

Black/African American Advisory Board Update (B/AAAB)



Board Meeting
April 27, 2023
Agenda Item No. 9.6

Presented by:
Julius Austin, Chair, B/AAAB
Terrence Gladney, Vice Chair, B/AAAB



Black/African American
Advisory Board

Unconditionally & Unapologetically Advocating for Black Scholars



Presentation Agenda

1. A Moment of Reflection & Context Setting
 1. Habari Gani? , AKOBEN, Today in Black History
2. A Brief Overview: The Evolution of B/AAAB
3. A Perspective: B/AAAB's Current Role & Responsibilities
4. Advisement & Next Steps
5. Questions & Discussion



HABARI GANI?





AKOBEN: *A Call to Action*

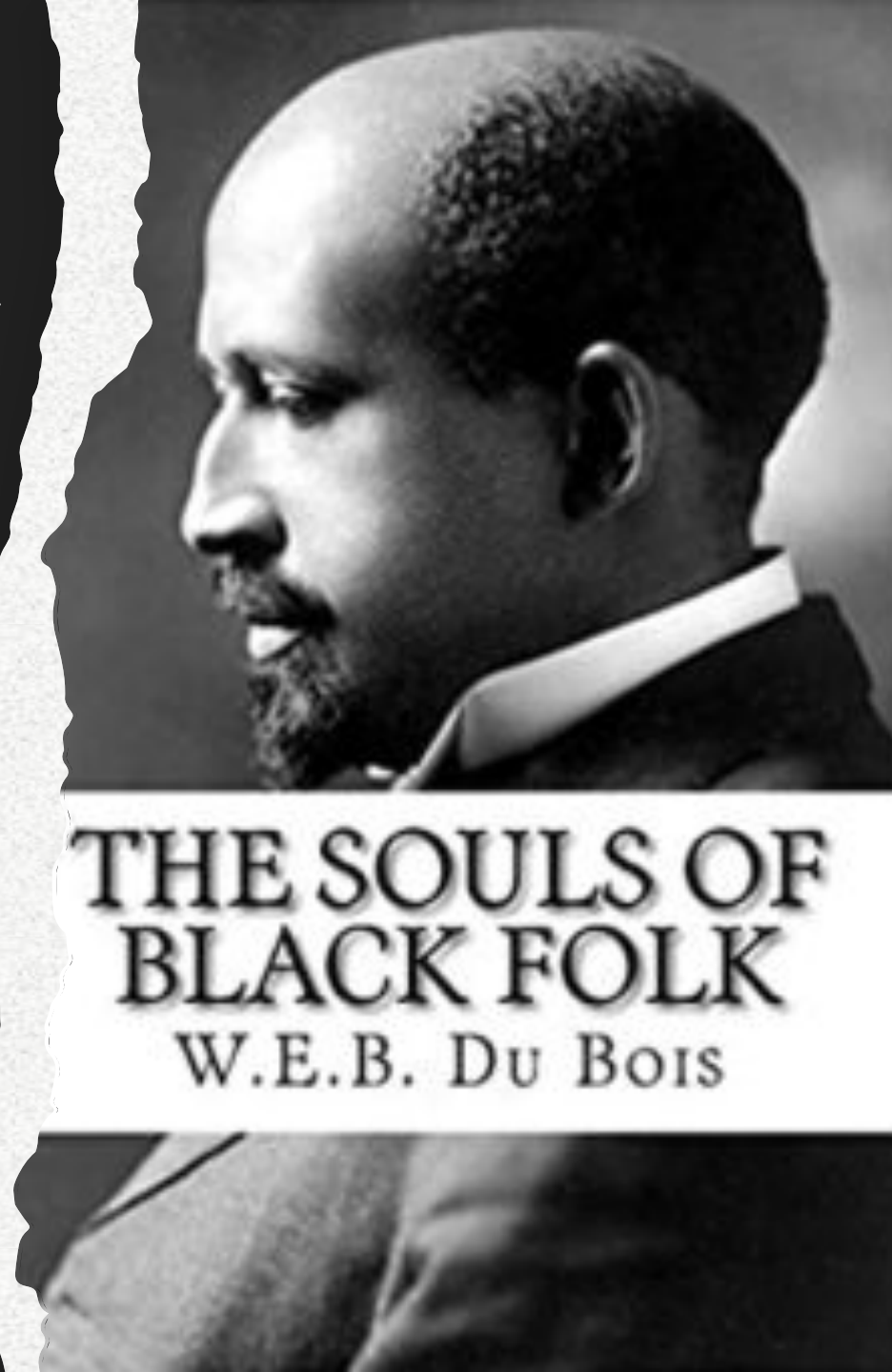
*Symbolizes devotion,
readiness, loyalty and
service.*

