



African American Achievement Initiative

Board Meeting
August 2, 2018
Agenda Item No. 8.3

Vincent Harris, Chief Continuous Improvement and Accountability and Dr. Iris Taylor, Chief Academic Officer

*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!*

Setting the Context

Can We Talk about Race?



And Other Conversations in an Era of School Resegregation

Beverly Daniel Tatum, Ph.D.

Author of

"Why Are All the Black Kids Sitting Together in the Cafeteria?"

City Schools and the American Dream



RECLAIMING the PROMISE of PUBLIC EDUCATION

Pedro Noguera

Cultural Proficiency



A Manual for School Leaders

Randall B. Lindsey
Kikanza Nuri Robins
Raymond D. Terrell

A Field Guide for Achieving Equity in Schools



COURAGEOUS CONVERSATIONS ABOUT RACE

GLENN E. SINGLETON
CURTIS LINTON

Foreword by Gloria Ladson-Billings

Setting the Context - Historical

2005-2007 – Culturally Responsive Pedagogy – with Sharroky Hollie (various schools)

- Culturally Responsive Summer School (FKBK, Floyd, Kemble)
- Culturally Responsive Train the Trainer
- Culturally Responsive Model Classroom

2007-2009 – Courageous Conversations with Glenn Singleton

- District Equity Leadership Team (DELT) developed
- 6-minute *Equity* videos for principals
- Administrator Book Studies

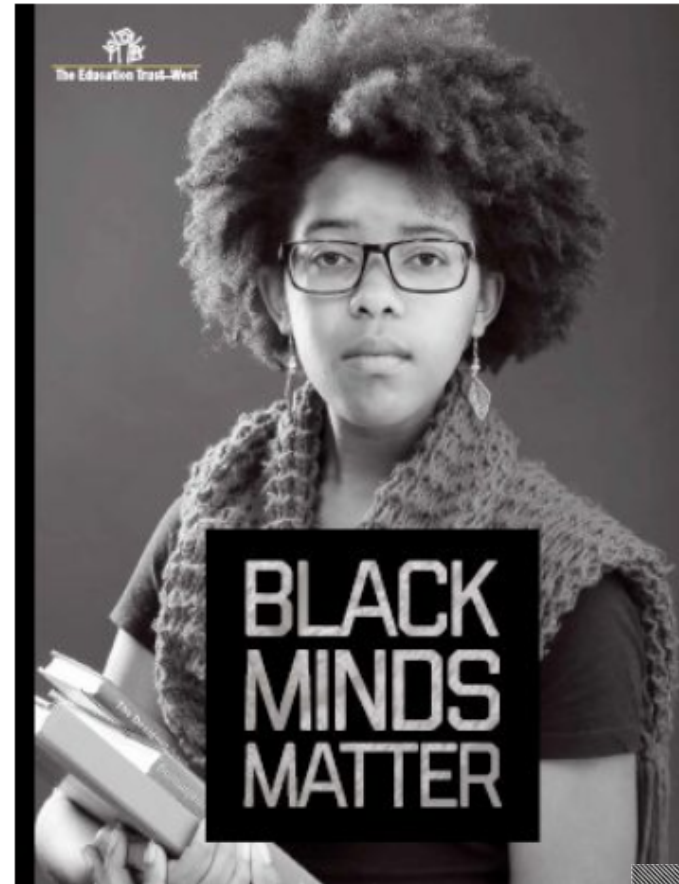
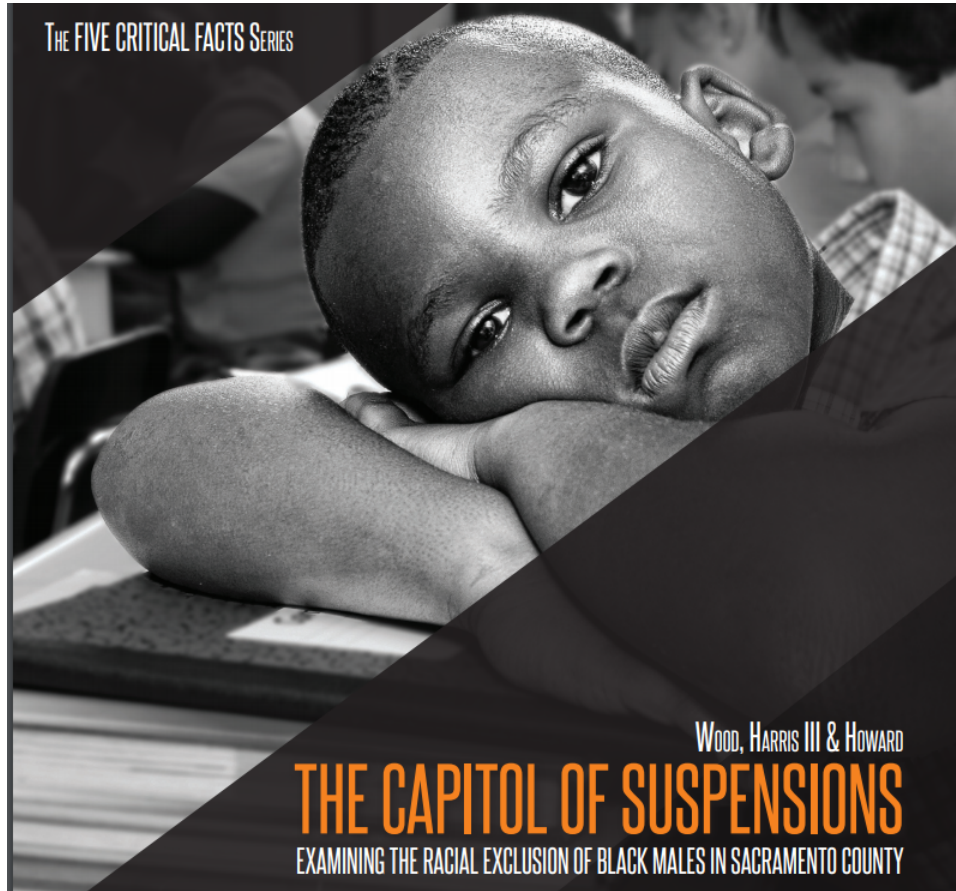
2008-10 – Equity Access Achievement Task Force

