



The Education Trust–West

State of California Black Students

Summit on Educational Excellence for African Americans

UCLA, June 26, 2015



The Education Trust—West

The Education Trust – West is an Oakland-based statewide educational policy, research, and advocacy organization that works for the high academic achievement of all students at all levels, pre-K through college. We expose opportunity and achievement gaps that separate students of color and low-income students from other youth, and we identify and advocate for the strategies that will forever close those gaps.

“THE MANHOOD DEVELOPMENT PROGRAM IS IMPORTANT BECAUSE IT’S CLOSE TO REALITY. IT TEACHES ME THINGS THAT CONNECT TO WHAT I LEARN FROM OUTSIDE OF CLASSROOM AND BRINGS IT TOGETHER. [THE PROGRAM] WORKS ALONGSIDE MY OTHER TEACHERS. BLACK MEN EDUCATING THEMSELVES. WE DON’T ALWAYS LEARN ABOUT OUR OWN SUCCESS. THE MANHOOD DEVELOPMENT PROGRAM DOES EXACTLY THAT.”

Toussaint Stone, 11th Grader

What we see...

Black boys and girls at an early age are less likely to have access to preschool programs

Black students are twice as likely as White students to be identified for special education

Black students tend to be punished more harshly than White students *for the same behavior*

Black students are twice as likely to feel unsafe at school as White students

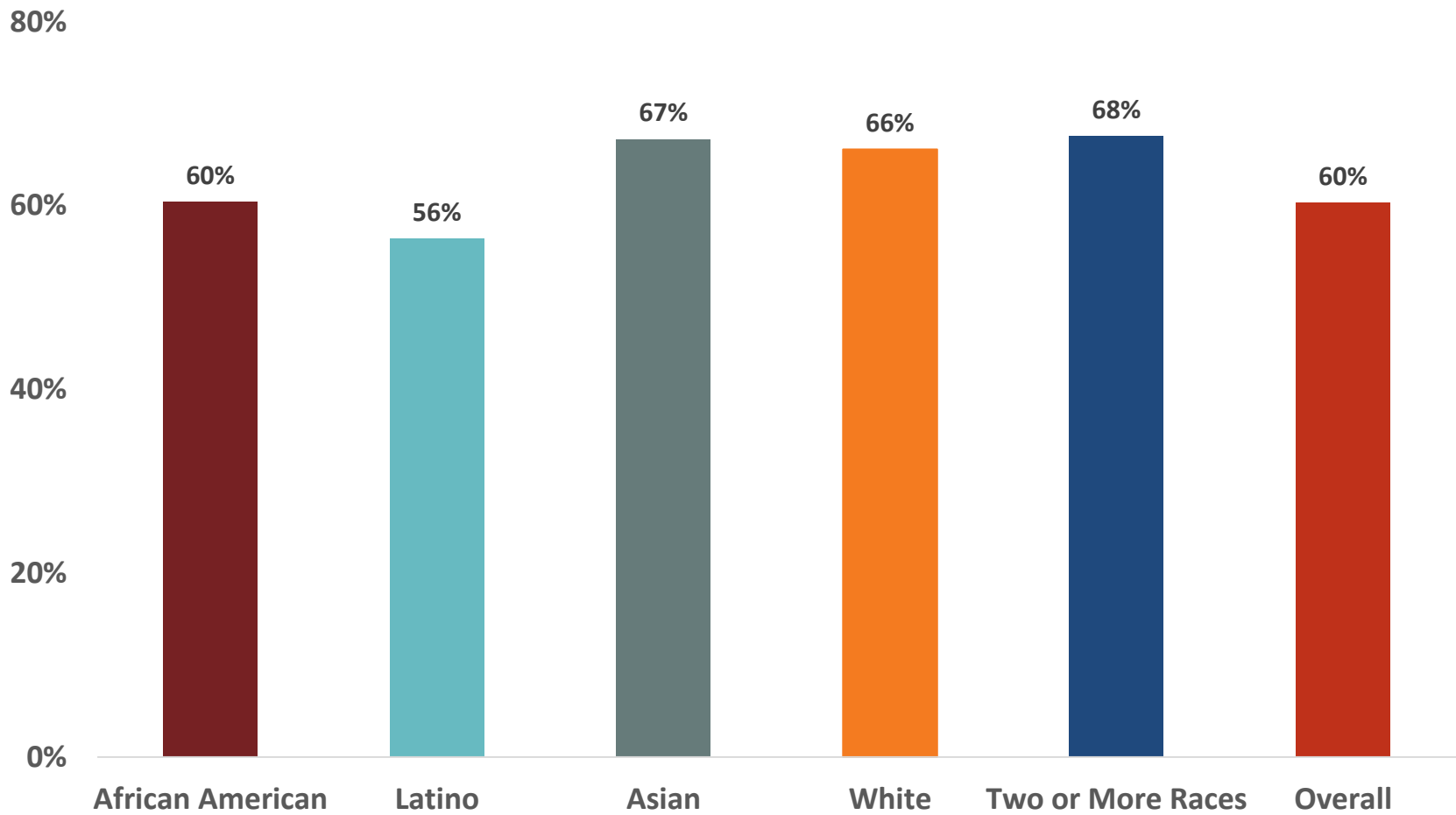
In LAUSD Black students are twice as likely as their White and Asian peers to be taught by the least effective teachers in a district

