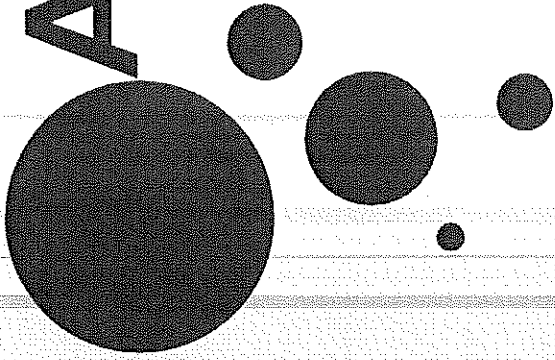


# A-G: A BROKEN PROMISE





## WHO IS COLEMAN ADVOCATES FOR CHILDREN AND YOUTH?

*Coleman Advocates for Children and Youth is a member-led, multi-racial community organization working to make San Francisco a city of hope, justice and opportunity for all children and families. We organize and build the leadership of students and parents in public schools to address issues of inequity and injustice.*



# THE RACIAL ACHIEVEMENT GAP IN SFUSD

After years of organizing in San Francisco public schools, it was no secret to Coleman Advocates parents and students that African American, Latino and Pacific Islander students were receiving a different quality of education.

In 2007, we found that African Americans were ranked dead last in API scores for all major urban school districts in California. This was below Special Education student API scores for SFUSD.

The next year, Coleman fought for the Board of Education to pass the “Closing the Achievement Gap” resolution to ensure the upcoming district strategic plan was focused on addressing the racial achievement gap and inequity in our schools. The Board of Education passed the resolution unanimously.



# AND YET, THE GAP HAS WIDENED, ESPECIALLY FOR AFRICAN AMERICAN STUDENTS. ED TRUST WEST IN 2011 RELEASED AN ANALYSIS COMPARING THE PROGRESS OF CA SCHOOL DISTRICTS. SAN FRANCISCO RECEIVED OVERALL GRADE OF D.

OVERALL REPORT CARD
PERFORMANCE
IMPROVEMENT
GAPS
COLLEGE READINESS

## San Francisco Unified School District

**OVERALL GRADE:** D

CHANGE FROM PREVIOUS YEAR: ↑

**ABOUT THIS DISTRICT**

**SAN FRANCISCO COUNTY**  
 ENROLLMENT: 55,571  
 LOW-INCOME: 51%  
 AFRICAN-AMERICAN: 11%  
 LATINO: 24%  
 WHITE: 11%  
 \$ SPENT PER PUPIL: \$5,715

District Metric	Performance	Change from Previous Year	District Rank*
<b>PERFORMANCE</b>	<b>D</b>	↑	147 of 147
<b>IMPROVEMENT</b>	<b>D</b>	↑	133 of 145
<b>GAPS</b>	<b>F</b>	↑	127 of 128
<b>COLLEGE-READY</b>	<b>C</b>	↑	25 of 38

