



\_\_\_\_\_ : Approve African American Achievement Task Force 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**

\_\_\_\_\_ : Approval

**Background/Rationale:** The goal of this presentation is to request that the board of education adopt the recommendations of the African American Achievement Task Force. The Task Force has been meeting since September 2018 to identify strategies to accelerate achievement for African American students.

**Financial Considerations:** Some Task Force recommendations will potentially have an incremental financial impact to the budget. Staff is cont.002 Tf LCAP Goal(s):

\_\_\_\_\_ College, Career and Life Ready Graduates

**Documents Attached:**

1. Executive Summary
2. Revised Recommendations

**Estimated Time of Presentation:** 10 minutes  
**Submitted by:** Vincent Harris, Chief, Continuous Improvement and Accountability  
 Dr. Iris Taylor, Chief Academic Officer  
 African American Achievement Task Force members  
**Approved by:** Jorge A. Aguilar, Superintendent

# Board of Education Executive Summary

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Academic Office/Continuous Improvement and Accountability

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May 16, 2019



Conversely, the report concludes that Black students are least 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 SCUSD on African American student access to

opportunities aiA( a)-4(iAD.001 Tw 3.84)10(t i)ressa710.71 0 12 -0 0 12 -0j ET 5teC4s ET a59 sF5.2



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## Academic Achievement (By June 30, 2020)

- Increase 3<sup>rd</sup> 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. 18 to 2018 to 2018 to 20 -2

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In English Language Arts from 18% in 2017 18 to 27% in 20

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- x **Complexity:** The higher the number of factors and interdepartmental/disciplinary relationships required within a recommendation, the more complex the recommendation is. Additional complexity factors include political and/or labor bargaining considerations. If a recommendation will require union negotiations, then it will be considered more complex than others that do not
  - o How aligned is this recommendation to existing District initiatives/practices?
  - o How many District personnel/departments would need to be consulted to determine the recommendations' need, feasibility and capacity for implementation?
- x **Cost:** In the context of a financial crisis, assessing the new and iterative costs of a recommendation will determine how to allocate District resources efficiently and equitably.
  - o What are the fiscal implications of this recommendation?
  - o What are new or iterative costs?
  - o What can be "absorbed" in existing programs/initiatives?
- x **Impact on teaching and learning:** This refers to the intention and level of influence, minor or significant, a recommendation has to effect student achievement
  - o How will this recommendation directly impact classroom instruction?
  - o How will this recommendation directly impact teacher practice?
  - o How will this recommendation impact academic achievement?

The finalized recommendation framework will be presented during the board meeting.

### VI. Results:

Results for SCUSD's Black or African American students reveal a troubling trend in several areas previously mentioned. The results for these (l)4( o)12(7I72d ( )Tj1( f)-4(in)-4(1(me<</MCID 43 >>BDC

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- x Third average lowest 2017~~8~~ SAT School Day results in ELA and lowest in Math results of all federal ethnic and racial groups. Pacific Islander and American Indian or Alaska Native students have the second lowest and lowest SAT Math results, respectively.

## VII. Lessons Learned/Next Steps:

It will take a combination of district staff, board leadership and community partners to ensure that all students have an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.

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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 and area assistant superintendents. Required topics will include but not be limited to the following:

- alternatives to exclusionary practices & conflict resolution strategies
- student-centered restorative justice practices
- cultural humility and competency strategies
- implications of embedded implicit/explicit and unconscious bias and racialized microaggressions
- how to assess and integrate cultural sensitivity and human growth mindset



Revised African American Student Achievement Task Force  
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- trauma informed practices (e.g. racialized traumatic stress)
- mindfulness and cognitive behavioral therapy strategies
- culturally responsive classroom teaching strategies and management techniques

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 of all staff for inputting the various forms of discipline including out of class and in class suspensions and in school and out of school suspension, incorporating detail: is the student standing outside the classroom or standing against a wall during the class period or denied recess, etc. For students with disabilities, compliance with the Behavior Intervention Plan and/or Behavior Support Plan is required prior to considering suspension (manifestation of determination). This information can then be disaggregated by all categories (e.g. gender, foster youth, students receiving special education services, etc.). The report currently given to the board which details by school site can be enhanced to include details of each teacher. This will continue to be provided monthly in an information report submitted to the board.

Beginning September 2020, SCUSD will eliminate all suspensions for defiance. This recommendation is directly supported by Senate Bill 419 which eliminates willful defiance as a reason to suspend students.

Recommendation #4:

By end of September 30, 2019, SCUSD will track all forms of suspensions at each school site, by teacher, including out of school, in school, lunch, and after school suspension activities to determine where African American students (disaggregated by all data categories) are disproportionately represented.



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

Early Childhood- By June 30, 2020,

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Revised African American Student Achievement Task Force  
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address those potential gaps and misconceptions including before, during and after school learning opportunities, as well as, targeted teacher professional learning opportunities focused on culturally & linguistically relevant & responsive Mathematics reengagement and re-teaching strategies; and

- 5) partnering with 7<sup>th</sup> grade Black/African American families/guardians to ensure they are equipped to monitor students' academic progress and to advocate for their students' academic success.
- 6) Schools will be required to annually report on the success of Black 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.

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**DRAFT Recommendations**  
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6) For students with disabilities, provide required modifications and accommodations in accordance with the student's IEP.
<p>Recommendation #9:          By June 30, 2020, and each year thereafter, SCUSD will adopt and implement curricular materials, with an emphasis on literacy and writing, that reflect African American historical traditions and contributions to the fields of Math, science, art and literature, vetted by Black/African Parent Alliance.</p>
<p>Recommendation #10:          By June 30, 2020, and each year thereafter, SCUSD must hire xx or % Black/African American teachers and administrators.</p> <p>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.</p> <p>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.</p>
<p>Recommendation #11:          By no later than June 30, 2020, SCUSD will implement multiple tools to assess student progress. To accomplish this goal, SCUSD will negotiate the current MOU regarding assessments that will allow for comprehensive assessment systems and administration of assessments 4 times per school year in line with other districts in our area.</p>
<p>Recommendation #12:          Study, evaluate, and make recommendations on the effectiveness of appropriate intervention and acceleration strategies in order to address the pervasive, persistent underperformance of African American students.</p>
<p>Recommendations 13 eliminated          Recommendation 14 and 15 integrated in other recommendations</p>