

**Recommendations for the  
Local Control Accountability Plan 2016-17  
Sacramento City Unified School District**



**Prepared by the Black Parallel School Board  
March 31, 2016**

## Introduction/Summary

The Black Parallel School Board (BPSB) is a community organization developed to work parallel to the Sacramento City Unified School District (SCUSD). Its major responsibility is to support the educational growth and achievement of students of African descent (Black)<sup>1</sup>. BPSB monitors all educational activities and programs of the school district to ensure that they are compatible with the needs of Black students. The primary goal of the BPSB is to support and encourage the Sacramento City Unified School District to consistently address specific identifiable and measurable practices to close the racial achievement gap associated with differences in G.P.A., statewide test results, graduation and retention rates, disciplinary actions, expulsions, inequality in educational services between Black students and other population groups.

In 2009, the Sacramento City Unified School District indicated in its multi-year improvement plan that it would decrease the achievement gap between Black and White Students by at least 20 API Points per year. Based on the data supplied by the California Department of Education Data Quest by the year 2012, the SCUSD has not decreased the “achievement gaps by 20 percent annually” for Black students. **Based on the API data from 2005 until 2011 it will take 72.5 years to close the achievement gap.**

In order to determine how Black students fared from 2014-2015 the BPSB reviewed the data found in Data Quest on the California Department of Education web site. The following is a brief outline expressing the results of that review.

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1. **The percentage of Black students scoring below and far below Basic has increased steadily since grade 2 which suggest that students are not improving as they matriculate through school.**
2. **The Sacramento City Unified School District 2014-15 CAASPP test results reported only 12% of African American students met and exceeded the third grade reading level compared to White students of 46%. This is an Opportunity Gap of 34%. Also, 24% of African American students met and exceeded the eighth grade reading level compared to White students of 57%. This is an Opportunity Gap of 33%**
3. **The longer students matriculate through their math classes in the SCUSD their performance levels seem to drop. The result is a large and persistent achievement gap.**
4. **The racial achievement gap between Black students and Whites students in math and language remained consistent in grades 2-6, widened slightly in middle school and by grade 11 increases again.**
5. **The number of Black students enrolled in Algebra I, Geometry, and Algebra II has decreased substantially.**
6. **In 2014, the percent of Black students completing “a-g” requirement was 18% compared to white students of 45%. An opportunity gap of 27 points**

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<sup>1</sup> Howard, Tyrone C, *Why Race and Culture Matter in Schools*, Teachers College Press, 2010

# A District History of Addressing the Achievement Gap

By May 20, 2010 Superintendent Raymond rolled out to the SCUSD board the *Strategic Plan 2010-2014: Putting Children First*, a strategic document to guide the work of Sacramento City Unified School District over the next four years. The strategic plan consists of three pillars: 1) Career and College Ready Students, 2) Family and Community Engagement and 3) Organizational Transformation. Central office administrators, departments and school sites were expected to operationalize all the elements of the strategic plan. The following are some of the operational elements implemented in 2010:

- 1) School Quality Review
- 2) Community and Family Engagement office
- 3) Priority Schools – Jedediah Smith, Father Keith B. Kenny, Hiram Johnson, Oak Ridge, and Will C Wood
- 4) Investment in professional development.

On October 15, 2015, SCUSD published a Needs Assessment which was created over a six-week period at the start of the 2015-16 school year. Requested and reviewed by the Sacramento City Unified School District (SCUSD) Board of Education and district leadership, the Strategic Plan Needs Assessment report is the first major deliverable in the strategic planning process. The Needs Assessment outlines the district's current context, based on data reviewed thus far, and then identifies needs to address and make recommendations for the Strategic Plan. The following are the proposed recommendations based on the Needs Assessment:

