



## African American Parent Council – AAPC

May 10, 2016

### RECOMMENDATIONS TO IMPROVE ACADEMIC OUTCOMES FOR AFRICAN AMERICAN (AA) STUDENTS

Recommendations	Details	Supporting Data/Goal
<b>1) K/1<sup>st</sup> Early Intervention Program</b>	<ul style="list-style-type: none"> <li>Pilot an intensive 2-year early intervention program at for AA students entering into Kindergarten</li> <li>If volunteers are needed to support the program, the AAPC will secure the support.</li> </ul>	<ul style="list-style-type: none"> <li>Data shows that the achievement gap for AA students begins in Kindergarten. If this gap is closed by 2<sup>nd</sup> grade, the long-term academic outcomes for students will significantly increase.</li> </ul> <p><b>GOAL: For entering AA Kinder students, close any achievement gap that may exist by the 2<sup>nd</sup> grade.</b></p>
<b>2) Foster Youth Mentorship Program</b>	<ul style="list-style-type: none"> <li>Do pilot mentorship program for foster youth at Altadena, Eliot and Muir; Recruit mentors from AAPC, black churches, fraternities/sororities; The pairings could participate in AAPC Enrichment prgm</li> <li>Partner with STARS Foster Youth Resource Centers at Elliot &amp; Muir; Partner with Muir’s mentor prgm</li> </ul>	<ul style="list-style-type: none"> <li>When done well, mentorship programs work!</li> </ul> <p><b>GOAL: Establish program by 9/30/16, with at least 20 total pairings across the 3 schools; Each pairing to meet at least 5 times during school year</b></p>
<b>3) AAPC Enrichment Program</b>	<ul style="list-style-type: none"> <li>Provide students with exposure and experiences to better engage them in school and learning</li> <li>Plan monthly activities on Saturdays (e.g. AA History museum, career workshops, college visits, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Students need exposure and experiences (you cannot be what you cannot see)</li> </ul> <p><b>GOAL: Plan at least one activity/month with at least 30 participants (students &amp; adults)</b></p>
<b>4) Increase Parent Engagement and Education</b>	<ul style="list-style-type: none"> <li>The AAPC can better educate parents and families on the various academic programs and opportunities in the district.</li> <li>The AAPC will reach more families by going into the community, i.e. meetings in the community, fall picnic, announcement at churches, work with PUSD’s Ministers Alliance</li> <li>More work can be done to support the site representatives and school site AAPCs.</li> </ul>	<ul style="list-style-type: none"> <li>When parents are engaged and educated, their children perform better academically</li> </ul> <p><b>GOAL: During 16/17, the district AAPC will:</b></p> <ul style="list-style-type: none"> <li><b>Have two social events in the community</b></li> <li><b>Hold two AAPC meetings in the community, either at a school or community venue</b></li> <li><b>Spend at least four hours training and developing the site representatives and sharing best practices</b></li> </ul>

Recommendations	Details	Supporting Data/Goal
<p><b>5) Increase Identification of African American students for key academic programs, especially GATE.</b></p>	<ul style="list-style-type: none"> <li>• African American students are under-represented in key academic programs such as GATE, Dual Language Immersion, College and Career Pathways (Linked Learning) and International Baccalaureate .</li> <li>• For GATE <ul style="list-style-type: none"> <li>➢ Mandate that teachers identify and recommend AA students for GATE who may not have passed the test, but that could perform well in and benefit from the GATE program based on their performance and abilities exhibited in class.</li> <li>➢ Increase number of newly identified GATE students</li> <li>➢ It is unacceptable for a school <u>not</u> to have any GATE identified students who are African American.</li> </ul> </li> <li>• For Other Academic Programs <ul style="list-style-type: none"> <li>➢ Mandate that teachers, administrators and counselors actively recruit AA students</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• While AA students represent 14% of PUSD students, they only represent 9% of the GATE students in PUSD. Several schools do not have ANY GATE identified students (e.g. Cleveland, Franklin, Jefferson, Longfellow)</li> <li>• Research shows the African American students do not perform well on GATE and other high-stakes testing that are often racially biased.</li> </ul> <p><b>GOAL for GATE: In elementary and middle school, at least 1.0% of the total GATE students at the school must be AA. Right now the % at most schools range from 0% - 0.72%. Teachers must alternatively identify African American students for the GATE Program.</b></p> <p><b>GOAL for Other Prgms: AA students should represent at least 14% of the students in the prgm</b></p>
<p><b>6) Reduce Disproportionate Suspension Rate</b></p>	<ul style="list-style-type: none"> <li>• The AAPC will ask the district what is their plan to reduce the disproportionate # of AA student suspensions, and how can the AAPC help?</li> <li>• Pilot a behavioral program/strategy (e.g. Restorative Justice) at a school</li> <li>• Look at data by school level (Elem, MS &amp; HS) as well as by school to set both level and individual school goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Although down from 18.2% in 2011/12, the 2014/15 AA student suspension rate of 13.2% is the highest of any subgroup and is disproportionately high vs. other subgroups:  AA-13.2% Susp Rate vs 14% of PUSD students  Hisp-4.9% Susp Rate vs 58% of PUSD students  Wh- 2.2% Susp Rate vs 17% of PUSD students  Socio-Econ Disadv-0-7.0% Susp Rate vs 67% of PUSD stud.</li> </ul> <p><b>GOAL: AA Susp Rate down to 7% by Sept 2019; Will monitor progress every 6 months</b></p>
<p><b>7) Hire More Certificated African American Teachers</b></p>	<ul style="list-style-type: none"> <li>• Strategically recruit for African American Teachers <ul style="list-style-type: none"> <li>➢ Target historically black colleges and universities</li> <li>➢ Aggressively advertise in churches and through black fraternities/sororities</li> <li>➢ Account for competitive hiring</li> <li>➢ Especially male teachers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students need to see positive role models</li> <li>• Elem – 10% AA teachers vs. 13% AA students;  Second. – 15% AA teachers vs. 15% AA students</li> </ul> <p><b>GOAL: 20% AA teachers in elementary &amp; secondary by September 2019</b></p>



Pasadena Unified School District

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### RECOMMENDATIONS TO IMPROVE ACADEMIC OUTCOMES FOR AFRICAN AMERICAN (AA) STUDENTS

<b>Recommendations</b>	<b>Short vs. Long Term Completion</b>	<b>AAPC vs. District Driven</b>	<b>In vs. Out of School</b>	<b>Student vs. Parent Focused</b>	<b>Budget Implications</b>
1) K/1 <sup>st</sup> Early Intervention Program	Short Term	District & AAPC	In	Student	
2) Foster Youth Mentorship Program	Short Term	District & AAPC	In & Out	Student	
3) AAPC Enrichment Program	Short Term	AAPC	Out	Student & Parent	
4) Increase Parent Engagement and Education	Short Term	AAPC	In & Out	Parent	
5) Increase Identification of AA Students for Academic Prgms	Short Term	District	In	Student	
6) Reduce Disproportionate Suspension Rate	Short & Long Term	District	In	Student	
7) Hire More Certificated African American Teachers	Long Term	District	In	Student & Parent	