

# **African American Achievement Taskforce**

## **DRAFT**

Meeting #5  
October 23, 2018  
Serna Center  
Pennsylvania Community Room

# Agenda

1. Welcome and Review
2. Review of Roles, Responsibilities, and Commitments
3. Refined data for Sacramento City Unified School District
4. Revisit Problem Statements
5. Crosswalk Solutions/Research to Problem Statements
6. Finalize Focus Groups
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*

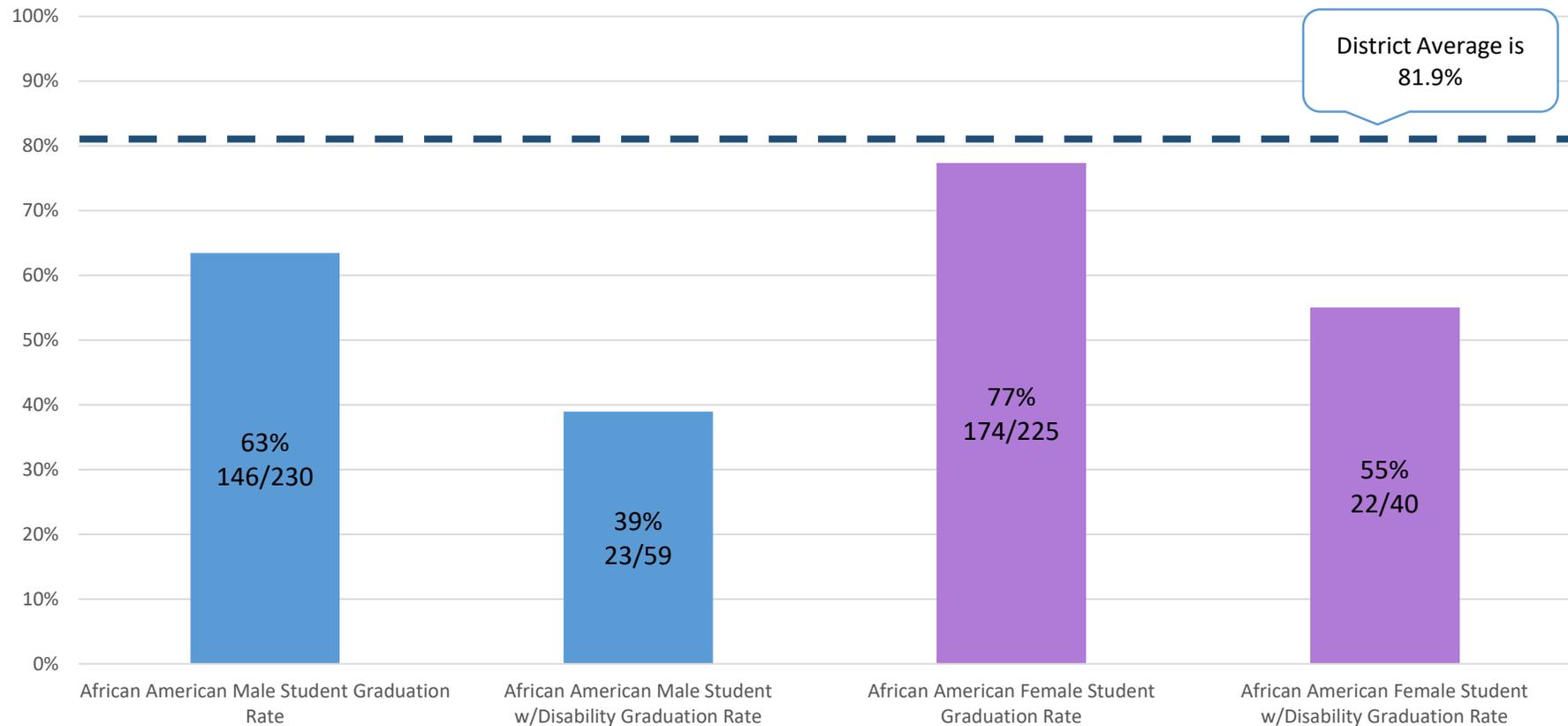
*Teacher Demographics*

*Number of Students Per Grade Level*

*Suspension Rates*

*Data excludes independent charter schools*

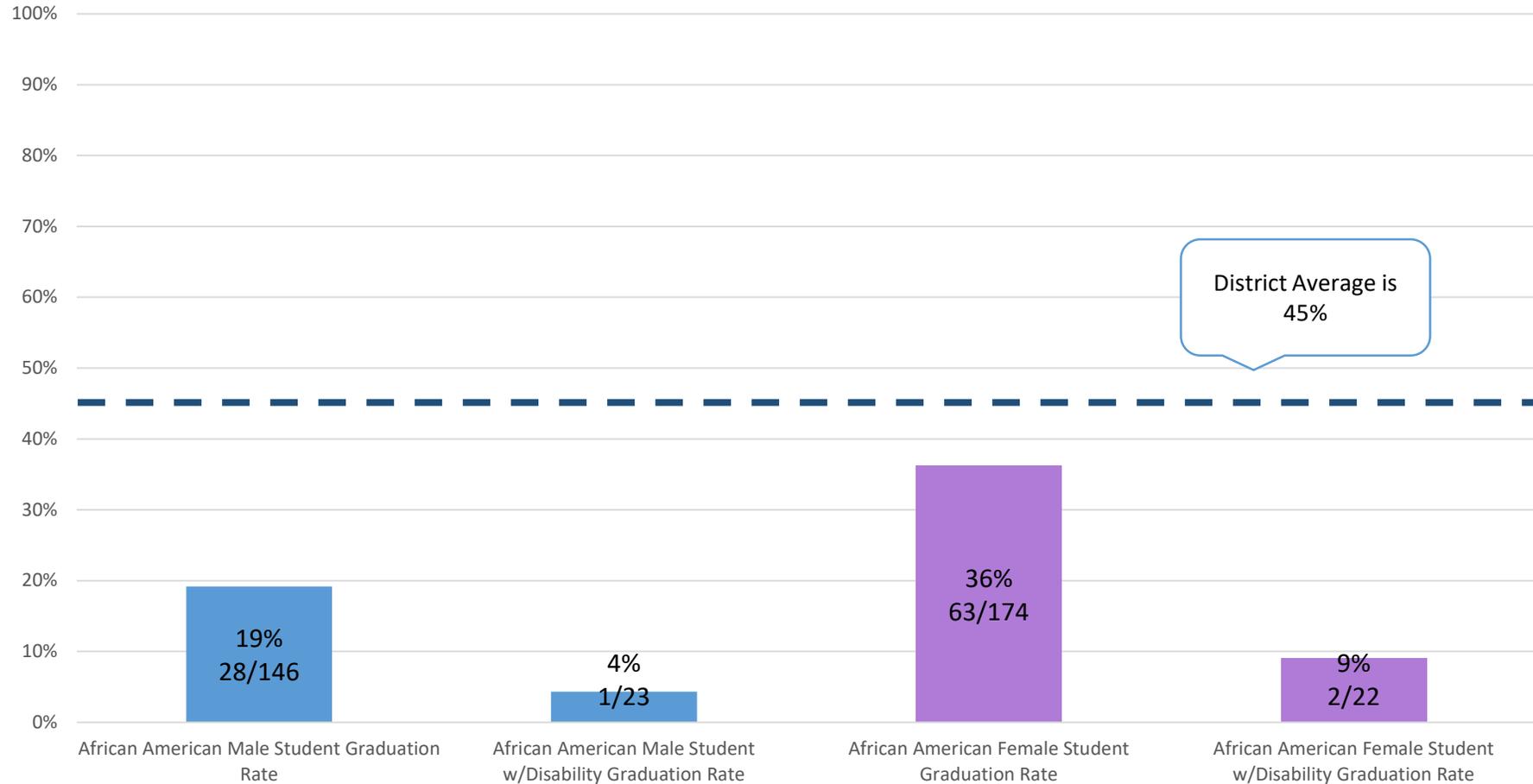
# 2016-17 SCUSD African American Student Graduation by Gender, Disability, and Foster Youth