1. Students and families need social supports, beyond academics, to be successful.
2. Need to improve communication and partnership between the central office and school sites and students and families, and build on our existing successful community engagement strategies (like home visits and parent resource centers).
3. Students of color need additional, targeted supports because they are performing below their peers, and they are disproportionately represented in discipline data.
4. English Learners need additional, targeted supports because they are performing below their peers in academic indicators.
5. Need to focus on building a more effective special education system, including over-identification, addressing disproportionality and general operations.
6. Targeted support that prepares students for career should be expanded (course options, career exploration).
7. Staff needs to more closely reflect the demographics of the district so that students and families feel more connected.
8. Given district data, etc., there is a need to improve the quality of practice from the central office to the classroom, including improving professional learning.
9. There is a need to improve the quality of district systems, like data systems, at the central office and at school sites, to better meet our goals.

# **Sacramento City Unified School District Test Results**

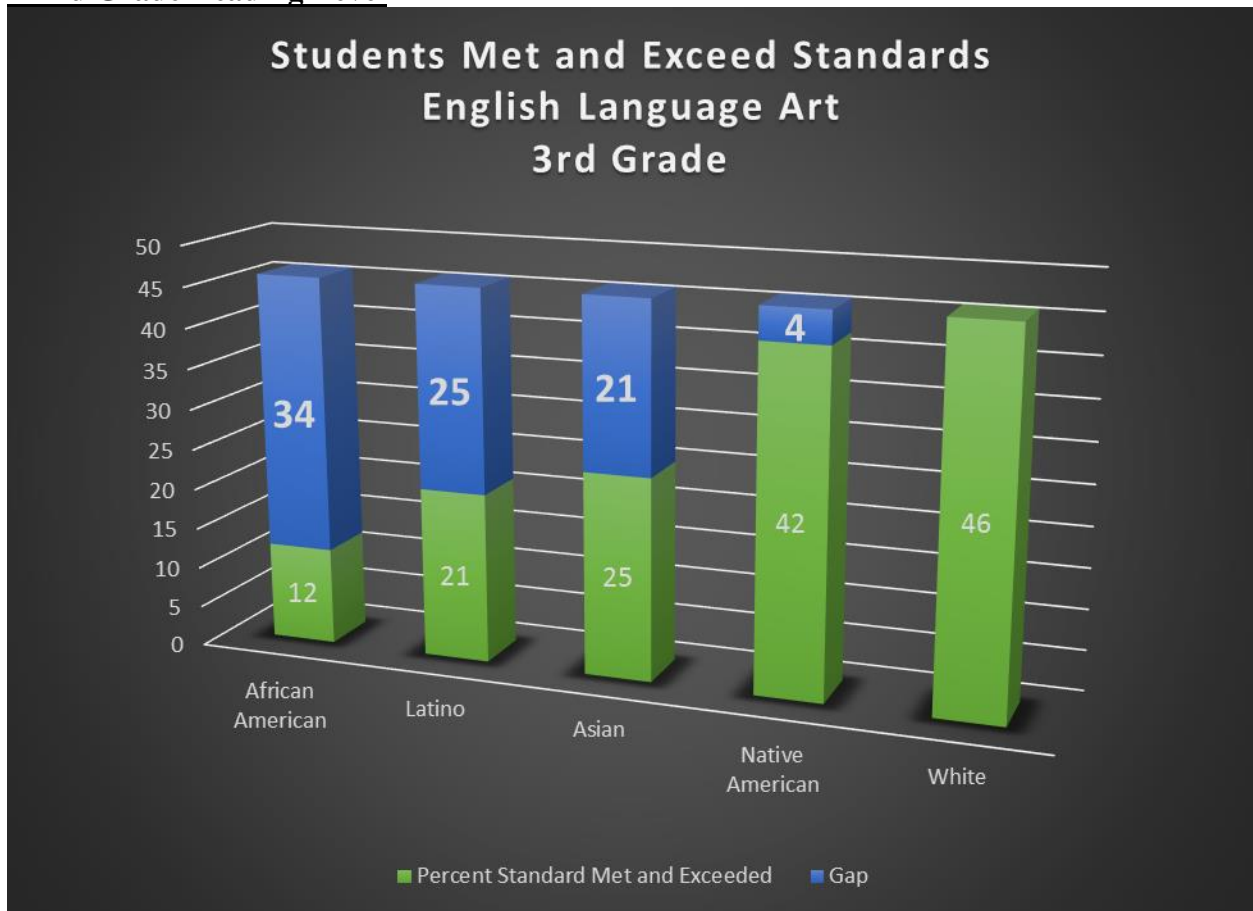
On January 1, 2014, The California Assessment of Student Performance and Progress (CAASPP) System was established and replaced the Standardized Testing and Reporting (STAR) Program, which became inoperative on July 1, 2013.

