



African American Achievement Taskforce DRAFT

Meeting #6
October 30, 2018
Serna Center

*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 Mem

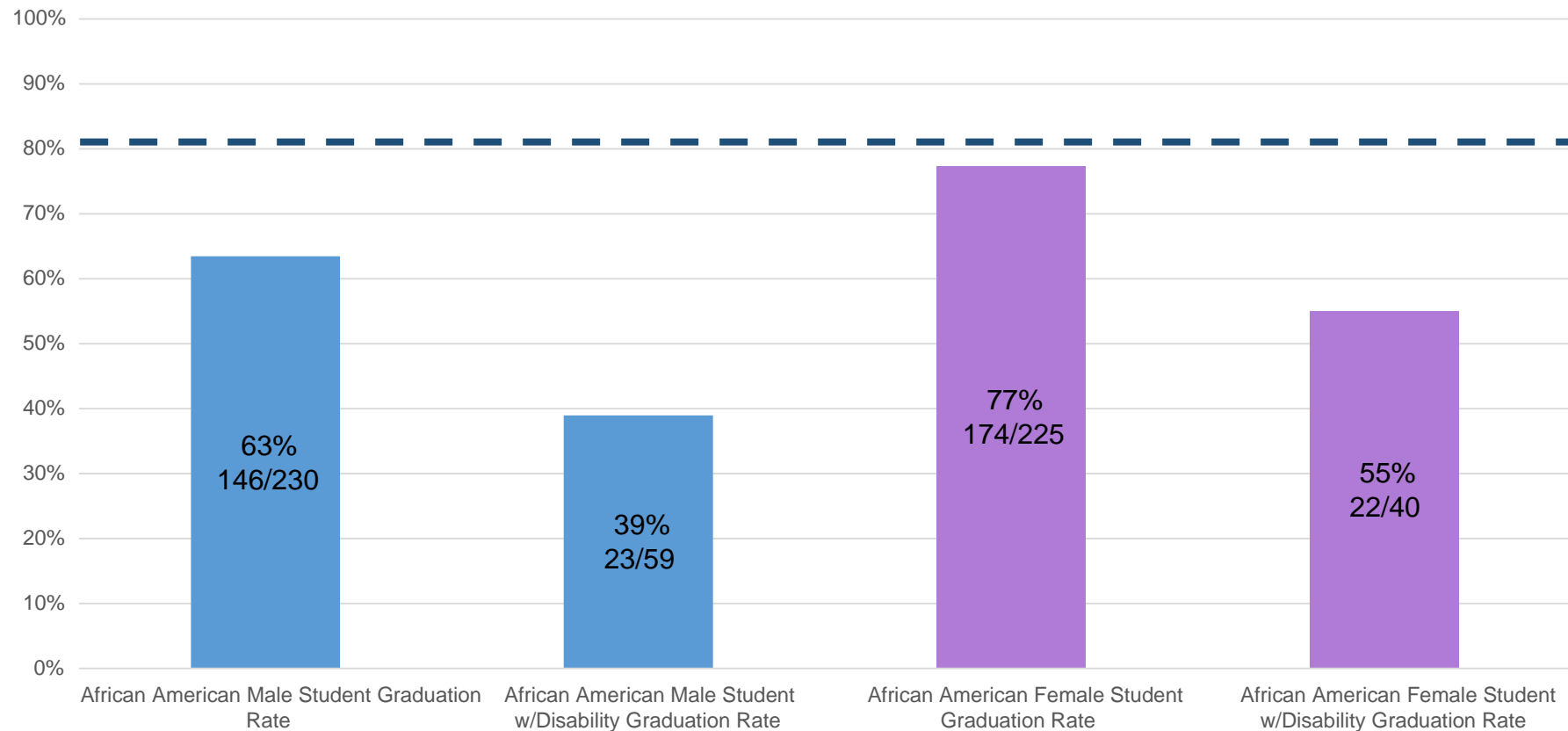
- Julius Austin Sacramento Housing and Redevelopment Agency
- Benita Ayala SCUSD parent of student with disabilities
- Dr. Stacey Ault California State University, Sacramento
- Lynn Berkley Baskin Sacramento NAACP
- Mike Breverly SEIU
- Cassandra Jennings Greater Sacramento Urban League
- Gail Johnson 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 Com

