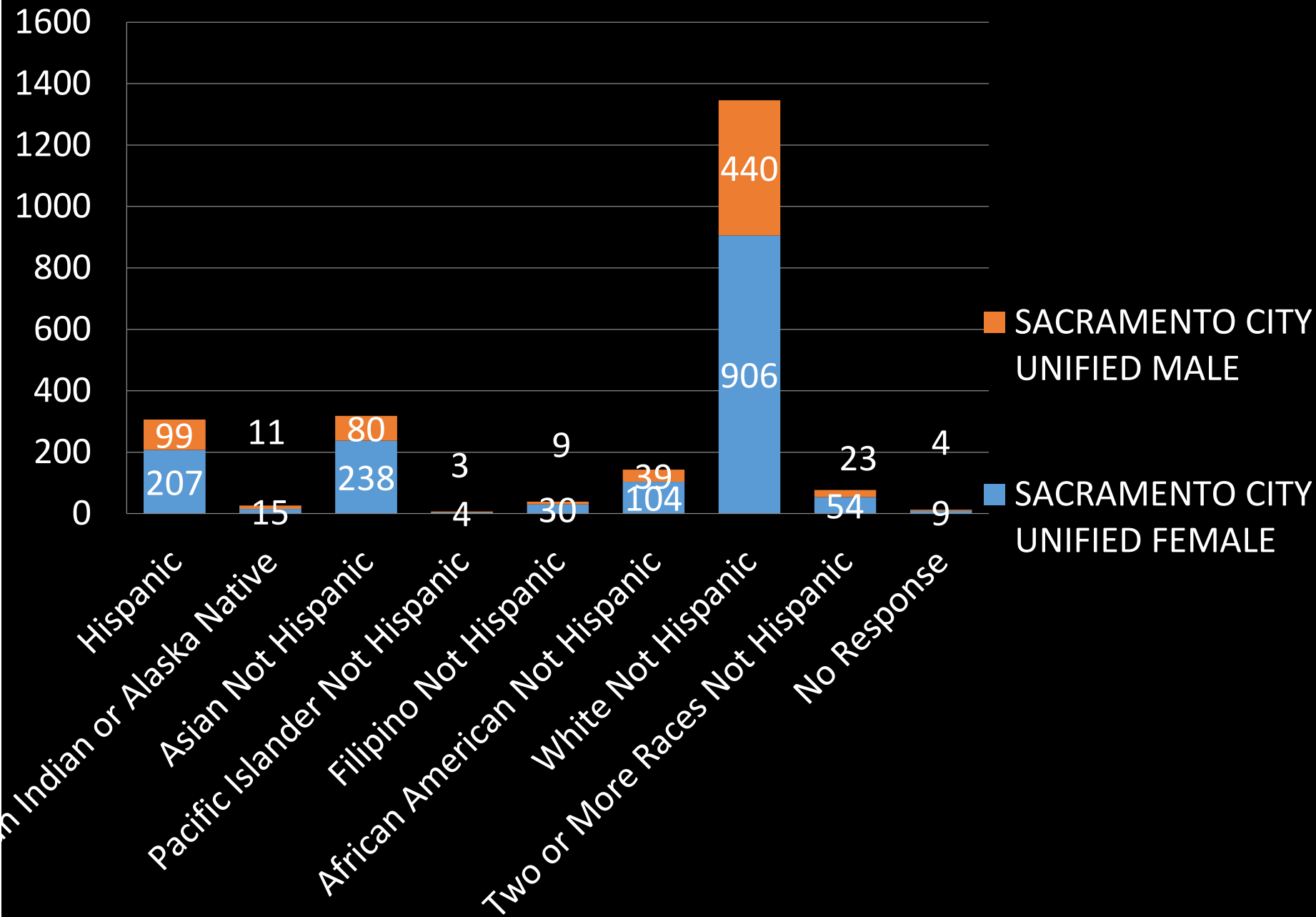