

African American Advisory Board June Meeting

**June 2, 2021
Via Zoom**

June 2nd Agenda

- Welcome
- Purpose
- Review group norms
- Check In
- AAAB Case Studies
- Monthly Board Meeting Report Out
- Framing the Work Ahead
- Capacity Building Proposal

AAAB Executive Committee

- Julius Austin, Chairperson
- Toni Tinker, Vice-Chairperson
- Rayvn McCullough, Secretary/Treasurer
- Nakeisha Thomas, Parliamentarian

African American Advisory Board Members (Founding)

Period of Service: July 2020 to Present

- **Mel Assagai**, government policy consultant
- **Julius Austin**, Sacramento Promise Zone and Sacramento Housing Authority
- **Benita Ayala**, SCUSD Parent
- **Lynn Berkeley Baskin**, NAACP
- **Ursula DeWitt**, Black Parallel School Board
- **Cassandra Jennings**, Greater Sacramento Urban League
- **Kenya Martinez**, CAC and SCUSD Parent
- **Cecile Nunley**, Community Member
- **Salena Pryor**, NAACP Education Chair
- **Nakeisha Thomas**, SCUSD Parent
- **Darryl White**, Black Parallel School Board
- **Kim Williams**, Building Healthy Communities

Welcome Additional AAAB Board Members!

Period of Service: February 2021 to Present

- Matt Wallace
- Conrad Crump
- Brit Irby
- Toni Tinker
- Alicia Williams
- Latoya Ramsey
- Rayvn McCullough
- Denisha Fletcher
- Noah Hayes
- Safiya Neal
- Thomas Rose Bolden
- Franschelle Brown
- Malachi L Smith
- Rashida Dunn-Nasr
- Sonia Lewis
- Terrence Gladney

The AAAB Board's Primary Purpose

1. To **advise** the Board and Superintendent and relevant District Department designee(s) regarding accountability of *services, programs, policies and resources* that directly impact the district/school culture and climate of our classrooms and the **academic, social/emotional and personal outcomes** for B/AA students.
2. To *review, monitor, and evaluate* the continuous improvement of the district's **implementation** of the Board adopted B/AA Task Force recommendations as of May 16, 2019, and consider other possible strategic areas as appropriate.

Our Working Norms & Agreements

The purpose of the working norms is to set the guardrails for how we relate to each other, problem solve and resolve potential conflicts or concerns.

These are living norms which can be revised as needed to ensure everyone feels included and able to participate

Our Working Norms & Agreements

- Be student-focused and trust that everyone comes with a desire to support students, the AAATF recommendations and implement the Task Force work
- Come ready to be engaged
- Step Up, Self-Regulate and Step Back
- Stay on topic in discussion: use the parking lot for thoughts that are not on topic
- Use evidence and data to drive inquiry and support recommendations
- Provide one voice in Board Communications
- Strive to attend all meetings; if you miss a meeting, it is your responsibility to find out what was covered.

Our Working Norms & Agreements in a Virtual Environment

- Be discreet with multi-tasking – others not need know during the meeting.
- Use the mute button at your site to prevent the transmission of background noise.
- Speak up to get attention if you have something to say.
- [Turn on your video](#) whenever possible.
- Follow an organized line up to ensure each person has a chance to respond

What is on your mind?

As we enter our board meeting this evening, is there anything on your mind that you think should inform our time together as the African American Advisory Board? How does it tie to our purpose?

AAAB Case Studies

The purpose of the AAAB Case Studies is to share how African American Advisory Board members are engaging and supporting overall SCUSD work. It is an opportunity to highlight how the work of the AAAB impacts other district initiatives/priorities.

Strategic Case Studies – Work of AAAB

- Debrief of Dr. Sprague focus group on May 27th (All)
- Update on letter to SCUSD Board of Education (All)
- Significant Disproportionality Committee – *Toni Tinker*
- Facilities Master Plan Committee - *Cassandra Jennings (AAAB Member) and Terrence Gladney (Community Member)*
- LCAP Feedback Process (All)
 - Provide feedback on LCAP crosswalk
 - LCAP PAC applicants?
 - Public Hearing – June 10th and Board Adoption – June 24th
- Upcoming SCUSD Board of Education Meetings
 - June 3rd, June 10th and June 24th
 - AAAB begins monthly report out at first board meeting of the month at the June 10th board meeting

AAAB Report Out at 1st Board of Education Meeting of the Month

As a standing district committee, the AAAB will have an opportunity to directly communicate to the Board for 3-5 Minutes at the 1st board meeting of the month. This will start with the June 10th Board meeting. Typically this time is used to:

- Debrief the discussion of the prior meeting
- Highlight a concern with the board
- Request board support of an initiative

Next Steps

- Establish Protocol for monthly Board communication
- Set priorities for June 10th Report Out

Framing the Work Ahead

- Determine approach for reviewing/updating recommendations
- Establish working committees
 - Local Control Accountability Plan
 - Priorities and Learning Session Topics
 - By-Law Development (e.g., member terms, absent members, organizational representation, etc.)
 - African American Task Force Recommendation Implementation
- Cycle of Engagement with SCUSD
 - Opening of School Year
 - February special events
 - End of School Year (data review/recommendation update)
 - Summer Engagement
- Student/Community Oriented Engagement
 - AAREA Student Awards
 - Community Meetings focused on recommendation updates

Building Capacity

(Submitted CARES Act Proposal for SCUSD consideration)

- **Project Need:** As the African American Advisory Board continues to establish itself, it has been noted by several Board members that as volunteers and mostly parents and community lay people, that there is a steep learning curve and many variables to consider as they strive to become a high-functioning and effective advocacy body. The most critical variables that stand as potential barriers to the AAAB meeting its stated mission and stated goals are:
 - a comprehensive implementation plan of action for approved recommendations
 - sufficient **time** to continue to build the Board's organizational structure, develop an implementation plan of action ***and*** represent the AAAB's interests in District sponsored committees and
 - continued District staff and facilitation support on a regular and consistent basis.

