



African American Achievement Taskforce

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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



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 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. Haze 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

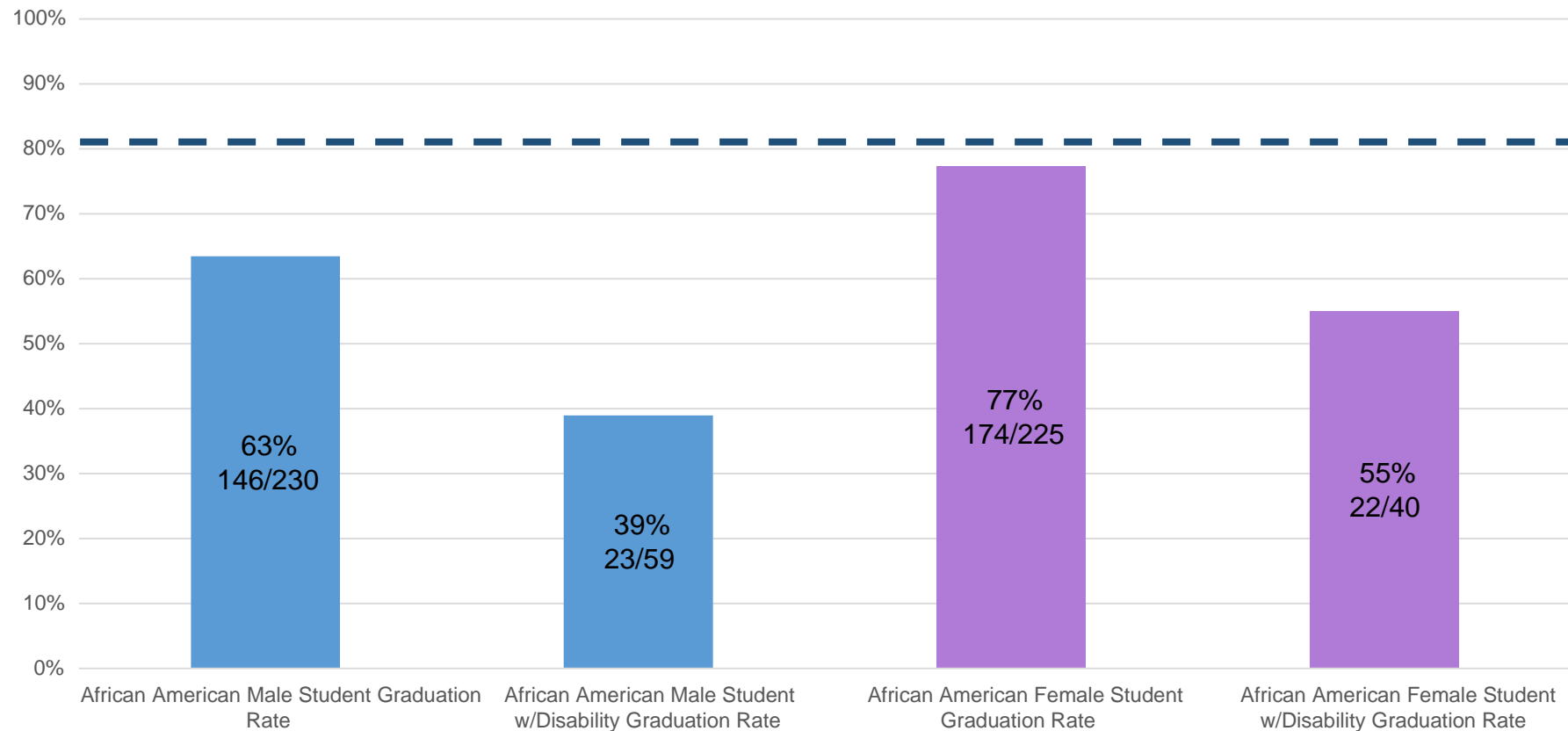
Teacher Demographics

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 Graduated	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.