*Each person has a unique
role in the social construction
of justice and is called to be
vigilant about their
community.*



Today in Black History

On April 27, 1903, the *Souls of Black Folk*, the seminal, classic work written by W.E.B. Du Bois was published.





According to Ed-Data and the District's Academic Office and School Safety reports (Feb. 2023), SCUSD Black/African American students are still...

MOST LIKELY TO:

- Be suspended or expelled;
- Be identified for special education

LEAST LIKELY TO:

- Become proficient readers by third grade;
- Be placed in Gifted and Talented Educational programs;
- Master the mid-level mathematics skills that position students for success in college-preparatory math courses;
- Be placed in a full sequence of college-preparatory courses;
- Complete an Advancement Placement (AP) Course;
- Meet the the A-G College Readiness UC/CSU Eligibility Requirements

SCUSD B/AAAB Milestones - 2018

Convened the Superintendent's African American Achievement Task Force

- Originally scheduled to end December 2020
- Met every Tuesday thereafter with few exceptions (October to May)

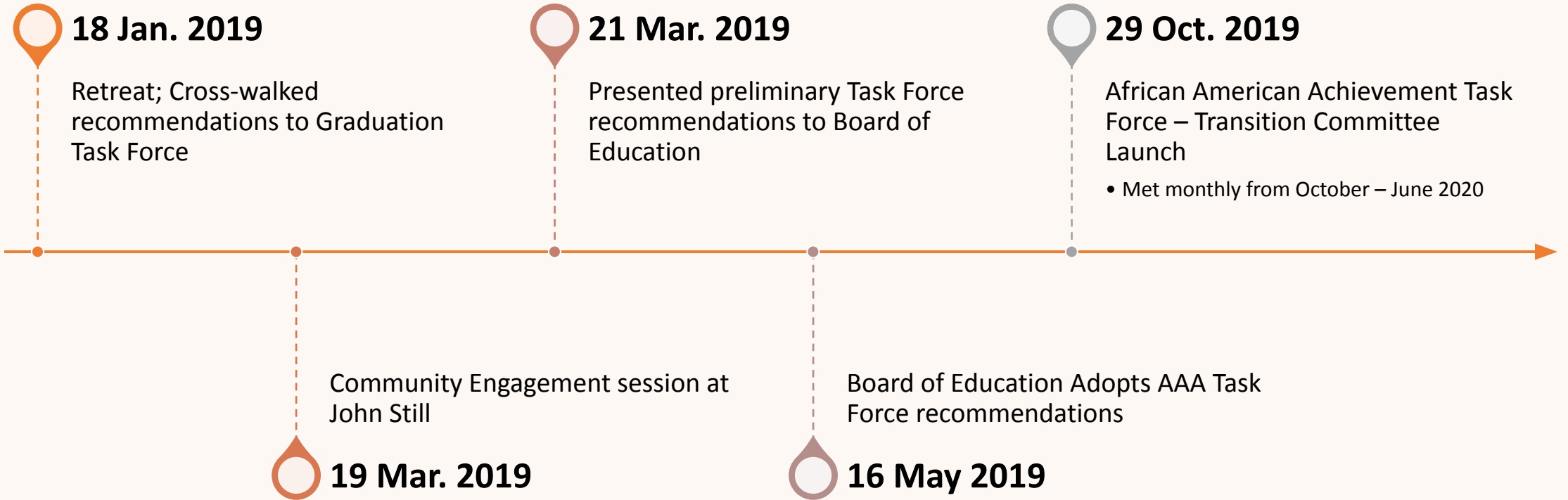
Nov.–Dec. 2018

27 Sep. 2018

Sponsored focus groups

- Principals
- Teachers
- Students
- Parents

SCUSD B/AAAB Milestones - 2019



BUILDING BLOCKS OF B/AAAB RECOMMENDATIONS IMPLEMENTATION AND PROGRESS MONITORING PLAN

1. STATUS OF B/AAAB RECOMMENDATIONS AT-A-GLANCE - <https://drive.google.com/file/d/1Is-3USio8BdPxIzHzG9YNNNjAbKuKRaY/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

