THE AFRICAN AMERICAN ACHIEVEMENT AND LEADERSHIP INITIATIVE (AAALI)
Resolution 155 – 12A1: In Support of the Achievement and Success of All African American Students in the San Francisco Unified School District
Our Challenge

How might we create a community of support around our African American students?

• Deliver a high-quality educational experience to African American students
• Make the talents and needs of our African American students front and center
• Deliver a counter-narrative
African American Village Roundtable

Building Hope

Growth Mindset For All

Belonging

Mattering
African American Village Roundtable

- 6 schools
- 5 students at each school
- PK – 12
Resolution 155 – 12A1: *In Support of the Achievement and Success of All African American Students in the San Francisco Unified School District*

- African American Community Council
- African American Parent Advisory Council
- African American Achievement Plans & Village Roundtable
- African American Internal Oversight Committee
- African American Postsecondary Pathway
African American Data – On – Track Rates


<table>
<thead>
<tr>
<th>Beg. of fall</th>
<th>Beg. of spring</th>
<th>Beg. of summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td>Grade 10</td>
<td>Grade 11</td>
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<tr>
<td>Percent of On-Track Students</td>
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High School Timeline

Class of 2019: 70.9%
Class of 2018: 51.3%
Class of 2017: 65.7%
Class of 2016: 44.4%
Class of 2015: 32.0%
Class of 2014: 42.9%

0.0% 20.0% 40.0% 60.0% 80.0% 100.0%
African American Postsecondary Pathway

African American students graduate high school, persist through postsecondary, and enter competitive careers

• Met with over 60 students in conducting seven different Black Student Union (BSU) focus groups
• Currently have exceeded prior year Beyond 12 sign – ups with 111 students currently enrolled across 15 workshops
• Based on student feedback, secured a Google.org 3 – year, $1 million grant to staff financial aid advising for African American students
# African American Postsecondary Pathway – Progress Monitor

### Key

<table>
<thead>
<tr>
<th></th>
<th>GPA</th>
<th>Attendance</th>
<th>D's or F's</th>
<th>Postsecondary Plan</th>
<th>College Preparatory Course</th>
<th>CBO Program</th>
<th>STEM Experience</th>
<th>Summer Job</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GPA</strong></td>
<td>Y = Student has above 2.5 GPA</td>
<td>N = Student has below 2.5 GPA</td>
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<tr>
<td><strong>Attendance</strong></td>
<td>Y = Student has below 87.5% attendance rate</td>
<td>N = Student has above 87.5% attendance rate</td>
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<tr>
<td><strong>D's or F's</strong></td>
<td>Y = Student has 2 or more D's or F's</td>
<td>N = Student has less than 2 D's or F's</td>
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<tr>
<td><strong>Postsecondary Plan</strong></td>
<td>Y = Student has completed Plan Ahead plan &amp; uploaded online</td>
<td>N = Student has not completed Plan Ahead plan &amp; uploaded online</td>
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<tr>
<td><strong>College Preparatory Course</strong></td>
<td>An entry signifies student enrolled in at least one college preparatory course</td>
<td>No entry signifies student not enrolled in at least one college preparatory course</td>
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<tr>
<td><strong>CBO Program</strong></td>
<td>An entry signifies student enrolled in at least one high quality CBO Program</td>
<td>No entry signifies student not enrolled in at least one high quality CBO Program</td>
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<tr>
<td><strong>STEM Experience</strong></td>
<td>An entry signifies an organization that has provided STEM experience to student</td>
<td>No entry signifies no organization has provided STEM experience to student</td>
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<tr>
<td><strong>Summer Job</strong></td>
<td>An entry signifies an organization has hired student for summer job</td>
<td>No entry signifies no organization has hired student for summer job</td>
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Ongoing Critical Work

• Strengthening school – site supports for African American students
• Developing an engaging curriculum that celebrates local and national African American history and culture
• Providing spaces for African American students and families to feel safe and welcome on campuses
• Supporting Tier 1 instruction in classroom settings with large African American student populations and deploying Tier 2 and Tier 3 supports in a more coordinated manner
# Goal Scorecard

## Theory of Action

### Support all students and educators to develop a growth mindset

- **Summative Target**: G1: Increase in student Growth Mindset score on CORE Survey
- **Baseline**: No baseline
- **Year 1 Target**: No goal set

### Focus on how to effectively engage, affirm, and empower African American students and families

- **Summative Target**: G1: Increase in families that strongly agree that they feel a sense of belonging and school connectedness
- **Baseline**: No baseline
- **Year 1 Target**: No goal set

## Provide comprehensive wraparound supports to guarantee African American student readiness to learn

- **G1**: Increase Kindergarten readiness
  - **Baseline**: 50%
  - **Year 1 Target**: 55%

- **G2**: Increase in middle school readiness rate
  - **Baseline**: No current measure
  - **Year 1 Target**: No current measure

- **G3**: Increase in high school readiness rate
  - **Baseline**: 27.8%
  - **Year 1 Target**: 33%

- **G4**: Reduce disproportionate suspensions
  - **Baseline**: 42.6% of total suspensions
  - **Year 1 Target**: 40% of total suspensions

- **G5**: Reduce disproportionate special education placement (risk ratio)
  - **Baseline**: ARR = 8.57
  - **Year 1 Target**: ARR = 8.2

- **G6**: Reduce the chronic absentee rate
  - **Baseline**: 30% (ES), 20% (MS), 24% (HS)
  - **Year 1 Target**: 13% (ES), 12% (MS), 22% (HS)
### Ensure African American students receive rigorous, relevant instruction, and academic supports

<table>
<thead>
<tr>
<th>Theory of Action</th>
<th>Summative Target</th>
<th>Baseline</th>
<th>Year 1 Target</th>
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</thead>
<tbody>
<tr>
<td>G1: Increase in 3rd grade SBAC math proficiency</td>
<td>12% (ES)</td>
<td>16% (ES)</td>
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<tr>
<td>G2: Increase in 8th grade SBAC math proficiency</td>
<td>11% (MS)</td>
<td>12% (MS)</td>
<td></td>
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<tr>
<td>G3: Increase in 11th grade SBAC math proficiency</td>
<td>10% (HS)</td>
<td>20% (HS)</td>
<td></td>
</tr>
<tr>
<td>G4: Increase in 3rd grade SBAC ELA proficiency</td>
<td>17% (ES)</td>
<td>19% (ES)</td>
<td></td>
</tr>
<tr>
<td>G5: Increase in 8th grade SBAC ELA proficiency</td>
<td>17% (MS)</td>
<td>20% (MS)</td>
<td></td>
</tr>
<tr>
<td>G6: Increase in 11th grade SBAC ELA proficiency</td>
<td>36% (HS)</td>
<td>50% (HS)</td>
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<tr>
<td>G7: Increase the A – G graduation rate with a grade of C or better</td>
<td>24.60%</td>
<td>28%</td>
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<tr>
<td>G8: Increase the 4 – year cohort graduation rate</td>
<td>64.3%</td>
<td>71%</td>
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</table>
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Thank You