African American Advisory Board
August Meeting

August 5, 2020
Zoom Meeting

Agenda

- Check in
- Brief overview and feedback on draft SCUSD Learning Continuity and Attendance Plan
- Detailed report outs from the Governance and Recommendations Sub-committees
- Set meeting topics for the school year
  - Update (s) to Board of Education
  - Selection of members for '21-22
  - Mid-year update for the recommendations
  - Commitment statement for '21-22 members
  - Etc.
- Wrap up

Learning Continuity and Attendance Plan Update

African American Advisory Board

August 5, 2020

Sacramento City Unified School District Est. 1854

- The Learning Continuity and Attendance Plan (LCA Plan) was established by Senate Bill 98 as a means of:
  - Documenting the planning process underway for the 2020-21 school year
  - Communicating to stakeholders the decisions and actions that will guide how instruction will occur for the fall

- SB 98 also eliminated the requirement for the 2020-21 LCAP and Annual Update, previously postponed to December by EO N-56-20

Timeline

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Week	Key Activities and Due Dates
June/July	• Surveys, Listening Sessions, outreach to stakeholders, drafting • Senate Bill 98, CDE released final template on 7.31
Aug 1-15	• Draft plan (V1.1) shared with PAC, CAC, DELAC, AAAB, Staff (8.1.20) • Additional guidance sessions from CDE, SCOE • Stakeholder Engagement Meetings • Additional data from learning options form, town hall • Make draft (V 2.0) available for public comment/viewing • PAC/DELAC submit comments to Superintendent for response • Ongoing revisions
Aug 16-31	• Ongoing revisions toward complete draft for public hearing • Integrate input from public draft comments and other sources
Sep 3rd	• Public Hearing at Board Meeting
Sep 17th	• Adoption of Plan at Board Meeting
By Oct 30th	• (potential) SCOE recommendations
W/in 15 days	• Consider SCOE recommendations at a Board Meeting (11.5?)

Data Sources

The following are the key data sources – to date –for the draft plan:

- [Return Together main page](#)

- [Return to Health Plan](#)

- [Draft Return to Learn Plan](#)

- [Distance Learning Survey Results](#)

- eConnections, BCs, and other districtwide communications

- Council of the Great City Schools: [Addressing Unfinished Learning After COVID-19 School Closures (June 2020)](#)

Return Together Plans

SCUSD is developing final [Return Together](#) plans six different areas:
- Return to Health: Health and Safety Plan
- Return to Learn: Academic Plan
- *Return to Support: Culture and Climate Plan*
- *Return to Connect: Attendance and Engagement Plan*
- *Return to Nutrition: Nutrition Services Plan*
- *Return to Play: Sports and Athletics Plan*

As draft and final plans are released, the LCA Plan will be updated to bring it into alignment.

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General Information
- Description of Impacts the COVID-19 pandemic has had on SCUSD
  - Summary of key impacts: basic services, supports, connection
  - District context, demographics
  - Core Value, Vision Statement and Guiding Principles
  - **10 expectations for distance learning**

Stakeholder Engagement
- Efforts made to solicit feedback
- Descriptions of options provided for remote participation
- Summary of feedback provided
- Description of how the plan has been influenced by feedback

In-Person Instruction
- Currently includes thinking re: Google classroom, use of learning options survey, adherence to health guidelines, SpED/EL considerations

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Distance Learning

- Continuity of Instruction
  - Guiding principles, Scope and Sequence, Instructional Minutes expectations
- Ensuring Access and Connectivity
- Pupil Participation and Progress
  - Common assessments, formative assessments, tentative participation and time value decisions
- Distance Learning Professional Development
  - Key goals, examples of staff PD, overview of MTSS
- Staff Roles and Responsibilities
- Supports for Pupils with Unique Needs

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Pupil Learning Loss
- How we will address/measure learning loss (ELA, Math, ELD)
- Our strategies/action for doing this, particularly for unduplicated students and SWDs and how we will measure effectiveness
  - Currently focuses on Common District Assessments

Mental Health and Social and Emotional Well-Being
- How we will monitor these, provide PD and resources to staff and students to address trauma, other impacts of COVID-19
  - SEL, Tiered Mental Health supports

Pupil and Family Engagement and Outreach
- How we are reaching out to and reengaging students
  - Aligned with draft elements in 'Return to Connect Plan'

