



African American Advisory Board Update

Board Meeting
February 17, 2022
Agenda Item No. 8.3

Presented by:
Julius Austin, Chair, AAAB
Terrence Gladney, Chair, District Accountability Committee, AAAB

Presentation Agenda

- **Evolution of AAAB**
 - Need Statement
 - Year-to-Date Milestones
 - Role and Purpose
 - Membership
- **Infrastructure Development**
- **Recommendations Implementation Framework, Alignment, Refinement**
- **Next Steps**
- **Questions and Answers**

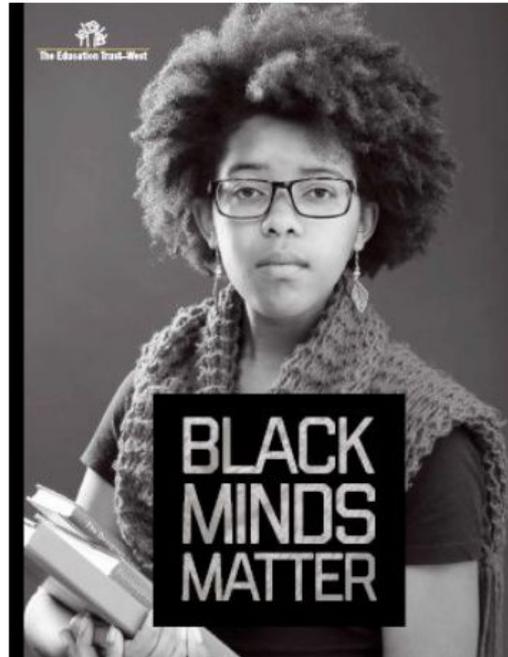
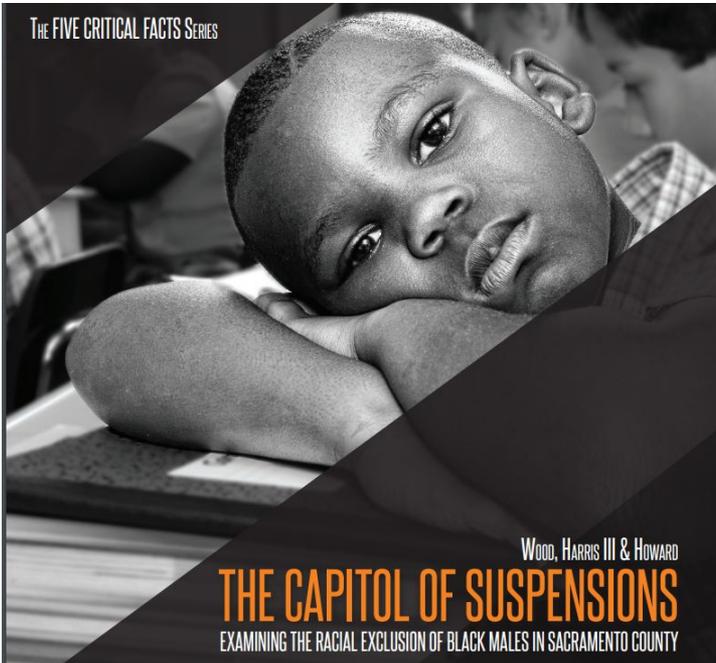
Black/African American
Advisory Board

Unconditionally & Unapologetically Advocating for Black Scholars



Evolution of the AAAB

Why AAAB Exists



Blacks Making A Difference



2018 CKM High School
Science Fair Project



Plan for raising the Achievement of African American Students



57th Anniversary Selma to Montgomery March



68th Anniversary Brown V. Board of Education

'Students Still Look At Me...As Nothing More Than A N*****': West High Vice Principal Fed Up After Being Targeted With Racist Graffiti

By Laura Haefeli November 9, 2021 at 7:20 pm Filed Under: Sacramento News, Sacramento Unified School District, West High School



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58th Anniversary Civil Rights Act |



Abraham Lincoln
Elementary School
February 2022



C.K.
McClatchy
High School
2022

**Additionally,
data trends tell
us...**

Chronic Absenteeism Rate

(Percentage of students in Grades K-8 who were absent for 10% or more of the total instructional days)

Student Group	2017-18	2018-19	2019-20	2020-21	23-24 Target
SCUSD	14.6	14.8	11.01	18.6	8
African American	26.9	27.6	20.15	38.6	14.7

Sources:

- 2017-18 and 2018-19: [California School Dashboard](#)
- 2019-20: Internal Analysis to 2.28.20 (Grades K-12)
- 2020-21: [CDE Dataquest](#)

