Sacramento City Unified School District
Est. 1854

African American Achievement Taskforce DRAFT

Meeting #6
October 30, 2018
Serna Center

Agenda

1. Welcome and Review
2. Review of Roles, Responsibilities, and Commitments
3. Refined data for Sacramento City Unified School District
4. Sponsor Principal Focus Group
5. Process Focus Group Learnings
6. Design Upcoming Focus Groups – Teachers, Students, Parents
7. Public Comment
8. Plus/Delta
9. 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
- 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

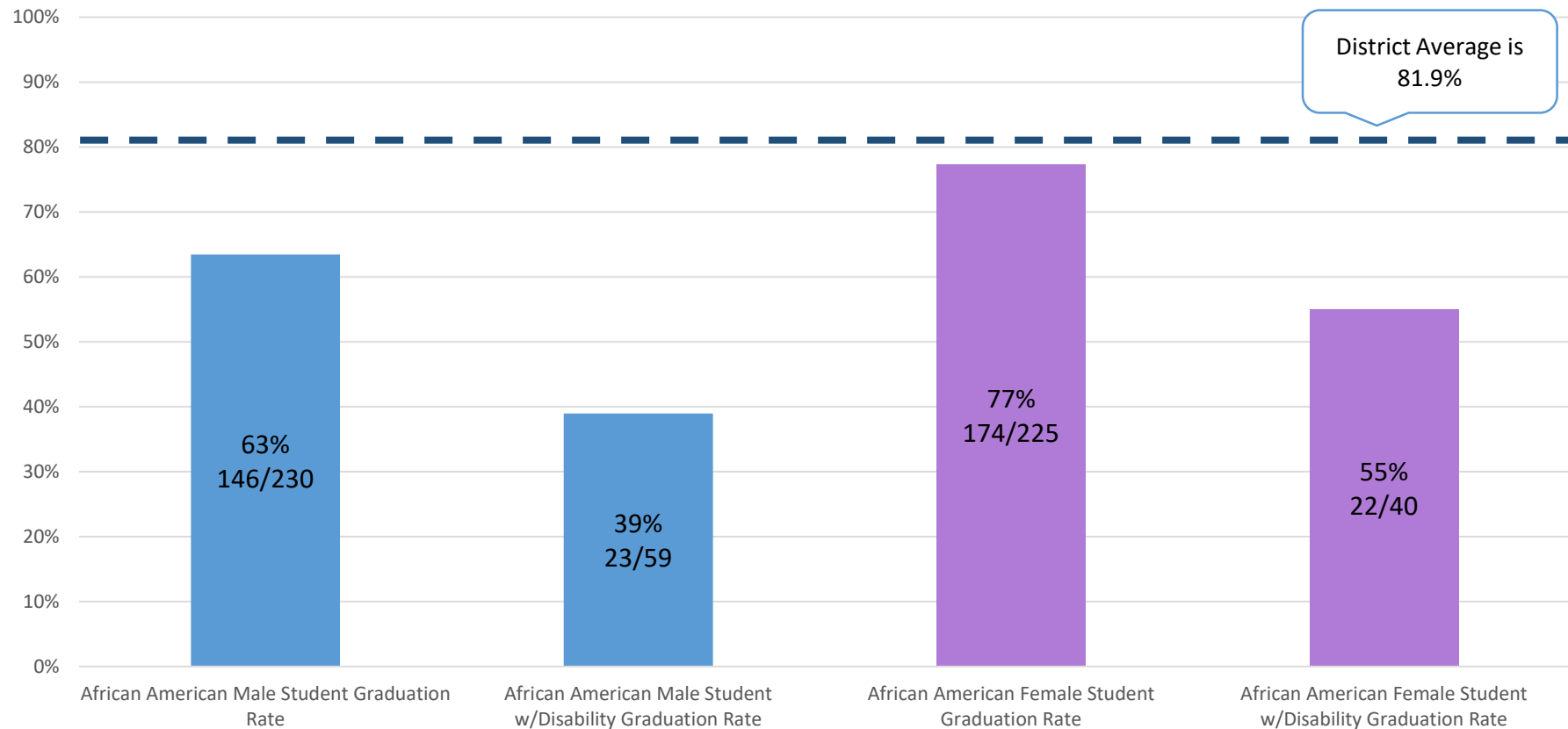# Refined Comparative Data

Graduation Rates

CSU/UC Eligibility

Teacher Demographics

Number of Students Per Grade Level
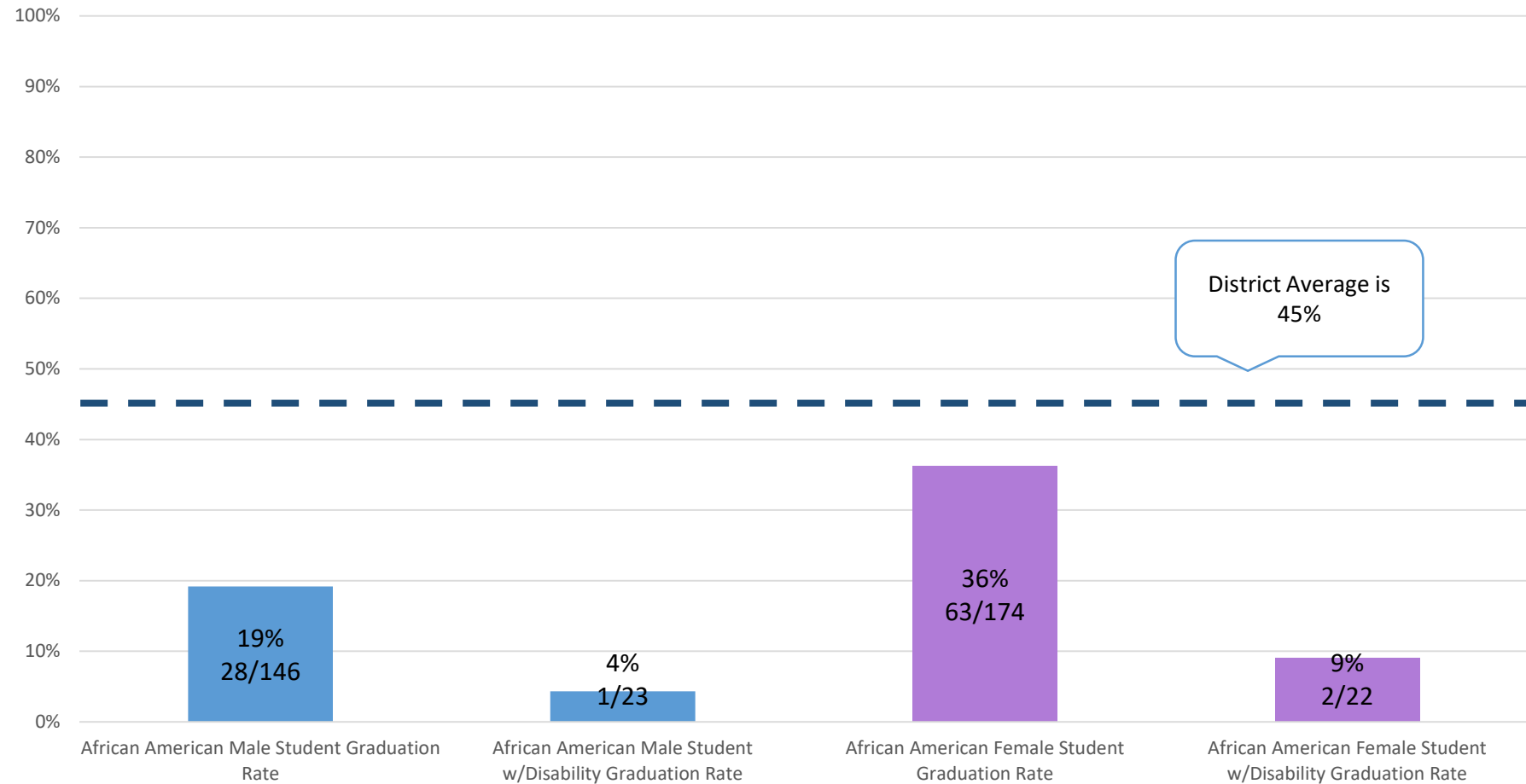*Suspension Rates*