- Framework for Eliminating the Achievement Gap Recommendations
- District-wide Equity Faire “Can We Talk About Race”
- Summer Equity Training for Principals and Teachers
- Each site developed site leadership plan for Closing the Achievement Gap
- Equity Speaker Series
 - Jeff Duncan-Andrade
 - Mary Bacon
 - Pedro Noguera
 - Beverly Daniel Tatum

2011 – Cultural Proficiency with Randall Lindsey

2013 – Achievement Gap Coalition Recommendations & Restorative Justice Collaborative

Setting the Context - Present



Plan for raising the Achievement of African American Students



Blacks Making A Difference

Lessons Learned

- Despite best intentions, lack of understanding of how to address the individual and organizational tensions resulting from addressing implicit bias
- Lack of agreed upon articulated measures of success from *boardroom to classroom*
- Lack of coordinated and focused effort representing diversity of thought and stakeholders
- Lack of shared agreement of definition of “equity”
- Lack of continuity due to leadership shifts

Emerging Practices Under Current Board Leadership

- Holistic review of student success – attendance, academic, and behavior
- Disciplined approach focused on K-12 *grade level readiness*
- Articulated measures of success in specific *Priority Areas*

Third Grade Readiness	Graduation
EL Redesignation	A-G
Middle School Readiness	College-Going Culture
High School Readiness	

