

Kick-off Meeting
September 27, 2018
Serna Center

- Superintendent Opening
- Board President Welcome
- Overview of Taskforce Binder
- Comparative Review of Sacramento City Unified African American initiatives and other urban school districts
- Review of Roles, Responsibilities and Commitments
- Wrap Up

Welcome Taskforce Members

- Julius Austin Sacramento Housing and Redevelopment Agency
- Benita Ayala SCUSD parent of student with disabilities
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*Every system is perfectly designed
to get the results that it gets*

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,

- 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!*

Board President Welcome

Binder Overview

Dr. Robyn Fisher

- Consulting and Strategy
- Facilitation, Coaching and Training
- Program Development, Management and Evaluation
- Direct student services: Intervention and Enrichment
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- Colleges & Universities
- Public Schools & Unified School Districts
- Foundations & Non-profits
- Charter Schools
- Federal, State & Local Government
- Educational and Community Thought Leaders

- Co-Founder, African American Regional Educational Alliances (AAR

SCUSD
African American
Student Initiative

DISTRICT COMPARATIVE DATA

Overview of the Comparative Analysis Process

Step 1: Identified Comparable School Districts

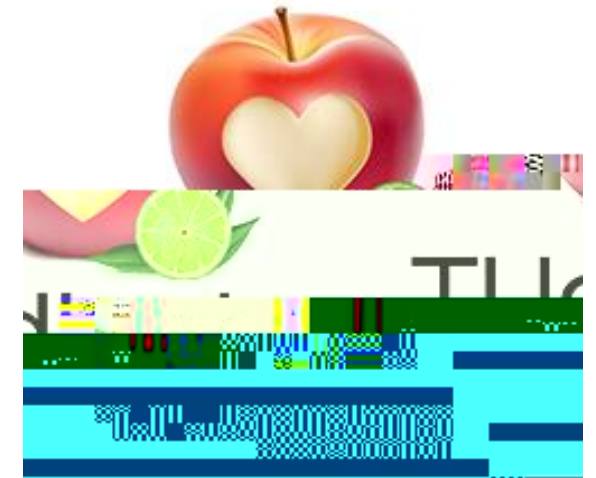
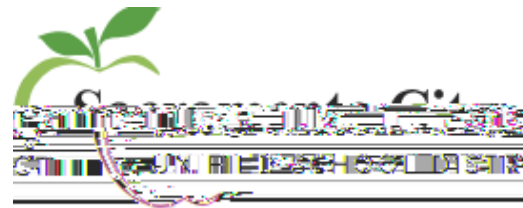
Step 2: Extensive Document Review

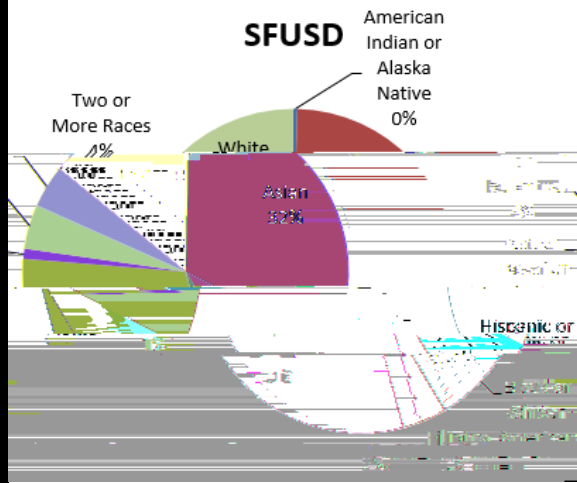
Step 3: Identified Initiative Mission, Goals, Objectives

Step 4: Identified Main Issues Addressed in Initiatives

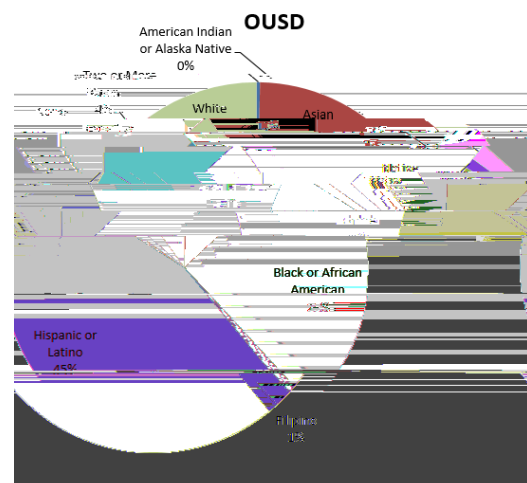
Step 5: Reviewed and Categorized Recommendations