	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



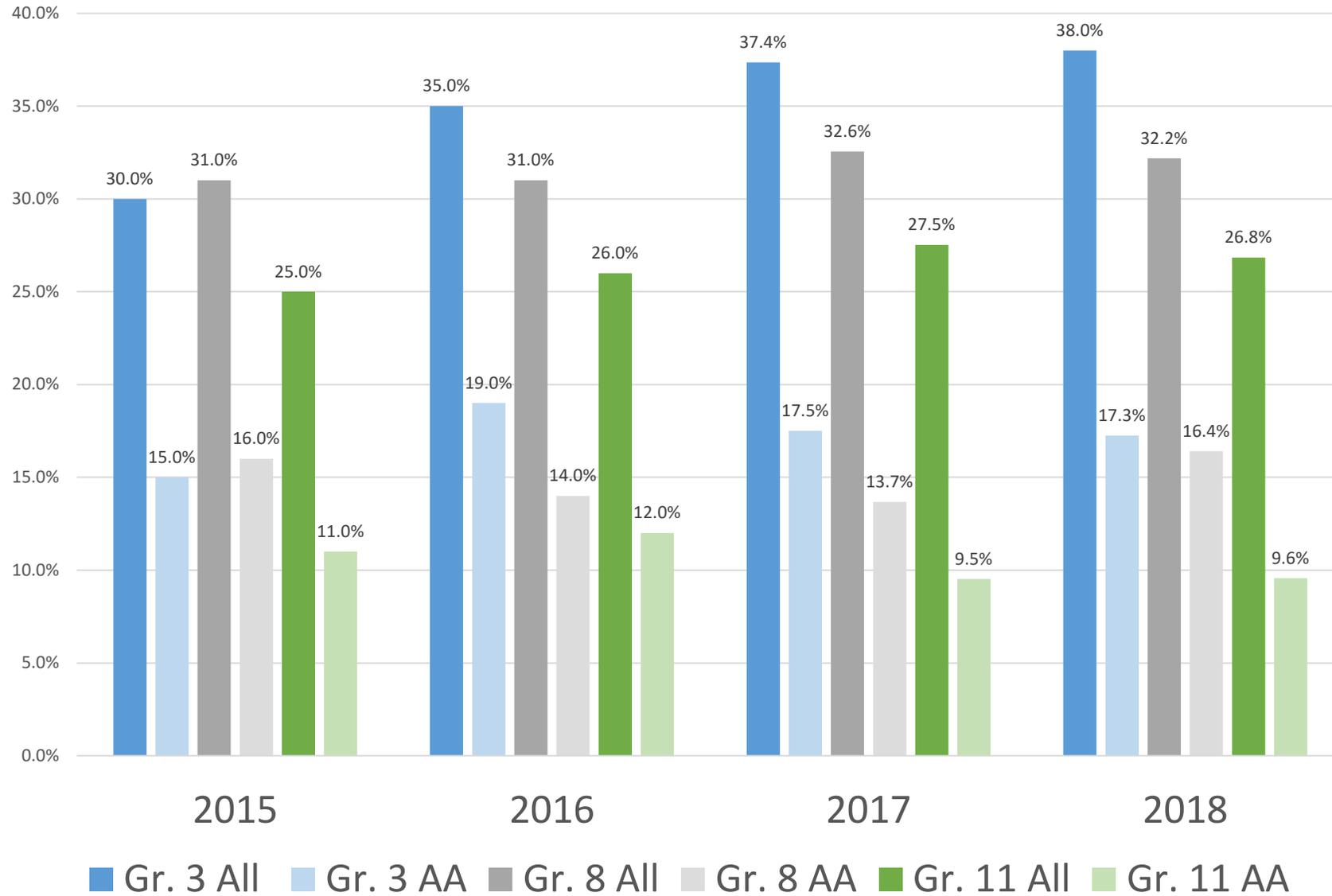
Source: CDE Cohort Outcome Data via the Tech Services Department. Foster Youth not included to protect student privacy, due to having less than 11 students in a category.

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 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