The Smarter Balanced Assessment System was utilized as a computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. This system is based on the Common Core State Standards (CCSS) for English language arts/literacy (ELA) and mathematics

The purpose of this report is to review recent data supplied by the California Department of Education DataQuest. The Data and Statistic Committee of the Black Parallel School Board reviewed the California Department of Education 2014-2015 California Assessment of Student Performance and Progress Test results.

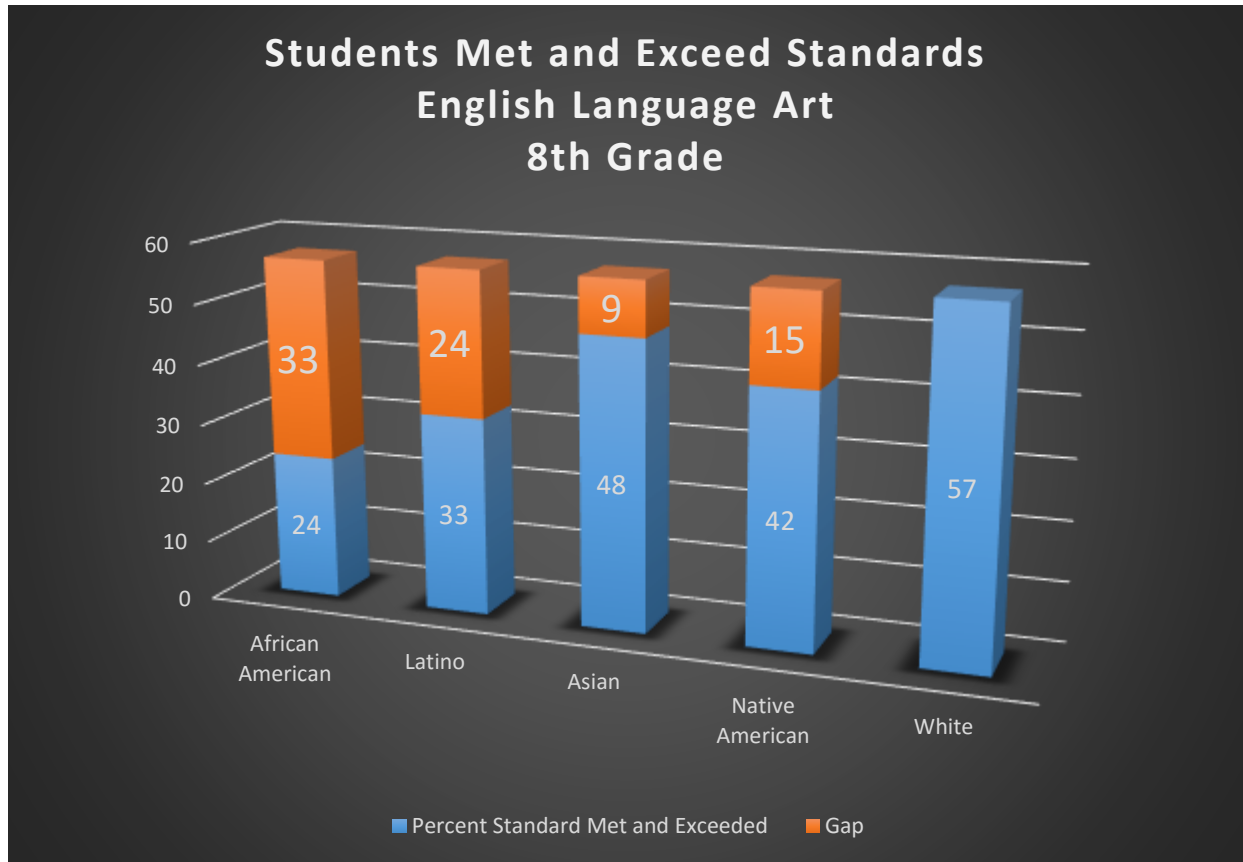
Thus, BPSB review the California Assessment of Student Performance and Progress test results to evaluate the status of the quality of Black student education.

