

**Blueprint to Accelerate the Achievement of African American and African Students**

<b><u>Activities</u></b>	<b><u>Timeline</u></b>
<p><b><u>Focus Area #1: Implement educational policies and practices, including personnel assignments, training, and evaluations that advance and promote educational excellence for all African American and African students.</u></b></p>	
<p><b><u>Educational Policies:</u></b></p>	
<p>a. The District must create an African American/African Student Achievement Task Force composed of District central office and site staff, parents, students and community organizations that meets on a regular basis designed to monitor the achievement of these students and monitor the actions of the District in accelerating achievement.</p>	<b>Fall 2010</b>
<p>b. The District must develop a vision and goals related to the acceleration of African American and African student achievement.</p>	<b>Fall 2010 w/Annual monitoring</b>
<p>c. The District must develop goals for and implement strategies that increase the number and percentages of African American employees selected for all levels of certificated and classified positions. This includes mentoring, retaining and promoting these employees once selected for a position.</p>	<b>Fall 2010 initial September annual evaluation</b>
<p>d. Human Resources must implement effective recruiting programs to attract/retain certificated and classified African American applicants and employees.</p>	<b>Spring Annual Report</b>
<p>e. The District must require incoming personnel to demonstrate their involvement with service organizations that serve diverse populations—(African American and African).</p>	<b>Annual</b>
<p>f. All teachers and administrators must enroll in universities/colleges/District classes related to the history and contributions of African American people to our country.</p>	<b>Annual</b>
<p>g. SDUSD will support partial funding of the Association of African American Educator’s Academy. District employees may attend the Academy to learn and implement best practices to accelerate the achievement of African American and African students.</p>	<b>July Annually beginning 2010</b>
<p>h. All employees will be required annually to participate in 10 hours of Race/Human Relations professional development.</p>	<b>Semi-Annual</b>

<ul style="list-style-type: none"> <li>i. The District must require that new applicants prove they have knowledge of and experience in working in multicultural settings.</li> <li>j. The District must develop and actively implement guidelines that enable the reconstitution of underachieving schools, i.e., all staff positions are open to replacement with the establishment of specific criteria that have been proven effective in improving and accelerating outcomes for underachieving students and their families.</li> <li>k. The District must collaborate with local universities and colleges to assign student teachers to inner city schools.</li> <li>l. The District must develop policies to establish legislation that supports the language needs of African American and African students commensurate with resources supporting non-English speaking students.</li> <li>m. All schools must include goals and activities in their Single Plan for Student Achievement that address multiculturalism and race relations.</li> <li>n. The District must fund and require that all schools have after programs that target the academic needs of students. This includes credit recovery and CAHSEE intervention.</li> </ul>	<p><b>Semi-Annual</b></p> <p><b>Spring Annual</b></p> <p><b>Early Spring Annual</b></p> <p><b>Annual</b></p> <p><b>Fall Annual</b></p> <p><b>Quarterly</b></p>
<p><b><u>Administrative Practices:</u></b></p> <ul style="list-style-type: none"> <li>a. The District must systematically implement best practices for African American and African students in administration and teaching that are practiced in high performing schools throughout the District.</li> <li>b. The District must design and implement professional development that builds on the strengths of all employees so that they can better serve African American and African students.</li> <li>c. The District and schools must create a culture of change centered on establishing and implementing yearly goals to meet the academic needs of African American and African students.</li> <li>d. All District staff must implement policies and practices that develop the whole child.</li> <li>e. The District must review, and revise if necessary, the Promotion/Retention policy.</li> </ul>	<p><b>Semi-Annual</b></p> <p><b>Quarterly</b></p> <p><b>Annual</b></p> <p><b>Annual</b></p> <p><b>Annual</b></p>

