Sacramento City Unified School District
Est. 1854

# African American Achievement Taskforce

Meeting #3
October 9, 2018
Serna Center
Michigan and Minnesota Community Rooms

# Agenda

1. Welcome
2. Review of Roles, Responsibilities, and Commitments
3. Comparative Review of Sacramento City Unified data vs. other urban/requested school districts across multiple measures
4. Review Causal System Analysis
5. Break into Work Groups
6. Public Engagement/Focus Group priorities
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?

# 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 |
| • 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 |

# SCUSD
# African American
# Student Initiative

## DISTRICT COMPARATIVE DATA

# The Data Dive Continues

Comparative Disaggregated Data by:

Gender & Ability

Suspension Rates

Graduation Rates

UC/CSU Eligibility Rates

Teacher Demographics

*Independent charter school counts are included in CDE Dataquest reports. The district typically excludes those in internal reporting.*

# Step 1: Identify Comparable Districts

ELK GROVE Unified School District

EDUCATE • INSPIRE • SUCCEED • CONTRIBUTE
San Juan Unified School District

Sacramento City Unified School District

TwinRivers Unified School District

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Natomas Unified School District
*Connecting students to their future*

TUdistrito
Tucson Unified School District

BUILDING A CULTURE OF SUCCESS
HAYWARD Unified School District

SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT

SEATTLE PUBLIC SCHOOLS

SFUSD

Berkeley PUBLIC SCHOOLS

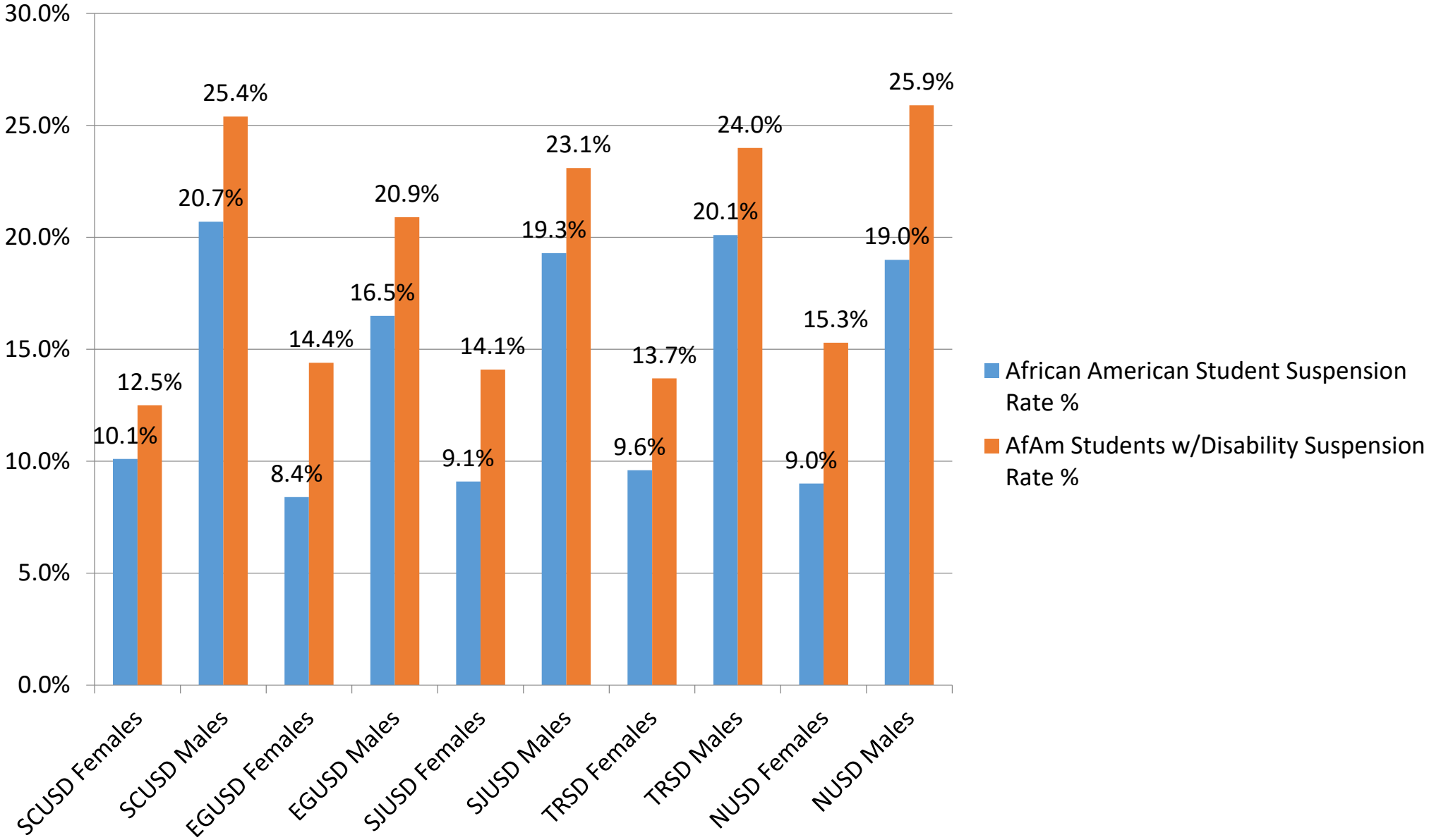
# Step 1: District Data At-a-Glance

*2016-17**

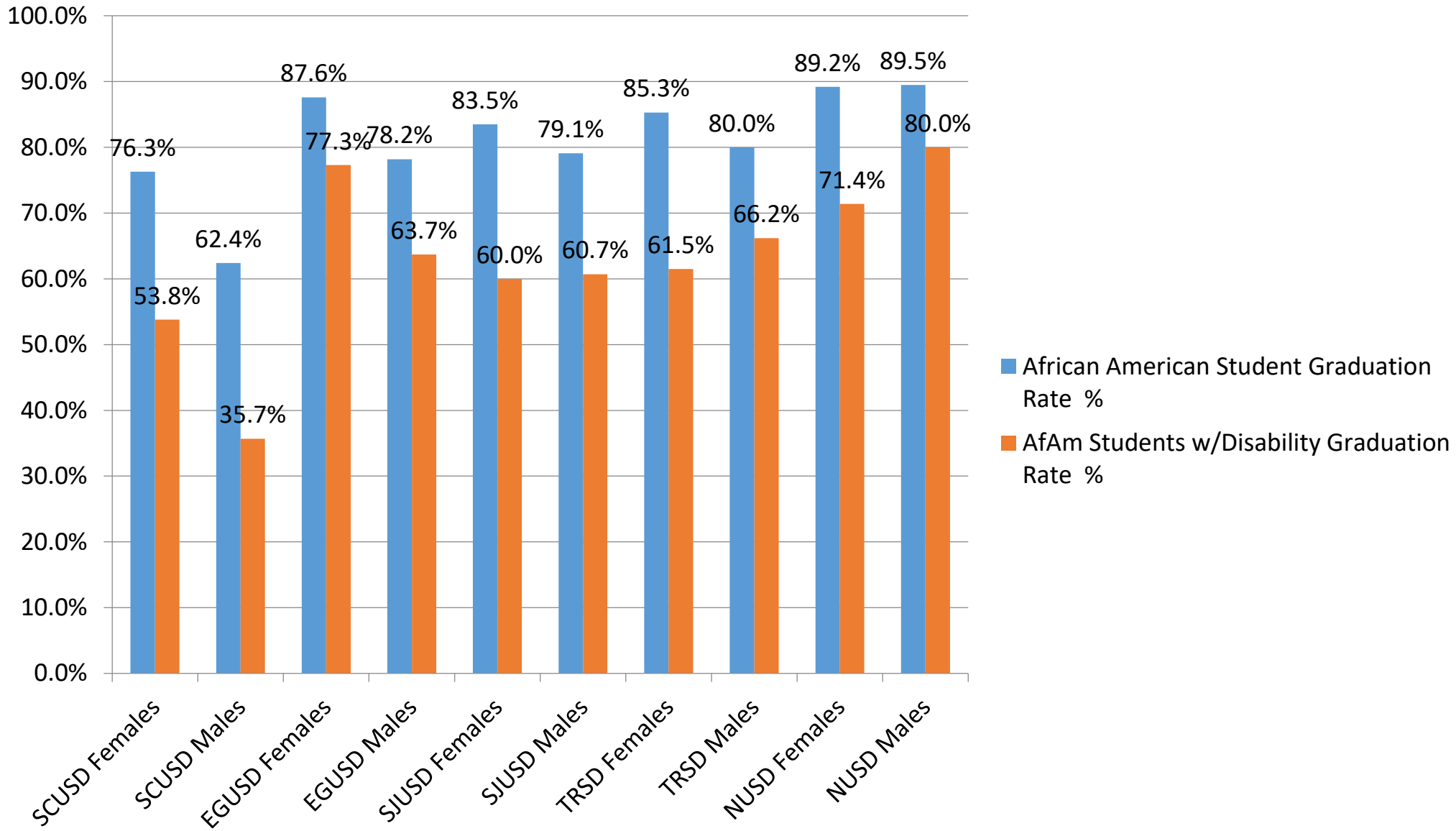
| School District | %Students - African American | %Free and Reduced Price Meals | African American Student Suspension Rate | African American Student Graduation Rate | AfAm Grads Completing UC/CSU Coursework |
|---|---|---|---|---|---|
| SCUSD | 16.0% | 68.2% | 15.5% | 70.6% | 40.2% |
| **EGUSD** | **12.7%** | **52.7%** | **12.5%** | **82.8%** | **30.3%** |
| **SJUSD** | **7.0%** | **50.3%** | **N/A** | **N/A** | **N/A** |
| **TRSD** | **14.0%** | **82.9%** | **14.9%** | **82.3%** | **14.4%** |
| **NUSD** | **17.0%** | **82.1%** | **14.1%** | **89.4%** | **33.5%** |
| SFUSD | 9.0% | 53.4% | 5.4% | 70.0% | 27.0% |
| OUSD | 25.0% | 73.4% | 8.3% | 70.8% | 36.8% |
| HUSD | 9.0% | 68.4% | 8.9% | 83.1% | 38.8% |
| SBCUSD | 12.0% | 86.5% | 12.3% | 72.2% | 22.2% |
| BUSD | 16.0% | 35.1% | 6.5% | 74.5% | 18.4% |
| SPS | 15.0% | 34.0% | 7.6% | 69.2% | N/A |