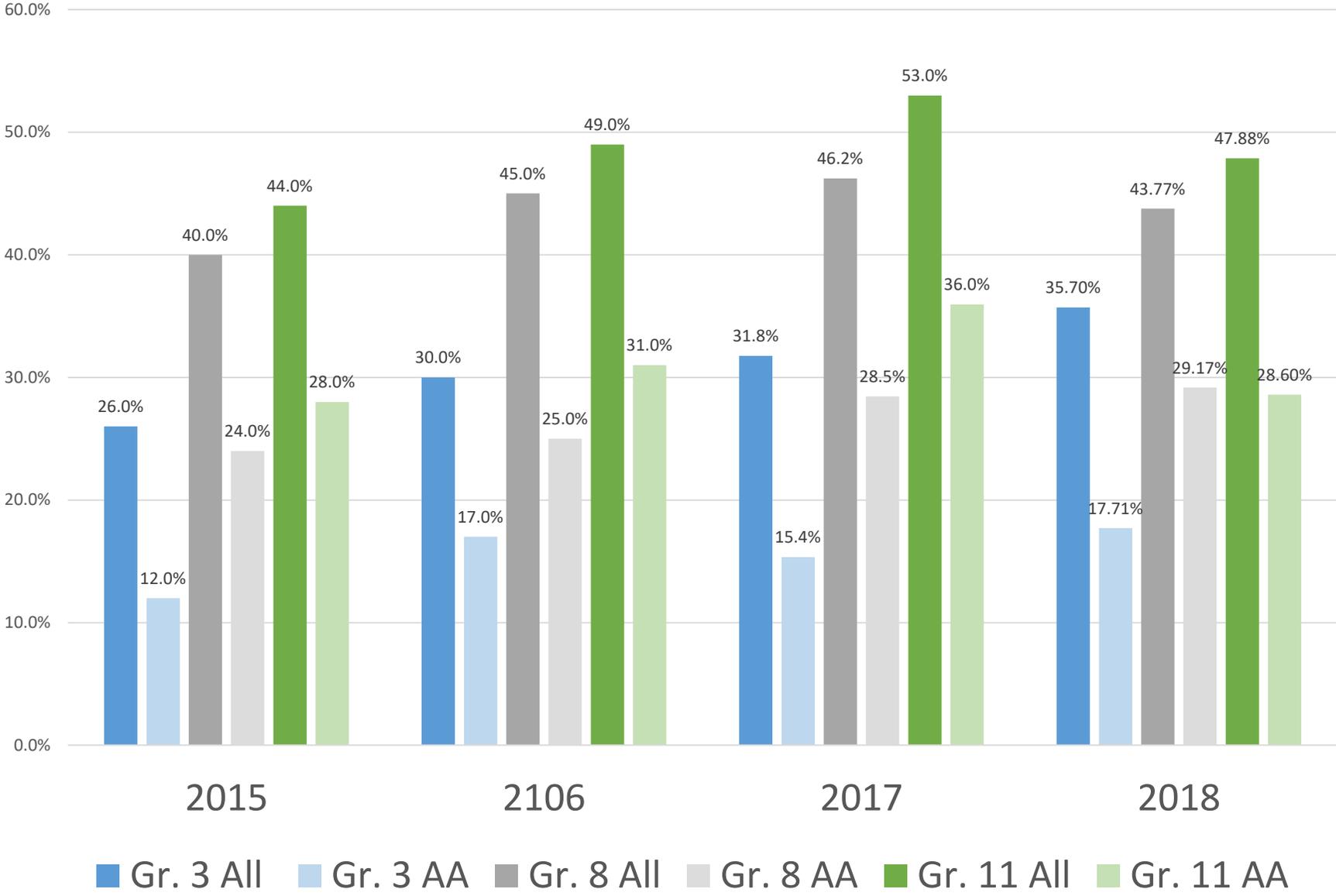
## Standard Met or Standard Exceeded



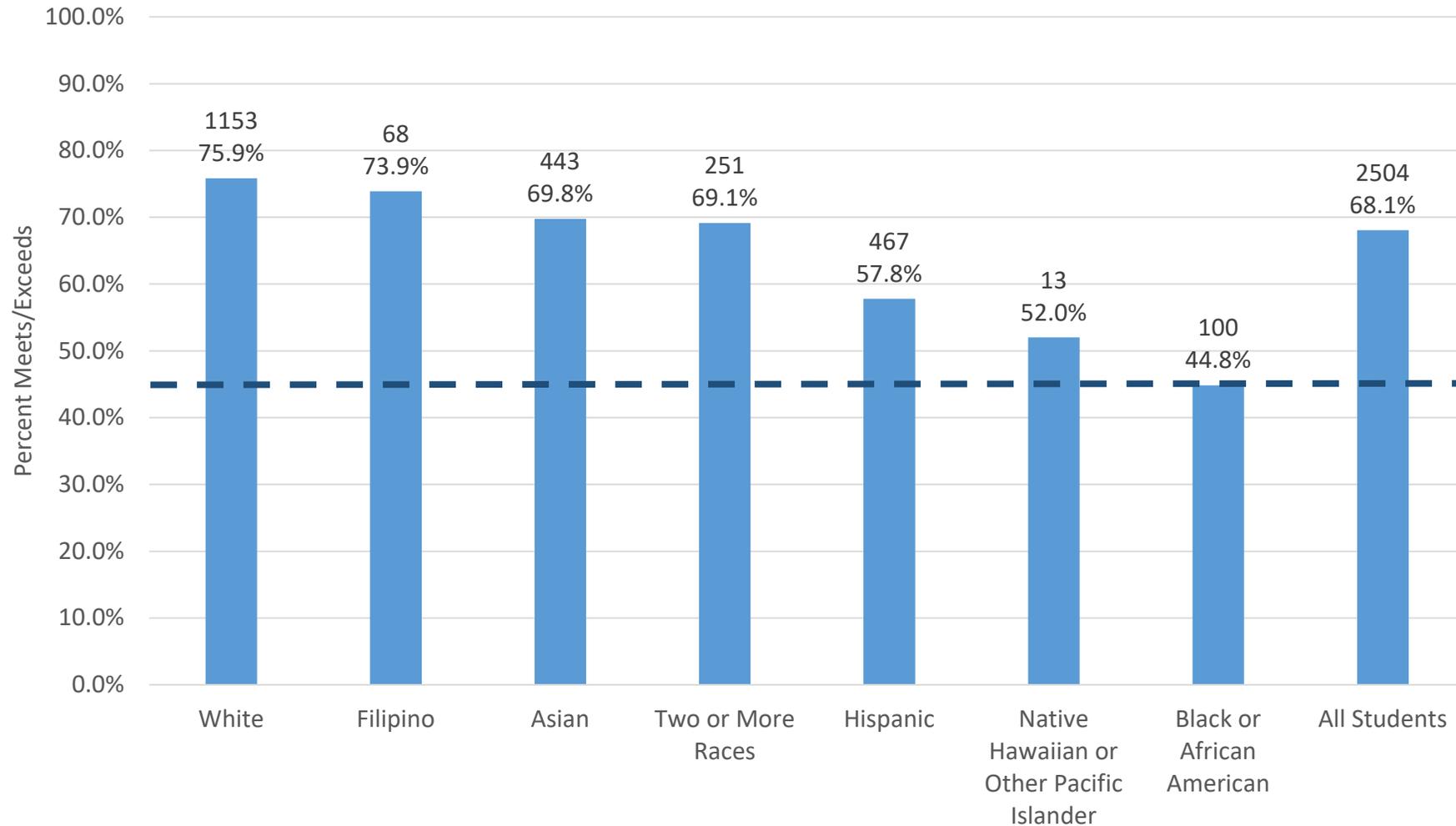


# SBAC ELA

## Standard Met or Standard Exceeded

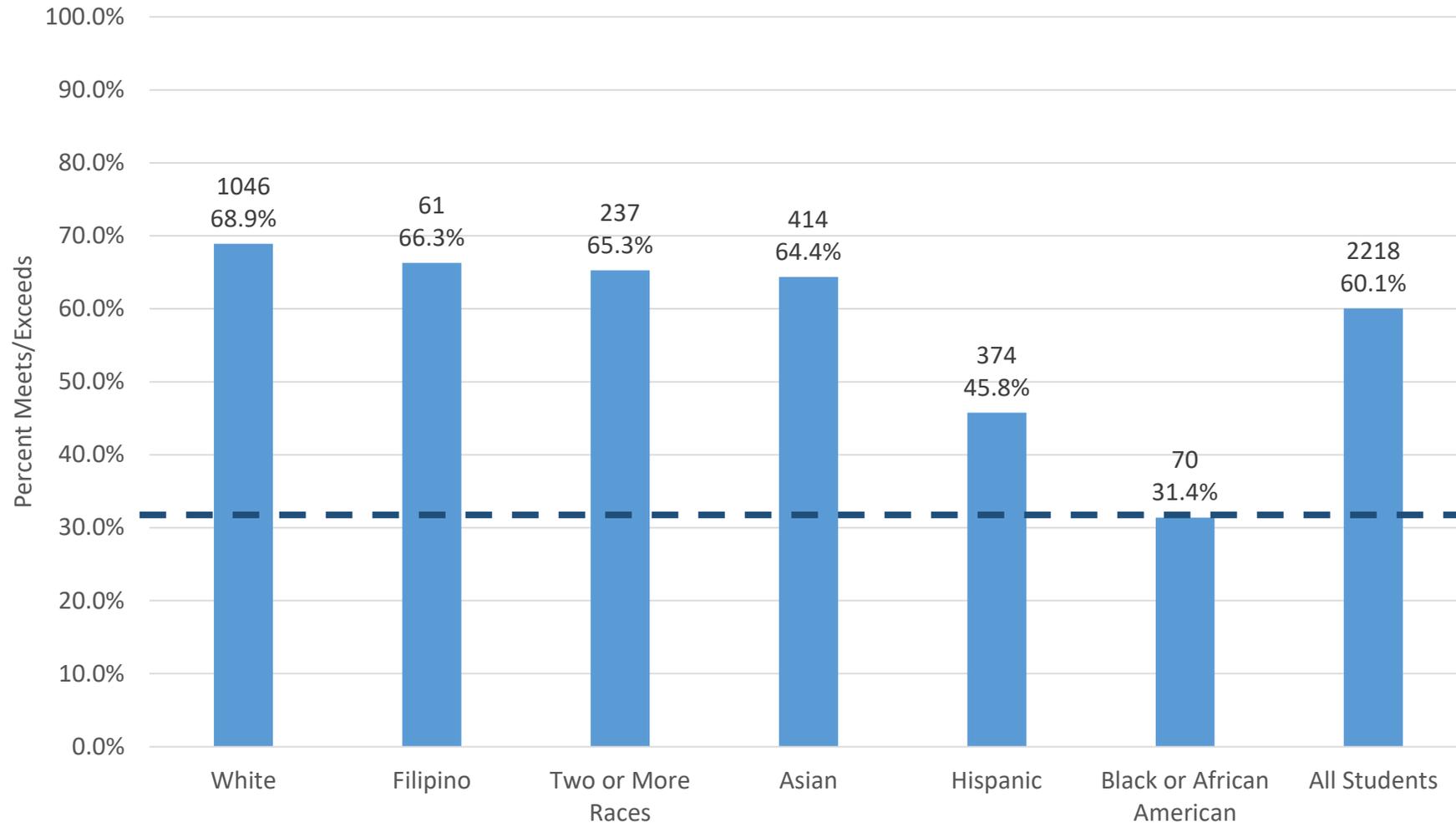


2016-17 SBAC ELA Meets/Exceeds Standards Percentage for Students with 96% or Greater Attendance, With No Suspensions, **and** Who Are Not Socioeconomically Disadvantaged