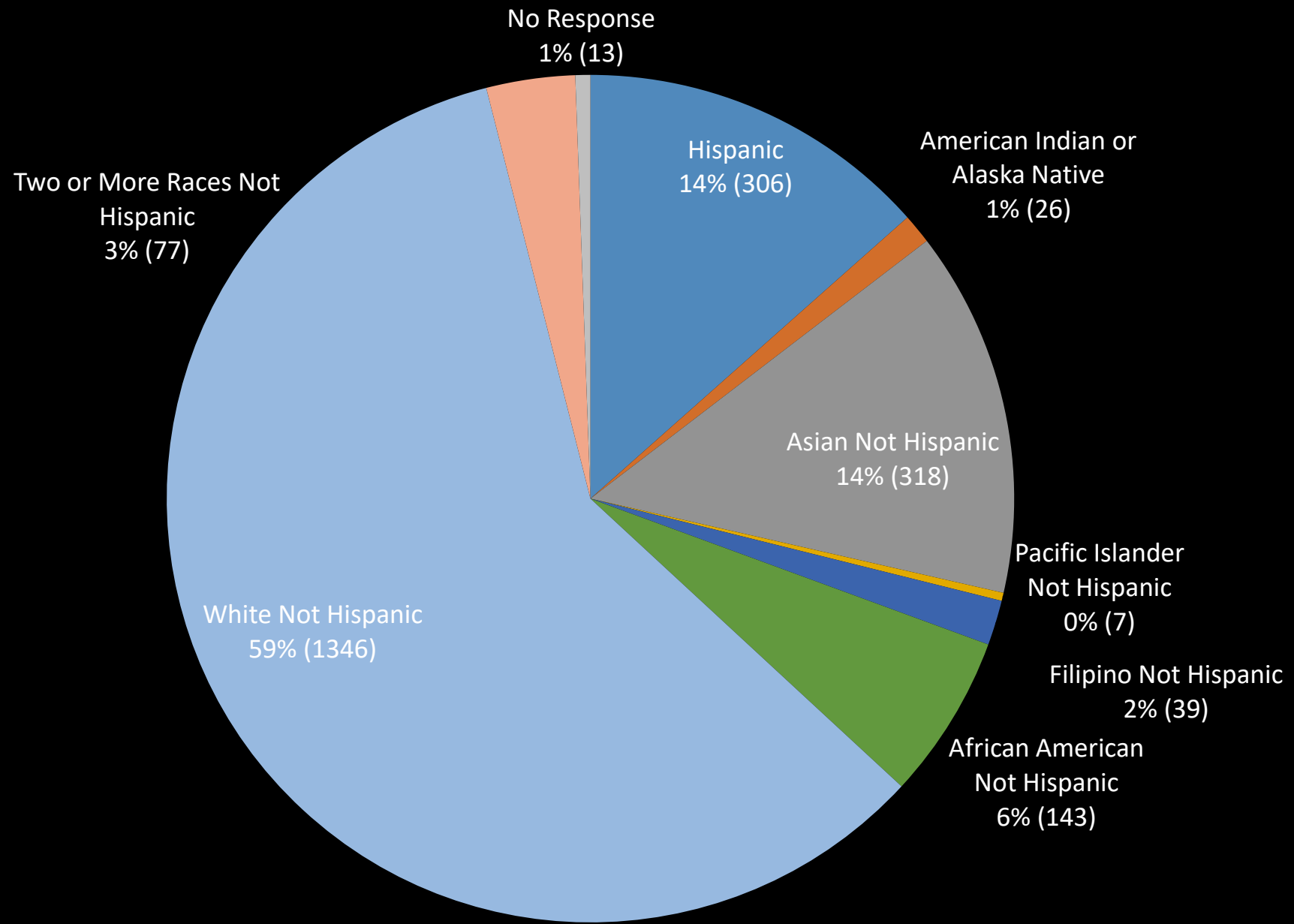
2017-2018 ELA SBAC

