



A CASE FOR ACTION

DIRECTED AT AFRICAN AMERICAN PUBLIC SCHOOL
STUDENTS & THEIR FAMILIES

Dr. Rex Fortune and Matt
Taylor
February 1, 2017
Sacramento, CA

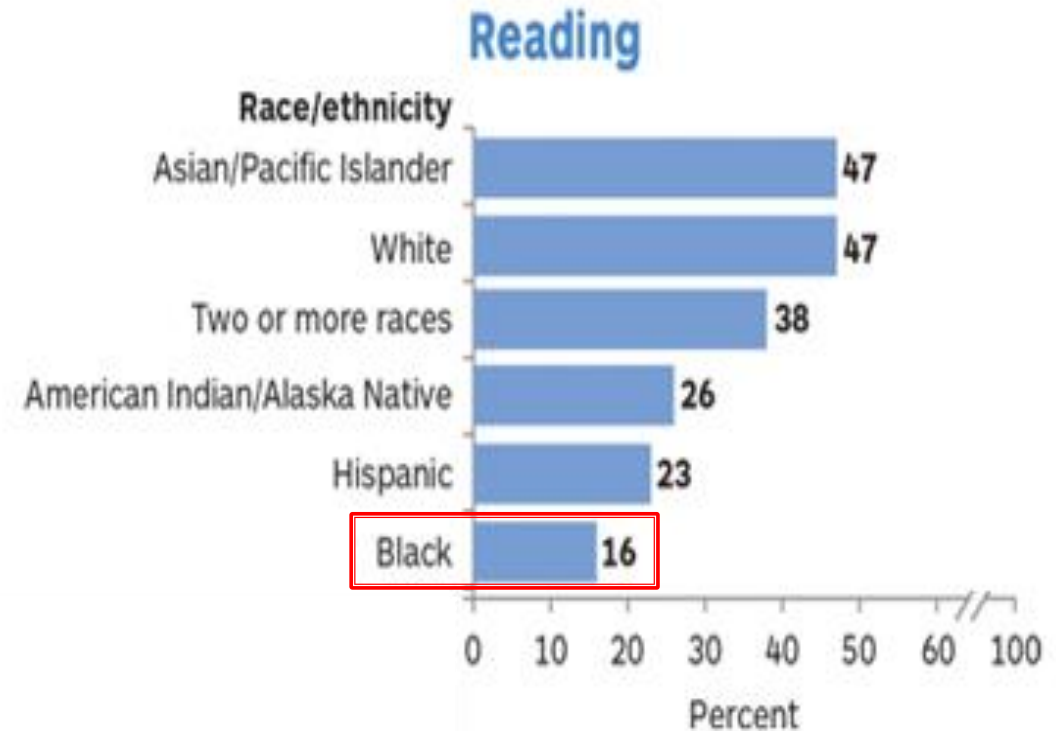
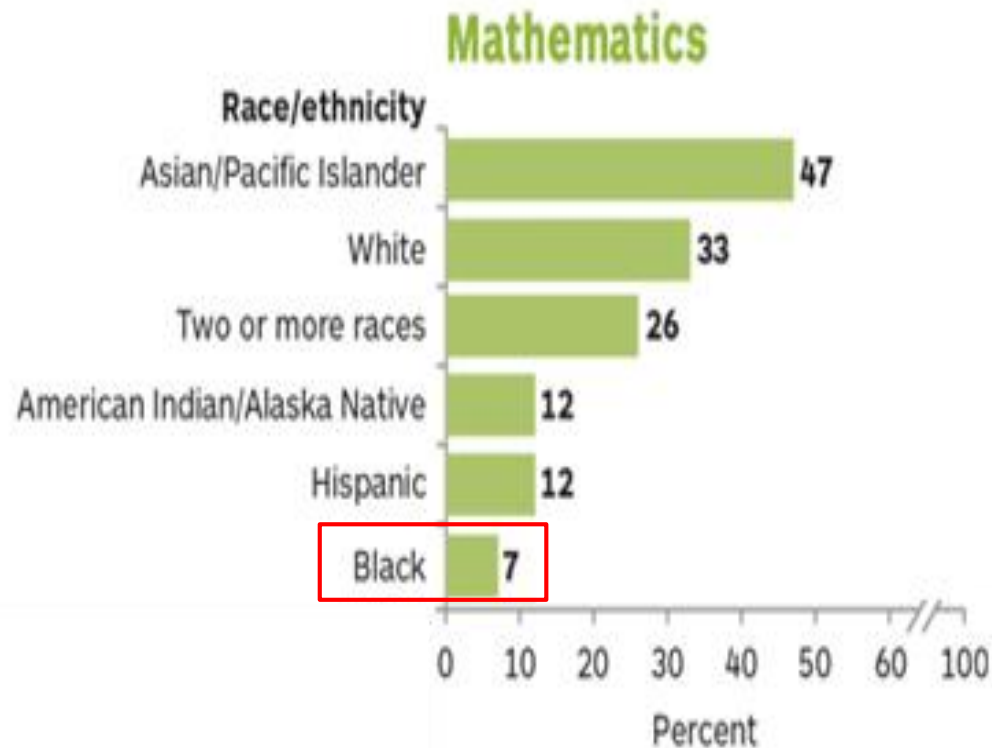