California K-12 Public School Enrollment 2014-15

Group	Number of Students
State	6,235,520
African American	373,280 (6%)
Latino	3,344,431 (54%)
Asian	545,720 (9%)
White	1,531,088 (25%)
Other	441,001 (6%)

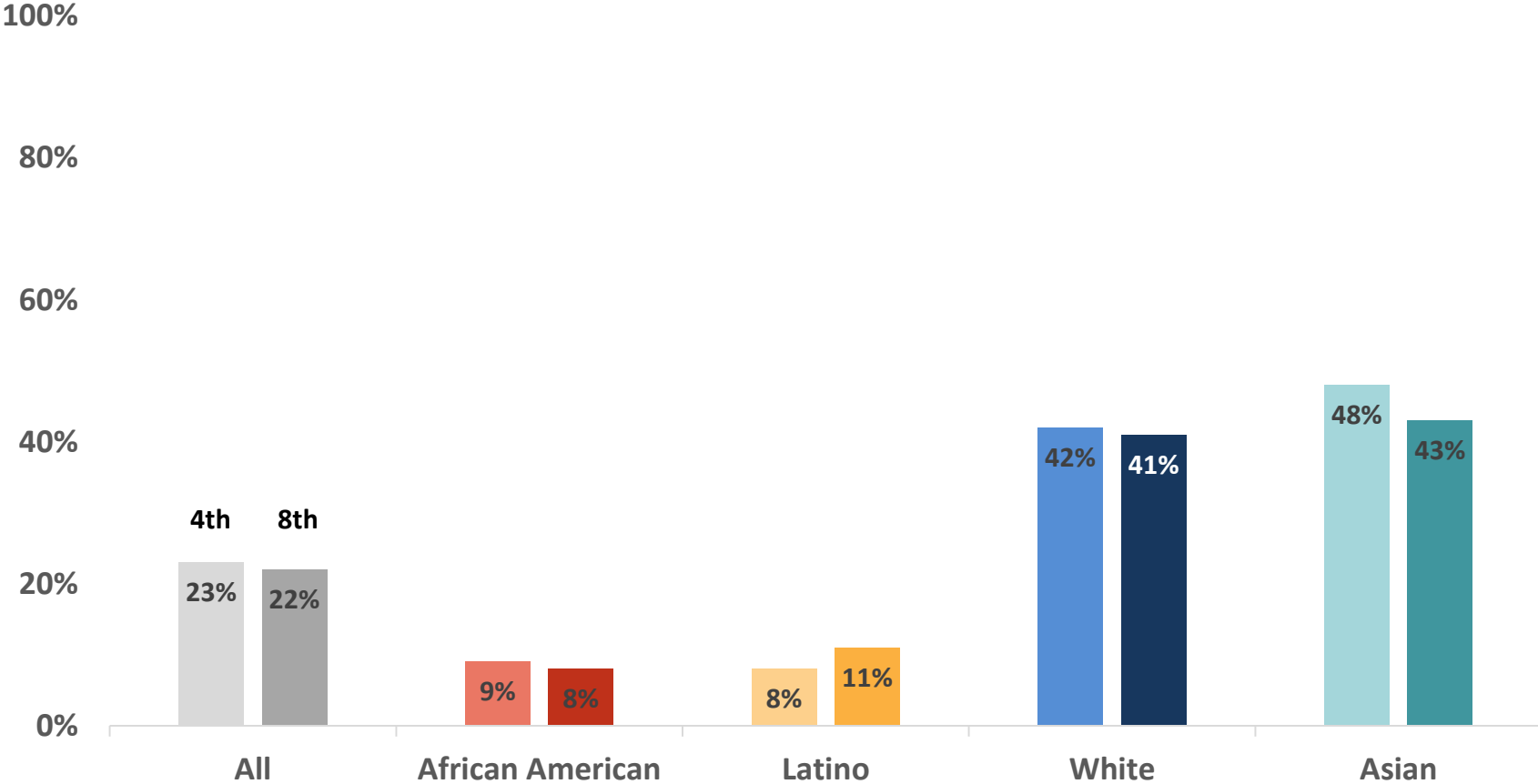
Source: California Department of Education, 2015.

California 3- to 4-Year-Olds Enrolled in Preschool 2009-2011



Source: Population Reference Bureau, analysis of data from the U.S. Census Bureau's American Community Survey 2013 microdata files (Dec. 2014).

