



African American Achievement Task Force Recommendation Adoption

Board Meeting
May 16, 2019
Agenda Item 9.1

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

2018 California Dashboard Overview



Methodology Limitations

- Unable to cost out each recommendation due to the urgency of the board request
- Seeking collegueship of expertise/benchmark with other districts
- Cross departmental collaboration
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Recommendations to be Implemented Over Time

- All recommendations matter and should be implemented
- Understanding complexity, cost and other factors, we suggest these recommendations be implemented over three years
- The community expects regular (e.g. monthly, quarterly, annually) updates on implementation progress and student outcomes

Criteria for Recommendation Implementation Planning

- Complexity
 - The higher the number of factors and inter-departmental/disciplinary relationships required within a recommendation, the more complex the recommendation is considered to be. Additional complexity factors include political and/or labor bargaining considerations.
- Cost
 - In the context of the financial crisis, assessing the new and iterative costs of a recommendation will determine how to allocate District resources efficiently and equitably. In addition, several recommendations reflect a combination of transactional and strategic costs
- Impact on teaching and learning
 - This refers to the intention and level of influence, minor or significant, a recommendation has to effect student achievement.
- Contingency
 - Given that the recommendations are not mutually exclusive, some recommendations will need to be implemented before others.

Recommendation Framework



Recommendation Framework - High Cost/Low Complexity

High Cost/Low Complexity

Recommendation Framework - High Cost/High Complexity

High Cost/High Complexity

- Divest from future funding for school resource officers and reinvest in alternative supports
- Adopt and implement curriculum that includes and reflects Black/African American experience
- Increase Black/African American teachers from 109 to 150
- Implement research based intervention and acceleration strategies to close persistent learning gaps
- Provide professional development addressing inequitable disciplinary practices and mandate 100% faculty and staff attendance (*full implementation*)

Recommendation Framework - Low Cost/Low Complexity

Low Cost/Low Complexity

- Provide school-to-college and school-to-career experiences utilizing community stakeholders (career training, university shadowing, mentoring and internships, etc.)
- Establish a District-wide Black/African American Parent/Caregiver and Student Advisory Committee
- Establish a Black/African American Student Achievement Task Force Implementation/Accountability Steering Committee
- 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

Recommendation Framework - Low Cost/High Complexity

Low Cost/High Complexity

- Provide professional development addressing inequitable disciplinary practices and mandate 100% faculty and staff attendance (*initial implementation efforts*)
- Eliminate willful defiance suspensions (Senate Bill 419)
- Eliminate Pre K – 3rd grade suspensions
- Create a District-wide study team tasked to review, monitor K-12 special education referral practices
- Implement multiple measures to assess student progress in order to identify students in need of intervention and prioritize resources

Recommendation Implementation Time Horizon

Recommendation			

Requested Board Action

Adopt the recommendations
of the
African American Achievement Task
Force

Questions

Closing/Thank You