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Note:

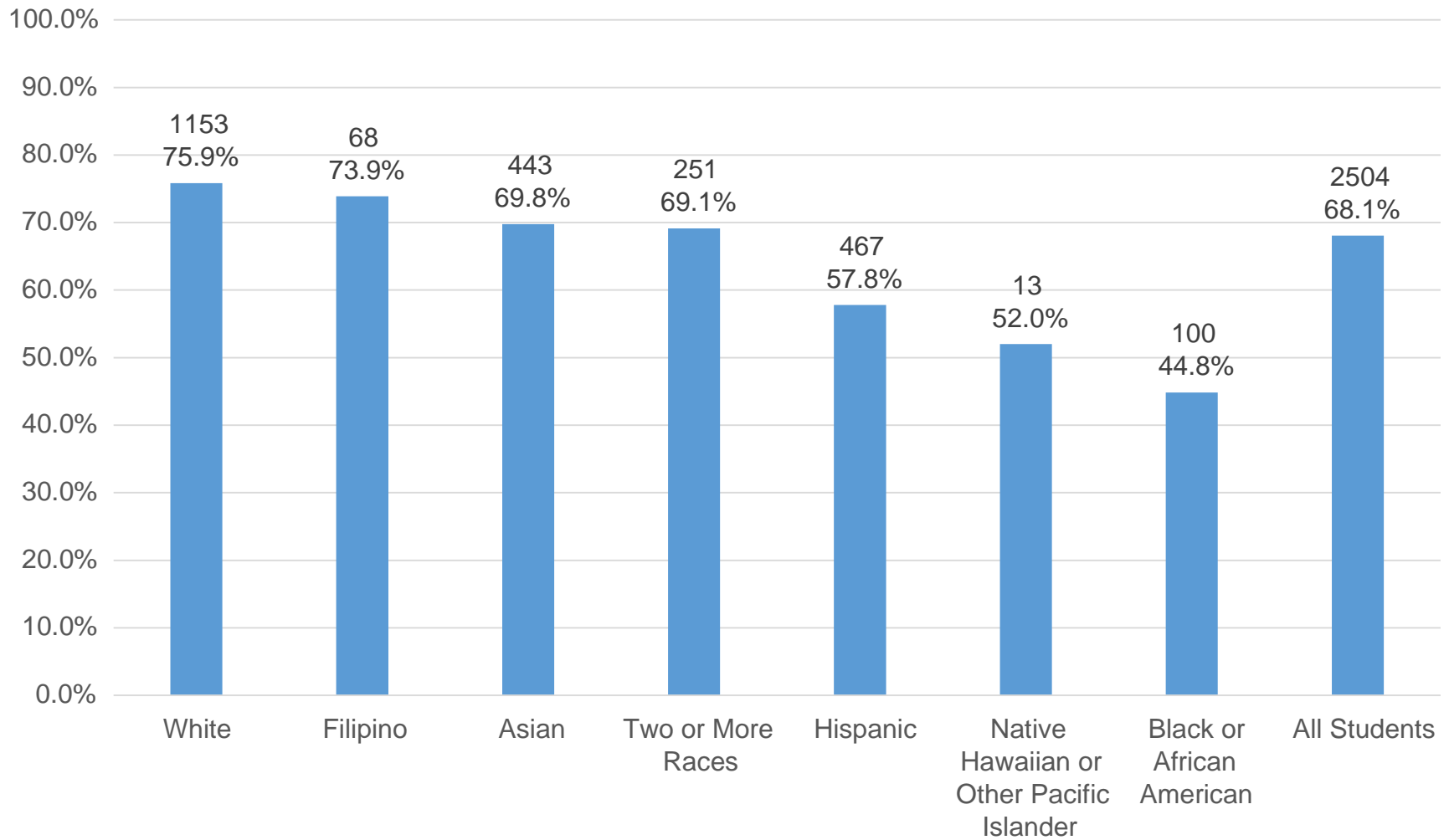