2. Source Documents and Alignment Matrix of LCAP Recommendations, Actions, Metrics Specific to B/AAAB

1. Summary of Stakeholder Recommendations aligned to B/AAAB Recommendations -

https://docs.google.com/document/d/1Q2_Vt5ETzS_VRsSWXo7LrwLW3424BiAF/edit?usp=sharing&oid=105227109134279197633&rtpof=true&sd=true

2. SCUSD Website LCAP Resources - <https://www.scusd.edu/local-control-and-accountability-plan-lcap-resources>

3. SCUSD 2021-22 LCAP_Updated_8.10.21.pdf - <https://drive.google.com/file/d/1s9BFggaxFGO2whKNnD6coXUUW85Ytmyi/view>

LCAP Goal Area	LCAP Recommendations	Notes on Alignment Begins on page 178/289 (pg. 53)	Measurable Outcomes Begins on p. 166/289 (pg. 43)	2024 Target for all Students	2024 Target for African American Students
1: College and Career Readiness	1A - Increase amount of counselor FTE	LCAP Actions 1.2, 1.3	Metric 1C: College/Career Indicator Metric 1D: A-G Completion Metric 1I: FAFSA Completion	1C: 62% 1D: 70% 1I: 85%	1C: 48% 1D: 58% 1I: 79%
	1H - Increase/Provide school-to-college and school-to-career experiences utilizing community stakeholders:	LCAP Actions 1.2/1.3			
	1I - Specific strategies to market college to students: Ex: Invite black faculty to come to campuses, engage student interests, and let students see themselves reflected	LCAP Actions 1.2/1.3			
	1F- Develop/strengthen partnerships for CTE programs:	LCAP Action 1.1	Metric 1G: CTE Pathway Completion Metric 1H: CTE Pathway Enrollment Metric 1F: A-G and CTE Completion	1G: 18.9% 1H: 31.3% 1F: 13.8%	1G: 16% 1H: 32.3% 1F: 10.7%

SCUSD B/AAAB Milestones - 2020

Launch of African American Advisory Board

1 July 2020

Nov.–Dec. 2020

Outreach and Selection of New Board Members



Models Used to Establish the B/AAAB



District Committees

African American Advisory Board

There is urgent work necessary to support our African American students in reaching their full potential. As educators and leaders in our community, we are obligated to change outcomes for African American students on a variety of key district student outcome indicators, including grade level readiness, graduation, A-G completion, and college and career readiness measurements.

Bond Oversight Committee (BOC)

Community Advisory Committee (CAC)

District English Learner Advisory Committee (DELAC)

District Wellness Committee

LCAP Advisory Committee

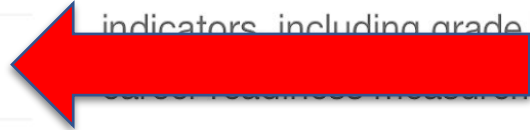
LCAP English Learner Parent Advisory Committee

Student Advisory Council (SAC)

School Safety Task Force

Inactive District Committees

School Committees



Bond Oversight Committee

The Sacramento City Unified School District's (SCUSD) Citizens' Bond Oversight Committee (CBOC) is an oversight body to the District on matters related to the Measures Q & R construction bond program implementation as required by California's [Strict Accountability in Local School Construction Bond Act of 2000](#), which mandates that citizen advisory panels be established to assure accountability for the use of public funds.

