African American Advisory Board
November Meeting

November 4, 2020
Zoom Meeting
African American Advisory Board Members

• 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
Agenda

• Check-In (10 Minutes)
• Review Group Norms (5 Minutes)
• Stephan Brown, Director of Student Hearing and Placement Office to discuss virtual student discipline and behavior (20 Minutes)
• Outreach Plan update (15 Minutes)
  • Build Pipeline of professional learning content based on AAAB recommendations (20 Minutes) — Table to December 2nd meeting
• Discuss the Selection process for Executive Committee Members (15 Minutes)
• Black Parallel School Board AAATF Recommendation cross walk to the LCA Plan (10 Minutes)
• District Status Update (10 Minutes)
  • Re-Imagine Safety Committee Update
  • Upcoming District Board Meeting Topics
    • November 5th – Re-Opening Metrics
    • November 19th and December 10th – Fiscal Recovery Plan Review and Adoption
• Student Centered Closing (10 Minutes)
Group Norms

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

• Do not multi-task (do other work) 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
# Recommendation Implementation Time Horizon

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

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
African American Advisory Board
Student Interventions and Discipline
November 4, 2020

Stephan Brown
Director of Student Hearing and Placement
Title IX Coordinator
California Discipline Ed. Codes

• Frequent Ed. Codes

• 48900 (a)(1): Fighting
• 48900 (a)(2): Battery
• 48900 (c): Controlled Substance
• 48900 (g): Theft
• 48900 (r): Bullying
• 48900 (.2): Sexual Harassment (grades 4-12)

• What about 48900 (K)?


* Jurisdiction as Defined by Ed. Code.
Suspension Reform

- Jurisdiction

- SCUSD History

- SCUSD Reforms
  - Approval for all suspensions during DL
  - Guidance from Legal, SHPD, SEL
  - Weekly data tracking
Mandatory Expulsions

• In SCUSD many expulsions generally involve “Big 5 Offenses”
  
  • 48915 (c)(1): Possession of a Firearm
  • 48915 (c)(2): Brandishing a Knife
  • 48915 (c)(3): Selling a Controlled Substance
  • 48915 (c)(4): Sexual Assault/Harassment
  • 48915 (c)(5): Possession of Explosives
Good Afternoon Administrators:

As we become more comfortable and expert with distant learning, it’s important that our responses to California Education Code violations reflect our belief in supporting all students. As a district, our aim is to eliminate punitive discipline and replace it with interventions that are consistent, timely, and appropriate. These newly established protocols will answer some of the questions we’ve received on distance learning discipline.

We are very much cognizant of our history with regard to suspensions. The protocol below is a reflection of our desire to reduce, if not eliminate, punitive discipline. Although we will make every effort to provide interventions and support when inappropriate behavior first surfaces, there may be education code violations requiring an administrative level response. If and when such an event occurs, please closely observe these new protocols.

You are encouraged to hold parent and student conferences to explain the school’s expectations for distance learning, and discuss behavior considered acceptable/unacceptable.

Fall 2020 Protocol:

1) Identify the action or behavior of concern.
2) Site administrator determines the severity and frequency of the behavior.
3) Teachers and administrators should address minor issues with student and parent without a classroom removal.
4) Lower level resolutions should be noted in Infinite Campus. Not as a suspension. Refer to your site tiered interventions to provide appropriate support.
5) If the administrator feels an incident is worthy of suspension, contact your IAS, and or Stephan Brown, before suspending.
6) If needed your IAS, and or Stephan Brown, will consult with Legal Department.
7) If needed your IAS, and or Stephan Brown, will consult with a SPED supervisor or director.
8) As a last resort, formal suspension from distance learning may be instituted, although it is an undesirable option.
Distance Learning Interventions and Discipline

• 2 Suspensions this year

• At least 45 inquires to me from administrators

• Zoom bombing is a major issue
  • Not just in SCUSD
    • Difficult for students to re-focus
    • Students posting teachers and students on IG
    • Few incidents in recent weeks
Expulsions Since 2009
Approx. 120

• Most Common Expulsion Offenses (approximately)
  • 33% Controlled Substance (almost always sales)
  • 23% Fighting or Battery (multiple on one)
  • 23% Weapons
Expulsion Comparison 2013/14 - 2018/19
(Approximate Numbers)

• Sacramento       69
• Long Beach       152
• Elk Grove        172
• San Juan         210
• Bakersfield      222
• Folsom Cordova   247
• Oakland          212
• Fresno           1,034

Source: Dataquest
**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT**  
**Report of Suspected Harassment**

**DATE:** ________________

**Directions:** Complete this form to report harassment. An investigation will be conducted to determine if harassment occurred and whether corrective actions are needed.