WHY ARE WE HERE?

The Academic Achievement Gap Is Persistent: NAEP Data

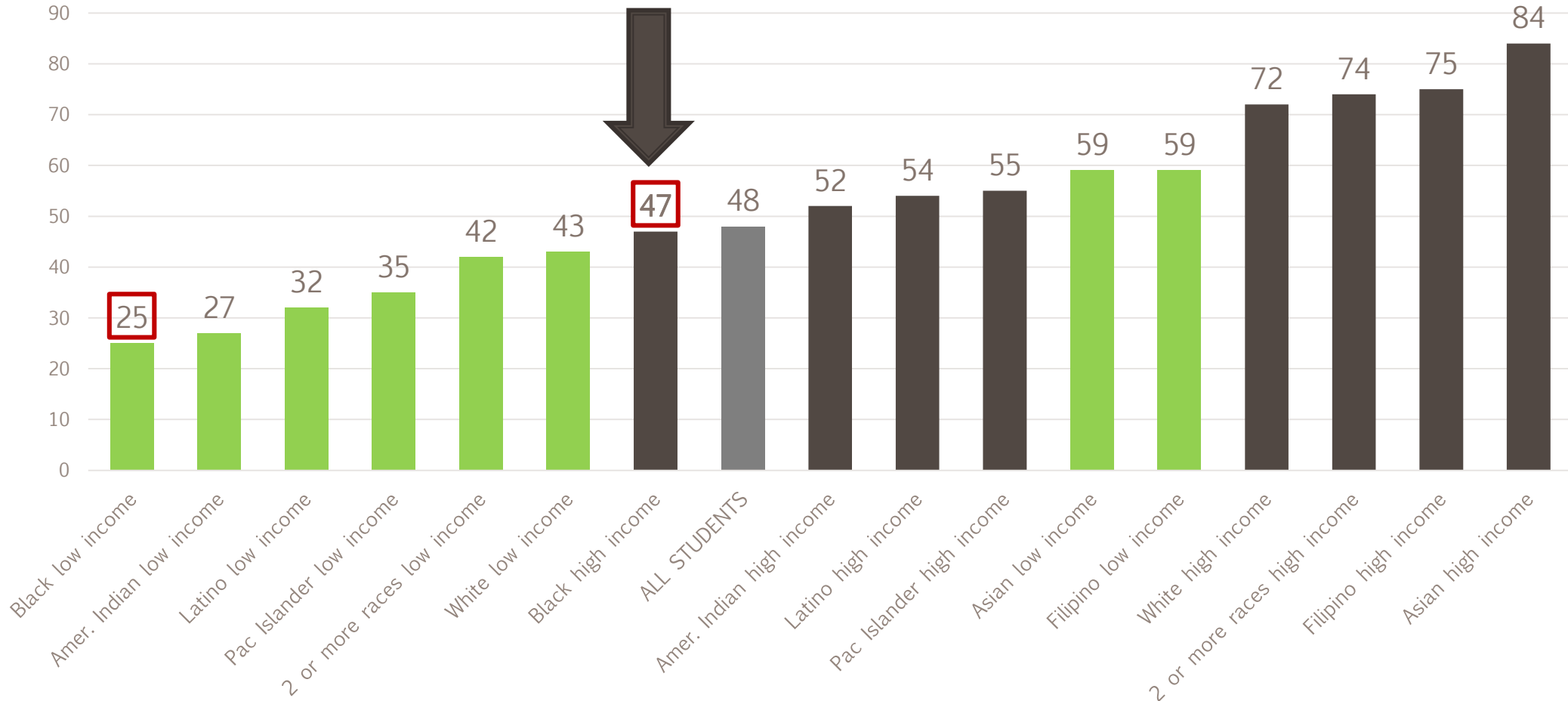
African American Students are the lowest performing ethnic group throughout the Nation.