Data excludes independent charter schools

2016-17 SCUSD African American Student Graduation by Gender, Disability, and Foster Youth

District Average is 81.9%

Bar chart data:
- African American Male Student Graduation Rate: 63% 146/230
- African American Male Student w/Disability Graduation Rate: 39% 23/59
- African American Female Student Graduation Rate: 77% 174/225
- African American Female Student w/Disability Graduation Rate: 55% 22/40

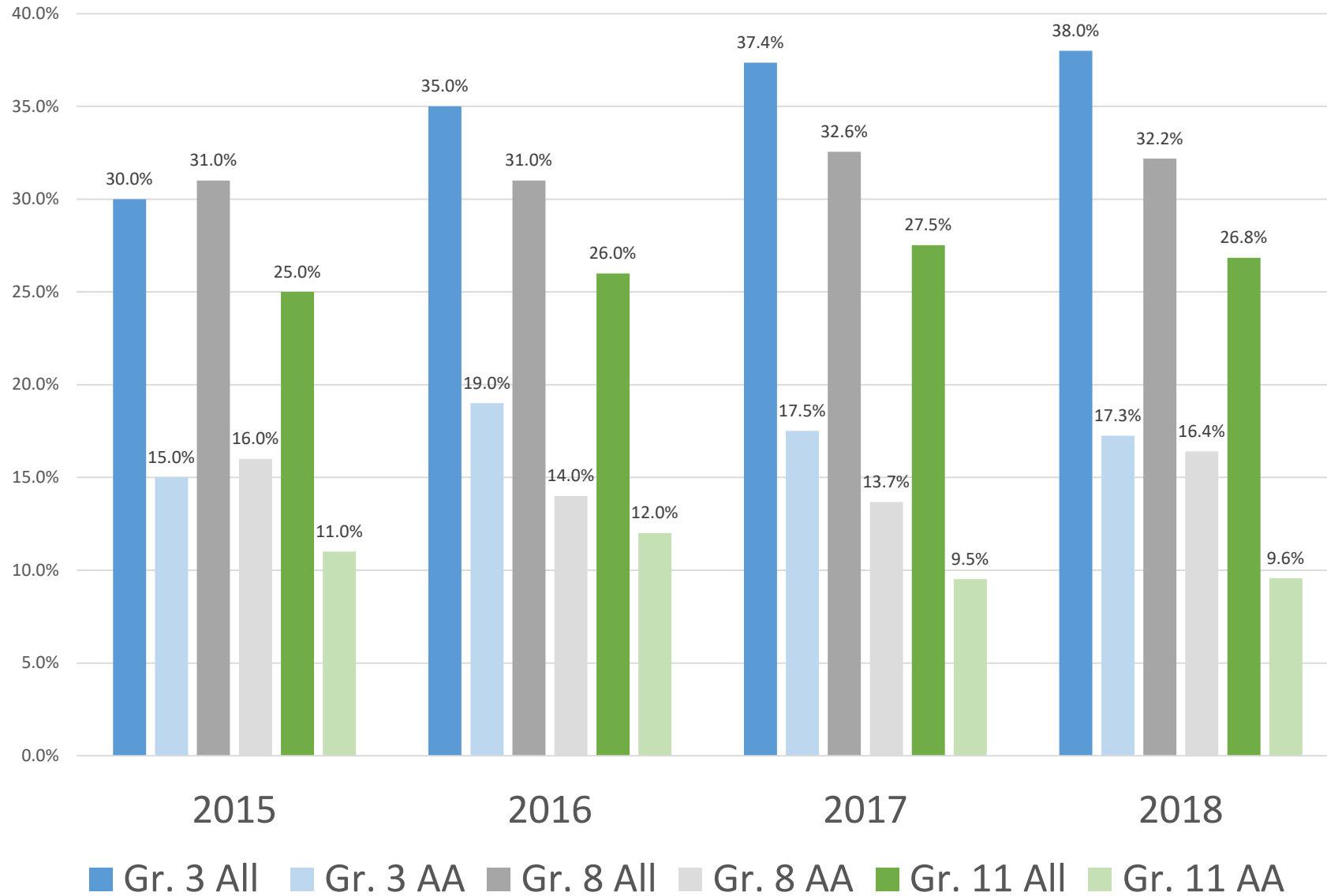|	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate
African American Male Students	230	146	63%
African American Female Students	225	174	77%
African American Male Students w/Disability	59	23	39%
African American Female Students w/Disability	40	22	55%

Source: CDE Cohort Outcome Data via the Tech Services Department. Foster Youth not included to protect student privacy, due to having less than 11 students in a category.

2016-17 SCUSD African American Graduates Completing UC/CSU Coursework by Gender, Disability, and Foster Youth

District Average is 45%

- African American Male Student Graduation Rate: 19% 28/146
- African American Male Student w/Disability Graduation Rate: 4% 1/23
- African American Female Student Graduation Rate: 36% 63/174
- African American Female Student w/Disability Graduation Rate: 9% 2/22

Source: CDE Cohort Outcome Data via the Tech Services Department. Foster Youth not included to protect student privacy, due to having less than 11 students in a category.

Note: This UC/CSU coursework completion information is based on the 4-year adjusted cohort. Beginning with the 2016-17 school year, the CDE now reports the number of students who graduated who with a regular high school diploma and who also completed coursework that makes them eligible for UC/CSU admission. Prior to 2016-17, the CDE only reported UC/CSU coursework completion rates based on the 1-year graduation rate. Because the 1-year rate includes graduates who took more than 4 years to graduate, the UC/CSU rate based on this data did not reflect the impact of school's efforts to prepare their students for postsecondary choices and options as well as the UC/CSU completion rate based on the 4-year adjusted cohort data.
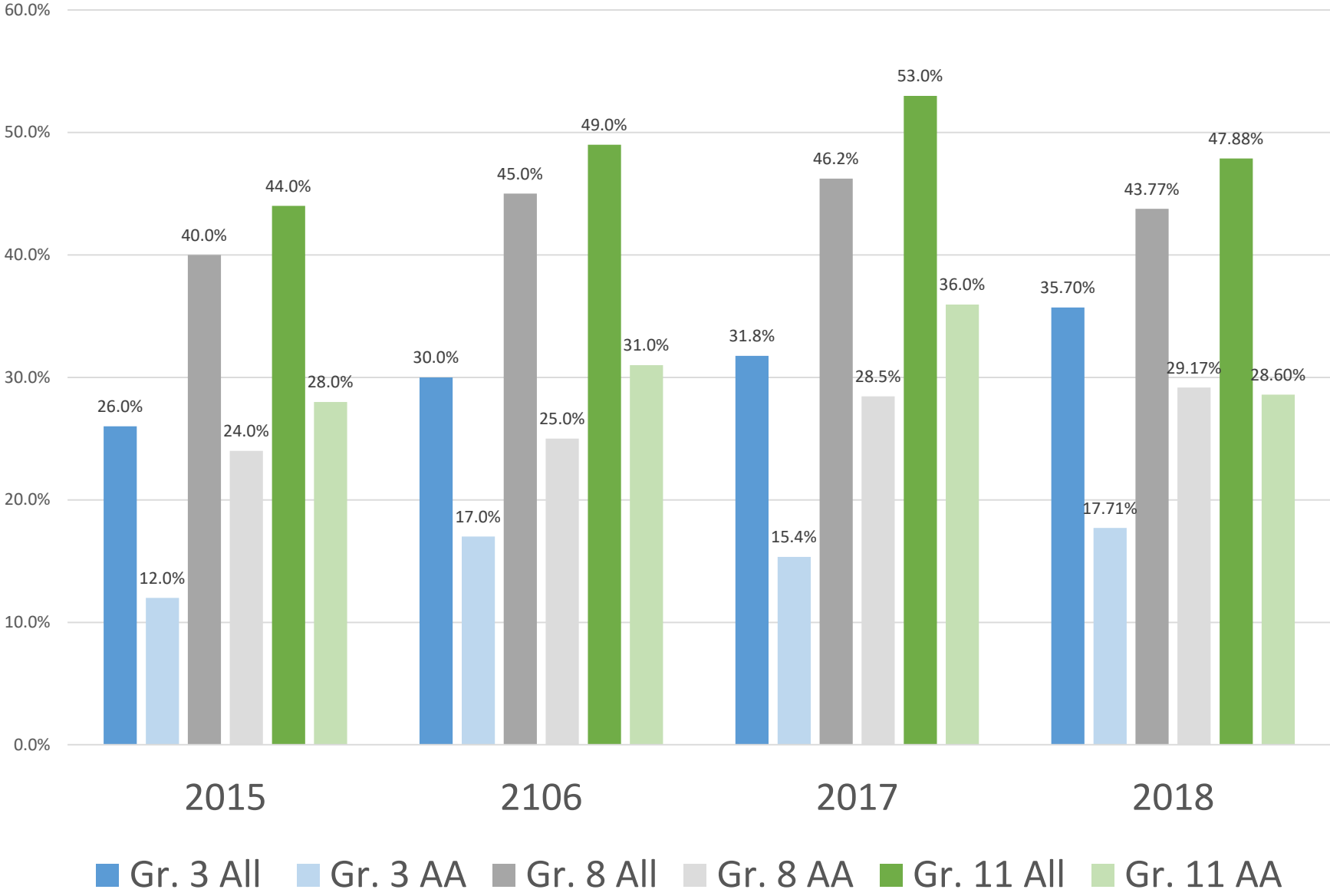
SBAC MATH
Standard Met or Standard Exceeded

