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

- Nearly 2 out of 5 did not graduate from HS (37%)
- Nearly 5 out of 10 received multiple suspensions (45%)
- Nearly 1 out of 5 met A-G requirements (19%)

*2016-17
A Snapshot of Our Girls/Young Women

- 23% did not graduate from HS
- 33% received multiple suspensions
- 36% met A-G requirements

*2016-17
1% Foster Youth African American Students

19% Students with Disabilities African American Students

2% Homeless African American Students

82% Socioeconomically Disadvantaged 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)
# 2017-18 Program Participation by Ethnicity/Race

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

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

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Black or African American</td>
<td>69.3%</td>
<td>69.0%</td>
<td>72.3%</td>
<td>69.3%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>66.7%</td>
<td>73.7%</td>
<td>79.0%</td>
<td>81.8%</td>
</tr>
<tr>
<td>Asian</td>
<td>90.8%</td>
<td>89.5%</td>
<td>91.1%</td>
<td>90.9%</td>
</tr>
<tr>
<td>Filipino</td>
<td>95.4%</td>
<td>100.0%</td>
<td>92.2%</td>
<td>97.7%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>82.1%</td>
<td>76.9%</td>
<td>77.8%</td>
<td>80.8%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>82.7%</td>
<td>88.1%</td>
<td>80.4%</td>
<td>69.2%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>91.8%</td>
<td>84.9%</td>
<td>78.3%</td>
<td>81.0%</td>
</tr>
<tr>
<td>White</td>
<td>90.8%</td>
<td>82.3%</td>
<td>85.6%</td>
<td>79.3%</td>
</tr>
<tr>
<td>District</td>
<td>85.0%</td>
<td>80.3%</td>
<td>81.4%</td>
<td>81.2%</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Black or African American</td>
<td>22.0%</td>
<td>24.6%</td>
<td>21.3%</td>
<td>25.5%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>15.0%</td>
<td>15.0%</td>
<td>22.2%</td>
<td>35.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>64.0%</td>
<td>61.9%</td>
<td>56.3%</td>
<td>63.2%</td>
</tr>
<tr>
<td>Filipino</td>
<td>56.0%</td>
<td>72.5%</td>
<td>42.6%</td>
<td>44.4%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>32.2%</td>
<td>35.0%</td>
<td>32.8%</td>
<td>29.8%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>20.0%</td>
<td>33.3%</td>
<td>27.5%</td>
<td>24.5%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>49.1%</td>
<td>45.7%</td>
<td>41.4%</td>
<td>47.9%</td>
</tr>
<tr>
<td>White</td>
<td>43.0%</td>
<td>42.5%</td>
<td>48.0%</td>
<td>46.9%</td>
</tr>
<tr>
<td>District</td>
<td>41.2%</td>
<td>42.3%</td>
<td>39.5%</td>
<td>40.9%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>53% (2162/4080)</td>
<td>52% (2176/4185)</td>
<td>53% (2169/4185)</td>
<td>50% (2056/4375)</td>
</tr>
<tr>
<td>Asian</td>
<td>42% (1744/4200)</td>
<td>42% (1762/4205)</td>
<td>42% (1782/4205)</td>
<td>42% (1732/4375)</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>37% (472/1276)</td>
<td>37% (432/1168)</td>
<td>37% (432/1168)</td>
<td>39% (2056/5237)</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>47% (12169/4375)</td>
<td>47% (12162/4080)</td>
<td>47% (12169/4375)</td>
<td>47% (12169/4375)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>23% (34/146)</td>
<td>23% (30/127)</td>
<td>23% (30/127)</td>
<td>23% (30/127)</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>17% (73/429)</td>
<td>17% (73/429)</td>
<td>17% (73/429)</td>
<td>17% (73/429)</td>
</tr>
<tr>
<td>Black or African American</td>
<td>13% (451/3469)</td>
<td>13% (451/3469)</td>
<td>13% (451/3469)</td>
<td>13% (451/3469)</td>
</tr>
</tbody>
</table>

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.

Black or African American students have the lowest percent of students meeting grade level Math standards based on SBAC.
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.
Students With 96%+ Attendance, No Suspensions, and Who Were Not Socioeconomically Disadvantaged Percent Who Exceeded or Met SBAC Math 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.
Setting the Context - Present
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

Culture & Climate
- School Climate
- Disciplinary Policies & Practices
- Community Engagement

Academic Achievement
- Access and Inclusion
- Opportunities to Learn
- Achievement & Outcomes
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