Placement within the District

<https://www.scusd.edu/aaab>



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[Constituent Services Office](#)

[Racial and Social Justice Resources](#)

[Community Facility Use](#)

[District Committees](#)

African American Advisory Board

[Bond Oversight Committee \(BOC\)](#)

[Community Advisory Committee \(CAC\)](#)

[District English Learner Advisory Committee \(DELAC\)](#)

[District Wellness Committee](#)

[LCAP Advisory Committee](#)

[LCAP English Learner Parent Advisory Committee](#)

[Student Advisory Council \(SAC\)](#)

[School Safety Task Force](#)

African American Advisory Board (AAAB)

There is urgent work necessary to support our African American students in reaching their full potential. As educators and leaders in our community, we are obligated to change outcomes for African American students on a variety of key district student outcome indicators, including grade level readiness, graduation, A-G completion, and college and career readiness measurements.

Current outcomes are unacceptable and serve as the impetus for establishing the African American Advisory Board. This advisory board will be comprised of members of our community who have demonstrated expertise, knowledge of developing solutions to complex issues, and clear commitment to increasing student outcomes and narrowing opportunity gaps.

[SBAC Results Across Demographic Groups](#)

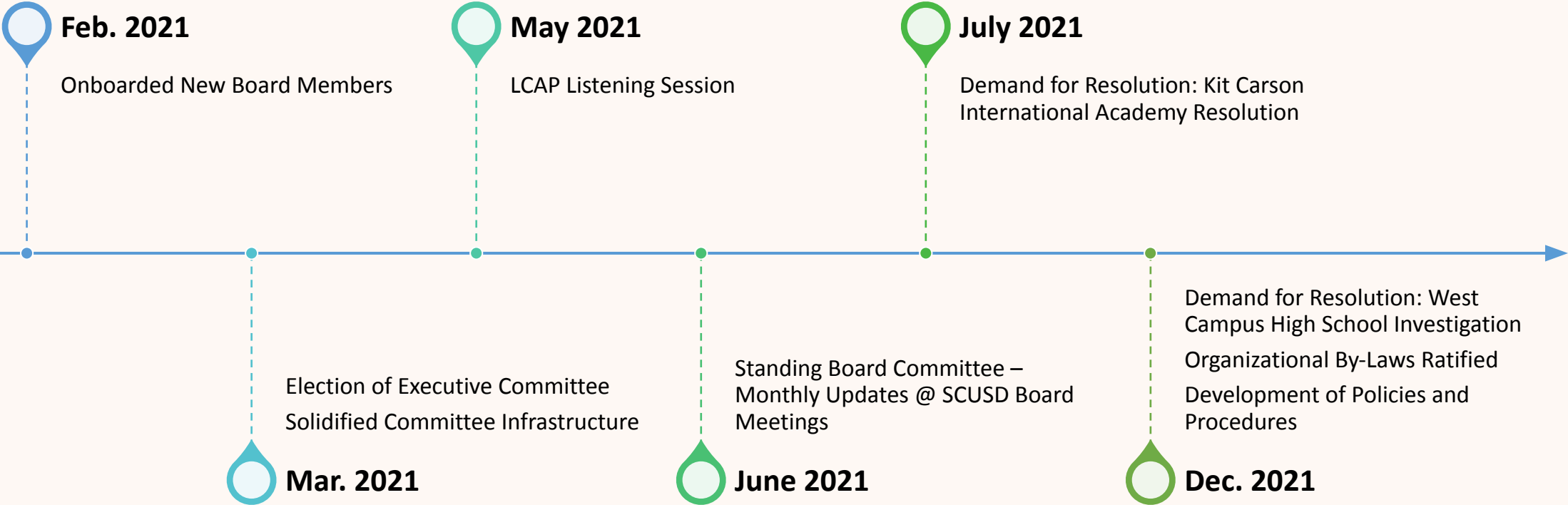
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[Sign Up for African American Advisory Board Email List](#)

B/AAAB's Role and Purpose

- 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.

SCUSD B/AAAB Milestones - 2021



B/AAA Board Membership Representation



**Julius Austin, Chair
2018**



**Terrence Gladney,
Vice Chair, 2021**



**Nakeisha Thomas,
Parliamentarian,
2020**



**Kim Williams, Chair,
District Accountability
Committee, 2018**



Cassandra Jennings, 2018



Brit Irby, 2021



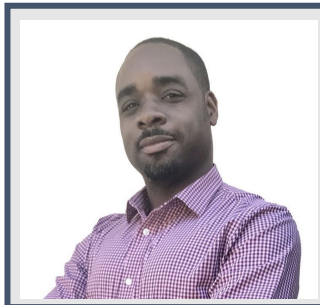
Dr. Alicia Williams, 2021



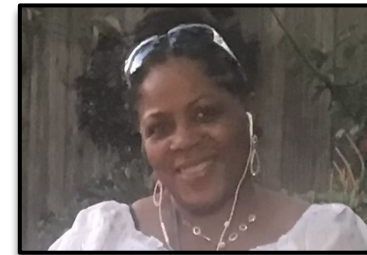
**Conrad Crump, Chair,
Parent, Family Engagement
Committee, 2021**