<p>f. The District must ensure that new hires have demonstrated an understanding of and commitment to multi-cultural education.</p> <p>g. The District will encourage teachers to include goals related to closing the achievement gap for African American and African students as part of their certificated evaluation.</p> <p>h. A District team composed of classified staff, certificated staff, parents and community members will be required to use on an annual basis a “Diversity Assessment Instrument” to measure all District campuses to determine if a climate/culture exists that exhibits excellent multi-cultural practices. Results of this assessment, including recommendations and timelines for improvement, must be shared with the school, the District, and the Superintendent. Schools will be required to implement the recommendations for improvement.</p> <p>i. School Administrators will be required to conduct daily classroom observations, evaluating the quality of instructional practices. Teachers must be provided with written feedback.</p>	<p><b>Quarterly/ongoing</b></p> <p><b>Annual</b></p> <p><b>Annual</b></p> <p><b>Ongoing</b></p>
<p><b><u>Teaching Practices and Professional Development must include the following:</u></b></p> <p>a. Teachers will engage in collaborative discussions on issues of race relations and effective instructional practices that promote the acceleration of achievement for African America and African students.</p> <p>b. Teachers will be provided with professional development that addresses learning styles and language development of African American and African students.</p> <p>c. Teachers will be provided with professional development that addresses their deeply-held beliefs about students and high expectations.</p> <p>d. Teachers will be provided with professional development that addresses how to use data to target academic and social needs of students. RtI interventions will be implemented accordingly.</p> <p>e. The District will establish a mentoring department for new teachers. Experienced teachers who have demonstrated outstanding success accelerating the achievement of African American and African students will mentor new teachers.</p>	<p><b>Quarterly</b></p>

- f. Teachers will use DataDirector to accurately assess student progress and develop appropriate interventions to meet their needs.
- g. Teacher evaluations will be tied to student academic achievement.
- h. Incentives will be given to paraprofessionals who demonstrate cultural sensitivity to African American and African students.
- j. SDUSD will adopt and implement innovative curricular materials that have African American culture, traditions and history infused throughout the materials. These materials, in addition to textbooks, will be made available to students in the school and classroom libraries.
- k. All secondary schools must offer elective courses that teach the history of African American people.

***FOCUS AREA #2: Improve School Graduation Rates for All African American and African Students.***

**Each year...**

- a. Prior to the opening of school, each school will host a welcome back to school event. The event will include school staff, families, students, churches, non-profits, YMCA, utility companies, health clinics, and community resources. Food, games, and raffles will be part of the event.
- b. Schools will design an intake process for all students in which the families meet with teachers BEFORE the opening of school, and sign a COMPACT stating each party's area of responsibility related to academic/social achievement.
- c. Each school must develop with all staff, students, and parents an "Academic Environment" in which scholarly behavior is explicitly taught school-wide by all staff so that a climate of scholarly behavior and excellent teaching is the norm of the campus.
- d. Teachers and support staff will receive professional development in the area of instructional strategies that promote accelerated student achievement for African American and African students.
- e. Schools must create informal student leadership groups. These groups will channel student concerns to the staff that may not be addressed by ASB.

**Annual with semi annual monitoring**

- f. The District and each school must monitor suspensions, expulsions, and discipline referrals. Goals will be written to decrease the number of African American and African students suspended, expelled and removed from the classroom.
- g. Each campus must develop a strong school-to-career program which includes partnerships with businesses and organizations. The program will include career days, guest speakers, job shadowing, internships, ROP courses, college preparation, and volunteer programs. Students will develop career goals based on their interests.
- h. Each school in the District must develop a strong mandatory communication system above and beyond a progress report every 6-9 weeks which is designed to inform parents of their child's academic progress before the student fails a class or falls behind in credits or is retained at a certain grade level.
- i. All middle and high school students must have a 4-year plan that clearly articulates the courses that students must complete in order to meet the a-g university requirements. This plan must be reviewed at least twice in high school with student, parent(s), and counselor to ensure that the student is progressing.
- j. Each campus must develop a college preparation program to increase the number of African American and African students who meet a-g university requirements. The program will include workshops for parents on topics such as financial aid and scholarships.

