



# African American Achievement Taskforce

Meeting #4

October 16, 2018

Serna Center

Pennsylvania Community Room

# Agenda

1. Welcome
2. Review of Roles, Responsibilities, and Commitments
3. Review of Sacramento City Unified refined data
4. Revisit Problem Statements
5. Study Research Links
6. Public Comment
- 7.

*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,

# Defining Equity, Access and Social Justice

- Equity, Access, and Social Justice requires displaying data ~~in real-~~ 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 prework 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

# Refined Comparative Data

*Graduation Rates*

*CSU/UC Eligibility*

*Teacher Demographics*

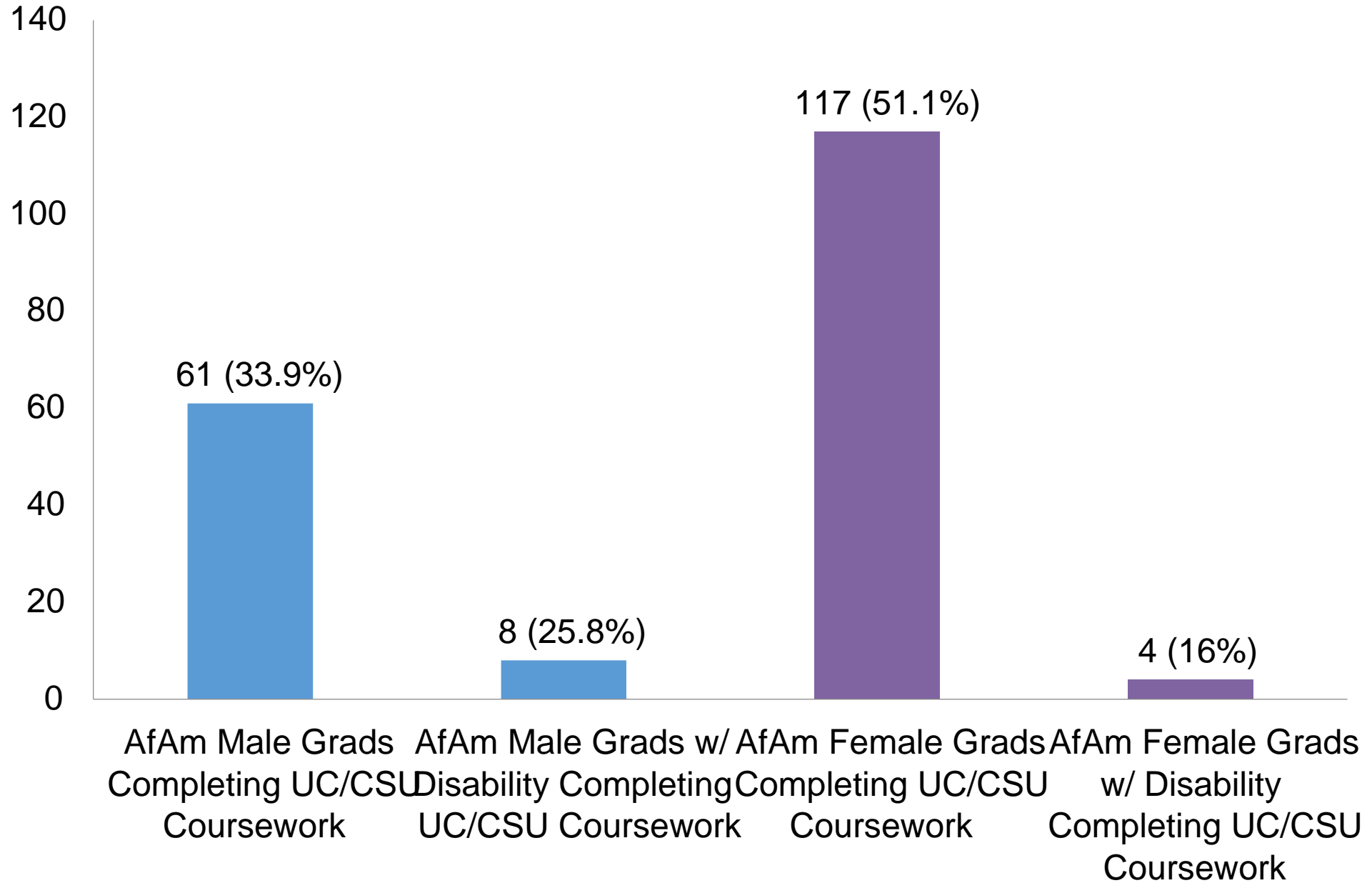
*Number of Students Per Grade Level*

*Suspension Rates*



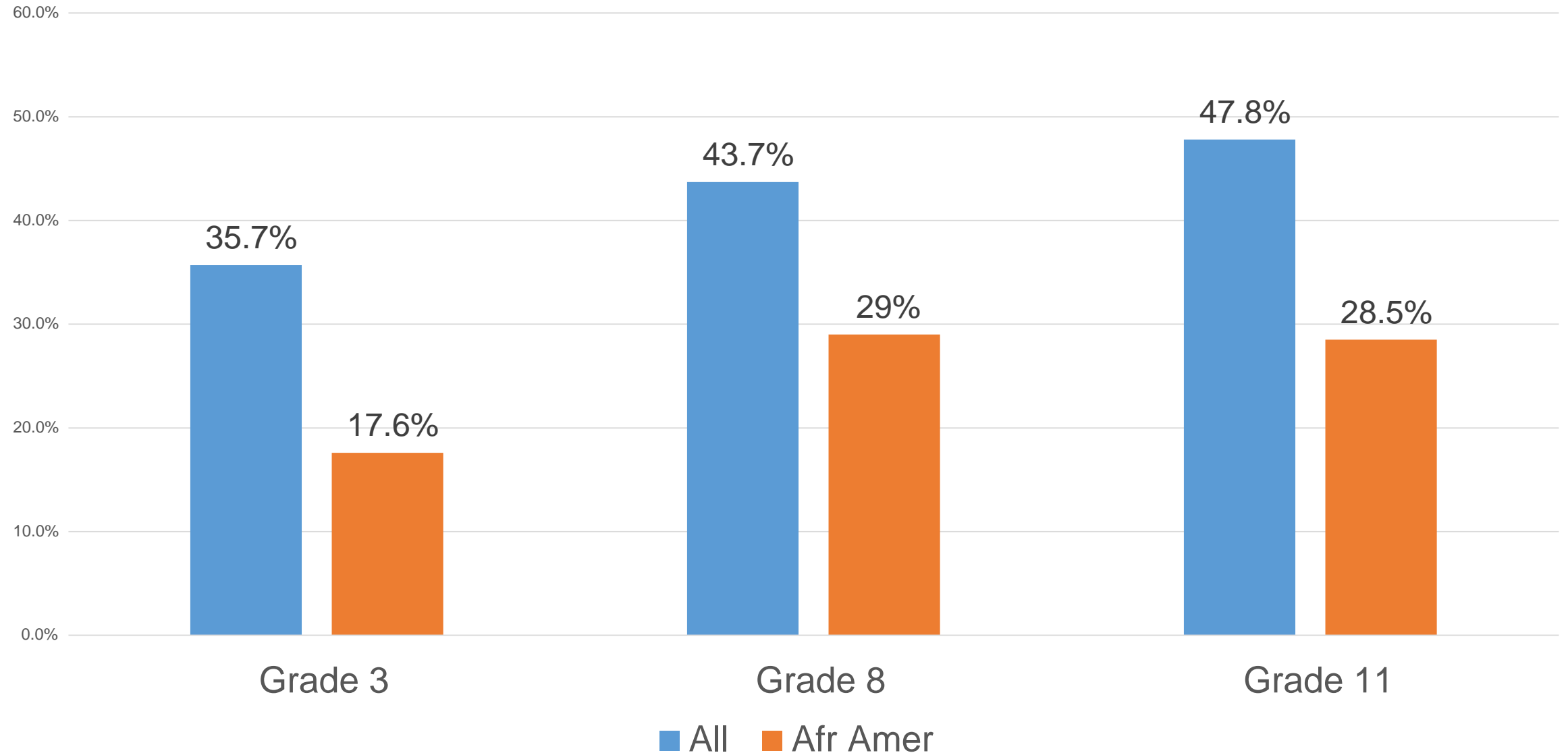


# 2016-17 SCUSD AFam Grades Completing UC/CSU Coursework by Gender & Disability

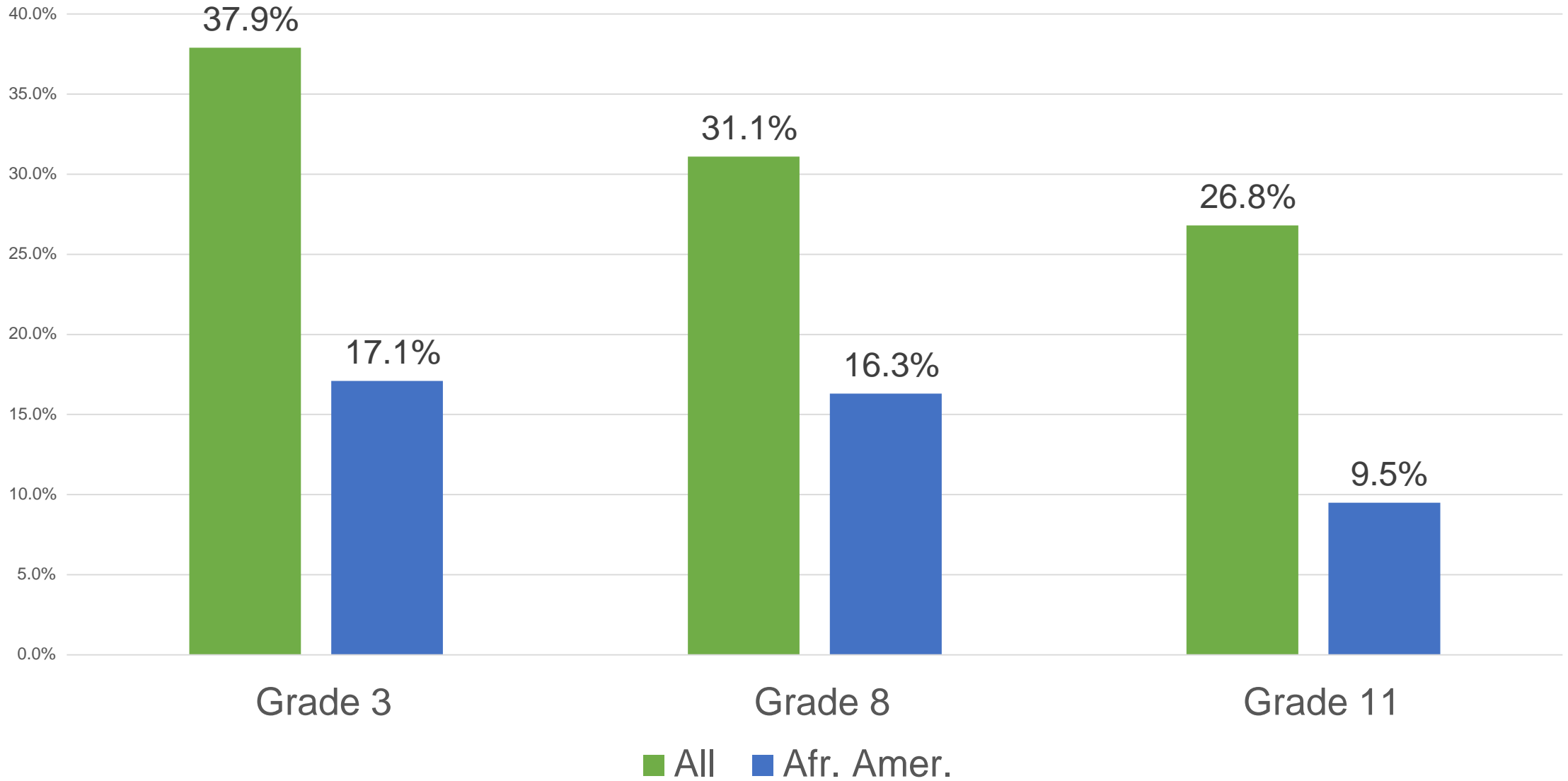


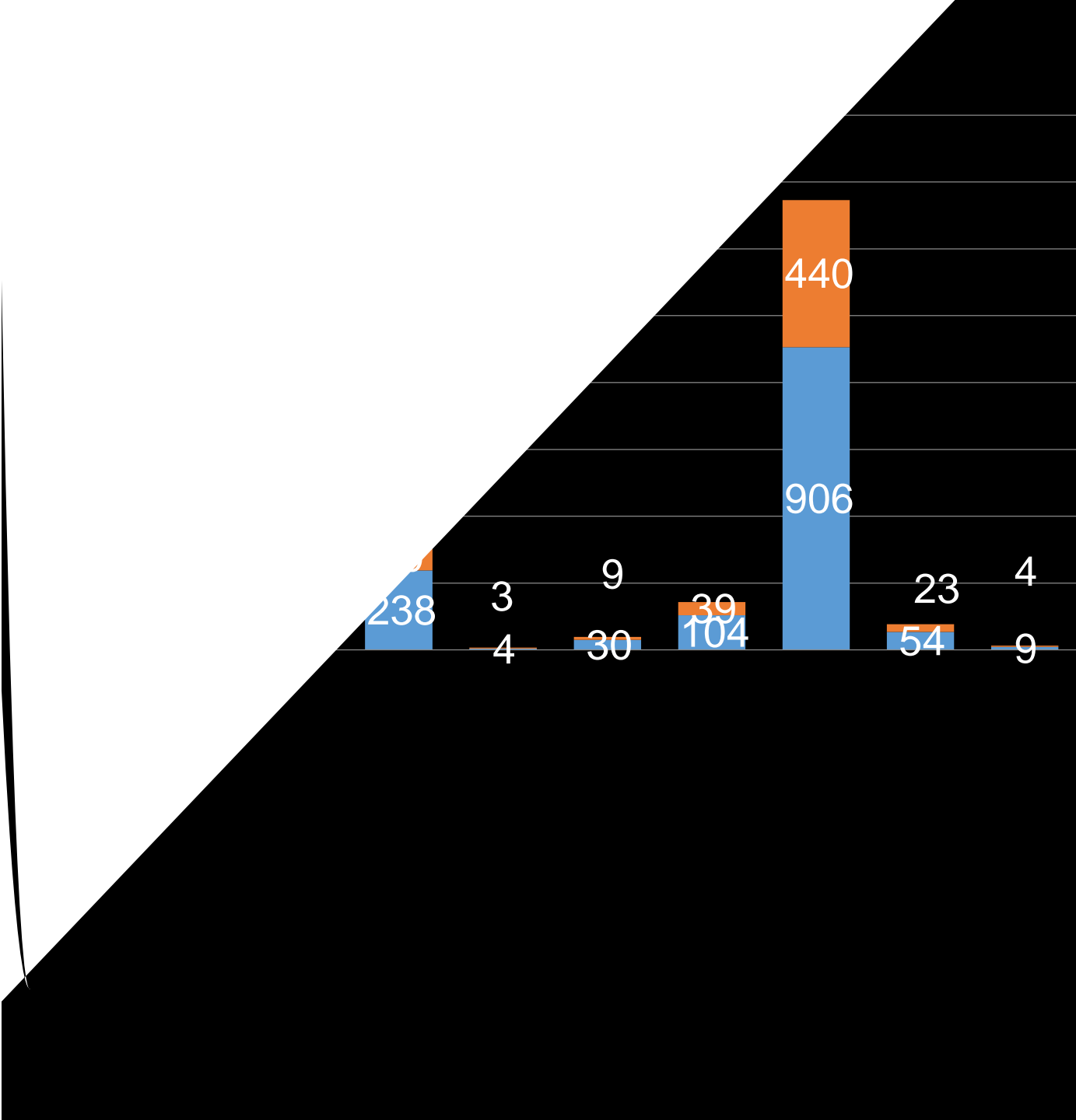


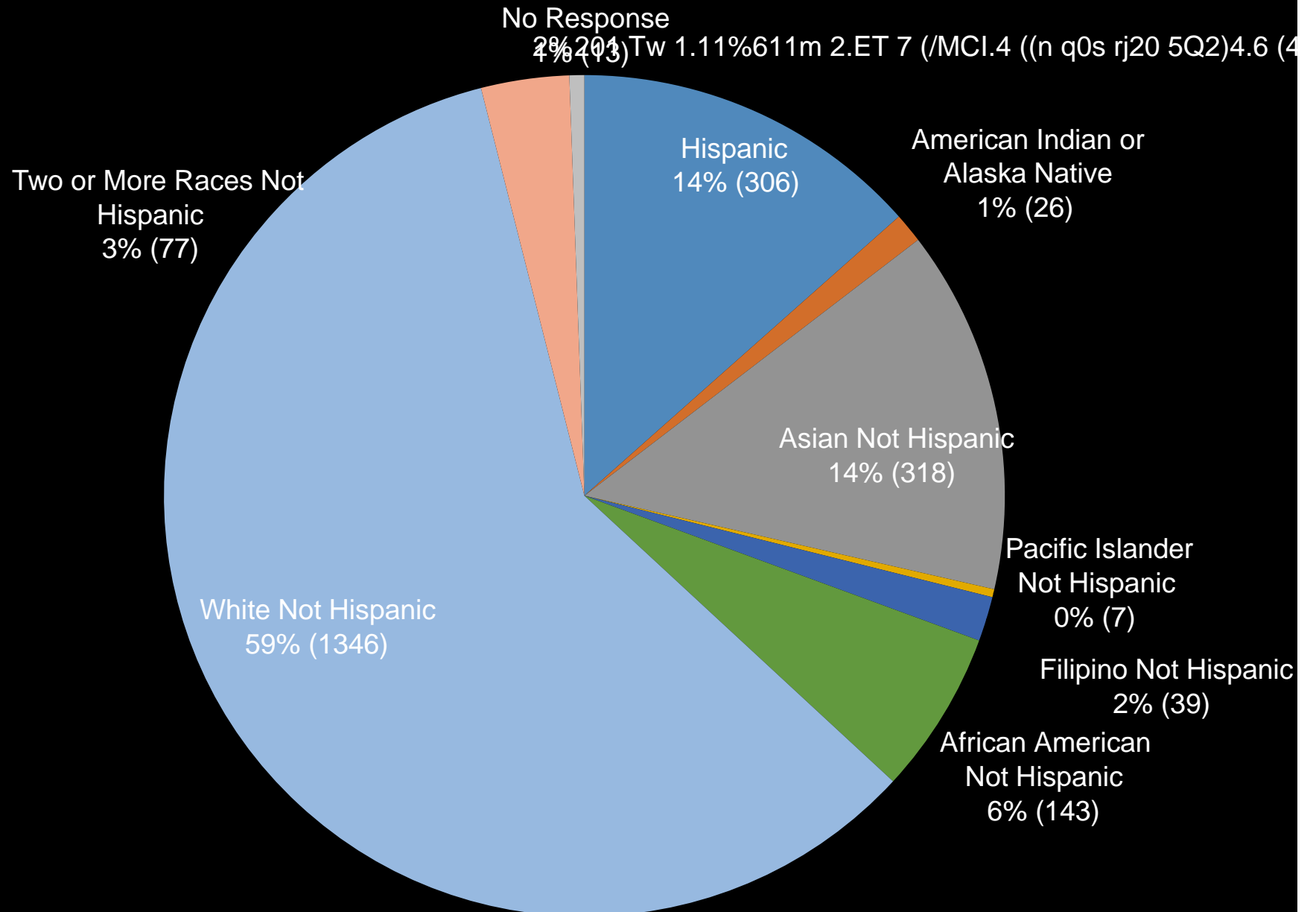