School Nutrition
- Our efforts to expand access and how we will provide in-person and during distance

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Increased or Improved Services

- Required descriptions of programs used to increase/improve services

- Aligns to our actions sections in which we include specific description of actions, expenditures, and whether they are being counted towards increased/improved

"Sac City Unified will disrupt the current status quo of systemic inequity to meet the academic, social and emotional needs of all our students, especially our most vulnerable students. Such disruption must result in higher learning standards and accountability. Our Return Together Plan will abide by all county public health orders to safely serve as many students as possible through in-person instruction. Because we recognize the evolving nature of this pandemic, all of our learning models will meet the needs of all students and mitigate learning loss, assuring that all students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options."

What is needed to realize this vision?

- What actions do we need to take specific to distance learning and overall?
- What are key gaps in our previous/current state that must be addressed?

Learning Continuity and Attendance Plan Input

- The following document is a note catcher that can be opened up to all the members for direct input of feedback if they are interested.

- https://docs.google.com/document/d/1tCiREA2D5NeCy-UtIqEKp8ytVdgxj3aFttTzIkvY_S4/edit?usp=sharing

Recommendation Sub-Committee

- Julius Austin
- Ursula DeWitt
- Kenya Martinez
- Nakeisha Thomas

Subcommittee Review Process

- Subcommittee completed survey prioritizing recommendations with 20-21 timeline

- Met to review, confer, and reach consensus

- Summary of Prioritized Recommendations for 20-21 AAAB Agenda:

* red denotes completed or progress made to date

High Priority (Aug. 20-Dec. 20)	Medium Priority (Dec. 20-June 21)	Low Priority (June 21-Dec. 21)
Recommendations #1, 2, 5, 6, 8, 9, 10, 11, 12, 13	Recommendation # 7	Recommendations #3,4

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. **(21% in 2018-19)**
  - In English Language Arts from 18% in 2017-18 to 27%* in 2019-20. **(22% in 2018-19)**

- 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. **(15% in 2018-19)**
  - In English Language Arts from 19% in 2017-18 to 27%* in 2019-20. **(25% in 2018-19)**

- 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. **(11% in 2018-19)**
  - In English Language Arts from 29% in 2017-18 to 36%* in 2019-20. **(21% in 2018-19)**

- Increase 4-year cohort graduation rate from 74.1% in 2017-18 to 76.7%* in 2019-20.
  - **2018-19 4-year cohort graduation rate is 71.8%**

- Increase 4-year A-G course completion from 45.9% in 2017-18 to 48.6%* in 2019-20.
  - **2018-19 4-year cohort A-G rate is 45.2%**

*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%.
Source: DataQuest, based on "All Schools" as the "School Type"

Recommendation Implementation Time Horizon

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

July 2020 Recommendation Implementation Status (Board Adopted May 16, 2019)
Implemented Recommendations are in bold

Original Recommendation	Revised Recommendation Language (Where Appropriate)	High Priority (August 2020 to December 2020)	Medium Priority (December 2020 to June 2021)	Low Priority (June 2021 to December 2021)	SCUSD Staff Support
Establish a District-wide Black/African American Parent/Caregiver and Student Advisory Board	The SCUSD African American Advisory Board was established on July 1, 2020	X Subcommittee Comment: *Though the board has been established, it is a high priority for this board to do what it was created to do, especially under the current climate and circumstances.*			Continuous Improvement and Accountability
Establish a Black/African American Student Achievement Task Force Implementation/Accountability/Parent Engagement Steering Sub-Committee	Establish a Black/African American Student Achievement Task Force Implementation/Accountability/Parent Engagement Steering Sub-Committee	X			Family and Community Empowerment
Require sites with over 5% variance on suspension rate disproportionality to develop and implement a	Starting with the 2019-2020 school year, SCUSD staff worked with sites demonstrating the 5% suspension variance and coached them on possible reduction			X	Social Emotional Learning and

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Implemented Recommendations are in bold

