

## Second Reading

Subject: **Resolution No.155-12A1**

**In Support of the Achievement and Success of All African American Students in the San Francisco Unified School District**

- Commissioners Emily M. Murase, Ph.D., Matt Haney, and Shamann Walton

**WHEREAS:** The San Francisco Unified School District’s Vision 2025 articulates the District’s goal to ensure that all students develop strong academic knowledge and skills, as well as a range of dispositions and behaviors, that increase their curiosity and engagement, activate their full potential for learning, and prepare them for life, work, and study beyond their secondary school years; and

**WHEREAS:** Vision 2025 emphasizes African American students as one of SFUSD’s “targeted student groups,” calling for engaging experiences to nurture student identities, research-based options and supports to achieve success, culturally relevant pedagogy, and strong support networks and family partnerships; and

**WHEREAS:** African American students in San Francisco have long faced structural barriers to their academic opportunity and success, including high rates of poverty, housing instability and displacement, and institutional racism; as well, as systemic bias leading to high rates of disproportionate discipline, low expectations of students’ academic ability, under-resourced schools and supports, highly segregated school environments, and a lack of respect, trust and collaboration between the district and African American parents and community; and

**WHEREAS:** The San Francisco Board of Education Parent Advisory Council published a report on racial equity in SFUSD that found African American parents observed few examples of African American history in the curriculum, limited representation of African Americans in school-site staff, differential and negative treatment of their children compared to other students, and a bias towards African American students being removed from class; and

**WHEREAS:** Because of these systemic barriers and challenges, African American students in San Francisco Unified School District routinely experience the most negative outcomes of any subgroup of students on many key performance measures; and

**WHEREAS:** The San Francisco Unified School District has a responsibility to ensure that all African-American students are able to attain their fullest potential as learners and to succeed academically and socioemotionally, and all African American children and families are entitled to be treated with respect and dignity; and

**WHEREAS:** Closing the racial achievement and opportunity gap was highlighted as the greatest Civil Rights challenge facing San Francisco Unified School District in the District’s Strategic Plan, “Impact Learning, Impact Lives;” and

**WHEREAS:** Superintendent Richard Carranza chartered the African American Achievement and Leadership Initiative (AAALI) Design Team in November of 2013, building on lessons of past district initiatives (e.g. the Consent Decree, STAR Schools, Dream Schools), to interrupt the long term pattern of inequitable outcomes for African American students in the San Francisco Unified School District and identified the following data trends evidencing the need for targeted focus on our African American students;

- Over the last fifteen years, SFUSD has experienced a decline in the African American student population from 9,739 students in 2001 to 4,215 students in 2015

**Subject: Resolution No.155-12A1**

**In Support of the Achievement and Success of All African American Students in the San Francisco Unified School District** - Commissioners Emily M. Murase, Ph.D, Matt Haney, and Shamann Walton  
Page 2

- In the 2013 – 2014 school year, 53% of African American students were ready for Kindergarten according to the Desired Results Developmental Profile (DRDP) compared to 59% readiness for all SFUSD preschool students demonstrating a six point gap; 59% of African American students were ready for Kindergarten according to the Phonological Awareness Literacy Screening (PALS) compared to 59% for all SFUSD preschool students demonstrating a zero point gap
- In the 2012 – 2013 school year, 27.8% of African American students graduated UC/CSU eligible (completing A-G courses with a grade of C or better) compared to 56.2% of all SFUSD 12<sup>th</sup> grade graduates demonstrating a twenty eight point gap
- In the 2012 – 2013 school year, 33% of African American students in Grades 2 – 11 scored Proficient or Advanced on the California Standards Test (CST) ELA compared to 60% of all students in Grades 2 – 11 demonstrating a twenty seven point gap and 37% of African American students in Grades 2 – 7 scored Proficient or Advanced on the CST Math compared to 57% of all students in Grades 2 – 7 demonstrating a twenty point gap
- As of the fall of 2015, 25.4% of K – 12 African American students were in a special education setting compared to 11.7% of students overall, 8.8% of K – 12 African American students were identified in Gifted and Talented Education (GATE) as compared to 21.6% of students overall, and the suspension rate for K – 12 African American students was 7.8% compared to 1.5% for students overall; and

**WHEREAS:** The Board of Education and SFUSD strongly believe the previously stated gaps do not reflect the true capacity and potential of our African American students and recognize there are many high performing African American students in the school district—as evidenced by the San Francisco Alliance of Black School Educators’ Annual African American Honor Roll—but we need to be deliberate about setting the conditions to allow more African American students to thrive; and

