

**Plan to Accelerate Achievement of African American and African Students  
San Diego Unified School District  
Action Plan Timeline  
Areas 1-4  
2011-2012**

**Focus Area #1: Implement educational policies and practices (including teaching, personnel assignments, training, and evaluation) that advance and promote educational excellence for all African American Students  
Champion: Sid Salazar**

<b>Actions</b>	<b>Due Date</b>	<b>Responsible Parties</b>	<b>Other Department Input</b>	<b>Implementation Strategy</b>	<b>Timeline</b>	<b>Monitoring</b>
Principals will present to their teachers the AAAE Blueprint and relevant student achievement data	9/30/11	Deputy Superintendent, Academics Area Superintendents	Office of Accountability	Roll-out AAAE blueprint information at Principal Meetings Address questions and provide support for site principals and school communities related to the blueprint	Fall 2011	Agendas Informational packets Speakers Contact assignments
Principals will develop site-specific Single Plan for Student Achievement (SPSA) goals for African-American and African students	9/30/11	Deputy Superintendent, Academics Area Superintendents	Office of Accountability	Area Superintendents will insure that goals are embedding goals into SPSA related to A and AA students.  Conference with Office of Accountability to review goals related to A and AA students	Fall 2011	SPSA Specific SMART goals Quarterly monitoring of SMART goals progress
Educational policies will be reviewed for revision <ul style="list-style-type: none"> <li>Identify polities/procedures needing revision</li> <li>Identify new policies/procedures needing to be written based on the AAAE Blueprint</li> <li>Propose changes to the Board of Education</li> </ul>	9/30/11 10/31/11 12/1/11	Assistant Superintendent, Instructional Support Services Race/Human Relations Department	Instructional Support services Race/Human Relations Department Office of Accountability	Identify current policies with RHR Develop a sub-committee that will review current polices and propose new polices to AAAE Task Force Collaborate with other focus area champions to establish new policies	June 2012	Documentation of current policies Development of new policies and rationale Board Presentation for ratification

☐ Shading denotes cost neutral action items.

Principals will monitor high expectations for African-American and African students <ul style="list-style-type: none"> <li>Review representative enrollment of African-American and African students in Advanced Placement and International Baccalaureate courses</li> </ul>	9/30/11	Deputy Superintendent, Academics Area Superintendents	Office of Accountability	Area Superintendents to develop strategies with site principals to increase the enrollment of A and AA students in the most rigorous courses. Prepare for Fall 2012 by advising students and informing parents about enrollment in most rigorous courses	Fall 2011 And Spring 2012	Review enrollment of A and AA students in the most rigorous courses that the school offers Review master schedules for Fall 2012 and make timely recommendations
Principals will plan and establish protocols to celebrate the success of African-American and African students to be implemented in 2012-2013	12/9/11	Deputy Superintendent, Academics Area Superintendents	Communications Office	Highlight success of A and AA students Profile role models in the A and AA community – past and present Collaborate with community organizations that offer scholarships for A and AA students Accountability Office to provide data on student suspensions, expulsions, referrals	Ongoing	Calendar of Events Newsletters Invitations, flyers, bulletins <i>Principals will monitor and report academic, personal/social achievement of African-American and African students each semester</i>
Operational Expectation 5 (hiring practices) will be understood and executed consistently, fairly and on an ongoing basis	Ongoing	Chief of Human Resources	Employee Organizations' Representation	Review existing hiring policies in collaboration with appropriate personnel including union representation and university personnel Improve the process for advertising open positions and vacancies	Ongoing	Documented meeting with Human Resources Make recommendations to BOE for policy changes
Unfair hiring practices will be monitored and quickly resolved.	Ongoing	Chief of Human Resources	Various Union Representation	Chief HRO to develop a committee representative of HR professionals throughout the county	Ongoing	Committee agendas Minutes of committee meetings

				to: Review hiring practices. Propose changes in our structures and protocols that provide greater access to employment in our district  Research hiring practices of districts that have different policies and procedures		Cabinet recommendations  Board presentations for ratification in changes in policy
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**Focus Area #2: Improve school graduation rates for all African American and African students**  
**Champion: Robert Grano**