***FOCUS AREA #3: Improve the academic progress and status of African American students by understanding and problematizing gender-specific needs.***

- a. The District will pilot "gender-separate" classes in core courses in middle school grades based on research that supports improved academic outcomes of male students when attending male-only classes, and the improved academic outcomes of female students when attending female-only classes. The model will be replicated based on the evaluation of the program.
- b. The District will establish mentoring programs for targeted African American and African male and female students with support from business leaders, philanthropists, educators, church leaders, and community-based organizations.

**Annual with quarterly monitoring**

- c. Athletic coaches and other adults responsible for male sports and other group activities will implement community service projects in order to teach personal and social responsibility.
- d. All schools will establish alternatives to suspensions and expulsions.
- e. All schools will establish programs that target the specific needs of African American and African male students such as teaching study skills, conflict resolution, peer counseling, sex education, STD prevention, and developing healthy life styles.
- f. All schools will increase the number of African American and African female students who have access to and success in all math and science courses.
- g. All schools will reduce the number of African American and African students who are referred for special education services.
- h. The District will monitor to ensure that referral to and placement in Special Education has decreased for African American and African students.
- i. All schools will conduct monthly motivational assemblies, some gender-specific, designed to build self-esteem and develop that it is “cool” to study and make good grades.
- j. The District must develop and implement policies and plans to insure that academic success and fair and equitable treatment of African American and African students who participate in sports is a reality. This includes monitoring the local CIF. Appeals data, graduation rates and college admissions by schools should be collected and analyzed.

***FOCUS AREA #4: Provide support for parents and families of underachieving African American students.***

- a. All schools must have a Parent Center staffed by a full time Parent Academic Liaison. It must contain books that the students are using, materials for parents to use as resources to help their children academically, and materials on parenting. The Center must have phones, a refrigerator, a microwave, and community resources readily available.

**Annual with Quarterly Monitoring**

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| <ul style="list-style-type: none"><li>b. Parent Action Teams are to be developed at each school which empowers parents to bring other parents into the school environment. Training for these teams will include how to be advocates for their children’s academic needs. Training will also include how to advocate for resources from the district and school board in order to meet the needs of their school’s student population.</li><li>c. All schools will establish “Parent Support Education Programs.” A District funded Parent Support Liaison will administer the program at each school. The program will include parent to parent mentoring and other topics designed to build strong home/school relations.</li><li>d. Each school must provide parenting workshops to assist families in preparing children for success in school from elementary to high school.</li><li>e. The District will establish a network of parent centers that will provide wrap around services for all students in need.</li></ul> |  |
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At the 2008 San Diego County Association of African American Educator's (AAAE) retreat, the AAAE Board of Directors voted to create a blueprint to accelerate the achievement of African American and African students. This document would be a blueprint that would be used to hold school districts in San Diego County accountable for the achievement of our students. African American and African student's performance is near, if not at the bottom of the achievement ladder for all racial/ethnic groups. After some research, it was determined that a blueprint that was already written by the Education is a Civil Right (ECR) organization would be the basis of our work to develop this blueprint. The ECR was composed of educators, clergy, celebrities and other leaders from across the nation who wanted to orchestrate change. Also, Blueprint II is based on the tremendous work of Ms. Jacqueline Jackson, formerly the Education Director of the Urban League in San Diego and its Education Committee, who developed and implemented the first Blueprint in the late 1980's and early 1990's. Under the first blueprint, the achievement of African American students vastly improved. The work primarily focused on students in San Diego Unified School District. Unfortunately, leadership changes and vision in the District in the 1990's changed and less focus was given to the Blueprint. Hence, we now have the current state of our children's achievement.