Legend:
- Gr. 3 All
- Gr. 3 AA
- Gr. 8 All
- Gr. 8 AA
- Gr. 11 All
- Gr. 11 AA

2015
- Gr. 3 All: 30.0%
- Gr. 3 AA: 15.0%
- Gr. 8 All: 31.0%
- Gr. 8 AA: 16.0%
- Gr. 11 All: 25.0%
- Gr. 11 AA: 11.0%

2016
- Gr. 3 All: 35.0%
- Gr. 3 AA: 19.0%
- Gr. 8 All: 31.0%
- Gr. 8 AA: 14.0%
- Gr. 11 All: 26.0%
- Gr. 11 AA: 12.0%

2017
- Gr. 3 All: 37.4%
- Gr. 3 AA: 17.5%
- Gr. 8 All: 32.6%
- Gr. 8 AA: 13.7%
- Gr. 11 All: 27.5%
- Gr. 11 AA: 9.5%

2018
- Gr. 3 All: 38.0%
- Gr. 3 AA: 17.3%
- Gr. 8 All: 32.2%
- Gr. 8 AA: 16.4%
- Gr. 11 All: 26.8%
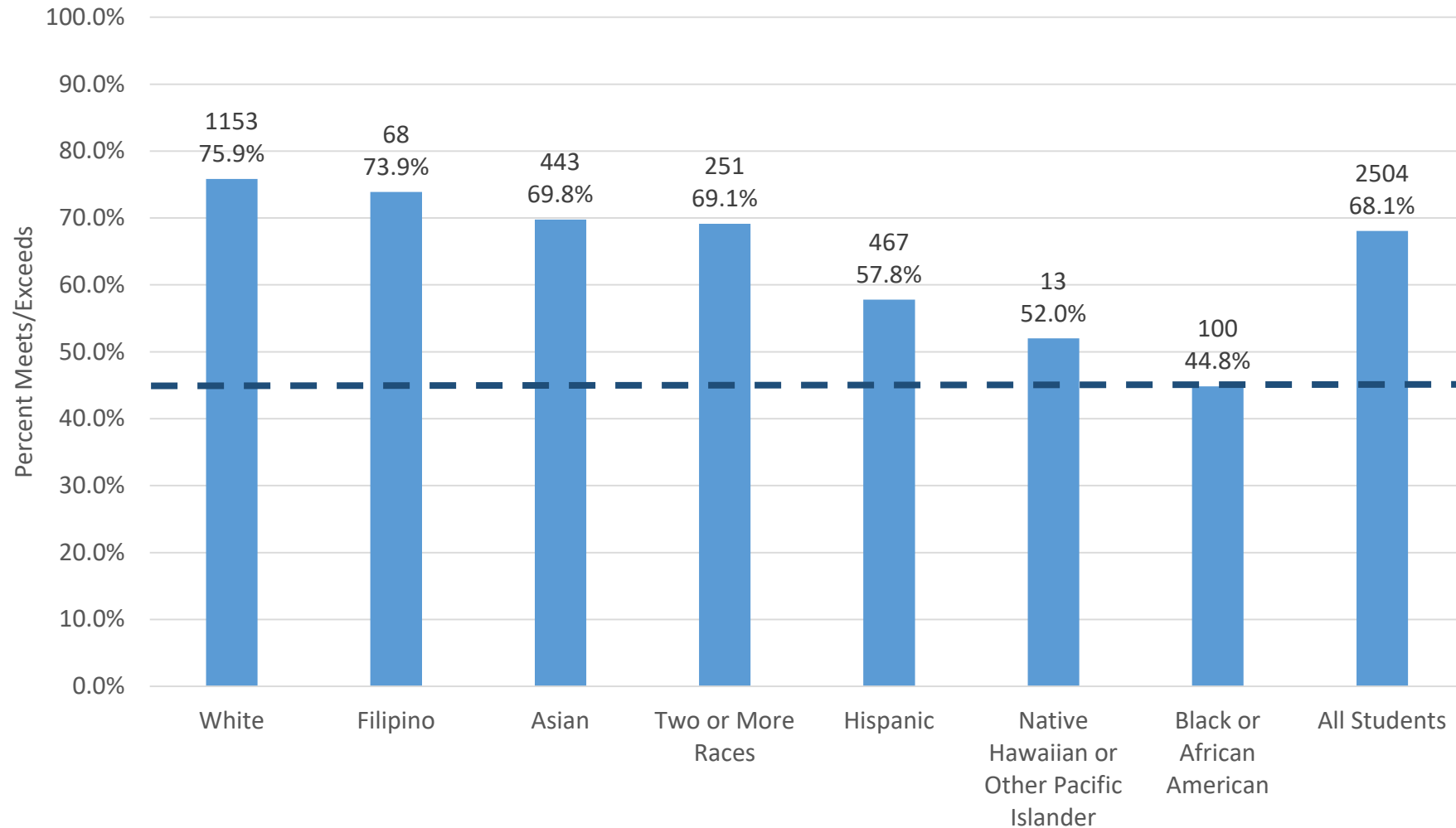- Gr. 11 AA: 9.6%