Data exl

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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:

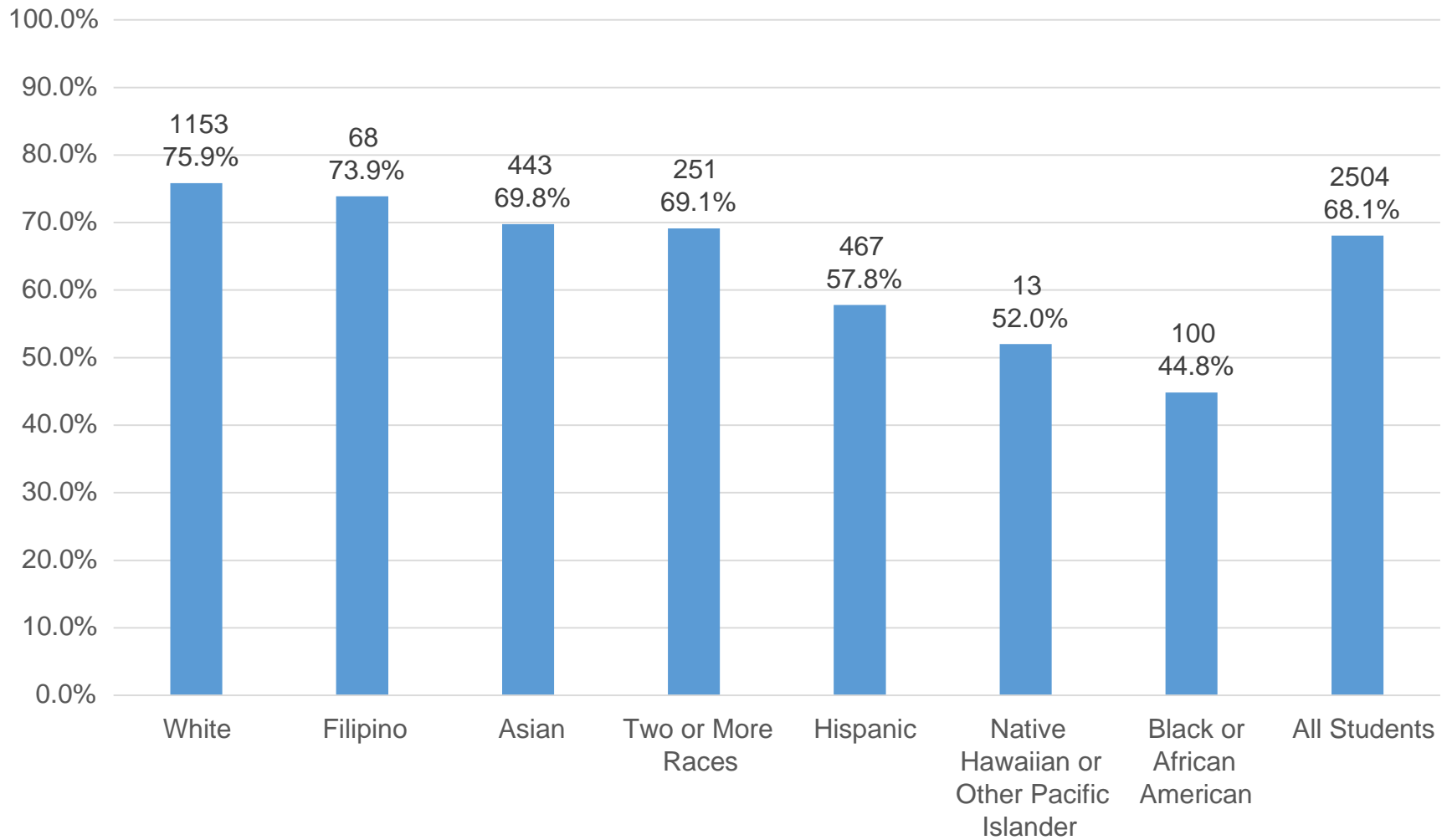


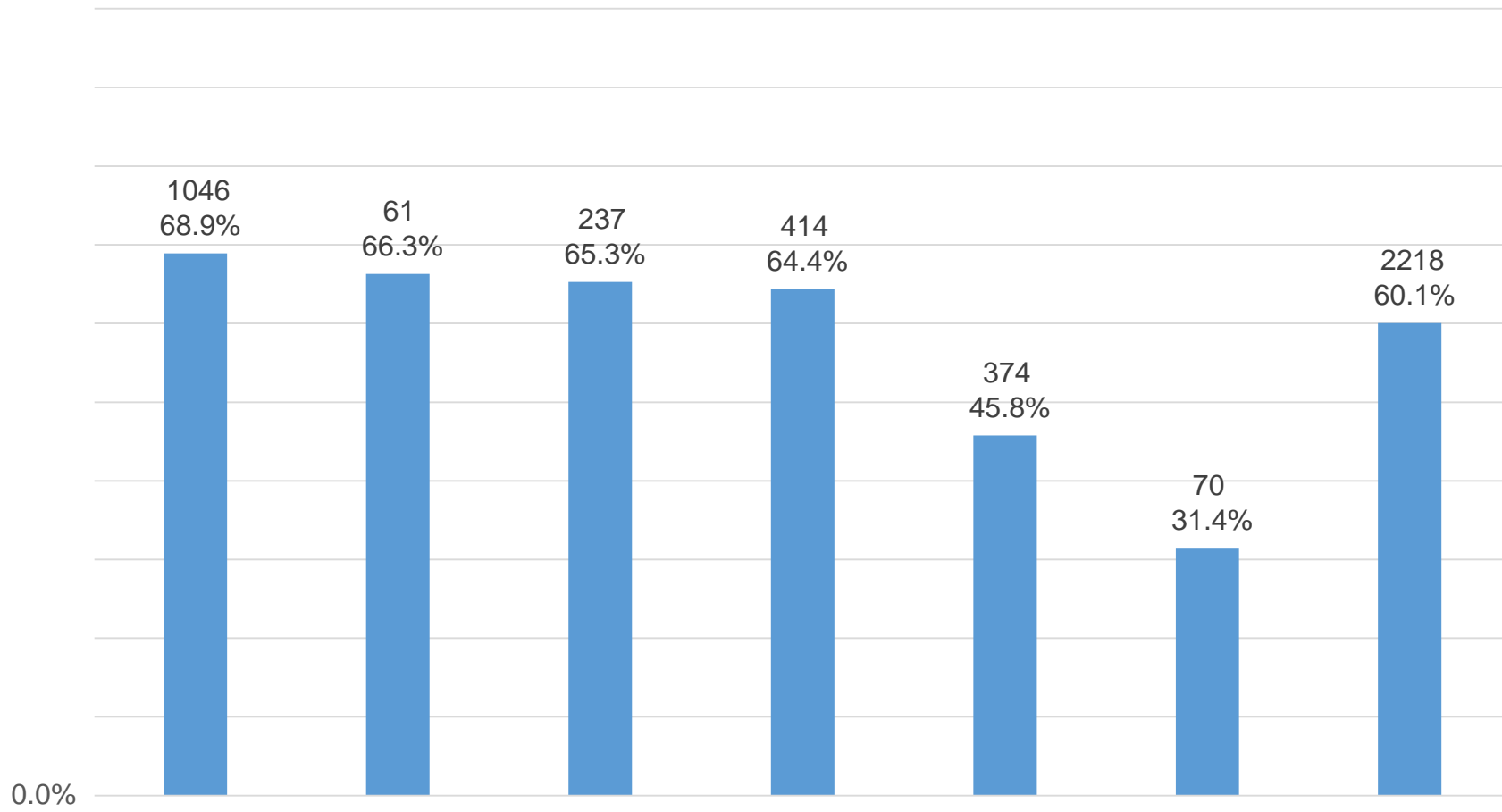