**WHEREAS:** The AAALI Design Team presented recommendations to the Board of Education in May 2014 to ensure the success of African American students, informed by the Design Team’s review and discussion of district data, prior SFUSD plans and initiatives related to African American student achievement, research on relevant district initiatives from across the nation, stakeholder input and the team’s collective personal experience; these recommendations laid out a vision for bold systemic changes necessary to serve African American students and the African American community, which fell broadly into three areas, “African American Community Trust,” “Reducing Implicit Bias,” and “Building on African American Student Success; and

**WHEREAS:** Following the AAALI Design Team recommendations, the Superintendent created and filled a newly appointed position for a Special Assistant to the Superintendent for African American Achievement and Leadership, charged with coordinating the advancement of African American student, parent, and educator outcomes in collaboration with SFUSD departments, school site leadership, teachers, the African American Parent Advisory Council, community based organizations including the NAACP, the San Francisco Alliance of Black School Educators, and Coleman Advocates, the City and County of San Francisco, the San Francisco Foundation, faith-based community, higher education, the business community and black-owned businesses and numerous other stakeholders in order to institutionalize an approach to supporting African American students that will outlast changes in leadership and reorient the priorities and systems utilized by the aforementioned parties; and

**Subject: Resolution No. 155-12A1**

**In Support of the Achievement and Success of All African American Students in the San Francisco Unified School District** - Commissioners Emily M. Murase, Ph.D, Matt Haney, and Shamann Walton  
Page 3

**WHEREAS:** The AAALI Design Team found that enhanced public and internal district accountability and transparency fostered commitment and sustained support for African American students, parents, and educators in past SFUSD initiatives, and that in order to improve the outcomes of African American students the district must engage the participation and partnership of the African American and broader community in order to develop and strengthen relationships to serve African American students; and

**WHEREAS:** The AAALI Design Team highlighted the need for a new policy from the Board of Education on African-American achievement, that created improved and more effective structures of public accountability, transparency and data collection, and renewed and deepened the district's commitment to better serve students, families, and educators through enhanced resources, coordination, and collaboration; and

**WHEREAS:** The success of our African American students citywide requires the prioritization and advocacy of a broad coalition of the school district and city leadership; including, the Board of Education, the Superintendent and our SFUSD leadership, the Mayor and the City of San Francisco, the United Educators of San Francisco, SEIU 1021, the United Administrators of San Francisco, our local leaders in philanthropy, community based organizations, faith-based institutions, higher education, the business community and black-owned businesses parent and student groups, because we value African American children and families in our schools and we recognize our collective failure to adequately serve those children and families; and

**THEREFORE BE IT RESOLVED:** That the San Francisco Board of Education prioritize African American student achievement and opportunity as a core commitment of the San Francisco Unified School District and set annual goals across a range of PK – 12 indicators that – over the next six years – will lead to an elimination of the gap between African American students and all students in the district in terms of Grades 2 – 11 standardized test scores, middle school and high school GPA, graduation rate, CAHSEE passing rates, attendance, and advanced placement enrollment among other potential indicators; and

**FURTHER BE IT RESOLVED:** African American achievement and African American student access to high quality academic opportunities and socioemotional supports will serve as key guiding criteria in all decisions the Board of Education makes involving allocation of physical, financial, and human capital; and

**BE IT FURTHER RESOLVED:** The San Francisco Board of Education will charge the San Francisco Unified School District with developing systems and strategies that will both encourage individualized supports for African American students and enhance the school environment in which African American students learn including:

- 1) Developing new data-driven approaches to identify academic and behavioral needs of African American students as early as Pre-K and proactively support those students based on best practices of effective strategies;
- 2) Utilizing a data dashboard of measures for PK – 12 achievement of African American students that identifies “off track” students as measured by attendance rates, academic achievement and socioemotional measures, and discipline, and targeting interventions

**Subject: Resolution No. 155-12A1**

**In Support of the Achievement and Success of All African American Students in the San Francisco Unified School District** - Commissioners Emily M. Murase, Ph.D, Matt Haney, and Shamann Walton  
Page 4

- based on the needs of those students (e.g. academic and behavioral RTI, student and family case management, trauma informed care, personalized learning plans, extended learning opportunities), in close coordination with the City and County of San Francisco and community based organizations and with measurement of the efficacy and quality of those interventions; and
- 3) Regular tracking of the progress of groups of students throughout the school year and reporting on the progress of those students to the Board of Education; and
  - 4) Deploying targeted supports to African American students to ensure post-secondary pathways and success in college and career; and
  - 5) Expanding professional development opportunities that address implicit bias for all SFUSD staff; and
  - 6) Monitoring schools that are accelerating academic outcomes for African American students and identifying elements of those school models to replicate at other sites, with particular recognition of the difference between strategies used at the Pre-K/TK, elementary, middle school, and high school level ; and
  - 7) Developing new programs and/or academic themes at historically underserved schools serving African American students in order to enhance the quality of education for African American students (such programs and themes may include new language programs, summer and extending learning programs, STEAM, Arts, or African American history focuses at schools); and
  - 8) Reducing racial isolation in all schools by considering the implications of the school assignment process, examining the development and placement of programs at racially isolated schools that appeal to a diverse set of families, and evaluating and enhancing the cultural competency of staff at racially isolated schools

