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Dear Friends and Family,

The San Francisco Unified School District’s goals serve as a north star for equitable opportunity for our students and families. We hold ourselves to the standard of providing access and equity to high-quality teaching and learning for every student. We strive for student achievement through learning environments that foster engagement and joy for our learners. And we remain committed to accountability - delivering on the promises that we make to our students and families.

Our commitment to quality has led us to be the highest performing urban school district in the State of California. In the first year of implementation of the new statewide standardized test, the Smarter Balanced Assessment Consortium (SBAC), we outperformed all other districts in California. Students from our district graduate high school in 4 years at a rate of 82%. Last year, we saw graduation rates for our African American students rise from 64% to 71% as the result of a stronger support network within our schools and community.

We know, however, that our north star goals have not always guided us to the learning outcomes and educational experience that our African American students deserve. In the face of evidence that we as a district were not doing all we could to cultivate the genius of our African American students, we decided to be bold. As a district leadership team, we committed to engage in deeper learning around equity in our professional practices, commissioned a team of our internal experts on African American achievement to produce recommendations, and identified a team of people to advance those recommendations.

We agreed that it was unacceptable for African American students to not be in the classroom. We worked to dramatically reduce suspensions for our African American students, support educators with the tools and professional development to support all students, and began to invest in direct allies and advocates for our African American students at our school sites.

In the midst of a leadership transition in SFUSD, we maintain high confidence of the work that is underway in our district. We will continue to foster shared ownership of African American achievement throughout all of our departments, and have a phenomenal anchor for accountability and service to African American students through the African American Achievement & Leadership Initiative (AAALI) team.

We humbly submit to you a reflection on the last 18 months of work that has taken place for our African American students. We make no claims of having all the answers here in San Francisco, but what we do have is a fierce drive and willingness to push until we have accomplished our goals. As a great American woman once said, “You don’t make progress by standing on the sidelines...You make progress by implementing ideas.”

Sincerely,

Landon Dickey
Special Assistant to the Superintendent

Myong Leigh
Interim Superintendent
About the African American Achievement & Leadership Initiative

The African American Achievement and Leadership Initiative (AAALI) was established in 2013 by Superintendent Richard Carranza to provide recommendations to interrupt the inequitable pattern of outcomes for African American students in SFUSD. In 2015, through the leadership of the Superintendent and advocacy of the NAACP and San Francisco Alliance of Black School Educators, an African American Achievement and Leadership team was established to lead implementation of the initiative.

In May 2015, through the leadership of SFUSD Board of Education President Emily Murase, Commissioners Matt Haney and Shamann Walton, and unanimous support of the Board, a resolution was passed directing SFUSD to set annual goals that would close the achievement and discipline gap for African American students in the next six years. The resolution also called for an Annual African American Student Report to monitor and support targeted strategies for African American students.

The African American Achievement and Leadership Initiative holds SFUSD departments and City agencies accountable for providing a high-quality educational experience to African American students, and provides a platform for African American students, parents, and community leadership.

The African American Achievement and Leadership Initiative will:
- Analyze existing policies and programs in order to enhance and target effective services and interventions for African American students
- Enlist parents, educators, students and community partners in monitoring and improving the systems and strategies used to support students and school environments
- Establish and report on annual goals for African American achievement
- Collaborate with City agencies and the local philanthropic community to maximize resources and coordinate case management for African American students and families

MEET THE TEAM

Landon Dickey
Special Assistant to the Superintendent

Linda Jordan
Program Manager, Postsecondary Pathway

Chris Lee, Ph.D
Research & Evaluation Manager

Anthony Amaro
Program Coordinator, Postsecondary Pathway

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Laticia Erving
Program Coordinator, Parent Advisory Council

Victor Phu
Junior Management Analyst
The San Francisco Alliance of Black School Educators is an organization of educators from diverse fields and backgrounds. The SFABSE is affiliated with the National Alliance of Black School Educators and is dedicated to bridging the gap for African American students. The SFABSE serves as an organization for communication and dissemination of informational research that focuses on and represents the goal of the organization. The aim of the SFABSE is to improve the quality of educational experience and accomplishments of African American students, parents/guardians and education professionals, which will ultimately lead to a higher quality of life and standard of living including the preservation of African American history and culture. It is the endeavor of this organization to “make education the number one priority in the African American community.”

The NAACP’s principal objective is to ensure the political, educational, social and economic equality of racial citizens of San Francisco and eliminate race prejudice. The NAACP seeks to remove all barriers of racial discrimination through democratic processes. This mission is accomplished by seeking the enactment and enforcement of federal, state and local laws securing civil rights, and by informing the public of the adverse effects of racial discrimination. From school desegregation, fair housing, employment and voter registration, health and equal economic opportunity, the NAACP is working successfully with allies of all races and plays a significant role in establishing legal precedents to improve the quality of life for America’s most vulnerable communities.
The African American Achievement & Leadership Initiative (AAALI) team would like to thank our Community-Based Organization (CBO) partners for their collaboration and commitment to serve our African American children and families. It takes a village to raise our children and we could not have accomplished so much in the past 18 months without their partnership and service. Although there are many more CBO partners, we would like to highlight the seven anchor partners that we have worked with to advance college and career success for African American students:

**100% College Prep Institute**

100% College Prep, a program of Bayview Association for Youth, provides academic resources for 8th-12th grade students from San Francisco’s low-income communities, with a particular emphasis on youth residing in the Bayview/Hunters Point. 100% College Prep matches a team of academic coaches and tutors from local colleges and universities with students to improve their academic standing as they learn how to navigate the pathways to college entrance and financing a college education. 100% College Prep also works to implement systemic change and close educational achievement gaps for students of color alongside organizations including the San Francisco Unified School District, the SF Alliance of Black School Educators, My Brother’s/Sister’s Keeper, and College Bound Brotherhood.

**Alive & Free**

Alive & Free is the name of the violence prevention program founded at the Omega Boys Club—a nationally recognized youth development and violence prevention organization headquartered in San Francisco, CA. Tired of losing their students to drugs, guns, gangs, unwanted pregnancies or death, in 1987, Joseph Marshall Jr, a middle school teacher and Jack Jacqua, a middle school counselor, co-founded what was initially called the Omega Boys Club. Alive & Free’s mission is to keep young people alive and free, unharmed by violence and free from incarceration to providing them with opportunity and support to build positive lives for themselves and to move into contributing roles in society.

**Beyond 12**

Through a longitudinal student tracking platform and a personalized student coaching service, Beyond 12 helps high schools, college access programs, and colleges provide their students with the academic, social, and emotional support they need to succeed in higher education. By collecting and sharing longitudinal data that crosses K-12 and higher education, Beyond 12 not only provides students with differentiated coaching that ensures they earn a college degree, but also provides actionable feedback to high schools and programs about their college preparatory efforts, improves the retention work of colleges and universities by sharing data-driven insights gained from supporting students, and influences the national conversation about student success.
**COLLECTIVE IMPACT/MO’MAGIC**

Collective Impact is a unique community development non-profit. A majority of participants are African American and represent historically marginalized and underserved communities. Founded in 2007, Collective Impact administers three community-based programs: Mo’MAGIC, a collaborative of Western Addition service providers who meet regularly; Magic Zone, a year-round direct-service program for youth aged 5-24; and the Ella Hill Hutch Community Center, a safe space for mental and physical health programming. Collective Impact staff includes a diverse mix of people who possess the education, experience, and passion required to work with youth with challenging backgrounds and tremendous potential.

**SAN FRANCISCO (SF) ACHIEVERS**

SF Achievers is a community-based non-profit organization providing college scholarships and mentoring services to African American male high school students in the San Francisco Unified School District (SFUSD). The mission of SF Achievers is to reduce the achievement gap of African American young men in San Francisco high schools through support, mentoring, and college scholarships. SF Achievers provides a holistic approach to serving the needs of Black male students in San Francisco. Currently, San Francisco Achievers offers several programs to support students and help them gain the skills needed to succeed in today’s competitive academic and social environments.