<b>Actions</b>	<b>Due Date</b>	<b>Responsible Parties</b>	<b>Other Department Input</b>	<b>Implementation Strategy</b>	<b>Timeline</b>	<b>Monitoring</b>
Each elementary, middle and high school will provide <b>parenting workshops</b> to assist African American/African families in preparing for success through high school.	5/31/2012	Area Superintendents (and their Parent Support Liaisons) Principals	Parent Outreach and Engagement Department DAC (?) School Site Committees (?)	District administrators determine additional steps shown to be effective in helping African American and African families prepare for high school success that can be implemented districtwide	Ongoing throughout 2011-12	Flyers; sign-in sheets from events  Area Superintendents Parent Support Liaisons
District will require all counselors to host FAFSA workshops for African American/African families at the school site, public libraries, churches, and other identified areas convenient to families.	5/31/2013	Counseling Department		Tweak existing online Counseling page on SDUSD web site regarding college admissions.  Provide ONE annual FAFSA workshop by Area; post workshop information on line.	September-October 2012	Posting to web site
District will require all African American students to apply for at least two scholarships.	5/31/2013	Area Superintendents Principals Counselors		Tweak existing online Counseling document on SDUSD web site to indicate scholarship eligibility by ethnicity..	August-September 2012	Posting to web site

**Focus Area #3:**

**Improve the academic progress and status of African American students by understanding gender-specific needs.**

**Champion: Joe Fulcher**

<b>Actions</b>	<b>Due Date</b>	<b>Responsible Parties</b>	<b>Other Department Input</b>	<b>Implementation Strategy</b>	<b>Timeline</b>	<b>Monitoring</b>
Establish partnerships with community agencies to develop gender-specific mentor programs at all district middle and high schools	September, 2011 – June, 2014	Student Services; Instructional Support Services	Communications Dept.	R/HR and C&G will offer resources for mentoring programs/ services to site administrators; Principals will submit listings of their respective mentor programs to Area Supts; Schools to submit semi-annual summary to area supts of mentoring services offered to students.	2011-2012; Ongoing	Review submitted lists of mentoring programs; Review discipline and achievement status of participating students; Survey participating students on the effects of the mentoring program.
Develop a Uniform (district-wide) Discipline Plan	2011-2012	Student Services; Area Supt; Instructional Support Services	ITTS; Deputy Supt of Academics	Area Supts will discuss UDP with school principals at area meetings; Site administrators to discuss UDP with staff; Present UDP to district advisory groups; Discuss UDP with collective bargaining units; Final UDP draft shared with Board for approval	2011-2012; Ongoing	Monthly monitoring and review of student behavioral referrals, suspension, and expulsion data; Periodic training around PBIS and Disproportionate Discipline.

Develop Pilot Program for Gender-Specific Classes/Courses at Bell Middle School	2011-2014	Bell Middle School Staff; Student Services; Instructional Support Services; Area Supt, Deputy Supt of Academics	Deputy Supt of Academics	Identify staff and core courses for gender-specific classes; Offer opportunities for parents/staff to receive information and updates about the gender-specific courses; provide regular meetings with site administrators to discuss progress;	2011-2014	Quarterly and semester review of discipline and achievement data; Survey parents of participating students for efficacy of gender-specific services.
Schedule routine meetings with athletic coaches to address such matters as equity, cultural proficiency, and interpersonal dynamics	2011-2014	Race/Human Relations; Physical Education, Health, and Athletics; Counseling and Guidance	Asst. Supt; Deputy Supt of Academics	Develop collaborative training schedule with R/HR, C&G, and PE Departments;		Review agenda and sign-in sheets from scheduled training/ professional development of PE Dept.
Implement Strategies for Reducing the Over-identification of African American students in special education settings	2011	Student Services; Instructional Support Services; Deputy Supt of Academics	District Advisory Committees	Develop strategic plan and policy for addressing the disproportionate identification of African American students in special education settings; Continue training and professional development for general and special education staff; Create an oversight committee to monitor student placement/enrollment in special education; Implement RTI training and strategies across the district		Quarterly review of the special education referral and identification rates; Semi-annual and annual review/report of the disproportionate special education referral and identification of African American students.

