

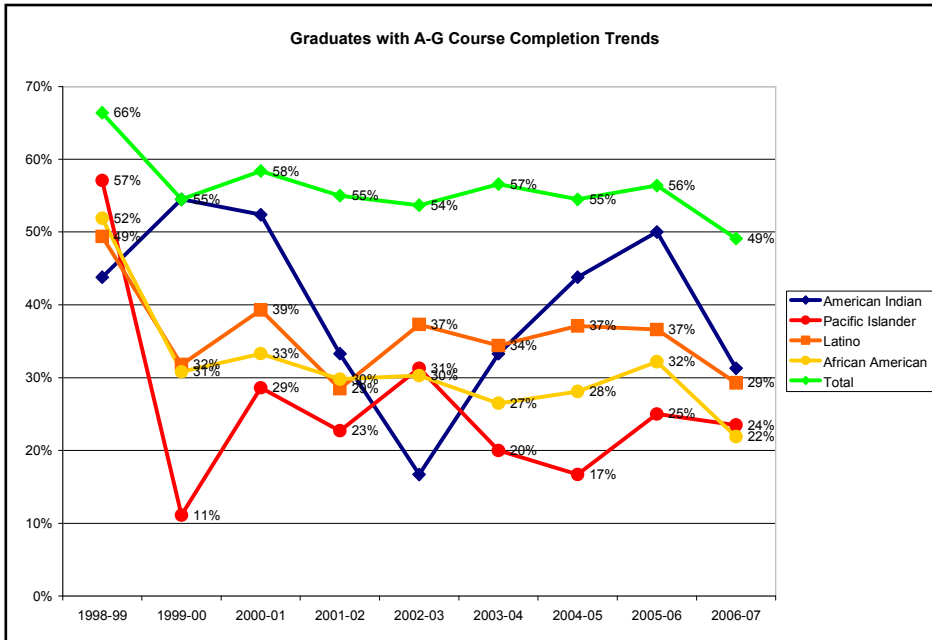


Coleman Advocates for Children and Youth

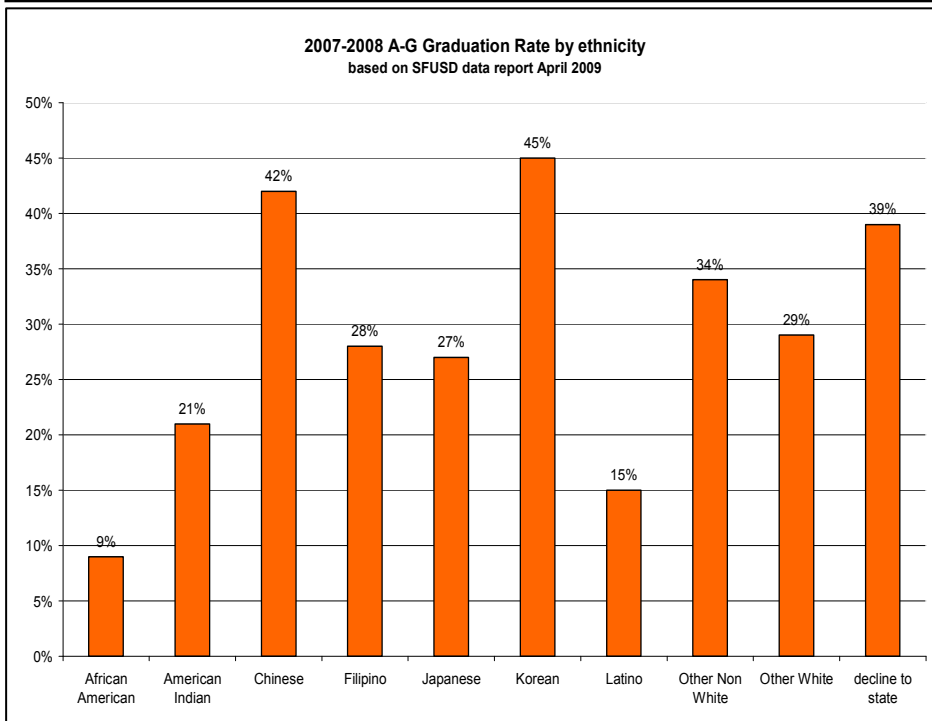
“A thru G Equity Plan” Summary, April 20, 2009

On December 9th, the Board of Education put forth a “College and Career Ready for All” policy directive that would make the A-G curriculum the default graduation requirement for the class of 2014. Coleman Advocates for Children and Youth members unanimously support this policy directive. Since then, we have partnered with the District to ensure the success of the Superintendent’s Study Team, working with Associate Superintendent Francisca Sanchez and the consultant Elizabeth Jimenez to ensure that the study team goals were met. With the successful completion of the Superintendent’s Study Team, Coleman’s members want to make sure that the process moving forward remains focused on addressing the discrepancies between African-American, Latino, and Pacific Islander students and their more advantaged peers - otherwise known as the racial achievement gap.