National Assessment of Educational Progress (NAEP)
Percentage of students at or above the Proficient level in 2013

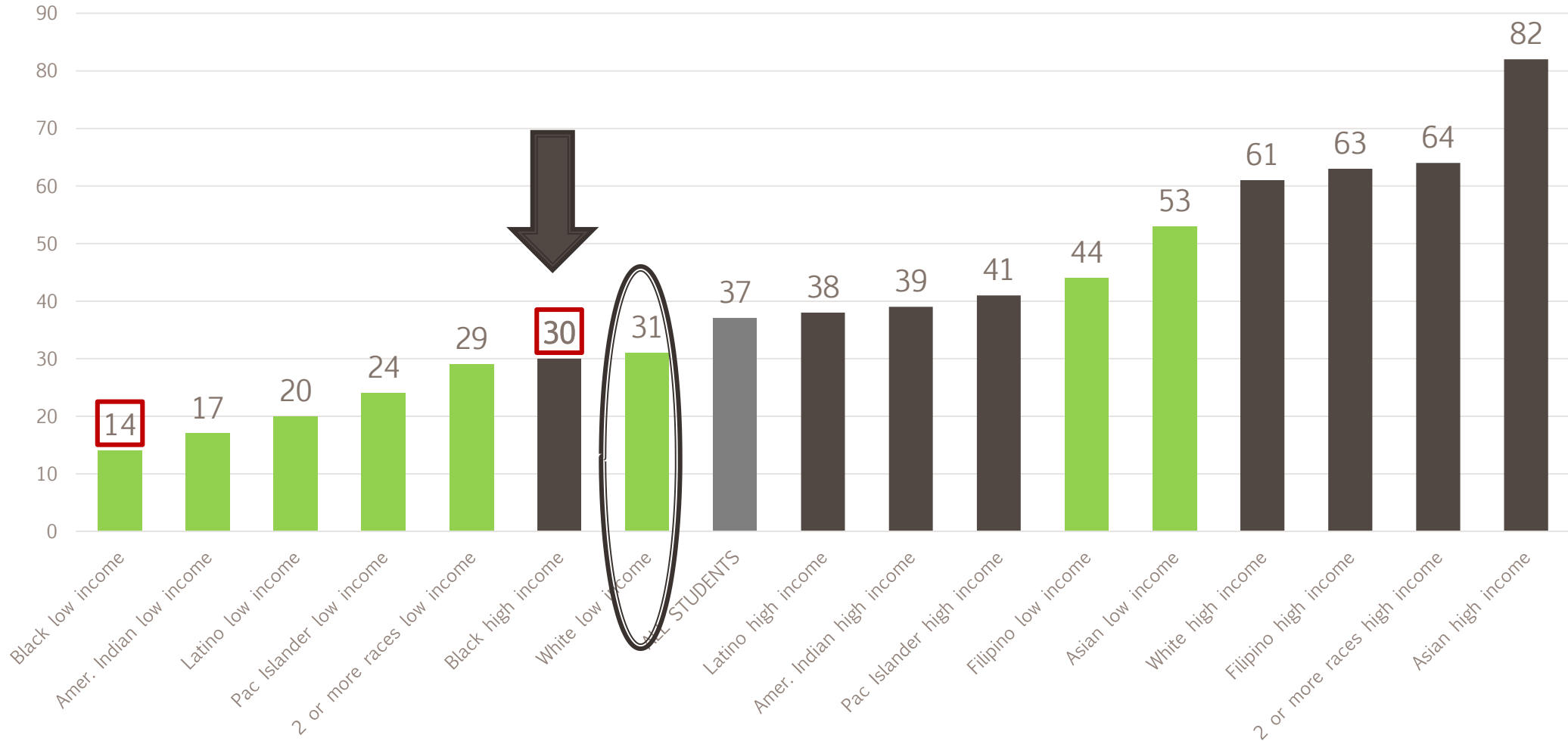
California Assessment of Student Performance and Progress (CAASPP)