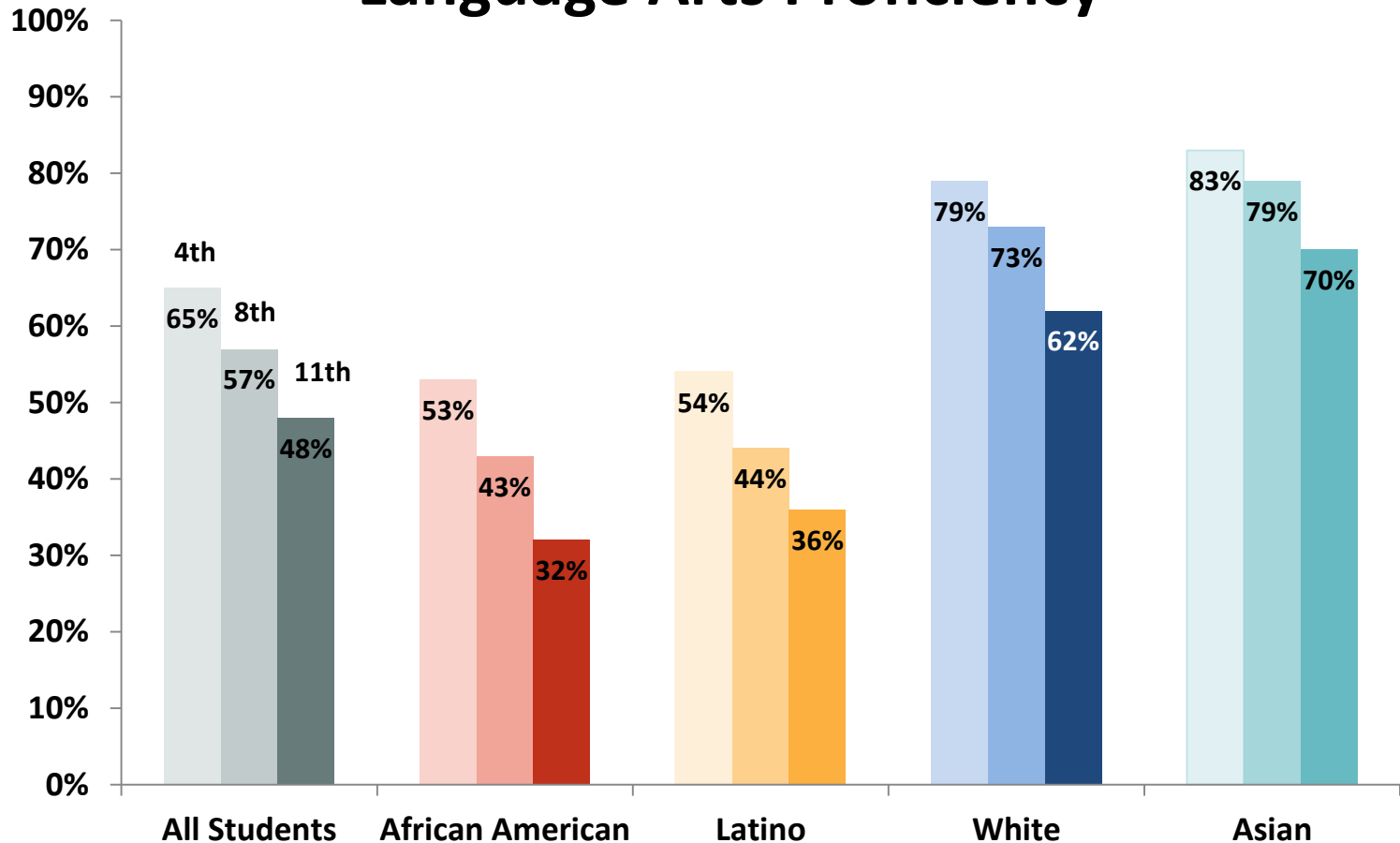
Fewer than 1 in 10 Black students are proficient in Science



Percent of 4th and 8th grade California students proficient in Science

Source: National Assessment of Education Progress. 4th grade results from 2009 assessment and 8th grade results from 2011 assessment.