SBAC ELA
Standard Met or Standard Exceeded

2016-17 SBAC ELA Meets/Exceeds Standards Percentage for Students with 96% or Greater Attendance, With No Suspensions, and Who Are Not Socioeconomically Disadvantaged
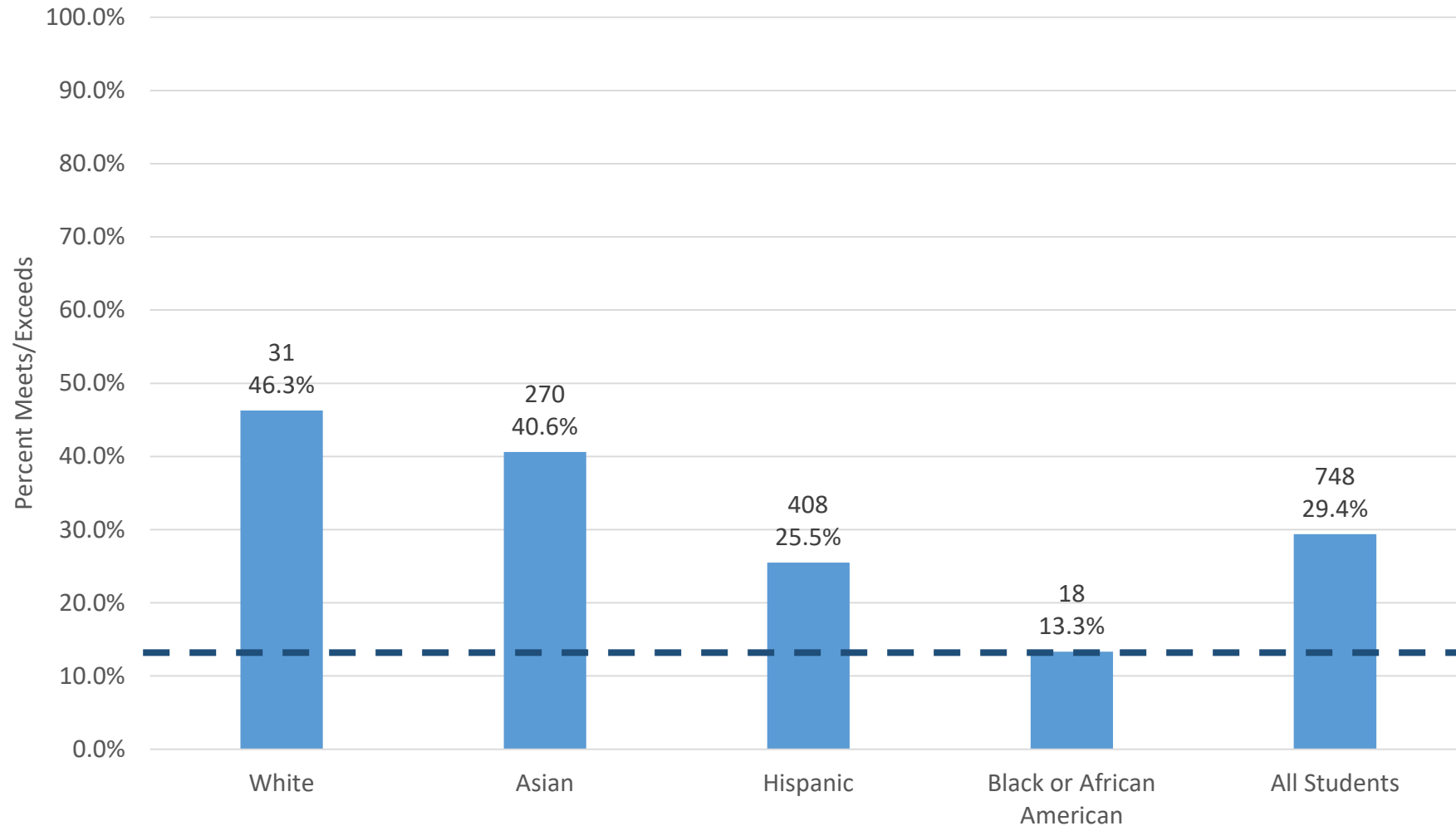
Students in district and dependent charter schools. The "Not Socioeconomically Disadvantaged" group here includes students whose parents have a high school or higher education diploma, *and* do not participate in the free or reduced lunch program. American Indian or Alaskan Native group not reported due to group size < 11.

2016-17 SBAC <u>Math</u> Meets/Exceeds Standards Percentage for Students with 96% or Greater Attendance, With <u>No</u> Suspensions, **and** Who Are <u>Not</u> Socioeconomically Disadvantaged
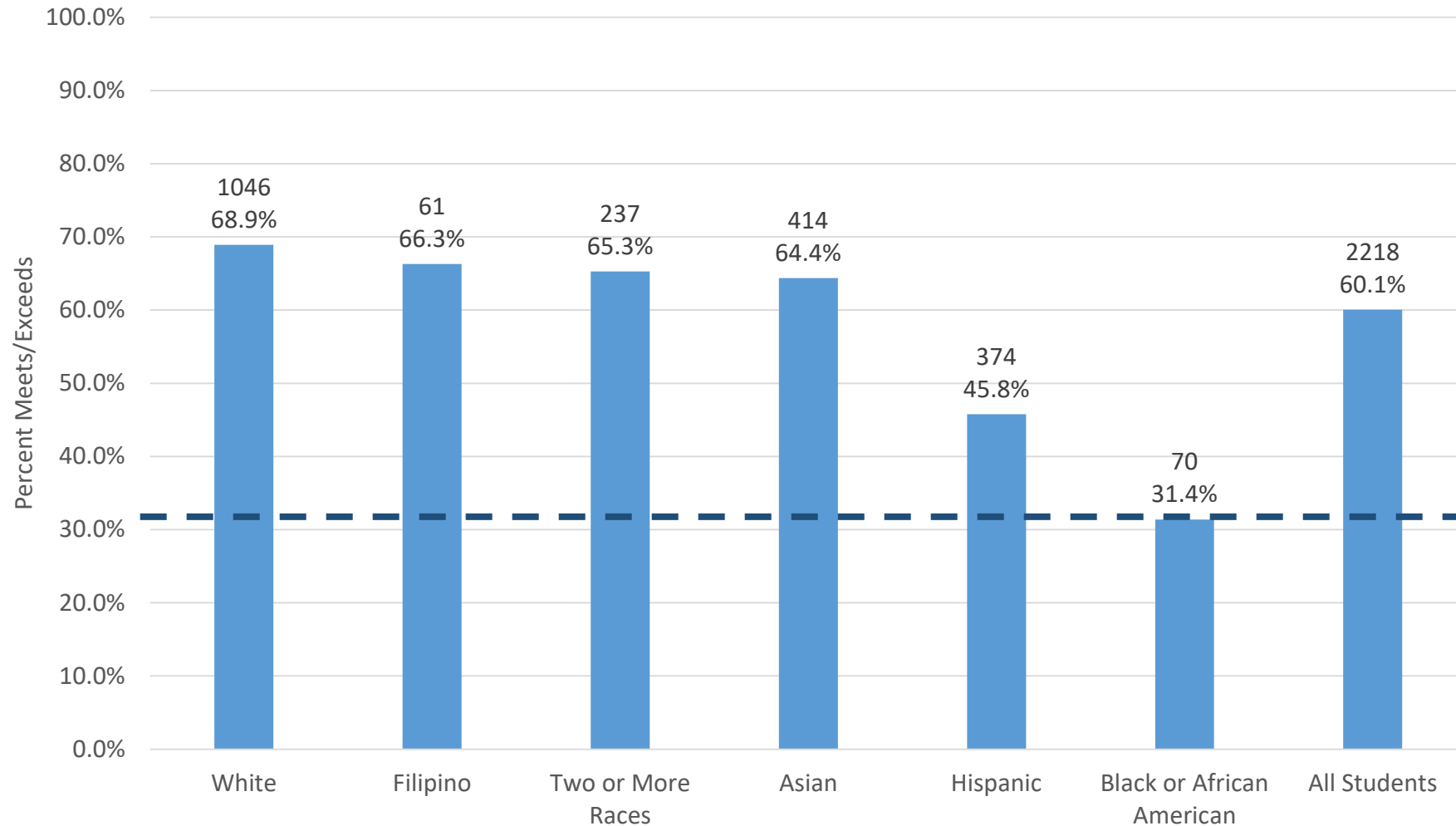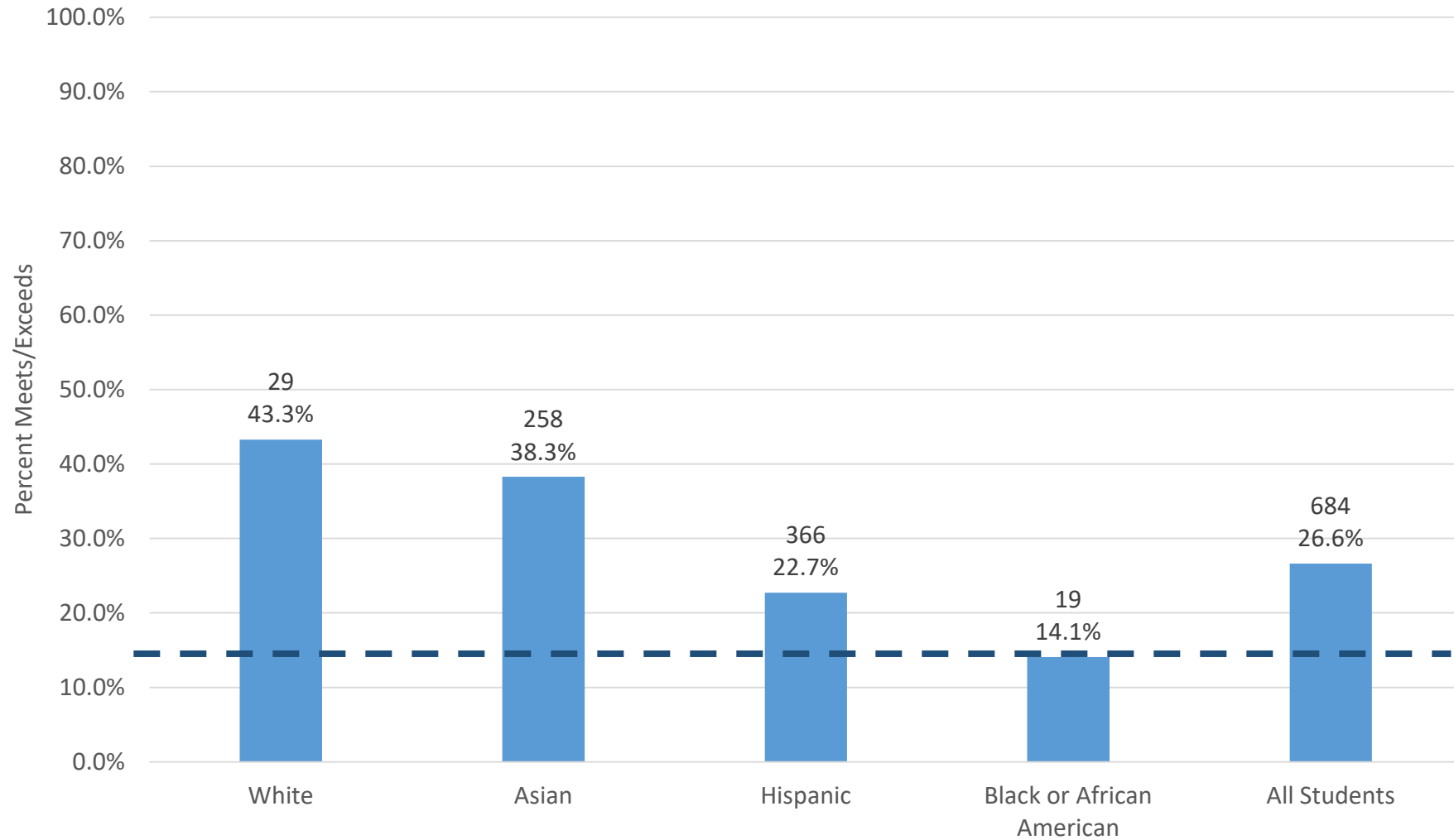
Students in district and dependent charter schools. The "Not Socioeconomically Disadvantaged" group here includes students whose parents have a high school or higher education diploma, **and** do <u>not</u> participate in the free or reduced lunch program. American Indian or Alaskan Native, and Native Hawaiian or Other Pacific Islander groups not reported due to group sizes < 11.