Suspension Rate

(Percentage of Students K-12 who are suspended 1 or more times during the school year)

Student Group	2017-18	2018-19	2019-20	2020-21	23-24 Target
SCUSD	6.1	5.6	3.7	0.02	2.7
African American	16.6	14.6	10.3	0.06	7.5

Source: [California School Dashboard/Dataquest](#)

A-G Completion Rate

(Percentage of 4-year graduating cohort who met A-G Requirements)

Student Group	2017-18	2018-19	2019-20	2020-21	23-24 Target
SCUSD	50.54	50.82	53.67	54.14	70
African American	31.88 68% not eligible for 4-yr CA public college or university	35.37 65% not eligible for 4-yr CA public college or university	39.05 61% not eligible for 4-yr CA public college or university	42.82 57% not eligible for 4-yr CA public college or university	58 42% not eligible for 4-yr CA public college or university

Source: SCUSD Internal Data Set

In Summary...

- inequitable distribution of skilled, experienced teachers;
- insufficient and inequitable school funding;
- inequitable access to demanding, rigorous pre-college coursework;
- institutional racism;
- lack of cultural competence among teachers, school staff, administrators, curriculum and assessment developers and the school system itself; families/communities not able (and often not welcomed by the education system) to support or advocate for children;
- a lack of supplemental services such as mentoring and tutoring to young people whose backgrounds subject them to the inequities and risk factors.

Therefore, the AAAB's Primary Role & Purpose is...

- 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.
- To **review, monitor, and evaluate** 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.

AAAB Milestones

2018

- **September 2018**

- Convened Superintendent's African American Achievement Task Force
 - Originally scheduled to end December 2020
 - Met every Tuesday thereafter with few exceptions (October – May)

- **November – December 2018**

- Extensive Data Dive and Comparable District Analysis
- Sponsored focus groups
 - Principals
 - Teachers
 - Students
 - Parents



Special Acknowledgment – *Original Task Force Members*

- Julius Austin Sac Housing and Redevelopment Agency
- Benita Ayala SCUSD parent of student with disabilities
- Dr. Stacey Ault California State University, Sacramento
- Lynn Berkley-Baskin Sacramento NAACP
- Mike Breverly SEIU
- Cassandra Jennings Greater Sacramento Urban League
- Gail Johnson Father Keith B. Kenny Elementary School
- Michael Lynch Improve Your Tomorrow
- Dr. Hazel Mahone Vision 2000
- Hasan McWhorter Sacramento City Teachers Association
- Cecile Nunley Retired School District Chief Business Officer
- Marcus Strother Youth Development
- Gavin Veiga SCUSD Student Representative
- Nayzak Wali-Ali Sacramento Youth Commissioner
- Darryl White Black Parallel School Board
- Kim Williams Building Healthy Communities

AAAB Milestones

2019

- **January 2019**
 - Cross-walked recommendations to Graduation Task Force
- **March 2019**
 - Community Engagement session at John Still
 - Presented preliminary task force recommendations to Board of Education
- **May 2019**
 - Board of Education Adopts AAAB Task Force Recommendations
- **October 2019**
 - African American Achievement Task Force-Transition Committee Launch
 - Met monthly from October 2019 to June 2020
 - COVID-19 Pandemic Impact (March 2020 to Present)

AAAB Milestones 2020

- **July 2020**
 - Launch of Acting African American Advisory Board
 - Monthly Meetings
- **November – December 2020**
 - Outreach and Selection of New Board Members

AAAB Milestones 2021

- **February 2021**
 - Onboarded New Board Members
- **March 2021**
 - Election of Executive Committee
 - Solidified Committee Infrastructure
- **June 2021**
 - Standing Board Committee – Monthly Updates @ SCUSD Board Meetings
- **July 2021**
 - Demand for Resolution: Kit Carson International Academy Resolution
- **May 2021**
 - LCAP Listening Session
- **December 2021**
 - Demand for Resolution: West Campus High School Investigation
 - Organizational By-Laws Ratified
 - Development of Policies and Procedures

A Snapshot: AAA Board Membership Representation

**not all members pictured/ represented*



AAA Board Membership

- Julius Austin, Chair
- Toni Tinker, Vice-Chair
- Rayvn McCullough, Secretary/Communications Committee Chair
- Nakeisha Thomas, Parliamentarian & Governance/By-Laws Committee Chair
- Mel Assagai
- Benita Ayala
- Lynn Berkeley Baskin/Selena Prior
- Ursula DeWitt
- Cassandra Jennings
- Kenya Martinez
- Cecile Nunley
- Darryl White
- Kim Williams