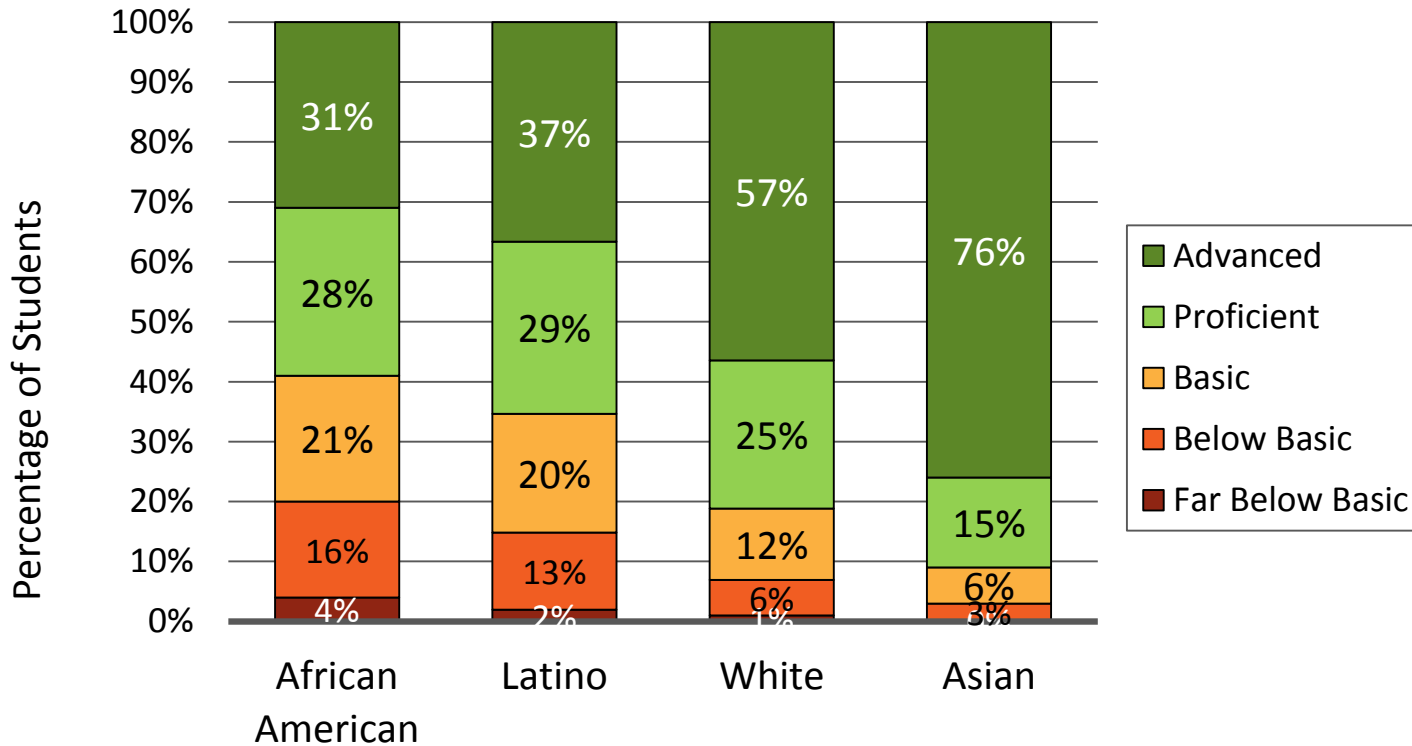
Disparities remain across grade levels in English Language Arts Proficiency



Percent of 4th, 8th, and 11th grade California students proficient in English language arts on the 2013 California Standards Test

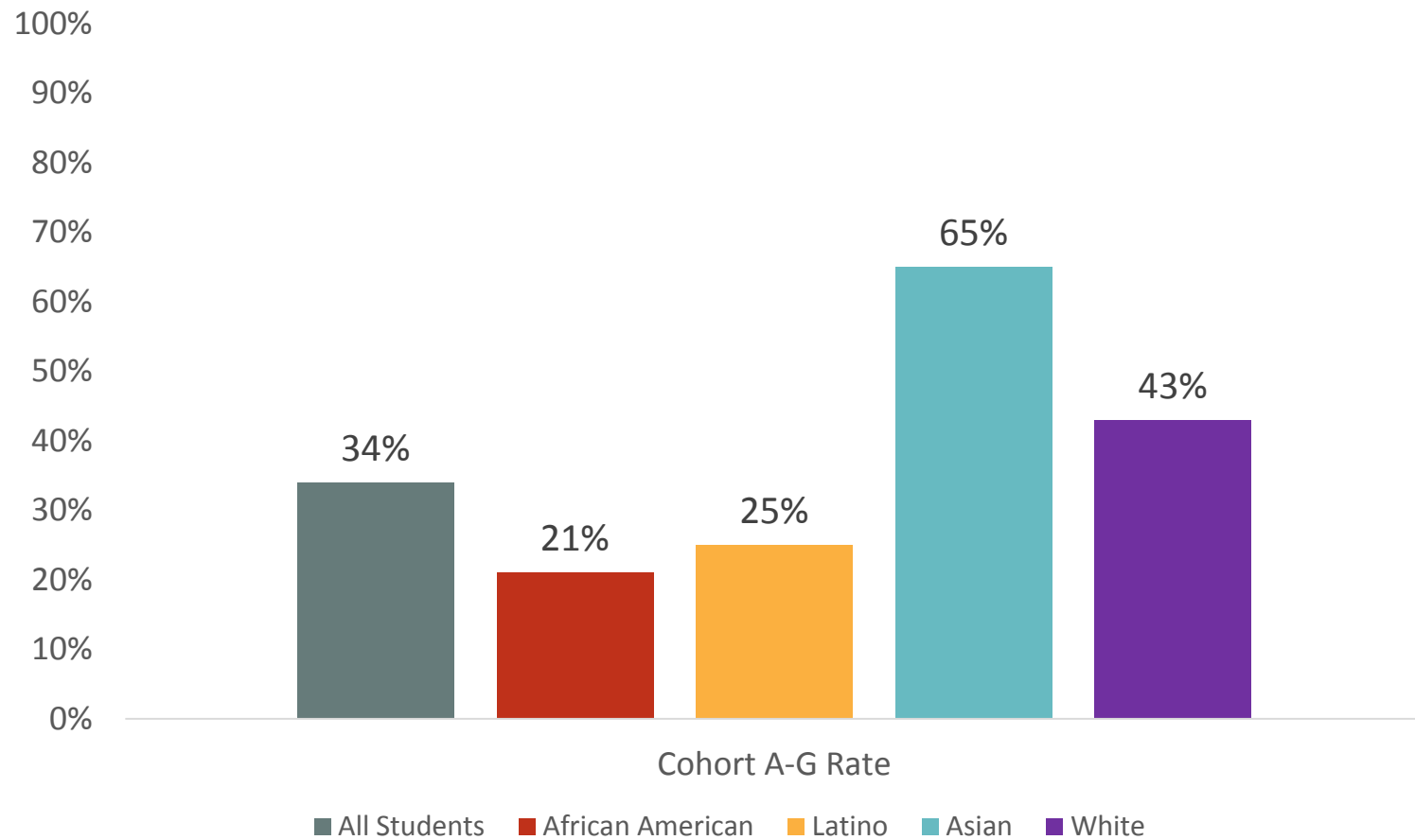
Source: California Department of Education, 2013

