



# African American Achievement Task Force Recommendation Adoption

Board Meeting  
May 16, 2019  
Agenda Item 9.1

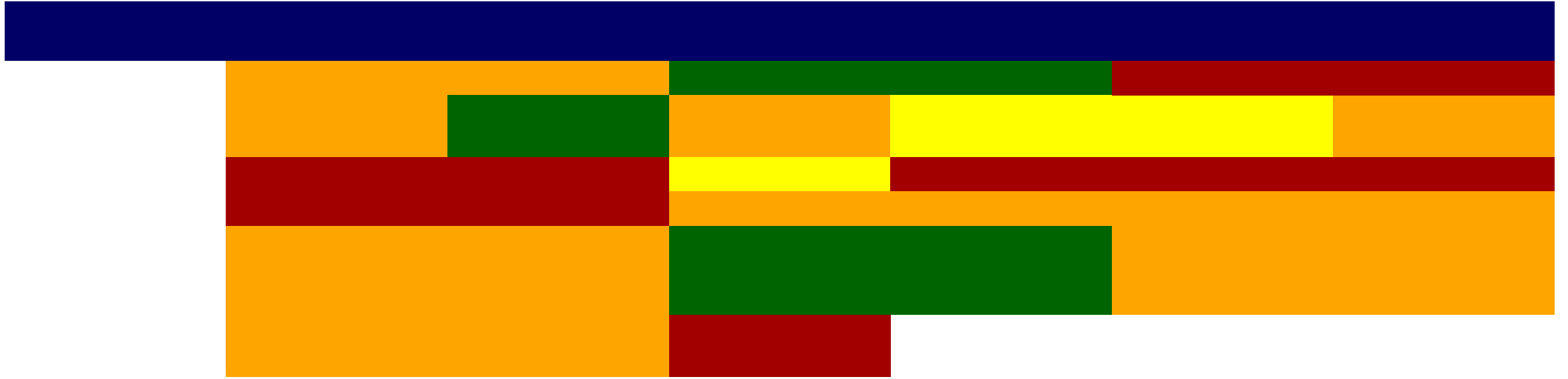
Vincent Harris, Chief Continuous Improvement and Accountability, Dr. Iris Taylor,  
Chief Academic Officer and African American Achievement Task Force

# 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



# 2018 California Dashboard Overview



# 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
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# 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





# 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



# Recommendation Framework - High Cost/Low Complexity

High Cost/Low Complexity

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## 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*)

# Recommendation Framework - Low Cost/Low Complexity

## 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

# Recommendation Framework - Low Cost/High Complexity

## 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 – 3<sup>rd</sup> 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

# Recommendation Implementation Time Horizon

Recommendation			

# Requested Board Action

Adopt the recommendations  
of the  
African American Achievement Task  
Force



Questions

Closing/Thank You