***Began Service July 2020**

- Matt Wallace
- Conrad Crump, Parent/Family Engagement Committee Chair
- Brit Irby
- Alicia Williams
- LaToya Ramsey
- Denisha Fletcher
- Noah Hayes
- Safiya Neal
- Thomas Rose Bolden
- Francshelle Brown
- Malachi L. Smith
- Rashida Dunn-Nasr
- Sonia Lewis
- Terrence Gladney, District Accountability Committee Chair

***Began Service February 2021**

Parent/Guardian/Caregiver AAAB Participation

76%

Current B/AAA Board Membership

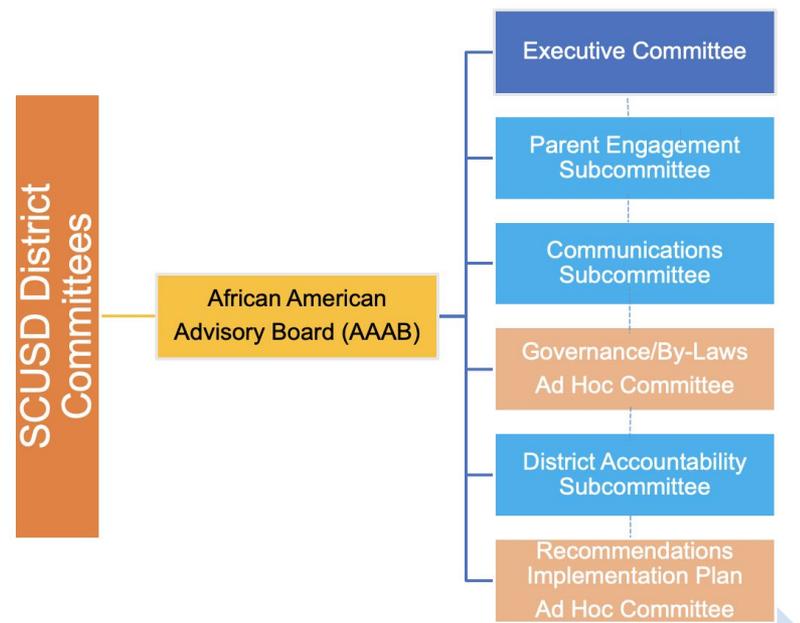
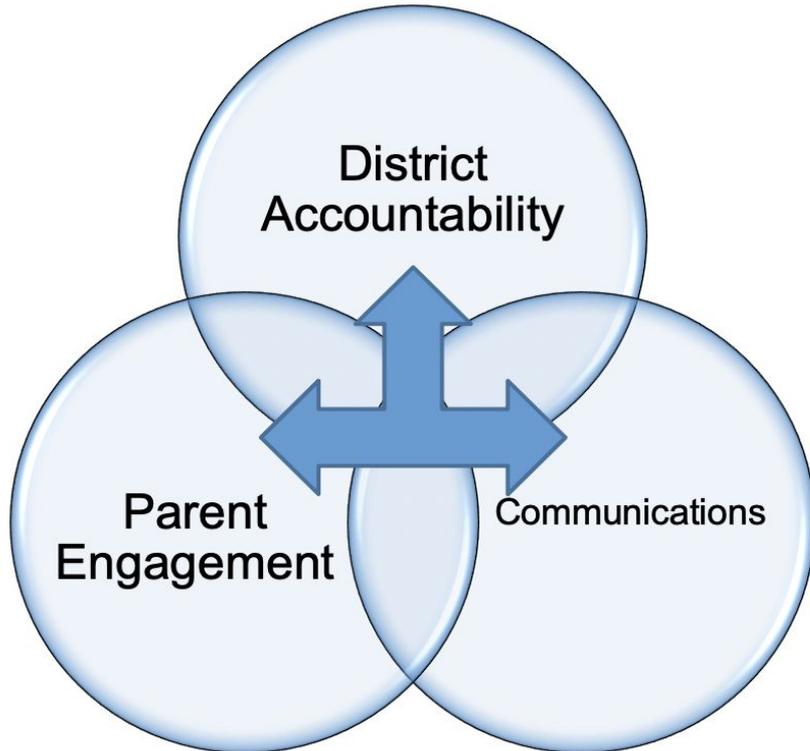
67%

Committees are chaired/co-chaired by parents

100%

Committees have parent membership

Organizational and Committee Structure



AAAB
Milestones
2022

- **February 2022**
 - Board of Education
Presentation and Update

Recommendations Implementation Framework

Original Recommendation Categories

After analyzing multiple data sources and reviewing research collected on best practices, the **AATF** developed preliminary recommendations that fall into two major focus areas and their associated sub-topic areas:

Culture & Climate

School Climate

Disciplinary Policies &
Practices

Community
Engagement

Academic Achievement:

Access and Inclusion

Opportunities to
Learn

Achievement &
Outcomes

Approved Recommendations and 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 Committee	x		
Establish a Black/African American Student Achievement Task Force Implementation/Accountability Steering Committee	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 – 3 rd grade suspensions	x	x	x
Increase Black/African American teachers from 109 to 150	x	x	x

30

Determined Status of AATF Recommendation Implementation

1. STATUS OF B/AAAB RECOMMENDATIONS AT-A-GLANCE - <https://drive.google.com/file/d/1Is-3USio8BdPxizHzG9YNNNiAbKuKRaY/view>

(8) TOTAL CULTURE AND CLIMATE RECOMMENDATIONS:	(5) TOTAL ACADEMIC ACHIEVEMENT RECOMMENDATIONS:
COMPLETED AND NEED TO BE MONITORED	
1. CC.1: Establish a District-wide Advisory Board	
2. CC.2: Establish a Black/African American Parent Engagement Steering Sub-Committee(s)	
3. CC.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.	
4. CC.4: Eliminate willful defiance suspensions (Senate Bill 419).	
5. CC.5: Eliminate PRE-K – 3rd grade suspensions.	
6. CC.6: Divest from future funding for school resource officers and reinvest in alternative supports.	
INCOMPLETE AND REQUIRE PRIORITIZATION AND IMPLEMENTATION	
7. CC.7: Provide professional development addressing inequitable disciplinary practices and mandate 100% faculty and staff attendance	1. AA.1: Implement multiple measures to assess student progress to identify students in need of intervention and prioritize resources.
8. CC.8: Increase Black/African American teachers from 109 to 150.	2. AA.2: Implement research-based intervention and acceleration strategies to close persistent learning gaps.
	3. AA.3: Provide school-to-college and school-to-career experiences utilizing community stakeholders (career training, university shadowing, mentoring and internships, etc.).
	4. AA.4: Create a District-wide study team tasked to review, monitor K-12 special education referral practices.
	5. AA.5: Adopt and implement curriculum that includes and reflects Black/African American experience

*Since approval in 2019, only 6 out of 13
Recommendations
have been fully implemented by the District*