SBAC

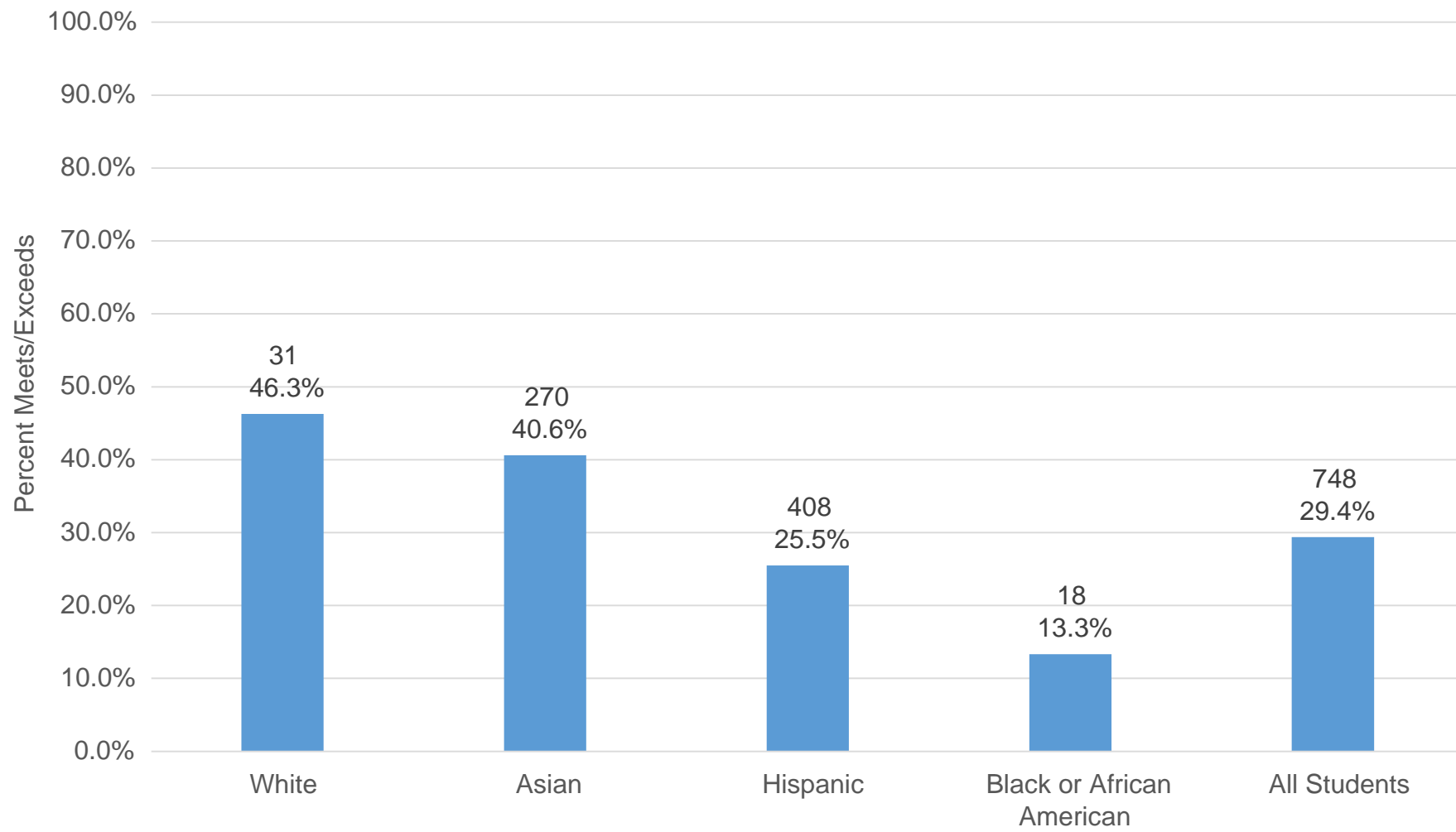


SBAC ELA

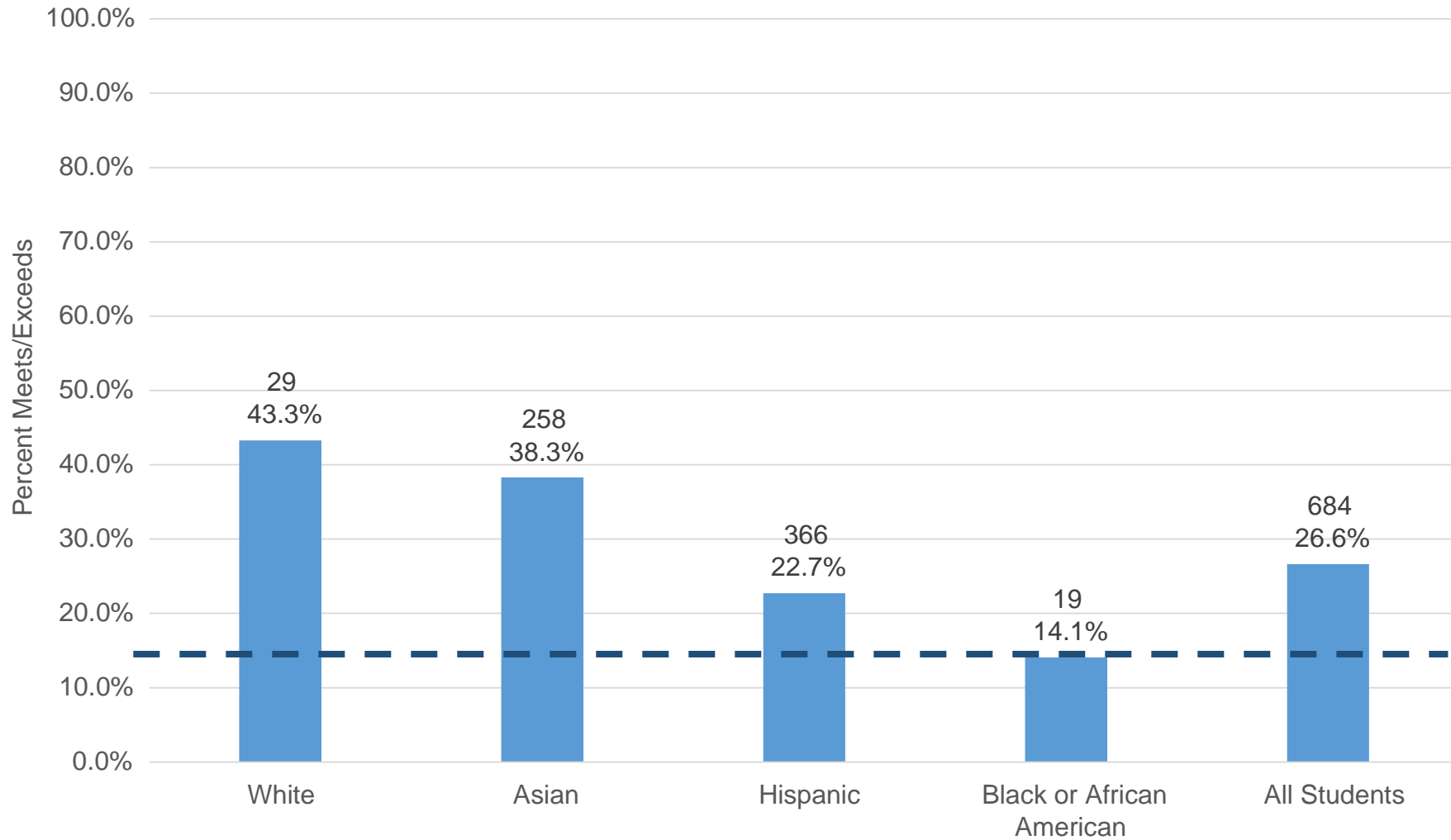
