Sacramento City Unified School District
Est. 1854

African American Advisory Board
March Meeting

March 3, 2021
Via Zoom

March 3rd Agenda

- Welcome and Introductions
- Review Group Norms
- Debrief AAREA Annual Summit
- AAAB Engagement Case Studies
- Overview of African American Advisory Board
- Executive Committee Nominations
- Design SCUSD Board Meeting presentation on March 18th
- Review African American Student Data
- Closure

African American Achievement Task Force Members
Period of Service: *September 2018 to October 2019*

• 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

African American Task Force
Transition Committee Members
***Period of Service: November** 2019 to June 2020*

- Mel Assagai
- Julius Austin
- Benita Ayala
- Lynn Berkley-Baskin
- Cassandra Jennings
- Kenya Martinez
- Antoinette Manuel
- Cecile Nunley
- Nakeisha Thomas
- Darryl White
- Kim Williams

African American Advisory Board Members (Founding)

Period of Service: July 2020 to Present

- **Mel Assagai**, government policy consultant
- **Julius Austin**, Sacramento Promise Zone and Sacramento Housing Authority
- **Benita Ayala**, SCUSD Parent
- **Lynn Berkeley Baskin**, NAACP
- **Ursula DeWitt**, Black Parallel School Board
- **Cassandra Jennings**, Greater Sacramento Urban League
- **Kenya Martinez**, CAC and SCUSD Parent
- **Cecile Nunley**, Community Member
- **Salena Pryor**, NAACP Education Chair
- **Nakeisha Thomas**, SCUSD Parent
- **Darryl White**, Black Parallel School Board
- **Kim Williams**, Building Healthy Communities

Welcome New AAAB Board Members!

Period of Service: *February 2021 to Present*

- Matt Wallace
- Conrad Crump
- Brit Irby
- Toni Tinker
- Alicia Williams
- Latoya Ramsey
- Rayvn McCullough
- Denisha Fletcher
- Noah Hayes
- Safiya Neal
- Thomas Rose Bolden
- Franschelle Brown
- Malachi L Smith
- Rashida Dunn-Nasr
- Sonia Lewis

Our Working Norms & Agreements

- Be student-focused and trust that everyone comes with a desire to support students, the AAATF recommendations and implement the Task Force work
- Come ready to be engaged
- Step Up, Self-Regulate and Step Back
- Stay on topic in discussion: use the parking lot for thoughts that are not on topic
- Use evidence and data to drive inquiry and support recommendations
- Provide one voice in Board Communications
- Strive to attend all meetings; if you miss a meeting, it is your responsibility to find out what was covered.

Our Working Norms & Agreements in a Virtual Environment

- Be discreet with multi-tasking – others not need know during the meeting.
- Use the mute button at your site to prevent the transmission of background noise.
- Speak up to get attention if you have something to say.
- Turn on your video whenever possible.
- Follow an organized line up to ensure each person has a chance to respond

aarea education black - Bing | AAREA® 12th Annual P

https://www.theaarea.org/aarea-12th-annual-professional-development-summit-february-6-2021/

PLEASE Save THESE DATES

Academic Excellence For a Time Such As This: Trailblazing Our New Educational Landscape

Join the African American Regional Educational Alliances for another year of action-driven problem-solving, as we come together over crucial challenges.

AAREA®'s 12th Annual Professional Development Summit will stream LIVE on Saturday, February 6th, 2021

A fully-interactive virtual event!

Streaming live:
Saturday, February 6th, 2021
9:00 am – 1:00 pm

Register Online

ENGAGE. EXPLORE. EMPOWER.

Join AAREA and build alliances in this annual motivational forum. Together, we will expand our strategies to advance the academic, social, cultural, and emotional success of African American students.

In a time such as this, how can we as an educational community...

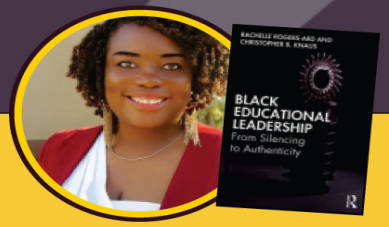
- *Cultivate African American students' social and emotional well-being?*

CLICK HERE TO REGISTER ONLINE NOW!

Featuring Leading Experts

Dr. Darlene V. Willis

Author of *REVEALED:True Testimonials and Life Lessons on Covert and Blatant Racial Expressions*



Dr. Rachelle Rogers-Ard

Co-author of ***Black Educational Leadership:*** *From Silencing to Authenticity*

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2/27/2021

The 17th Annual African American Student Achievement & Excellence Awards
Nominations Now Open

From February 6th until March 19th, 2021, nominate a brilliant, resilient, and strong African American student to be honored at the 17th Annual African American Student Achievement and Excellence Awards.

This annual event, now streaming virtually for the second year in a row, will take place on Saturday, May 15th, 2021 from 10:00 - 11:00am.

The African American Student Achievement and Excellence Awards (AASAE Awards) were created to encourage African American students and their families to strive and achieve. This annual event affirms the worth and dignity of African-American students, and acknowledges and recognizes the support of parents, family and community in the lives of African American children. The ceremony takes place on an online platform where family members, friends, superintendents, teachers and local political officials live streamtogether in attendance.

The theme for the AASAE Awards is “Building a Brilliant, Resilient, and Strong College-Going Community.” In addition to receiving awards for their achievements, students and parents are provided with resources and information on how to prepare for college. The nomination link is below

https://rtfeei.wufoo.com/forms/qg982wy1goni2p/

What were key takeaways from the AAREA Professional Develop Summit which inform our work?

Strategic Case Studies – Work of AAAB

- Re-Imagine School Safety Task Force Update – *Julius Austin, Darryl White, Kenya Martinez, Benita Ayala*
- Facilities Master Plan Committee - *Cassandra Jennings*
- Frontload a discussion with other community engagement efforts – *Cassandra Jennings*
- Two Opportunities for LCAP input – *Vincent Harris*
  - Choose a Date for AAAB work session (March 10th or March 17th)
  - Board Special Workshop March 11th – *Please RSVP by Friday, March 5th*
- *Scholarship Opportunities*
  - *https://www.scusd.edu/scholarships (SCUSD Students)*
  - *https://www.scusd.edu/community-scholarships (All Students)*
- *Upcoming SCUSD District Board Meetings*
  - *March 4th and 18th*
    - Conditions of Readiness for school re-opening

An Overview of the Board's Responsibilities

(9) priority responsibilities

The AAAB Board's Primary Purpose

1. To **advise** the Board and Superintendent and relevant District Department designee(s) regarding accountability of ***services, programs, policies and resources*** that **directly impact** the district/school culture and climate of our classrooms and the **academic, social/emotional and personal outcomes** for B/AA students.
2. To ***review, monitor, and evaluate*** the continuous improvement of the district's **implementation** of the Board adopted B/AA Task Force recommendations as of May 16, 2019, and consider other possible strategic areas as appropriate.