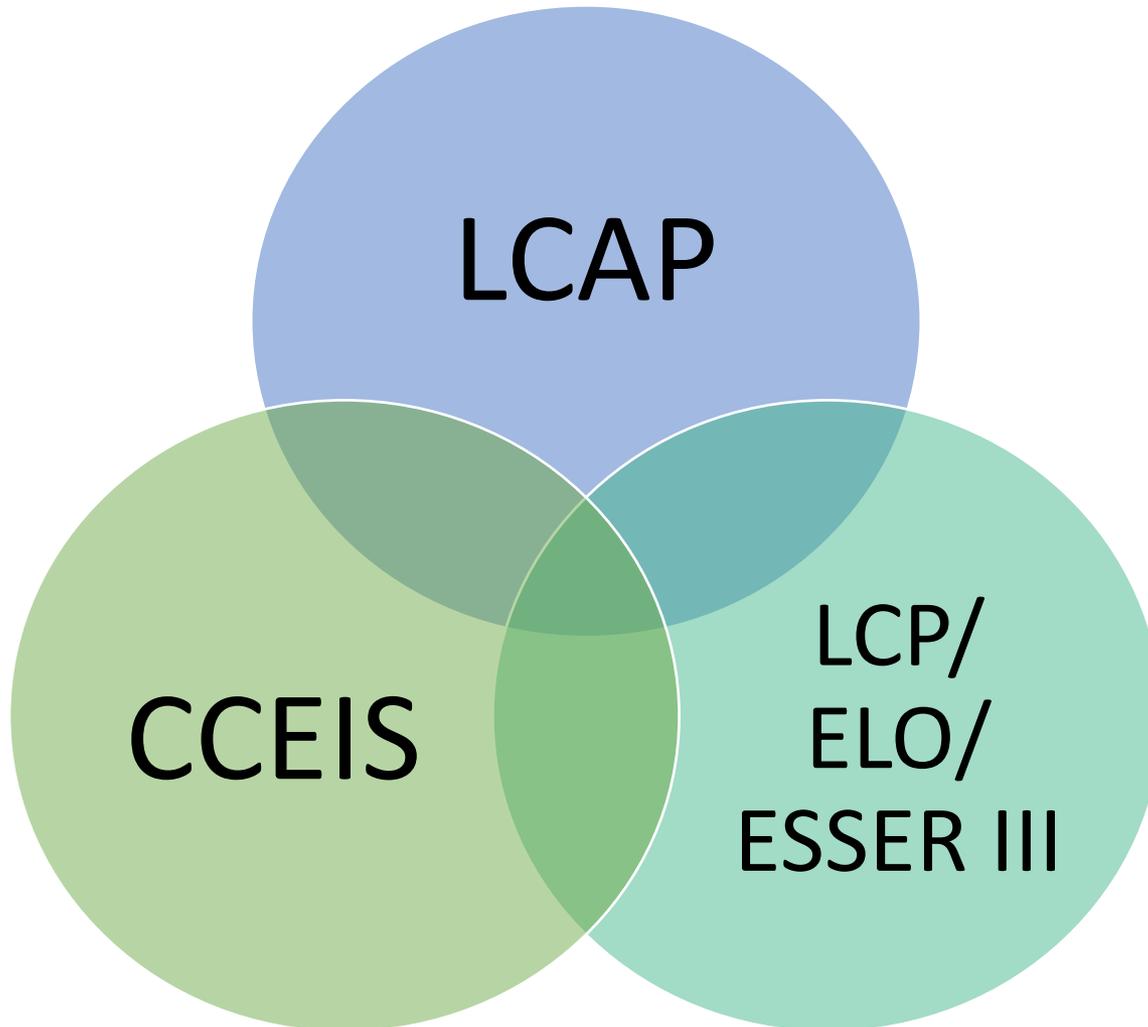
46%



GRADE F

IMPLEMENTATION FRAMEWORK

AN INTERSECTION OF DISTRICT ACCOUNTABILITY PLANS



Recommendations Organized Into Four Focus Areas



Organizational and Infrastructure Development

- (2) Recommendations



Monitor Discipline and Suspension Rates

- (4) Recommendations



Improve Academic Achievement

- (4) Recommendations



Mandatory Culturally Relevant Professional Development

- (2) Recommendations

Recommendations Overview

- 1. Academic Achievement:** The District will use its current Title I, III and ESSER, LCAP 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. The District will immediately **address** learning loss pre/during/after COVID-19 with all available resources for Black/African American students.
- 2. Monitor Discipline and Suspension Rates:** The District will monitor the established plans and provide quarterly progress updates on the school sites with over 5% variance on suspension rate disproportionality.
- 3. Mandatory Culturally Relevant Professional Development for Administrators, Faculty, Staff:** The B/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 act and integrate into the professional learning calendar.

Understand the District's LCAP Process

LCAP Goal	Examples of Actions	Examples of Metrics
<p>Goal 1: College and Career Readiness</p> <p>100% of SCUSD students will graduate college and career ready with a wide array of postsecondary options and a clear postsecondary plan. Growth in Graduation Rate and College/Career Readiness will be accelerated for Students with Disabilities, English Learners, African American students, American Indian or Alaska Native students, Hispanic/Latino students, Native Hawaiian or Pacific Islander students, Foster Youth, Homeless Youth, and other student groups with gaps in outcomes until gaps are eliminated.</p>	<ul style="list-style-type: none"> • Sustain and expand Career and Technical Education (CTE) pathways and programs • Provide Academic and Career Counseling • Accelerate progress toward graduation through Credit Recovery Programming (Central and site-based) • Maintain funding for AP/IB/SAT exam fees • Provide additional support for International Baccalaureate (IB) program 	<ul style="list-style-type: none"> • Graduation Rate • College/Career Preparedness • UC/CSU 'A-G' completion • CTE Pathway enrollment/completion • Certificates of Completion earned • State Seal of Biliteracy • On-track graduation and on-track UC/CSU 'A-G' status

This goal closely aligns to the district's Equity, Access, and Social Justice Guiding Principle:

All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.