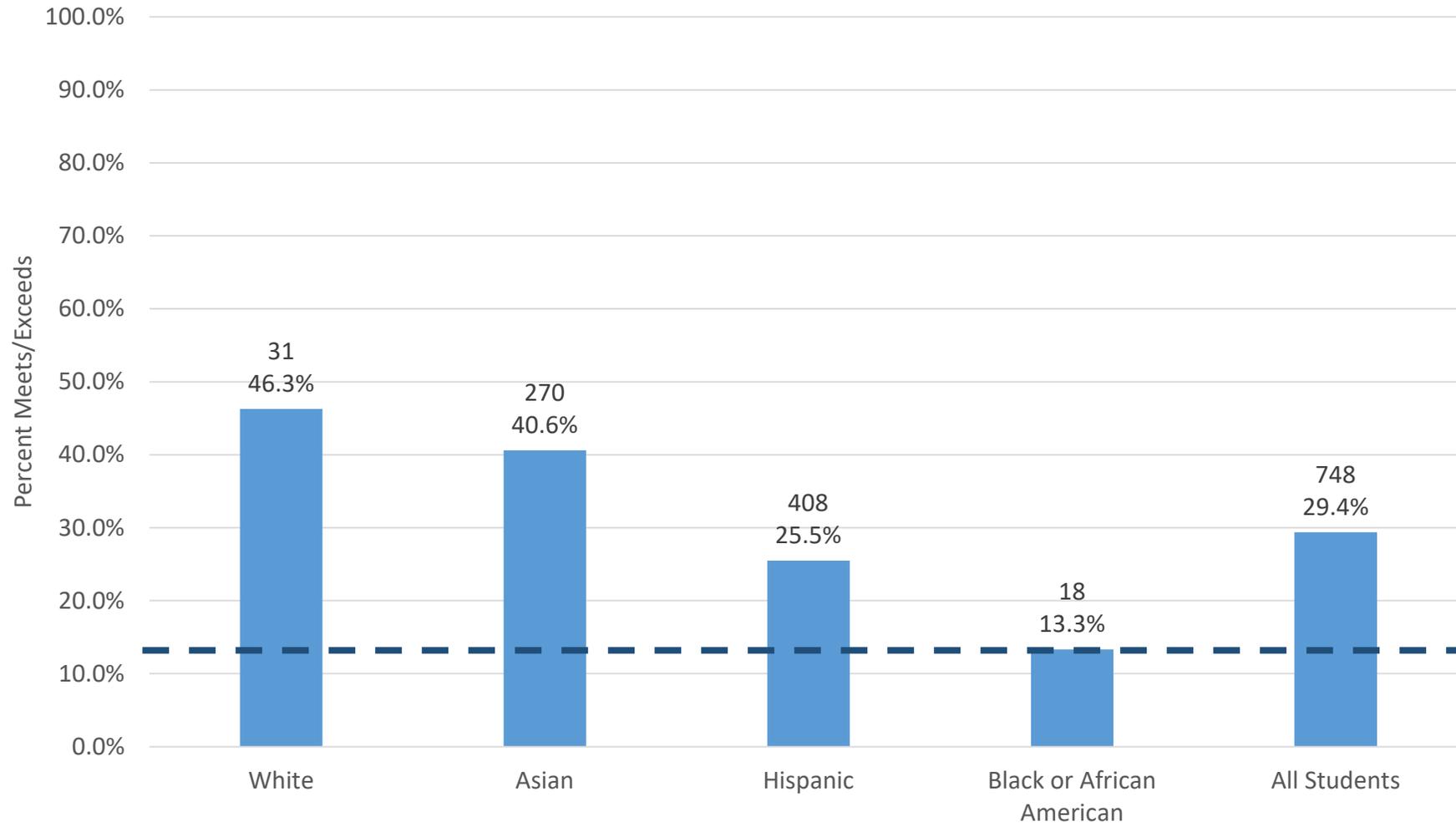
Students in district and dependent charter schools. The “Not Socioeconomically Disadvantaged” group here includes students whose parents have a high school or higher education diploma, **and** do not participate in the free or reduced lunch program. American Indian or Alaskan Native group not reported due to group size < 11.