Recommendation Implementation (**Bold** Items Have Been Implemented)

Recommendation	Up to 1 Year	Up to 2 Years	Up to 3 Years
1. Establish a District-wide Black/African American Parent/Caregiver and Student Advisory Board	X		
2. Establish a Black/African American Student Achievement Task Force Implementation/Accountability/Parent Engagement Steering Sub – Committee (s)	x		
3. Require sites with over 5% variance on suspension rate disproportionality to develop and implement a plan to reduce suspensions to at least the district average	X		
4. Eliminate willful defiance suspensions (Senate Bill 419)	X		
5. Implement multiple measures to assess student progress in order to identify students in need of intervention and prioritize resources	x		
6. Implement research based intervention and acceleration strategies to close persistent learning gaps	x		
7. Provide school-to-college and school-to-career experiences utilizing community stakeholders (career training, university shadowing, mentoring and internships, etc.)	X		
8. Divest from future funding for school resource officers and reinvest in alternative supports	X		
9. Create a District-wide study team tasked to review, monitor K-12 special education referral practices	x	x	
10. Adopt and implement curriculum that includes and reflects Black/African American experience	x	x	
11. Provide professional development addressing inequitable disciplinary practices and mandate 100% faculty and staff attendance	X	X	X
12. Eliminate Pre K – 3 rd grade suspensions	x	x	x
13. Increase Black/African American teachers from 109 to 150	x	x	x

Revised Recommendation Framework

Organizational Infrastructure: *Recommendations Implemented and Require AAAB Progress Monitoring*

- #2 Establish a Black/African American Student Achievement Task Force/Advisory Board
- (#1 – embedded as a subset of the AAAB)

Culture and Climate: *Recommendations Implemented and Require AAAB Progress Monitoring*

- #3 – Require sites with over 5% variance on suspension rate disproportionality to develop and implement a plan to reduce suspension to at least the district average
- #4 – Eliminate willful defiance suspension (Senate Bill 419)
- #8 – Divest from future funding for school resource officers and reinvest in alternative supports
- #12 – Eliminate Pre K-3rd grade suspension

Revised Recommendation Framework

Proposed Revision of Academic Achievement Recommendations:

- The District will use its current Title I, III, and Mitigation of Learning Loss funds to immediately identify, assess, monitor, and provide research-based tiered intervention (remediation to acceleration) strategies to address the persistent learning gaps for its Black/African American student body. ***(Addresses recommendations #5, #6 and #9)*** - immediately address learning loss pre/during/ after COVID-19 with all available resources for black/African American students
- The AAAB will identify and recommend a list of vetted and qualified vendors able to provide professional development opportunities addressing inequitable disciplinary practices, pre-college and career planning, and curricular and programmatic resources reflecting Black/African experiences. The list will be presented to SCUSD leadership to take action and integrate into the professional learning calendar ***(Addresses recommendations #7, #10, #11)***

Stand-alone recommendation: #13

Overarching Outcomes

*By June 30, 2020 and each year thereafter, SCUSD will decrease the percentage of non-proficient students by 5%**

- Increase 3rd grade SBAC met or exceeded for Black or African American students:
 - In Mathematics from 17% in 2017-18 to 25%* in 2019-20.
 - In English Language Arts from 18% in 2017-18 to 27%* in 2019-20.
- Increase 6th grade SBAC met or exceeded for Black or African American students:
 - In Mathematics from 15% in 2017-18 to 24%* in 2019-20.
 - In English Language Arts from 19% in 2017-18 to 27%* in 2019-20.
- Increase 8th grade SBAC met or exceeded for Black or African American students:
 - In Mathematics from 16% in 2017-18 to 24%* in 2019-20.
 - In English Language Arts from 29% in 2017-18 to 36%* in 2019-20.
- Increase 4-year cohort graduation rate from 74.1% in 2017-18 to 76.7%* in 2019-20.
- Increase 4-year A-G course completion from 45.9% in 2017-18 to 48.6%* in 2019-20.

*The 2019-20 goal represents a reduction of 10 percent of the percent of students who did not achieve the desired goal in 2017-18. For example, if 20% met the desired goal previously, a total of 80% did not meet the goal. Ten percent of the 80% that did not meet the goal is 8 percentage points. Adding the 8 percentage points to the 20% who previously met the goal equals a hypothetical new goal of 28% for the current year. For each year thereafter 2019-20, the goal is to decrease the percent of non-proficient students by 5%.

**Next African American Advisory
Board Meeting
5:30 to 7:30PM via Zoom**

- TBD

Student-Centered Closure



17th Annual African American Regional Educational Alliances Student Awards

- This is DEFINITELY something that the AAAB can do for the 2021-2022 academic year.
- <https://www.youtube.com/watch?v=m3ovXQihJt0>

Thank

you