Original Recommendation	Revised Recommendation Language (Where Appropriate)	High Priority (August 2020 to December 2020)	Medium Priority (December 2020 to June 2021)	Low Priority (June 2021 to December 2021)	SCUSD Staff Support
Eliminate willful defiance suspensions (Senate Bill 419)	The governor signed Senate Bill 419 into law on 9/9/19 eliminating willful defiance suspensions in grades 4-5 and banning them in grades 6-8 for five years. The new law applies to both traditional public schools and charter schools. SCUSD must monitor implementation of this law			X *Subcommittee Comment: It will be important to monitor whether or not the bill is be honored and check to see if other methods are being used to get the same negative outcomes.*	**Safety Office and Student Support Services**
Implement multiple measures to assess student progress in order to identify students in need of intervention and prioritize resources	Implement multiple measures to assess student progress in order to identify students in need of intervention and prioritize resources	X			**Academic Office, Student Support Services, Strategy and Continuous Improvement**

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Original Recommendation	Revised Recommendation Language (Where Appropriate)	High Priority (August 2020 to December) 2020	Medium Priority (December 2020 to June 2021)	Low Priority (June 2021 to December 2021)	SCUSD Staff Support
Implement research based intervention and acceleration strategies to close persistent learning gaps	Implement research based intervention and acceleration strategies to close persistent learning gaps	X			**Academic Office and Strategy and Continuous Improvement**
Provide school-to-college and school-to-career experiences utilizing community stakeholders (career training, university shadowing, mentoring and internships, etc.)	The district provides on going school-to-college and school-to-career experiences utilizing community stakeholders including Sacramento State, Los Rios Community College District, and other local partners and monitor effectiveness		X *Subcommittee Comment: A great opportunity to connect with community organizations to support students.*		**Guidance and Counseling and College and Career Readiness**

Implemented Recommendations are in bold

Original Recommendation	Revised Recommendation Language (Where Appropriate)	High Priority (August 2020 to December 2020)	Medium Priority (December 2020 to June 2021)	Low Priority (June 2021 to December 2021)	SCUSD Staff Support
Divest from future funding for school resource officers and reinvest in alternative supports	**At the July 16, 2020 board meeting, the board adopted Resolution No. 3157:** *Resolution to Reimagine School Safety and Work to Dismantle Structural Racism in Sacramento City Unified Schools and repurpose $600,000 for safety.* **The AAAB requests membership on the Safety Taskforce**	**X** *Subcommittee Comment: It is a high priority to engage with the district to influence where the funds will be allocated and identify proven alternative supports.*			**Safety Office**
Create a District-wide study team tasked to review, monitor K-12 special education referral practices	Create a District-wide study team tasked to review, monitor K-12 special education referral practices	**X** *Subcommittee Comment: Add the addition of SST to review referral practices to GATE as well of and offer additional tutoring instead of special education referrals*			**Special Education and Academic Office**

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Implemented Recommendations are in bold

Original Recommendation	Revised Recommendation Language (Where Appropriate)	High Priority (August 2020 to December 2020)	Medium Priority (December 2020 to June 2021)	Low Priority (June 2021 to December 2021)	SCUSD Staff Support
Adopt and implement curriculum that includes and reflects Black/African American experience	Adopt and implement curriculum that includes and reflects Black/African American experience	**X** *Subcommittee Comment: We must take advantage of the current climate to create urgency to not only add the Black/African America experience to the curriculum, but to also review curriculum to eliminate curriculum that presents material from solely a whiteness/white supremacist perspective.*			**Curriculum and Instruction and Academic Office**
Provide professional development addressing inequitable disciplinary practices and mandate 100% faculty and staff attendance	Provide professional development addressing inequitable disciplinary practices and mandate 100% faculty and staff attendance	**X** *Subcommittee Comment: There is greater opportunity to reach and include educators in training using platforms such as Zoom, MS Teams, and etc. Also, more people are comfortable with using the platforms.*			**Academic Office and Human Resources**

July 2020 Recommendation Implementation Status (Board Adopted May 16, 2019)
Implemented Recommendations are in bold

Original Recommendation	Revised Recommendation Language (Where Appropriate)	High Priority (August 2020 to December 2020)	Medium Priority (December 2020 to June 2021)	Low Priority (June 2021 to December 2021)	SCUSD Staff Support
Eliminate Pre K – 3rd grade suspensions	While AB 420 amends **California** Education Code section 48900(**k**) by **eliminating** the authority to suspend a student out of school or in-school in **kindergarten** through **third grade** for "disruption" and "willful, this recommendation calls for the elimination of ANY suspension between the grades of Pre-K to 3rd Grade	X			**Academic Office, Student Support Services, Legal, Human Resources**