Standard Met or Standard Exceeded



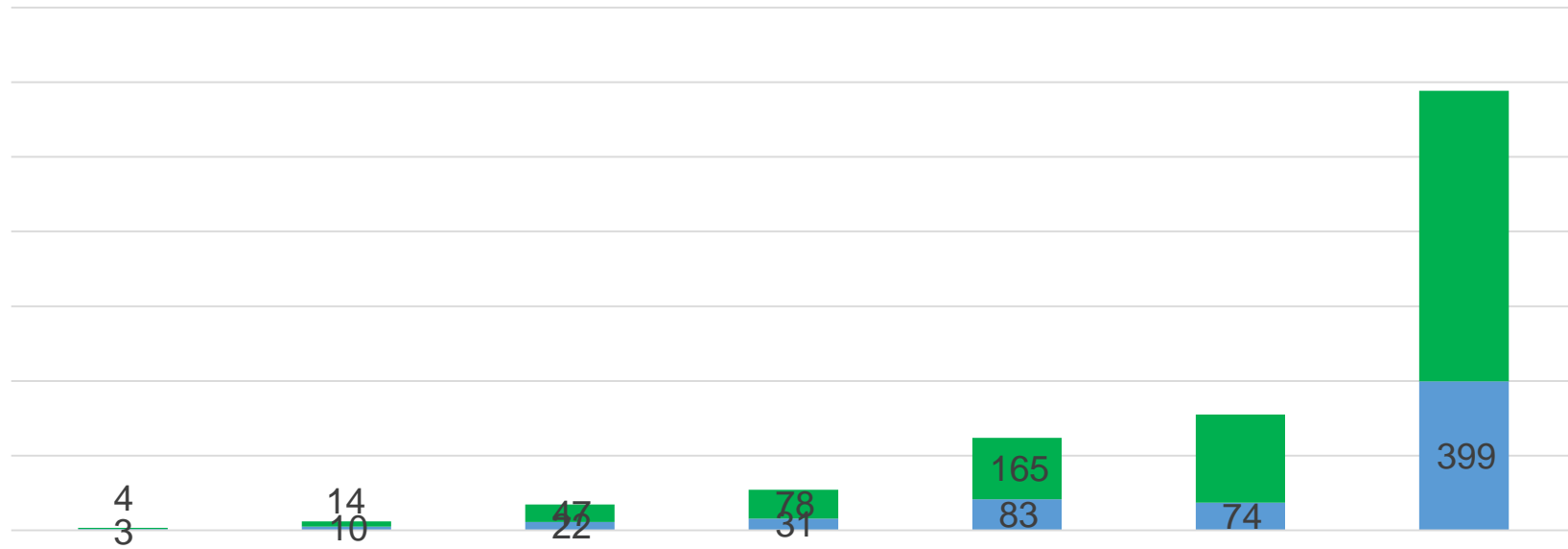