The Board's Responsibilities

1. **Advise** the policy and administrative entity of the district, special education local plan area, or county office, regarding the development, amendment, and review of the African American Task Force recommendations.
   - The entity shall review and consider comments from the community and recommend annual priorities to be addressed by the Board of Education.
2. **Establish** and **report** on annual goals as outlined in Board-approved recommendations.
3. **Meets** monthly/quarterly to:
   - **Review** district data
   - **Monitor** recommendation implementation and provide direction
   - **Review** strategic topics or current issues impacting the needs of African American students;
   - **Monitor** and **assess** academic and other student data as it is available (monthly, quarterly, tri-mester, annually)

The Board's Responsibilities

4. **Meet** quarterly with the Superintendent and relevant District designee(s)
5. **Establish** sub-committees or task forces as appropriate to work on specific portions of the recommendations or other relevant topics.
6. **Determine** outreach approach to other stakeholders
7. **Meet** at least annually with the Board of Education.
8. **Outreach** and connect with the greater SCUSD B/AA community and parents/guardians.
9. **Communicate** to greater community on a quarterly basis regarding recommendation implementation and outcomes via minutes, newsletter and/or social media.

Governance Framework

Sacramento City USD

Administrative Regulation

Citizen Advisory Committees

AR 1220

Community Relations

The Superintendent or designee may create citizen advisory committees to advise the administration; such committees do not report to the Board and are not subject to open meeting laws.

(cf. 2230 - Representative and Deliberative Groups)

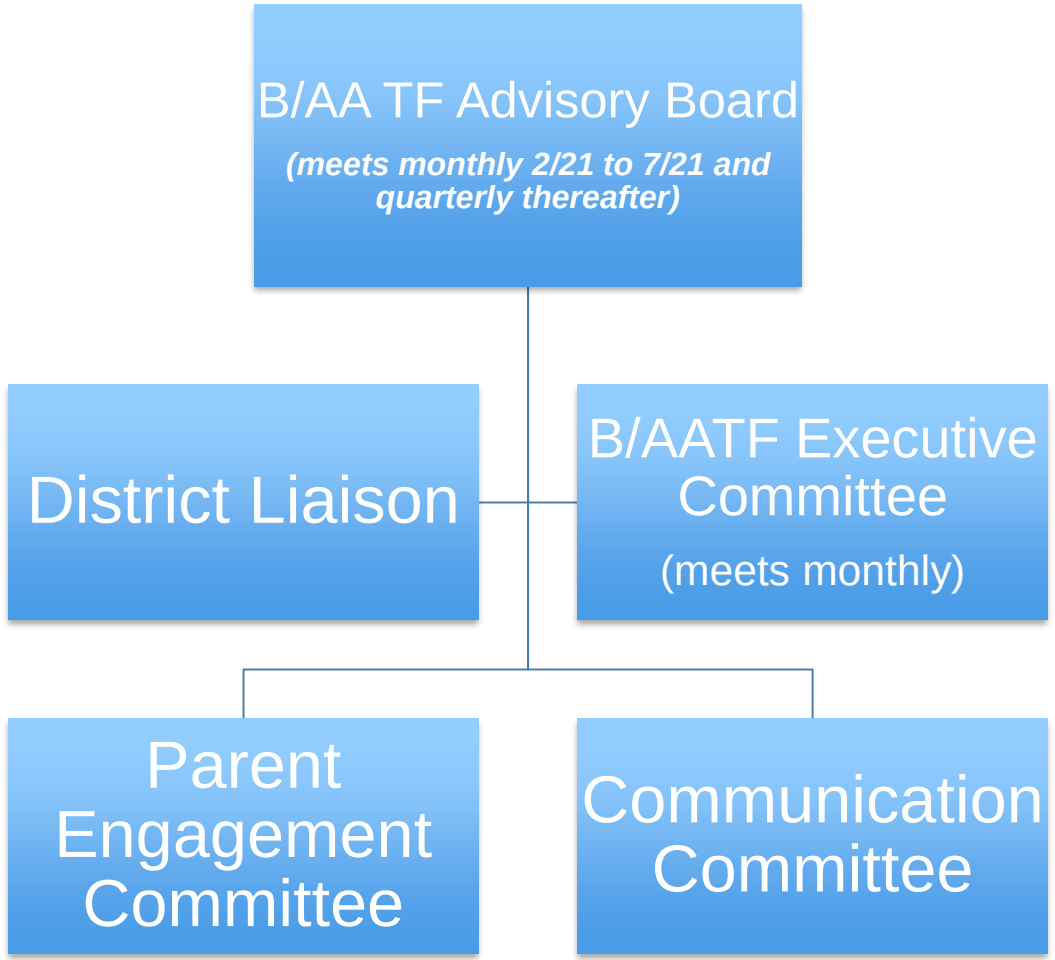
Regulation SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

approved: November 16, 1998 Sacramento, California

reviewed: June 11, 2002

revised: June 2, 2015

Organizational Structure and Governance



AAAB Governance Leadership Structure

- **Executive Committee** (structure, composition, duties)
  - Comprised of the Chair, Vice Chair, Secretary/Treasurer, and Parliamentarian
  - Exercises the function and management of the African American Advisory Board (Advisory Board) between meetings of the Advisory Board
- **Chair**
  - Facilitates the monthly advisory board meetings
  - Develops the agenda for the next advisory board meeting
  - Calls and presides over Executive Committee meetings and regular board meetings as needed
  - Appoints, instructs, and when possible, serves as an ex-officio member of committees
  - Appoints individuals to serve on various committees
  - Works closely with District-appointed representative(s)
  - Reports to the school board as needed or assigns a designee

AAAB Governance Leadership Structure

- **Vice Chair**
  - Fills in for the Chair as a substitute whenever needed
  - Works closely with the Chair to ensure a smooth process is evident at every meeting
  - Assists the Chair as needed
  - Coordinates all the subcommittees
  - Serves as the Host of the Advisory Board and works with the Chair and District representative(s) to ensure all new members, guests and observers are properly recognized and introduced as appropriate at designated meetings
- **Secretary/Treasurer**
  - Works with district staff on tracking board funds dedicated to the African American Advisory Board
  - Takes meeting minutes and ensures the accuracy of all decisions and future plans of the Board
  - Keeps records of Committee members, subcommittee members, reports, and all other important documents and decisions
- **Parliamentarian** Upholds rules and regulations of the Advisory Board
  - Ensures the Advisory Board engagement process, including norms, is followed

ELECTION OF AAAB EXECUTIVE COMMITTEE MEMBERS

- **Positions**: Chair, Vice Chair, Secretary/Treasurer, and Parliamentarian
- **Eligible to Vote and Be Selected:** All Members of the AAAB
- **Standard Term:** 2 Years (July 1-June 30)
  - staggered term begins April 1, 2021 for 2 positions—Vice Chair and Parliamentarian
- **Term Limit:** 2 consecutive terms

Initial Staggered Terms Begin on April 1, 2021

- Chair – completes a two-year term on June 30, 2023
- Vice Chair – completes a one-year term on June 30, 2022
- Secretary/Treasurer – completes a two-year term on June 30, 2023
- Parliamentarian – completes a one-year term on June 30, 2022

(Spring 2022 Elections for Vice Chair and Parliamentarian for the July 1, 2022 to June 30, 2024 term will be held in May/June 2022.)

