

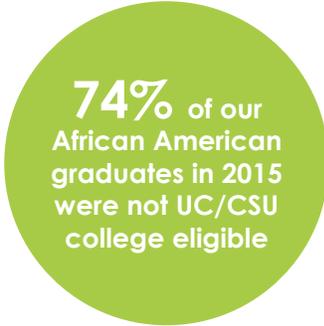
Improving African American Student Outcomes in West Contra Costa 2017 Policy Recommendations ▪ Black Minds Matter Campaign

OVERVIEW

Data is one of the most powerful tools to inform decision-making and support our students.

Our students deserve access to the most effective programming, scheduling, and use of limited resources; however, we cannot make such decisions without gathering student data and other evidence of our effectiveness to assess current offerings and adjust course as needed.

According to our [first annual report on student outcomes](#), throughout the K-12 journey, our African-American students experience some of the largest and most persistent gaps in learning and achievement, compared to our students from other backgrounds. In 3rd grade English Language Arts and 8th grade Math -- two key indicators of long term academic success -- our African-American students performed the lowest among all ethnic subgroups in 2016.



74% of our
African American
graduates in 2015
were not UC/CSU
college eligible

These results should not be acceptable to any of us, and we can do something about them.

THE BLACK MINDS MATTER CAMPAIGN is a community effort to expand opportunity and equity in education for African American students in West Contra Costa with the ultimate goal of improving student outcomes. Nearly 200 West Contra Costa families, educators, elected leaders, and community-based organizations have offered input and leadership over the past year as our partners to develop these Policy Recommendations.

HOW WERE THE POLICY RECOMMENDATIONS CREATED?

Our community engagements led to the creation of the Black Minds Matter Campaign and **Study Team composed of parents, educators, and community members** representing schools from across West Contra Costa. Initially, the team intended to develop a set of recommendations geared towards improving outcomes for African-American students. After several months of research and conversations with stakeholders, it became apparent that foundational structures were needed to adequately understand the impact and gaps of the current programming for all vulnerable groups of students. The recommendations from our Study Team build on the work of [The BlackBoard of West Contra Costa](#) and [The Education Trust – West’s Black Minds Matter report](#), as well as research on the current actions and services provided within the district and successful programming from around the state and country.

This work was facilitated by GO Public Schools West Contra Costa, a local nonprofit organization that supports a network of families, educators, and community members united around generating solutions to ensure that every West Contra Costa student thrives: gopublicschoolswcc.org.

RECOMMENDATIONS - FOUR NEXT STEPS FOR WCCUSD

To identify gaps in improving equity and opportunity for African-American students in West Contra Costa schools, our Black Minds Matters Study Team recommends the following next steps for the West Contra Costa Unified School District:

SIGN THE PLEDGE to support West Contra Costa's African American students.
gopublicschoolswwwcc.org/bmmpledge

#1

DATA CAPACITY

The district should ensure that timely, actionable, and comprehensive data is readily accessible by educators, families, and the community to inform interventions to improve student outcomes. To that end, the WCCUSD Board of Education should provide funds in the 2017-18 budget to allow the district to restructure and, if necessary, expand its central data infrastructure and capacity to meet these goals.

#2

SCHOOL CULTURE

By the end of the 2018-19 school year, the Superintendent and district staff should produce a comprehensive school culture data set and make that data available to educators and families. This data set should include public, disaggregated reports on student attendance, discipline, and content from a comprehensive school culture survey administered twice yearly.

#3

SCHOOL READINESS

By the end of the 2017-18 school year, the Superintendent and district staff should publicly release disaggregated school readiness and preschool data annually, and develop a system to share relevant student-level data between district early education programs and kindergarten teachers.

#4

COLLEGE READINESS

By the end of the 2017-18 school year, the Superintendent and district staff should conduct an internal analysis of (or bring in an expert team to assess) district high schools' current course offerings, master schedules, access to counselors and interventions, and student course fail rate. The purpose of this analysis would be to develop a set of recommendations to increase A-G completion rates for all graduates, with specific strategies for supporting historically underserved populations.

[Click here to view the Full Policy Recommendations.](#)