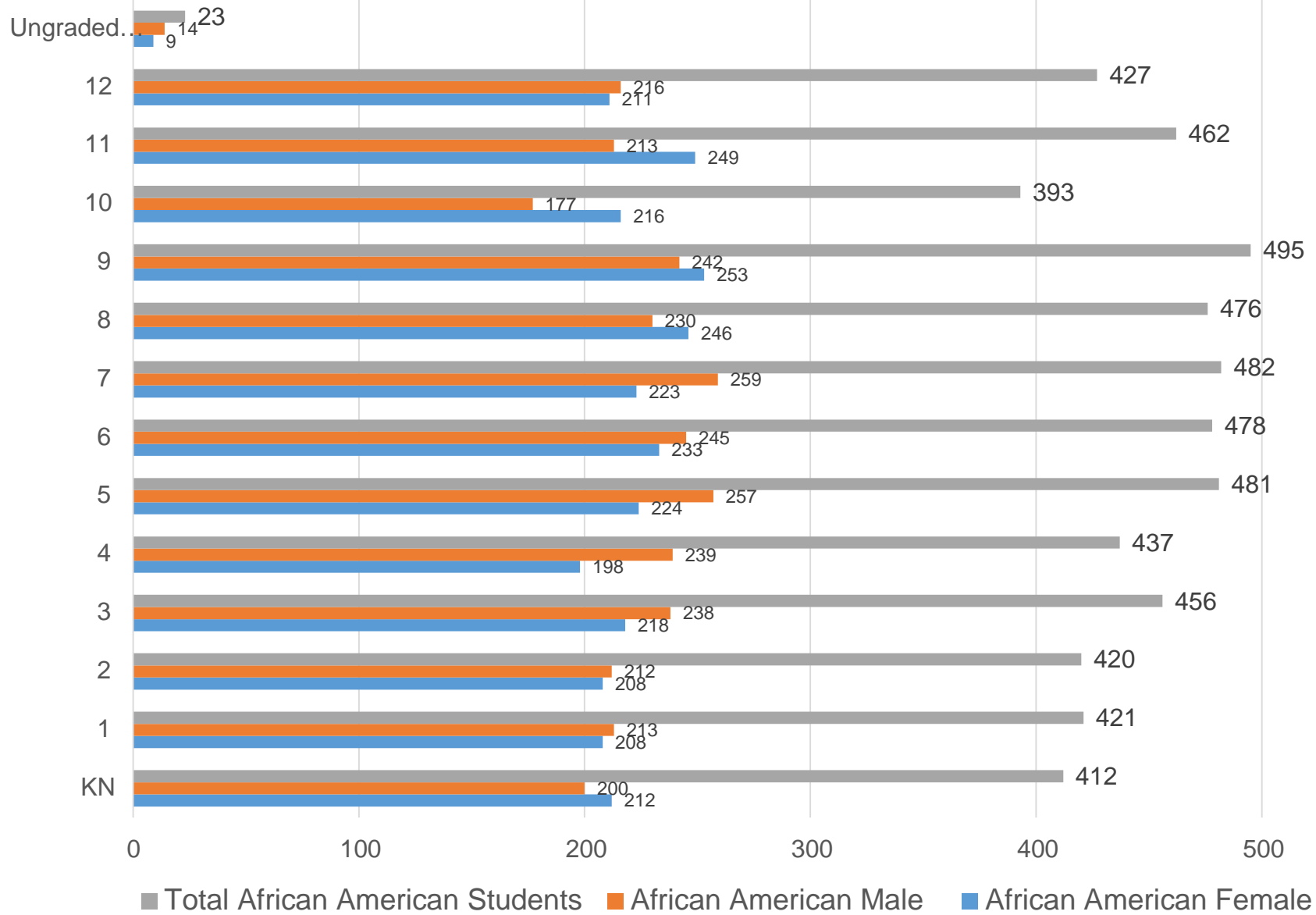
2016-17 SBA Math Meets/Exceeds Standards Percentage for Students with Less Than 96% Attendance, At Least One Suspended, and Who Are Socioeconomically Disadvantaged



