



African American Achievement Task Force Recommendation Implementation Update

Board Meeting
September 26, 2019
Agenda Item 9.1

Vincent Harris, Chief Continuous Improvement and African American Achievement
Task Force

African American Achievement 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
- 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

Purpose

- Ensure all students are given an equal opportunity to graduate with the greatest number of post secondary choices from the widest array of options
- Share the high level recommendation implementation plan

2018 California Dashboard Overview

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Orange	Orange	Green	Green	Orange	Orange
English Learners	Orange	Green	Orange	Yellow	Yellow	Orange
Foster Youth	Red	Red	Yellow	Red	Red	Red
Homeless	Red	Red	Orange	Orange	Orange	Orange
Socioeconomically Disadvantaged	Orange	Orange	Green	Green	Orange	Orange
Students with Disabilities	Orange	Orange	Red	Red	Red	Red
African American	Red	Red	Yellow	Orange	Red	Red
American Indian or Alaska Native	Red	Red	None	None	Orange	Orange
Asian	Orange	Green	Green	Green	Orange	Yellow
Filipino	Yellow	Orange	Yellow	Yellow	Green	Green
Hispanic	Orange	Yellow	Green	Yellow	Orange	Orange
Native Hawaiian or Pacific Islander	Red	Yellow	Orange	Yellow	Red	Red
White	Yellow	Green	Green	Green	Green	Green
Two or More Races	Orange	Orange	Green	Green	Green	Green

Timeline since May 16th Board Adoption

- June 4th
 - Decide on implementation approach
- June 18th
 - Benchmark session with African American Regional Educational Alliances (AAREA) to identify implementation best practices and challenges
- July 9th
 - Focus on development of infrastructure and governing principles
- July 16th
 - Focus on development of infrastructure and governing principles
- July 29th
 - Benchmark session with Hayward Unified's African American Student Achievement Initiative (AASAI) to identify implementation best practices and challenges



Timeline since May 16th Adoption

- *August 12th*
 - Update on District work with recommendations
 - Mai Xi Lee, Director of Social Emotional Learning presented preliminary work on 5% suspension recommendation
 - Dr. Ed Eldridge, Director of Strategy and Continuous Improvement presented preliminary data on African American student achievement trends and bright spots
 - Carrie Rose, former Executive Director of Parent Teacher Home Visit presented nonprofit and parent engagement strategies
- *August 22nd*
 - Focus on development of infrastructure and governing principles
- *September 9th*
 - Focus on development of infrastructure and governing principles
- *September 26th*
 - *Board of Education Update*

Overarching Outcomes

*By June 30, 2020 and each year thereafter, SCUSD will decrease the percentage of non-proficient students by 5%**

- 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.
- 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.

*The 2019-20 goal represents a reduction of 10 percent of the percent of students who did not achieve the desired goal in 2017-18. 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. For each year thereafter 2019-20, the goal is to decrease the percent of non-proficient students by 5%.

Recommendation Implementation Time Horizon

Recommendation	Up to 1 Year	Up to 2 Years	Up to 3 Years
Establish a District-wide Black/African American Parent/Caregiver and Student Advisory Committee	x		
Establish a Black/African American Student Achievement Task Force Implementation/Accountability Steering Committee	x		
Require sites with over 5% variance on suspension rate disproportionality to develop and implement a plan to reduce suspensions to at least the district average	x		
Eliminate willful defiance suspensions (Senate Bill 419)	x		
Implement multiple measures to assess student progress in order to identify students in need of intervention and prioritize resources	x		
Implement research based intervention and acceleration strategies to close persistent learning gaps	x		
Provide school-to-college and school-to-career experiences utilizing community stakeholders (career training, university shadowing, mentoring and internships, etc.)	x		
Divest from future funding for school resource officers and reinvest in alternative supports	x		
Create a District-wide study team tasked to review, monitor K-12 special education referral practices	x	x	
Adopt and implement curriculum that includes and reflects Black/African American experience	x	x	
Provide professional development addressing inequitable disciplinary practices and mandate 100% faculty and staff attendance	x	x	x
Eliminate Pre K – 3 rd grade suspensions	x	x	x
Increase Black/African American teachers from 109 to 150	x	x	x

Recommendation Implementation Status

Recommendation	Implementation Underway	Implementation Being Evaluated	Not Started
Establish a District-wide Black/African American Parent/Caregiver and Student Advisory Committee	x		
Establish a Black/African American Student Achievement Task Force Implementation/Accountability Steering Committee			x
Require sites with over 5% variance on suspension rate disproportionality to develop and implement a plan to reduce suspensions to at least the district average	x		
Eliminate willful defiance suspensions (Senate Bill 419)		x	
Implement multiple measures to assess student progress in order to identify students in need of intervention and prioritize resources		x	
Implement research based intervention and acceleration strategies to close persistent learning gaps			x
Provide school-to-college and school-to-career experiences utilizing community stakeholders (career training, university shadowing, mentoring and internships, etc.)		x	
Divest from future funding for school resource officers and reinvest in alternative supports	x		
Create a District-wide study team tasked to review, monitor K-12 special education referral practices			x
Adopt and implement curriculum that includes and reflects Black/African American experience			x
Provide professional development addressing inequitable disciplinary practices and mandate 100% faculty and staff attendance			x
Eliminate Pre K – 3 rd grade suspensions			x
Increase Black/African American teachers from 109 to 150			x

Recommendation Spotlights

- **Establish a district-wide Black/African American Parent/Caregiver and Student Advisory Committee**
 - *Hosted several meetings to define the actual committee structure. Key milestones have included:*
 - *Held benchmark meetings with other similar organizations*
 - *Explored the establishment of governing principles, membership criteria, meeting structure and initial meeting timing*
 - *Reviewed membership structure and governance principles of the Community Advisory Committee and the District English Learner Advisory Committee*
- **Divest from future funding for school resource officers and reinvest in alternative supports**
 - *Board of Education decided to end the current SRO contract*
 - *Board of Education and District staff are designing the revised safety and security plan going forward*
- **Require sites with over 5% variance on suspension rate disproportionality to develop and implement a plan to reduce suspensions to at least the District average.**
 - *Preliminary outcomes for this recommendation were shared at August 1st principal meeting*
 - *Social Emotional Learning Training Specialists and Instructional Assistant Superintendents have been meeting with identified sites to start conversations on strategies to reduce suspensions*

Next Steps

- October 7th meeting to frame the transition group which will finalize the launch of the district wide African American Advisory Committee
 - Ongoing meetings to scope out the infrastructure of the districtwide committee
- District staff will continue to review, analyze and start the implementation of the recommendations with regular reports to the transition and the districtwide committee
- Once the districtwide advisory committee is fully launched, the committee will request similar status as other districtwide committees such as the Community Advisory Committee and District English Learner Advisory Committee

Questions/Discussion

Closing/Thank You