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ELECTION OF AAAB EXECUTIVE COMMITTEE MEMBERS

2022-2025 Executive Committee Members and Terms

- Chair – completes a two-year term on June 30, 2025
- Vice Chair – completes a two-year term on June 30, 2024
- Secretary/Treasurer – completes a two-year term on June 30, 2025
- Parliamentarian – completes a two-year term on June 30, 2024

(Spring 2023 Elections for Vice Chair and Parliamentarian for the July 1, 2023 to June 30, 2025 term will be held in May/June 2023.

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Order of Elections of Executive Committee

1. Nominations accepted from the floor for the following positions:

1. **Chair** (ends June 30, 2023)
2. **Vice Chair** (ends June 30, 2022)
3. **Secretary/Treasurer** (ends June 30, 2023)
4. **Parliamentarian** (ends June 30, 2022)

(Members can nominate any AAA Board Member *OR* self-nominate)

2. Nominations Close – (a) Nominations do not require a second. (b) A member cannot nominate more than one person for an office until everyone has had an opportunity to make a nomination. (c) A member can decline the nomination during the nominating process. (d) March 3rd Nominations and March 4th Vote

Executive Board – Selection Process

- We will ask for nominations in a sequence – chair, vice chair, secretary/treasurer, parliamentarian
  - We will open nominations for one position and then move to the next one
- Folks can nominate other board members or themselves
- All nominees will have 1 minute to share why they are interested in the position
- Voting will be open until 5PM on the following day (March 4th)
- Only those in attendance will be able to vote

Order of Elections of Executive Committee

3. **Interest Question -** Each nominee for each office is requested to answer the following question: *Why would you like to serve in the role of _____ on the Executive Committee? (1 minute response, please.)*

4. **Voting** – (1) Voting will require a **majority** of those present. (2) Dr. Fisher will explain the voting process with timeline, tc.

5. **Transition Meeting** - The newly formed Executive Committee becomes officially operative on *Thursday, April 1, 2021*. Additionally, each Executive Committee Member is expected to attend the following two (2) Transition Meetings with the AAAB Planning Committee: **Thursday, March 11, 2021** and **Thursday, March 18, 2021**.

Themes for March 18th Board Meeting

- Make sure that we are intentional in supporting AA students
- Introduce board members
- Remind of the timeline
- Other Thoughts?

Next African American Advisory Board Meetings
5:30 to 7:30PM via Zoom

- April 7th
- May 5th
- June 2nd

Pipeline Topics for April 7th AAAB Meeting

- Case Studies – Local Control and Accountability Plan, Re-Imagine Safety TaskForce, Facilities Master Plan
- Connections with other community organizations
- Other

Recommendation Implementation (**Bold** Items Have Been Implemented)

Recommendation	Up to 1 Year	Up to 2 Years	Up to 3 Years
1. **Establish a District-wide Black/African American Parent/Caregiver and Student Advisory Board**	**X**		
2. Establish a Black/African American Student Achievement Task Force Implementation/Accountability/Parent Engagement Steering Sub – Committee (s)	**x**		
3. 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	**X**		
4. Eliminate willful defiance suspensions (Senate Bill 419)	**X**		
5. Implement multiple measures to assess student progress in order to identify students in need of intervention and prioritize resources	**x**		
6. Implement research based intervention and acceleration strategies to close persistent learning gaps	**x**		
7. **Provide school-to-college and school-to-career experiences utilizing community stakeholders (career training, university shadowing, mentoring and internships, etc.)**	**X**		
8. Divest from future funding for school resource officers and reinvest in alternative supports	**X**		
9. Create a District-wide study team tasked to review, monitor K-12 special education referral practices	**x**	**x**	
10. Adopt and implement curriculum that includes and reflects Black/African American experience	**x**	**x**	
11. Provide professional development addressing inequitable disciplinary practices and mandate 100% faculty and staff attendance	**x**	**x**	**x**
12. Eliminate Pre K – 3rd grade suspensions	**x**	**x**	**x**
13. Increase Black/African American teachers from 109 to 150	**x**	**x**	**x**

Revised Recommendation Framework

Organizational Infrastructure: *Recommendations Implemented and Require AAAB Progress Monitoring*

- #2 Establish a Black/African American Student Achievement Task Force/Advisory Board
- (#1 – embedded as a subset of the AAAB)

Culture and Climate: *Recommendations Implemented and Require AAAB Progress Monitoring*

- #3 – Require sites with over 5% variance on suspension rate disproportionality to develop and implement a plan to reduce suspension to at least the district average
- #4 – Eliminate willful defiance suspension (Senate Bill 419)
- #8 – Divest from future funding for school resource officers and reinvest in alternative supports
- #12 – Eliminate Pre K-3rd grade suspension

Revised Recommendation Framework

Proposed Revision of Academic Achievement Recommendations:

- The District will use its current Title I, III, and Mitigation of Learning Loss funds to immediately identify, assess, monitor, and provide research-based tiered intervention (remediation to acceleration) strategies to address the persistent learning gaps for its Black/African American student body. ***(Addresses recommendations #5, #6 and #9)*** - immediately address learning loss pre/during/ after COVID-19 with all available resources for black/African American students

- The AAAB will identify and recommend a list of vetted and qualified vendors able to provide professional development opportunities addressing inequitable disciplinary practices, pre-college and career planning, and curricular and programmatic resources reflecting Black/African experiences. The list will be presented to SCUSD leadership to take action and integrate into the professional learning calendar ***(Addresses recommendations #7, #10, #11)***

Stand-alone recommendation: #13

Overarching Outcomes

*By June 30, 2020 and each year thereafter, SCUSD will decrease the percentage of non-proficient students by 5%**

- Increase 3rd grade SBAC met or exceeded for Black or African American students:
  - In Mathematics from 17% in 2017-18 to 25%* in 2019-20.
  - In English Language Arts from 18% in 2017-18 to 27%* in 2019-20.
- Increase 6th grade SBAC met or exceeded for Black or African American students:
  - In Mathematics from 15% in 2017-18 to 24%* in 2019-20.
  - In English Language Arts from 19% in 2017-18 to 27%* in 2019-20.
- Increase 8th grade SBAC met or exceeded for Black or African American students:
  - In Mathematics from 16% in 2017-18 to 24%* in 2019-20.
  - In English Language Arts from 29% in 2017-18 to 36%* in 2019-20.
- Increase 4-year cohort graduation rate from 74.1% in 2017-18 to 76.7%* in 2019-20.
- Increase 4-year A-G course completion from 45.9% in 2017-18 to 48.6%* in 2019-20.

*The 2019-20 goal represents a reduction of 10 percent of the percent of students who did not achieve the desired goal in 2017-18. For example, if 20% met the desired goal previously, a total of 80% did not meet the goal. Ten percent of the 80% that did not meet the goal is 8 percentage points. Adding the 8 percentage points to the 20% who previously met the goal equals a hypothetical new goal of 28% for the current year. For each year thereafter 2019-20, the goal is to decrease the percent of non-proficient students by 5%.