2016-17 SBAC Math Meets/Exceeds Standards Percentage for Students with 96% or Greater Attendance, With No Suspensions, **and** Who Are Not Socioeconomically Disadvantaged



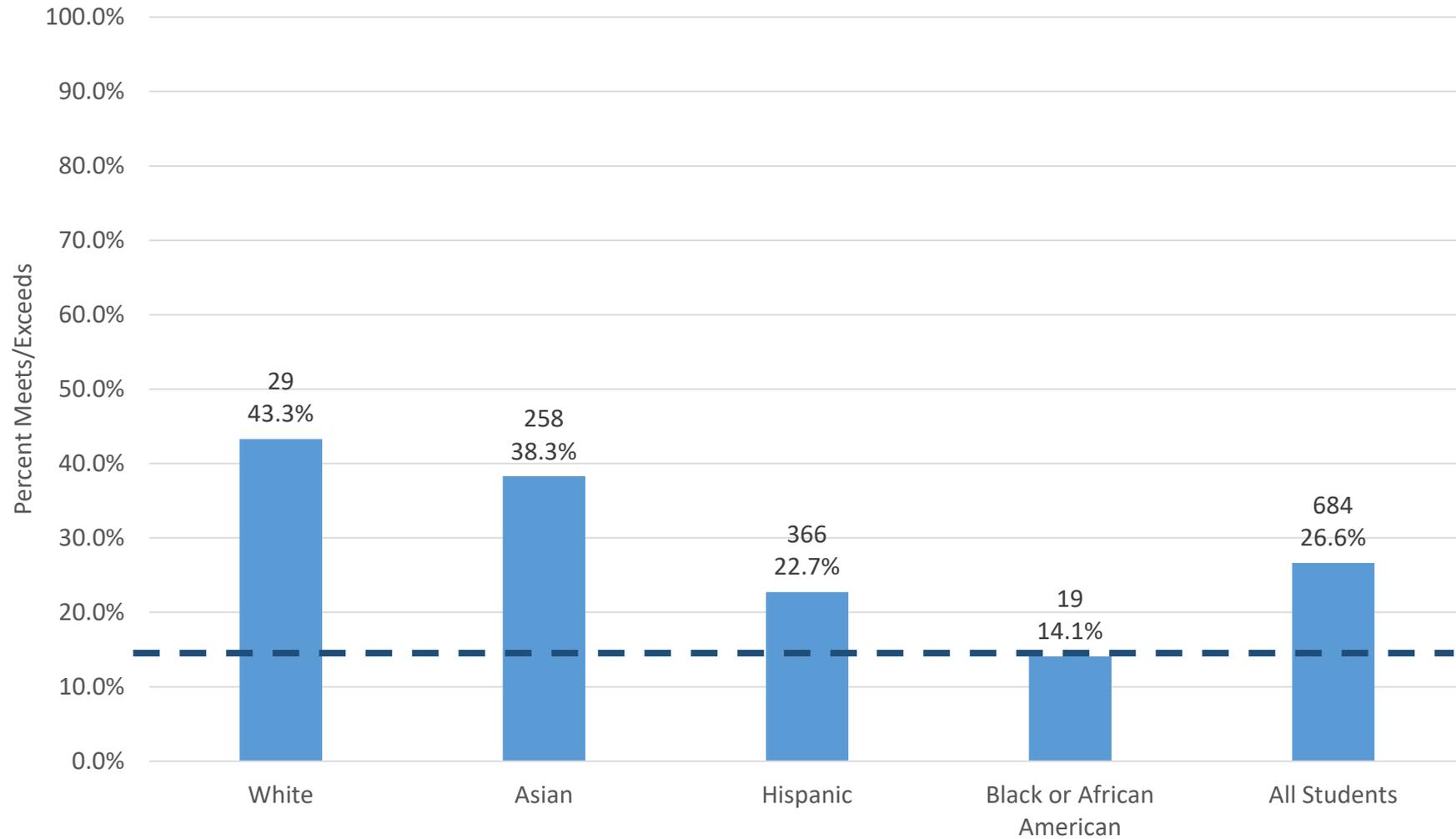
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## 2016-17 SBAC ELA Meets/Exceeds Standards Percentage for Students with Less Than 96% Attendance, At Least One Suspension, **and** Who Are Socioeconomically Disadvantaged



