

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

Purpose

- Ensure all students are given an equal opportunity to graduate with the greatest number of post secondary choices from the widest array of options
- Respond to board request made at March 21st board meeting
- Share the high level recommendation implementation plan
- Adopt the African American Achievement Task Force Recommendations

2018 California Dashboard Overview

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Orange	Orange	Green	Green	Orange	Orange
English Learners	Orange	Green	Orange	Yellow	Yellow	Orange
Foster Youth	Red	Red	Yellow	Red	Red	Red
Homeless	Red	Red	Orange	Orange	Orange	Orange
Socioeconomically Disadvantaged	Orange	Orange	Green	Green	Orange	Orange
Students with Disabilities	Orange	Orange	Red	Red	Red	Red
African American	Red	Red	Yellow	Orange	Red	Red
American Indian or Alaska Native	Red	Red	None	None	Orange	Orange
Asian	Orange	Green	Green	Green	Orange	Yellow
Filipino	Yellow	Orange	Yellow	Yellow	Green	Green
Hispanic	Orange	Yellow	Green	Yellow	Orange	Orange
Native Hawaiian or Pacific Islander	Red	Yellow	Orange	Yellow	Red	Red
White	Yellow	Green	Green	Green	Green	Green
Two or More Races	Orange	Orange	Green	Green	Green	Green

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
- Complete research review

Next Steps

- Create measurable outcomes
- Complete budget impact for each recommendation to assess viability and timing of implementation
- Establish monitoring/accountability plan
- Set ongoing community communication
- Hold first meeting of the District-wide Black/African American Parent/Caregiver and Student Advisory Committee

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

Overarching Outcomes

*By June 30, 2020 and each year thereafter, SCUSD will decrease the percentage of non-proficient students by 5%**

- Increase 3rd grade SBAC met or exceeded for Black or African American students:
 - In Mathematics from 17% in 2017-18 to 25%* in 2019-20.
 - In English Language Arts from 18% in 2017-18 to 27%* in 2019-20.
- Increase 6th grade SBAC met or exceeded for Black or African American students:
 - In Mathematics from 15% in 2017-18 to 24%* in 2019-20.
 - In English Language Arts from 19% in 2017-18 to 27%* in 2019-20.
- Increase 8th grade SBAC met or exceeded for Black or African American students:
 - In Mathematics from 16% in 2017-18 to 24%* in 2019-20.
 - In English Language Arts from 29% in 2017-18 to 36%* in 2019-20.
- Increase 4-year cohort graduation rate from 74.1% in 2017-18 to 76.7%* in 2019-20.
- Increase 4-year A-G course completion from 45.9% in 2017-18 to 48.6%* in 2019-20.

*The 2019-20 goal represents a reduction of 10 percent of the percent of students who did not achieve the desired goal in 2017-18. For example, if 20% met the desired goal previously, a total of 80% did not meet the goal. Ten percent of the 80% that did not meet the goal is 8 percentage points. Adding the 8 percentage points to the 20% who previously met the goal equals a hypothetical new goal of 28% for the current year. For each year thereafter 2019-20, the goal is to decrease the percent of non-proficient students by 5%.

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

High Cost/Low 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)

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

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

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Recommendation Implementation Time Horizon

Recommendation	Up to 1 Year	Up to 2 Years	Up to 3 Years
Establish a District-wide Black/African American Parent/Caregiver and Student Advisory Committee	x		
Establish a Black/African American Student Achievement Task Force Implementation/Accountability Steering Committee	x		
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	x		
Eliminate willful defiance suspensions (Senate Bill 419)	x		
Implement multiple measures to assess student progress in order to identify students in need of intervention and prioritize resources	x		
Implement research based intervention and acceleration strategies to close persistent learning gaps	x		
Provide school-to-college and school-to-career experiences utilizing community stakeholders (career training, university shadowing, mentoring and internships, etc.)	x		
Divest from future funding for school resource officers and reinvest in alternative supports	x		
Create a District-wide study team tasked to review, monitor K-12 special education referral practices	x	x	
Adopt and implement curriculum that includes and reflects Black/African American experience	x	x	
Provide professional development addressing inequitable disciplinary practices and mandate 100% faculty and staff attendance	x	x	x
Eliminate Pre K – 3 rd grade suspensions	x	x	x
Increase Black/African American teachers from 109 to 150	x	x	x

Requested Board Action

**Adopt the recommendations
of the
African American Achievement Task
Force**

Questions

Closing/Thank You