Step 1: Identify Comparable Districts

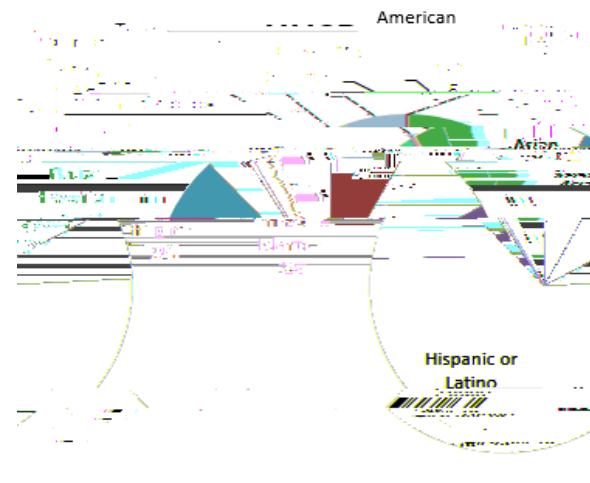




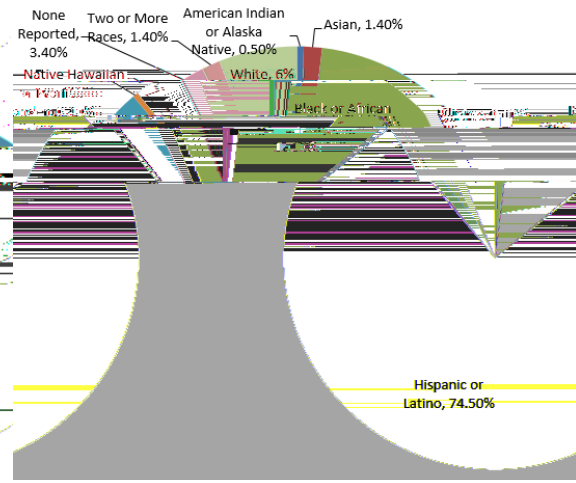
9% AfAm; Free and Reduced-Price Meals: 53.4%



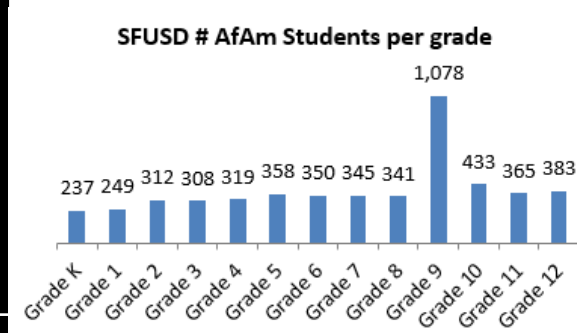
25% AfAm; Free and Reduced Price Meals



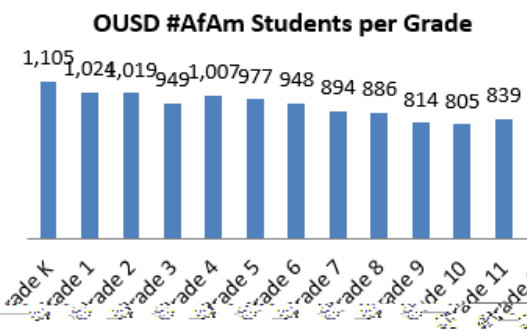
9% AfAm; Free and Reduced Price Meals 68.40%