| 2016-18 Data | %Students - African American | %Free and Reduced Price Meals | African American Student Suspension Rate | | AfAm Students w/Disability Suspension Rate | | African American Student Graduation Rate | | AfAm Students w/Disability Graduation Rate | | African American Grads Completing UC/CSU Coursework | | AfAm Grads w/Disability Completing UC/CSU Coursework | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| School District | | | % | # | % | # | % | # | % | # | % | # | % | # |
| SCUSD | 16.00% | 68.20% | 15.50% | 2546 | 20.80% | 845 | 69.00% | 302 | 43.2% | 41 | 40.2% | 1 | 0.50% | 2 |
| SCUSD Females | 3644 | | 10.1% | 687 | 12.5% | 136 | 76.3% | 164 | 53.8% | 21 | 34.7% | 57 | 0.5% | 2 |
| SCUSD Males | 3686 | | 20.7% | 1859 | 25.4% | 709 | 62.4% | 138 | 35.7% | 20 | 11.0% | 25 | N/A | 0 |
| EGUSD | 12.70% | 52.70% | 12.50% | 2097 | 18.6% | 763 | 82.8% | 568 | 67.8% | 99 | 30.3% | 208 | 0.1% | 8 |
| EGUSD Females | 3700 | | 8.4% | 621 | 14.4% | 194 | 87.6% | 296 | 77.3% | 34 | 35.0% | 119 | 0.1% | 3 |
| EGUSD Males | 3906 | | 16.5% | 1476 | 20.9% | 569 | 78.2% | 272 | 63.7% | 65 | 25.5% | 89 | 0.1% | 5 |
| SJUSD | 7.00% | 50.30% | 14.2% | 1447 | 19.9% | 439 | 81.3% | 178 | 60.4% | 29 | 0.2% | 37 | N/A | 0 |
| SJUSD Females | 1871 | | 9.1% | 393 | 14.1% | 93 | 83.5% | 91 | 60.0% | 12 | 0.3% | 26 | N/A | 0 |
| SJUSD Males | 1814 | | 19.3% | 1054 | 23.1% | 346 | 79.1% | 87 | 60.7% | 17 | 12.6% | 11 | N/A | 0 |
| TRSD | 14.00% | 82.90% | 14.9% | 1720 | 20.4% | 577 | 82.3% | 181 | 65.2% | 30 | 17.6% | 32 | N/A | 0 |
| TRSD Females | 2138 | | 9.6% | 496 | 13.7% | 117 | 85.3% | 81 | 61.5% | 8 | 28.3% | 23 | N/A | 0 |
| TRSD Males | 2224 | | 20.1% | 1224 | 24.0% | 460 | 80.0% | 100 | 66.2% | 22 | 0.1% | 9 | N/A | 0 |
| NUSD | 17.00% | 82.10% | 14.1% | 706 | 22.4% | 219 | 89.4% | 168 | 77.3% | 34 | 37.5% | 63 | 17.6% | 6 |
| NUSD Females | 1239 | | 9.0% | 200 | 15.3% | 40 | 89.2% | 83 | 71.4% | 10 | 45.7% | 38 | 0.1% | 1 |
| NUSD Males | 1260 | | 19.0% | 506 | 25.9% | 179 | 89.5% | 85 | 80.0% | 24 | 29.4% | 25 | 20.8% | 5 |