Anti-Racism

- Becoming Racially and Ethnically Conscious
- The Impact of Microaggressions
- What is Implicit Bias
- Creating Cultural Competency
- Supporting Student Empowerment
- Debiasing Our Thoughts and Actions
- Culturally Relevant Pedagogy as a Lens for Equity
- Our Role in Confronting and Overcoming Systemic Oppression
- Exploring Issues of Privilege and Entitlement

Sacramento City Unified School District

“Seeing the System”
Overview of Key Data Points

Presented by:
Vincent Harris, Chief of Continuous Improvement and Accountability

SCUSD CORE VALUE

We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow and reach their greatness.

SCUSD GUIDING PRINCIPLE

All students are given
an equal opportunity to graduate
with the greatest number of postsecondary choices
from the widest array of options

"Every system is perfectly designed to get the results that it gets."
– Dr. Paul Batalden/*W. E. Deming*

Key African American Student Data Questions

- What data point (s) stand out to you?
- How do these data points connect with the AAAB Recommendations?

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High Level Takeaways

Bright Spots	Opportunities
• Increase in Graduation Rates • Increase in English Language Arts % of students met or exceeded • Decrease in Suspension Rates • Decrease in California Dashboard "Red" measures from 4 to 1 year over year for the last year data is available ('17-18 to '18-19) • There is some level of implementation with the African American Task Force Recommendations	• There is still significant student group disproportionality in multiple measures particularly suspension and attendance rates • Even in cases where measurement outcomes have improved, African American student performance remains below the district average • There are African American Achievement Task Force recommendations remain only partially implemented

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2019 Dashboard Results

State Indicator	SCUSD AA/B Students			SCUSD All Students			State AA/B Students		
	Color	Status	Change	Color	Status	Change	Color	Status	Change
College Career Readiness Rate	Yellow	20	+2.7	Yellow	40.5	+0.4	Yellow	23.7	+2.4
Graduation Rate	Orange	77.1	-0.7	Yellow	85.7	-0.6	Yellow	78.6	+6.2
Chronic Absenteeism Rate	Red	27.6	+0.7	Orange	14.8	+0.2	Red	20.6	+2.7
Suspension Rate	Yellow	14.6	-2.0	Yellow	5.6	-0.4	Orange	8.8	-0.6
Academic: ELA	Orange	-72.8	+3.4	Yellow	-22.1	+4.7	Yellow	-48	+3.3
Academic: Math	Orange	-107	+3.3	Orange	-48.8	+1.8	Orange	-87.9	+2.8

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2019 Dashboard Results

Student Group	College/ Career	Chronic Absenteeism Rate	Graduation Rate	Suspension Rate	Academic Indicator	
					ELA	Math
ALL Students	Yellow	Orange	Yellow	Yellow	Yellow	Orange
English Learners	Orange	Orange	Green	Yellow	Orange	Orange
Foster Youth	Yellow	Yellow	Red	Red	Orange	Red
Homeless Youth	Orange	Red	Yellow	Yellow	Red	Red
Socioeconomically Disadvantaged	Yellow	Orange	Yellow	Yellow	Yellow	Orange
Students with Disabilities	Orange	Orange	Red	Orange	Red	Red
African American	Yellow	Red	Orange	Yellow	Orange	Orange
American Indian or Alaska Native	N/A	Orange	N/A	Yellow	Orange	Red
Asian	Yellow	Orange	Green	Green	Orange	Yellow
Filipino	Green	Orange	Blue	Green	Green	Yellow
Hispanic/Latino	Yellow	Orange	Orange	Orange	Yellow	Orange
Native Hawaiian or Pacific Islander	Orange	Red	Green	Orange	Yellow	Orange
White	Green	Green	Orange	Yellow	Green	Green
Two or More Races	Green	Yellow	Green	Yellow	Green	Green

The district is currently in Differentiated Assistance based on the performance of 3 student groups: Students with Disabilities, Foster Youth, and Homeless Youth.

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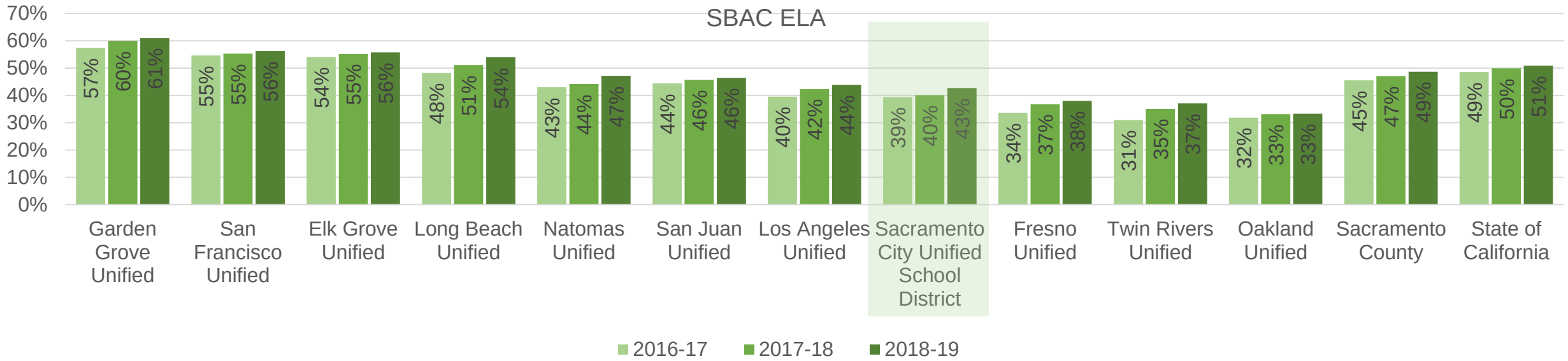
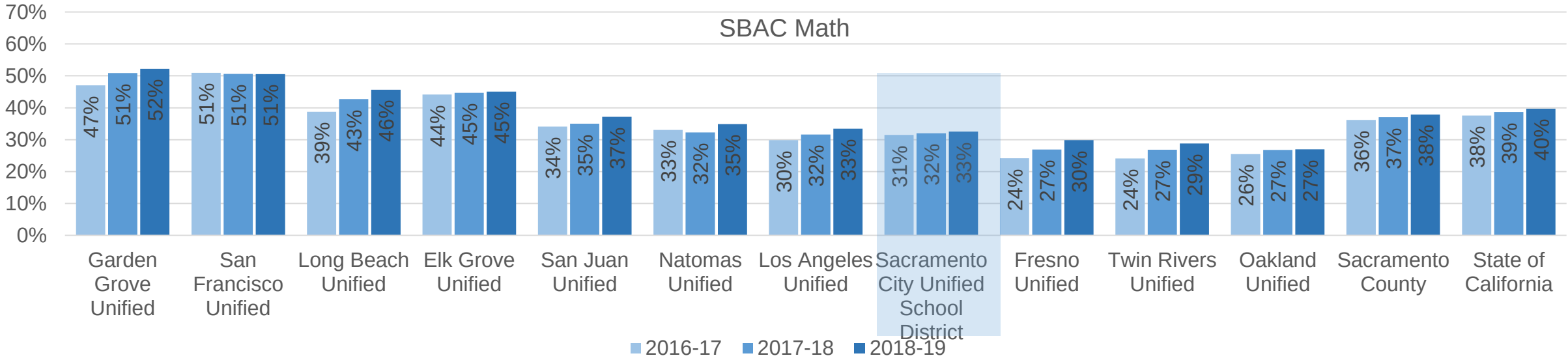
2018 Dashboard Results