2017-2018 MATH

2017-18 Teacher Demographics by Gender & Ethnicity

2017-18 SCUSD % Teacher Demographics by Ethnicity

2017-18 SCUSD AfAm Student Enrollment by Grade
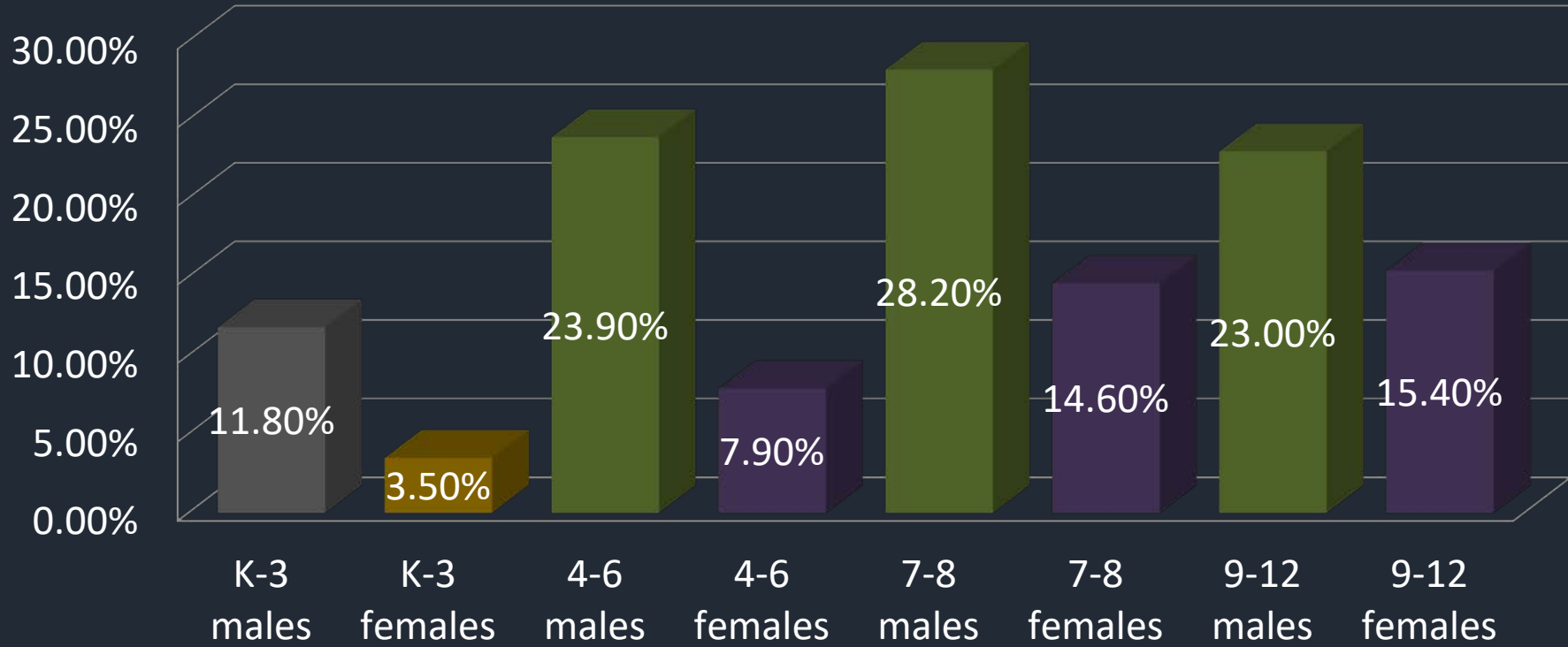
Grade	FEMALE STUDENTS	MALE STUDENTS	All AfAm Students
Ungr Sec	9	14	23
Grade 12	271	278	549
Grade 11	311	276	587
Grade 10	298	237	535
Grade 9	303	296	599
Grade 8	299	281	580
Grade 7	268	317	585
Grade 6	297	291	588
Grade 5	264	325	589
Grade 4	245	282	527
Grade 3	270	286	556
Grade 2	262	255	517
Grade 1	265	279	544
Grade K	282	269	551