Sonia Lewis, 2021



Thomas Rose-Bolden, 2021



Franschelle Brown, 2021



Matt Wallace, 2021



Toni Tinker, 2021

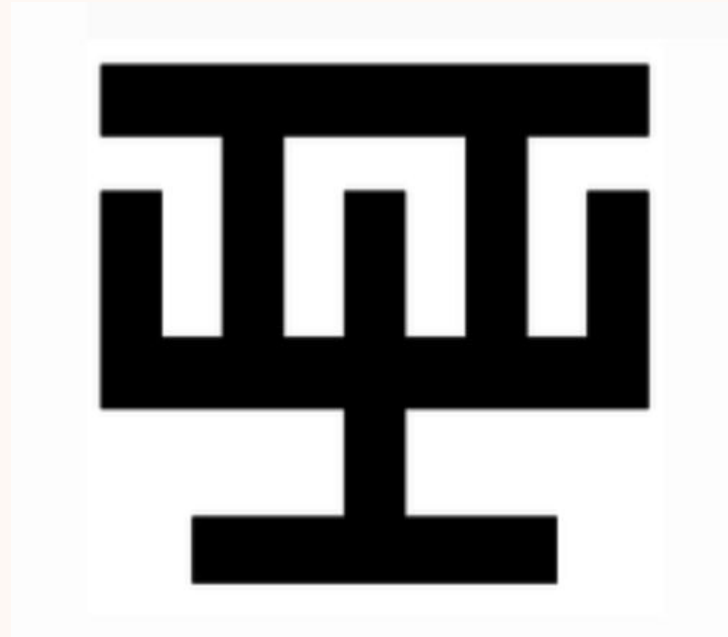


Noah Hayes, 2021

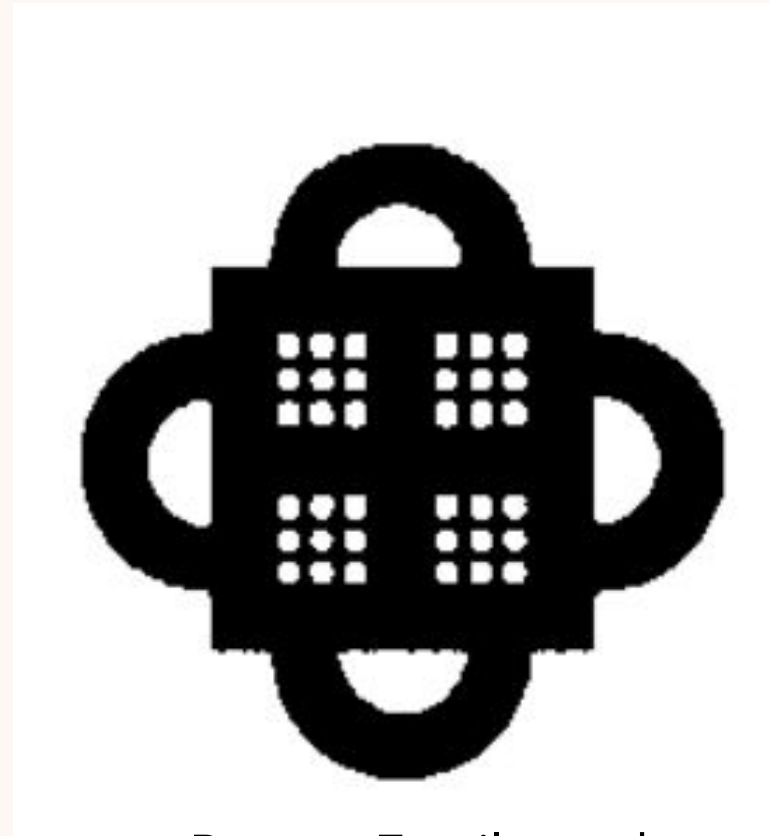


Malachi L. Smith, 2021

B/AAAB Committee Structure



District Accountability



Parent, Family, and
Community Engagement

The removal of the opt-out option for the current anti-bias and anti-racist professional development

1. Why is there an opt-out option for the current anti-bias and anti-racist professional development as recommended by the African American Achievement Task Force and adopted by the Board, May 2019?
2. What will be done to remove the opt-out option?