**Performance Levels among Students of Color**

**Performance Levels among Low-income Students**

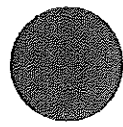
**Improvement among Students of Color**

**Improvement among Low-income Students**

**Size of Achievement Gap Between African-American and White Students**

**Size of Achievement Gap Between Latino and White Students**

**College Readiness among Students of Color**



## WHY A-G?



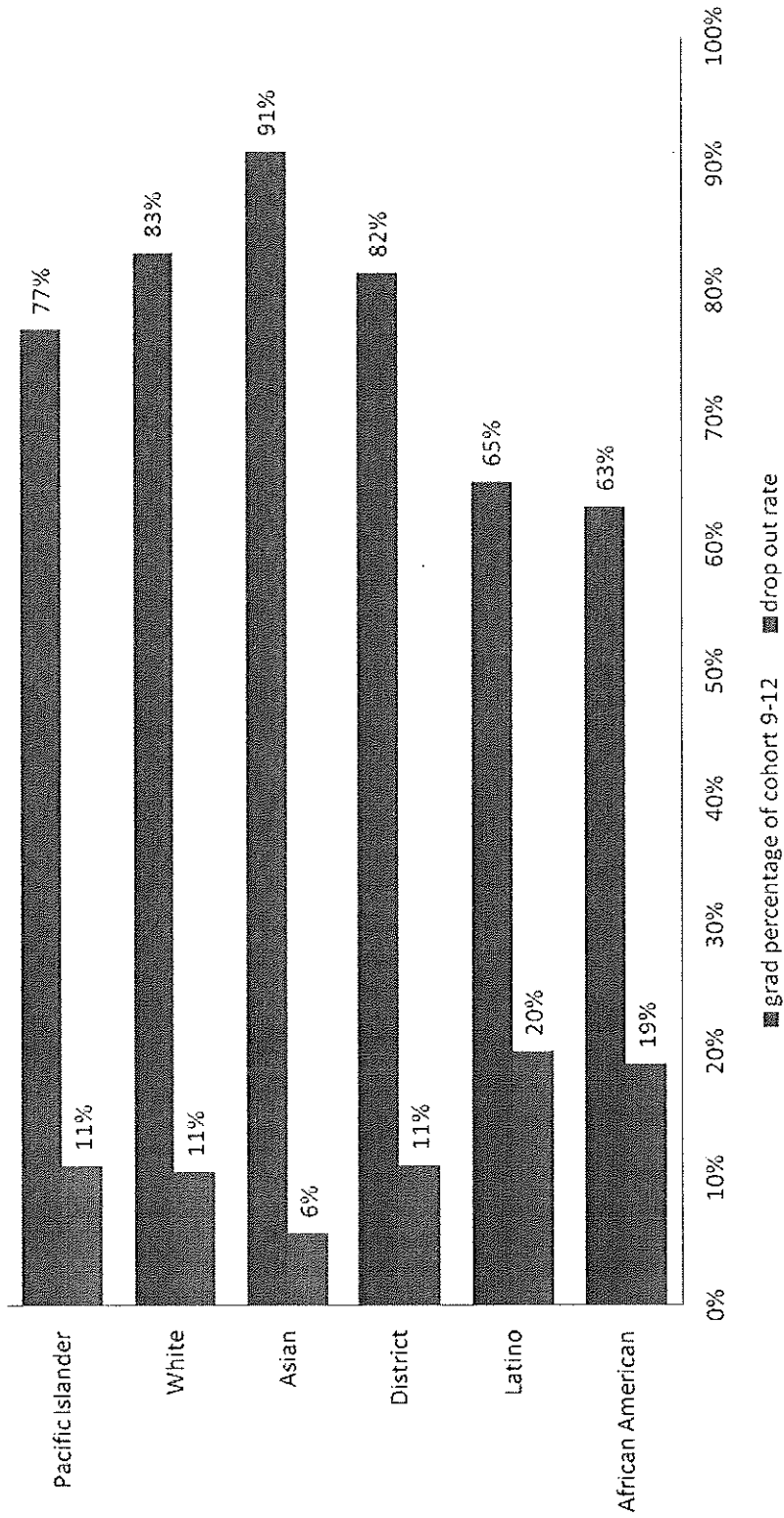
Coleman started looking at the ways in which the District was preparing African American, Latino and PI students for college and good jobs, and found shocking racial discrepancies. In 2008, we found that **5 out of 6 Latino students and 9 out of 10 African American students** were not enrolled in the A-G classes needed for a 4-year college... and may not have even been informed of those classes as an option.

IN 1998, SFUSD INCLUDED THE A-G COURSE SEQUENCE AS PART OF THE GRADUATION REQUIREMENT. IN 2008, THEY DID NOT.

	In 1998		In 2008	
	Total Graduates	Total Graduates who are college eligible	Total Graduates	Total Graduates who are college eligible
All SFUSD	3,506 graduates 100%	2,328 college eligible 66%	3,692 graduates 100%	1,928 college eligible 49%
African American	391 graduates 11.2%	203 college eligible 52%	228 graduates 9%	72 college eligible 16.2%
Latino	510 graduates 14.5%	252 college eligible 49%	616 graduates 17%	167 college eligible 20%
Asian	1,764 graduates 50.3%	1,309 college eligible 74%	2,014 graduates 55%	1,226 college eligible 61%
White	469 graduates 13.4%	314 college eligible 67%	246 graduates 9%	196 college eligible 58%