SCUSD Suspension Rate - African American Students 2016-17

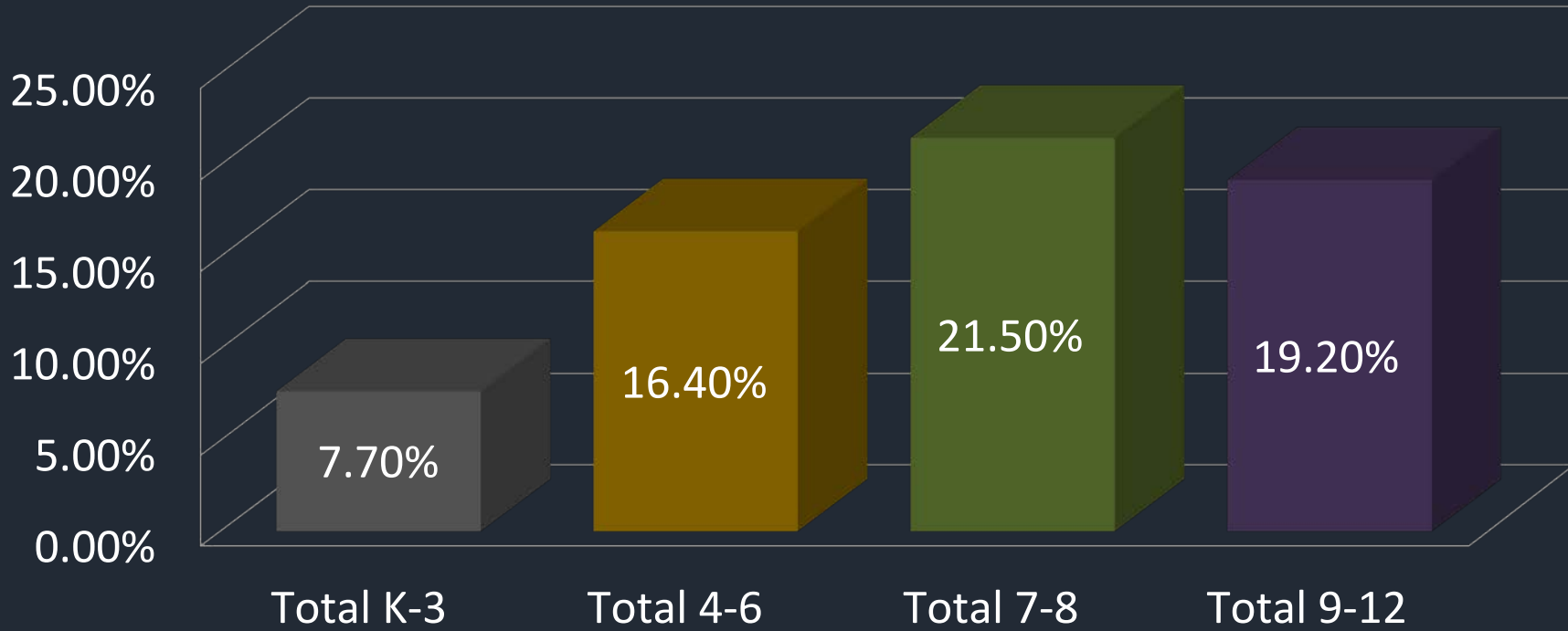| Grade Span & Gender	Ethnicity	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	%of Students Suspended with One Suspension	%of Students Suspended with Multiple Suspensions
K-3 males	African American	1,241	305	147	11.80%	60.50%	39.50%
K-3 females	African American	1,222	88	43	3.50%	58.10%	41.90%
4-6 males	African American	1,058	536	253	23.90%	55.70%	44.30%
4-6 females	African American	936	113	74	7.90%	79.70%	20.30%
7-8 males	African American	660	435	186	28.20%	44.60%	55.40%
7-8 females	African American	631	155	92	14.60%	64.10%	35.90%
9-12 males	African American	1,305	582	300	23.00%	58.30%	41.70%
9-12 females	African American	1,328	329	205	15.40%	65.40%	34.60%

SCUSD Suspension Rate - African American Students 2016-17

|	Total K-3	Total 4-6	Total 7-8	Total 9-12
Suspension Rate	7.70%	16.40%	21.50%	19.20%

Grade Span & Gender	Ethnicity	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	%of Students Suspended with One Suspension	%of Students Suspended with Multiple Suspensions
Total K-3	African American	2,463	393	190	7.70%	60.00%	40.00%
Total 4-6	African American	1,994	649	327	16.40%	61.20%	38.80%
Total 7-8	African American	1,291	590	278	21.50%	51.10%	48.90%
Total 9-12	African American	2,633	911	505	19.20%	61.20%	38.80%