Student Group	College/ Career	Chronic Absenteeism Rate	Graduation Rate	Suspension Rate	Academic Indicator	
					ELA	Math
ALL Students	Green	Orange	Green	Orange	Orange	Orange
English Learners	Yellow	Orange	Orange	Green	Yellow	Orange
Foster Youth	Red	Red	Yellow	Red	Red	Red
Homeless Youth	Orange	Red	Orange	Red	Orange	Orange
Socioeconomically Disadvantaged	Green	Orange	Green	Orange	Orange	Orange
Students with Disabilities	Red	Orange	Red	Orange	Red	Red
African American	Orange	Red	Yellow	Red	Red	Red
American Indian or Alaska Native	N/A	Red	N/A	Red	Orange	Orange
Asian	Green	Orange	Green	Green	Orange	Yellow
Filipino	Yellow	Yellow	Yellow	Orange	Green	Green
Hispanic/Latino	Yellow	Orange	Green	Yellow	Orange	Orange
Native Hawaiian or Pacific Islander	Yellow	Red	Orange	Yellow	Red	Red
White	Green	Yellow	Green	Green	Green	Green
Two or More Races	Green	Orange	Green	Orange	Green	Green

Comparative Performance –

Percentage of Students Who Exceeded or Met Standards

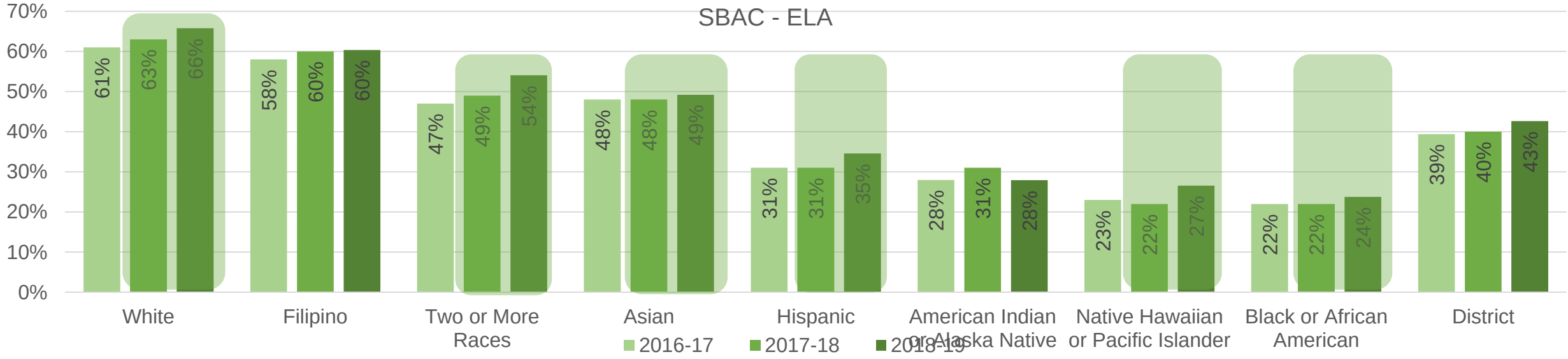


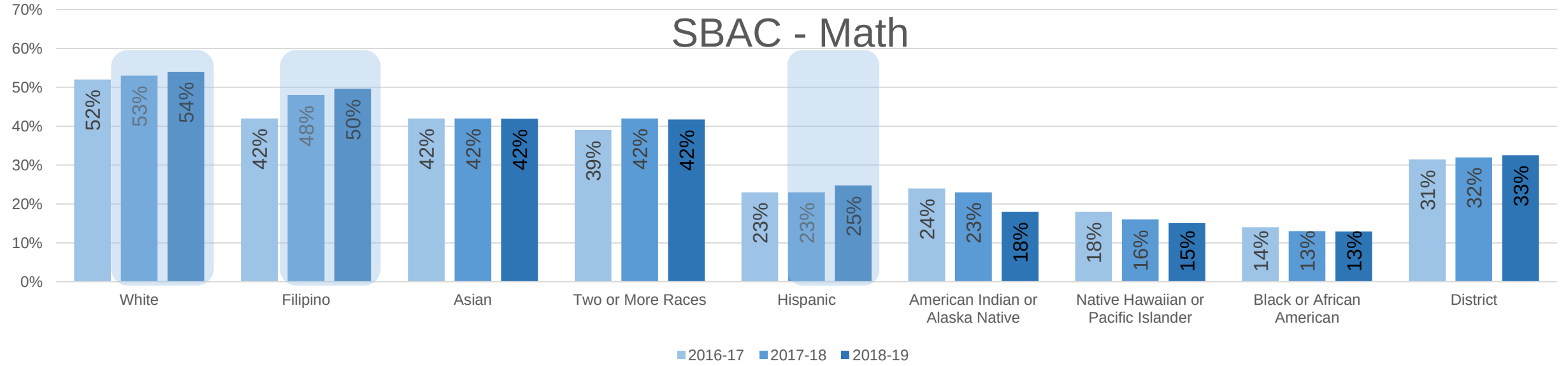


Source: CDE public research files (https://caaspp-elpac.cde.ca.gov/caaspp/ResearchFileList) Does not include direct-funded (independent) charter schools.

By Ethnicity and Race –

Percentage of Students Who Exceeded or Met Standards





Source: CDE public research files (https://caaspp-elpac.cde.ca.gov/caaspp/ResearchFileList) Does not include direct-funded (independent) charter schools.