**UASPIRE**

uAspire's mission is to ensure that low- and moderate-income young people have the financial information and resources necessary to find an affordable path to—and through—a postsecondary education. Working in partnership with high schools, uAspire’s expertly trained College Affordability Advisors ensure that students know how to take the steps to make an informed, financially responsible choice about which college to attend and how to pay for it. Removing the financial barriers to higher education leads to increased college enrollment and completion—positioning more young adults to acquire the college degree that enables greater life choices and economic opportunity.

**YOUNG COMMUNITY DEVELOPERS**

The mission of Young Community Developers, Inc. (YCD) is to empower and inspire Southeast Sector Residents to engage in employment and educational opportunities. Through comprehensive preparation and training techniques targeted towards enhancing workforce readiness coupled with an inclusive set of additional services, YCD seeks to assist in the removal of employment and education barriers for our disenfranchised residents. YCD is passionately committed to the preparation, placement, and preservation of our Southeast Sector residents, resulting in each responsibly contributing to their personal and professional development, the development of their families, and to the economic development of their neighborhoods.
We put students’ needs first.

We persist through challenges.

We celebrate and build on each other’s strengths.

We stand with those most vulnerable in our communities.

We respect and seek to understand each person.

Student-Centered Fearless United Social Justice Diversity-Driven

Our African American children and families have dreams and talents that we as educators are responsible for nurturing.

African Americans have a rich familial, cultural, and political history that deserves a central place in our classrooms.

African Americans are a critical part of the past, present, and future of the City and County of San Francisco, the State of California, and the United States of America.
The African American Achievement & Leadership Initiative identified community leaders with a strong commitment to serve our local African American families and students. Based on their personal experiences, we asked them to answer: “What is necessary to ensure success for our African American children in San Francisco?”

**SHERYL DAVIS**
Executive Director of Human Rights Commission

“Success for African American children begins with high expectations, a belief and support that they can truly do what they set their minds to accomplish. I am a firm believer that expectations, coupled with resources and support lead to success.”

**DR. JOSEPH MARSHALL**
Executive Director and Co-Founder of Alive & Free

“Our young people need to be Alive & Free... and Educated. This means we need to teach our young people how to be immune to an environment that teaches and fosters violence. We also need higher expectations coming from our schools and a community of support to help them along the way.”

**VIRGINIA MARSHALL**
Vice President of SF Alliance of Black School Educators

“It is the responsibility of ALL SFUSD staff members to be committed, dedicated and provide a rigorous curriculum that allows for the SUCCESSFUL development and achievement of African American students so that they can be competitive in this global economy.”

**LYSLYNN LACOSTE**
BMAGIC Director of SF Office of the Public Defender

“Safe and vital communities are necessary for our African American children to succeed. Restoring our neighbors cannot be done alone, its the responsibility of our city and community leaders, educators, parents and young people.”

**GREGORY COLLINS**
Executive Director of San Francisco Achievers

“Love, compassion, mutual understanding (a voice), and equal opportunity from the community (including the school district) is needed for the success of African American youth in San Francisco.”

**DIANE GRAY**
Executive Director of Bayview Association for Youth

“Holding our African American students to the highest expectations, meeting them where they are, and communicating this very fact, THEIR success is MY success.”
53,095 students enrolled in SFUSD schools in the school year 2015-2016 (not including charter schools). There are approximately 4,024 African American students ranging from grades K-12. Source: SFUSD, October 2016.


The cohort above indicates the percentage of African American students who are enrolled. Source: SFUSD, End of Year 2015-2016.

The above graphic depicts African American students by residence currently on record. U.S. Census figures indicate that African Americans accounted for 13.4% of the City’s population in 1980 and less than 6 percent by 2016. Source: SFUSD Synergy, October 2016.
African American Achievement in San Francisco

Though African Americans have resided in San Francisco since the Gold Rush era, the population remained relatively small until World War II. The City experienced its greatest wave of African American migration in the late 1940s as part of the Great Migration. As African Americans moved from the South and other areas of the country to work in the Navy Shipyards in the Bayview, the citywide population surged to 80,000 by the 1970s. With more and more African American families entering a persistently segregated school system the NAACP pursued legal action against SFUSD in the late 1970s resulting in the era of the Consent Decree - a set of court-mandated requirements to integrate the district’s schools and infuse more resources in support of African American achievement.

After the expiration of the Consent Decree in the late 1990s, a set of Superintendent-led initiatives provided additional resources and strategies for African American students, several of which focused particularly on schools in the Bayview. While the initiatives yielded mixed results, African American students’ California Standardized Test (CST) scores rose between the early 2000s through 2010.

San Francisco’s housing affordability crisis and families opting out of traditional SFUSD public schools in favor of charters and private schools has resulted in African American student enrollment decreasing to 8% or approximately 4,500 students in the 2016-17 school year. These figures represent a steep enrollment decline of more than 5,000 students since 2005. To be sure, these trends mirror citywide decline in African American population.

The African American Achievement & Leadership Initiative comes at a point in San Francisco’s history when we are desperately fighting to retain our African American students and families. SFUSD, the City, and community partners are collaboratively striving to demonstrate that our public schools are spaces where African American students belong, feel valued, and are nurtured to excel academically and as unique children with gifts and talents they bring into the classroom.
In Fall 2012, SFUSD introduced a comprehensive, system-wide strategy to address equitably distribution of resources, the Multi-Tiered System of Supports (MTSS). The MTSS framework utilizes quantitative and qualitative data from our school communities to provide supports for closing performance gaps. In the same way that schools use a data-driven and multi-tiered approach to support their students, central office departments use the MTSS framework to assess school site needs and adequately provide personnel, training, and materials to promote student achievement.

MTSS uses multiple measures to build a holistic view of each of our schools.

1. **The Science**
   - We gathered quantitative data that spanned BOTH input (teachers, student) data and output data (academic and social emotional).

2. **The Art**
   - Our school leadership teams (assistant superintendents and principals) provided qualitative data to describe the strategies and resources supporting our schools. These span all five Bryk Essential Supports.

The holistic view of each school allows us to strategically tier schools in order to direct additional funding to schools with greater needs.

This school had challenging equity and stability factors, higher overall outcomes.

MTSS: Given results, the match of strategy and outcomes is achieving our goals. We should continue existing supports and learn from and share their work.

This school had challenging equity and stability factors, lower overall outcomes.

MTSS: Together, we need to reexamine strategies to better align supports to gap areas.

This school had less challenging equity and stability factors, high overall outcomes.

MTSS: This school appears to have the right resources and the right strategies. How can we learn from and share their work?

This school had less challenging equity and stability factors, lower outcomes given these inputs.

MTSS: There may be achievement gaps for focal student groups. We need to identify these and reexamine school based strategies to address them.

More challenging student equity factors and teacher stability and experience factors.

Less challenging student equity factors and teacher stability and experience factors.
BACKGROUND
African American Achievement & Leadership Initiative (AAALI) Connect is an effort to develop a holistic understanding of the educational experience of our African American students in SFUSD. Through campus visits we seek to strengthen relationships with school communities in order to inform AAALI’s practices and subsequently inform district and school policy. The AAALI team conducted three Connect visits in the Spring semester of 2016 to John Muir Elementary, Dr. George Washington Carver Elementary, and Mission High School, schools that serve comparatively higher proportions of African American students.

AAALI Connect visits include classroom visits and focus groups with parents, students, teachers, and support staff. Classroom visits are varied across grade and subjects to recognize instructional techniques and student engagement. Each focus group is led with a set of questions that address teaching and learning, social-emotional health, and school climate and culture. Finally, interviews are conducted with school administrations to gain additional insights about issues impacting the schools and discuss initial observations.

Following AAALI Connect visits the team compiles interview notes and artifacts collected at school sites, then organized observations into emergent themes and findings. The team then drafts a brief report containing a summary of findings and recommendations for policy and program implementation and/or reform.

STUDENT & FAMILY NARRATIVE

Kerry
4th Grade
John Muir Elementary School

“Yes, I feel like I belong at John Muir because the teachers show me a lot of respect. Whenever I have a problem, they listen and talk to me. They help me with my multiplication and division, so that I can get better at it. The teachers are nice to me and they are the best teachers.”

Rionda
African American Parent Advisory Council Member
Willie Brown Middle School

“The African American Parent Advisory Council is really committed to closing achievement gap with our African American students and ensuring that schools are getting supports they need. A lot of students in Bayview are not getting supports and entering middle school unprepared. I’d like certain services put in place so students aren’t just being passed along but are being educated.”
STRATEGY OVERVIEW

African American Achievement & Leadership Initiative
PERSONALIZED SERVICES
SFUSD identifies the specific needs of our African American students and addresses them by providing personalized wrap-around services. These efforts ensure that our African American students receive culturally relevant support that prepares them to become college and career ready when they graduate.

- Early Education
- Response to Instruction & Intervention
- African American Village Roundtable
- African American Postsecondary Pathway
- Citywide Tutorial Program
- Mentoring for Success

PROMOTING LEADERSHIP
SFUSD builds leadership skills among parents, students, and teachers to become champions for advancing African American student achievement. These efforts reflect a core district belief that ensuring our African American students achieve their full potential rests not with one or two people, but with our entire community.

- African American Parent Advisory Council
- Black Student Union Engagement
- Implicit Bias Training
- Recruitment & Retention

POLICY & PARTNERSHIPS
SFUSD collaborates with City departments, community based organizations, and businesses, to ensure comprehensive supports for our African American students. By sharing information and tracking student outcomes, we align our agendas and services to build a community of support.

- Coordinated Early Intervening Services (CEIS) Plan
- Safe & Supportive Schools
- My Brother & Sister's Keeper
- Bridge to Success
- African American Internal Oversight Committee
Early Education

We have long known that students’ and families’ relationship with our school district begins when children first enter our schools. For many of our African American students and families, this entry point is preschool. In San Francisco, one-quarter of preschool students attend SFUSD schools. Ample research – as well as experience – indicates that this is a golden opportunity for developing a positive, effective relationship that prepares students and serves families.

To proactively make better use of this formative time, the Early Education Department (EED) implemented four new strategies all driven by the goal of closing the achievement gap. They are: 1) developing a K-readiness measure in 2012; 2) implementing a robust professional development system beginning in 2011; 3) instituting a burgeoning tiered intervention system aimed at reaching and appropriately serving children and families before they even begin kindergarten; and 4) aligning with both district and community preschools and partners.

The EED partnered with Stanford University to create a Kindergarten-Readiness measure using a combination of two assessments: the Developmental Desired Result Developmental Profile (DRDP) and the Phonological Awareness Literacy Screening, (PALS). This data complements data and feedback from teachers as well as parents and guardians and all information is united to create professional plans that include trainings and workshops; coaching; professional learning communities; and technical assistance. Most recently, we have begun serving children through a tiered intervention system described on page 16. Additionally, we are aligning with City partnerships such as HOPE SF and a K-readiness data sharing project with the City’s three Head Start agencies, and the City and State Quality Rating Improvement System. The district is leading or collaborating in early education efforts to build strong instructional practices with a culturally responsive lens.

One example where EED’s systems of supports were able to intervene successfully was in the case of a young African American student who, by his teacher’s account, was disruptive and aggressive in class. Because the EED has developed a data collection and tiered intervention system in place the following occurred: 1) literacy assessments enabled us to discover that this particular student scored highly on the PALS; 2) family engagement staff reached out to the family and discover that the child was temporarily in the care of his grandmother because of significant health issues with his parents; and 3) the student was enrolled in a process to develop a support plan in partnership with the family and school that recognized the academic skills of the child and the challenges he was having at home.

This child received “tier two” intervention services that are supporting his healthy development in school through a family-school partnership.
RTI is a comprehensive early detection and prevention strategy that identifies struggling students and assists them before they fall behind in various subjects such as English Language Arts (ELA), Math, Science, and Behavior. Starting from PreK, schools must take appropriate steps to ensure that teachers have the knowledge and skills necessary to implement their RTI programs and that such programs are implemented in a way that is consistent with the specific structure and components of the model. An example of instructional RTI is ELA:

Tier 1: Effective, standards-based instruction that occurs in the general education classroom and is delivered by a general education teacher in alignment with the SFUSD ELA PK-12 Core Curriculum. Referred to as “core instruction,” it is designed to meet the needs of all students utilizing principles of the Universal Design for Learning. At this level, the classroom teacher makes use of research-based instructional approaches and effective strategies and differentiates instruction to meet the needs of all students and ensure positive outcomes for all.

Tier 2: Designed for students who are not making sufficient progress in Tier 1, this short-term, intensive intervention is offered in addition to Tier 1. Interventions are designed to match the needs of identified students through screening and progress monitoring measures and are provided for a minimum of 30 minutes per session at least 5 times per week by knowledgeable and skilled school personnel such as ARTIFs, Literacy Specialists, and Reading Recovery teachers.

Tier 3: Designed for students who are not making sufficient progress in Tier 2, this short-term, intensive intervention is offered in addition to Tier 1. Supplemental, individualized and customized intervention is provided to students in a one-to-one setting and delivered a minimum of 30 minutes daily. Interventions at Tier 3 are tailored to the student’s needs and provided by a highly trained, knowledgeable, and skilled educator such as a Reading Recovery teacher, ARTIF, or Literacy Specialist.

Currently at Tenderloin Elementary School, a push-in model for intervention, the Stetson “Flood Model”, is implemented with all staff provide intervention services at a certain grade level. This implementation strengthens Tier 1 instruction for all students and allows academic and behavioral intervention staff to heavily target classrooms during reading and writing instruction. A Literacy Coach trained in Reader’s and Writer’s Workshop provides collaboration to promote a high-level of implementation and ensure 30 minutes of daily small group reading instruction in all classrooms.

Grade Level Meetings take place after school for the Literacy Coach to provide additional professional development support with a focus on academic conversations, close reading of complex text, and other comprehensive balanced literacy strategies.

The Impact

Statistics at a Glance

3rd Grade Literacy Proficiency

<table>
<thead>
<tr>
<th>Grade</th>
<th>Proficiency</th>
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</thead>
<tbody>
<tr>
<td>White</td>
<td>67%</td>
</tr>
<tr>
<td>Asian</td>
<td>45%</td>
</tr>
<tr>
<td>Latino</td>
<td>21%</td>
</tr>
<tr>
<td>African American</td>
<td>13%</td>
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</table>

District Average: 42%

Measured by the Scholastic Reading Inventory (SRI). SRI is conducted three times per year. Data illustrated depicts Window 1 at the beginning of the year. Source: SFUSD Research, Planning & Assessment, 2015-2016.
In February 2016, SFUSD launched the African American Village Roundtable (VRT), with support from the My Brother and Sister's Keeper Community Forum and the African American Internal Oversight Committee. The purpose of the African American Village Roundtable is to promote individualized goal-setting and personalized supports for African American students in elementary, middle and high school through a school - family - community partnership.

The VRT cohort included 40 students from six schools: George Washington Carver Elementary School, John Muir Elementary School PK-5, Paul Revere PK – 8, Martin Luther King, Jr. Middle School (MLK), Mission High School, and Philip Sala Burton High School.

Unlike current case management processes, the African American Village Roundtable seeks to foster a unique community of support, or “village”, for each student that both provides timely and relevant academic and social emotional supports, and elevates student and parent voice. The village roundtable is not a temporary intervention plan. It is a framework for transforming schools to become welcoming and responsive communities for our most vulnerable students.

The pilot schools will continue to implement and refine their approach to supporting African American students in the 2016-17 school year. Participating schools identified a need for additional resources, including human capital, to help scale these projects and serve a greater number of African American students. Other challenges identified by stakeholders included time for district staff to support schools in developing systems and procedures for working with students and families, in addition to ongoing coaching and fostering community support in the Village Roundtable process.

Each school team developed a Village Roundtable (VRT) process specific to the needs of their community.

Parents at Revere implemented the VRT by developing Individual Learning Plans (ILPs) for students and hosting convenings for parents and teachers to be trained on the VRT tools and process. The team then hosted mentoring sessions with students and follow up meetings to assess student progress.

Each school community also found opportunities to refine their plans as part SFUSD’s Innovation Lab (iLab) design thinking process. Members of the John Muir Elementary VRT created tools for teachers to help build relationships with students in the classroom. Following initial meetings where teachers, students, and parents met collectively, the VRT leaders also hosted separate meetings with each stakeholder group, ensuring more opportunities for all voices to be heard.

### Statistics at a Glance

**PARTICIPANT DEMOGRAPHICS**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
</tr>
</thead>
<tbody>
<tr>
<td>2%</td>
<td>10%</td>
<td>26%</td>
<td></td>
</tr>
</tbody>
</table>

**6 SCHOOLS**

Carver Elementary
John Muir Elementary PK-5
Martin Luther King Middle
Paul Revere PK-8
Mission High
Burton High

**42 STUDENTS**

GPA Range: 0.53 – 3.33
Average GPA: 2.13
33% Chronically Absent*

*Absence in excess of 10% or more days of school, whether those absences are excused or unexcused, are considered chronically absent.
In March 2015, SFUSD partnered with the Mayor’s Office, San Francisco Foundation, and a collaborative of community based organizations to launch the African American Postsecondary Pathway (AAPP). “Over the last decade San Francisco’s challenge within its education system has been to prepare students especially African American students to be eligible for enrollment and to be successful in college, trade or tech school. AAPP must ensure that our students persist in college and graduate from college ready to enter into the career of their choice,” says Linda Jordan, African American Postsecondary Pathway Manager of the African American Achievement & Leadership Initiative team.

Since the graduation of the Class of 2015, Beyond 12, a college persistence nonprofit based in San Francisco, has provided SFUSD African American graduates with personalized coaching, in addition to providing SFUSD and community partners with data on African American student retention and postsecondary success. San Francisco community - based organizations: Mo'MAGIC, 100% College Prep, SF Achievers, Young Community Developers, and Alive & Free have been integral on-the-ground partners in providing regular in-person contact with students through an intake process, one-on-one follow up, and community-building events.

At the high school level, the SFUSD Office of College and Career Readiness has partnered with AAALI to increase African American student enrollment in high-quality courses including Advancement via Individual Determination (AVID) and Career and Technical Education (CTE) courses. “Together with AAALI we monitor which students are on and off track for graduation, and then target students for supports based on their status,” says Stephen Koffman, Executive Director of the Office for College and Career Readiness.

Through the AAPP, members have been able to share critical data in order to enable more targeted supports to students and a stronger programming feedback loop. “We’re able to collect valuable post-secondary data through our partnership with LinkedIn as well as through colleges themselves,” says Alexandra Bernadotte, CEO and Founder of Beyond 12. “By seeing what happens to students after they leave college, we can understand the impact of the district’s work.”

While we honor the achievements of our graduates, SFUSD acknowledges that ensuring success for African American students throughout the system requires a sharpened focus on on-track graduation status beginning in the 9th grade. At any given time, the majority of African American students are not on track for graduation, a reality that impacts the quality of their high school experience and access to opportunities outside of school.

The Impact

Statistics at a Glance

ON-TRACK RATES ACROSS ETHNICITY

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>On-Track Rate</th>
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<tbody>
<tr>
<td>Black</td>
<td>43.4%</td>
</tr>
<tr>
<td>Latino</td>
<td>48.6%</td>
</tr>
<tr>
<td>Chinese</td>
<td>82.4%</td>
</tr>
<tr>
<td>White</td>
<td>78.7%</td>
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OFF-TRACK RATES ACROSS ETHNICITY

<table>
<thead>
<tr>
<th>Category</th>
<th>Black</th>
<th>Latino</th>
<th>Chinese</th>
<th>White</th>
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<tbody>
<tr>
<td>Missing Classes for Grad</td>
<td>19.5%</td>
<td>19.7%</td>
<td>8.7%</td>
<td>8.8%</td>
</tr>
<tr>
<td>Off-Track: Up to One Semester</td>
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<tr>
<td>Off-Track: Up to One Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Severely Off-Track</td>
<td></td>
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</table>

Only 43.4% of African American youth are on-track to graduate from high school.

The San Francisco Citywide Tutorial Program provides a safe, rigorous After School Program to bridge the achievement gap for African American and Latino students. Citywide Tutorial invests in our students with the greatest needs, including those who are homeless, living in public housing, and receiving free and reduced-price meals. In response to their circumstances, Citywide Tutorial provides individualized tutoring, educational materials, healthy nourishment, and connections to wraparound services through five sites located across San Francisco.

At the beginning of the program, all Citywide Tutorial staff are trained in the following areas: Common Core English Language Arts and Math, Social Emotional Supports, Health & Wellness, and Counseling. Staff are trained to be attentive and culturally responsive to the unique and diverse needs of students by partnering with students’ teachers and families to meet their academic goals. In addition to academic services, staff provide students an interactive and safe space through athletic sports, visual and performing arts, and mental health services.

Within the daily program, students are provided time to complete their homework with the assistance of Citywide Tutorial staff. Then, students participate in a computer-based educational curriculum provided by Stanford University’s Education Program for Gifted Youth and Redbird Learning. The computer-based program reinforces Common Core Standards in Language Arts and Math to extend academic learning outside of school hours and maintain academic rigor.

In partnership with AAALI, and through personalized and wraparound services, Citywide Tutorial Program ensures students meet high academic excellence and healthy social emotional well-being.

The Citywide Tutorial Program has made a concerted effort to ensure a high participation rate for African American students. Through the location of its tutoring sites and partnerships with public housing facilities, homeless shelters, and faith-based institutions, African American students represent a third of the program population compared to making up less than 10% of the student population in the district overall. Students with limited resources at home receive access to 21st century skills through use of digital devices and adaptive learning software within each site’s computer lab. Furthermore, Citywide has increased capacity to respond to student academic and behavioral needs in our schools through student progress monitoring and partnerships with school staff and external experts.

Total Number of K-12 Students: 140. Figure above represents the total racial composition of the City Wide Tutorial program. Source: SFUSD City Wide Tutorial. 2016-2017.
In 2015, the National Mentoring Partnership released a report entitled “The Mentoring Effect”, that interviewed 18 companies that promote mentoring to their staff. The review found that engagement in youth mentoring provided key benefits for participating companies in creating mutually beneficial relationships for both mentors and mentees. Most importantly they found that youth with mentors were more likely to be successful in school, leaders in their communities, and to enter young adulthood with opportunities for ongoing education and career choices. Mentoring For Success strives to achieve, in partnership with the African American Achievement & Leadership Initiative, intentional individualized caring relationships with students through mentoring. The program encourages companies to get involved in their community by mentoring their future personnel pool.

Mentoring for Success (MFS) is SFUSD’s school based mentoring program and matches K-12 students with highly qualified and committed mentors. During the 2015-16 school year, of the African American students surveyed, 91% reported that the time spent with their mentor was meaningful and that their mentor cares about them. And 81% felt that the relationship helped them do better in school.

Together, MFS “matches” spend about an hour a week engaging in dynamic activities throughout the school year. MFS mentors focus on helping their mentees build lasting academic and social/emotional skills that contribute to improved attendance and positive engagement in the community. MFS offers this support by implementing two program options: One-to-One mentoring for students in grades K - 12 and Project Arrive Group Mentoring for 9th grade students.

**The Impact**

“It made me feel like I’m not completely alone at this school. And it’s been a good experience. I feel like since I’m not involved in any groups, I’m still involved in something”

~High school mentee in MFS

Mentors engage in a variety of asset building activities with students focused on leadership development, team building activities, and community service. MFS also encourages mentors to learn from their mentees. Mentors recognize that mentees have wisdom and skills to share with others.

In the context of African American students over-representation in truancy, suspension, and drop - out data, Mentoring For Success has made an intentional effort to connect African American students to a caring adult at the school site. In doing so, MFS seeks to create a more welcoming school climate for African American students and a deeper network of allies.
In 2013, a group of committed parents and SFUSD staff formed the African American Parent Advisory Council, a leadership group for parents, guardians, and caregivers of African American students in SFUSD. The AAPAC is a parent led organization that serves as a forum to hear the experiences and ideas of the San Francisco Unified School District’s African American parent community. In response, the AAPAC works to educate and inform parents of district and community resources, policies, and programs, and advocate for additional resources to the superintendent’s office and San Francisco Board of Education.

The general body of the AAPAC meets on the 3rd Thursday of each month during the academic school year, providing dinner and childcare to support the participation of parents, school staff, and community members in attendance. Since its founding, the AAPAC has received financial support from the Coordinating Early Intervening Services (CEIS) plan for coaching and counsel from family engagement experts. The AAPAC also partners with community-based organizations to host events including Reach Higher College Signing Day, the Black Family Cradle to College and Career Day Resource Fair and parent empowerment workshops.

During the 2015-16 school year, the AAPAC succeeded at adopting Operating Guidelines, hosting its first leadership election, and engaging with the Board of Education and Superintendent’s Office. In January 2016, SFUSD hired its first African American Parent Advisory Council Program Coordinator, Laticia Erving. In her role, Ms. Erving provides program and event support as well as trainings to build leadership capacity within the AAPAC. This year, she has also supported African American family engagement district-wide by helping build and advise site-based AAPACs. Erving is also working on supporting parent champions within site-based AAPACs to encourage their participation at the district level.

“Our goal is to increase the number of African American families who feel like they have an authentic voice and invitation to SFUSD’s decision making table. We want to build a sense of connectedness to their school sites and within our district,” says Erving. “This will help us get to the overall goal of our district and parent communities, higher achievement for ALL of our students.”

The Impact

In 2016 the AAPAC elected its first parent officers for the organization. Throughout the 2015-16 school year, the AAPAC wrote policy statements and letters of support for SFUSD’s Math Sequence alignment, Black History Awareness, and the Lowell High School Black Student Union (BSU). AAPAC also presented recommendations to the Board of Education on funding priorities for the Local Control and Accountability Plan (LCAP). The AAPAC met regularly to address issues such as, parent support for our teacher’s union, the criminalization of African American children, institutionalized racism and elevating the truth that Black Minds Matter. In May, AAPAC, in collaboration with various Community based organizations, hosted SFUSD’s first annual Reach Higher College Signing Day. Upon reflection of AAPAC efforts, Carl Barnes, parent of a Lincoln High School student and past Co-Chair of the AAPAC said, “What I realized is how powerful parents can be when we are engaged, encouraged and enlightened as our children’s advocates.”

Statistics at a Glance

CULTURE CLIMATE 2016 SURVEY FAMILY SENSE OF BELONGING

90%
80%
70%
60%

<table>
<thead>
<tr>
<th>Culture</th>
<th>Asian</th>
<th>White</th>
<th>African American</th>
<th>Latino</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>79%</td>
<td>79%</td>
<td>81%</td>
<td>85%</td>
</tr>
</tbody>
</table>

CORE survey administered through Panorama in Spring 2016.

Since Fall 2015

9 School-Site AAPACs Developed
126 Families Served

African American Parent Advisory Council

21
Black Student Union Engagement

In many high schools across San Francisco Unified School District (SFUSD), Black students represent only a small percentage of the student population. At times, Black students report that curriculum is not reflective of their culture and students experience continuous microaggressions from their peers and school staff. In these school environments, Black students seek communities of support that reflect their cultural experiences to combat their negative school experiences and advance academic persistence.

Black Student Unions (BSUs) serve as spaces for dialogue, comfort, and leadership for Black students. BSUs help Black students build leadership skills, strive for academic success, and develop a critical consciousness of their Black identity.

Support from San Francisco Alliance of Black School Educators, 100% College Prep Institute, and AAALI has helped bolster the existing services that many local BSUs have provided to their students, such as connecting students to college career readiness workshops, increasing member awareness of resources like academic counseling and scholarships, and building capacity of adult site representatives to better support the BSU. Identifying and sharing models of BSU student leadership is also a critical part of our youth leadership development efforts, and will be an important part of the work moving forward.

Anthony Amaro, who serves as the African American Postsecondary Pathway Coordinator for SFUSD, discusses the importance and role of BSUs in the district. “The Black Student Union is a hallmark of African American advocacy and leadership,” says Amaro, “further it provides student safe spaces and supports to achieve academically.”

The Impact

Kayla Smith is the BSU president of Wallenberg High School. Through the mentorship and assistance from Wallenberg, San Francisco State University BSU and AAALI, Wallenberg BSU is an exemplar of student leadership fostering student community on their campus. To many Black students at Wallenberg, BSU is a safe learning community that advances academic learning and sense of belonging. “BSU is important to Black students because they feel wanted and very much in a family environment. If they go to a school where different situations are happening or they do not have any friends, at least they know they have a BSU family to come and talk to.”

The work of building safe spaces for Black students remains an urgent priority given perceptions of the culture and climate of schools. Moving forward, SFUSD is working to connect our BSUs across sites and build consistent supports for BSUs on campus.
Implicit Bias Training

In the 2013-14 school year, Superintendent Carranza asserted that interrupting structural racism would become a top priority for the district. At the time, a design team for African American Achievement and Leadership was tasked with recommending focus areas for this effort, and subsequent research found reducing implicit bias to be among the most urgent needs in the district. In 2015 – 2016, the Office of Access and Equity tackled implicit bias by facilitating professional learning communities (PLC) on the topic for teachers, administrators and school staff at individual school sites.

Access & Equity’s professional development approach was grounded in self – reflection, learning, and conversations about race. It represented an intentional shift from technical strategies to reflecting on and challenging personal and professional belief structures.

“This approach is not strategy oriented but mindset oriented,” said Carla Llewelyn-Vasquez, who led the work as a Program Administrator in the Office of Access and Equity.

In the 2016 – 2017 academic year, strategies for addressing implicit bias are being incorporated into trainings for the supervisors of instructional coaches throughout the district. The work of the Office of Access & Equity helped surface the complexity of addressing implicit bias and the need for a system-wide and strategic approach. Implicit bias remains one of the primary barriers to addressing African American achievement and has been identified as a priority within the Student, Family, & Community Supports and Special Education Departments.

Since 2015, the Access and Equity team held professional learning communities at six different sites—engaging over 70 staff members and impacting approximately 400 African American students. School sites are in various stages of the professional learning series and they are committed to completing the curriculum.

While educators throughout the district have begun to grapple with mindsets that affect African American achievement, our data reflects a continued need to counter deficit – based attitudes towards African American students. Report cards for students’ Social Development and Work Habits reveal consistently lower ratings for African American students on several indicators: accomplishment of personal and academic goals, ability to approach challenges as learning opportunities, regulation of emotions, and working collaboratively with others. We hold that these scores reveal institutional bias towards African American students, not student ability.

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Statistics at a Glance

Social Development and Work Habits:
Regulates Emotions and Works with Focus

Students are assessed by their teachers to communicate progress. Figures above represent average scores that students meet in regulating emotions and working with focus. Source: SFUSD Standards-Based Report Card Grades TK - 5, 2016-2017.
Recruitment and retention of a high-quality, diverse teacher staff is a primary goal for SFUSD. We aim to build a teaching force that is reflective of our student population; our annual recruitment target for African American teachers is 10%. Our strategy to meet this target has included outreach to Historically Black Colleges and Universities, targeted recruitment and hiring events focused on diverse hiring and in partnership with local community organizations including Black Women Organized for Political Action (BWOPA) and Teachers for Social Justice, and focused outreach groups to identify, cultivate and support African American teaching candidates throughout the hiring process. In addition, we work closely with a targeted subset of school sites (including sites with high percentages of African American students) to set ambitious site-based recruitment goals and provide added capacity to meet those goals.

For the 2017-18 school year, we are excited to be launching the SFUSD Pathway to Teaching, an internal credential program aimed at providing a low-cost, high-support alternative pathway to the classroom. The target audience for this program will be current members of the SFUSD community (emergency teachers, substitutes, paraprofessionals, family members, volunteers etc.), and our recruitment target for African American participants is 10%.

We are also keenly aware of the importance of retaining teachers in SFUSD. We have increased outreach to and support for our emergency credentialed teachers to ensure they are making the credential progress necessary to stay in the classroom. Our Office of Professional Learning and Leadership has also increased its support for new teachers, providing individual mentor teachers and other supports as needed. We provide additional capacity to our targeted schools to help administrators, working with them to create ambitious retention goals, and helping them implement strategies proven to increase retention, including having “stay” conversations with teachers early and continuously throughout the year to communicate their value to the school and asking what is needed to keep them in the classroom.

California’s unprecedented teacher shortage, coupled with the high cost of living in San Francisco creates extremely difficult challenges in both recruitment and retention of teachers across the board. Despite this reality, we were able to increase the percentage of our new hires who identify as African American, from 6% in 2015 to 8% in 2016. However, our attrition rate has increased from 14% to 19% over the past five years, with slightly higher attrition rates for our African American teachers (20% in 2015). We have begun devoting additional resources to retention; this data confirms and calls for a stronger focus on retention.
Coordinated Early Intervening Services (CEIS) Plan

In 2010, SFUSD was identified as a district disproportionate in the over-identification of African American students for Special Education and for Suspension and Expulsion. A district is identified as disproportionate when a pattern of disproportionality is seen consecutively over 2-3 years. Identification as Significantly Disproportionate is determined when the imbalance is consecutive over four years. In July 2012, SFUSD was identified as Significantly Disproportionate for the over-identification of African American students for Emotional Disturbance (ED). SFUSD is sanctioned to implement a Coordinated Early Intervening Services (CEIS) Plan to disrupt practices that result in disproportionately identifying African American students for special education as emotionally disturbed. To fund this effort, 15% of the Individuals with Disabilities Education Act (IDEA) grant is redirected to fund general education strategies intended to disrupt practices that result in disproportionality. SFUSD is in the 3rd year of this sanction that started in the 2012-13 school year.

In developing the CEIS plan, SFUSD used a three-pronged approach to guide its root cause analysis to address equity and disproportionality. This included (1) A Self-Assessment of needs using the Wisconsin Annotated Checklist for Addressing Racial Disproportionality in Special Education, School Climate Survey, and Inclusive Practices Survey; (2) Review of District-Wide Data Points and 3) Special Education Data.

Implemented Strategies include:

- Establishment of Task Force to develop specific strategies to address the needs of general education students who exhibit intensive behaviors.
- Establishment of a panel to review qualifications for students being assessed for emotional disturbance; student demographic information is part of the panel presentation to ensure cultural impact is addressed.
- The development of a Discipline Matrix created with community feedback that includes a menu of interventions, supports and alternatives to suspension.
- Development of Multi-tiered Systems of Support (MTSS) for Positive Behavioral Interventions and Supports (PBIS) in the general education setting.

Since 2011 – 2012, the CEIS plan lowered the Alternative Risk Ratio for African American students by 33%. This measure indicates that the likelihood of an African American student being classified as emotionally disturbed compared to other racial groups has been lowered by a third.

Statistics at a Glance

2015-2016 SPECIAL EDUCATION ENROLLMENT BY ETHNICITY

Number of enrolled students of a specific ethnic group divided by the total number of special education students.
Source: SFUSD Research Planning & Assessment, 2015 - 2016

- African American: 17.14%
- Latino: 38.35%
- Asian: 20.83%
- White: 10.82%
- Other: 12.85%

OUR DISTRICT PARTNERSHIP
Safe & Supportive Schools

The Student, Family and Community Support Division (SFCSD) has coordinated resources and services to reduce disproportionality in discipline and improve school climate with a special emphasis on African American students. The Restorative Practice Resolution inspired and gave permission to site staff to move away from zero tolerance discipline policies to processes that emphasized community building, social skill development, and restoration.

The Safe and Supportive Schools Resolution guides us to work with students and staff in supportive but less controlling ways so as to authenticate their voices and establish ownership over their own teaching and learning experience. This idea has allowed us to develop student voice and empowerment as a key part of addressing disproportionality of discipline and other social justice challenges as they emerge in our practice.

Social Workers, Counselors, Nurses and other supports have been allocated to schools in a multi-tiered system of support to address the needs of all students. Staff capacity to support African American students has been provided through the Safe & Supportive Schools Resolution and the subsequent implementation plan which includes training in Cultural Competence, Social Emotional Learning, Positive Behavior Interventions and Supports, Trauma Informed Practices, Restorative Practices, and Applied Behavioral Analysis.

A data system (BASIS) has been developed to track Office Discipline Referrals, Truancy, and Behavioral and Academic Interventions by race. Five Behavior Action Triage (BAT) teams respond to needs at school sites and build capacity around climate and positive behavior with the specific mission of disrupting disproportionality of discipline. Elementary and Middle School sites with Emotionally Disturbed (SOAR) programs are prioritized with higher BAT staffing ratios and additional resources to maximize opportunities for SOAR students to be successfully included in general education classes. (Most students in SOAR classes are African American)

Overall suspensions for African American students continue to decline, however, African American students continue to be disproportionately represented in Office Discipline Referrals and Chronic Absenteeism. These statistics show that we need to double-down our efforts to improve school climate systems, cultural competence, and positive classroom management practices to support our African American students. Implicit Bias continues to be one of the primary barriers to African American achievement in SFUSD.

Statistics at a Glance

AFRICAN AMERICAN STUDENT REPRESENTATION OF TOTAL SUSPENSIONS

Number of suspensions involving African American students divided by the total number of suspensions in a school year. Source: SFUSD, 2012 - 2016

OUR DISTRICT PARTNERSHIP
In October 2014, the City and County of San Francisco, the San Francisco Unified School District and the San Francisco Foundation joined as co-sponsors of President Obama’s My Brother’s Keeper Community Challenge. Collectively, the co-sponsors entered a national movement and endorsed all six cradle-to-career goals of My Brother’s Keeper. After eighteen months of conducting an inventory, holding community forums and workshops, the San Francisco Alliance for My Brother & Sister’s Keeper (the “Alliance”) was formed.

In addition to work launched within SFUSD’s African American Achievement & Leadership Initiative, MBSK has catalyzed and sustained significant work from the City & County of San Francisco to support African American youth and families through Black to the Future and HOPE SF.

Black to the Future is a city – supported, community – driven collaborative focused on supporting Black residents ages 18 - 35. Through numerous studies and community feedback these residents were identified to have the highest unmet needs and the lowest connection to services of any cohort. As a result, the consortium’s goal is to address five focus areas critical to the success of the cohort: family support and advocacy, education, health and wellness, violence prevention, and workforce development.

HOPE SF is the nation’s first large-scale public housing community development and reparations initiative aimed at disrupting intergenerational poverty, reducing social isolation, and creating vibrant mixed income communities without mass displacement of current residents. Today, nearly 2,000 of the 5,000 HOPE SF residents are school-aged young people, most with educational barriers, limited connection to career pathways, and seemingly trapped in generational poverty.

Through a partnership between SFUSD and HOPE SF, 8 “HOPE SF elementary schools” closely in proximity to HOPE SF housing sites, receive targeted resources (training in trauma, student attendance, family engagement, data analysis, etc.) to serve nearly 300 of the children from HOPE SF. Whereas only 47% of students across all four HOPE SF communities had proficient attendance in 2011, 61% now attending school regularly. Additionally, 75% of HOPE SF 4-5 year-olds attend a high-quality pre-school. While progress is being made there is still much to be done around removing family barriers, improving academic performance, and supporting our older youth.

As the Alliance moves into the second year of its five-year commitment to My Brother & Sister’s Keeper, it seeks to build stronger accountability structures that respond to the needs of our most vulnerable youth.

### Shared Outcomes of Improvement

<table>
<thead>
<tr>
<th>Kindergarten Readiness</th>
<th>Family Justice</th>
<th>High School Graduation</th>
<th>Economic Power</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AFRICAN AMERICAN</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24%</td>
<td>51%</td>
<td>82%</td>
<td></td>
</tr>
<tr>
<td><strong>LATINO</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ASIAN</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>51%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WHITE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>82%</td>
<td></td>
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</tbody>
</table>

The Self-Sufficiency Standard for a family with two adults, one preschooler, and one school-age child in San Francisco in 2014 was $79,092. Source: Human Services Agency analysis of 5-Year American Community Survey PUMS data, 2011.
In 2010, Bridge to Success was established through grant funding to increase post-secondary achievement among San Francisco youth. This initiative continues today with the support of a three million dollar Innovation Award from the California Department of Finance. This partnership includes the San Francisco Unified School District (SFUSD), City College of San Francisco (CCSF), and San Francisco State University (SFSU). The initiative seeks to double the percent of SFUSD students who obtain a 4-year college credential - with a specific focus on African American and Latino youth. SFUSD and CCSF have continued this critical, equity-focused work, leveraging each other's resources as well as relationships with schools and community partners to implement approaches grounded in both programming and policy.

The partnership coordinates its efforts through five work groups, including one focused on Post-Secondary Success. This group has worked with AAALI staff to focus on African American students matriculating to CCSF and ensure they complete their enrollment process and connect to a campus resource. “With AAALI, we're working to do intensive outreach to students who haven't enrolled or told us where they plan to go, and also provide supports for students to help them through the application process once they start,” says Noah Lystrup, Bridge to Success' Program Coordinator.

AAALI and Bridge to Success plan to continue hosting events for SFUSD seniors and developing strategies to ensure African American CCSF students persist to obtain a work credential or transfer to a 4-year university. Events such as the annual Black Student Welcome Day provide opportunities for African American students to connect with mentors, community based organizations and campus resources. Also, FRISCO Day, an annual spring event educates graduating seniors about CCSF retention programs, financial aid resources and enrollment steps.

Bridge to Success has identified graduating class of 2015 African American high school seniors who need support, including 130 students who have yet to send out their transcripts or prepare college applications and 32 students who have yet to complete the CCSF application process. AAALI & Bridge to Success developed outreach strategies to connect these students with resources to aid in enrollment.

“Now, we've got to include students more in our process,” says Lystrup of Bridge to Success' next moves. “For example, we discovered that the Black Student Union (BSU) at City hosts weekly study jams only after we hosted our own jam. Now, we know to support their efforts.”

Statistics at a Glance

SFUSD Class of 2011 - 2012 Baseline Data

1 IN 4 SFUSD AFRICAN AMERICAN GRADUATES
ATTENDED CITY COLLEGE OF SAN FRANCISCO

CITY COLLEGE OF SAN FRANCISCO
*PERSISTENCE TO NEXT TERM
Source: City College of San Francisco, 2011-2012
*Persistence refers to the act of continuing towards an educational goal

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>81%</td>
</tr>
<tr>
<td>White</td>
<td>74%</td>
</tr>
<tr>
<td>Latino</td>
<td>71%</td>
</tr>
<tr>
<td>African American</td>
<td>58%</td>
</tr>
</tbody>
</table>

OUR COMMUNITY PARTNERSHIP

SFUSD

FRANCISCO STATE UNIVERSITY
In September 2015, the Deputy Superintendent of Instruction, Innovation, and Social Justice and Special Assistant for African American Achievement and Leadership launched the African American Internal Oversight Committee. The AAIOC convened SFUSD Department Chiefs and Assistant Superintendents to monitor existing work to support African American students and families, launch new projects, and track annual and interim goals to improve African American achievement in SFUSD.

In the 2016 – 2017, the Superintendent’s Leadership Team (SLT) is sponsoring a more expansive effort to impact outcomes for African American students. Along with the focus on African American achievement within the SLT, most of the major leadership teams within the district are taking steps to put intentional and responsive supports in place for African American students. This includes but is not limited to the following teams:

**Superintendent’s Leadership Team** (chaired by the Interim Superintendent Leigh): The SLT is focusing on African American student achievement in the Bayview as the key focus area for the 2016 – 2017 academic year. The SLT’s intent, from the sphere of influence of each central office division, is to improve the conditions of Bayview schools in order to set the stage for accelerating of academic outcomes.

**Talent & Culture** (chaired by Chief of Human Resources): a cross section of representatives from Human Resources, Labor Relations, Legal, and LEAD is focused on recruitment, retention, and labor negotiations. One key goal of this work is to develop a human capital strategy to support our underserved schools, particularly in the Bayview, understanding that the identification of effective teachers to these sites is a key factor and foundation upon which to build.

**Resource Management & Impact or SMART** (chaired by Interim Superintendent Leigh): this group, made-up of a cross section of Chiefs from across various divisions is focused on assessing our School Year 2016 – 2017 investments and future investments through the lens of impact on AA achievement.

“The African American Achievement & Leadership Initiative team plays a critical role in outlining the work in this area, but it falls on all teams to make it happen,” says Deputy Superintendent Guadalupe Guerrero, “it keeps us sharing ownership and accountability for the initiative and provides a space for us to think and deliberate around the strategy that we want to launch.” Through stronger oversight of African American achievement efforts, district leadership hopes to see conversations about African American achievement become routine to the way that teams function throughout the district. “It’s important to draw from best practices and research, and broker how other departments are making a contribution toward the initiative,” says Guerrero, “Now our challenge is, how do we institutionalize this more firmly within the organization?”
# THEORY OF ACTION SCORECARD

As the African American Internal Oversight Committee enters its second full – year of implementation, the AAIOC team will impact a set of PK – 12 indicators through a combination of program implementation, program and policy advocacy, and monitoring of existing initiatives across departments and their impact on African American achievement.

## Theory of Action

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Growth Mindset</strong></td>
<td>Increase in student Growth Mindset score on CORE Survey</td>
<td>No baseline</td>
<td>No goal set</td>
<td>57%</td>
</tr>
<tr>
<td>Focus on how to effectively engage, affirm, and empower African American students and families</td>
<td>Increase in families that strongly agree that they feel a sense of belonging and school connectedness</td>
<td>No baseline</td>
<td>No goal set</td>
<td>90%</td>
</tr>
<tr>
<td><strong>Student Readiness</strong></td>
<td>Increase Kindergarten readiness</td>
<td>55%</td>
<td>55%</td>
<td>52%</td>
</tr>
<tr>
<td>Provide comprehensive wraparound supports to guarantee African American student readiness to learn</td>
<td>Increase in middle school readiness rate</td>
<td>No measure</td>
<td>No measure</td>
<td>No measure</td>
</tr>
<tr>
<td></td>
<td>Increase in high school readiness rate</td>
<td>27.8%</td>
<td>33%</td>
<td>30.5%</td>
</tr>
<tr>
<td></td>
<td>Reduce African American suspensions as percent of all suspensions</td>
<td>42.3%</td>
<td>40%</td>
<td>43.9%</td>
</tr>
<tr>
<td></td>
<td>Reduce disproportionate special education placement (risk ratio)</td>
<td>ARR = 5.52</td>
<td>ARR = 5.0</td>
<td>Not released by CDE</td>
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<tr>
<td></td>
<td>Reduce the chronic absentee rate</td>
<td>30% (ES) 20% (MS) 24% (HS)</td>
<td>13% (ES) 12% (MS) 22% (HS)</td>
<td>28.1% (ES) 20.6% (MS) 26.2% (HS)</td>
</tr>
<tr>
<td><strong>Academic Support</strong></td>
<td>Increase in 3rd grade SBAC math proficiency</td>
<td>16.8%</td>
<td>24%</td>
<td>18.8%</td>
</tr>
<tr>
<td>Ensure African American students receive rigorous, relevant instruction, and academic supports</td>
<td>Increase in 8th grade SBAC math proficiency</td>
<td>10.7%</td>
<td>15%</td>
<td>12.6%</td>
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<tr>
<td></td>
<td>Increase in 11th grade SBAC math proficiency</td>
<td>9.7%</td>
<td>15%</td>
<td>10.3%</td>
</tr>
<tr>
<td></td>
<td>Increase in 3rd grade SBAC ELA proficiency</td>
<td>15.7%</td>
<td>23%</td>
<td>15.9%</td>
</tr>
<tr>
<td></td>
<td>Increase in 8th grade SBAC ELA proficiency</td>
<td>16.1%</td>
<td>25%</td>
<td>17.4%</td>
</tr>
<tr>
<td></td>
<td>Increase in 11th grade SBAC ELA proficiency</td>
<td>35.2%</td>
<td>44%</td>
<td>33.2%</td>
</tr>
<tr>
<td></td>
<td>Increase the A – G graduation rate with a grade of C or better</td>
<td>24.6% (Class of ’14)</td>
<td>28%</td>
<td>31.7% (Class of ’15)</td>
</tr>
<tr>
<td></td>
<td>Increase the 4 – year cohort graduation rate</td>
<td>64.3% (Class of ’14)</td>
<td>71%</td>
<td>71.2% (Class of ’15)</td>
</tr>
</tbody>
</table>
In collaboration with community partners, families, students, and district staff, the AAALI team has identified high leverage strategies that will be piloted in the 2016-2017 school year:

**BLACK STAR LEADERSHIP ACADEMY**

The Black Star Leadership Academy will be held in selected schools throughout the 2016-2017 school year and following school years. This workshop series seeks to equip African American freshmen students with the vital knowledge and skills needed to successfully navigate high school. Students will experience rigorous and engaging learning activities designed to build knowledge about course selection and completion, deepen engagement in their school, and acquire higher education preparedness skills. Additionally, the Office of College and Career Readiness plans to run an AVID pilot program next summer to support these students until 11th grade.

**AFRICAN AMERICAN MALE ACHIEVEMENT PROGRAM**

In 2016-2017, SFUSD has partnered with Oakland Unified School District’s African American Male Achievement to launch coursework on African American male cultural identity. The “Mastering Our Cultural Identity: African American Male Image” course will be offered at four schools in 2016-2017 school year: Martin Luther King Jr., Visitacion Valley, Willie L. Brown Jr. Middle Schools as well as Mission High School. This course is grounded by contemporary youth culture and media, historical data, and the latest research in psychology and positive thinking. The course supports students in their exploration of cultural identity options, managing emotions, and fostering a positive sense of purpose in their roles as valuable family and community members.

**CASE STUDY SCHOOLS**

SFUSD’s Assistant Superintendents will embark on a process to enhance African American English Language Arts (ELA) and Math achievement by identifying and improving programs, interventions, and strategies currently in place at several case study schools. This approach will use academic and social-emotional data to identify and strengthen elements of instruction and school climate to ensure that African American students thrive. In this leadership network, Assistant Superintendents will collaborate with district staff to analyze findings from the case study schools and accelerate action plans that bolster literacy and math scores for African American students at all SFUSD schools.
Attracting & Retaining Quality Teachers. SFUSD does not ensure that there is a stable cohort of high-quality teachers in our highest-need schools. We believe that the primary factor to retain teachers is to provide a full range of supports which include ongoing coaching, collaboration and schoolwide professional development. In addition, appropriate financial incentives can attract teachers to higher-need schools. Nonetheless, we have not determined the right mix of supports and incentives to recruit and retain teachers.

Ensuring Rigorous Instruction & Intervention. There is varying fidelity to SFUSD’s strategies for core instruction in our classrooms. As a result, classroom instruction (Tier 1) is not ensuring grade-level performance for the vast majority of African American students in SFUSD. Combined with inconsistent access to research-based Tier 2 and Tier 3 interventions, many of our African American students fall farther and farther behind grade-level standards the longer they are in our system.

Enhance and Improve Coordination of Wraparound Supports. Many of SFUSD’s African American students and families require greater access to high-quality wraparound services that address school attendance, physical and mental health, social and emotional wellness, financial and housing stability. SFUSD has yet to fully scale a Community Schools model in the Bayview, where a greater proportion of African American families live. In order to do, SFUSD must deepen partnerships with the City & County of San Francisco and leverage the Our Children, Our Families Council to accelerate the creation of a wraparound demonstration site in the Bayview. If SFUSD scales and resources a community schools model in the Bayview, it will aid African American students readiness to learn in the classroom.

Reducing Implicit Bias. While progress has been made over the last several years, there is continued evidence that we are over-suspending and over-referring African American students for special education services. Even in traditional classroom settings, bias is evident in interactions between school staff and students, school staff and parents, and even between students and between parents. As a result, SFUSD must integrate and expand cultural competence and implicit bias training in all of its professional learning opportunities. Doing so would improve relational trust with the African American community, promote greater African American family engagement in schools, and greater trust in public schooling. Furthermore, SFUSD educators can elevate diverse learners in classrooms by representing information in multiple ways, developing multiple methods of engagement, and providing students multiple ways to express their intelligence.

As a school system and community we can deliver on these needs. In order to do so, we have to cultivate leaders that have empathy with our African American students and families and that will be unrelenting in demanding a baseline of culturally responsive professional learning for all educators that interact with our young people. We have to build even stronger coalitions with our community partners and develop a strategy that honors the role we all play in African American student and family success.

This work requires our courage, humility, and action.
BLACK POWER SIMPLY MEANS: LOOK AT ME, I’M HERE. I HAVE DIGNITY. I HAVE PRIDE. I HAVE ROOTS. I INSIST, I DEMAND THAT I PARTICIPATE IN THOSE DECISIONS THAT AFFECT MY LIFE AND THE LIVES OF MY CHILDREN. IT MEANS THAT I AM SOMEBODY.

- Whitney M. Young
  National Urban League
  Civil Rights Activist
EDUCATION IS THE PRIMARY TOOL OF EMANCIPATION AND LIBERATION FOR AFRICAN-AMERICANS IN OUR FIGHT FOR TRUE EQUALITY IN THIS COUNTRY.

- Earl G. Graves
  Black Enterprise Magazine
  Founder