

# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.3

**Meeting Date:** September 6, 2018

**Subject:** Approve African American Achievement Initiative Advisory Taskforce

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (

# Board of Education Executive Summary

Academic Office/Continuous Improvement

Approve African American Student Achievement Initiative

September 6 2018

## I. Overview/History of Department or Program

Developing SCUSD's graduates who are highly prepared to pursue continued educational opportunities and achieve to their potential is an urgent issue for the district. The district's Equity Access and Social Justice Guiding Principle calls for students to be given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options. The distance between this goal and the current reality for far too many SCUSD students is of grave concern.

The disparities in performance in markers such as English Language Arts and Math Achievement, Graduation, and Suspensions are persistent among historically underperforming student groups including students with disabilities, English Learners, Foster Youth, and those who are homeless and economically disadvantaged. This is also true when data on performance of African American/Black students on an array of

measures is particularly acute especially when viewed in relationship to their percentage in the general population.

The district recognizes that the outcomes currently producing are because of the way the system is, and has historically been designed. Our job is to ensure that Black students and their peers graduate high school ready for whatever they aspire to do next in life this requires that we vigilantly pursue strategies and take action to change the design of the system to support greater student achievement so that all students are able to achieve their personal dreams.

## II. Driving Governance:

The overarching governance is the Equity, Access and Social Justice Guiding Principle which states that all students will have an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options

From an inequity perspective, there is a comprehensive body of research that documents the factors contributing to the underperformance of Black youth and how it can be addressed (Education Trust West, 2015, Council of the Great City School, 2013, Jobs for the Future, 2012) seminal report from The Education Trust West, Black Minds Matter (2015), the authors note that among California's racially and ethnically diverse student groups, Black students are likely to:

- x Be suspended or expelled,
- x Be taught by ineffective teachers
- x Be identified for special education and
- x Take remedial or no credit



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lowest performing racial/ethnic groups when data are disaggregated by factor. Black or African American students in SCUSD have the:

- x Lowest or second lowest cohort graduation rate for federal ethnic and racial groups for three consecutive years. In 2017, the most recent year for which data are available, the cohort graduation rate for Black or African American students was second lowest at 74.8%. Pacific Islander students had the lowest rate (69.7%) of all federal ethnic and racial groups.
- x Lowest or second lowest A-G completion rate for federal ethnic and racial groups for three consecutive years. In 2017, the most recent year for which data are available, the A-G completion rate for Black or African American students was second lowest at 26%. Pacific Islander students had the lowest rate (25%) of all federal ethnic and racial groups.
- x Lowest percentage of students who met or exceeded ELA and Math standards on the SBAC for three consecutive years. In 2017-the most recent year available, 22% and 14% of these students met or exceeded standards in ELA and Math, respectively.
- x Third average lowest 2017 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 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. Next steps towards this end include the following:

- x Research training opportunities focused on implicit bias and trauma informed practice to begin with the governance team in order to set the direction for scaling across the district.
- x Continue meaningful engagement with African American community leaders and convene a rapid cycle task force to develop, review/prioritize a set of recommendations for improving outcomes
- x Strengthen and improve district initiatives and monitor them intentionally for impact on African American students and their peers