4 out of 10 Black 4th graders in CA are not proficient in math



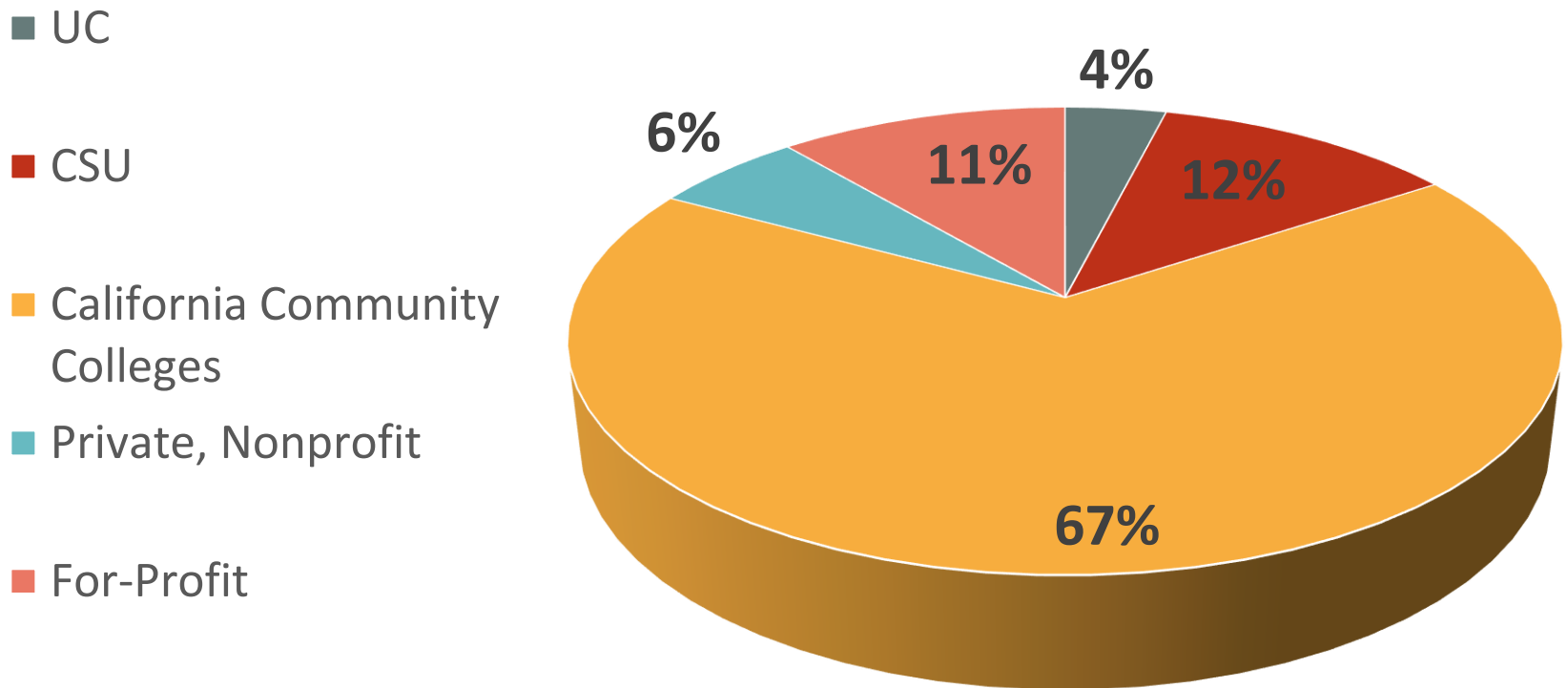
California Standards Test 4th Grade Mathematics Proficiency,
by Ethnicity (2013)