English Language Arts 2016 % Met or Exceeded



California Assessment of Student Performance and Progress (CAASPP)

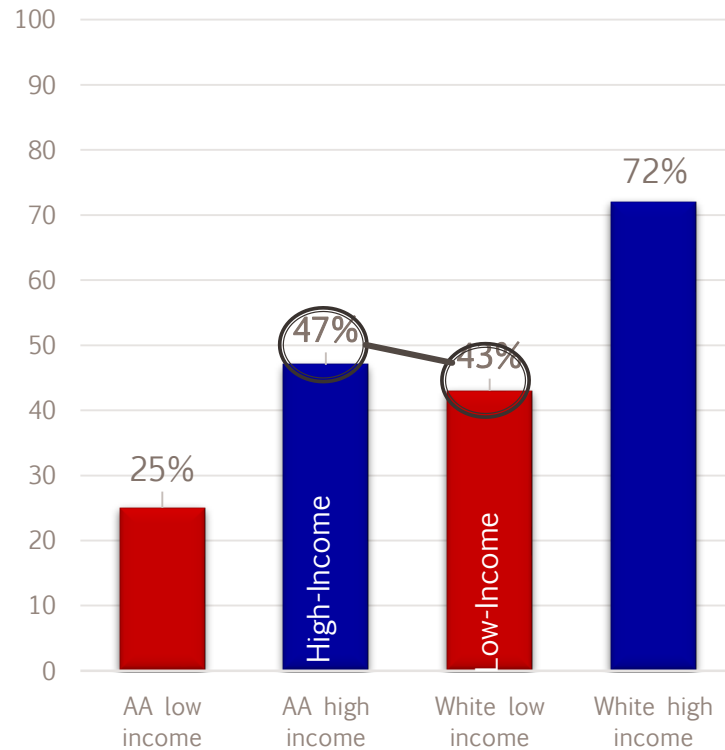
Math 2016 % Met or Exceed



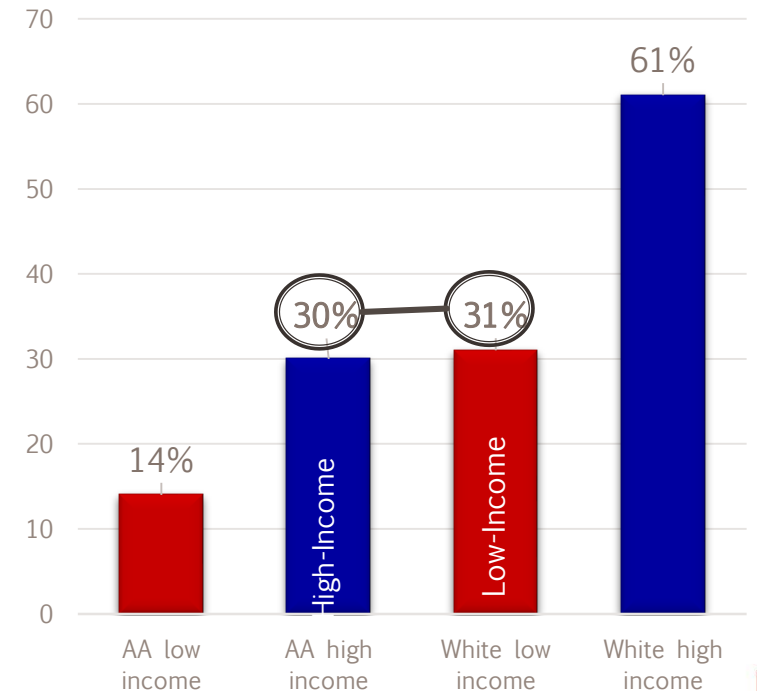
State Funding Formula Excludes 100,000 “High Need” Black Students