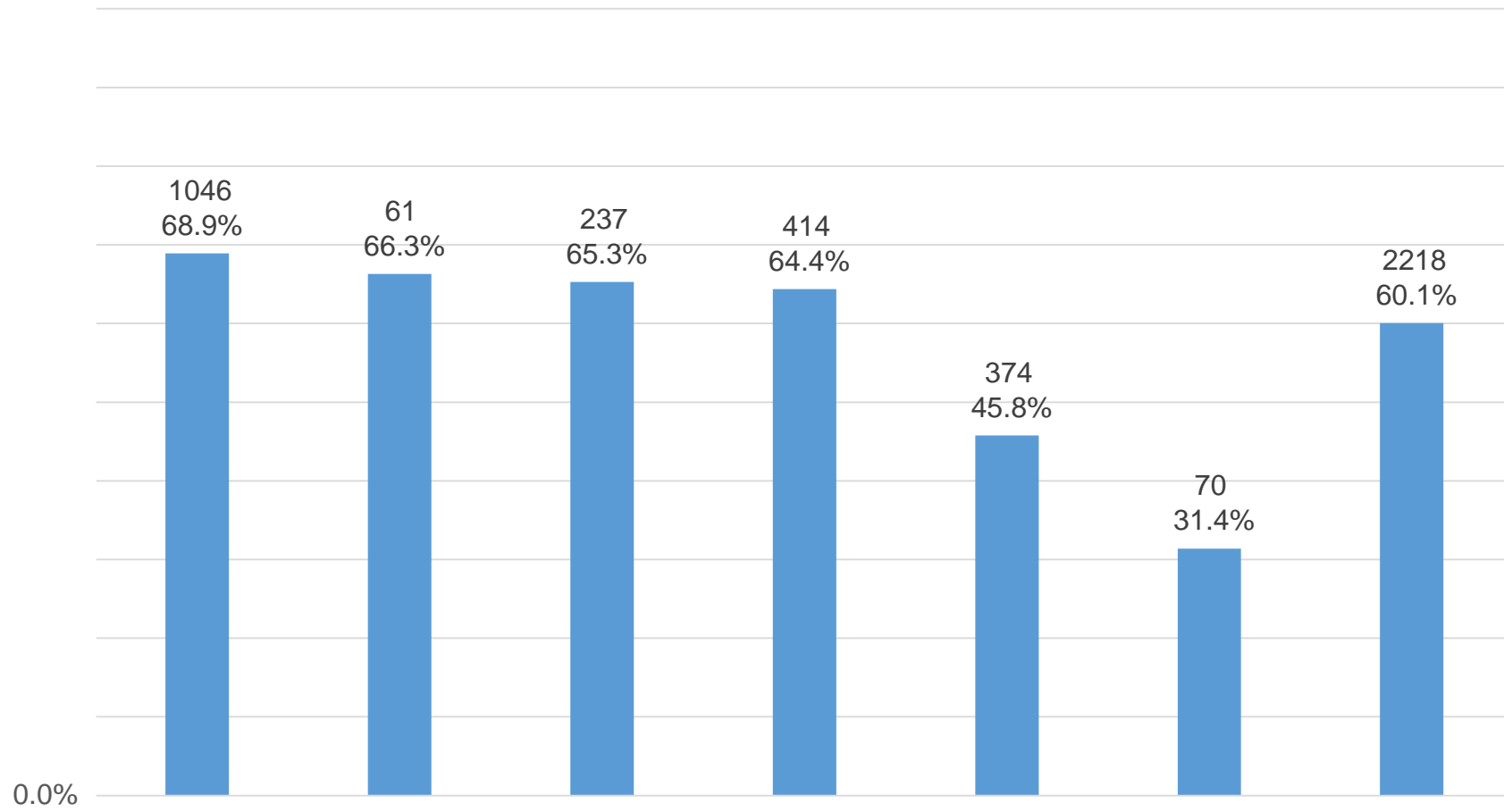
SBAC

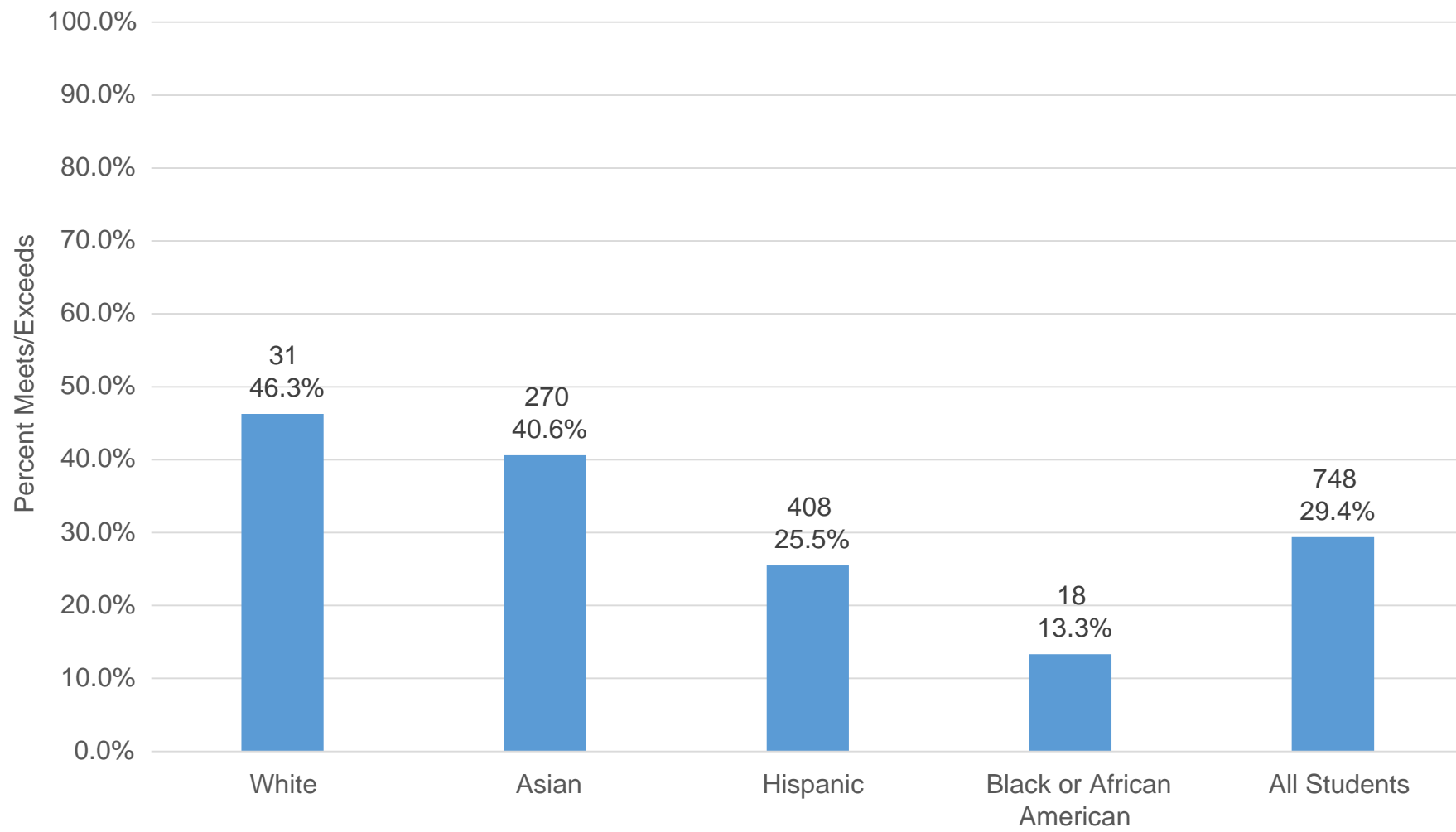


SBAC ELA

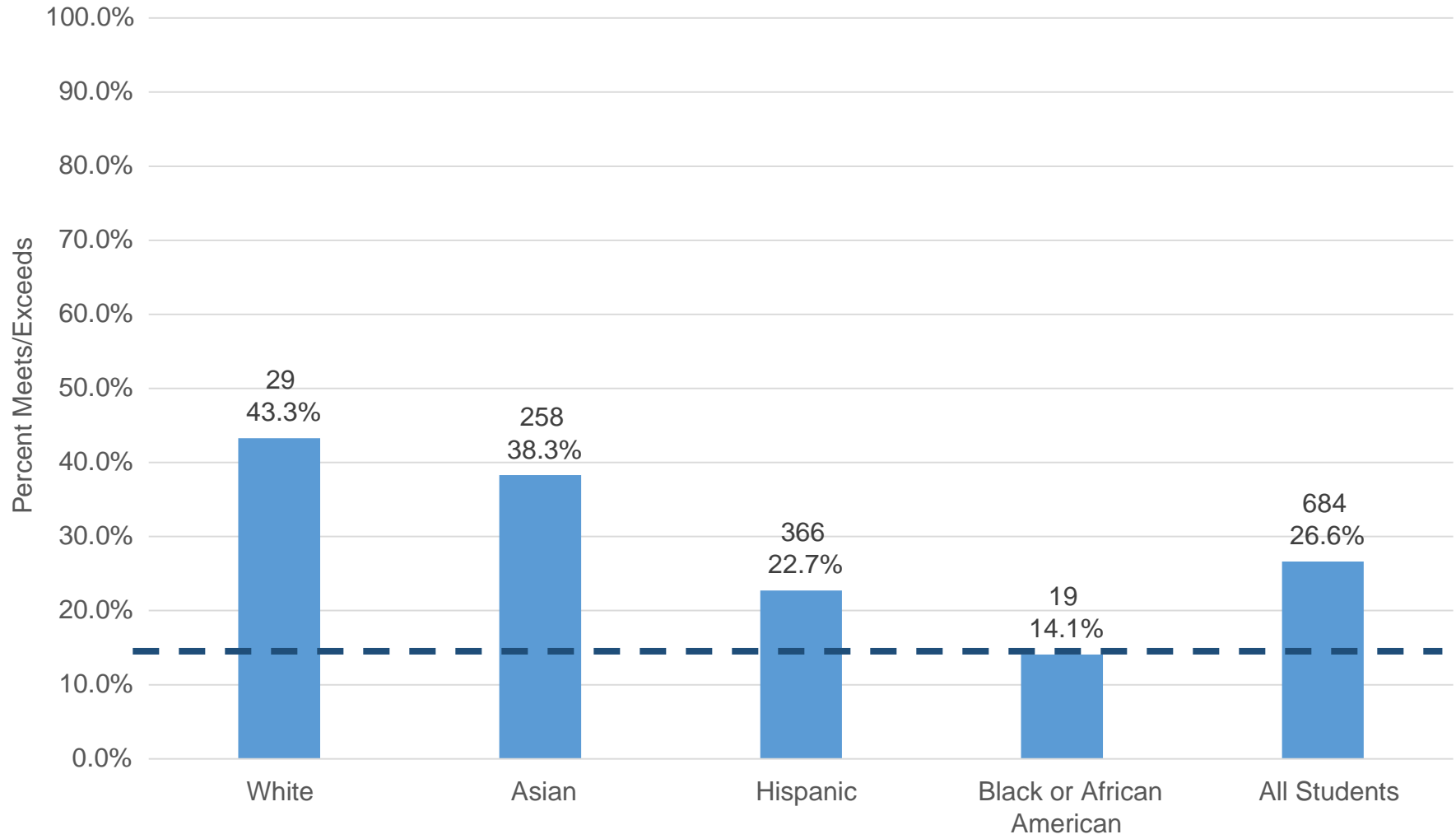
