

African American Advisory Board October Meeting

**October 7, 2020
Zoom Meeting**

Agenda

- Check in
- Review Group Norms
- Keeping the Main Thing the Main Thing
- CCEE Focus Group on October 14th via Zoom
- Special Invitation to provide statewide feedback
- Detailed report outs from the Governance and Recommendations Committees
- Set meeting topics for the November 4, 2020 Meeting
- Wrap up

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 Education Chair
 - Ursula DeWitt, Black Parallel School Board
- Cassandra Jennings, Greater Sacramento Urban League
 - Kenya Martinez, CAC and SCUSD Parent
 - Cecile Nunley, Community Member
 - Nakeisha Thomas, SCUSD Parent
 - Darryl White, Black Parallel School Board
- Kim Williams, Building Healthy Communities

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

Student Engagement Cases Studies

- Stories from the field

California Collaborative for Educational Excellence Focus Group

- Sacramento City USD met the criteria for a review and support process designed to assist the California Collaborative for Educational Excellence on our path to improvement in pupil achievement. SCUSD meets the criteria established pursuant to subdivision (g) of Section 52064.5 (CA School Dashboard) whereby three or more pupil groups identified pursuant to Section 52052 did not make progress based on the CA School Dashboard. Those student groups include **students with disabilities, students experiencing homelessness, and foster youth.**
- On August 20th, 2020 the [California Collaborative for Educational Excellence \(CCEE\)](#) presented to the Sacramento City Unified School District Board of Education an overview of the Systemic Instructional Review (SIR) support process and our partnership with CCEE (please see attached powerpoint). Over the next several months the CCEE will be engaging with SCUSD through various data gathering activities, one of them being stakeholder group sessions (e.g. students, parents, teachers, school site, and central office administrators, etc.).
- The African American Advisory Board focus group is scheduled on **Wednesday, 10/14/20 from 3:30pm - 5:00pm.** We invite you to join this session and provide your input on what is going well in academic systems and student outcomes as a district and in the school communities, and what are some challenges.

Invitation for Statewide Feedback

- The Instructional Quality Commission (IQC) has approved the draft Comprehensive State Literacy Plan for a public comment and review period. The draft plan, which is a key element of the CDE's work to implement a federal literacy grant, aligns and integrates state literacy initiatives, content standards, and state guidance documents to support teachers of students birth through grade twelve.
- Interested parties may review the draft and complete a public comment survey on the CDE Comprehensive State Literacy Development Grant web page at <https://www.cde.ca.gov/pd/ps/clsd.asp>. We welcome your feedback and encourage you to both provide comment and share this opportunity with others who may be interested. The public comment survey will close on October 28, 2020. At its November 2020 meeting, the IQC will consider all feedback to inform potential revisions to the draft plan.

Governance Committee

- Benita Ayala
- Cassandra Jennings
- Darryl White
- Lynn Berkeley-Baskin

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

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

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

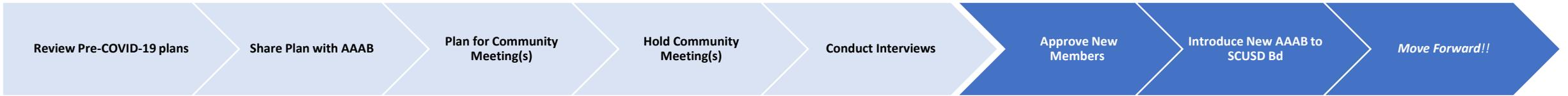
- **Parliamentarian – (serves a one-year term)**

- Upholds rules and regulations of the Advisory Board
- Ensures the Advisory Board engagement process is followed

Decision: Agree/Disagree

- Recommendation #1 – Treat Executive Committee Positions as permanent positions (not temporary) with the previously agreed upon staggered process (e.g. two positions are one-year in the first year and then convert to two year positions at the end of the first year)

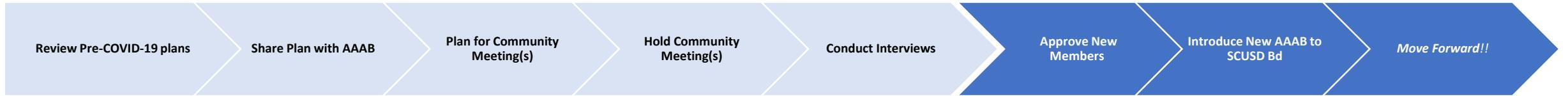
Outreach Plan Review (Dr. William Ellerbee)