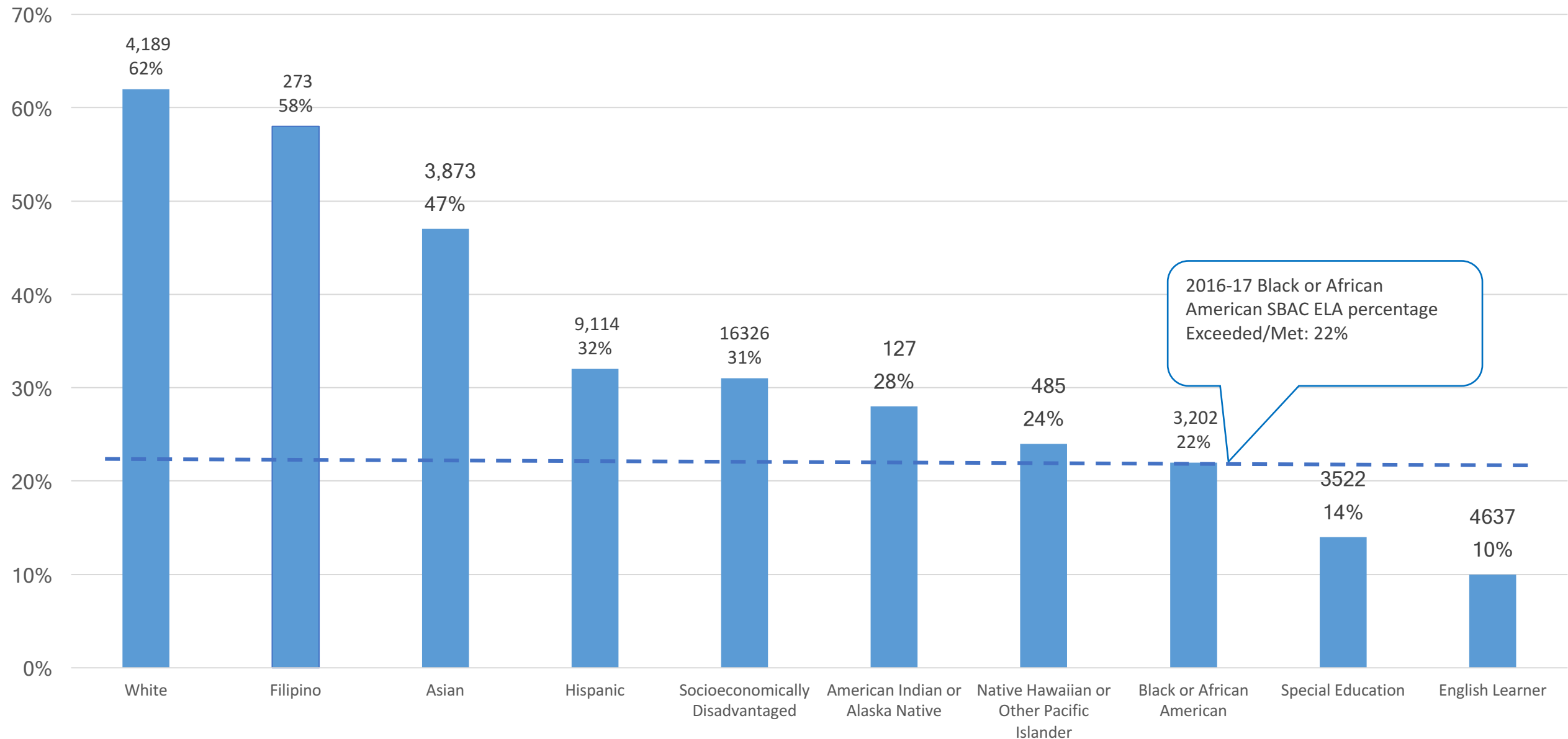
- SPSA and LCAP as integral levers to create greater coherence and ensure that expenditures are tied to articulated measures of success
- Disciplined application of Continuous Improvement principles

Next Steps

- Establish a task force that includes academic, research, technical, and community members to develop a coherent strategy that ties specific outcomes to be measured on an ongoing basis and reported to Board of Education and SCUSD community