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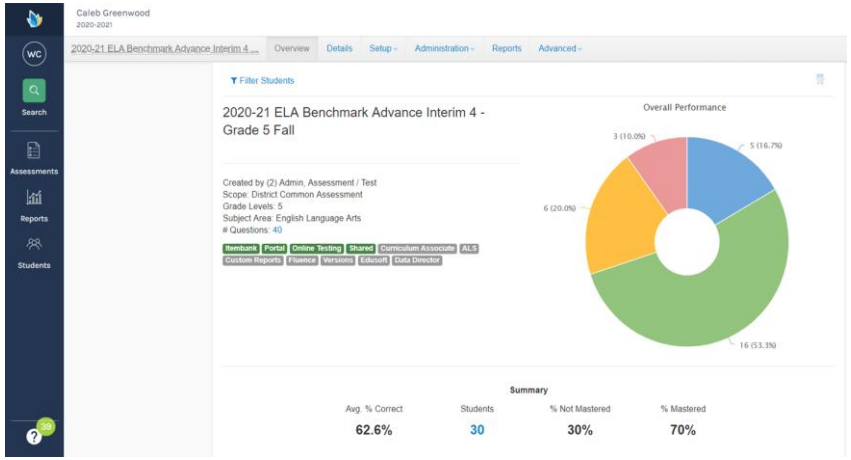
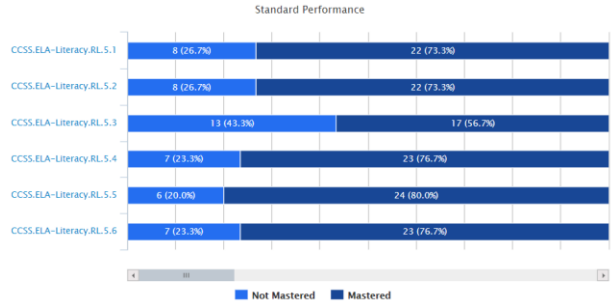
DCA Results by student group for CORE Phonics

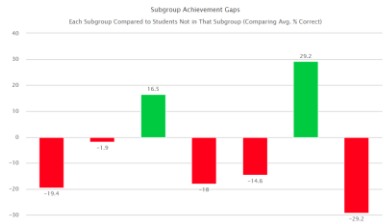
	1-Standard Not Met		2-Standard Nearly Met		3-Standard Met		Total Student Count
English Proficiency	%	Student Count	%	Student Count	%	Student Count	
English Learner	86%	892	4%	46	10%	104	1042
English Only	77%	2961	7%	265	16%	627	3853
Initially Fluent English Proficient (I-FEP)	72%	57	10%	8	18%	14	79
Redesignated Fluent English Proficient	73%	11	27%	4	0%		15
To Be Determined	85%	11	8%	1	8%	1	13
Grand Total	**79%**	**3932**	**6%**	**324**	**15%**	**746**	**5002**

	1-Standard Not Met		2-Standard Nearly Met		3-Standard Met		Total Student Count
Reported Race	%	Student Count	%	Student Count	%	Student Count	
American Indian or Alaska Native	86%	18	0%		14%	3	21
Asian	74%	799	7%	77	18%	197	1073
Black or African American	87%	402	3%	14	10%	47	463
Hispanic	85%	1683	6%	119	9%	185	1987
Native Hawaiian or Other Pacific Islander	88%	106	5%	6	7%	9	121
Two or More Races	74%	324	7%	29	19%	83	436
White	67%	597	9%	79	25%	221	897
(blank)	75%	3	0%		25%	1	4
Grand Total	**79%**	**3932**	**6%**	**324**	**15%**	**746**	**5002**

Use of Data Reports to Drive Instruction







Landing Page:

- Overall Performance
- Overall/Question Group Performance
- Standard Performance
- Lowest Performing Questions
- Student Group Achievement Gaps

Sacramento City Unified School District
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Quarter 1/Percentage of Ds/Fs

Grade Level	Quarter 1 2020-2021 % of students with D or F	Quarter 1 2019-2020 % of students with D or F	Percentage Point Change
District	48.0%	43.6%	+4.4
7	48.3%	45.2%	+3.1
8	48.3%	35.1%	+13.2
9	51.9%	38.6%	+13.3
10	51.9%	50.5%	+1.4
11	48.4%	51.3%	-2.9
12	37.4%	44.3%	-6.9