2016-17 SCUSD AfAm Student Suspension by Gender & Disability
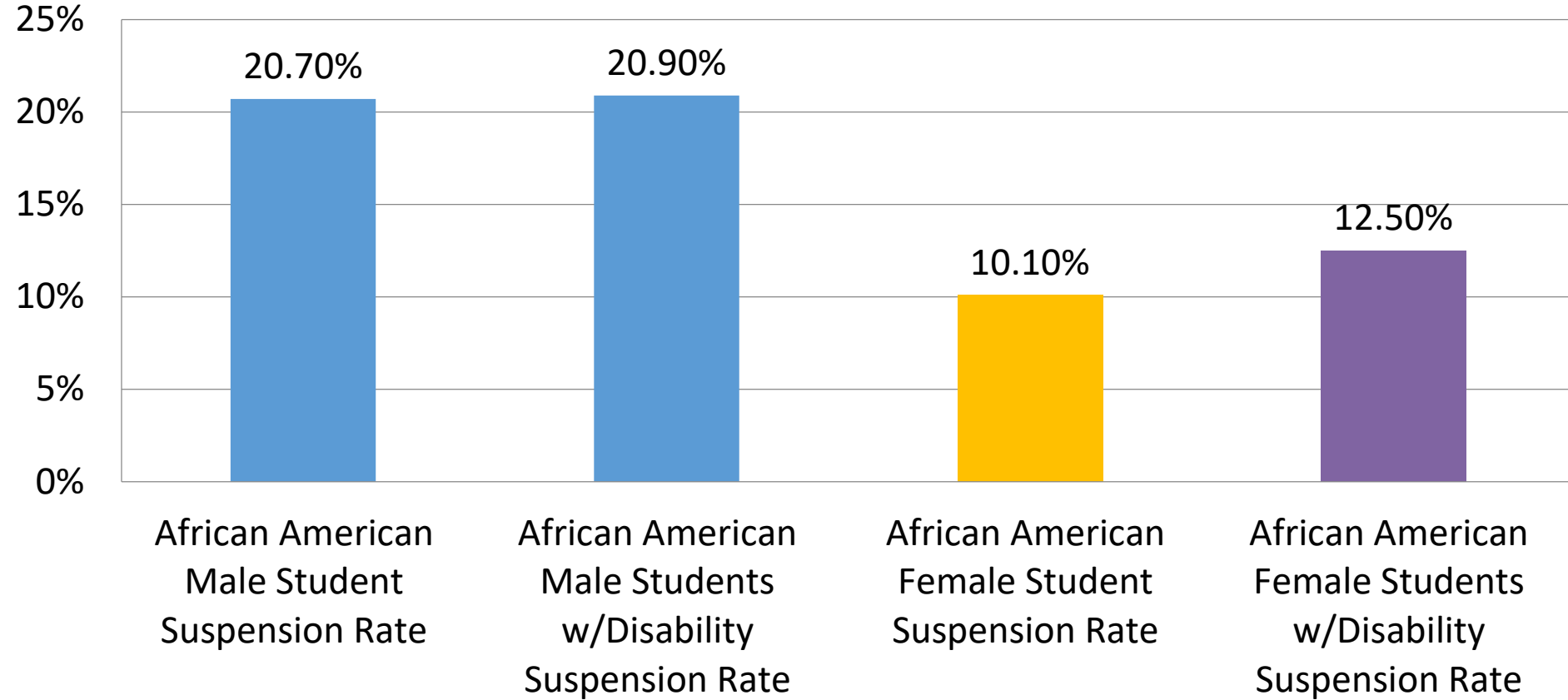
	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions	Percent of Cumulative Enrollment	Percent of Students Suspended
Males	4,286	1,859	887	20.70%	55.10%	44.90%	16.80%	40.50%
Females	4,127	687	415	10.10%	66.70%	33.30%	17.00%	43.50%
Males w/Disability	1,194	569	249	20.90%	49.40%	50.60%	21.90%	38.90%
Females w/Disability	609	136	76	12.50%	61.80%	38.20%	24.10%	48.10%

A Review of 10-9-18

Developing Problem Statements

Development of Problem Statement

- ***What does the analysis of our District's data say relative to the needs of African American students?***
    1. Consistent Underperformance (academic achievement indicators)
    2. Disproportionate Discipline, Suspension, Expulsion Rates
    3. Under preparation for college and career opportunities

- ***What is the data telling us about how effective our past efforts are in helping achieve this Initiative's objectives?***

Academic Achievement

Draft Problem Statements

Data from the 2017-2018 cohort graduation rate reveal the following for SCUSD graduates and A-G completion rates.

1. In SCUSD the student graduation rate is 80.5%. For AA, the rate is 74.8% , 81.8% of AA females and 67.4% of AA males are graduating.

2. For students with disabilities (SWD), female AA SWD's are graduating at a higher rate (58.1% - 25) than AA males w/disabilities (45.6% - 31) compared to the district average of 60%.

3. In SCUSD the A-G Completion Rate is (   ). For AA students the rate is 43.5% (178) for AA females 51.1% (117) for AA males 33.9% (61).

Data from the 2017-2018 SBAC performance show the following:

4. In English Language Arts (ELA), of the African American students in 3rd grade, only 17.6 percent met or exceeded standards (District = 35.7%). In grade 8, only 29% of AA students met/exceeded standards (District = 43.7%). In grade 11, only 28.5% met/exceeded standard (District = 47.8%).

5. In Math of the African American students in 3rd grade only 17.1 percent met or exceeded standards (District = 37.9%). In grade 8, only 16.3% of AA students met/exceeded standards (District = 31.1%) In grade 11, only 9.5% met/exceeded standard (District = 26.8%).