 - Have convened community leaders on this topic on March 23, 2018 and May 7, 2018
 - Provide Board of Education with ongoing updates leading up to final report in December 2018
 - August 2nd - Present African American Academic Initiative Board Presentation
 - August 23rd - Identify members for the taskforce
 - September 14th - Convene taskforce kick-off meeting
 - December 20th - Present taskforce recommendations to board of education
 - February 1st - Identify potential budget or organizational recommendation impacts

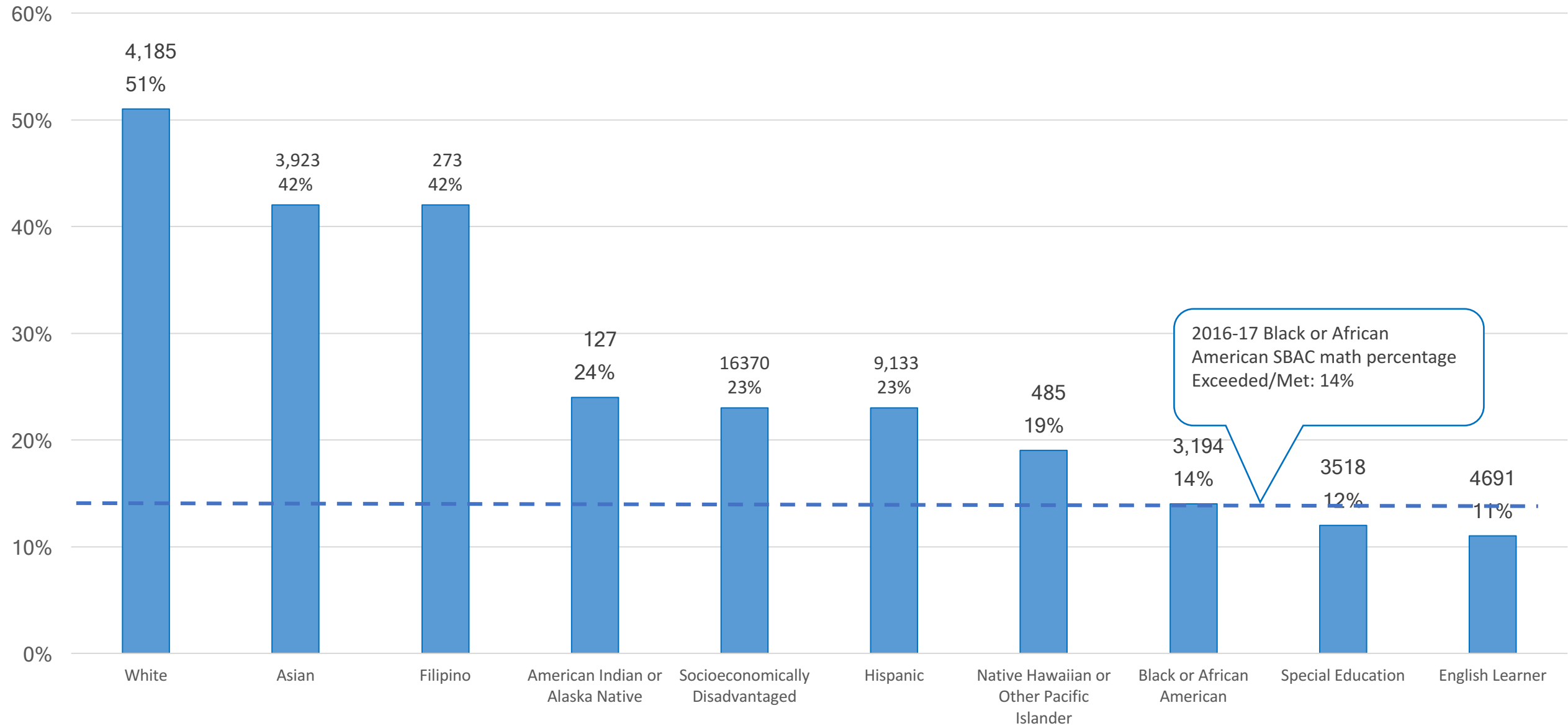
THE WHY?