The initial work of developing this document began at AAAE's 18<sup>th</sup> annual Conference at San Diego State University's Aztec Center, when over 100 educators, business professionals, clergy, parents and community members met in focus groups and determined what goals, objectives and activities would be developed to accelerate the achievement of our children. On April 18, 2009, at Crawford High School, further work on the document was done by some of the participants of the Conference. A final version of this document was completed by some of the members of the AAAE Board and its Executive Director in the fall/winter of 2009 and 2010. Because the work of accelerating our children's achievement is huge, the AAAE Board invited the NAACP, The Urban League of San Diego, The National Council of Negro Women, The Neighborhood House Association and the Delta Sigma Theta Inc., to form a Coalition in support of this document and its implementation. They are in support of the document and they will actively participate in the long term work that must be done to hold our districts accountable for our children's achievement. The AAAE Board thanks the members of this newly formed Coalition. On Sunday, March 7, 2010, at New Creation Church, the Coalition and its future efforts were consecrated via prayer by Pastor Reginald Gary.

AAAE wants to thank the participants of the 2009 AAAE Conference for their work on this document. In particular we would like to thank the facilitators of the focus groups at the 2009 Conference. They are: Dr. Thekima Mayasa, Lynwood Taylor, Dr. John Browne, Lillie McMillan, Shirley Wilson, Agin Shaheed, Jennifer White and Angela Bass. They are all top quality leaders representing Mesa College, San Diego State University and San Diego Unified School District. Their facilitation of the focus groups was integral in the development of Blueprint II. The implementation of this document by districts will cause our children's achievement to soar!



## THE BLUEPRINT II

### **“ACCELERATING THE ACHIEVEMENT OF AFRICAN AMERICAN AND AFRICAN STUDENTS”**

I have never encountered any children in any group who are not geniuses. There is no mystery on how to teach them. The first thing you do is to treat them like human beings and the second thing you do is love them!

- Dr. Asa Hilliard

#### Purpose

No greater challenge lies before this nation and our community than making certain that all of our African American and African children attain academic excellence. Because of the failure of our nation's educational institutions to adequately and appropriately teach our children, they are performing in school lower, in most cases, than any other racial/ethnic group. This is not the fault of our children. Our children are geniuses. Our children are brilliant. As the late Dr. Asa Hilliard and the late Dr. Ron Edmonds pointed out on many occasions, there is no mystery on how to educate our children. Dr. Edmonds said that we have the knowledge to know what to do. In San Diego, well over 80% of our children are performing at basic, below basic and far below basic on the content standards-based California State STAR testing program. Well over 80% of our children are not ready for 9<sup>th</sup> grade algebra and English, the gatekeeper courses our students must pass to begin the process of meeting the a-g university entrance requirements. In other words, because of the failure of our schools to teach our children, the vast majority of them will not be able to enter college or compete in the world economy. Our children are beyond a state of emergency. They are experiencing on a daily bases a mental/educational death comparable, if not larger than some of the most recent world disasters. Our children are losing hope in the belief that the world for them will be a better place. Nothing more devastating can happen to them. We all must act now! The critical question raised by Dr. Hilliard rises again, “Do we have the Will to educate all children? The greatness and longevity of our community and nation hinges on our answer to that question. Prayerfully, our answer to that question is “Yes!”

Therefore, **The San Diego County Association of African American Educators in partnership with the NAACP, The Urban League of San Diego County, The National Council of Negro Women, The Neighborhood House Association and the Delta Sigma Theta Sorority Inc.**, present to our school districts this document designed to accelerate our children's achievement. The Blueprint II is based on the work of the “Education is a Civil Right” organization and the 1980's-90's Blueprint that was developed by the Urban League of San Diego's Education Committee under the direction of Ms. Jacqueline Jackson. **We will work with and at the same time hold districts in San Diego accountable for implanting The Blueprint II.** Full implementation is expected, but even greater than that, each district must work with us and our communities to ensure that each African American and African student attains Academic Excellence!