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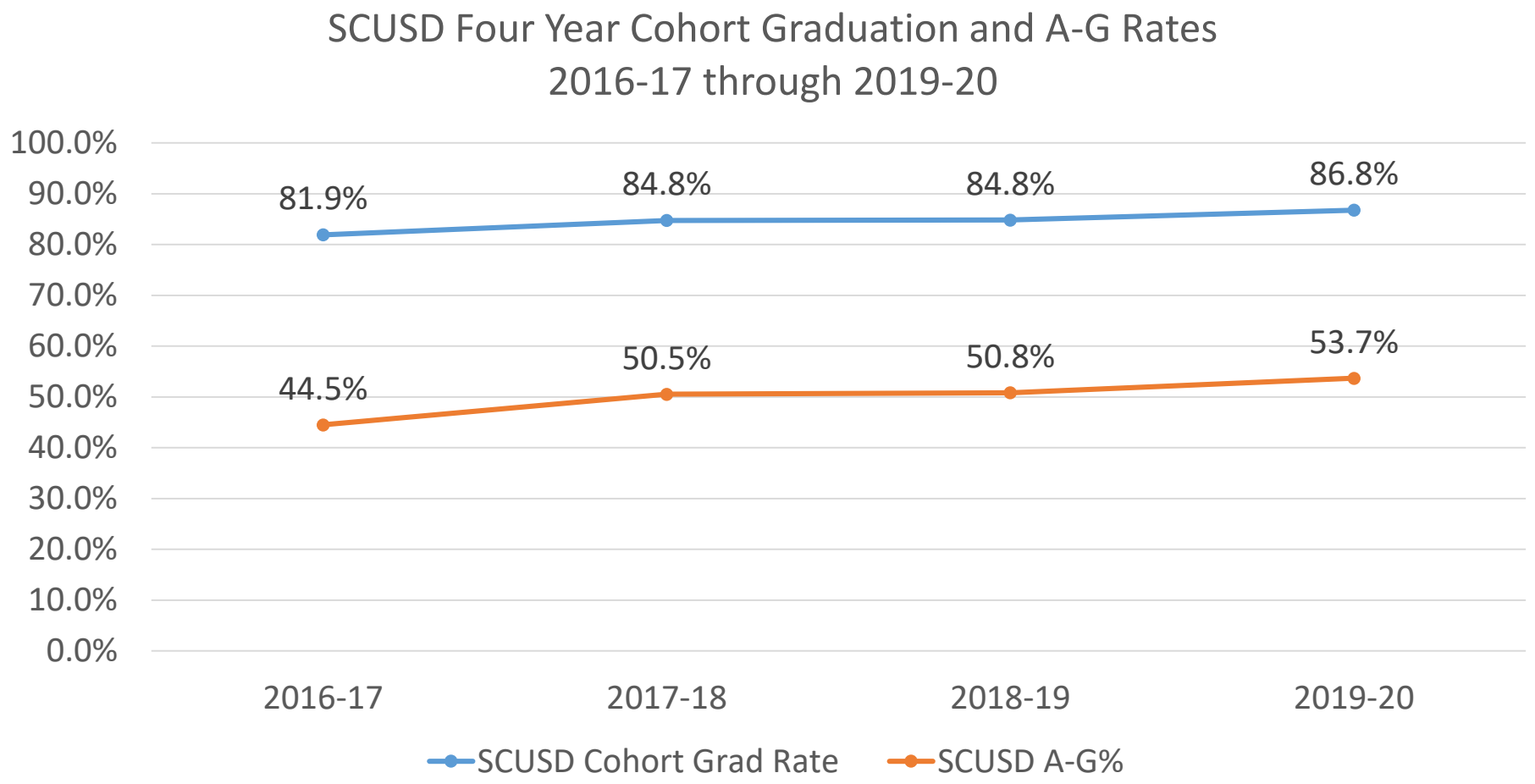
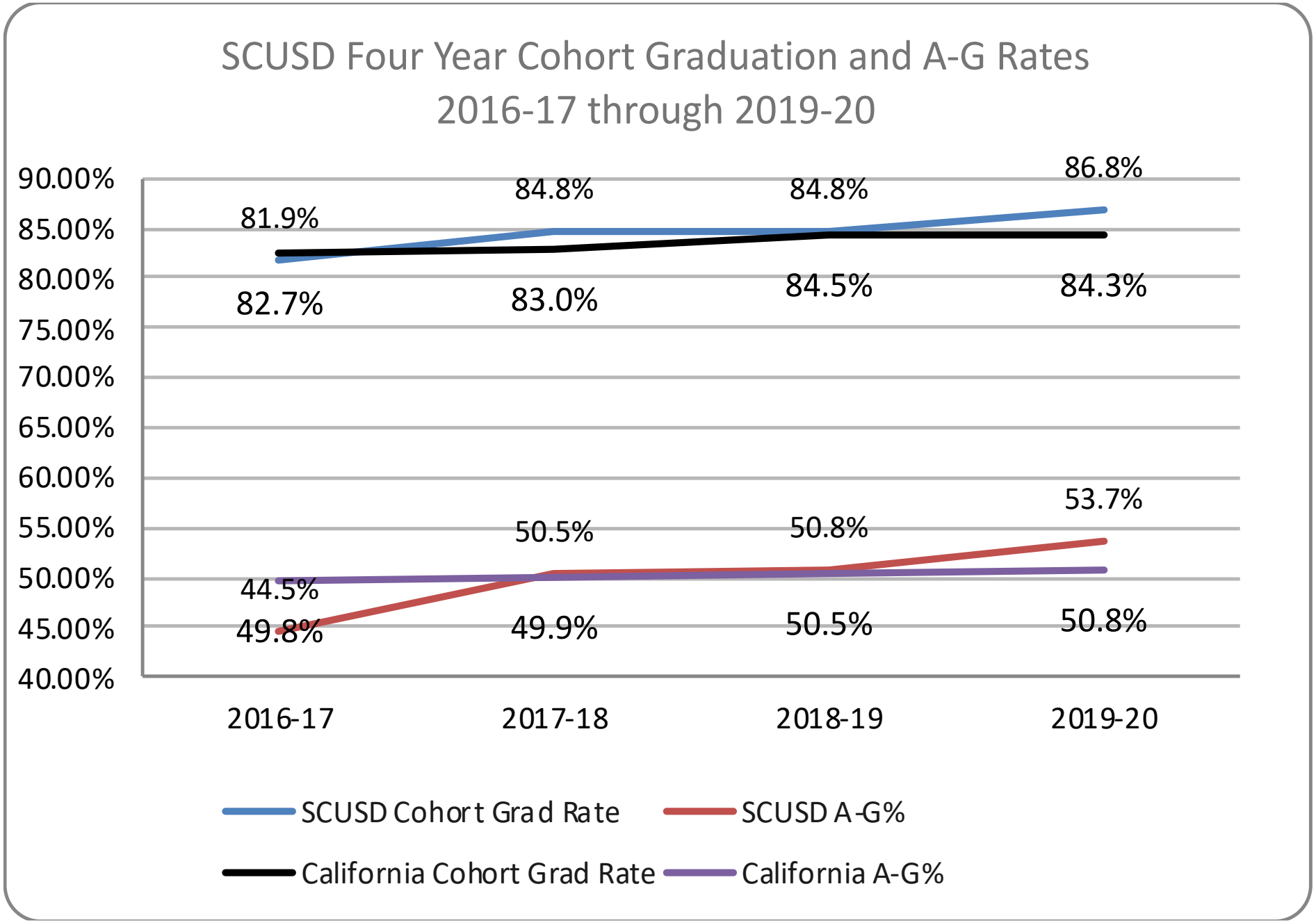
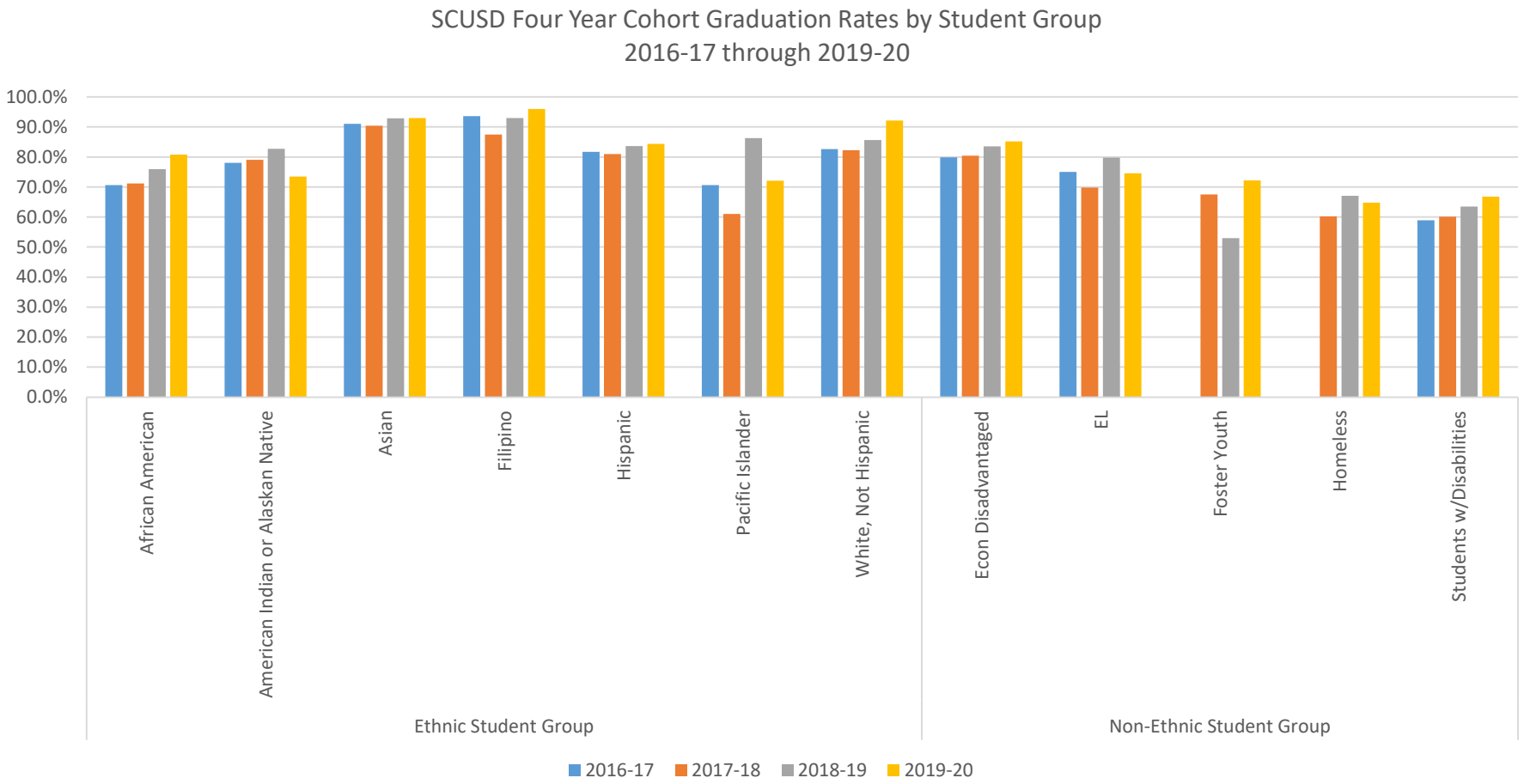
Quarter 1/Percentage of Ds/Fs