### Third Grade Reading Level



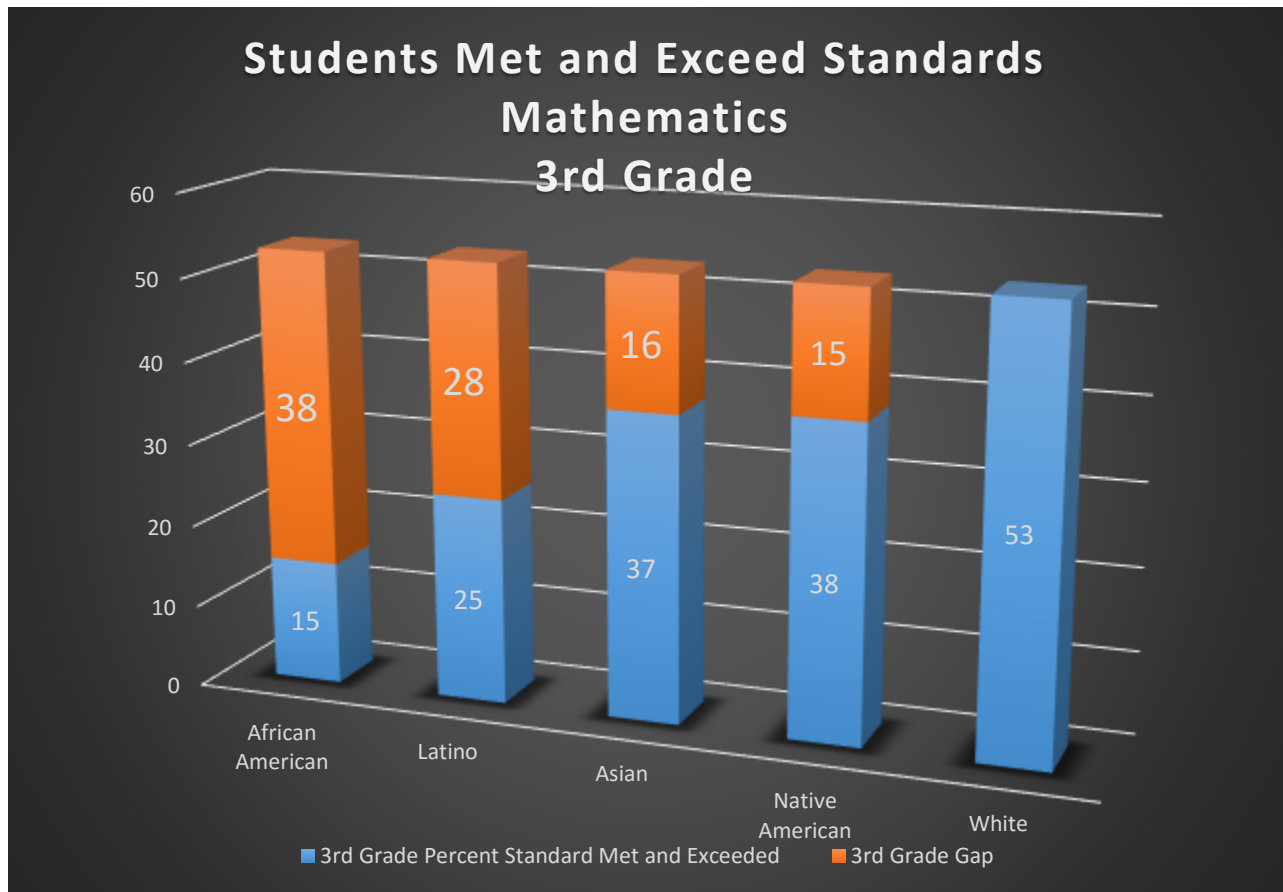
**2014-15 CAASPP test results reported that only 12% of African American students met and exceeded the third grade reading level compared to 46% for White students. This is an Opportunity Gap of 34%**