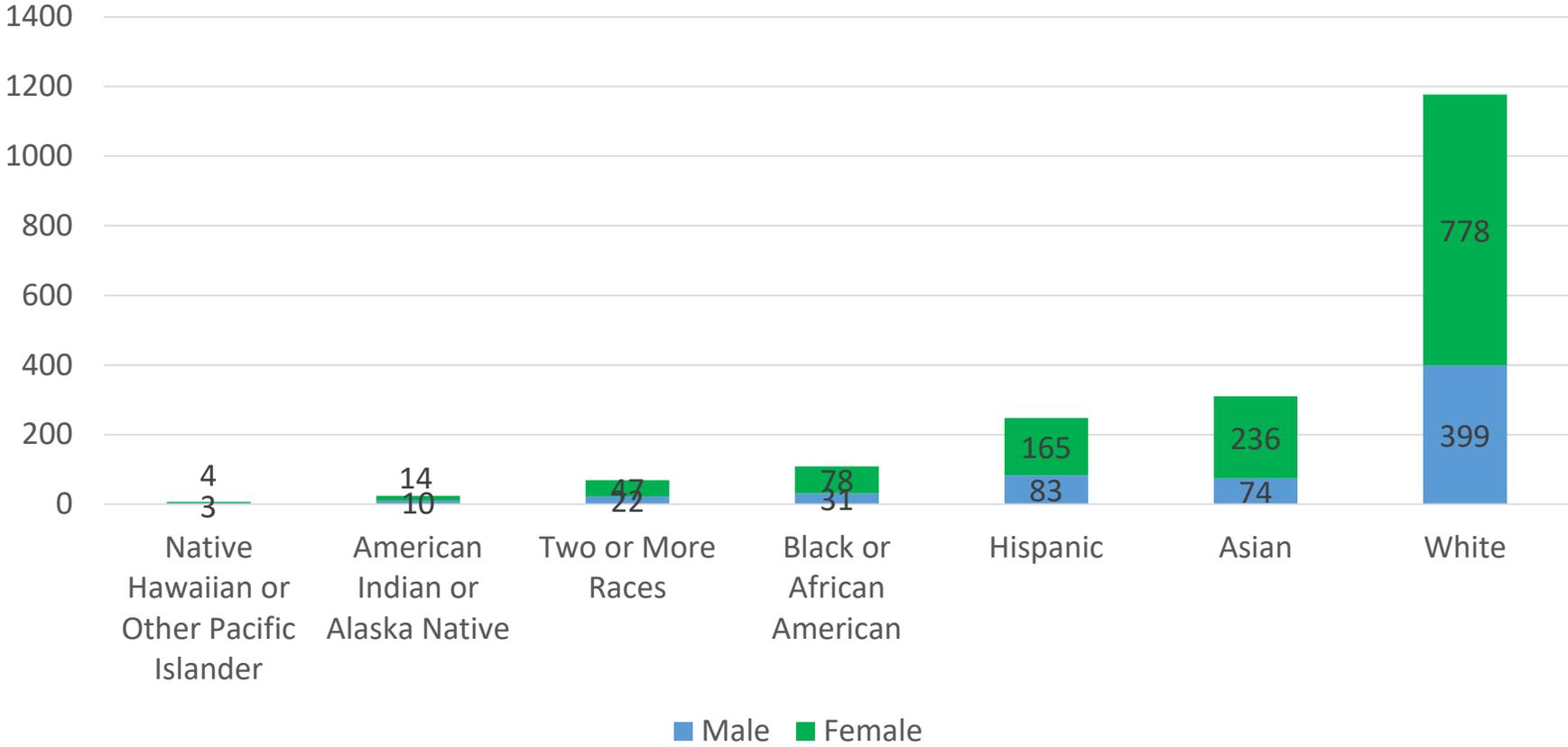
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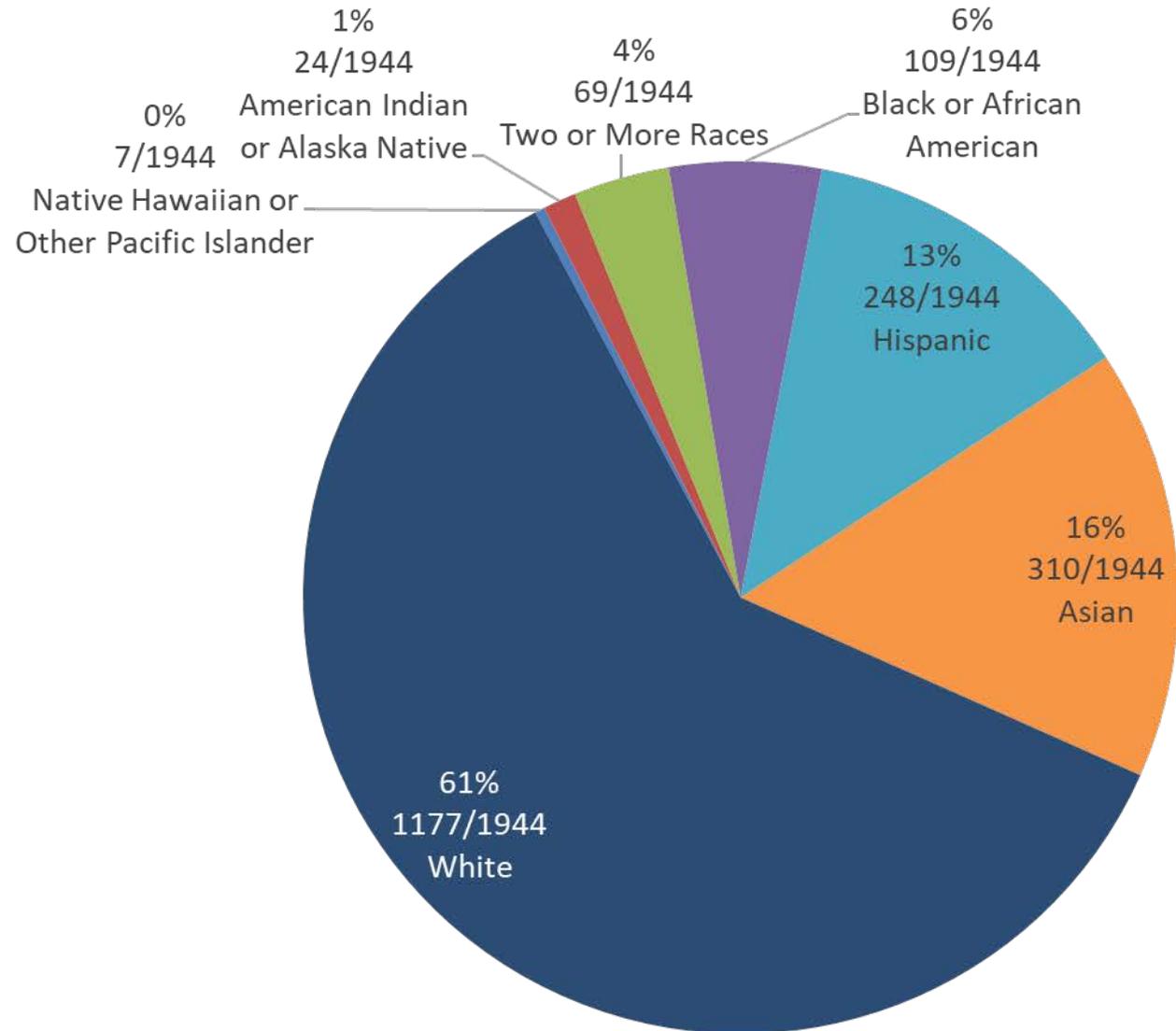
### 2017-18 Teacher Demographics by Gender & Ethnicity