Evidence of District-wide zero tolerance policy regarding racist rhetoric and hate speech

- What is the district's zero tolerance policy against racist rhetoric and hate speech? Please provide examples and the equivalent consequences when the policy is breached.



Professional Development

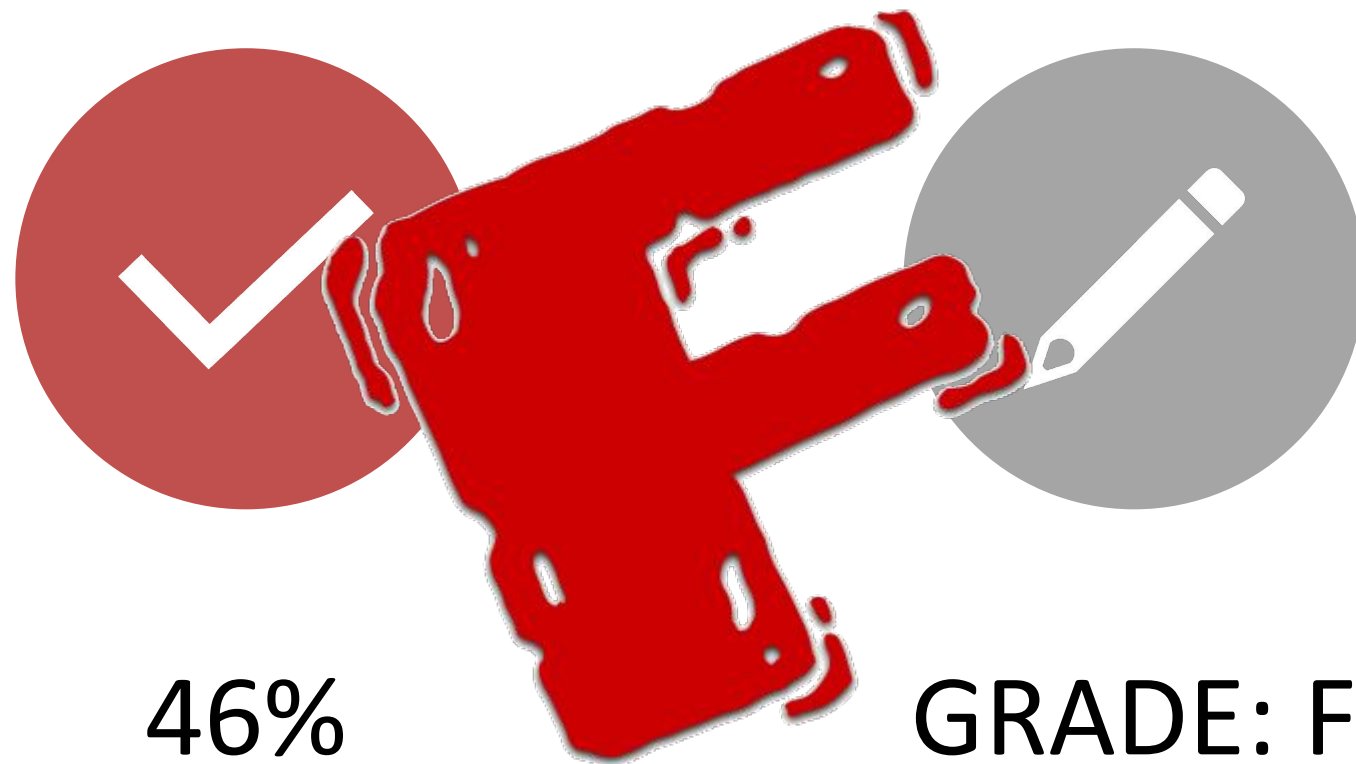
- It was noted that system leaders will facilitate the deep dive for the professional development. Who are these system leaders and why aren't we utilizing black community leaders? This can potentially build upon relationships between blacks/African Americans and the district.