Climate & Culture
Draft Problem Statements

- According to the [most recent data](#) from the U.S. Department of Education, 47 percent of the Pre-K -3rd grade students who received suspensions or expulsions in the 2016-17 school year were African American, even though they made up only 19 percent of Pre-K-3rd grade enrollment. In total, nearly 7,000 4- and 6-year-olds were suspended or expelled from public schools during the same school <u>year</u> .

- _____ percent of the Pre-K -3rd grade SCUSD students who received suspensions or expulsions in the 2016-17 school year were African American, even though they made up only 19 percent of Pre-K-3rd grade enrollment.

- _____ percent of the 6th – 8th grade students who received suspensions or expulsions in the 2016-17 school year were African American, even though they made up only _____ percent of 6th – 8th grade enrollment.

- _____ percent of the 9th – 12th grade students who received suspensions or expulsions in the 2016-17 school year were African American, even though they made up only _____ percent of 9th – 12th grade enrollment.

Prioritizing Problem Statements
Culture & Climate

Step 1: Identify and go to the area with the Problem Statement that you believe should be the Task Force's highest priority.

Step 2: Discuss with your group and develop rationale for choosing this problem statement.

Step 3: Share your group's rationale with the larger group.

Step 4: After hearing all groups' rationale, make a final choice of the Problem Statement that warrants the highest priority.

Potential PS Rationale
Culture & Climate

- A child's early years set the trajectory for the relationships and successes they will experience for the rest of their lives, making it crucial that children's earliest experiences truly foster – and never harm – their development. As such, expulsion and suspension practices in early childhood settings, two stressful and negative experiences young children and their families may encounter in early childhood programs, should be prevented, severely limited, and eventually eliminated. High-quality early childhood programs provide the positive experiences that nurture positive learning and development.

Prioritizing Problem Statements
Academic Achievement

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"Homework"

1. Study the provided resources
2. Identify, list and be prepared to share possible "root causes" of both the Academic Achievement and Culture and Climate problem statements

"Homework" Resources

Culture & Climate

- **Suspensions Rates by Districts in Sacramento County***
  - https://www.newsreview.com/sacramento/why-is-sacramento-failing-its/content?oid=26402481

- **Why is Sacramento Failing its Black Students**
  - https://www.newsreview.com/sacramento/why-is-sacramento-failing-its/content?oid=26402481

- Racial Disproportionality in School Discipline: Implicit Bias is Heavily Implicated
  - http://kirwaninstitute.osu.edu/racial-disproportionality-in-school-discipline-implicit-bias-is-heavily-implicated/

- **U.S. Department of Health and Human Services: Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings**
  - https://www2.ed.gov/policy/gen/guid/school-discipline/policy-statement-ece-expulsions-suspensions.pdf

- **Suspended Education: Urban Middle Schools in Crisis**
  - **https://www.splcenter.org/sites/default/files/d6_legacy_files/downloads/publication/Suspended_Education.pdf**

Academic Achievement

- **The Trouble with Black Boys: The Role and Influence of Environment and Cultural Factors on the Academic Performance of African American Males by Dr. Pedro Noguera**
  - http://www.inmotionmagazine.com/er/pntroub1.html

- **Black Minds Matter: Supporting the Educational Success of Black Children in California – Full Report (Supports both Problem Statements)**
  - https://29v0kg31gs803wndhe1sj1hd-wpengine.netdna-ssl.com/wp-content/uploads/sites/3/2015/10/Ed-Trust-West-Black-Minds-Matter-FINAL-PDF.pdf

- **Black Minds Matter: Supporting the Educational Success of Black Children in California Recommendations**
  - https://29v0kg31gs803wndhe1sj1hd-wpengine.netdna-ssl.com/wp-content/uploads/sites/3/2015/10/Black-Minds-Matter-Report-REC.pdf

Start With Previous Recommendations

- Develop an Equity Policy
- Develop a multi-tiered system of support
- Developing grading policy/practice and structures to support student mastery
- Develop high quality communities of practice
- Create a systematic process for recruitment and hiring
- Teacher acknowledgement system
- Teacher/Principal evaluation system
- Expand existing family and community engagement programs and practices

Public Comment

PLUS/DELTA

Wrap Up

- Next Meeting
  - October 23rd – 6-8PM Serna
- Meeting day will be Tuesdays into December except for:
  - **Wednesday, November 7th**
  - Skip the Tuesday of Thanksgiving Week *(No meeting on November 20th)*
- Board updates will occur during the process
- December 20th Task Force recommendations to the board of education

THANK YOU