SBAC ELA Percent Exceeded/Met Standards by Ethnicity, Race, and Student Programs: 2017

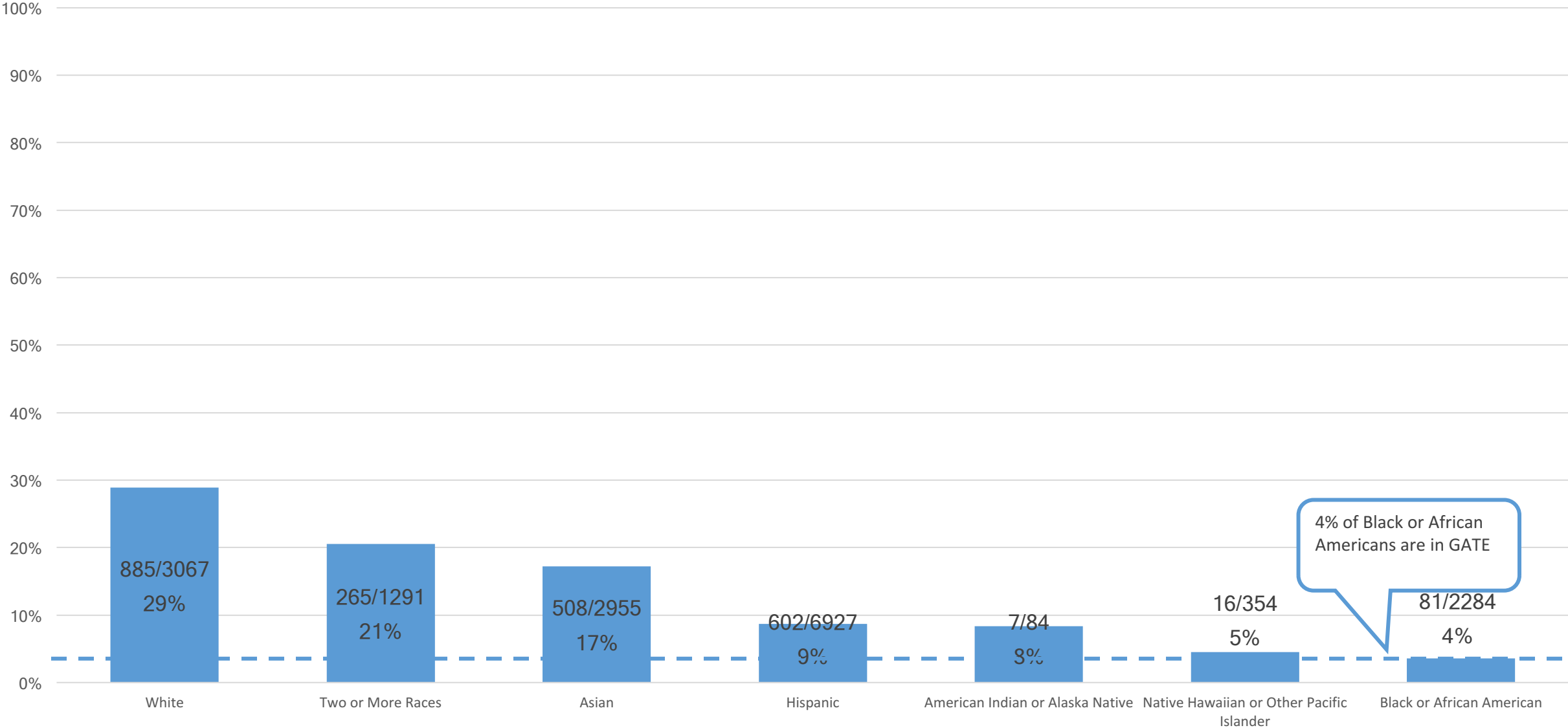


Results are from CDE research file retrieved from <http://caaspp.cde.ca.gov>. Homeless, and Foster Youth data not available

SBAC Math Percent Exceeded/Met Standards by Ethnicity, Race, and Student Programs: 2017



2017-18 Proportion of GATE Identified Students by Ethnicity and Race for Grades 2-6