West Campus High School Investigation | Questions from the B/AAAB General Body

DISTRICT UPDATE

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



SCUSD Report Card on Serving Black/African American Students



SCUSD B/AAAB Milestones – 2022-23



DRAFT Recommendations Prioritization Rubric
December 2022

AATF Recommendations	AAAB Prioritization Themes	CCEIS Goal	LCAP Goal (s) Include Links	Review Process	Outcomes	Questions for the District and Receive Date	NOTES
<p>Academic Achievement-5: Implement multiple measures to assess student progress to identify students in need of intervention and prioritize resources</p>	<ul style="list-style-type: none"> Need to know the black landscape of the District Request/Attain most recent academic climate and culture data 	TBD	1,2,3,6	Once a quarter across multiple measures	Multiple student measures including SBAC, Letter Grades, Attendance Rate, Suspension	<ul style="list-style-type: none"> Request copy of the CCEIS plan (TBD) Request feedback and data from period assessments (iReady, etc) Request D/F letter grade data by student, group, school, and grade level for grades 7-12? Request 1,2 standard grades data by student 	<ol style="list-style-type: none"> AA Students are falling further behind especially due to the Pandemic the needs of the must be identified and prioritized now Given the district's continual reference to lack of common assessments as an obstacle, it is imperative that we contribute to removing this obstacle and offer a potential solution. Accomplishing this seems critical to most or all of

District Accountability PRIORITIZATION FRAMEWORK

**District Questions in preparation for
April 5 General B/AAAB Meeting**

March 9 – District Accountability Committee (pgs. 1-4)

March 12 – Parent and Family Engagement Committee (pgs. 4-7)

A. MARCH 9 DISTRICT ACCOUNTABILITY COMMITTEE DISCUSSION QUESTIONS

1. Where are the bright spots in the district for African American students based on academic achievement data?
2. How and where are the current B/AAAB academic achievement recommendations incorporated in the district's accountability plans? (e.g., LCAP, CCEIS, etc.)
3. What are the specific strategies to address the dismal AA student data represented in the 2/2/23 Academic Achievement, Supports and Strategic Priorities presentation?
4. If time permits,
 - a. What is the district's current acceleration and intervention strategy plan?
 - b. What aspects of summer programming are targeted to support African American students?

PRESENTATION SLIDES		QUESTIONS																											
<p>Slide 1:</p>	<p>How often will the information/data in this presentation be updated with new information/data and/or progress information?</p>																												
<p>Slide 2:</p> <p>Acronyms</p> <table border="1"> <tr> <td>AB</td> <td>Assembly Bill</td> <td>LCFF</td> <td>Local Control Funding Formula</td> </tr> <tr> <td>BOE</td> <td>Board of Education</td> <td>LEA</td> <td>Local Educational Agency</td> </tr> <tr> <td>CCEE</td> <td>California Collaborative for Educational Excellence</td> <td>MTSS</td> <td>Multi-Tiered System of Supports</td> </tr> <tr> <td>CDE</td> <td>California Department of Education</td> <td>SBAC</td> <td>Smarter Balanced Assessment Consortium</td> </tr> <tr> <td>EL</td> <td>English Learner</td> <td>SCOE</td> <td>Sacramento County Office of Education</td> </tr> <tr> <td>HQI</td> <td>High Quality Instruction</td> <td></td> <td></td> </tr> <tr> <td>IDEA</td> <td>Individual with Disabilities Act</td> <td></td> <td></td> </tr> </table>	AB	Assembly Bill	LCFF	Local Control Funding Formula	BOE	Board of Education	LEA	Local Educational Agency	CCEE	California Collaborative for Educational Excellence	MTSS	Multi-Tiered System of Supports	CDE	California Department of Education	SBAC	Smarter Balanced Assessment Consortium	EL	English Learner	SCOE	Sacramento County Office of Education	HQI	High Quality Instruction			IDEA	Individual with Disabilities Act			<p>Are these acronyms used consistently throughout all district accountability plans?</p>
AB	Assembly Bill	LCFF	Local Control Funding Formula																										
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Slide 10:

Summary SBAC ELA by Ethnicity/Race

Likely Ethnicity/Race	Students at or Above Ready		Students at or Above Exceeds		# Students Meeting Standard		% Students Meeting Standard	
	#	%	#	%	#	%	#	%
White	141	58%	60	25%	201	83%	199	82%
Hispanic	141	55%	59	22%	200	77%	191	72%
Asian	131	61%	56	26%	187	87%	183	84%
European	100	73%	40	30%	140	100%	139	100%
American Indian or Alaska Native	11	23%	2	4%	13	27%	12	27%
Native Hawaiian or Other Pacific Islander	2	100%	1	50%	3	100%	3	100%
Black or African American	141	50%	58	21%	199	70%	191	68%
Two or More Races	141	55%	60	25%	201	83%	199	82%
Grand Total	1410	55%	44%	17%	1919	70%	1871	70%

The achievement gap between White and Black (African American) students persisted into the 2022-23 SBAC ELA results. The percentage of White students who met or exceeded standards in ELA was approximately 42 percentage points higher than B/AA students.

If this information is not disaggregated and then summarized by grade level (3rd-8th; 11th grades that take the SBAC), how are targeted accelerated intervention strategies being created, implemented, and evaluated?

Slide 11:

Summary SBAC ELA by Ethnicity/Race

Students w/96% Attendance, No Suspensions, and Not Socioeconomically Disadvantaged

Likely Ethnicity/Race	Students at or Above Ready		Students at or Above Exceeds		# Students Meeting Standard		% Students Meeting Standard	
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and the achievement gap between White and Black students is not "resolved" by student attendance patterns, behavior patterns, or socioeconomic differences in SCUSD. Even when controlling for students with 96% attendance, no suspensions, and who are not socioeconomically disadvantaged, a 30 percentage point achievement gap remains in ELA.

Since this phenomenon has been noted since 2018, what is the district's plan to isolate the root causes of the academic performance, especially for those students who by all other indicators should demonstrate different academic outcomes, and remedy this paradox?

Slide 12:

Summary SBAC Math by Ethnicity/Race

Likely Ethnicity/Race	Students at or Above Ready		Students at or Above Exceeds		# Students Meeting Standard		% Students Meeting Standard	
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The achievement gap between White and Black (African American) students persisted into the 2022-23 SBAC Math results. The percentage of White students who met or exceeded standards in Math was approximately 42 percentage points higher than B/AA students.

Since practically, ALL students at 91% not meeting standards, what immediate and urgent strategies are in place to address this distressingly urgent matter?

Slide 13:

Summary SBAC Math by Ethnicity/Race

Students w/96% Attendance, No Suspensions, and Not Socioeconomically Disadvantaged

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and the achievement gap between White and Black students is not "resolved" by student attendance patterns, behavior patterns, or socioeconomic differences in SCUSD. Even when controlling for students with 96% attendance, no suspensions, and who are not socioeconomically disadvantaged, a 32 percentage point achievement gap remains in Math.

What is the purpose of stating/sharing this information? To what end, does noting this information impact the academic outcomes for the students that this chart is raising concerns?

SCUSD Mapping Project

Prioritizing Current Year Focus Areas
State of Black/African American Data Mapping Project

March 2023

Scope of Work

Map of the Sacramento Unified School District

Street Names

Grid Lines between board of education trustee areas

Federal interstate and state of California highways

Every School Site and District Office in the Sacramento Unified School District

For each School site the user will have a button to click on relevant information

School Enrollment by African American students

Math CAASPP Met or Exceeded Number and Percentage by student group

ELA CAASPP Met or Exceeded Number and Percentage by student group

Attendance by Student Group

Suspension by Student Group

Link to School SARC report

Link to School SPSA report

Total faculty disaggregated by Racial Group



 District Boundary

District Schools

- Elementary School
- ◆ K8 School
- Middle School
- ▼ High School
- ★ Multiple Grade School
- ⊃ K-12 Independent Study
- ✚ Adult Education School
- Dependent Charter
- Independent Charter

0 0.5 1 Miles

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HABARI GANI?





**Discussion
Questions and Comments**