Student Group	Quarter 1 2020-2021 % of students with D or F	Quarter 1 2019-2020 % of students with D or F	Percentage Point Change
District	48.0%	43.6%	+4.4
Homeless	74.4%	73.9%	+0.5
African American	65.0%	60.5%	+4.5
Foster Youth	64.9%	66.3%	-1.4
English Learner	64.1%	52.6%	+11.5
Special Education	63.2%	56.5%	+6.7
Latino	56.4%	50.7%	+5.7


SCUSD Four Year Cohort Graduation and A-G Rates
2016-17 through 2019-20
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
81.9%
84.8%
84.8%
86.8%
44.5%
50.5%
50.8%
53.7%
2016-17
2017-18
2018-19
2019-20
SCUSD Cohort Grad Rate
SCUSD A-G%


SCUSD Four Year Cohort Graduation and A-G Rates
2016-17 through 2019-20
90.00%
85.00%
80.00%
75.00%
70.00%
65.00%
60.00%
55.00%
50.00%
45.00%
40.00%
81.9%
84.8%
84.8%
86.8%
82.7%
83.0%
84.5%
84.3%
44.5%
50.5%
50.8%
53.7%
49.8%
49.9%
50.5%
50.8%
2016-17
2017-18
2018-19
2019-20
SCUSD Cohort Grad Rate
SCUSD A-G%
California Cohort Grad Rate
California A-G%


SCUSD Four Year Cohort Graduation Rates by Student Group
2016-17 through 2019-20
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
African American
American Indian or Alaskan Native
Asian
Filipino
Hispanic
Pacific Islander
White, Not Hispanic
Econ Disadvantaged
EL
Foster Youth
Homeless
Students w/Disabilities
Ethnic Student Group
Non-Ethnic Student Group
2016-17
2017-18
2018-19
2019-20

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Attendance in Distance Learning

What is considered "Attendance" during 100% Distance Learning?

Daily participation may include but is not limited to the following criteria:

- Evidence of participation in online activities
  - Zoom, iReady, Google classroom, Clever, etc.
- Completion of regular assignments, surveys, check-ins
- Completion of assessments
- Contacts between SCUSD employees and the student or parents/guardian

**Teachers are now recording level of engagement as a measure to provide more specific interventions*

What Data is important?

- Attendance Rate- ***percentage of students attending***
- Chronic Absence Rate- ***percentage of students missing 10% or more of enrolled school days***
- Significantly Disengaged ***(Defined by SB 98)- students missing 3 of 5 school days or missing 60%***

Sacramento City Unified School District
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Attendance & Engagement Data by Ethnicity

Student Group	Average Attendance Rate	Chronic Absenteeism Rate	Significantly Disengaged Rate
Districtwide	**93.0%**	**19.6%**	**2.2%**
American Indian or Alaska Native	**89.1%**	**30.1%**	**4.3%**
Asian	**95.6%**	**12.7%**	**1.1%**
African American	**86.7%**	**35.8%**	**5.6%**
Hispanic	**92.5%**	**21.3%**	**2.3%**
White	**96.4%**	**10.2%**	**0.8%**
Two or More Races	**96.4%**	**7.6%**	**0.7%**

Sacramento City Unified School District
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Attendance & Engagement Data by Student Croup

Student Group	Average Attendance Rate	Chronic Absenteeism Rate	Significantly Disengaged Rate
Districtwide	**93.00%**	**19.60%**	**2.20%**
English Learner	**91.90%**	**23.60%**	**2.40%**
Students with Disabilities	**89.30%**	**28.30%**	**4.50%**
Socio-Economic Disadvantage	**90.70%**	**26.20%**	**3.30%**
Foster Youth	**85.80%**	**37.30%**	**6.40%**
Students Experiencing Homeless	**75.70%**	**61.10%**	**14.30%**

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Learning Hub Launch

- Currently seven learning hubs are serving students in grades K-8.
- Designed to provide support and a safe space to our most vulnerable students.
- Preliminary evaluations show nine percentage decrease in Chronic Absenteeism.
- 1.7 Percentage Point increase in average daily attendance.
- Fewer students are disengaged as compared to disengagement rate for students who are not enrolled.
- Student and Principal Surveys - data will be shared in future meetings.
- Five new hubs will be starting on January 7

Learning Hubs Data by Race and Ethnicity

Program Site	African Am	Am Indian	Asian	Hispanic	Pac Islander	two or more	White	Grand Total
Bowling Green	8.33%	3.33%	13.33%	70.00%	0.00%	0.00%	5.00%	100.00%
Ethel I Baker	11.39%	1.27%	13.92%	60.76%	0.00%	5.06%	7.59%	100.00%
Martin Luther King, Jr K-8	33.33%	0.00%	21.57%	15.69%	3.92%	5.88%	19.61%	100.00%
Harkness	25.58%	6.98%	6.98%	41.86%	0.00%	6.98%	11.63%	100.00%
Isador Cohen	21.88%	0.00%	25.00%	21.88%	0.00%	6.25%	25.00%	100.00%
John Cabrillo	28.57%	0.00%	8.93%	51.79%	0.00%	3.57%	7.14%	100.00%
Sam Brannan	39.68%	0.00%	1.59%	42.86%	0.00%	7.94%	7.94%	100.00%
Grand Total	23.44%	1.56%	12.24%	46.61%	0.52%	4.95%	10.68%	100.00%

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Suspensions

Percentage of Students Suspended of the Student Group				
Group	**'17-18**	**'18-19**	**'19-20**	**'20-21****
District	5.87%	5.55%	3.69%	0%
American Indian/Alaskan Native	8.3%	8.2%	2.8%	
Asian	1.7%	1.6%	1.0%	
Black/African American	15.9%	14.3%	10.2%	
Filipino	3.2%	2.9%	1.3%	
Hispanic	5.1%	5.2%	3.3%	
Missing	11.1%	15.8%	4.0%	
Two or More	6.9%	4.9%	4.2%	
Native Hawaiian/Other Pac Islander	4.9%	6.3%	3.7%	
White	3.0%	3.0%	2.2%	
Homeless	15.99%	12.67%	6.31%	
English Learner	3.57%	3.88%	2.28%	
Special Education	10.02%	10.22%	6.92%	
** Number of students suspended year to date				

Student-Centered Closure

Thank you