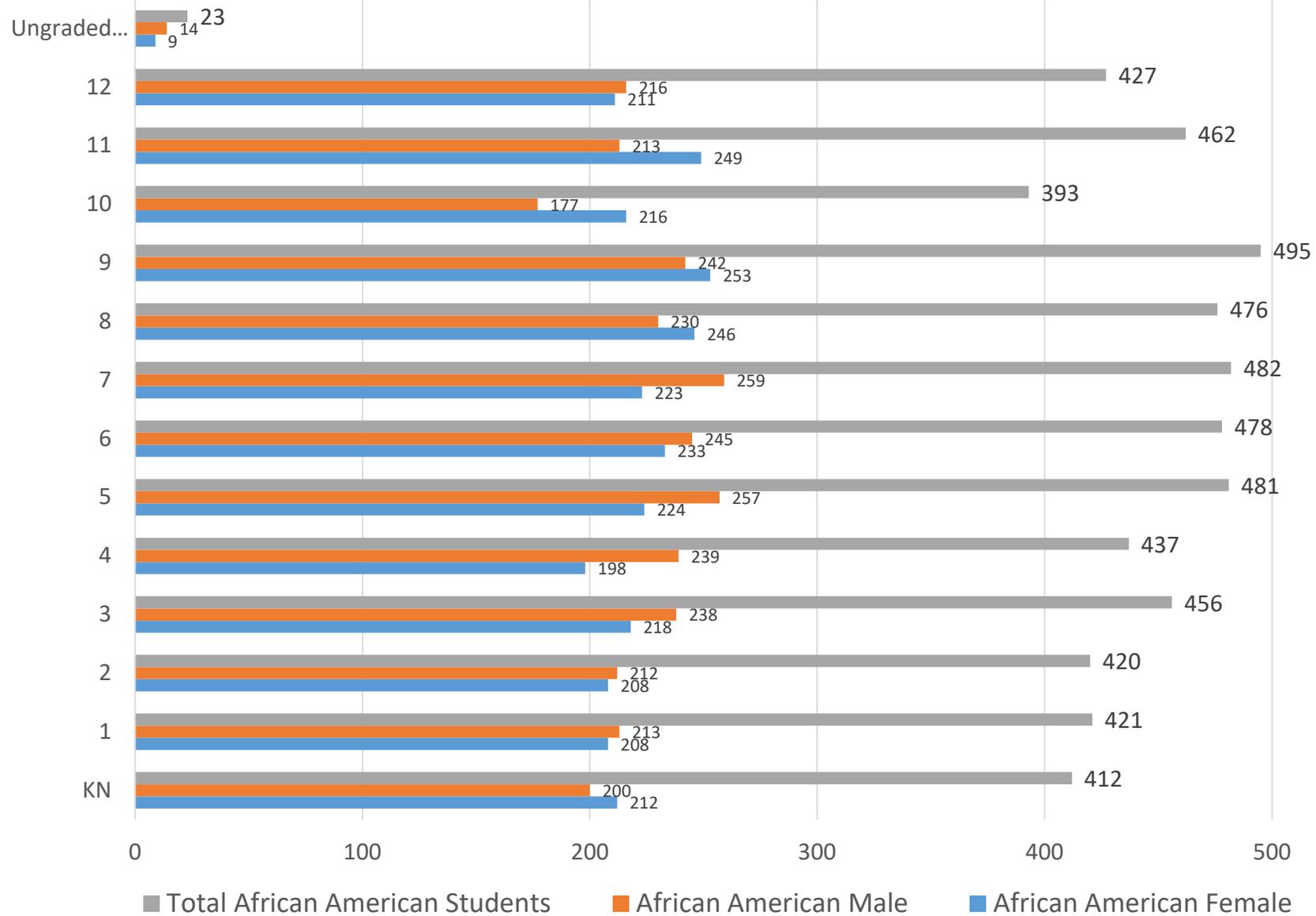
	Native Hawaiian or Pacific Islander	American Indian or Alaska Native	Two or More Races	Black or African American	Hispanic	Asian	White
Male	3	10	22	31	83	74	399
Female	4	14	47	78	165	236	778