2016-17 SBAC ELA Meets/Exceeds Standards Percentage for Students with Less Than 96% Attendance, At Least One Suspension, and Who Are Socioeconomically Disadvantaged


Students in district and dependent charter schools. The "Not Socioeconomically Disadvantaged" group here includes students whose parents have a high school or higher education diploma, *and* do not participate in the free or reduced lunch program. American Indian or Alaskan Native, Native Hawaiian or Other Pacific Islander, Filipino, and Two or More Races groups not reported due to group sizes < 11.

2016-17 SBAC <u>Math</u> Meets/Exceeds Standards Percentage for Students with Less Than 96% Attendance, At Least One Suspension, **and** Who <u>*Are*</u> Socioeconomically Disadvantaged

Students in district and dependent charter schools. The "Not Socioeconomically Disadvantaged" group here includes students whose parents have a high school or higher education diploma, **_and_** do <u>not</u> participate in the free or reduced lunch program. American Indian or Alaskan Native, Native Hawaiian or Other Pacific Islander, Filipino, and Two or More Races groups not reported due to group sizes < 11.
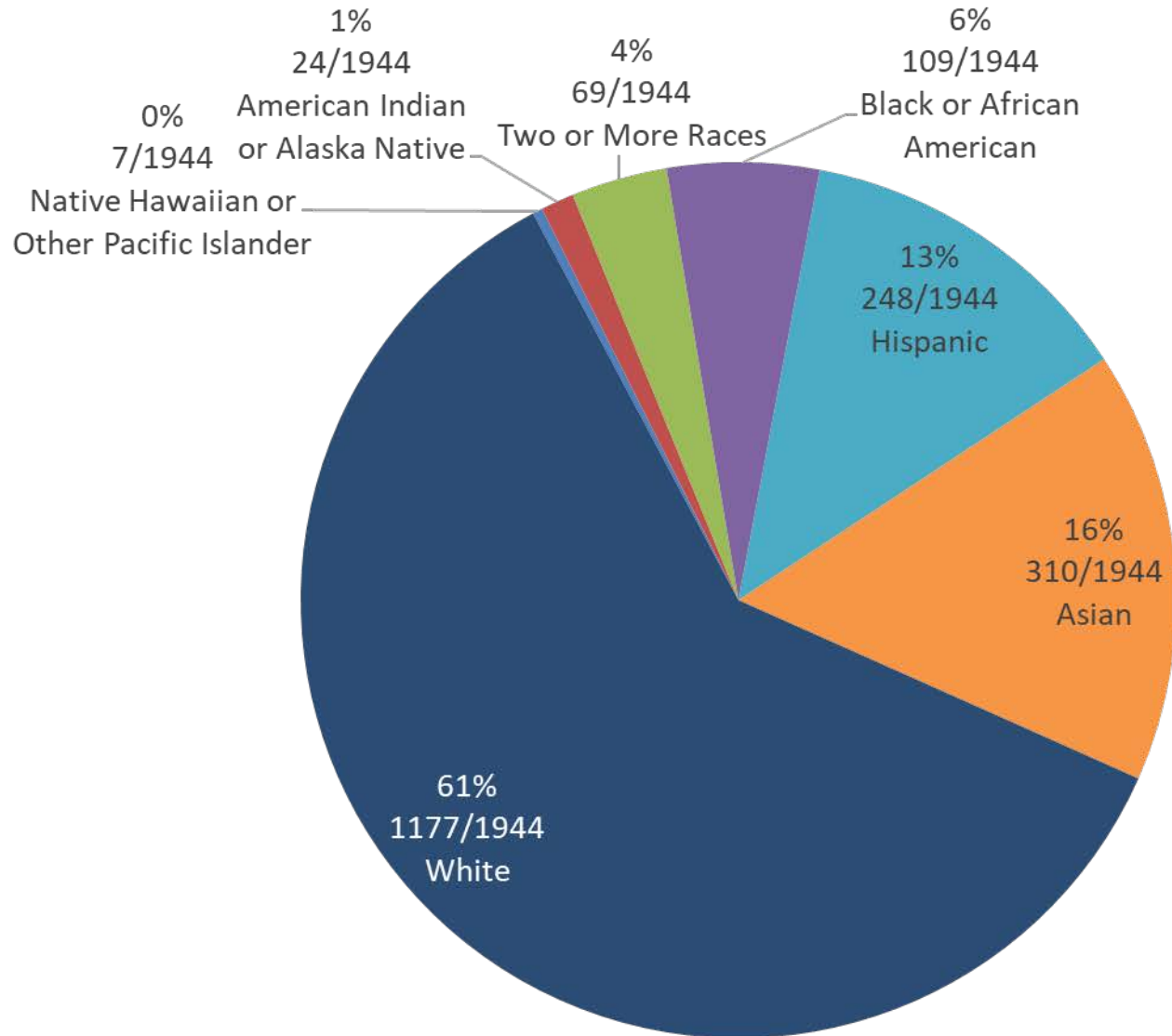
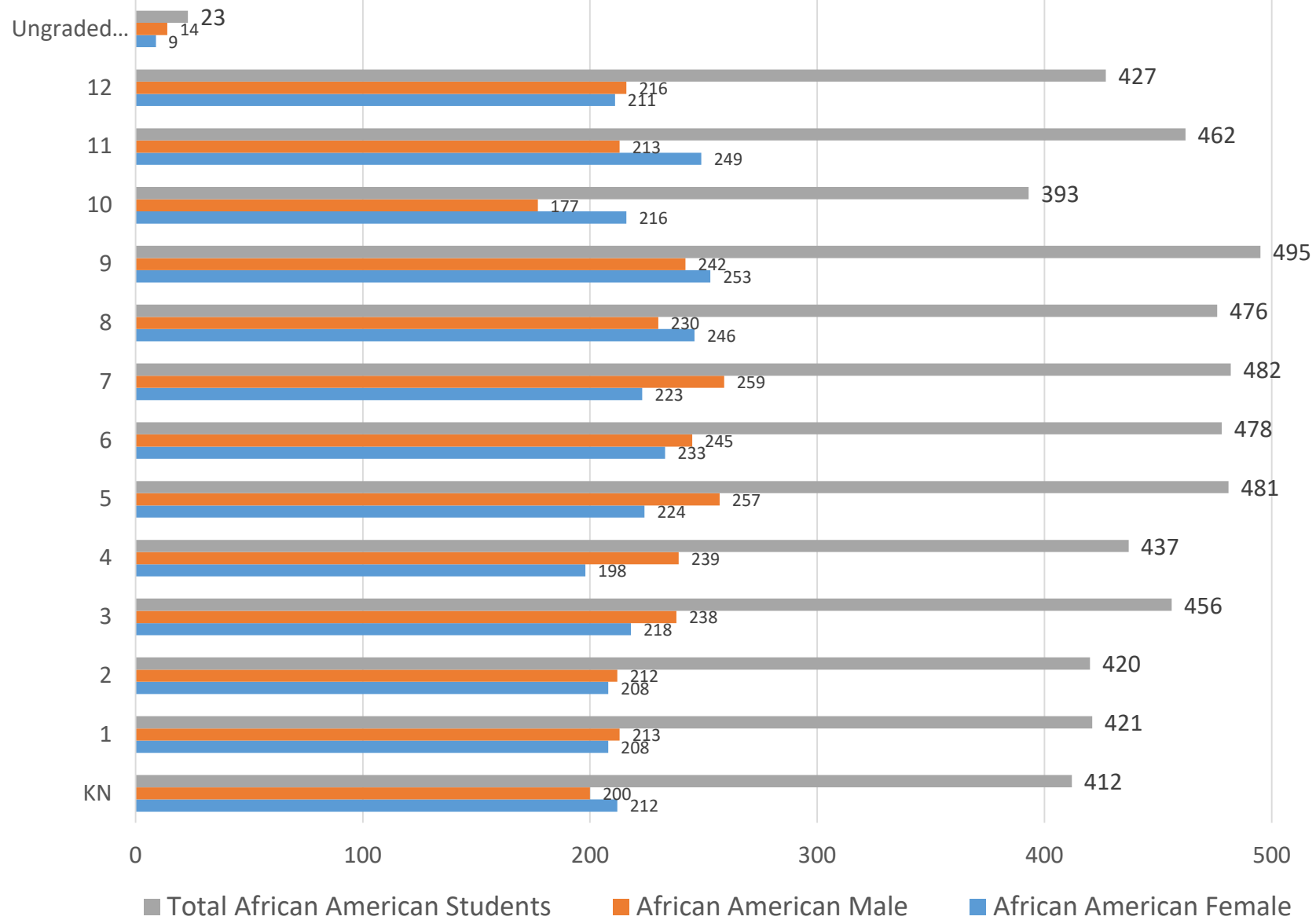# 2017-18 Teacher Demographics by Gender & Ethnicity
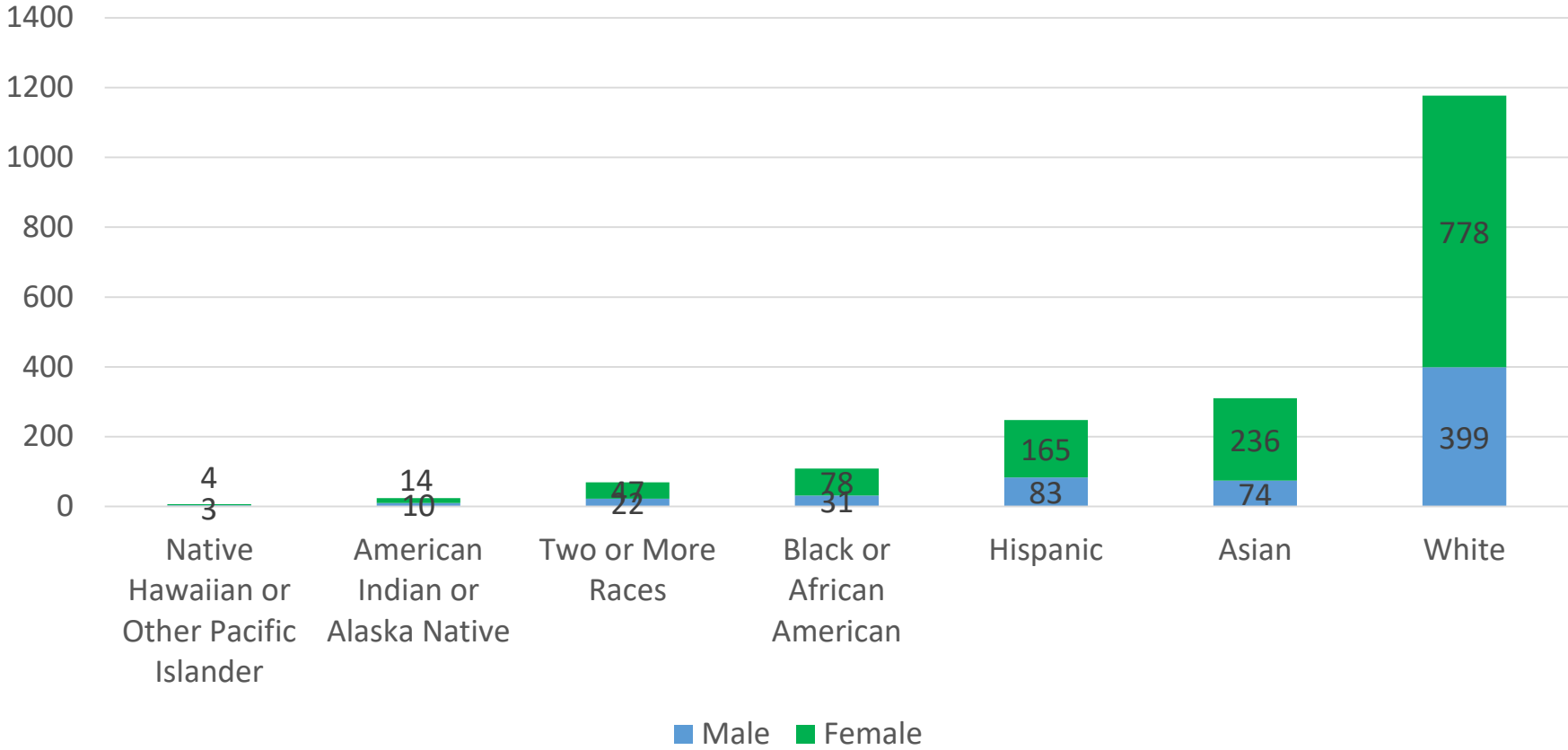
	Native Hawaiian or Pacific Islander	American Indian or Alaska Native	Two or More Races	Black or African American	Hispanic	Asian	White
Male	3	10	22	31	83	74	399
Female	4	14	47	78	165	236	778

Source: CALPADS 4.4 Staff Profile List

Percentage of 2017-18 SCUSD Teachers by Ethnicity and Race

- 0% 7/1944 Native Hawaiian or Other Pacific Islander
- 1% 24/1944 American Indian or Alaska Native
- 4% 69/1944 Two or More Races
- 6% 109/1944 Black or African American
- 13% 248/1944 Hispanic
- 16% 310/1944 Asian
- 61% 1177/1944 White