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



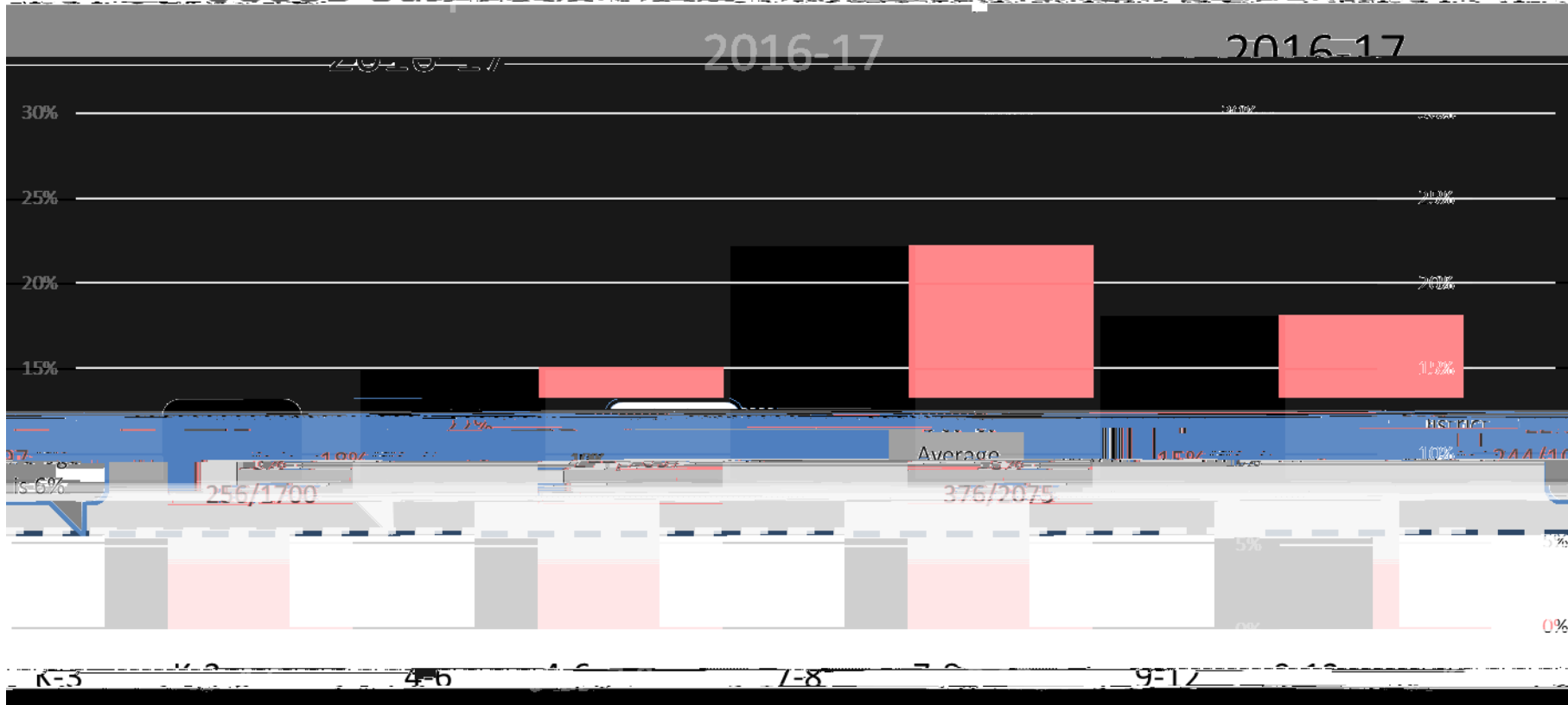
2017-18 African American Census Day Enrollment



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 Student with One Suspension	% of Student with Multiple Suspension
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	Cumulative Enrollment

Devel

- *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?*

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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.

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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 order these
- Apply these root causes to problem statements
- May need to see where a root cause applies to multiple areas
- Place items in a google doc for task force to make additions/revisions
- Consider the gamut of AA students (those who are not being suspended, chronically absent, but who are underperforming)

Academ

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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

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Culture & Climate

- Suspensions Rates by Districts in Sacramento County*
 - <https://www.newsreview.com/sacramento/whys-sacramento-failing-its/content?oid=26402481>

Link to Google Doc

<https://docs.google.com/document/d/1BNh00>

Focus Group

Key Learnings from Focus Group

Design Upcoming Focus Groups

1. Teacher
2. Student
3. Parents

Public Comment

PLUS/DELTA

Wrap Up

- Next Meeting
 - Wednesday, Novemberth7 – 6-8PM Serna
- Meeting day will be Tuesdays into December except for:
 - Skip the Tuesday of Thanksgiving Week *(No meeting on November 20th)*
- Board updates will occur during the process
 - November 15th Board Meeting
- Task Force recommendations will be presented to the board of education sometime in the winter

THANK YOU

Start With

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Academ

Draft Probl

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 AG 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 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 grade 6, 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 grade 6, 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%).



Priority Problem

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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.

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- A child's early years set the trajectory for the relationships and

Proritig Probl *Academ*

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Step 3: