Black Parallel School Board

Plan for raising the Achievement of African American Students

African American student's academic performance levels are the lowest of all ethnic and racial groups who attend school in Sacramento City Unified School District (SCUSD). The African American community has reached a point where it believes that all planning for improvement must be detailed and specific to African American children. Thus, LCAP planning for 2018/19 must be unapologetically explicit in its goals, objectives, and activities for African American children. To achieve the goals SCUSD must include definitive metrics to measure progress in an ongoing fashion. The result, as Linwood Unified and Riverside USD recently experienced, improved academic outcomes for all students.

The Black Parallel School Board invited over 31 African American Community Based Organizations and other educational and professional organizations (Sacramento) to attend a meeting to set priorities for African American Students attending schools in SCUSD. Over 25 of these representatives attended and developed the following goals, objectives, and activities that will be presented to staff and board members for inclusion in their Local Control Accountability Plan.

Goal I

Use the LCAP priorities (on the left) to develop and identify specific objectives and activities designed to improve all the salient personal, social, and academic indicators for African American students who attend school in the SCUSD.

Pupil Achievement *Priorities*	Objectives	Activities:
▪ *Performance on statewide standardized tests.* ▪ *Score on Academic Performance Index.* ▪ *Share of pupils that meet the requirements for entrance into the University of California and the California State Universities or complete career technical education sequences or programs.*	1. Within three years over 50% of all African American Students in all grade levels will perform at the "Met" levels in Math and English Language Arts. 2. SCUSD will increase the percentage of African American students enrolled in its preschool programs by 5% per year for the next four	1. District will take ownership in valuing diversity (instead of contracting it out) by developing centralized supports that provide districtwide culturally responsive training and teacher support. 2. Hire instructional coaches with cultural responsiveness experience and training.

▪ *Share of pupils who pass Advanced Placement exams with 3 or higher.* ▪ *Share of pupils prepared for college as determined by the Early Assessment Program.*	years using the previous years' data as a baseline. 3. SCUSD will ensure that African American students achieve literacy (at Met Levels) by grade 3. 4. SCUSD will monitor African American achievement to ensure that all literacy targets are reached.	3. Remove all instructional programs, activities and systems that rely on the student deficit model that focuses on what's wrong with students instead of identifying their assets to assist with improvement. 4. Provide additional programmatic supports in the classroom to include tutoring and after school program supports. 5. Provide summer supports that include "Freedom Schools," Expanded "Vision 2000," and other classroom supports. 6. District will require teachers and ACES personnel to meet regularly to review student data, discuss ways to work more collaboratively, and create higher levels of fidelity in math and language arts instruction and support. 7. Expand enrollment for African American children in preschool by developing programs that reach out to young mothers and instilling trust and confidence and involvement and other mothering and living supports. 8. Set a standard that all African American children will achieve literacy by grade 3 and provide Principal's the financial and human capital necessary to make it happen. 9. Assist and support school sites in developing and facilitating explicit reading instruction programs and/or activities in grades PK- 3. 10. Identify and establish developmental vocabulary enrichment programs and/or activities PK-6 that include quarterly assessments and reteaching supports as necessary to ensure student success.

		11. Assist and support school sites in developing school wide writing systems that include grades 3-6 standards and instruction along with ongoing practice and fluency to include grade level rubrics with matching models or samples.
		12. Establish schoolwide "print rich" reading clubs and centrally sponsored incentives and rewards for student participation.
		13. Establish peer tutoring and adult tutoring programs.
		14. Monitor literacy targets quarterly. If students don't reach the appropriate targets, interventions will be instituted, maintained, and designed independently by the school site.
		15. Identify other supports and partnerships that maintain student literacy improvement efforts.
		16. Set a standard that all African American children will master multiplication and division math facts by grade 4.
		17. Promote higher levels of math fluency at the school site that include math language and vocabulary instruction.
		18. Promote the use of models, illustrations, and other tools that represent number expressions to assist students in understanding related concepts.
		19. Schools will identify all African American students who scored at the not-met standard in math and tag them on teacher attendance and grade reports.
		20. Teachers will increase the number of assignments where students must write, speak and participate cooperatively in math.

		21. Teachers will improve mathematical study skills that teach students how to research the math text's index and glossary to find information on solving problems.
		22. Teachers will provide additional models/samples to promote the understanding and use of rubrics that guide question responses to ensure completed answers.
		23. SCUSD will expand Class Size Reduction for schools with significant (at least 10%) enrollments of African American students and 20 to 1 for K-6 and 24 to 1 at 7-12.
		24. Identify how racism, including racial bullying, manifests itself on school campuses. Develop policies like those contained in the Title IX law to resolve issues as they occur.

Pupil Engagement *Priorities*	**Objectives**	**Activities:**
▪ *School attendance rates.* ▪ *Chronic absenteeism rates.* ▪ *Middle school dropout rates.* ▪ *High school dropout rates.* ▪ *High school graduation rates.*	1. SCUSD will increase attendance rates for all African American students by 5% points using the 2018 percentages as a baseline. 2. SCUSD will reduce high school dropout rates for African American students by 2 percentage points per year until they equal the average of all other students in the district. 3. SCUSD will improve graduation rates for African American students at least two percentage points until they equal the average of all other students in the district.	1. Increase the number of home visits for African American students especially for students who fall in the chronic absenteeism range. a. Make sure those participating in the visits are connected to the community and share in culture and circumstance. 2. SCUSD will identify metrics for measuring drop-out rates at the middle school level for African American students and reduce them by at least 2% points for each of the next five years. 3. Improve the percentage of African American graduates by at least 2% points for each of the next three years.

Other Pupil Outcome *Priorities*	**Objectives**	**Activities:**
▪ *Other indicators of pupil performance in required areas of study.*	1. SCUSD will identify other areas of pupil performance that impact the ability of African	1. SCUSD will require all school sites to quantify their In-school, lunch, and after school suspension activities. This includes sending

		students outside the classroom and to another teacher's classroom. If disproportionality exist as defined by the data, all school sites will develop a plan for reductions that include assessing stakeholder responsibility. Too often in-school suspension, data is hidden and never analyzed and integrated into improvement plans.
American students to function at optimum levels in the classroom.		2. The district will make improvements to its enrollment process for all magnet and or specialty programs to make them more inclusive and equitable.
		3. District will convene a taskforce to reimagine its special education programs and related supports to make services accessible, meaningful, and better understood by all stakeholders.

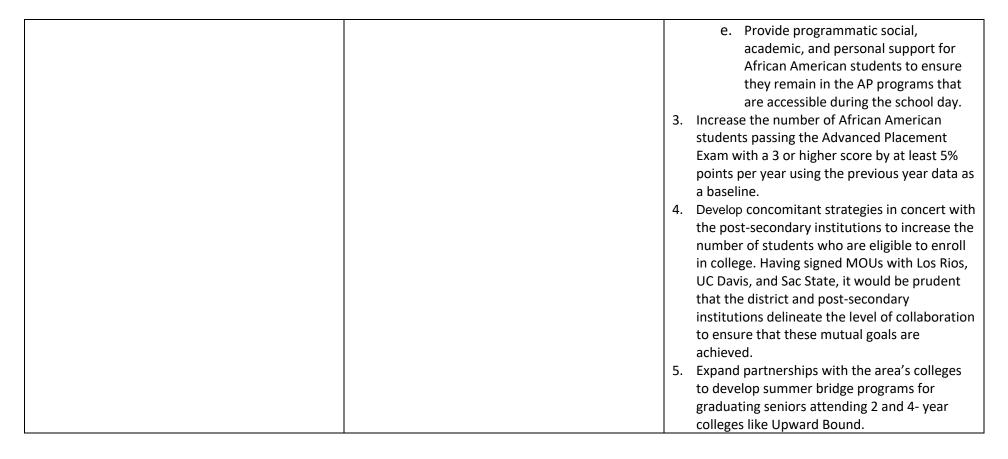| **School Climate *Priorities***	**Objectives**	**Activities:**

■ *Pupil suspension rates.*
 	
■ *Pupil expulsion rates.*
 	
■ *Other local measures.*
	1. SCUSD will provide Professional Development activities to assist teachers and other staff on how to promote, maintain, and support strong relationships with African American students in the classroom and around the campus in order to reduce suspension (both in-school and out-of-school) and expulsion rates.	1. SCUSD must build the capacity to train all staff in cultural proficiency and the use of culturally responsive instructional tools in the classroom. SCUSD will develop a program that allows the district to take ownership in valuing diversity instead of contracting it out as a service.
		
		   a. Identify what strong instruction looks like and specific monitoring to ensure that all classrooms promote learning at optimum levels.
		
		   b. Identify the importance of caring and create strong teacher supports in understanding the importance of strong relationships with students.
		
		   c. Use consultants only to build district and school capacities with a gradual release model to insure success and sustainability.

		d. District will recruit and then retain African American teachers by developing and managing support programs and activities that include housing and other social pursuits. e. Culturally responsive instructional coaches should be hired to support capacity building strategies and reflective practice supports to ensure program fidelity and prevent burnout. f. District administrators must be intentionally included in specialized capacity building work that ensures a multi-level approach to changing school culture. 2. SCUSD will monitor districtwide classroom management activities through instructional rounds and/or other monitoring systems designed to assist and support teachers in developing and maintaining appropriate classroom management systems that reduce the disproportionality inherent in the present outcomes. 3. District will implement fair and equitable discipline policies to reduce the number of students being suspended from school by ten (10) percentage points until the rate of suspension is equal or better than average student rates. 4. SCUSD will develop a metric to measure the degree of culture at schools to determine if their school climate is effective or not. This metric should be designed to gather data from all stakeholders and will be used to develop appropriate improvement plans at the school site.

		5. All school sites will establish year-round cultural events and clubs that celebrate and affirm the culture and contributions of African American students throughout the year.
		6. Eliminate SRO's and replace them with behavior specialist and other personnel trained to use restorative supports while developing meaningful relationships with students and community. In addition, provide the support and training necessary to ensure continuing success.
Parental Involvement *Priorities*	**Objectives**	**Activities:**

■ *Efforts to seek parent input.*
■ *Promotion of parental participation.*
	1. SCUSD will ensure outreach to CBO's for parent data to ensure African American parent involvement at all levels of the LCAP development process.
	2. SCUSD will hire 3 African American Social Workers to assist schools (high levels of African American enrollment will develop strong home/school relationships.)
	3. SCUSD must develop long term partnerships with African American CBO's as part of an Intervention Plan for Improving Black Academic Achievement and Social Development.
		1. SCUSD will make improvements to its LCAP Parent Advisory Committee to ensure their recommendations are developed in a timely manner so that board members can review them before making financial decisions.
		   a. Processes will be collaborative and include a timeline for engagement.
		   b. Calendar and provide quarterly focused parent meetings and parent recruitment vehicles that encourage attendance.
		2. SCUSD will hire additional Social Workers to assist schools, with high levels of African American students, develop and provide strong home/school relationships and needed services to families.
		3. SCUSD will develop long-term partnerships with area CBO's and include them in decision making.
		4. Ensure that every school site with significant numbers of African Americans have preschools and develop partnerships between SCUSD Child Development Department, Head Start,

| | | Early Head Start, and First 5 efforts and related CBO's. |

Basic Services *Priorities*	Objectives	Activities:

■ *Rate of teachers appropriately assigned and fully credentialed.*
 	
■ *Pupil access to standards-aligned instructional materials.*
 	
■ *Facilities maintained in good repair.*
	SCUSD must ensure that schools with high numbers of African American students are properly funded to provide the additional resources necessary for students to be successful academically, socially, and personally. Resources include school site average teacher salary to determine level of experience relative to providing instructional services to students.	1. Review how various educational components systemically interact. Provide the resources to retool those components to close all Learning and/or Receivement gaps and successfully educate all African American students
		2. Develop a metric that will measure the impact of staffing at all schools and determine which schools are getting the most experienced and skilled teachers. SCUSD will use the data gathered as identified in (1) to promote equity in its staffing efforts.
		   a. Develop a staffing metric to use in ensuring that district staffs reflect the student population of the district.
		3. SCUSD will ensure that classrooms with high African American student populations (at least 10%) start and end the school year with qualified and experienced teachers that possess the ability to relate to African American students.
		4. SCUSD must ensure that classrooms with high African American student populations are properly assessed by qualified staff using grading systems that are supportive and motivating- particularly at the middle and high school levels.
		   a. Eliminate all Zero Grading Systems and train staff to use continuous and varied assessment techniques in the classroom.
		5. Hire on-site restorative justice workers for the following sites: American Legion, Hiram Johnson, Rosemont, Luther Burbank, Rosa Parks, Leataata Floyd, Parkway, John Bidwell and John Still.

		6. Ensure that tutorial support services (all subjects) are made available for students who have less than "C" grades by the end of the first semester. Also, notify parents that their child has been assigned to a tutorial and or summer school program.
		7. Provide all schools with large numbers of African American students classroom sets of computers, lap tops, or tablets, which will increase their access to technology required for student improvement.
		8. Provide culturally responsive resources to school sites that include afterschool, Freedom Schools, and other community partnerships.

Implementation of State Standards	**Objectives**	**Activities:**
■ *Implementation of State Board of Education-adopted academic content and performance standards for all pupils, including English learners.*	1. SCUSD will accept the responsibility to centrally develop a districtwide professional development program based on the Advancement Project Student Equity Index for training in classroom management, culturally responsive instruction, and other best teaching practices and strategies to appropriately implement State Standards designed to improve the academic outcomes for African American students.	1. Provide $5million dollars to initiate the development of the P.D. program that includes a 3-5-year plan with an assessment tool and persons responsible. 2. Provide $550,000 to hire 5 Reading and Writing Specialists for the following sites: Parkway, Pacific, Leataata Floyd, Oak Ridge and Father Keith B Kenny Elementary Schools. 3. Provide $1.5 million to purchase computers and related supports for all elementary schools with significant African American populations to include: Parkway, Pacific, Leataata Floyd, Oak Ridge and Father Keith B Kenny Isador Cohen, and John Bidwell. 4. Develop systems to hold the district, schools, and other stakeholders accountable for the proper usage of funds/ resources. 5. Develop an independent commission to oversee the educational outcomes of African American students.

Course Access *Priorities*	**Objectives**	**Activities:**

▪ *Pupils access and enrollment in all required areas of study.*	1. SCUSD will identify all the student pathways that determine a student's access to programs and activities connected to high levels of choice for African American students.	1. Using the data indicated SCUSD will review its programs and activities and promote high levels of African American participation in programs whose data indicates that African American participation is below their enrollment numbers i.e., HISP, West Campus etc.
		
		   a. Make programs attractive to African American populations by making them caring, inclusive, and equitable.
		   b. Resolve the perception that students who attend those schools are smarter than all other students and therefore better.
		
		2. Increase the number of African American students meeting requirements for entrance into the UC and CAL State programs at least 5% per year using the previous year's scores as a baseline.
		
		   a. Ensure counselors enroll students in a-g approved courses and move districts towards a-g default curriculum so that all students start out on track.
		   b. Inform students as they begin to fall off track, what they need to do to get back on track.
		   c. Establish more dual enrollment programs with local community colleges to expand the number of students participating in completing a-g requirements.
		   d. Examine AP enrollment policies to remove any subjective criteria that serve as roadblocks to African American participation.

		e. Provide programmatic social, academic, and personal support for African American students to ensure they remain in the AP programs that are accessible during the school day. 3. Increase the number of African American students passing the Advanced Placement Exam with a 3 or higher score by at least 5% points per year using the previous year data as a baseline. 4. Develop concomitant strategies in concert with the post-secondary institutions to increase the number of students who are eligible to enroll in college. Having signed MOUs with Los Rios, UC Davis, and Sac State, it would be prudent that the district and post-secondary institutions delineate the level of collaboration to ensure that these mutual goals are achieved. 5. Expand partnerships with the area's colleges to develop summer bridge programs for graduating seniors attending 2 and 4- year colleges like Upward Bound.

For more information Contact Darryl White, Chair- Black Parallel School Board
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Please review the list of participants who either developed the priorities or reviewed the document to provide feedback: (next page)

Committee Participants

Organization	Name	Organization	Name
1. U-CAN	Alan Rowe	2. Vision 2000	Hazel Mahone
3. Urban Advocates	Alecia Eugene-Chasten	4. Blacks Making A Difference (BMAD)	Jodie S. Johnson
5. CA Black Chamber of Commerce	Aubrey Stone	6. Target Excellence	Keith Heron
7. Voice of the Youth	Berry Accius	8. Director, Gang Prevention and Intervention Task Force, City of Sacramento	Khaalid Muttaqi
9. NAACP	Betty Williams	10. SAC BHC	Kim Williams
11. Black Parallel School Board	Carl Pinkston	12. Vice President, The Education Trust/ Director, The Education Trust West	Ryan Smith
13. Greater Sacramento Urban League	Cassandra Jennings	14. Legislative Aide (Kevin McCarty)	Robin Kelly-Dunton
15. Power Forward	Crandall Rankins	16. Legislative Director, Senate	Reginald Fair
17. Roberts Family Development Center	Darrell Roberts	18. The HAWK Institute	Richard Nelson
19. Black Parallel School Board	Darryl White	20. LEAD (Law Enforcement Accountability Directive)	Richard Owen
21. Sacramento Area Black Caucus	Dave Covin	22. Earth Mama Healing	Rolanda Wilkins
23. Urban Strategies	Edward Lewis	24. Assembly Member, Shirley Weber	Rory Kaufman
25. Black Parallel School Board	Faye Kennedy	26. Children of Promise	Sharon Saffold
27. Observer Newspaper	Genoa Barrow	28. National Council of Negro Women	Tommie R. Whitlow
29. Always Knocking	Greg King	30. Roberts Family Development Center	Yolanda Ford
31. The HAWK Institute	Dr. Eric V. Gravenberg	32. County Education Board Candidate, Area 2	Ray Green

33. Sacramento City USD/ Professor, Sacramento State	Stacy Ault	34. Black Child Development Institute	Janet Love
35. 100 Black Women	Evelyn Frazier	36. Innovation Bridge Inc./Sierra Health	Brit Irby
37. BEST	Jo Watts	38. Fathers and Families	Rick Jennings
39. Associate Vice Chancellor, Campus Community Relations- UC Davis	Rahim Reed	40. Greater Sacramento Urban League, VP of Programs and Operations	Kevin Daniel
41. Sacramento City Unified School District	Aliya Holmes	42. Black Parallel School Board	Tiffany Johnson
43. Roberts Family Development Center	Claudia de Jesus	44. Black Parallel School Board	Marian Bryson
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