Percentage of 2014 cohort who graduated with completed A-G courses



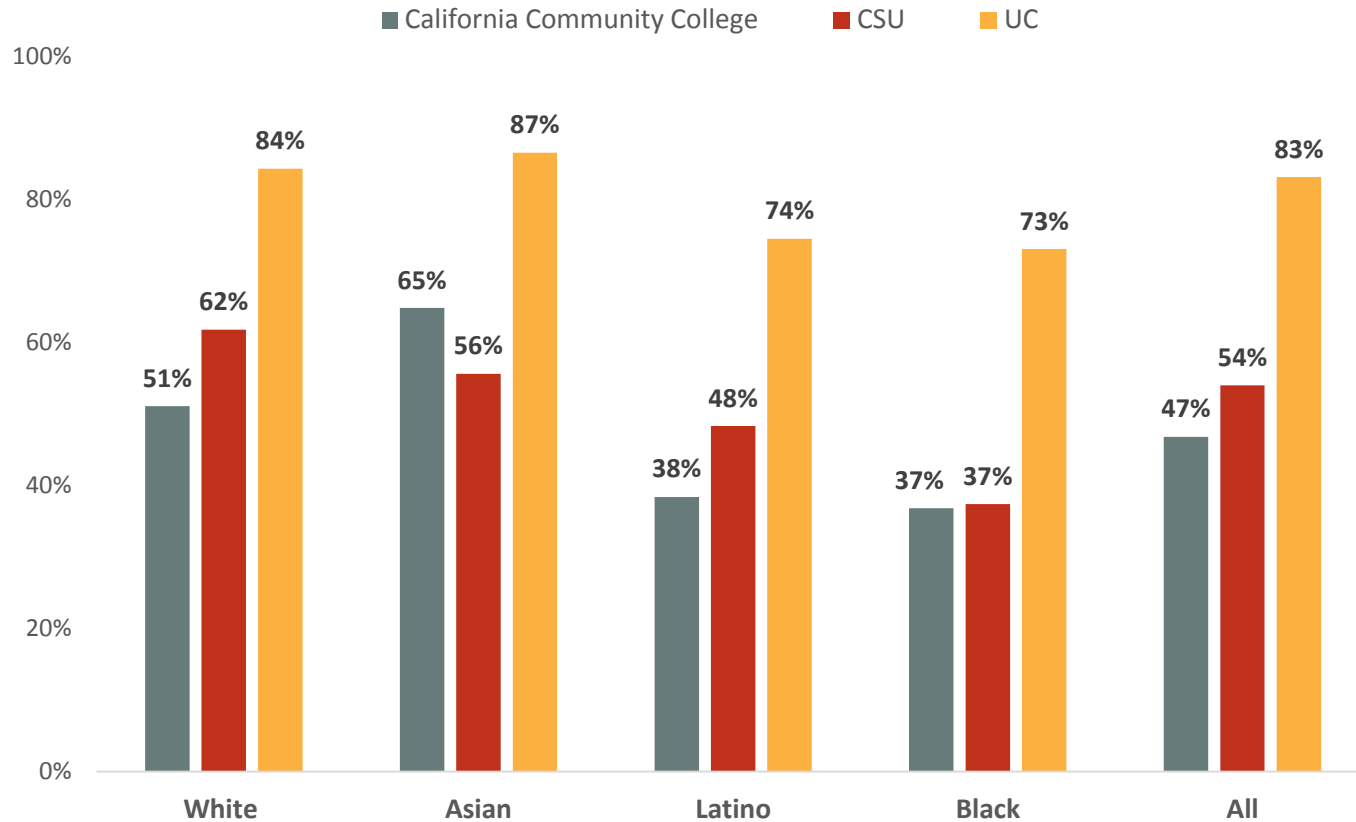
Source: California Department of Education, 2013, Education Trust-West analysis

Institution types attended by California's Black first-time freshmen



U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. Retrieved from Integrated Postsecondary Education Data Systems (IPEDS), 2013.

College completion rates



6-Year graduation/completion rates for freshmen beginning in 2008 (2007 for UCs)

Source: California Community Colleges Chancellor's Office 2015 Statewide Student Success Scorecard; CSU Division of Analytic Studies; UC Office of the President, 2015.

Changes in California Policy Landscape

POLICIES AFFECTING BLACK STUDENTS

Over the last 150 years, federal and state laws have played an enormous role in shaping the educational opportunities and school conditions faced by Black children.



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1852 – As part of California's **fugitive slave law**, the state bans Black children from California public schools—even though California is a free state.



1974 – In *Milliken v. Bradley*, the U.S. Supreme Court prohibits desegregation across school district lines, causing re-segregation as white students flee to affluent suburban districts.

1964 – Title VI of the Federal Civil Rights Act prohibits any programs receiving federal funds, including public schools, from discriminating on the basis of race, color, national origin, or sex.



2001 – The federal **No Child Left Behind Act** includes the requirement that public schools report achievement data for ethnic subgroups, surfacing achievement gaps and requiring action based on those gaps.



2011 – The California State Assembly creates the **Select Committee on Boys and Men of Color**, releasing its 2012 Action Plan with 67 recommendations related to health, education, employment, violence prevention, and youth development.

2008 – California State Superintendent of Public Instruction Jack O'Connell convenes the California Pre-kindergarten through Higher Education Council, directing the Council to release a report with recommendations for **Closing the Achievement Gap**.

1978 – In *Regents of the University of California v. Bakke*, the U.S. Supreme Court upholds affirmative action when it rules that universities can consider race and ethnicity in admissions decisions. However, it prohibits schools from using specific quotas.