**FURTHER BE IT RESOLVED:** That the Board of Education will enhance accountability and transparency for the services being delivered to all African Americans students by establishing an external body, the African American Community Council (AACC) composed of African American parents from the African American Parent Advisory Committee, as well as educators, and community based leaders, and an internal body, the African American Internal Oversight Committee composed of leadership from the Superintendent's Cabinet and other key sub-departments within SFUSD to enhance and target effective services, programs and interventions for African American students; and

**BE IT FURTHER RESOLVED:** That the African American Community Council will monitor the aforementioned systems and strategies put in place to support individual students and school environments, and provide input to inform priority actions in the sub-focus areas included in the African American Achievement and Leadership recommendations, including but not limited to parent engagement, education, and empowerment, recruitment and retention of African American educators, administrator and teacher mastery of culturally competent instruction, restorative practices, and response to intervention (RTI), and new curriculum and academic programs and report these priorities to the Board of Education in order to inform SFUSD's actions over the course of each school year and the monitoring and implementation duties performed by the African American Internal Oversight Committee; and

**Subject: Resolution No. 155-12A1**

**In Support of the Achievement and Success of All African American Students in the San Francisco Unified School District** - Commissioners Emily M. Murase, Ph.D, Matt Haney, and Shamann Walton  
Page 5

**FURTHER BE IT RESOLVED:** Annually, the Superintendent with the support of the Special Assistant to the Superintendent on African American Achievement and Leadership and participation of the African American Community Council and African American Parent Advisory Council will prepare and file with the Board of Education an “African American Student Report” which will include an assessment of particular services, programs, and interventions provided to African American students over the course of the prior school year and consistent with the data provided to the African American Community Council include statistics relevant to the PK – 16 academic and socioemotional performance of the African American student population, the recruitment and retention status of African American educators, African American student access to programs and specialized programs (e.g. special education, GATE, honors and AP courses, and language pathways), dedicated staffing to provide targeted supports for African American achievement and opportunity, professional development, instructional materials to support African American students, and other school quality indicators including hard-to-staff classification, student mobility, and teacher turnover; and a summary of schools, educators, parents, and community based organizations accelerating outcomes for African American students; an inventory of all existing and new interventions affecting African American children with specificity given to the manager(s) of the initiative, budget and staffing dedicated to the initiative, the number of African American students served, and outcomes for African American students participating; and,

**BE IT FURTHER RESOLVED:** That the AACC will receive a data report from the district starting in the fall of each school year, that tracks indicators such as enrollment, school placement, percentage of students placed in special education, students identified and placed in GATE, percentage of students in public housing, percentage of students “ready” for kindergarten, percentage of students “ready” for high school, F&P scores, SRI scores, ELA, Science, and Math CLA and SBAC scores, average GPA, CAHSEE passing rates, UC/CSU eligibility, 4-year cohort graduation rates, SAT averages, percentage of graduates in 2-year or 4-year colleges, percentage of students chronically absent, average instructional time, suspension rates, early warning indicators, percentage receiving free and reduced lunch, recruitment of African American educators, retention of African American educators, and percentage of African American educators in the district; and

**FURTHER BE IT RESOLVED:** Annually, the Superintendent will take into account the set of priorities identified by the African American Community Council, African American Internal Oversight Committee, and district staff when preparing the SFUSD annual budget; and each year, SFUSD will quantify the level of funding devoted to targeted interventions for African American students in the prior fiscal year, and compare that to funding decisions for the coming fiscal year in order to maintain and expand resources for effective programs and services; and

**BE IT FURTHER RESOLVED:** SFUSD will work collaboratively with the San Francisco African American community, the Mayor and the City and County of San Francisco, the United Educators of San Francisco, SEIU 1021, the United Administrators of San Francisco, our local leaders in philanthropy, community based organizations, faith-based institutions, higher education, the business community and black-owned businesses parent and student groups to align efforts and amplify effective work across all sectors and regularly connect to broader local, regional, and national initiatives that support African American opportunity and achievement, including but not limited to My Brother’s and Sister’s Keeper, HOPE SF, Choice Neighborhoods, and the Our Children, Our Families Council

**Subject: Resolution No. 155-12A1**

**In Support of the Achievement and Success of All African American Students in the San Francisco Unified School District** - Commissioners Emily M. Murase, Ph.D, Matt Haney, and Shamann Walton  
Page 6

**FURTHER BE IT RESOLVED:** SFUSD will commit to maintaining senior staff tasked in their scope of work to provide targeted support to African American students until the racial opportunity and achievement gap on academic and behavioral measures has been eliminated.

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