<table>
<thead>
<tr>
<th>Date of Incident(s):</th>
<th>School: ____________________________</th>
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</thead>
<tbody>
<tr>
<td>Name of Student Victim:</td>
<td>Grade: ____________________________</td>
</tr>
<tr>
<td>Name of Aggressor(s):</td>
<td>Grade: ____________________________</td>
</tr>
<tr>
<td>Person Completing Form:</td>
<td>Title: ____________________________</td>
</tr>
<tr>
<td>Signature:</td>
<td>Phone: ____________________________</td>
</tr>
</tbody>
</table>

**Type of Harassment**

- [ ] Sexual Harassment/Gender Based
- [ ] Race or Ethnicity
- [ ] Special needs or disability
- [ ] Religion
- [ ] Other

**Location (chose all that apply)**

- [ ] Classroom
- [ ] Hallway
- [ ] Lunch room
- [ ] Restroom
- [ ] Playground/field
- [ ] Field trip/activity/event
- [ ] Off school property
- [ ] Email/text/computer
- [ ] Other: ____________________________

**Frequency**

- [ ] One Instance
- [ ] Ongoing or Repetitive
MTSS and SEL

• Coordination of District Efforts
  • Intervention
  • Attendance
  • Pro-active

• Specific guidance at the Teacher level for SEL
  • Specific guidance to teachers
  • Site level guidance and training
Questions are Welcome
Outreach Plan Update

• Tuesday, November 10th Outreach Event
  • Zoom Event
  • Scheduled for 6:00 – 7:30PM
  • Sub-Committee will meet to review PowerPoint (Need to determine time)
    • Need to determine lead facilitators
      • Darryl
      • Ursula – Co-Lead
      • Nakeisha
      • Cassandra – Co-Lead

• Greater Sacramento Urban League
  • Agreed to serve as back office support
  • Responded to October 21st deadline
Build Pipeline of professional learning content based on AAAB recommendations

December Follow-Up with District Staff

• Implicit Bias
• Equity in Grading
• Recruiting African American Teachers
• Closing the Achievement Gap
• Others??
Frame Executive Board Selection Process
Revised Organizational Structure and Governance

- **B/AA TF Advisory Board**
  - (meets quarterly as a group and annually with BOE)

- **District Liaison**
- **B/AATF Executive Committee**
  - (meets monthly)

- **Parent Engagement Committee**
- **Communication Committee**
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 two-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
AAAB 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 two-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
Governance Agreements

- **Standard Term:** 2 Years
- **Term Limit:** 2 consecutive terms

2020-2021 Executive Board Members and Terms
- Chair – (serves a two-year term) expires July 2022
- Vice Chair – (serves a one-year term) expires July 2021
- Secretary/Treasurer – (serves a two-year term) expires July 2022
- Parliamentarian – (serves a one-year term) expires July 2021

2021-2022 Executive Board Members and Terms
- Chair – (completes a two-year term) expires July 2022
- Vice Chair – (serves a two-year term) expires July 2023
- Secretary/Treasurer – (completes a two-year term) expires July 2022
- Parliamentarian – (serves a two-year term) expires July 2023
Selection Process of AAA Executive Committee Members
December 2, 2020

• Each AAA Board Member is encouraged to be in attendance

• Nominations will be received from the floor
  • Members can nominate any AAA Board Member OR
  • Self-nominate

• Voting will be based on the majority of those present
  • “Majority” – any number greater than half
  • Examples: If there are 8 members present, a majority vote would be 5
    • If there are 11 members present, a majority vote be 6

• Unfilled positions will be:
  • Brought back to the AAA Board for another vote OR
  • Possibly filled by the Executive Committee as a “volunteer”
Strategic Connections

• *Re-Imagine School Safety Task Force Update*

• *Upcoming District Board Meeting Topics*
  • November 5\(^{th}\)
    • *Re-Opening Metrics*
  • November 19\(^{th}\) and December 10\(^{th}\)
    • *Fiscal Recovery Plan Review and Adoption*
Recommendation Crosswalk to LCA Plan
Setting December 2\textsuperscript{nd} Meeting Topics

• Academic Office Response to Professional Learning proposal Move to January/February
• Professional Learning Pipeline
• 1\textsuperscript{st} Round of LCAP Input for next 3-Year Plan
• Select Executive Committee Members
  • Nominate
  • Vote
• Outreach Plan update
Next AAAB Meetings – 5:30 to 7:30PM via Zoom

- December 2\textsuperscript{nd}
- January 6\textsuperscript{th}
- February 3\textsuperscript{rd}
- March 3\textsuperscript{rd}
- April 7\textsuperscript{th}
- May 5\textsuperscript{th}
- June 2nd
Student Centered Closure
Thank you