Recommendations Alignment

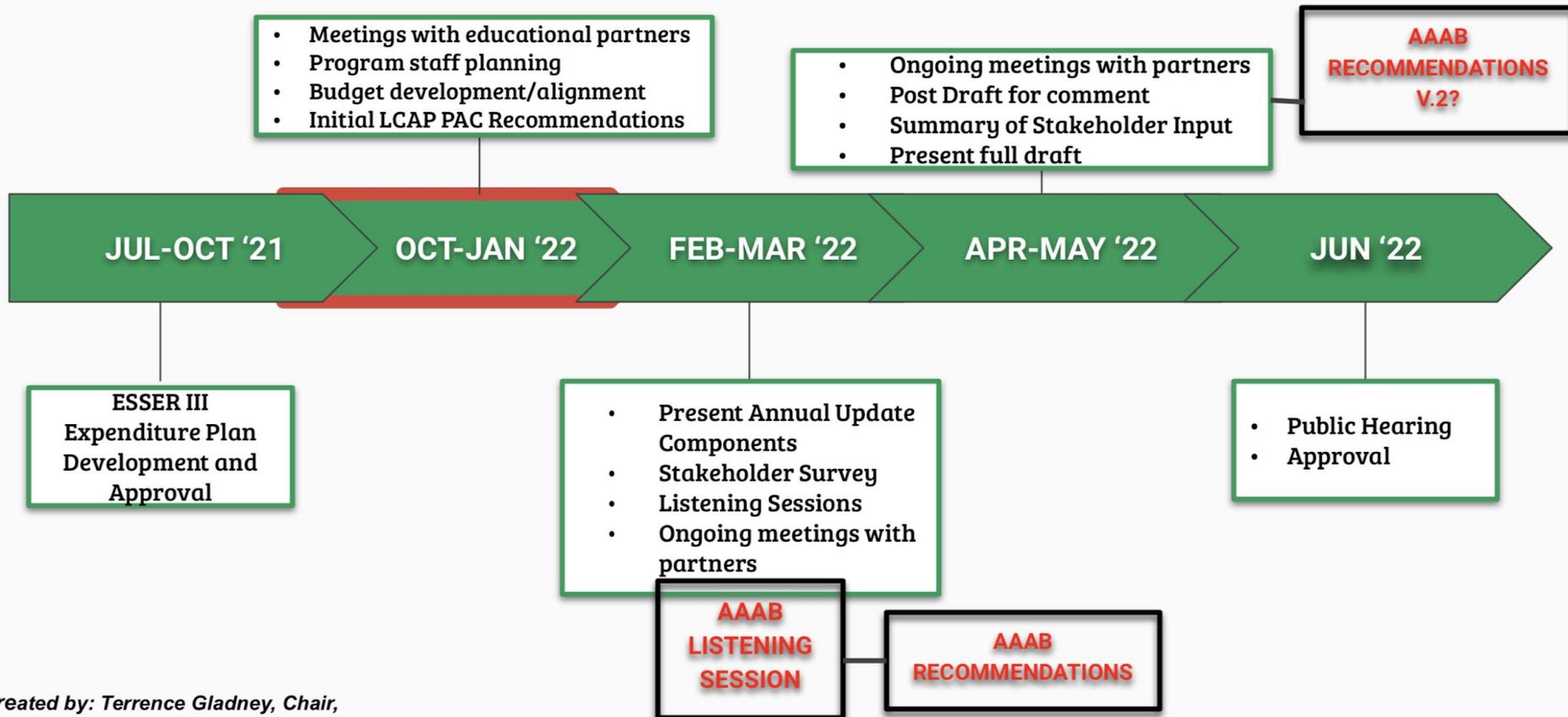
3. **ACADEMIC ACHIEVEMENTS RECOMMENDATIONS:** The District will use its current Title I, III and ESSER, LCAP funds to immediately identify, assess, monitor, and provide research-based tiered intervention (remediation to acceleration) strategies to address the persistent learning gaps for its Black/African American student body. The District will immediately address learning loss pre/during/after COVID-19 with all available resources for Black/African American students.

Recommendation #AA.1: Implement multiple measures to assess student progress to identify students in need of intervention and prioritize resources. By no later than June 30, 2020, SCUSD will implement multiple tools to assess student progress. To accomplish this goal, SCUSD will renegotiate the current MOU regarding assessments that will allow for comprehensive assessment systems and the administration of assessments 3-4 times per school year in line with other districts in our area. (As of 2/19/19)

ALIGNMENT TO DISTRICT LCAP			MEASURABLE OUTCOMES	2024 TARGET FOR AFRICAN AMERICAN STUDENTS	KEY DISTRICT STAKEHOLDER(S)	IMPLEMENTATION TIMELINE			BUDGET CONSIDERATIONS/ IMPLICATIONS
GOAL AREA	RECOMMENDATIONS	GOALS, ACTIONS, METRICS				YEAR 1 AY 21- 22	YEAR 2 AY 22- 23	YEAR 3 AY 23- 24	
FOUNDATIONAL EDUCATIONAL EXPERIENCE	Metric 2A: ELA State Assessment Metric 2B: Math State Assessment	Measure the number and percentage of students participating, scoring at	Participation Rate, the number of students scoring distance from standard, and	2A: -52.9 DFS 2B: -78 DFS 2C: 34% 2M/N: 95% 2O: 61%	Superintendent, Chief Academic Officer, Assistant Superintendent Curriculum and Instruction,				