2017-18 African American Census Day Enrollment

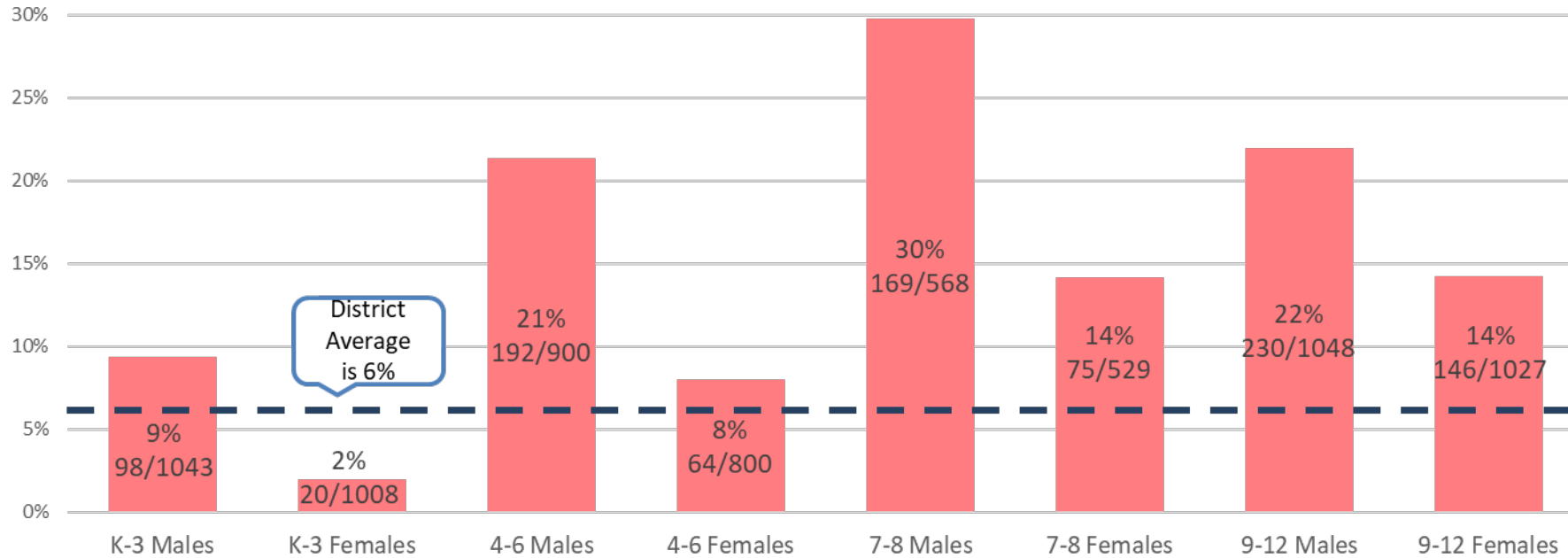| Grade	Total African American Students	African American Male	African American Female
Ungraded...	23	14	9
12	427	216	211
11	462	213	249
10	393	177	216
9	495	242	253
8	476	230	246
7	482	259	223
6	478	245	233
5	481	257	224
4	437	239	198
3	456	238	218
2	420	212	208
1	421	213	208
KN	412	200	212

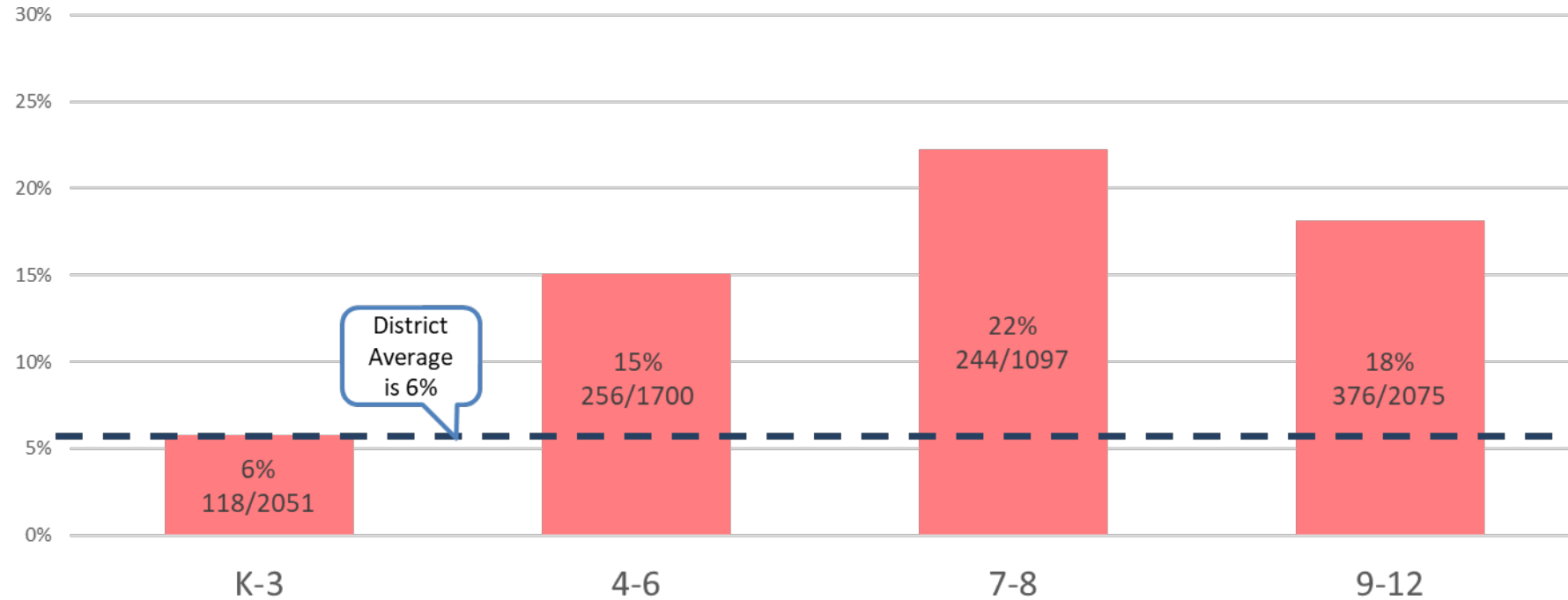■ Total African American Students   ■ African American Male   ■ African American Female

Students in district and dependent charter schools

SCUSD Suspension Rate - African American Students
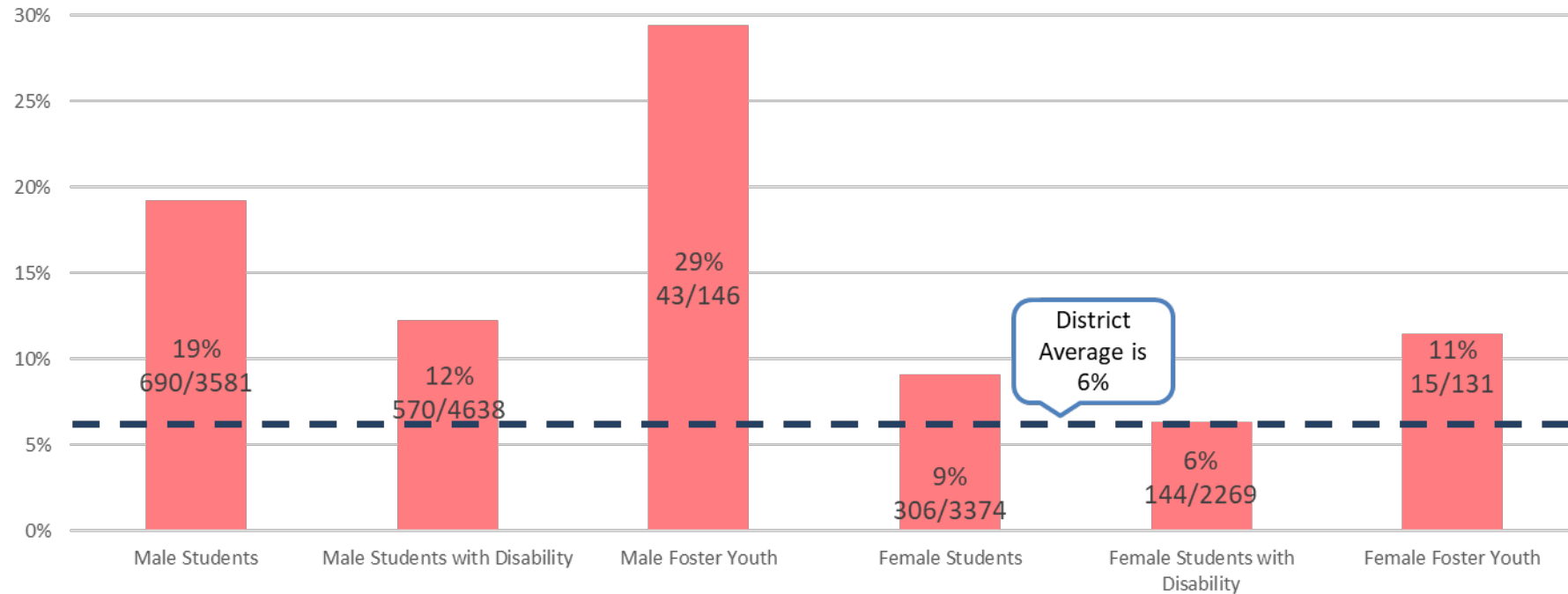## 2016-17