- Statewide, middle class African American students are achieving at similar or lower levels than their low income White peers, so that more effort is needed even for African Americans who are not low-income.
- Distribution of funds based only income, leaves out over 100,000 African American public school students who the system is failing.

2016 Statewide Achievement Gap by Economic Status: ELA



2016 Statewide Achievement Gap by Economic Status: Mathematics





SOLUTION

WHAT DO WE WANT?

Include ALL African American Students in the LCFF Calculation

Supplemental grants were designed to provide extra funding for “High Needs” students for whom the cost of education is higher

There are currently three student groups listed in the Local Control Funding Formula (LCFF), Supplemental Grants provisions of the law.

- 1) ENGLISH LEARNERS
- 2) LOW INCOME STUDENTS
- 3) FOSTER/HOMELESS YOUTH

ADD:

AFRICAN AMERICAN STUDENTS

What do schools use these additional types of funding for?

- Implement best practices of school that effectively serve these students
- Implementing effective reading programs for struggling readers
- Supplemental Math instruction to serve the needs of this population
- Improve parent engagement activities and partner with institutions that serve parents of these students
- Partnerships with higher education and community groups

Besides more funding, why does it matter that all African American students be identified as “High Need”?

Public Schools are required under law to develop Local Control & Accountability Plans (LCAPs) to implement & evaluate educational support for students who are designated by state law as “High Need”

If African American students were identified as a factor, public schools would be required to create specific plans for how to better serve African American students.

How do we address Black students in education policy without running afoul of Prop 209?

- African American students are the lowest performing subgroup outside of students with special needs
- They can be referred to as such, without making any reference to race
- So the specific legislative language that should be included in LCFF when adding a new “high need” subgroup to the three that already exist:

Amend Education Code: **42238.02.**

(b) (1) For purposes of this section “unduplicated pupil” means a pupil enrolled in a school district or a charter school who is either classified as an English learner, eligible for a free or reduced-price meal, in **the lowest performing subgroup**, or is a foster youth. A pupil shall be counted only once for purposes of this section if any of the following apply:

(A) The pupil is classified as an English learner and is eligible for a free or reduced-price meal.

(B) The pupil is classified as an English learner and is a foster youth.

(C) The pupil is eligible for a free or reduced-price meal and is classified as a foster youth.

(D) The pupil is classified as an English learner, is eligible for a free or reduced-price meal, and is a foster youth.

(E) The pupil is classified as a member of the lowest performing subgroup, excluding the students with disabilities subgroup, on the most recent state administered Math and/or English Language Arts assessments

How much would it cost to include all Black students as “High Need” students in LCFF?

Grade	# of high income African-American students	Estimated 2015-16 Additional Funding
K	6272	\$ 17,705,981
1	6272	\$ 17,705,981
2	6272	\$ 17,705,981
3	6272	\$ 17,705,981
4	6693	\$ 17,369,868
5	6652	\$ 17,263,463
6	7312	\$ 18,976,314
7	7792	\$ 20,823,988
8	8286	\$ 22,144,194
9	10414	\$ 33,086,955
10	10414	\$ 33,086,955
11	10414	\$ 33,086,955
12	10414	\$ 33,086,955
All	103479	\$ 299,749,572

100,000 Excluded Black Students, \$300 million dollars

**Note:
Cost to incarcerate 39,000 Black Inmates, \$2.3 Billion dollars**

*Note: We assume two-thirds of these students would qualify for concentration grants, and that 5% of them either have a disability or are an English Learner, and that they average 95% ADA.

