



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 7.3

Meeting Date : March 21, 2019

Subject : African American Achievement Taskforce Preliminary Recommendations

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division : Academic Office & Continuous Improvement and Accountability

Recommendation : None

Background/Rationale : The goal of this presentation is to share the preliminary recommendations of the African American Achievement Task Force which has been meeting since September 2018 to identify strategies to accelerate achievement for African American students.

Financial Considerations : None

LCAP Goal(s): College, Career and Life Ready Graduates

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African American Achievement Task Force Preliminary Recommendations

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- x Be suspended or expelled,
- x Be identified for special education and
- x Take remedial or non-credit bearing course work as college students

Conversely, the report concludes that Black students are likely to:

- x be placed in gifted and talented education programs
- x have access to and be given a full sequence of college preparatory classes
- x graduate high school in four years
- x complete a college degree

These troubling conclusions are born out in gsaes Tc - fast

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African American Achievement Task Force Preliminary Recommendations

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- o Principals
- o Teachers
- o Students
- o Parents

The task force met approximately 22 times over the past six months to study and create the preliminary recommendations. The 16 member Task Force included a distinguished set of educators, community leaders, students and other important partners.

Below is a brief recap of the actual recommendations. A more detailed description is attached:

Academic Achievement (By June 30, 2020)

- Increase 3rd grade SBAC proficiency for Black or African American students:
 - In Mathematics from 17% in 2017 to 25% in 2020.
 - In English Language Arts from 18% in 2017 to 27% in 2020.
- Increase 5th grade SBAC proficiency for Black or African American students:
 - In Mathematics from 15% in 2017 to 24% in 2020.
 - In English Language Arts from 19% in 2017 to 27% in 2020.
- Increase 8th grade SBAC proficiency for Black or African American students:
 - In Mathematics from 16% in 2017 to 24% in 2020.
 - In English Language Arts from 29% in 2017 to 36% in 2020.
- Increase 4th year cohort graduation rate from 74.1% in 2017 to 76.7% in 2020.
- Increase 4th year AG course completion from 45.9% in 2017 to 48.6% in 2020.
- Adopt and implement curriculum that includes and reflects Black/African American experience.
- Partner with 7th grade Black/African American families/guardians to ensure they are equipped to monitor students' academic progress and to advocate for their students' academic success.
- Provide school-to-college and school-to-career experiences utilizing community stakeholders (career training, university shadowing, mentoring and internships, etc.)
- Increase Black/African American teachers from 100 to 150.
- Implement multiple measures to assess student progress in order to identify students in need of intervention and prioritize resources
- Implement research-based intervention and acceleration strategies to close persistent learning gaps.

Culture and Climate (By September 30, 2019)

- Establish a district-wide Black/African American Parent/Caregiver and Student Advisory Committee
- Divest from future funding for school resource officers

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- Provide professional development addressing inequitable disciplinary practices and mandate 100% faculty and staff attendance
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Revised African American Student Achievement Task Force
DRAFT Recommendations
As of March 5, 2019

Revised African American Student Achievement Task Force Recommendations
As of February 12, 2019

Culture & Climate: School Climate

Recommendation #1:

Effective immediately, SCUSD will divest from current and future funding of School Resource Officers (SROs), remove SRO's from district campuses and earmark funds from the contract to implement or expand programming and educational strategies that positively impact Black/African American students

Recommendation #2:

By June 30, 2020, mandate the development of a professional development implementation strategy and the 100% attendance of all District and School site staff (certificated and classified) to said professional development specifically addresses the disproportionality of Black/African American students' representation in inequitable practices and academic opportunities as referenced by AR 5144.

SCUSD will track participant attendance and require attendees to complete session surveys to assess learning and application of information. SCUSD will include a summary of the professional learning evaluations in the annual progress report presented to the AAATF December 2020.

The professional development planning team (?) will include a list of appropriately vetted African American content specialist(s), Black students, teachers, classified staff

Revised African American Student Achievement Task Force
DRAFT Recommendations
As of March 5, 2019

Recommendation #3:

Beginning September 2019, SCUSD will eliminate willful defiance suspensions from all school sites.

By September 30, 2019, SCUSD will develop a strategic accountability and implementation plan outlining strategies to reduce the number of African American students in disproportionate discipline and especially exclusionary discipline practices. The current reporting mechanism of suspensions and exclusionary practices will also include training and monitoring.

Revised African American Student Achievement Task Force
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Recommendation #5:

By September 30, 2019, SCUSD will create a district wide student study team to review and monitor (special education (HIV) referral practices and the use of subjective criteria, specifically in the category of emotional designations and referral practices of African American students. Upon review, the study team will evaluate the data and make appropriate recommendations to reduce the number of Black/African American students arbitrarily designated.

Recommendation #6:

Create a Black/African American Community Advisory Committee that will mandate that all Black/African American families receive information on the Black/African American Advisory Committee. The Advisory Committee will review current and existing school and district policies and practices to address areas of disproportionality.

District level staff must be assigned to support the Black/African American Community Advisory Committee. SCUSD will ensure their recommendations are developed in a timely manner so that Board Members can review them before making final decisions.

Recommendation #7:

Administer surveys and conduct Black/African American student and parent focus groups that identify African American student/parent/caregiver needs /issues. These focus groups will be held at least quarterly.

Data from focus groups will be used to select goals and identify actions to create safe and welcoming environments on campus and increase parent engagement.

Academic Achievement

Recommendation #8 (Request Current B/AA Student Data from District Staff in Each Category)

Early Childhood- By June 30, 2020, and each year thereafter, increase the number and the percentage of Black/African American students (from what to what) enrolled in SCUSD Universal full day preschool and Transitional Kindergarten programs that are culturally relevant, academically appropriate. For students with disabilities, provide required

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modifications and accommodations in accordance with the student's IEP.
Elementary School - By June 30, 2020, and each year thereafter, increase the grade Mathematics and literacy proficiency of Black African American students from (number and percentage) to (number and percentage) by implementing high quality first best instruction, culturally and linguistically relevant and responsive evidence based teaching and interventions such as intensive in school interventions, mandatory afterschool support, Saturday, and/or Summer school, and appropriate student modifications and accommodations. For students with disabilities, provide required modifications and accommodations in accordance with the student's IEP.

Middle School - By June 30, 2020, and each year thereafter, increase

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students in the aforementioned areas. This data will be shared with the Advisory, Board and the public. For students with disabilities, provide required modifications and accommodations in accordance with the student's IEP.

- 7) Provide student accommodations and modifications as necessary.

High School - By June 30, 2020, and each year thereafter, SCUSD will increase graduation rates for Black/African American students by x% and CIPA completion by x%.

This recommendation shall include, at a minimum the following:

- 1) Monitoring to ensure that African American students are targeted for, have access to and necessary support to succeed in advanced courses and specialty programs:
 - i. advanced placement, honors classes and dual enrollment.
- 2) Establishing understanding of, support for and frequent monitoring of GA course enrollment, college applications completion, essential testing and financial aid to meet college and career training applications.
- 3) Implementing...

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Recommendation #10:

By June 30, 2020, and each year thereafter, ~~SCUSD~~ hire xx or x% Black/African American teachers and administrators.

The recruitment process will include but not be limited to: developing a pipeline of African American classified staff to move into teaching and other certificated positions; work with local colleges and universities to recruit new teachers of color and build relationships with community organizations and national coalitions to make Sacramento a prime environment for Black teachers.

Human Resources will document recruitment efforts; analyze hiring and recruitment environment; work closely with local and statewide teachers unions to improve hiring practices in order to attract local and nationwide talent.