Grade Span	Gender	Ethnicity	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	% of Students with One Suspension	% of Students with Multiple Suspensions
K-3	Males	African American	1043	208	98	9%	45%	55%
K-3	Females	African American	1008	49	20	2%	63%	37%
4-6	Males	African American	900	540	192	21%	67%	33%
4-6	Females	African American	800	119	64	8%	46%	54%
7-8	Males	African American	568	555	169	30%	59%	41%
7-8	Females	African American	529	181	75	14%	39%	61%
9-12	Males	African American	1048	610	230	22%	53%	47%
9-12	Females	African American	1027	288	146	14%	45%	55%

Source: 2016-17 CALPADS 8.1 (EOY3) and CALPADS 7.2 Student Lists

SCUSD Suspension Rate - African American Students 2016-17

Grade Span	Ethnicity	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	% of Students with One Suspension	% of Students with Multiple Suspensions
K-3	African American	2051	257	118	6%	60%	40%
4-6	African American	1700	659	256	15%	52%	48%
7-8	African American	1097	736	244	22%	45%	55%
9-12	African American	2075	898	376	18%	48%	52%

2016-17 SCUSD African American Student Suspension by Gender, Disability, and Foster Youth

Demographic or Program Category	Ethnicity	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	% of Students with One Suspension	% of Students with Multiple Suspensions
Male Students	African American	3581	1914	690	19%	47%	53%
Male Students with Disability	African American	4638	761	570	12%	39%	61%
Male Foster Youth	African American	146	76	43	29%	25%	75%
Female Students	African American	3374	639	306	9%	57%	43%
Female Students with Disability	African American	2269	152	144	6%	61%	39%
Female Foster Youth	African American	131	29	15	11%	38%	63%

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?***

Culture and Climate

1.   Suspension rate is..

2.   Chronic Absenteeism rate is ____ for AA students.

3.   Staffing – need to make sure that teachers are competent, present
   - Hiring of AA teachers

4.   Teacher preparation responsibility
   - More professional learning with new teachers

5.   Cultural proficiency, growth mindset, adult SEL

6.   Reassess teacher roles to ensure opportunity for PL, relationship building, classroom management, etc.

7.   Leadership capacity building on relationship building

8.   Mentoring – MLA and others that provide focus,

9.   Mentoring- for girls WLA

10.   Opportunities for hands on learning, ROP, and opportunities for CTE opportunities

11.   Professional development (for teachers and principals)
   - Implicit/explicit bias training
   - Facilitating groups/staff
   - Knowledge and awareness of SWD's and with IEPs

Culture and Climate

12. Student's sense of safety and belonging (e.g. in rigorous academic courses)
13. Lack of cultural appreciation
14. Coordination of practices across schools/segments (e.g. zero tolerance,)
15. Restorative practices as a process not an action – Additional work
16. Resource inventory (who are the content experts that we know and have access to,)
17. Outreach and engagement of our AA families

Potential Next Steps
- Rank odder these
- Apply these root causes to problem statements
- May need to see where a root cause applies to multiple areas
- Place items in a google doc for task force to make additions/revisions
- Consider the gamut of AA students (those who are not being suspended, chronically absent, but who are underperforming)

Academic Achievement

"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

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

Link to Google Doc

https://docs.google.com/document/d/1BNh00wbHUXadUzPZ6AGAF3MtceskrPk0ME7X5Y75cFQ/edit?ts=5bc9779b

Focus Group Development

1. Create the profile of appropriate focus group targets:
   a. who do we want to attend the focus groups
   b. do we want people who are deeply passionate about this type of work or others who might be the opposition
   c. we need to think about how do we frame the focus group process
   d. do we want them to respond to specific questions or do we want their feedback on preliminary recommendations
2. Types of Focus Groups
   a. Teachers and Principals – Consider sites with the greatest achievement gaps/lowest achievement and sites with high student achievement for all student groups/smallest achievement gaps
   b. Chris Chatmon – content expert in this work (Oakland Unified office of Equity) both male and female perspectives – invite district staff from Oakland/Hayward
   c. A focus group on leaders with a successful track record of improving achievement (e.g. Gail Johnson)
   d. A group of leaders/schools who have struggled to achieve success – can they help us better understand the barriers to success or can we enlist them differently
   e. Students
   f. Teachers
   g. Families

Focus Group

Key Learnings from Focus Group

Design Upcoming Focus Groups
1. Teacher
2. Student
3. Parents

Public Comment

PLUS/DELTA

Wrap Up

- Next Meeting
  - **Wednesday, November 7th – 6-8PM Serna**
- Meeting day will be Tuesdays into December except for:
  - Skip the Tuesday of Thanksgiving Week *(No meeting on November 20th)*
- Board updates will occur during the process
  - November 15th Board Meeting
- Task Force recommendations will be presented to the board of education sometime in the winter

THANK YOU

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

Academic Achievement
Draft Problem Statements

1. In SCUSD, the SWD graduation rate – including all charter schools - is 60% (245 of 408). AA SWD's are graduating at a rate of 50.5% (56 of 111). AA female SWD's are graduating at a higher rate (58.1%; 25 of 43) than AA males w/disabilities (45.6%; 31 of 68)

2. In SCUSD the student graduation rate – including all charter schools – is 82.5% (2,450 of 2,969). For AA, the rate is 74.8% (409 of 547); 81.8% (229 of 280) of AA females and 67.4% (180 of 267) of AA males are graduating within four years

3. In SCUSD the four-year adjusted cohort A-G completion rate – including all charter schools – is 47.5% (1,164 of 2450). For AA students the rate is 43.5% (178 of 409); for AA females the A-G rate is 51.1% (117 of 229); and for AA males the rate is 33.9% (61 of 180)

Data from the 2016-2017 SBAC performance show the following:

4. In English Language Arts, (ELA), of the African American students in 3rd grade, only 15.3 percent met or exceeded standards (District = 31.7%). In grade 8, only 28.4% of AA students met/exceeded standards (District = 46.2%). In grade 11, only 35.9% met/exceeded standard (District = 53%).

5. In Math, of the African American students in 3rd grade only 17.51 percent met or exceeded standards (District = 37.3%). In grade 8, only 13.6% of AA students met/exceeded standards (District = 32.5%) In grade 11, only 9.5% met/exceeded standard (District = 27.5%).

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> .

Per the California Department of Education:

- 47 percent of the 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 15 percent of K-3rd grade enrollment.

- 46 percent of the 7th – 8th grade students who received suspensions or expulsions in the 2016-17 school year were African American, even though they made up only 17 percent of 7th – 8th grade enrollment.

- 43 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 19 percent of 6th – 8th 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.

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Academic Achievement

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