Districts Serving the Highest Percentage of Unfunded Black Students

County	District	% AA high income	# AA high income	# Enrolled in Testing Grades	2016 % Undup
Alameda	Hayward Unified School District	5.7%	662	11597	83%
Alameda	Oakland Unified School District	5.0%	971	19277	88%
Contra Costa	Liberty Union High	5.1%	103	2008	73%
Los Angeles	Culver City Unified School District	8.1%	289	3583	69%
Los Angeles	Inglewood Unified	9.4%	541	5730	87%
Los Angeles	Wiseburn Unified School District	9.7%	170	1752	85%
Sacramento	Natomas Unified	6.0%	454	7552	90%
San Bernardino	Adelanto Elementary School District	6.8%	393	5741	39%
San Bernardino	Chaffey Joint Union High School District	5.9%	347	5896	44%
San Bernardino	Etiwanda Elementary	5.4%	528	9692	90%
San Bernardino	Victor Valley Union High	7.7%	326	4227	51%
San Joaquin	Lammersville Joint Unified School District	6.6%	154	2330	54%
Solano	Fairfield-Suisun Unified	8.2%	972	11828	24%
Solano	Travis Unified	6.7%	203	3052	92%
Solano	Vallejo City Unified School District	8.9%	657	7386	62%

Note: Only included districts with at least 1000 students enrolled in testing grades. There are 453 such districts in the state.



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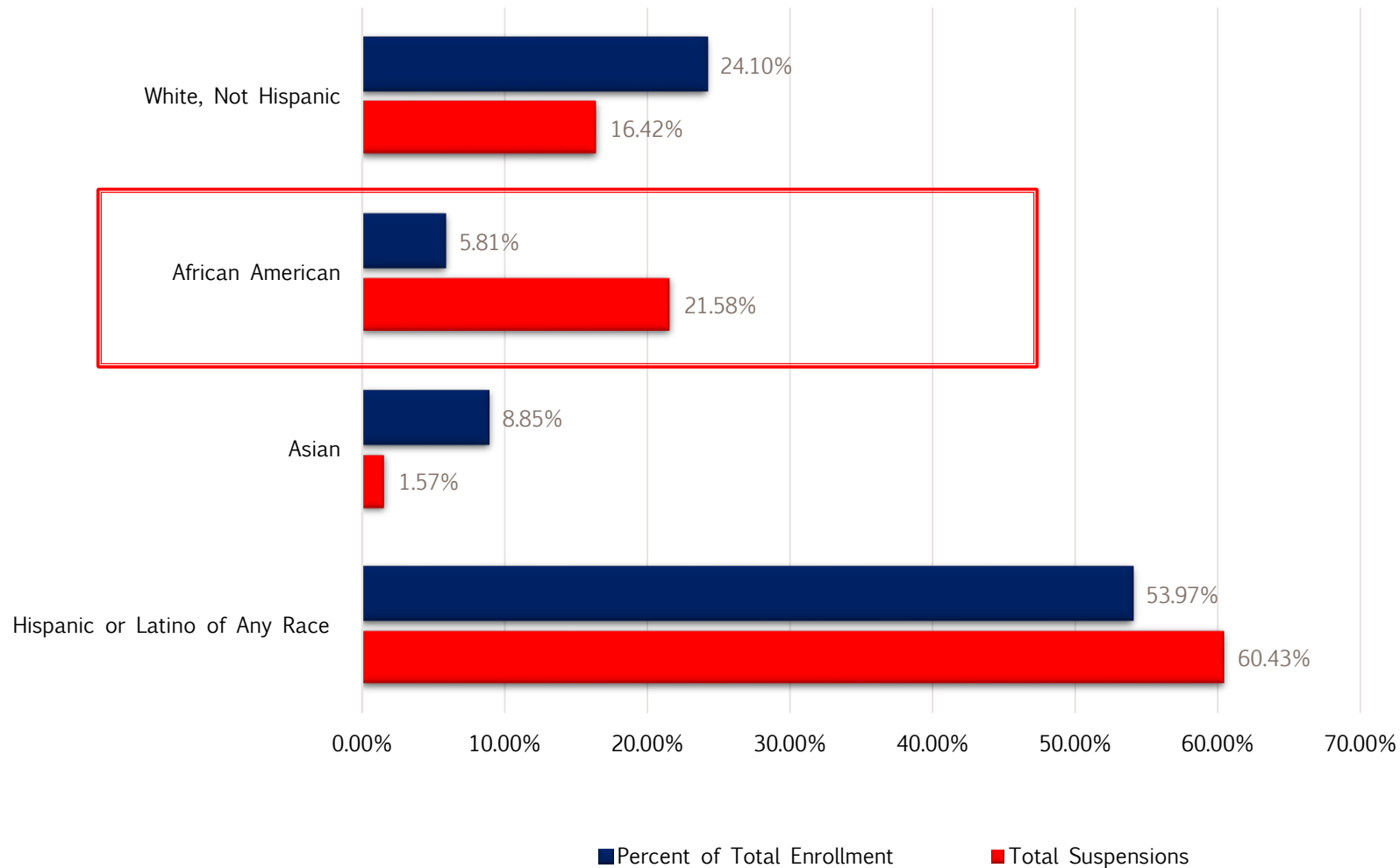