Standard Met or Standard Exceeded



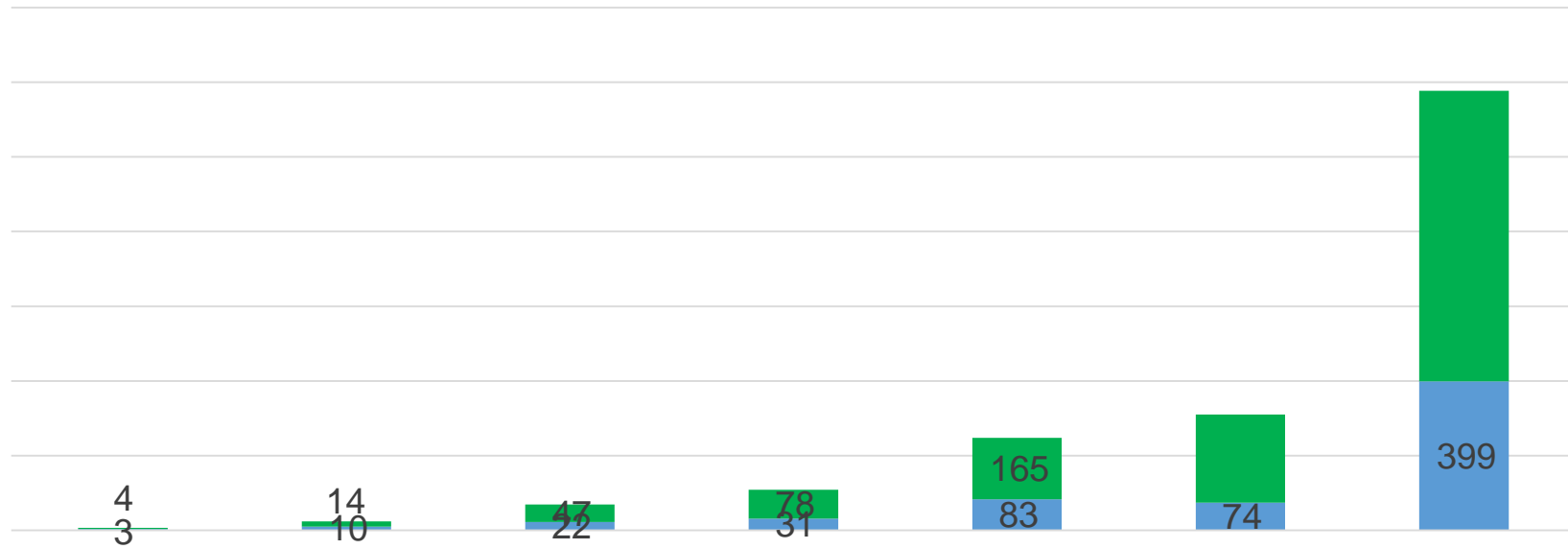




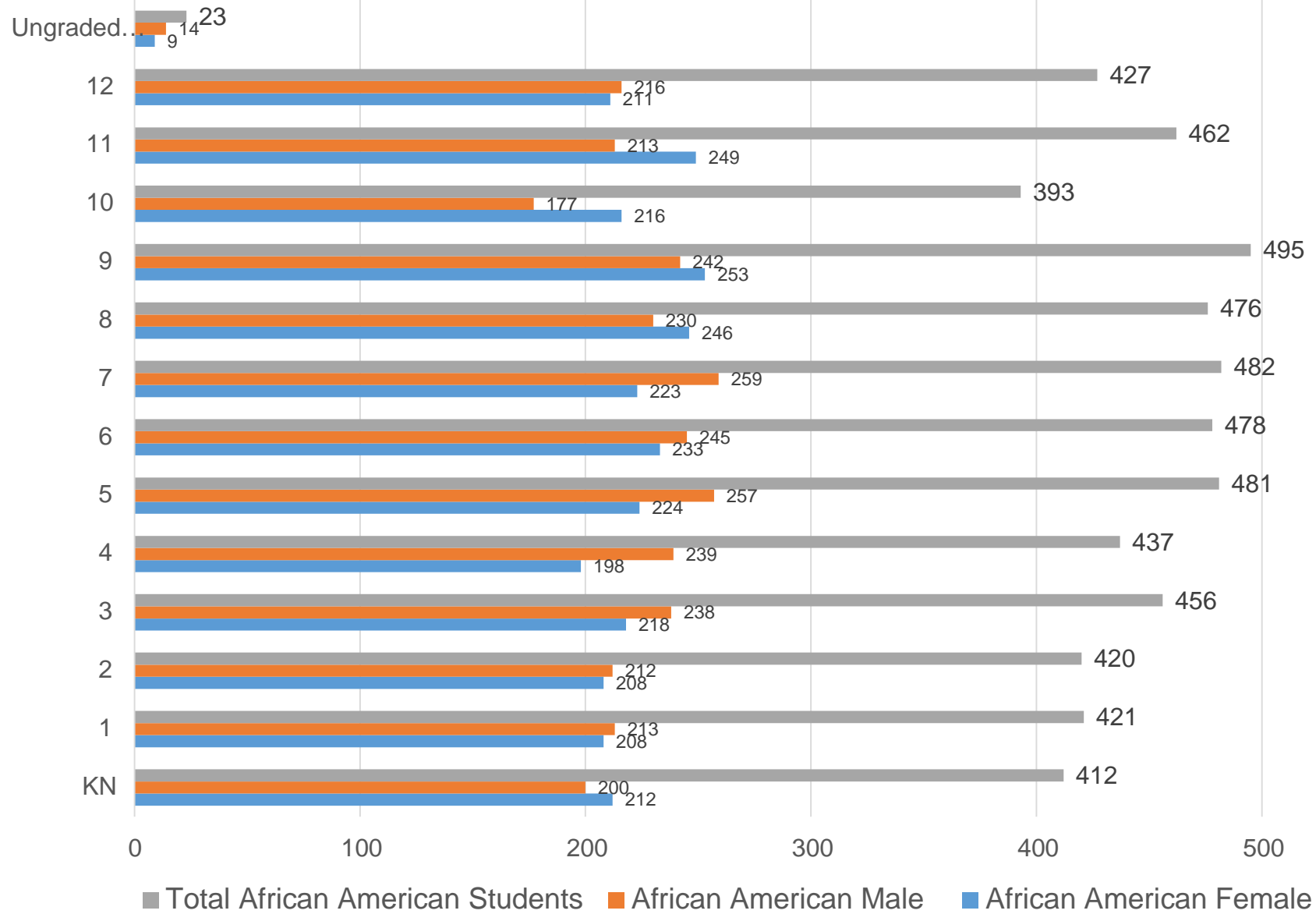
2016-17 SBA Math Meets/Exceeds Standards Percentage for Students with Less Than 96% Attendance, At Least One Suspended, and Who Are Socioeconomically Disadvantaged



Students in district and dependent charter schools. The “Not Socioeconomically Disadvantaged” group here includes students who have a high school or higher education diploma and do not