The Problem



Since 1998, when Superintendent Ackerman reduced the SFUSD graduation requirement from 240 credits to 220 credits, we have seen less African-American, Latino, and Pacific Islander students completing A-G coursework steadily. As the data chart above shows, we have since 1998 widened our racial achievement gap, graduating more and more of our African American, Latino, and Pacific Islander populations with a high school diploma that does not support their opportunity to enter college or attain a career. As of last year, we only graduated 9% of African American and 19% of Latino students completing A-G coursework.



Based on research and our participation in the study team, we are firm that in order to address the achievement gap, we must simultaneously address the structural racism that perpetuates beliefs that African-American, Latino and Pacific Islander students do not deserve equitable opportunities for success in college and career after high school. These belief systems are maintained by those in positions of power within SFUSD, thus creating a severe tracking system that pushes our students into low wage labor or prison.

The Solution

For these reasons, we support setting A-G as a requirement for graduation from SFUSD. With this policy in place, no matter the beliefs that individuals hold, our African-American, Latino and Pacific Islander students will at minimum gain access to courses that support their education and increase their opportunity for post high school success.

Coleman Members want the BOE to approve a college and career for all “A thru G Equity Plan” that:

√Sets A-G coursework as the default curriculum for graduation for the class of 2014

√Ensures that all courses in SFUSD offered at all high schools meet CSU & UC college prep standards by Fall 2009, so that the class of 2014 has full access to and the best support systems to complete their graduation requirement

√Requires an annual audit and public report of student access and success in the A-G curriculum disaggregated by ethnicity and school site by May 1st annually to allow SFUSD to adopt a district budget that meets implementation initiative needs

√Requires the creation of an Implementation Plan by May 14, 2009, that creates benchmarks from June 1, 2009 to August 1, 2014 for successfully preparing SFUSD for implementation of the new graduation requirement. This plan should be presented to the community for review and approval before a full presentation to the BOE.

√Creates an Implementation Taskforce to monitor Implementation Plan’s execution. This taskforce must include Coleman Advocates and other educational stakeholder groups. This taskforce is charged with the responsibility of reviewing the annual audit, meeting monthly to review and respond to the Superintendents’ report on implementation progress in SFUSD, monitor the success of key initiatives in k-12 and modify initiatives that are not meeting benchmarks as outlined in the implementation plan. This Taskforce should begin meeting no later than June 10th, 2009 and should report to the BOE Curriculum Committee quarterly and the committee of the whole annually to maintain Board awareness and involvement in implementation.

√Aligns our funding of academic in-school and after school support programs and systems for both teachers and students to the Implementation Plan of this graduation requirement in every school to facilitate successful completion of the A-G curriculum for all students, especially African-American, Latino and Pacific Islander students

Should our “A thru G Equity Plan” be addressed in the College and Career Policy Resolution that goes before the Board of Education, Coleman members are confident that SFUSD will have taken the first step of many to address the conditions that perpetuate grim realities and outcomes for African-American, Latino, and Pacific Islander students.

SFUSD must also address policies and practices that currently allow for the disproportionate suspension, expulsion and dropout rates of African-American, Latino, and Pacific Islander students. To not do so runs the risk of making A-G another systemic support for Asian, White and other advantaged peers, while leaving our neediest students languishing behind in the status quo.

Additionally, for true equity to prevail, SFUSD must deliberately develop internal assessment systems that address the needs of student’s with different learning abilities such as English Language Learner and Special Education students.

For far too long, African-American, Latino, and Pacific Islander students have not been educated to the California State Standards. College and Career Readiness for All is a step in the right direction. But to be truly successful, structures and systems must be put in place that hold SFUSD accountable for creating effective curriculums, implementing early interventions and providing teacher and student supports that foster educational success.