OTHER SLIDES

The School to Prison Pipeline

CA Enrollment vs. Suspensions 2014-15

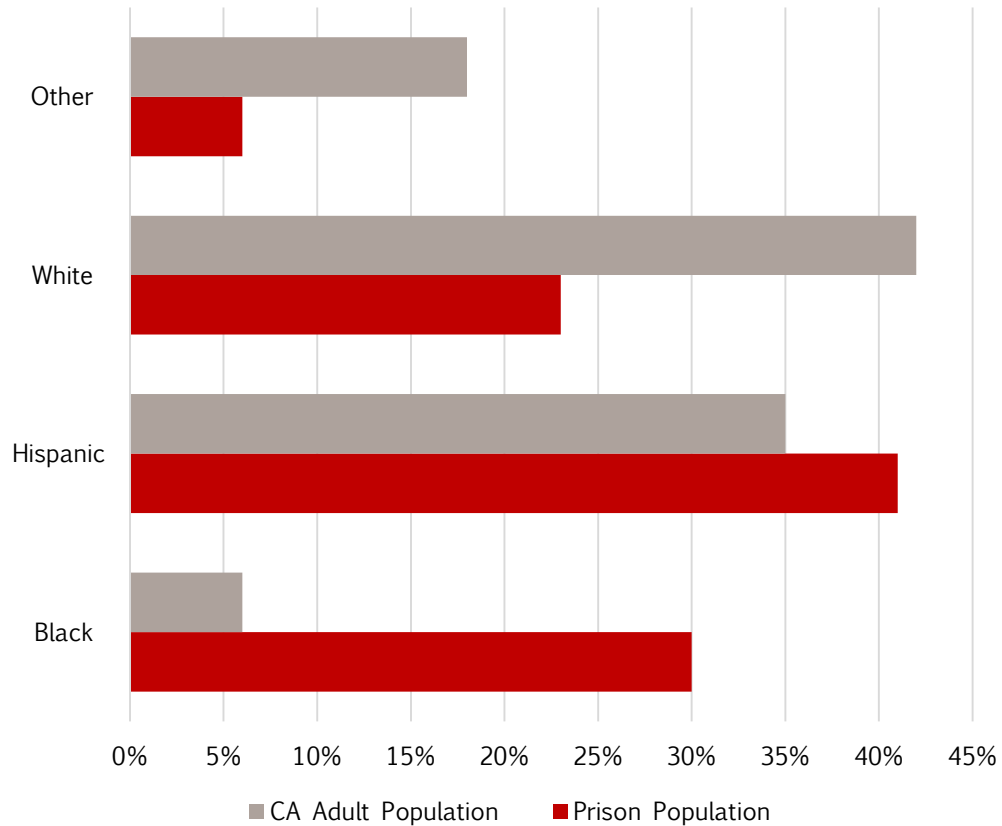


African American students and adults suffer higher rates of suspensions from school and incarceration in juvenile and adult correctional institutions.