1852 1872 1930 1947 1964 1974 1978 1996 2001 2008 2009 2011 2014

1872 – Preceding *Plessy v. Ferguson* by 6 years, the California Supreme Court, in *Ward v. Flood*, upholds segregation as “separate, but equal” and supports a public school’s refusal to admit a Black student.

1930-1950 – With the second wave of the **Great Migration**, the Black population explodes in California, increasing by 500%.



1996 – California voters approve **Proposition 209**, ending affirmative action in California’s public institutions. As a result, between 1995 and 1998, the number of Black, Latino, and Native American students drops by 58% at UC Berkeley and 53% at UCLA.



2014 – **Assembly Bill 420** is signed into law, eliminating suspensions for willful defiance for grades K-3, and eliminating expulsions for willful defiance for K through 12th grade.



1947 – After a public school refuses to admit a Mexican American student, *Mendez v. Westminster School District* strikes down school segregation in California. This case prompts the California Legislature to repeal school segregation laws and paves the way for *Brown v. Board of Education* in 1954. Nevertheless, school segregation persists due to the lack of systemic desegregation efforts and continuous discriminatory housing practices.



2009 – The California State Board of Education creates an **African American Advisory Committee** to “help better understand the issues concerning the achievement gap that exists between Black students and their counterparts.”




A new funding formula

In July 2013, California dramatically reformed the way it funds school districts. The new law, the Local Control Funding Formula (LCFF), replaced a system, dating back to the 1970's, that was:

❌ Outdated

❌ Irrational

❌ Unfair

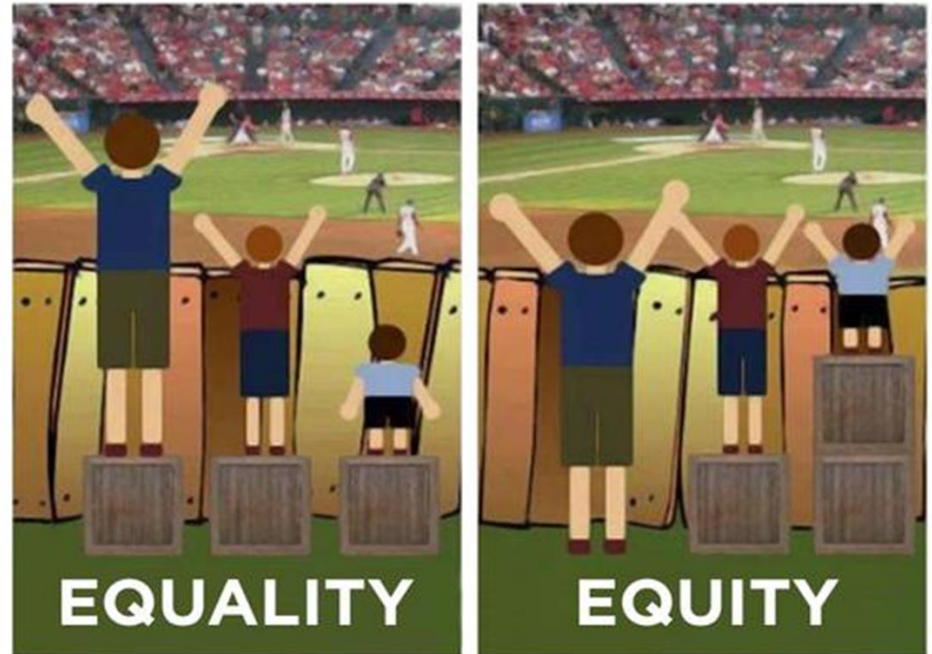


School districts serving more low-income and English learner students often received *fewer* state resources than school districts serving wealthier communities.

LCFF is About Equity

“Equal treatment for children in unequal situations is not justice.” – Governor Jerry Brown, January 2013 State of the State speech

- LCFF recognizes that students with additional academic needs – low-income, English language learner, and foster youth students - also need additional financial resources to support their education
- LCFF is an important step toward closing opportunity and achievement gaps that separate many students from their more advantaged peers.



Major Shifts in Standards in California

- ✓ Common Core, English Language Development, and Next Generation Science Standards
- ✓ Increased academic rigor and relevance
- ✓ Increased emphasis on content-rich non-fiction, academic language, and inquiry
- ✓ Standards allow for cross-state comparability, portability and resource sharing
- ✓ New assessments

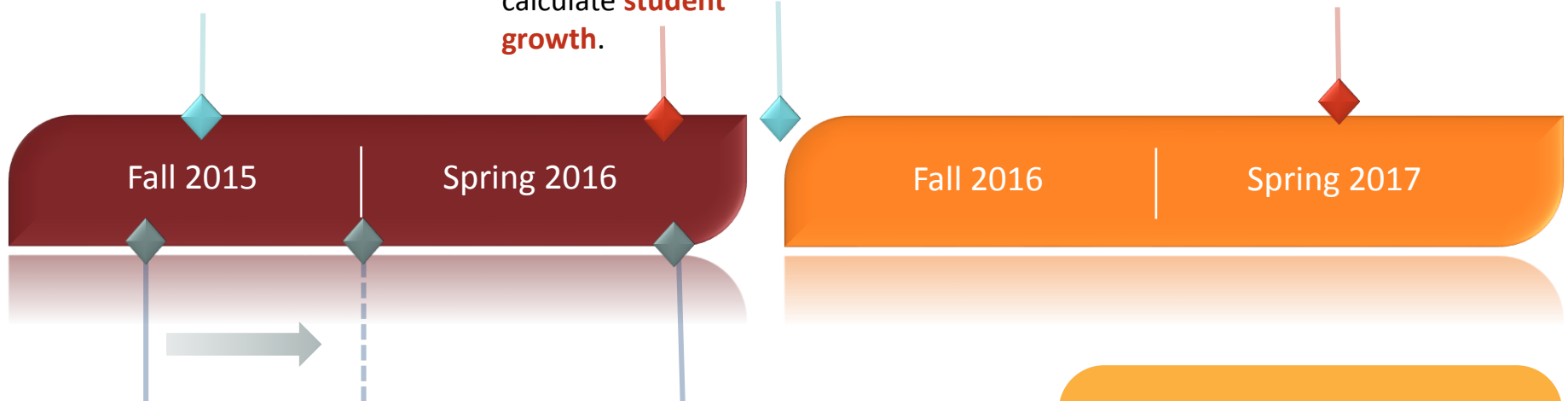
Accountability Timeline

By Nov. 2015: The SBE has said that it will create a **Framework and Implementation Plan** for the new accountability system.

The CDE will have 2 years of new test data and *could* calculate **student growth**.

July 2016 and forward: SBE to prioritize sets of indicators for **annual determinations** of school and district performance.

The CDE *may* wait until it has a 3rd year of test data before it calculates **student growth**.



At Sept. meeting, SBE scheduled to approve **final Evaluation Rubrics**
(UNLESS LEGISLATURE EXTENDS TIMELINE – COULD BE MOVED TO JAN. 2016)

The earliest we could have **Evaluation Rubrics** is for the 2016-17 LCAP planning cycle, but even then, there would likely not yet be state-populated data. More realistically, these will be usable for 2017-18 planning.

Earliest a full accountability system could be in place – Fall 2016, far more likely Fall 2017

Promising Practice

Emerging Trends

- Increased access to preschool and other school readiness programs
- Departments and task forces focused on improving academic achievement for Black youth
- Heightened focus on school climate issues that disproportionately affect Black youth
- Parent engagement efforts targeted at Black parents
- College going support programs focused on Black youth
- Focus on increasing student voice in decision-making

Early Years

San Francisco

Preschool for All

Provides high-quality early learning programs

- **Funded** in part by state dollars and in part by local dollars raised through a voter-approved measure
- **Guaranteed** placement for four-year-olds that is free for all low-income families
- **Professional development** includes high standards coupled with support through training and career counseling
- **Partnerships** with external resource-focused organization provide additional supports like early literacy and mental health consulting

San Francisco

Preschool for All

Results

- Preschool for All participants show a 3-4 month advantage in early literacy and early math skills
- 12% increase in the number of Black children attending preschool compared to before Preschool for All

In Bayview

- Predominantly Black neighborhood in SF
- 75% of 4 year olds in Bayview enrolled in preschool

School Years

Oakland Unified School District

Manhood Development Program

Elective Course Core Components

- Recruitment and development of Black male teachers
- Empowering curriculum focused on combatting negative stereotypes
- Leadership development
- Transformative Mentorship

Oakland Unified School District

Manhood Development Program

Impact

- 650 students enrolled this school year at 8 High Schools, 8 Middle Schools, 2 Elementary school
- Students show significant gains in:
 - Critical thinking skills
 - Communication skills
 - Goal setting
- In two years, 8% of students went from below grade level to at or above grade level reading skills
- 20% of students showed increased attendance rates

East Side Union High School District

Targeted Academic Supports for Black Students

Actions Outlined in LCAP

- Creating individualized Learning Plans for every Black student, updated twice a year
- Establishing school-based Black student unions
- Enrolling 90 percent of Black students in middle school to high school summer bridge program

Postsecondary

The CSU African American Initiative

- “Super Sunday” program in partnership with Black churches
 - CSU representatives visit over 100 to make presentations about how to navigate the higher education process
- “Super Saturday” college fairs for families feature info on the application process, housing, financial aid and more
- Briefings with religious leaders to strengthen relationships between the initiative and community groups

The CSU African American Initiative

- Train-the-trainer workshops, and annual conference equip community education advisors with the knowledge and skills needed to support middle and high school students aspiring to college.
- Since the program began, it has reached over 100,000 people
- CSU staff hold quarterly planning meetings with local church and community leaders to collaborate and evaluate their work

Preliminary District Level Recommendations

- Leverage the newfound flexibility and targeted spending requirements of the Local Control Funding Formula to provide programs specifically targeting Black youth.
- Increase efforts through initiatives, task forces, and collaborative work with community based organizations to target the specific needs of Black students.
- Include parents, students, and community members in crucial district and school-site decision-making. Provide information and capacity building to enable full stakeholder participation.
- Implement and expand higher education academic and social support programs to improve Black students' college persistence and graduation rates.



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