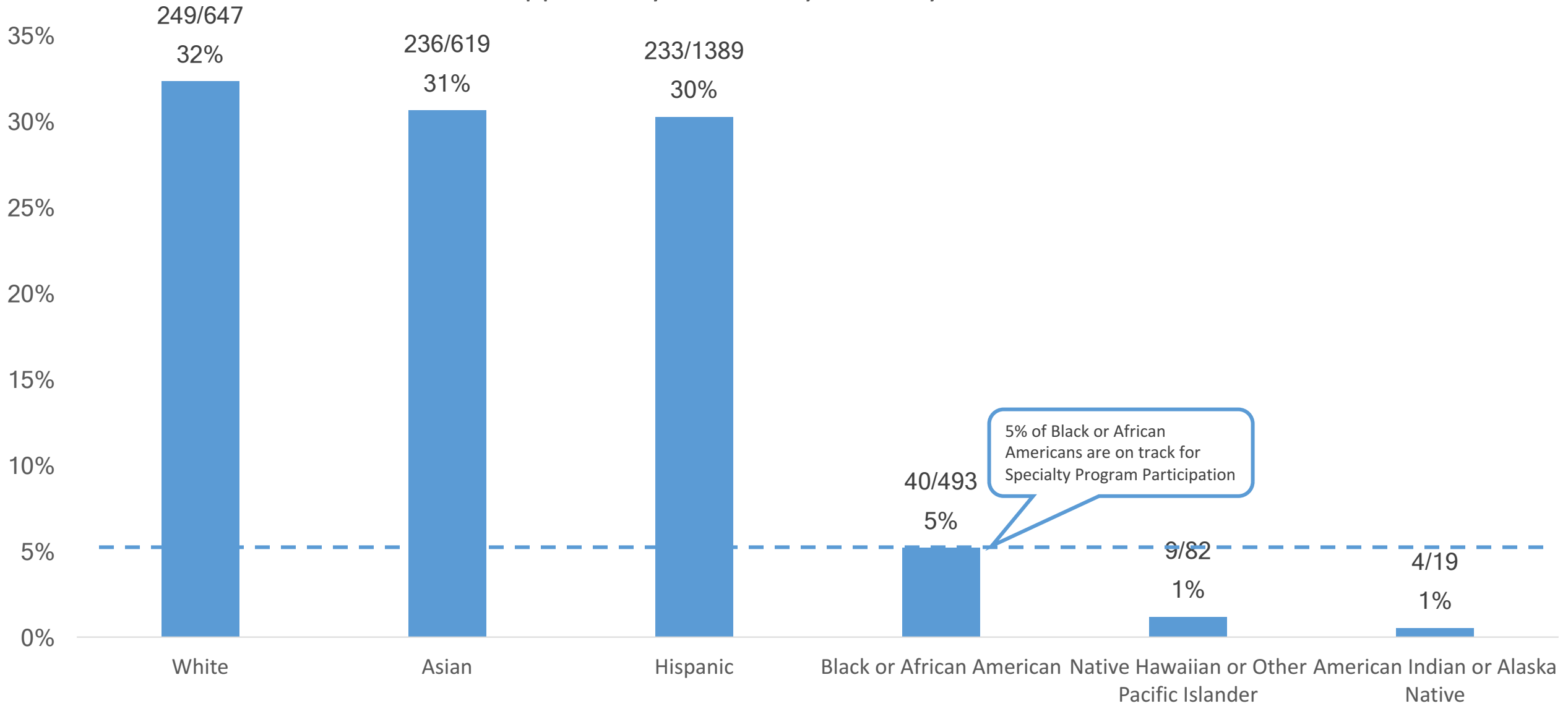


4% of Black or African Americans are in GATE

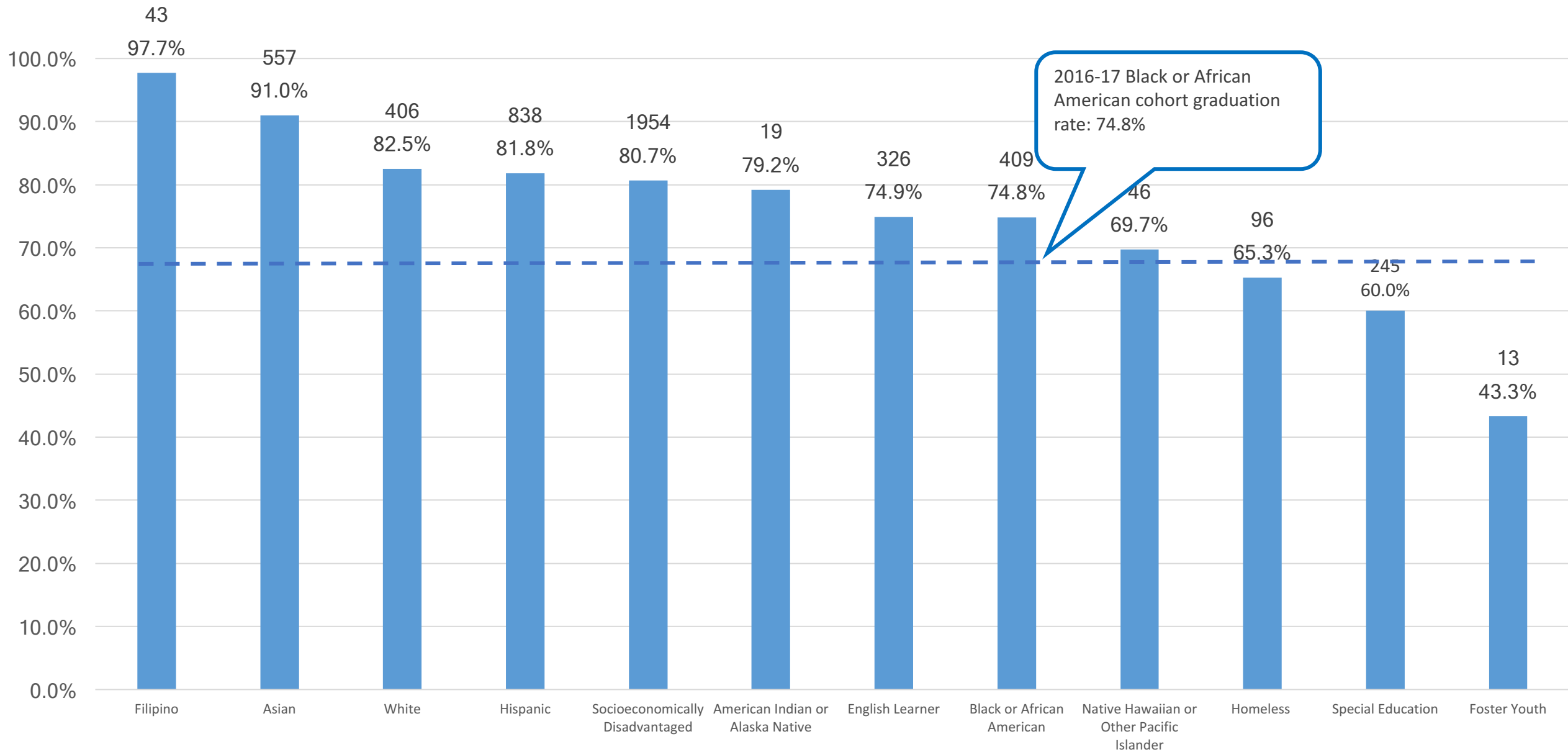
Methodology: GATE Eligible Students as of the 2017-18 CALPADS Census Date each year

Source: CALPADS 8.1 Reports

Distribution of 832 Grade 7 Students Who Are On Track to Qualify for Specialty Program Approval by Grade 9 by Ethnicity and Race