# 2017-2018 ELA SBAC



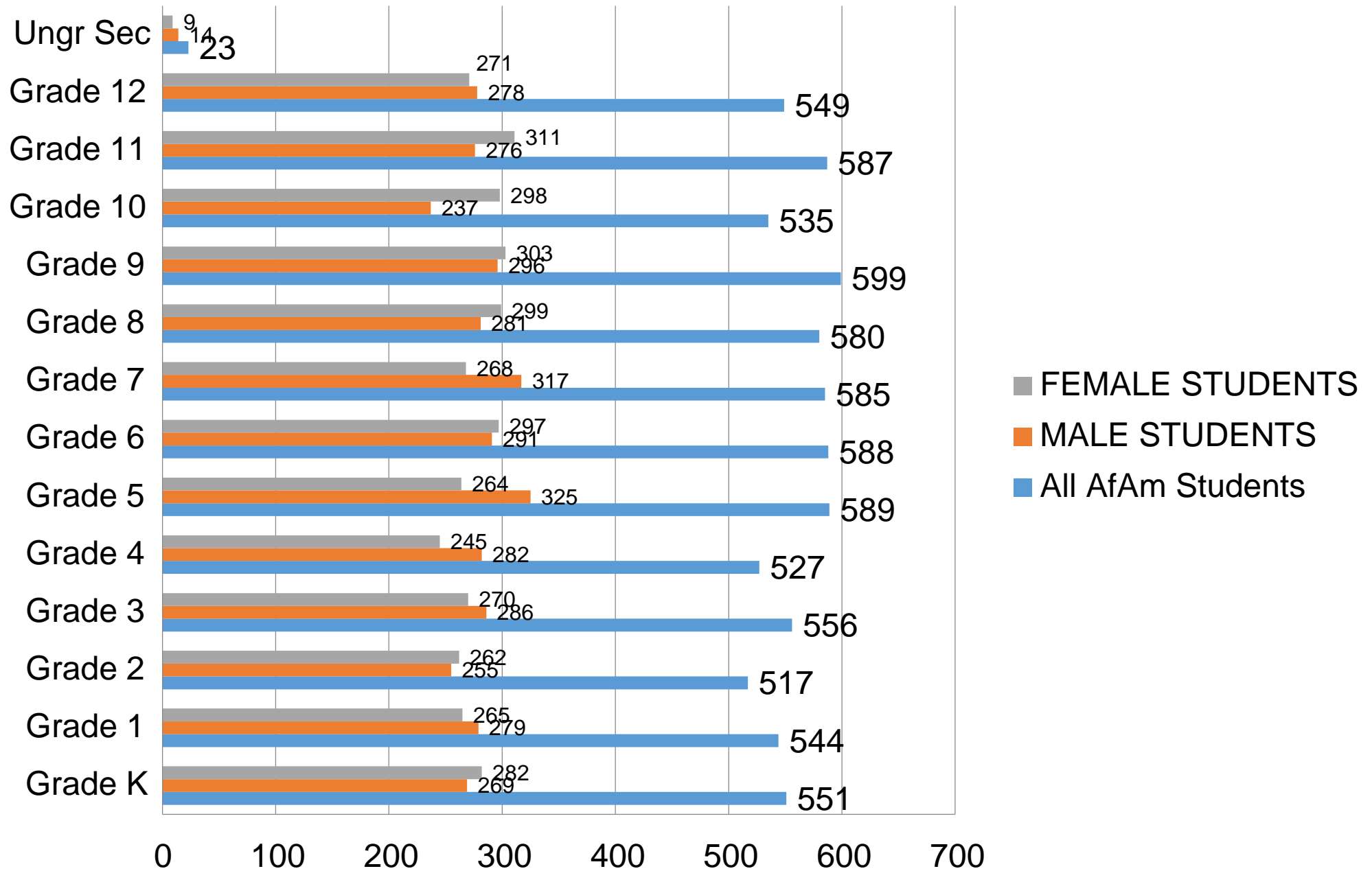
# 2017-2018 MATH



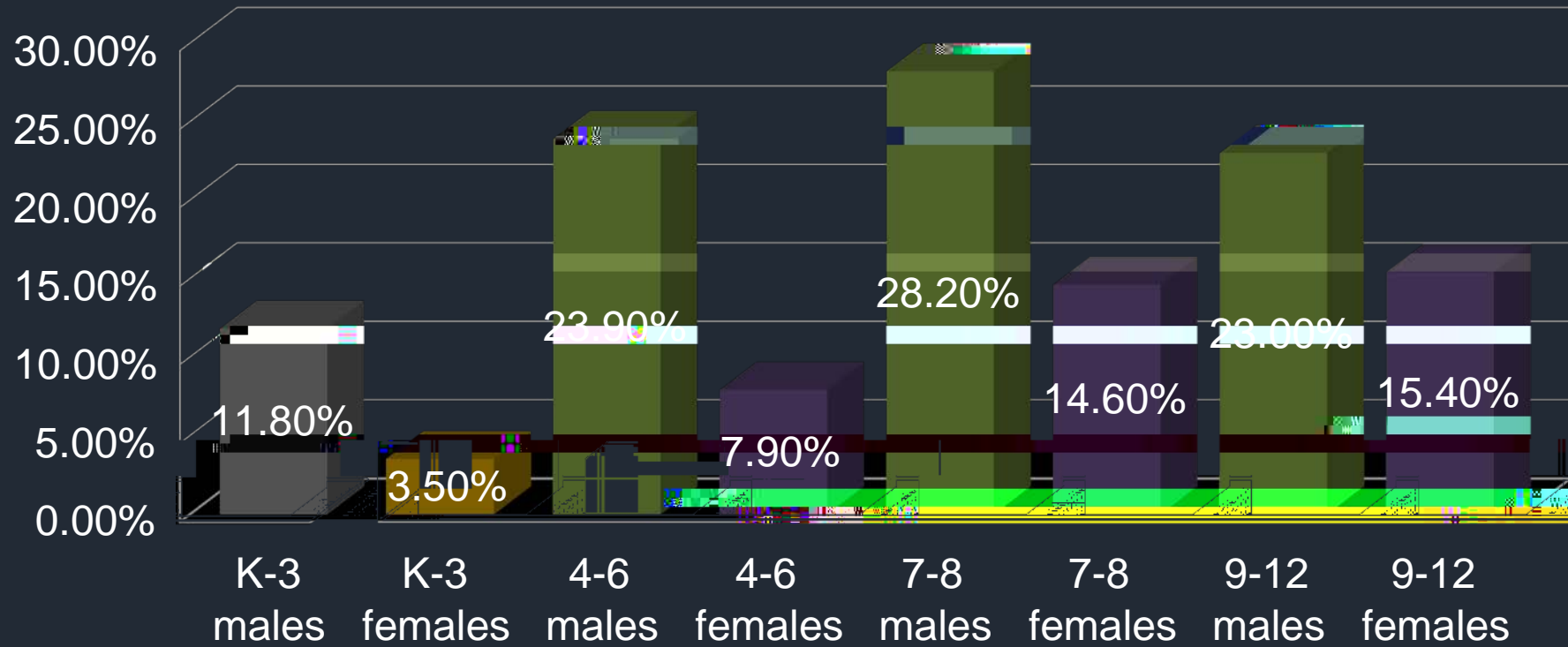




# 2017-18 SCUSD AfAm Student Enrollment by Grade



# SCUSD Suspension Rate - African American Students 2016-17



25.00%

20.00%

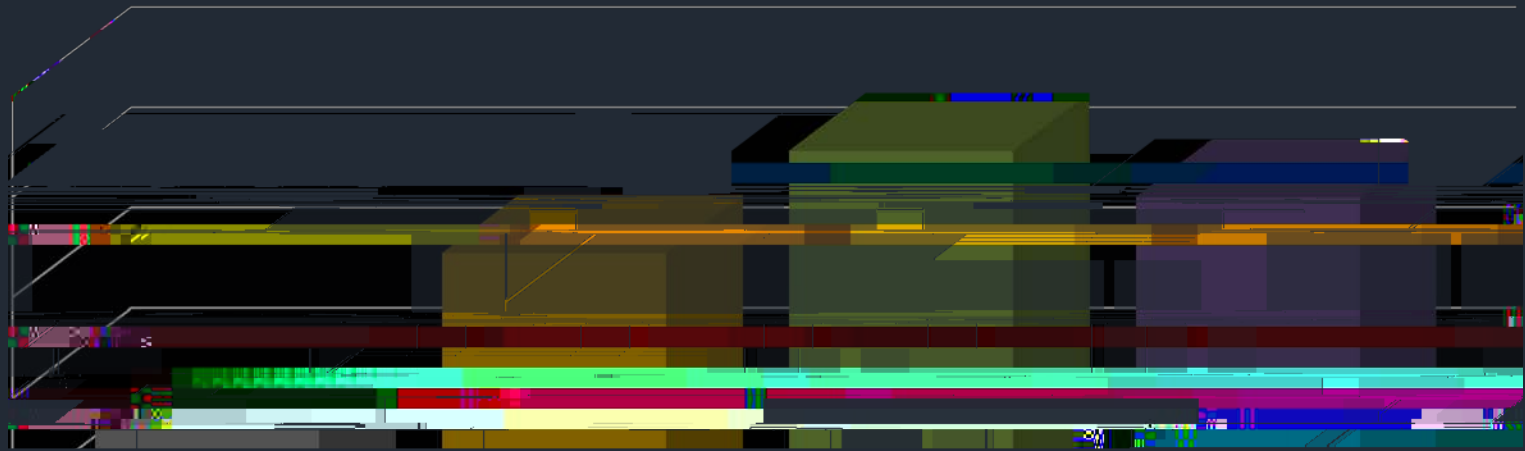
15.00%

10.00%

5.00%

0.00%

Total K-3







# A Review of 10-9-18

Developing Problem Statements

# Development of Problem Statement

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# Academic Achievement