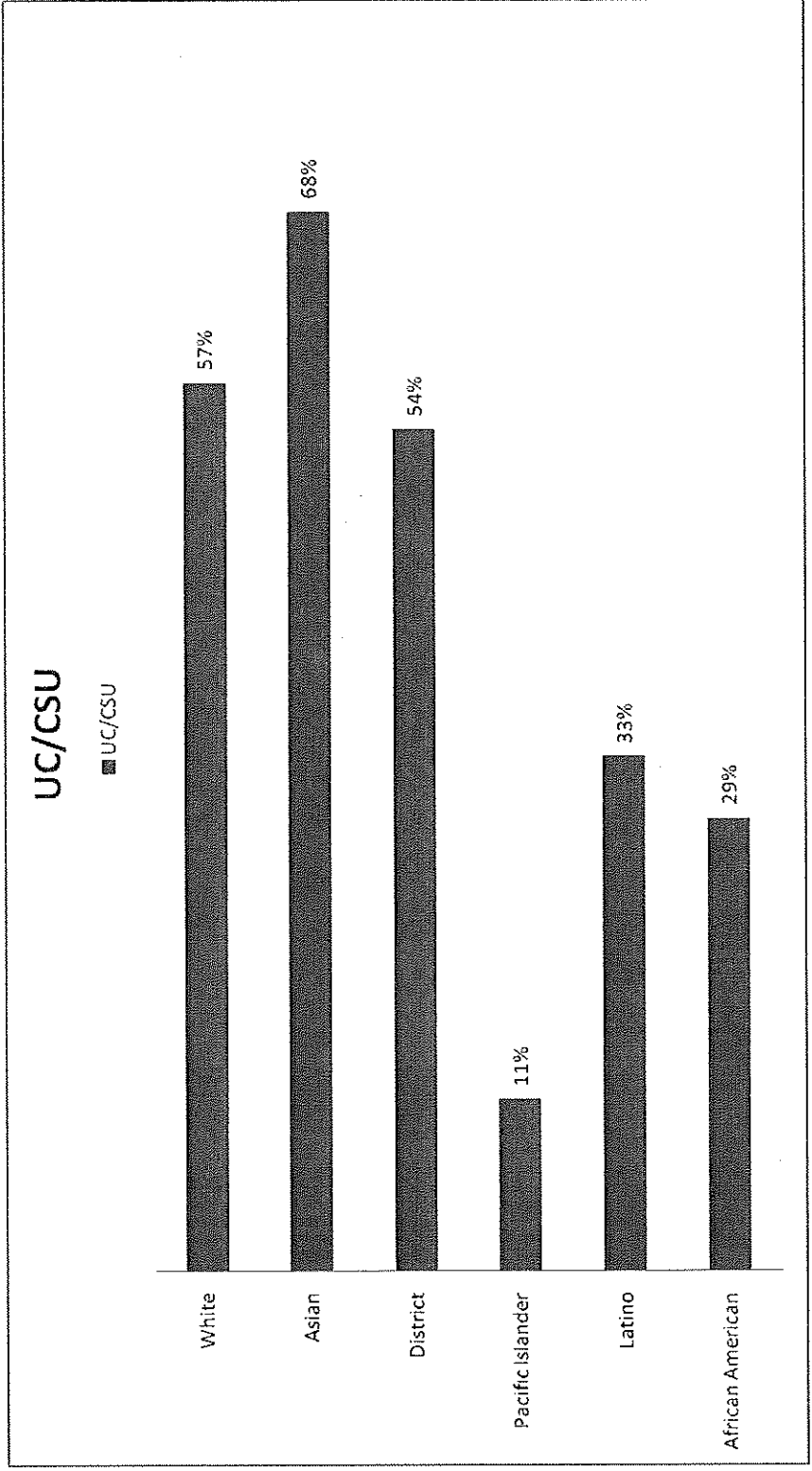
\*California Department of Education, Dataquest