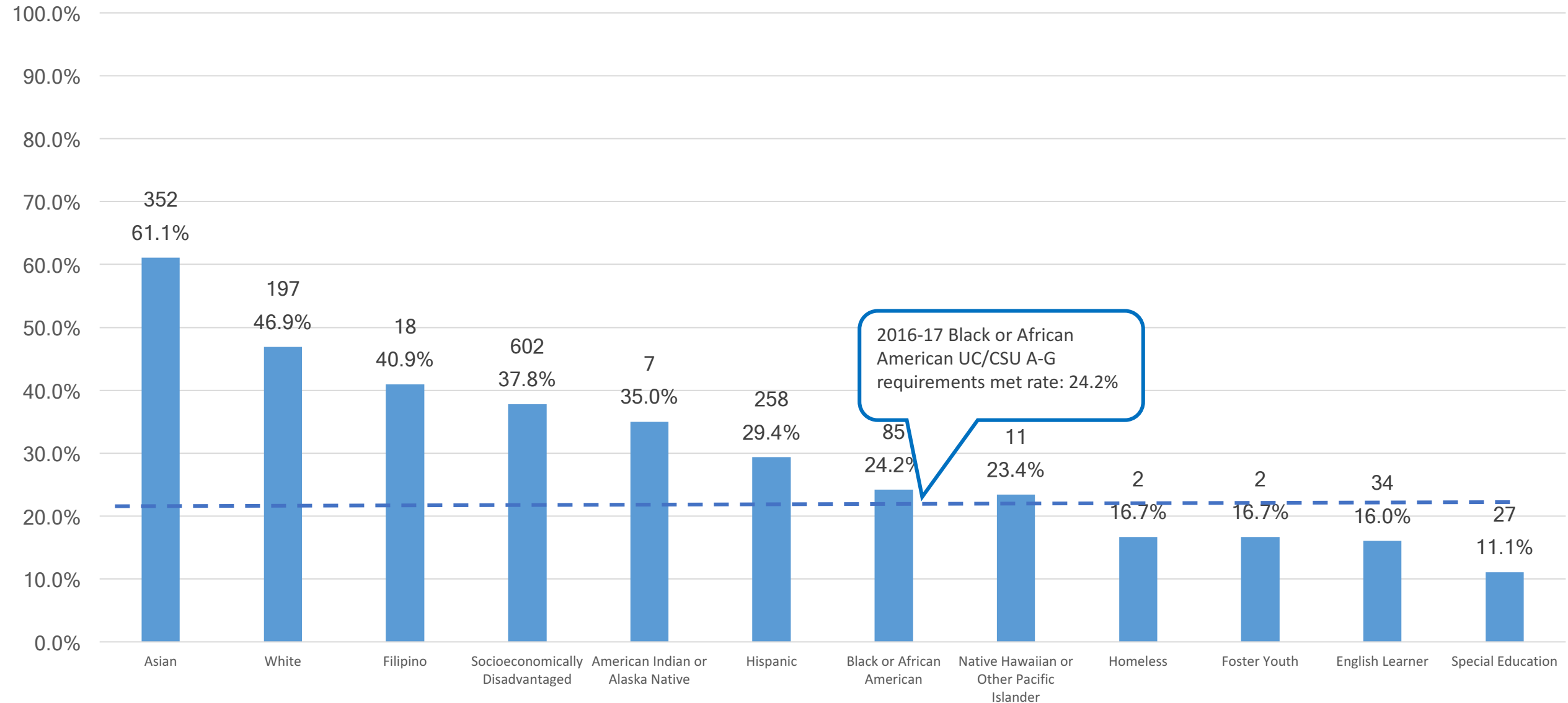


SCUSD 4-Year Cohort Graduation Rate by Ethnicity, Race, & Student Programs: 2016-17



Data Source: CDE DataQuest. <https://dq.cde.ca.gov/dataquest/SearchName.asp?rbTimeFrame=oneyear&rYear=2016-17&cName=sacramento+city&Topic=Coh&Level=District&submit1=Submit>.
Data include all charter and non-public schools.

SCUSD Graduates Who Completed UC/CSU A-G Requirements by Reported Ethnicity, Race, and Student Programs: 2016-17



Rates were calculated using CALPADS 8.1 and 1.18 enrollment files. Some students enrolled in SCUSD after the submission deadline. For those students, demographic information was obtained from IC and Illuminate. Data exclude independent charter sites. Data exclude independent charter schools.