Recommendations Alignment

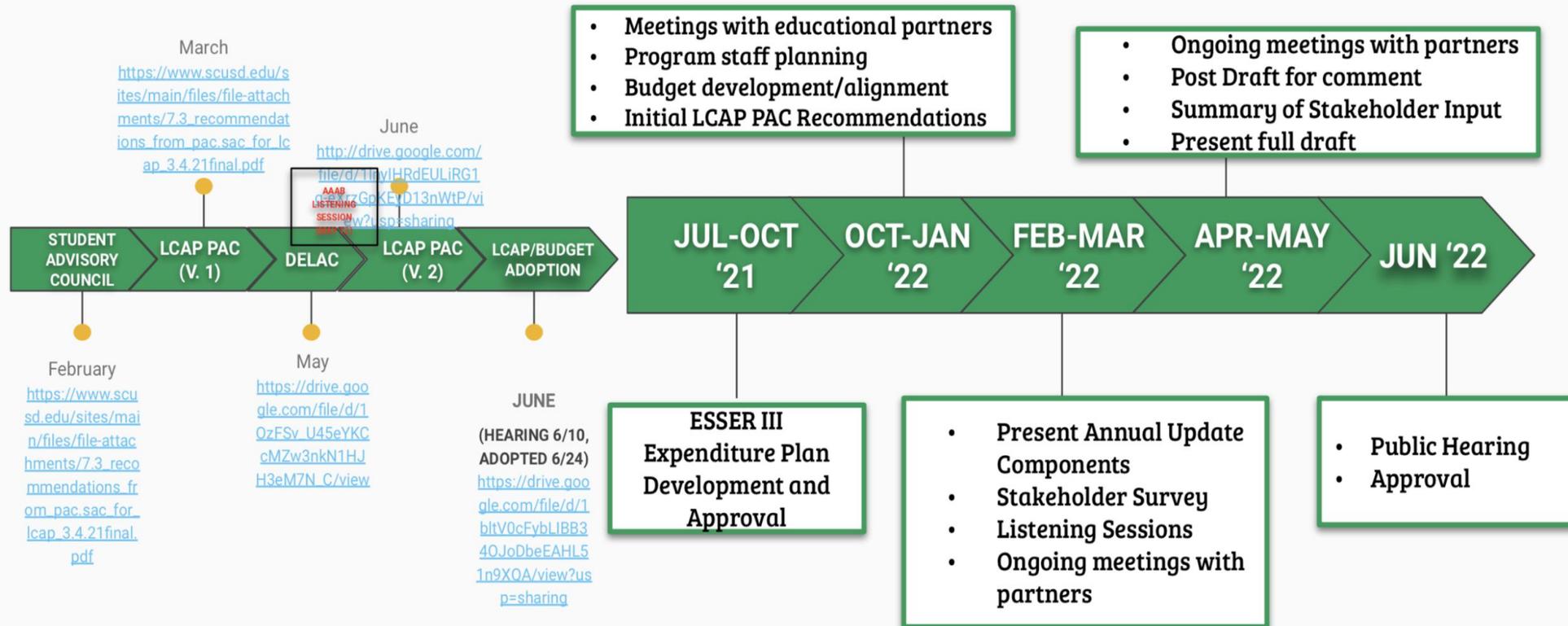
LCAP TIMELINE



Created by: Terrence Gladney, Chair,
District Accountability Committee

Recommendations Alignment

LCAP TIMELINE



AAAB Membership & LCAP PAC



LCAP Parent Advisory Committee (PAC) Roster 2021-22

Name	Representing	End of Term
Alison Alexander	Area 3	6.30.23
Vanessa Areiza King	Area 5	6.30.23
LaShanya Breazell	Superintendent	6.30.22
Gwynnae Byrd	Area 1	6.30.22
Conrad Crump	Area 7	6.30.22
Frank DeYoung	Area 5	6.30.22
N.D. Doberneck	Area 4	6.30.23
Denisha Fletcher	Area 6	6.30.23
Alison French-Tubo	Area 2	6.30.22
Terrence Gladney	Area 7	6.30.23
Junior Goris	Area 6	6.30.23
Rich Vasquez	Area 4	6.30.22
Sarah Williams-Kingsley	Area 3	6.30.23
TBD	Area 2	6.30.23
TBD	Area 1	6.30.23
TBD	Superintendent	6.30.23

B/AAAB LCAP PAC REPRESENTATION

CURRENT MEMBERS:

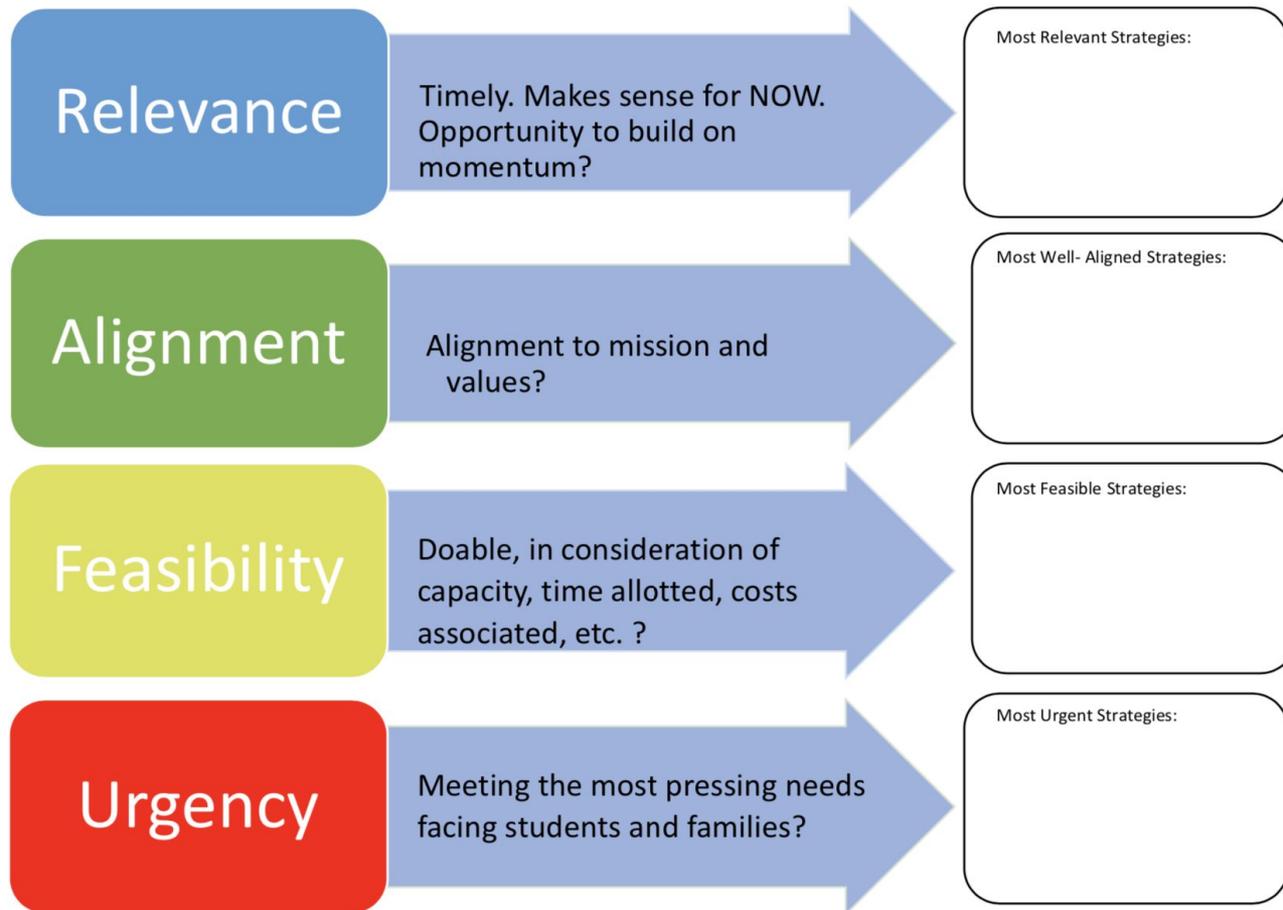
CONRAD CRUMP (AREA 7)
DENISHA FLETCHER (AREA 6)
TERRENCE GLADNEY (AREA 7)

PAST MEMBERS:

TONI TINKER
CECILE NUNLEY

Prioritizing Recommendations

Considerations for Group Decision Making About PRIORITY



Identified Potential Barriers to Recommendation Implementation

- Concern that District will fail to implement recommendations
- Need for differentiated recommendations to support diverse African American community
- Legacy of Mistrust of District Intent
- Aggressive Timeline
- Lack of Political Will
- Worry about prioritization within fiscal and global health crisis
- Need for community feedback particularly student engagement

Immediate Next Steps

- Rigorous Recommendation Monitoring & Implementation
- Hosting Student/Parent Virtual Listening and Learning Circle Campaign – (7) Trustee Areas
- Demand Immediate Attention and Resolution to Racial Incidents
- Require Additional District Staff Support



Q & A