Source: CALPADS 4.4 Staff Profile List

### Percentage of 2017-18 SCUSD Teachers by Ethnicity and Race

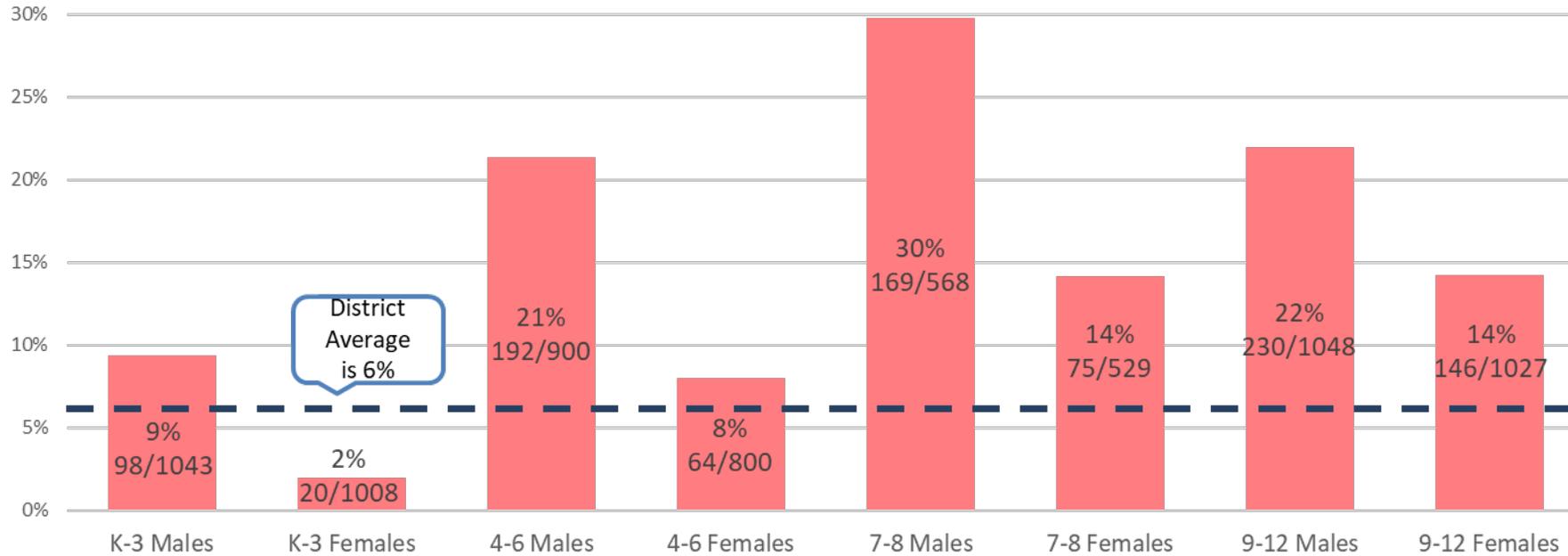


# 2017-18 African American Census Day Enrollment



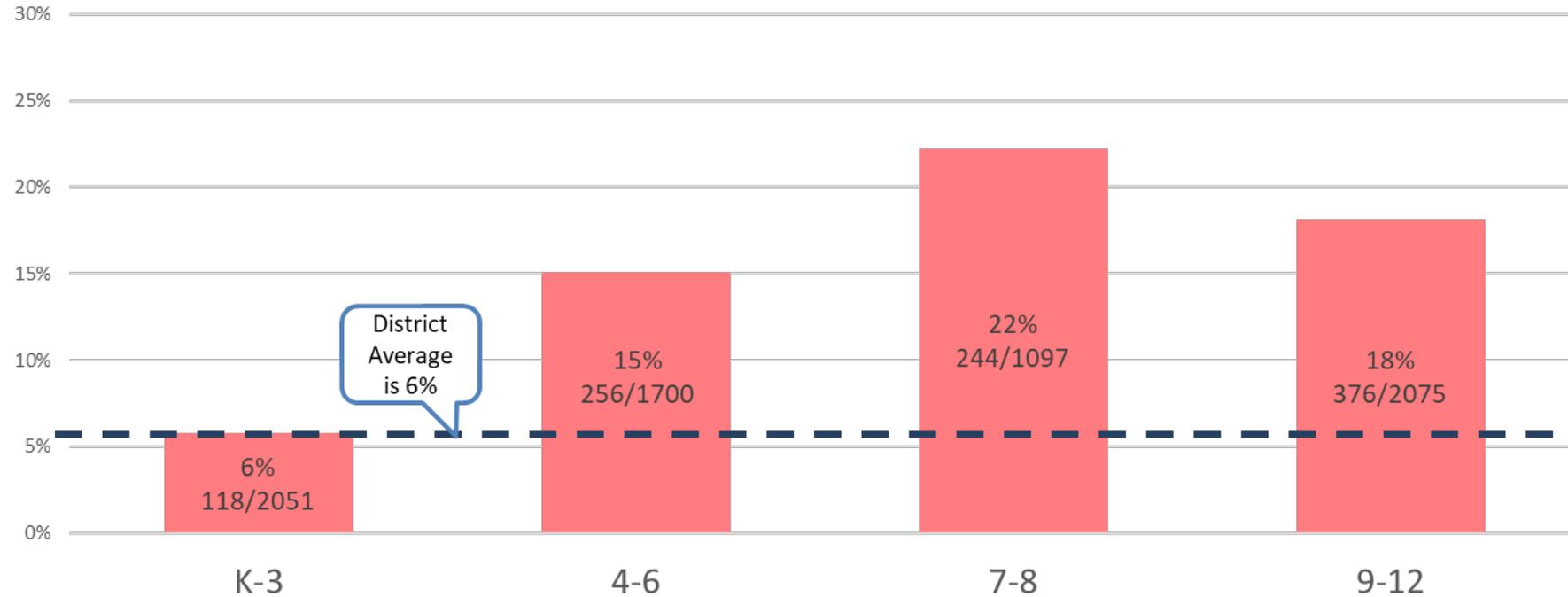
Students in district and dependent charter schools

# SCUSD Suspension Rate - African American Students 2016-17



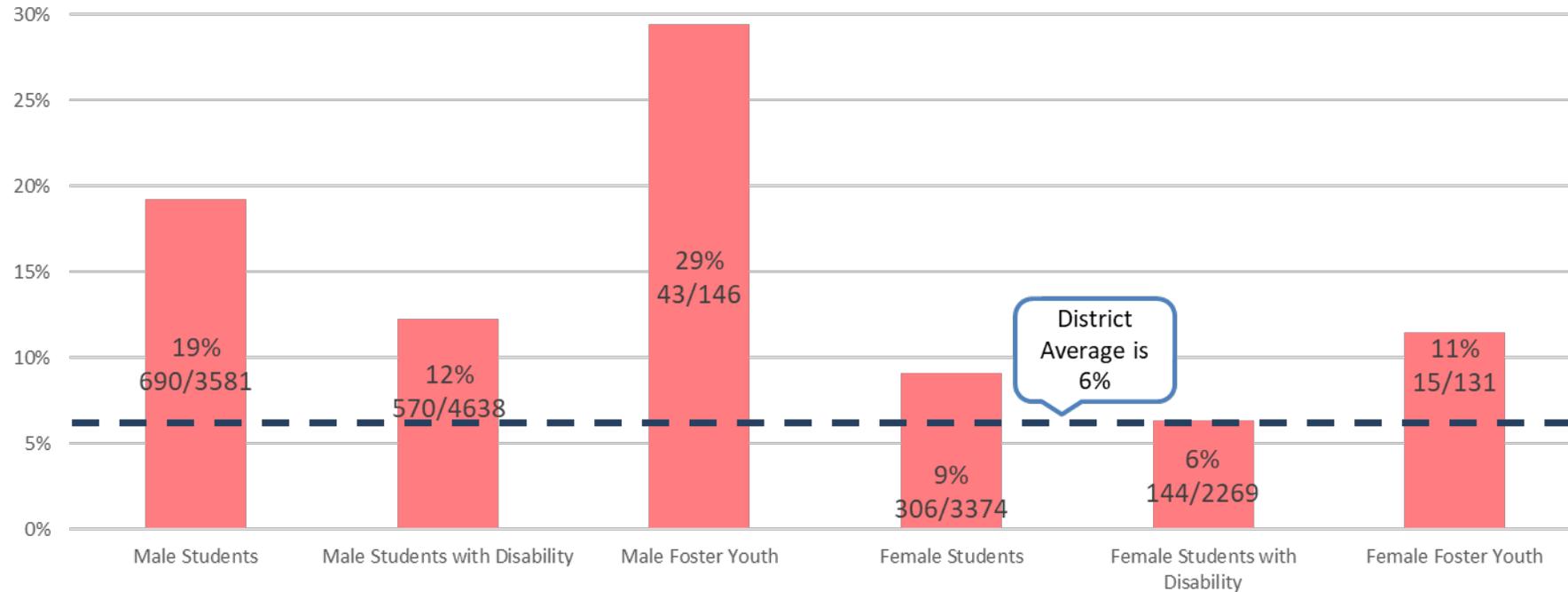
Grade Span	Gender	Ethnicity	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	% of Students with One Suspension	% of Students with Multiple Suspensions
K-3	Males	African American	1043	208	98	9%	45%	55%
K-3	Females	African American	1008	49	20	2%	63%	37%
4-6	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%

# SCUSD Suspension Rate - African American Students 2016-17



Grade Span	Ethnicity	Cumulative Enrollment	Total Suspensions	Unduplicated		% of Students with One Suspension	% of Students with Multiple Suspensions
				Count of Students Suspended	Suspension Rate		
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 Total Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	% of Students Suspended	% 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
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

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# 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>
- **Suspended Education: Urban Middle Schools in Crisis**
  - [https://www.splcenter.org/sites/default/files/d6\\_legacy\\_files/downloads/publication/Suspended\\_Education.pdf](https://www.splcenter.org/sites/default/files/d6_legacy_files/downloads/publication/Suspended_Education.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>

**Link Google Doc work to Data**

# Focus Group Development

1. Create the profile of appropriate focus group targets:
  - a. Students
  - b. Teachers
  - c. Families
  - d. Researchers
  - e. Classified Employees
  - f. Other
2. Determine the type of feedback that we would like from focus groups
3. Outline the logistics for the focus group sessions

# **Public Comment**

**PLUS/DELTA**

# Wrap Up

- Next Meeting
  - October 30th – 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 20<sup>th</sup>*)
- Board updates will occur during the process
- December 20<sup>th</sup> Task Force recommendations to the board of education

**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 3<sup>rd</sup> 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 3<sup>rd</sup> 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 -3<sup>rd</sup> 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-3<sup>rd</sup> grade enrollment. In total, nearly 7,000 4- and 6-year-olds were suspended or expelled from public schools during the same school year .

Per the California Department of Education:

- 47 percent of the K-3<sup>rd</sup> 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-3<sup>rd</sup> grade enrollment.
- 46 percent of the 7<sup>th</sup> – 8<sup>th</sup> 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 7<sup>th</sup> – 8<sup>th</sup> grade enrollment.
- 43 percent of the 6<sup>th</sup> – 8<sup>th</sup> 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 6<sup>th</sup> – 8<sup>th</sup> 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.

# Prioritizing Problem Statements

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