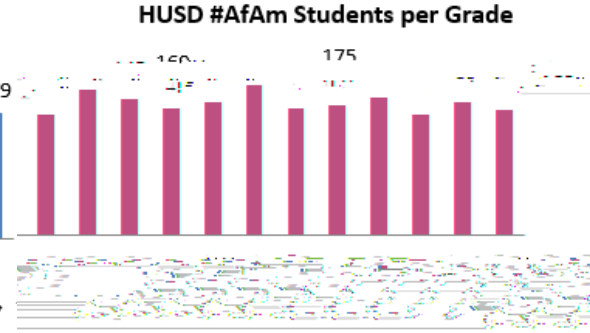
12% AfAm; Free and Reduced Price Meals 86.5%



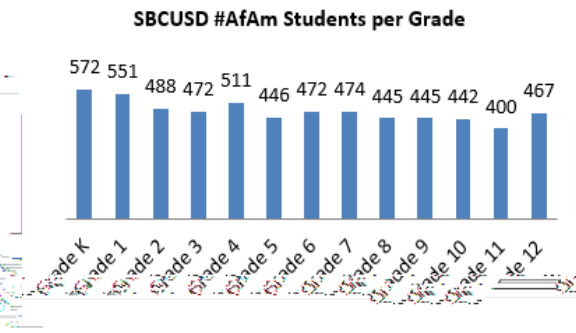
AfAm Graduates: 379 (70%); #AfAm Graduates Completing UC/CSU Required Course Work: 135 (27%)



#African American Grads: 715 (70.8%) ; AfAm Grads Completing UC/CSU Required Course Work: 263 (36.8 %)



#African American Grads: 134 (83.1%); AfAm Grads Completing UC/CSU Required Course Work: 52 (38.8%)



#African American Grads: 433 (72.2%) AfAm Grads Completing UC/CSU Required Course Work: 96 (22.2 %)

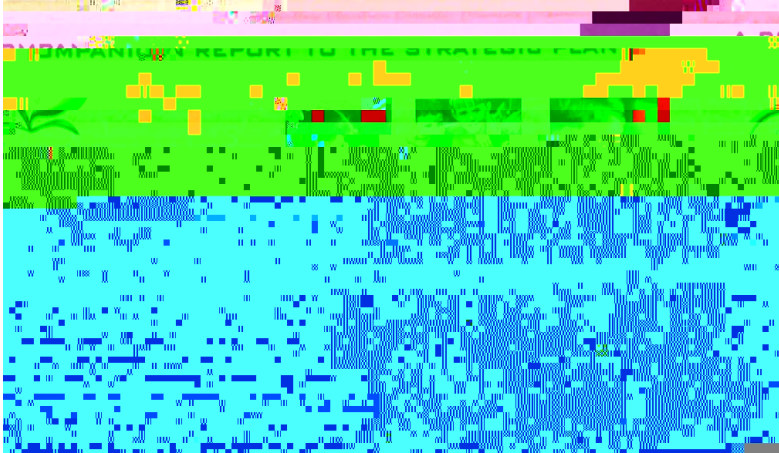
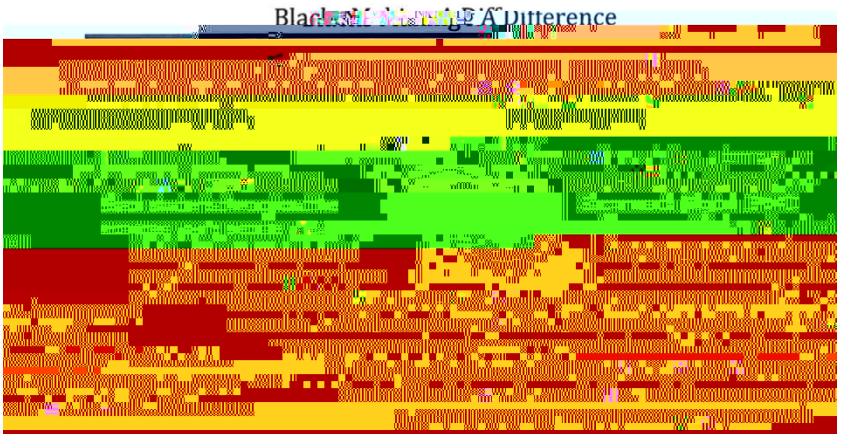
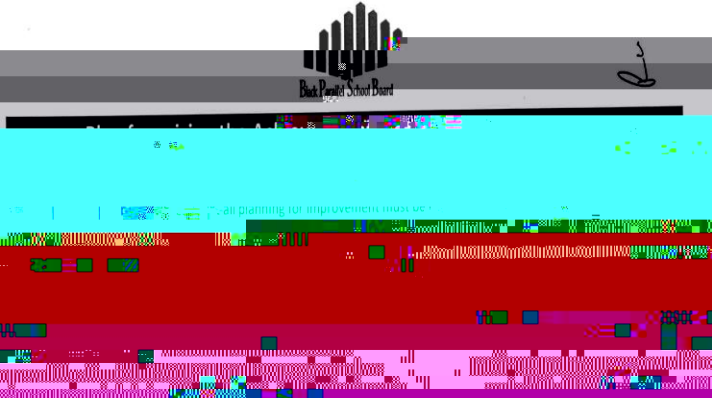
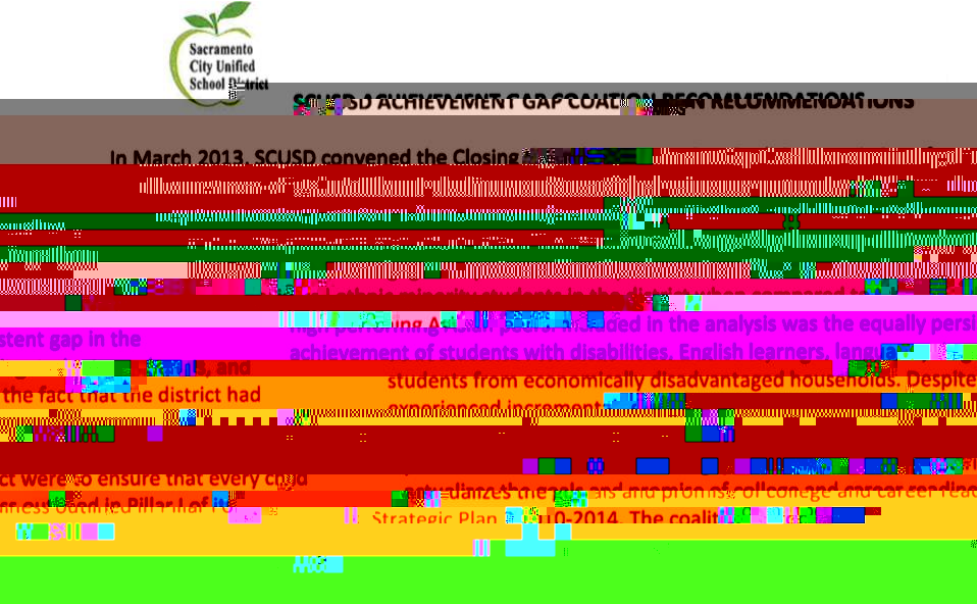
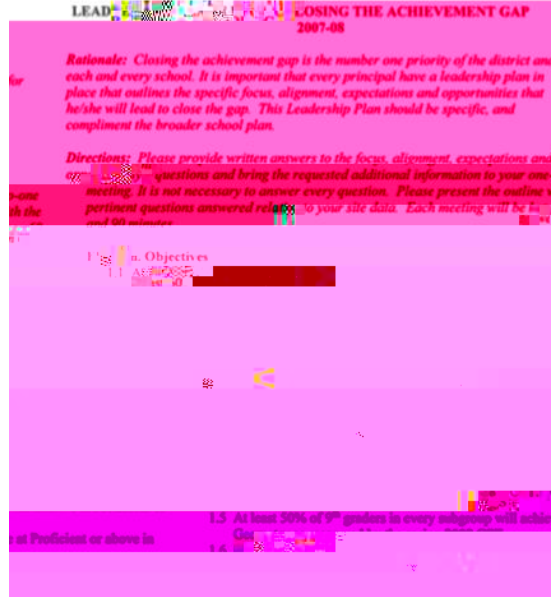
Suspension Rate: 5.4%, Expulsion Rate: 0.00%

Suspension Rate: 8.3%; Expulsion Rate: 0.22%

Suspension Rate: 8.9%; Expulsion Rate: 0.26%

Suspension Rate: 12.3%; Expulsion Rate: 0.39%

Step 2: Extensive Document Review



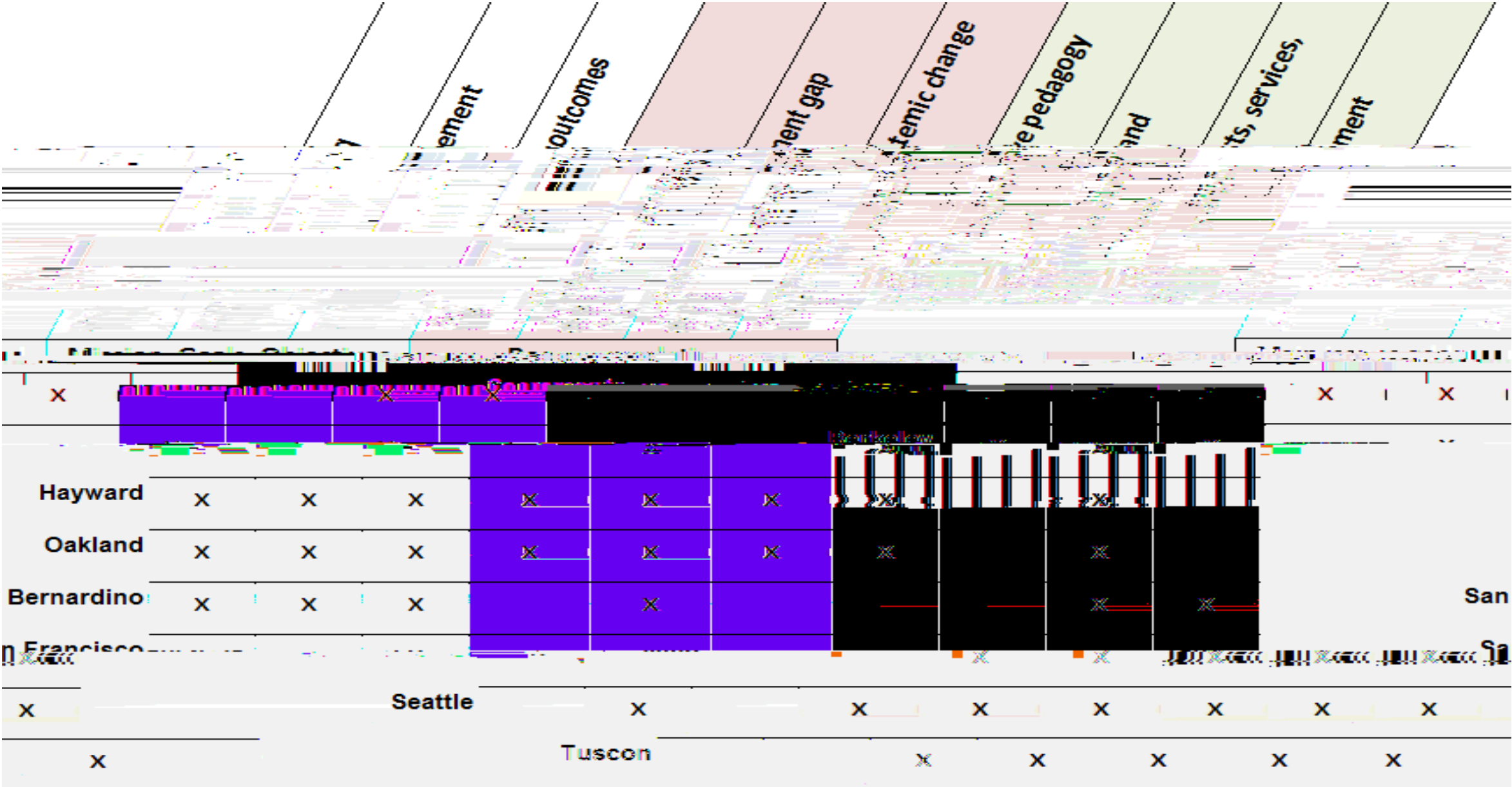
District Initiative Mission, Goals, Objectives Recommendations

Berkeley

Three Areas of Action:
1. Physical Safety and Well Being
2. Psychological Social/Emotional and Well Being
3. Academic/ Intellectual and Well Being
Additional Community Suggestions
• Consider options for whole or partial BHS closed campus.
• Mandatory teacher/staff training on institutional racism and impact of racism.
• Establish Oversight Task Force On African American Achievement/ Response to Racism.
In 2010, the Office of African American Male Achievement

| | District Initiative | Mission, Goals, Objectives | Recommendations |
|----------|---|--|---|
| Berkeley | <p>Three Areas of Action:</p> <ol style="list-style-type: none"> 1. Physical Safety and Well Being 2. Psychological Social/Emotional and Well Being 3. Academic/ Intellectual and Well Being <p>Additional Community Suggestions</p> <ul style="list-style-type: none"> • Consider options for whole or partial BHS closed campus. • Mandatory teacher/staff training on institutional racism and impact of racism. • Establish Oversight Task Force On African American Achievement/ Response to Racism. <p>In 2010, the Office of African American Male Achievement initiated the Manhood Development Program (MDP), a unique academic mentoring model designed and implemented by African American males for African American males. Instructors for the program were carefully chosen based upon cultural competency, understanding of youth development, and past experience teaching.</p> | <p>The program seeks to:</p> <p>Decrease suspensions and increase attendance. Decrease incarceration and increase graduation rates. Decrease the opportunity/achievement gap and increase literacy.</p> <ul style="list-style-type: none"> • create a network of African American male students in positions of leadership who support each other at their school sites • act as role models and leaders for each other as well as for other African American males in our schools • participate in school site councils in assessing and creating school site interventions and programming for African American males • regularly present for Oakland's AAMA program at local and national conferences | <p>Community Requests:</p> <ul style="list-style-type: none"> • Protocols for communication, safety and police interaction.; • African American curriculum, classes and programs; • Increase cultural pedagogy and awareness of cultural competency.; • Increase number of teachers of color. ; • Address Special Education disproportionality.; • Implement restorative practices to reduce punitive discipline practices. <p>BSU Requests:</p> <ul style="list-style-type: none"> • Revised history curriculum to include Afro-centric history (K -12); • Full funding for the African American Studies Department.; • Creation of an on-campus Black Resource Center.; • Formation of a committee to recruit and retain Black staff and faculty, with representatives from all levels and the BSU.; • Comprehensive racial sensitivity training for all BHS Staff.; • All of the above be implemented within the next 3 to 6 months, with the process included in a formal response. |
| Hayward | <p>Impact - The AASAI DPLT was instrumental in getting AASAI recognized in the Local Control Accountability Plan (LCAP) as an on-going program addressing the needs of AA students in the district. Following a thorough process of identifying needs of AA students and parents in alignment with the Eight Core Areas of the LCAP:</p> <ol style="list-style-type: none"> 1) Student Achievement; 2) Student Engagement; 3) State Standards; 4) Course Access; 5) School Climate; 6) Parental Involvement; 7) Basic Services; 8) Other Student Outcomes | <p>AASAI is a Hayward Unified School District (HUSD) initiative that focuses on bringing about equitable, systemic, and transformative change in teaching and learning to more effectively address the academic, social and emotional needs of its African American students and</p> | |

Step 5: Reviewed and Categorized Recommendations



Data Dive Guiding Questions

Step 1: Identified Comparable School Districts

What additional indicators could be assessed to determine if a District is comparable to SCUSD's Initiative?

Step 2: Extensive Document Review

What similarities and differences do you notice or wonder about when reviewing these documents?

Step 3: Identified Initiative Mission, Goals, Objectives

In what ways do these goals and objectives align with the District's mission? How can this Task Force ensure this process remains focused on the agreed upon Initiative outcomes?

Step 4: Identified Main Issues Addressed in Initiatives

What's missing? Are there additional issues that need to be addressed? Answers

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Data Dive Guiding Questions

*Step 4: Identified Main Issues
Addressed in Initiatives*

Data Dive Guiding Questions

How might this Task Force organize its work based on these initial recommendations?

Data Dive Guiding Questions

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- 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?

- Next Meeting
 - October 2nd – 6-8PM Serna
- Meeting day will be Tuesdays
- Board updates will occur during the process