Governance Sub-Committee

- Benita Ayala
- Cassandra Jennings
- Darryl White

Revised Group Norms

- **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**
    - Be familiar with the AAATF Transition Committee agenda provided by email; be prepared to participate
- **Step Up, Self-Regulate and Step Back**
- · Honor and consider everyone's voice and perspective
- · Listen with the intent to understand, rather than respond
- · Allow everyone to have input and speak in turn
- · Suspend judgment until all of the facts are known
- · Have one conversation at a time – no sidebar conversations
- **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.**
- *To further fleshed out by Parliamentarian*
    - *Follow committee guidelines and rules/includes consequences for not following the norms*
        - *There should be process (Process to be determined) to bring issues to the floor*
        - *Maintain confidentiality – when creating a group statement*
        - *Process for norm revisions defined*

AAAB Governance Leadership Structure

- **Executive Committee** (structure, composition, duties)
  - Comprised of the Chair, Vice Chair, Secretary/Treasurer, and Parliamentarian
  - Exercises the function and management of the African American Advisory Board (Advisory Board) between meetings of the Advisory Board
- **Chair – (serves a one-year term)**
  - Facilitates the monthly advisory board meetings
  - Develops the agenda for the next advisory board meeting
  - Calls and presides over executive ~~board~~ committee meetings and regular board meetings as needed
  - Appoints, instructs, and when possible, serves as an ex-officio member of committees
  - Appoints individuals to serve on various committees
  - Works closely with District-appointed representative(s)
  - Reports to the school board as needed or assigns a designee

Governance Leadership Structure

- **Vice Chair – (serves a one-year term)**
  - Fills in for the Chair as a substitute whenever needed
  - Works closely with the Chair to ensure a smooth process is evident at every meeting
  - Assists the Chair as needed
  - Coordinates all of the sub-committees
  - Serves as the Host of the Advisory Board and works with the Chair and District representative(s) to ensure all new members, guests and observers are properly recognized and introduced as appropriate at designated meetings

- **Secretary/Treasurer – (serves a one-year term)**
  - Works with district staff on tracking board funds dedicated to the African American Advisory Board
  - Takes meeting minutes and ensures the accuracy of all decisions and future plans of the Board
  - Keeps records of Committee members, subcommittee members, reports, and all other important documents and decisions

- **Parliamentarian – (serves a one-year term)**
  - Upholds rules and regulations of the Advisory Board
  - Ensures the Advisory Board engagement process is followed

Proposed Governance Sustainability Plan

- People who are invested in what we are doing
- Majority of committees are parent based and then community
- Current board ends term on June 30, 2021
- **Option #2 (preferred) – governance sub-committee shares its thoughts at the August 5th meeting and then seeks self-nominations and then the governance committee brings the "slate" to the September meeting to be voted on**
- *Eligibility Rule? – At least the chair or another position must be held by a current SCUSD parent or caregiver (perhaps we bring this for general advisory board discussion)*

Meeting Management Process

- Who facilitates the advisory board meeting?
  - Chair

- Who documents the advisory board meeting?
  - Secretary/Treasurer

- Who ensures that the advisory board engagement process is followed?
  - Parliamentarian

- How are advisory board decisions made?
  - Vote

Outreach Plan

- What roles are missing from the advisory board and how do we outreach to fill them? Who is missing?
    - Broader parent participation
    - Student Voice
    - Educator Voice
    - Outreach Plan
        - Launch a virtual outreach effort based on the March 2020 plan
        - Fast adopt the Black Parallel virtual framework
        - Reach out to folks who previously volunteered (e.g. Darryl, Ursula, Julius)
        - Need to create sub-committee to do this work – share at the August 5th meeting
        - Need to be specific about "who" we are outreaching for – need to go deeper than 51% over-arching goal.
        - Vincent will ask human resources about our ability to outreach to SCUSD African American employees to join the African American Advisory Board

Next AAAB Meetings – 5:30 to 7:30PM via Zoom

- September 2nd
- October 7th
- November 4th
- December 2nd
- January 6th
- February 3rd
- March 3rd
- April 7th
- May 5th
- June 2nd

Setting Annual Meeting Cycle Topics

- Update (s) to Board of Education
- Selection of members for '21-22
- Mid-year update for the recommendations
- Commitment statement for '21-22 members
- Others???

THANK YOU!!!