**Eight Grade Reading Level**



**Only 24% of African American students met and exceeded the eighth grade reading level compared to White students of 57%. This is an Opportunity Gap of 33%**

**Third Grade Mathematics Level**



**15% of African American students in the Sacramento City Unified School District met and exceeded the third grade math level compared to White students of 53%. This is an Opportunity Gap of 38%**

## School Climate

The school-to-prison pipeline is one of the most important civil rights challenges facing our nation today. A public perception continues to persist that school violence is a growing problem. In response to these sometimes irrational fears of school violence, school administrators have developed a variety of over-zealous discipline policies that remove students deemed to be “problem children” from their schools. The pipeline encompasses the growing use of zero-tolerance discipline, school-based arrests, disciplinary alternative schools, and secured detention to marginalize our most at-risk youth and deny them access to education. Zero-tolerance disciplinary policies are often the first step in a child’s journey through the pipeline.<sup>2</sup>

### **Schools with high suspension rates 2014-15**

School	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate
Success Academy	9	59	32	54.2
American Legion High (Continuation)	291	429	131	30.5
Oak Park Preparatory Academy	134	142	28	19.7
St. HOPE Public School 7	621	649	122	18.8
John D. Sloat Elementary	259	315	55	17.5
Hiram W. Johnson High	1449	1672	279	16.7
Sacramento Charter High	986	1042	162	15.5
Rosemont High	1376	1505	226	15
Rosa Parks Elementary	828	974	134	13.8
Isador Cohen Elementary	268	308	39	12.7
Albert Einstein Middle	712	760	96	12.6
John H. Still	949	1074	122	11.4
Aspire Capitol Heights Academy	301	341	37	10.9

Source: California Department of Education, DataQuest

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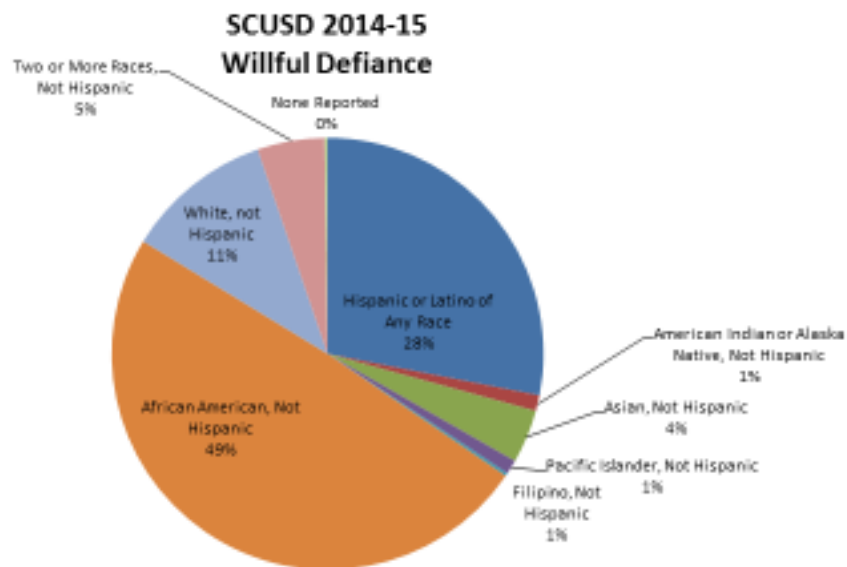
<sup>2</sup> American Academy of Pediatrics, Out-of-School Suspension and Expulsion, Pediatrics 2013, Vol 131, 3, March 2013