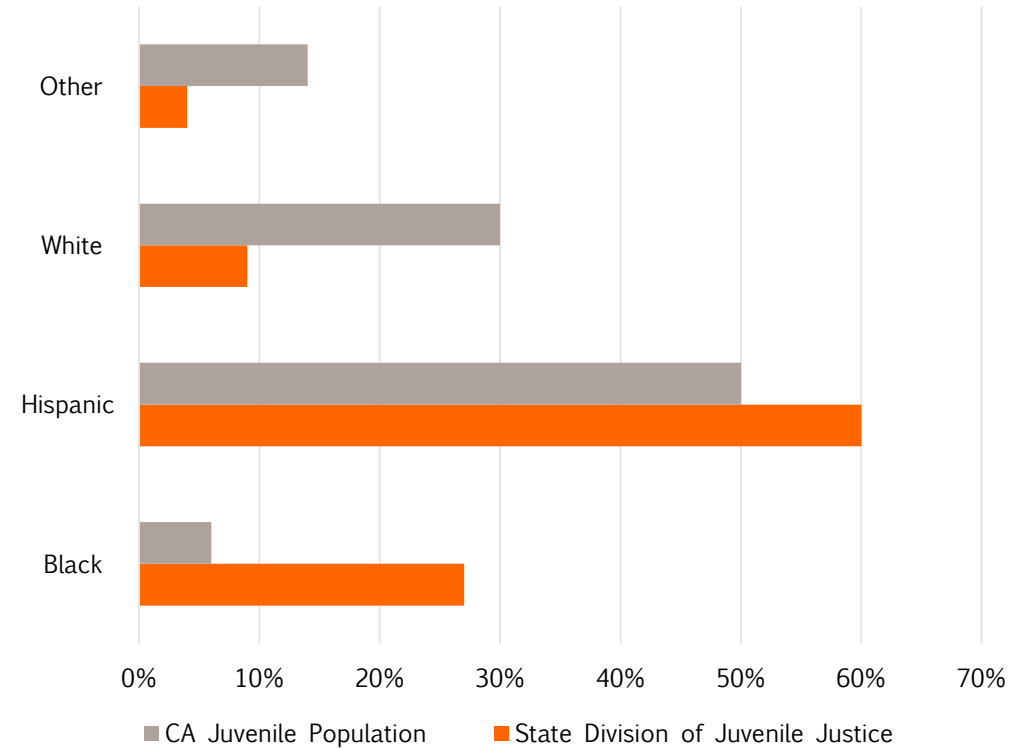
RESULT: They miss out even more from opportunities to learn.

Demographics of Prison Populations

Demographics of Prison Population



Demographics of Adjudicated Juvenile Offenders



Economic Factors to Consider

Cost per Pupil for K-12 in 2016-17 Governor's Budget	\$14,888
Ave. on campus cost per student enrolled at CSUS in 2015	\$24,160
Ave. cost per offender in Juvenile Justice System in 2012	\$199,700
Annual cost to incarcerate an inmate in CA prison in 2011-12	\$50,000

If the cost of addressing special needs of African American students is a barrier, consider costs the state already incurs to incarcerate those who have failed in school, become suspended or expelled and become a part of the criminal justice system.

Results of amending the LCFF Formula

- Augment the Local Control Accountability Plan (LCAP) to address African American Students.
- Consider the practices of schools that effectively serve these students
- Consider forming partnerships with community based organizations that serve these students.
- Partner with institutions that serve parents of these students.
- Implement evaluations and reports documenting progress of newly served students