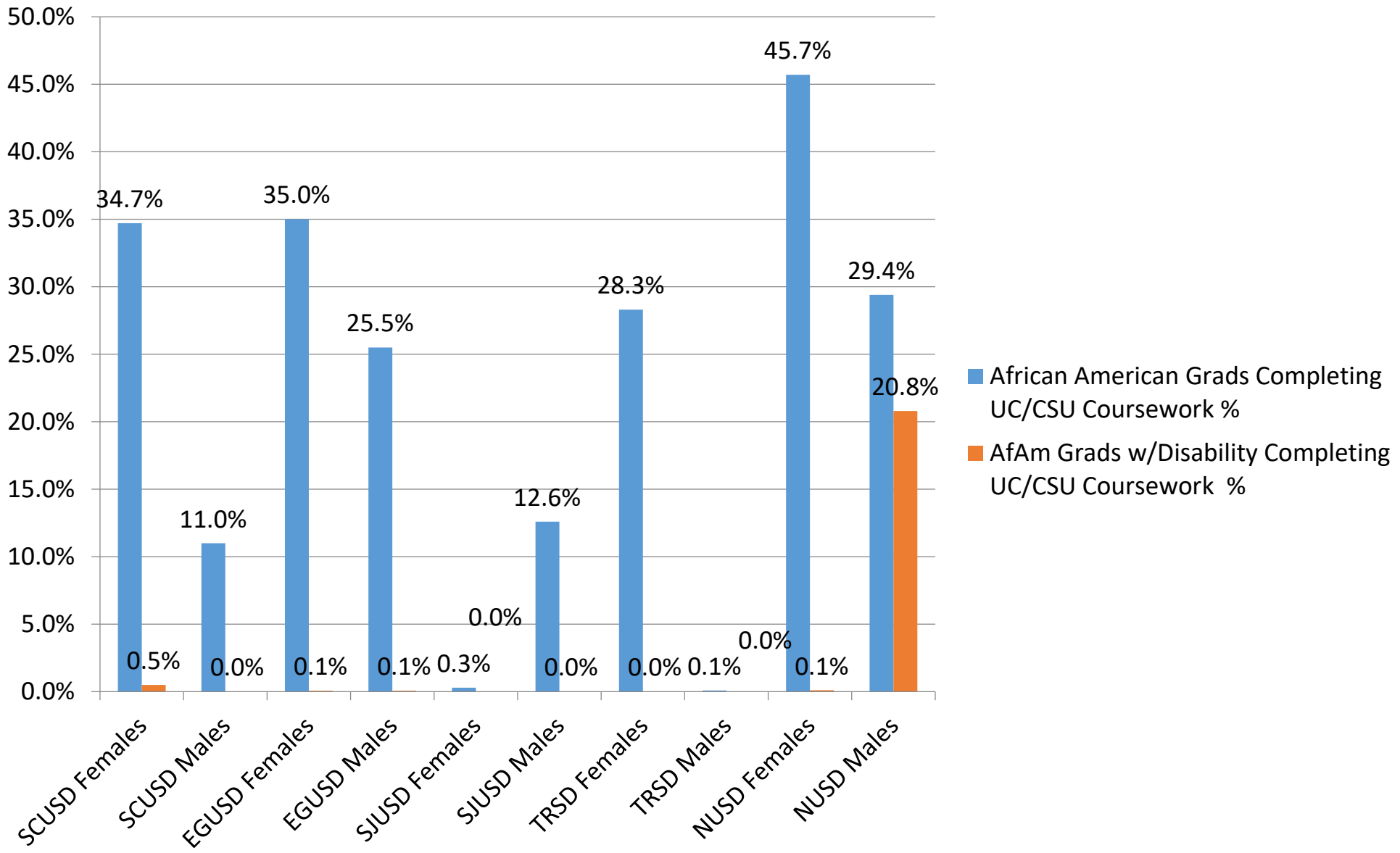
# Comparative Data – Suspension Rates



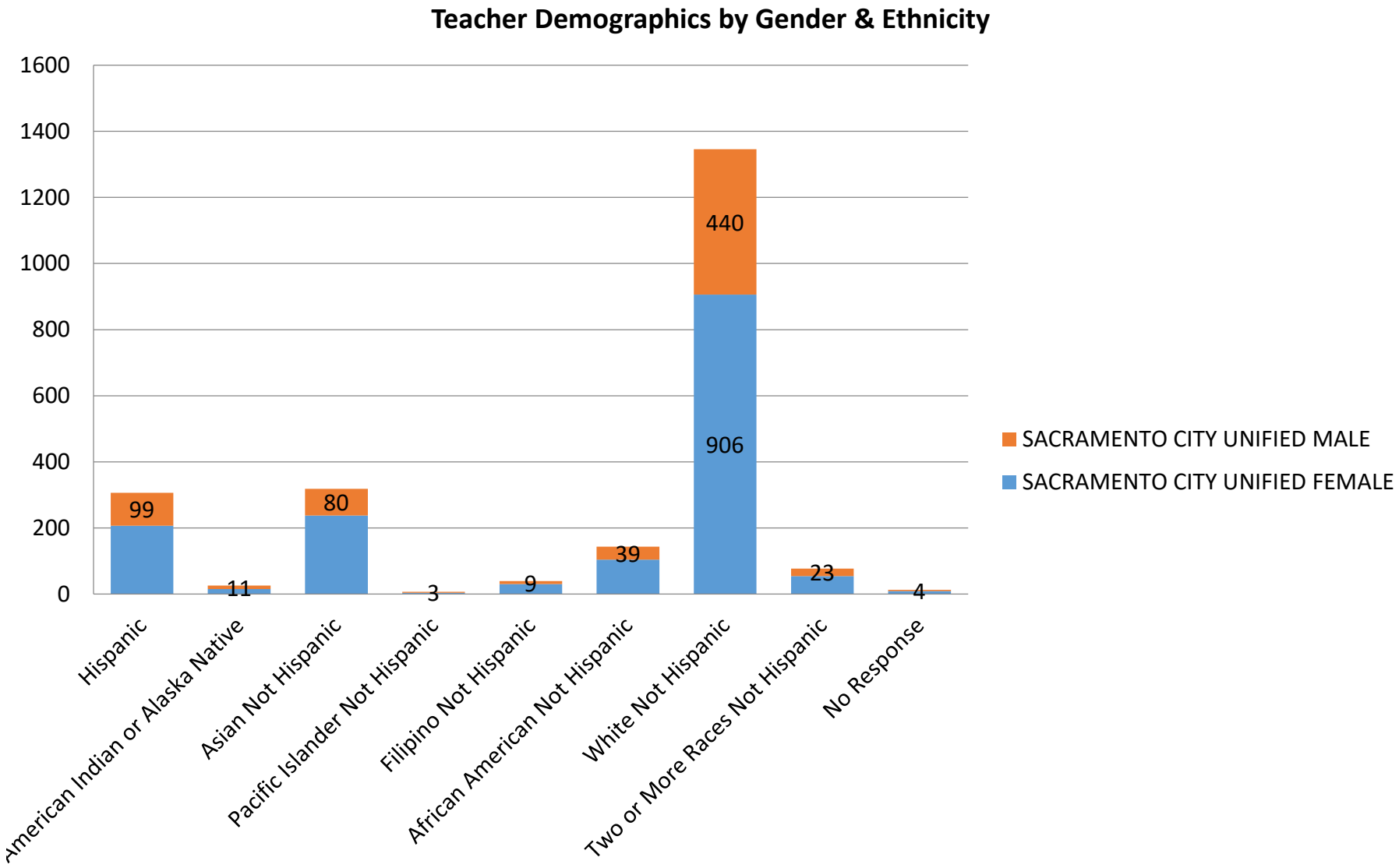
# Comparative Data – Graduation Rate



# Comparative Data – UC/CSU Coursework



# Teacher Demographics by Gender & Ethnicity



# 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

# Causal System Analysis

# Causal System Analysis

An analysis that directs attention to the question, "**Why do we get the outcomes that we currently get?"**

# Districtwide Cycle of Continuous Improvement

## Step 2 - Causal System Analysis

1. **Draft Problem statement**
    a. **Does it define a problem?**
    b. **Is it concrete and specific (ie identifies a target population)**
    c. **Is it measurable (ie includes baseline data)**
2. *Complete a fishbone diagram*
    a. *Identify root causes*
    b. *Identify contributing factors*
    c. *Eliminate factors that are not within our control*
    d. *Identify the tenet for each root cause*
3. *Determine the highest priority root cause to resolve, based on our ability to impact the root cause*

# Problem Statement

The purpose is to explain the issue. In general, a problem statement will outline the basic facts of the problem, explain why the problem matters, and serve as the basis for deeper and more meaningful analysis