September 2020 through January 2021

	Time frame	Activity
<input type="checkbox"/>	Sept. 25	AAAB Governance Committee reviews draft Outreach Plan and submits suggested revisions before October 7 th AAAB Meeting.
<input type="checkbox"/>	Oct. 7	AAAB Governance Committee presents Outreach Plan to AAAB.
<input type="checkbox"/>	Oct. 8	Selection Committee updates application in preparation for upcoming community zoom meeting(s). (See Slide #9-September 2, 2020 Agenda)
<input type="checkbox"/>	Oct. 12	District support staff to work with the Governance Committee to prepare a targeted e-mail and flyer announcing upcoming community meeting(s). They will use the “AA Census Black Count Weekend Org List” and “Potential Outreach List” (January 8, 2020).
<input type="checkbox"/>	Oct. 13	Governance Committee confirms draft of agenda for community meeting(s). (See Slide #3, Community Meeting Logistics Meeting Notes)
<input type="checkbox"/>	Oct. 19	District support staff and Governance Committee send a reminder e-mail to social media and targeted e-mail addresses regarding the upcoming community meeting(s) (See Slide #5, Community Meeting Logistics Meeting Notes)

Outreach Plan Review (Dr. William Ellerbee)



September 2020 through January 2021

<input type="checkbox"/>	Oct. 20	1 st Community Zoom Meeting facilitated by Darryl White and Ursula Dewitt.
<input type="checkbox"/>	Oct. 22	2 nd Community Zoom Meeting facilitated by Cassandra Jennings and Nakeisha Thomas.
<input type="checkbox"/>	Oct. 26-30	Governance Committee and/or Selection Committee field questions and answers prior to application deadline.
<input type="checkbox"/>	Oct. 31	Deadline to submit applications.
<input type="checkbox"/>	Nov. 2	Selection Committee begins to review applications.
<input type="checkbox"/>	Nov. 9	Governance Committee and Selection Committee finalize the interview process including materials, interview questions, interview questions, ratings, and preferred dates of interviews.
<input type="checkbox"/>	Nov. 16	Selection Committee selects applicants to be interviewed <u>OR</u> decide next steps if not an appropriate number of applications have been received.
<input type="checkbox"/>	Nov. 17	Selection Committee schedules interviews for Dec. 1-4, 2020 <u>OR</u> Nov. 17-20, 2020.
<input type="checkbox"/>	Dec. 1-4	Selection Committee conducts interviews with the assistance of the Governance Committee.
<input type="checkbox"/>	Dec. 14	Selection Committee finalizes recommendations and prepares to report list of names to AAAB on Jan. 6, 2021. (See Slide #11, September 2, 2020 AAAB Agenda)
<input type="checkbox"/>	Jan. 6	AAAB reviews and approves recommendations.
<input type="checkbox"/>	Jan. 6-11	Selection Committee <u>OR</u> Executive Chairperson contacts approved names to welcome new AAAB Members.
<input type="checkbox"/>	Jan. 25-29	Executive Chairperson <u>OR</u> Vice Chairperson conducts a brief informational meeting (orientation) for the new AAAB Members prior to the February 3, 2020 AAAB Meeting.
<input type="checkbox"/>	Feb. 3	Vice Chairperson introduces new members to the AAAB.
<input type="checkbox"/>	Feb. 18	The new AAAB is introduced to the SCUSD Board along with updates.

Reflections and Response

Recommendation Committee

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

Decisions Required from Advisory Board

- **Decide which recommendations to keep as is**
 - Which recommendations stand the test of time
- **Decide which recommendations should be revised**
 - Recommendations created Pre-COVID-19 Pandemic
 - Currently in the COVID-19 Pandemic
 - Need to be ready for post COVID-19 Pandemic
- **Decide on potential new recommendation proposals**
 - Friendly amendments need to integrate the current reality of distance learning

Recommendation Implementation Time Horizon

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

A Refresher: Review of the Recommendation Categories

Academic Achievement

#5, 6, 9, 13, 7, 10

Access and
Inclusion

Opportunities
to Learn

Achievement
& Outcomes

Culture & Climate

#2, 3, 4, 8, 11, 12, 1

School Climate

Disciplinary
Policies &
Practices

Community
Engagement

Shared
Accountability

Recommendation Implementation Time Horizon

	Recommendation	Up to 1 Year	Up to 2 Years	Up to 3 Years
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		
8	Divest from future funding for school resource officers and reinvest in alternative supports	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
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		
9	Create a District-wide study team tasked to review, monitor K-12 special education referral practices	x	x	
13	Increase Black/African American teachers from 109 to 150	x	x	x
1	Establish a District-wide Black/African American Parent/Caregiver and Student Advisory Board	x		
7	Provide school-to-college and school-to-career experiences utilizing community stakeholders (career training, university shadowing, mentoring and internships, etc.)	x		
10	Adopt and implement curriculum that includes and reflects Black/African American experience	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

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**

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

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
1. 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: <i>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.</i>			Continuous Improvement and Accountability
2. 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
3. Require sites with over 5% variance on suspension rate disproportionality to	Starting with the 2019-2020 school year, SCUSD staff worked with sites demonstrating the 5% suspension variance and coached			Y	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
<p>4. Eliminate willful defiance suspensions (Senate Bill 419)</p>	<p>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</p>			<p style="text-align: center;">X</p> <p><i>Subcommittee Comment: It will be important to monitor whether or not the bill is honored and check to see if other methods are being used to get the same negative outcomes.</i></p>	<p style="text-align: center;">Safety Office and Student Support Services</p>
<p>5. Implement multiple measures to assess student progress in order to identify students in need of intervention and prioritize resources</p>	<p>Implement multiple measures to assess student progress in order to identify students in need of intervention and prioritize resources</p>	<p>X</p>			<p style="text-align: center;">Academic Office, Student Support Services, Strategy and Continuous Improvement</p>

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Implemented Recommendations are in bold

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6. 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
7. 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 <i>Subcommittee Comment: A great opportunity to connect with community organizations to support students.</i>		Guidance and Counseling and College and Career Readiness

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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
<p>8. Divest from future funding for school resource officers and reinvest in alternative supports</p>	<p>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</p>	<p style="text-align: center;">X</p> <p><i>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.</i></p>			<p style="text-align: center;">Safety Office</p>
<p>9. Create a District-wide study team tasked to review, monitor K-12 special education referral practices</p>	<p>Create a District-wide study team tasked to review, monitor K-12 special education referral practices</p>	<p style="text-align: center;">X</p> <p><i>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</i></p>			<p style="text-align: center;">Special Education and Academic Office</p>

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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
<p>10. Adopt and implement curriculum that includes and reflects Black/African American experience</p>	<p>Adopt and implement curriculum that includes and reflects Black/African American experience</p>	<p style="text-align: center;">X</p> <p><i>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.</i></p>			<p style="text-align: center;">Curriculum and Instruction and Academic Office</p>
<p>11. Provide professional development addressing inequitable disciplinary practices and mandate 100% faculty and staff attendance</p>	<p>Provide professional development addressing inequitable disciplinary practices and mandate 100% faculty and staff attendance</p>	<p style="text-align: center;">X</p> <p><i>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.</i></p>			<p style="text-align: center;">Academic Office and Human Resources</p>

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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
<p>12. Eliminate Pre K – 3rd grade suspensions</p> <p>Need to add the #13 Increase Black/African American teachers from 109 to 150</p>	<p>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</p>	<p>X</p>			<p>Academic Office, Student Support Services, Legal, Human Resources</p>

Other Considerations

Setting Meeting Topics

- Set Key Topics for the November 4th meeting
 - Stephan Brown, Director of Student Hearing Office to discuss virtual student discipline and behavior
 - Build Pipeline of professional learning
 - Implicit Bias
 - Equity in Grading
 - Recruiting African American teachers
 - Closing Achievement Gap
 - Select Executive Committee Members
 - Outreach Plan update
 - Member report-outs on other SCUSD committee work (e.g. reimagine safety task force)
 - AAAB response to current District financial status

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

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

THANK YOU!!!