# SFUSD CLASS OF 2010 GRADUATION AND DROP OUT RATE (PRIOR TO A-G AS THE GRADUATION REQUIREMENT)



\*California Department of Education, Dataquest 9/27/12

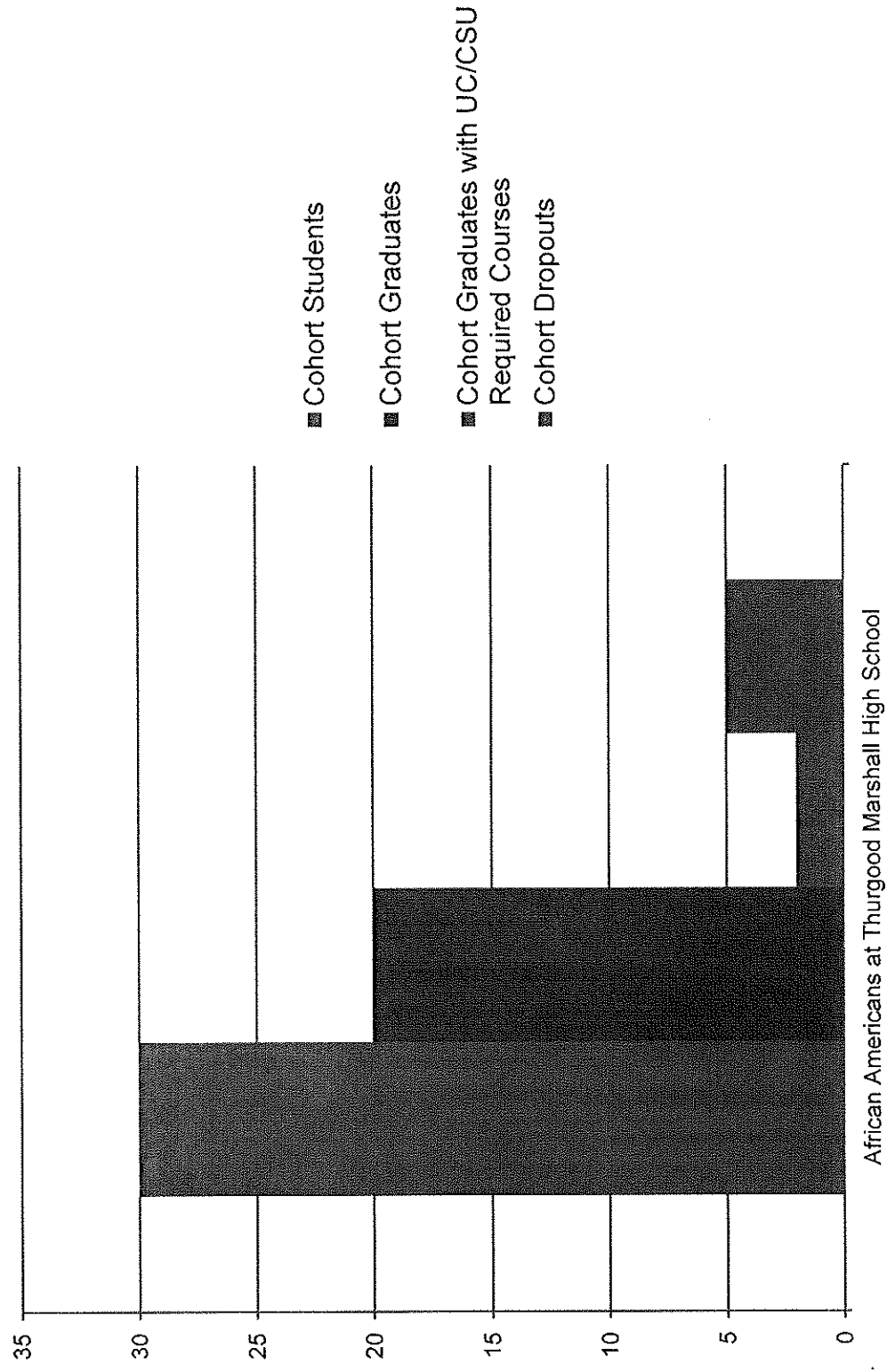
# SFUSD CLASS OF 2010 STUDENTS WHO COMPLETED THE A-G COURSE SEQUENCE



\*California Department of Education, Dataquest 9/27/12

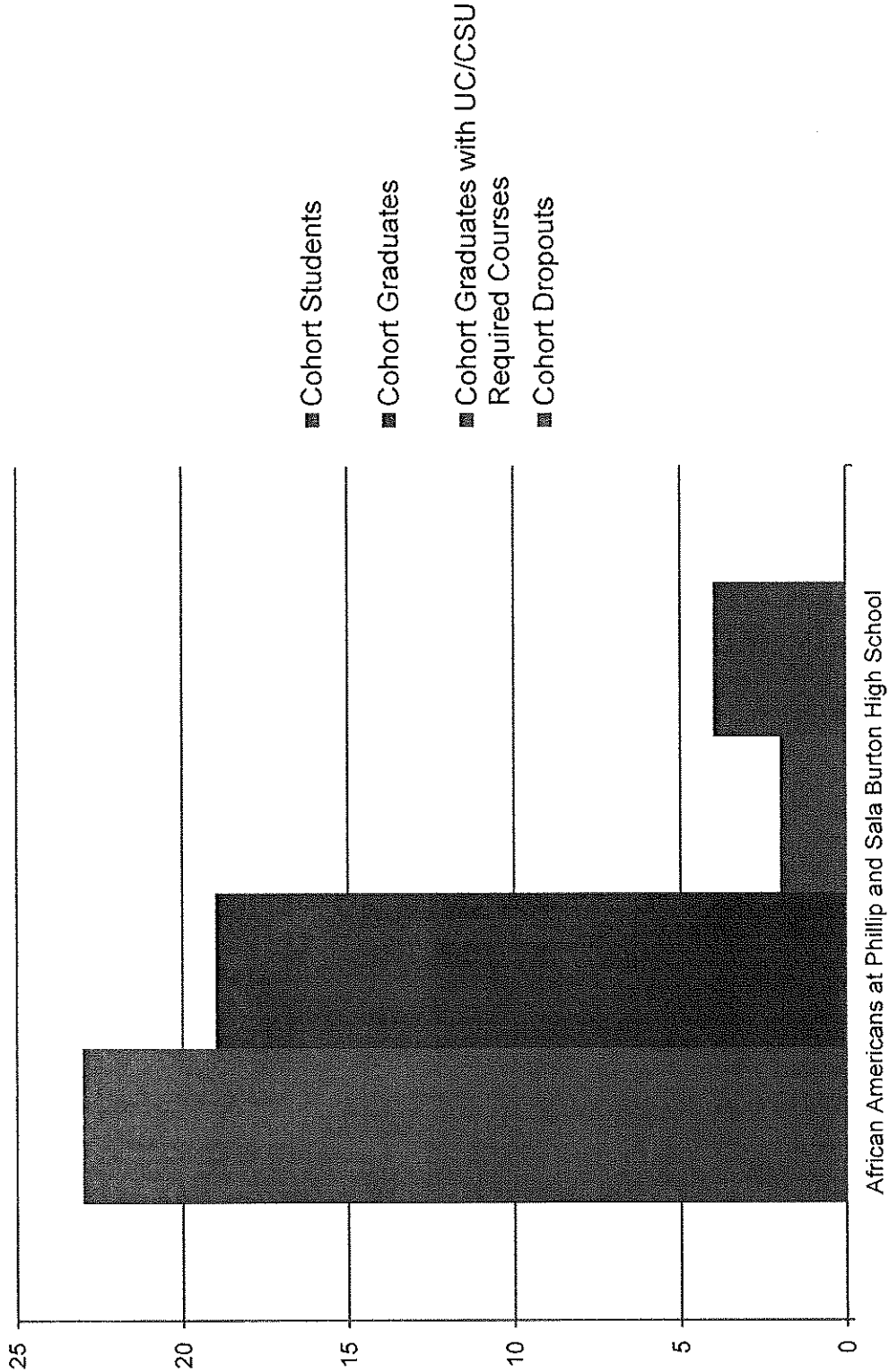


# CLASS OF 2010: AFRICAN AMERICAN STUDENTS AT THURGOOD MARSHALL HS



\*California Department of Education, Dataquest 9/27/12

# CLASS OF 2010: AFRICAN AMERICAN STUDENTS AT BURTON HS



African Americans at Phillip and Sala Burton High School

\*California Department of Education, Dataquest 9/27/12



# PASSING A-G: A PROMISE TO THE NEXT GENERATION

In 2009, over two hundred Coleman Advocates students, parents and allies arrived at SFUSD to watch the Board of Education unanimously pass the policy that changed the graduation requirement to include the A-G course sequence. This was a huge victory and seemed to be a step in the right direction for all students, especially Black, Latino and Pacific Islander students. The policy went into effect for the class of 2014.

## CHALLENGES IN A-G IMPLEMENTATION

Unfortunately things have not been as smooth as we had hoped. We have seen major obstacles to successful implementation of the A-G Policy, including:

- o Lack of monitoring A-G implementation at the school site level (until this year)
- o Not enough oversight by full Board of Education to hold district accountable
- o Inadequate SFUSD data systems; and lack of transparency and access to data relating to current student progress
- o Political will of SFUSD staff at all levels of implementation
- o Funding decreases at the state level



# COLEMAN ADVOCATES CALL FOR:

- **A renewed commitment to the academic success of African American students and other historically underserved students of color, from San Francisco Unified School District. This includes:**
  - SFUSD providing real access to A-G Courses and Career Pathway courses at every school for every student
  - SFUSD ensuring that adequate supports are in place for students to be successful in the A-G course sequences, prioritized for historically underserved students of color
  - SFUSD releasing timely and accurate data, monitoring the district's progress in preparing students for successful graduation in 2014 and beyond
- **San Francisco Unified School District, in collaboration with the City and County of San Francisco, to together identify the financial resources for crisis intervention, mending the broken promise and truly supporting ALL students in being successful by:**
  - Offering Credit recovery opportunities (like a 7<sup>th</sup> period available at each high school for struggling students, with a teacher present) prioritizing the students most at risk of not graduating, for the classes for 2014 and 2015
  - Smaller class sizes for key A-G classes
  - Academic support and tutoring for students not on track to graduation