# Problem Statement Example –

In SCUSD 36% of students in grades K and 1 are not meeting the standards for Foundational Reading. Of those students, English Learners (40%), African American (20%), and SWDs (21%), are not meeting Foundational Reading standards at disproportionate rates.

# Districtwide Cycle of Continuous Improvement: Causal System Analysis

**As a table group, start with your needs assessment and draft a problem statement**

a. Does it define a problem?
b. Is it concrete and specific (i.e. identifies a target population)
c. Is it measurable (i.e. includes baseline data)

# 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)

     1a. Under preparation for college and career opportunities
  1. Disproportionate Discipline, Suspension, Expulsion Rates

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

# 3- Step Problem Statement Development

- **Statement 1 (Description of the Ideal Scenario)**
  - Describe the goals, desired state, or the values that are important and relevant to the problem.

(BUT) connect statements 1 and 2 using ***"but," "however," "Unfortunately," or "in spite of"***;

- **Statement 2 (The reality of the situation)**
  - Describe the condition that prevents the goal, state, or value discussed in statement 1 from being achieved or realized at the present time.

- **Statement 3 (The possible consequences)**
  - Using specific details, show how the situation in Statement 2 contains little promise of improvement unless something is done.

# Problem Statement Template

- **Statement 1**
  - *In order to…*
  - *Ideally, the mission of…*

- **Statement 2**
  - *However…*
  - *Unfortunately…*

- **Statement 3**
  - *Continuing with this current… <leads to> <causes>*

# Districtwide Cycle of Continuous Improvement: Causal System Analysis

**As a table group, start with your needs assessment and draft a problem statement**

a. Does it define a problem?
b. Is it concrete and specific (i.e. identifies a target population)
c. Is it measurable (i.e. includes baseline data)

# Focus Group Consensus

- Gain consensus on appropriate focus groups
  - Students
  - Teachers
  - Families
  - Researchers
  - Classified Employees
  - Other
- Determine the appropriate timing for focus group and possible locations

# Public Comment

# PLUS/DELTA

# Wrap Up

- Next Meeting
  - October 16th – 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

# THANK YOU