**Focus Area #4: Parent and Family Support**  
**Champion: Bea Fernandez and Bernie Rhinerson**

Actions	Due Date	Responsible Parties	Other Department Input	Implementation Strategy	Timeline	Monitoring
<b>A. All schools must have a Parent Center:</b>	Oct. - June 2012	Parent Outreach & Engagement (POE) Principals	Deputy Superintendent Area Superintendents and Parent Support Liaisons Office of Accountability —SPSA	-Provide information on POE website -Provide training -Identify Levels of Parents Centers such as: <ul style="list-style-type: none"> <li>• Level 1- Information is available to support AA children academically; learning opportunities for AA parents in a central place</li> <li>• Level 2- Parent Center with programs &amp; activities, volunteers and partners</li> <li>• Level 3- Parent Center staffed by volunteer or paid staff with increased parent engagement &amp; outreach by teachers</li> </ul> -Write SPSA Smart Goal	Ongoing	-Checklist of schools with Parent Centers -Checklist of schools provided training/or assistance -Review SPSAs smart goals
<b>B. Provide Training in Family Engagement, Leadership, Advocacy and Parent Education</b>						
<ul style="list-style-type: none"> <li>• Assist parents to assume leadership and advocacy roles by providing PREP seminars (Parental Readiness &amp; Empowerment Program)</li> </ul>	Oct. 2011 - May 2012	Parent Outreach & Engagement (POE) Lawyers Comt'e for Civil Rights Under Law PREP Principals	Area Superintendents and Parent Support Liaisons Translation Services Local Community Organizations	-POE to collaborate with LCCRUL to offer advocacy trainings -Principals especially in Area 1 will promote parent participation to AA families -Work with community orgs. to promote program	October 2011 February 2012 May 2012	-List of participants per school - Summary of parent evaluations -Record of # of legal consultations
<ul style="list-style-type: none"> <li>• Offer Project Ujima's</li> </ul>	Oct. 2011-	Parent Outreach &	Area Superintendents and Parent Support	-Promote and offer free classes at schools with	Oct. 2011-	-List of workshops provided to

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<p>Effective Black Parenting curriculum at schools to increase student achievement and family engagement</p> <ul style="list-style-type: none"> <li>○ Offer Community Forums/workshops for Somali families</li> </ul>	<p>June 2012</p> <p>Sept. 2011 Spring 2012</p>	<p>Engagement (POE) Principals</p>	<p>Liaisons Principals Translation Services Grants Development Somali Resource Center of San Diego</p>	<p>greatest needs</p> <ul style="list-style-type: none"> <li>-Schools distribute flyers and pay for childcare</li> <li>-Grants Office will assist with identifying grants to support more workshops</li> </ul>	<p>June 2012</p>	<p>families</p> <ul style="list-style-type: none"> <li>- List of schools</li> <li>- Summary of parent evaluations</li> </ul>
<ul style="list-style-type: none"> <li>● Provide parent workshops to ensure their students are career ready and college prepared by 12<sup>th</sup> grade</li> </ul>	<p>Oct 2011- June 2012</p>	<p>CRCP Taskforce Counseling and Guidance Principals Parent Outreach and Engagement</p>	<p>Deputy Superintendent of Academics Area Superintendents and Parent Support Liaisons Appropriate school staff Translation Services</p>	<ul style="list-style-type: none"> <li>-Focus on parents of 8<sup>th</sup> grade students</li> <li>-Provide information on CRCP Taskforce &amp; POE websites</li> <li>-Dept's provide training to school staff or by school request</li> </ul>	<p>Oct. 2011- June 2012</p>	<ul style="list-style-type: none"> <li>- List of schools trained by Dept's</li> <li>- List of parents trained by ea school or Dept</li> <li>- Summary of parent evaluations</li> </ul>
<p><b>C. Train staff in parent outreach strategies to increase the participation of African American and African families at home, school and community. School sites will:</b></p>						
<p>1. Create a welcoming school environment for all</p>		<p>Parent Outreach and Engagement Principals Staff Volunteers</p>	<p>Area Superintendents and Parent Support Liaisons R/HR</p>	<ul style="list-style-type: none"> <li>-Place training materials on POE website</li> <li>-Offer POE training to schools</li> <li>-Incorporate AA and A family and cultural strengths into school wide and classroom activities for families</li> <li>- Trained schools provide evidence of success</li> </ul>	<p>Oct. 2011- June 2019</p>	<ul style="list-style-type: none"> <li>-List of schools trained</li> <li>-List of schools who implement the training</li> <li>-Acknowledge schools for implementing strategies</li> </ul>

The strategies found in Area #4 support the Community-Based Reform Model Pillar: Parent Engagement (Parents supporting learning, and Volunteer and Community Partnerships).

**Champions are responsible to provide overall oversight to assure that “Responsible Parties” including Area Superintendents, departmental administrators, and other staff members are carrying out their assigned tasks.**