## *Draft Problem Statements*

Data from the 2017-2018 cohort graduation rate reveal the following for SCUSD graduates and A-Completion rates.

1. In SCUSD the student graduation rate is 80.5%. For AA, the rate is 74.8% , 81.8% of AA females and 67.4% of AA males are graduating.
2. For students with disabilities (SWD), female AA SWD's are graduating at a higher rate (58.1%) than AA males w/disabilities (45.6%) compared to the district average of 60%.
3. In SCUSD the A-Completion Rate is ( ). For AA students the rate is 43.5% (178) for AA females 51.1% (117) for AA males 33.9% (61).

Data from the 2017-2018 SBAC performance show the following:

4. In English Language Arts (ELA), of the African American students in grade 7, only 17.6 percent met or exceeded standards (District = 35.7%). In grade 8, only 29% of AA students met/exceeded standards (District = 43.7%). In grade 11, only 28.5% met/exceeded standard (District = 47.8%).
5. In Math of the African American students in grade 7, only 17.1 percent met or exceeded standards (District = 37.9%). In grade 8, only 16.3% of AA students met/exceeded standards (District = 31.1%) In grade 11, only 9.5% met/exceeded standard (District = 26.8%).

# Climate & Culture

## *Draft Problem Statements*

- According to the [most recent data](#) from the U.S. Department of Education, 47 percent of the K-3<sup>rd</sup> grade students who received suspensions or expulsions in the 2016 school year were African American, even though they made up only 19 percent of K-3<sup>rd</sup> grade enrollment. In total, nearly 7,000 and 6-year-olds were suspended or expelled from public schools during the same year.
- \_\_\_\_\_ 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 19 percent of K-3<sup>rd</sup> grade enrollment.
- \_\_\_\_\_ percent of the 6–8<sup>th</sup> grade students who received suspensions or expulsions in the 2016 school year were African American, even though they made up only \_\_\_\_\_ percent of 6<sup>th</sup>–8<sup>th</sup> grade enrollment.
- \_\_\_\_\_ percent of the 9–12<sup>th</sup> grade students who received suspensions or expulsions in the 2016 school year were African American, even though they made up only \_\_\_\_\_ percent of 9<sup>th</sup>–12<sup>th</sup> grade enrollment.

# Prioritizing Problem Statements

## *Culture & Climate*

Step 1: Identify and go to the area with the Problem

# *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

## *Academic Achievement*

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 61.4 (cm)1.7t rio



# *“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



Start With Previous Recommendations

# Public Comment

**PLUS/DELTA**

# Wrap Up

- Next Meeting
  - October 23rd– 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>

**THANK YOU**