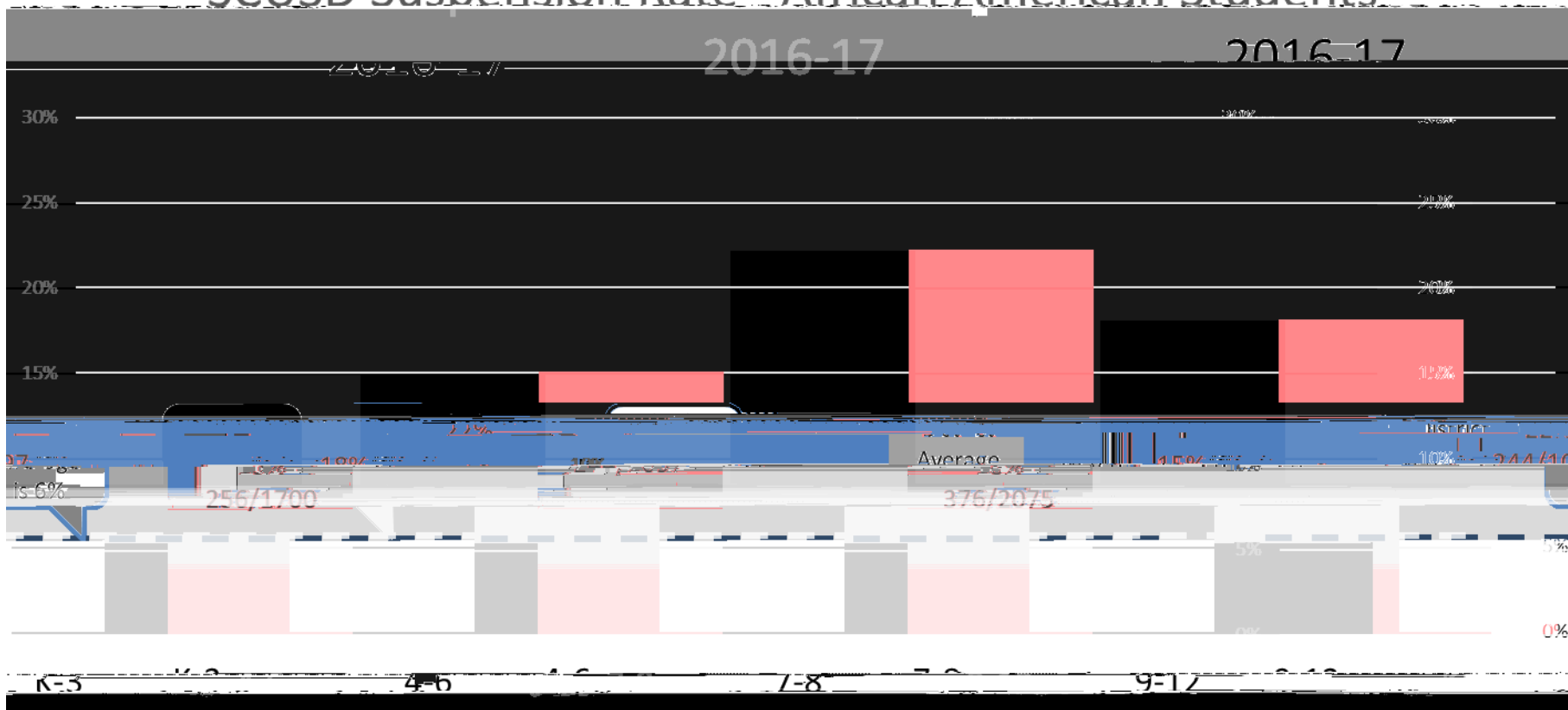
2017-18 African American Census Day Enrollment



Students in district and dependent charter schools

Grade Span Gender Ethnicity		

SCUSD Suspension Rate - African American Students



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

Demographic or Program Category	Ethnicity	Cumulative Enrollment

Development of Problem Statement

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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 activity 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

Link Google Doc work to Data

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 (*meeting on November 20th*)
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THANK YOU

Start With Previous Recommendations

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Academic Achievement

Draft Problem Statements

1. In SCUSD, the SWD graduation rate

Climate & Culture

Draft Problem Statements

- According to the [most recent data](#)

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