SCUSD Local Context CSU/UC Eligibility Match Profiles



CSU Admission Profile Metrics	Group A	Group A Campuses
UC A-G GPA	≥ 3.53	San Luis Obispo San Diego Long Beach Fullerton
A-G Total Units	≥ 22	
SAT EBRW	≥ 620	
SAT Math	≥ 600	
AP/Honors Courses	≥ 5	



CSU Group A	
Asian	24
White	28
African American	1
Hispanic	15
Native Hawaiian or Other Pacific Islander	0
American Indian or Alaska Native	0
Two or More Races	2

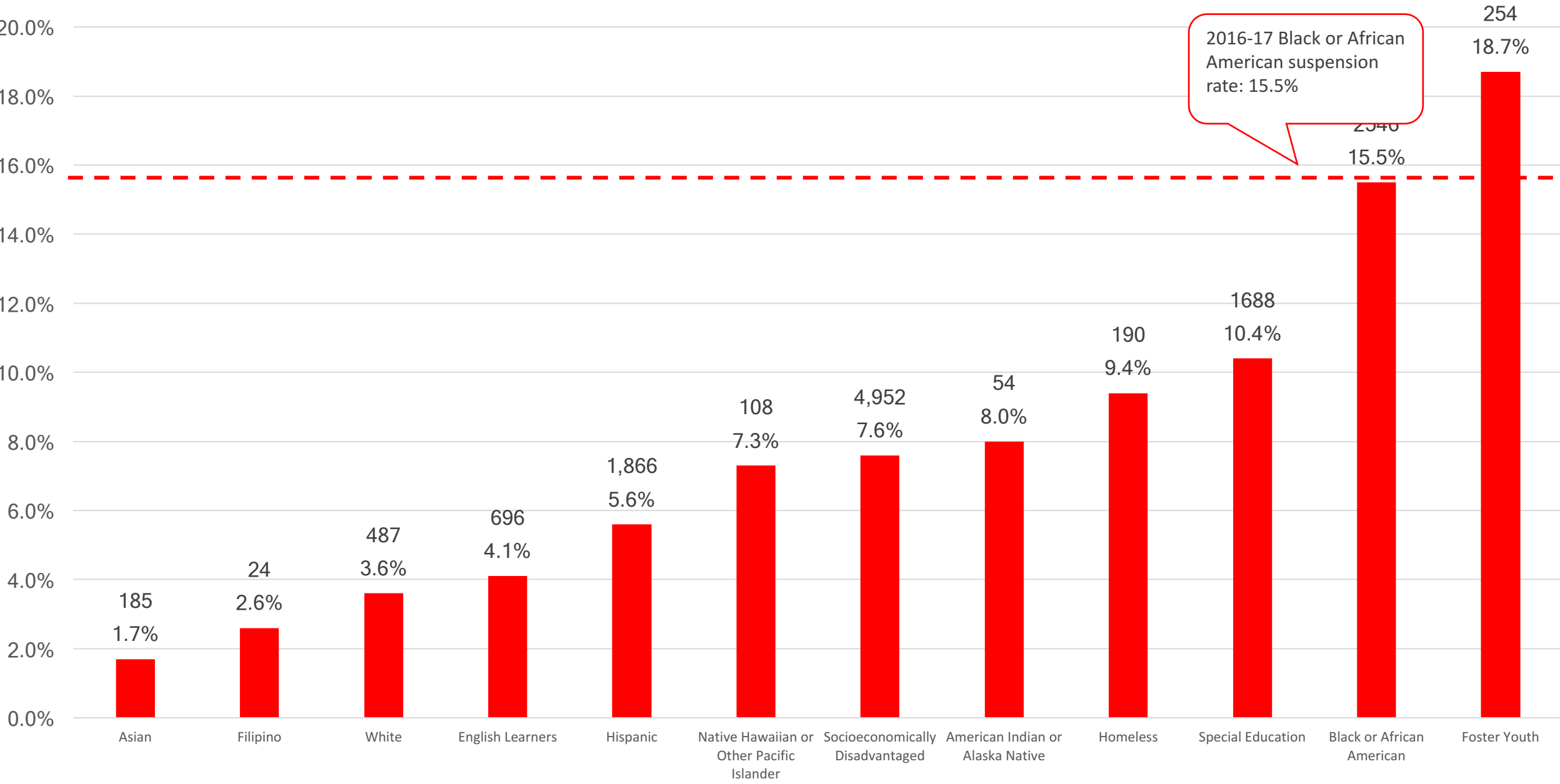


UC Admission Profile Metrics	Group A	Group A Campuses
UC A-G GPA	≥ 3.89	Berkeley Los Angeles
A-G Total Units	≥ 22.5	
SAT EBRW	≥ 650	
SAT Math	≥ 630	
AP/Honors Courses	≥ 6	



UC Group A	
Asian	16
White	16
African American	0
Hispanic	5
Native Hawaiian or Other Pacific Islander	0
American Indian or Alaska Native	0
Two or More Races	1

Suspension Rate by Ethnicity, Race, and Student Programs: 2016-17



Source: <https://data1.cde.ca.gov/dataquest/dqCensus/DisSuspRate>

Chronic Absenteeism by Ethnicity, Race, and Student Programs: 2016-17