## Willful Defiance

Sacramento City Unified School District Needs Assessment reported disproportional increased in African American suspensions while white student suspensions decreased. However, 1,700 suspensions for disruption/defiance (Ed Code 48900k) were reported by California Department of Education Dataquest for the school year 2014-15. Approximately, 49% were African American students, while 11% were white students. Hispanic/Latino students accounted for 28%.

## Percentage of Willful Defiance by Race 2014-15



# Recommendations for Closing the Achievement Gap<sup>34</sup>

## Local Control Accountability Plan 2016-17 Recommendations

1. \$2 million (Professional Development) for teacher training in Culturally Responsive learning, restorative justice<sup>5</sup> and class room management in the twelve high needs schools based on the Advancement Project Student Equity Index. SCUSD must provide Professional Development which focuses on Best Practice Teaching Strategies and Black learning styles for all staff who are responsible for Black Student's Achievement.
2. SCUSD should utilize Geneva Gay "Culturally Responsive Teaching"<sup>6</sup> and Jawanza Kunjufu "Black Students, Middle Class Teachers" learning styles
3. Hire 6 on-site restorative justice workers<sup>7</sup> to the following sites: American Legion, Hiram Johnson, Rosemont, Rosa Parks, Leataata Floyd and John Still. (\$650,000)
4. Hire 5 Reading and Writing Specialists for the following sites: Parkway, Pacific, Leataata Floyd, Oak Ridge and Father Keith B Kenny Elementary Schools. (\$550,000)<sup>8</sup>
5. Purchase computer assisted reading programs (\$150,000)
6. Purchase 602 Chrome Books for the following sites: Leataata Floyd, Isador Cohen, Parkway, John Bidwell and Father Keith B. Kenny. (\$180,600)
7. Hire 3 African American Social Workers (\$450,000)<sup>9</sup>
8. Expand Class Size Reduction of 24 to 1 to K-12 (\$5 million). SCUSD must ensure that teacher/student ratios are between 20-25 students per teacher in all grade levels to promote the academic success of all students.<sup>10</sup>
9. SCUSD must develop a partnership with BPSB and as part of an Intervention Plan for Improving Black Academic Achievement and Social Development.

<sup>3</sup> Debo, Sheryl J and Lynson Moore Beaulieu, *Improving Schools for African American Students*, Charles Thomas Publisher, 2002

<sup>4</sup> Timar, Thomas B., *Narrowing the Achievement Gap*, Harvard Education Press, 2012

<sup>5</sup> Losen, Daniel J, *Closing the School Discipline Gap*, Teacher College, 2015, NY

<sup>6</sup> Gay, Geneva *Culturally Responsive Teaching*, Teacher College, 2000, NY

<sup>7</sup> Fight Crime: Invest in Kids California, *Improving School Climate through LCAPs: Analysis of Year 2 Annual Updates*, <http://www.fightcrime.org/wp-content/uploads/FCIK-Year-2-LCAP-Analysis-March-2016.pdf>

<sup>8</sup> Hirsch, B. E. D. (2003). *Reading Comprehension Requires Knowledge — of Words and the World*. *American Educator*, 27, 10–29. Retrieved from [http://www.aft.org/sites/default/files/periodicals/AE\\_SPRNG.pdf](http://www.aft.org/sites/default/files/periodicals/AE_SPRNG.pdf)

<sup>9</sup> C.D. Bethell et. al., *Adverse Childhood Experiences: Assessing the Impact on Health and School Engagement and the Mitigating Role of Resilience*, 33:12 Health Affairs 2106, 2111

<sup>10</sup> Klonsky, Michael and Susan Klonsky, *Small Schools*, Routledge, 2008,

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