Sacramento City Unified School District
Est. 1854

African American Advisory Board
December Meeting

December 2, 2020
Zoom Meeting

Welcome to 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
- 1st Round of LCAP Input for next 3-Year Plan (20 Minutes)
- Outreach Plan
- Update on AAAB Selection Process – Applications/Interviews
- Introduce AAAB website: https://www.scusd.edu/aaab
- Select Executive Committee Members (45 minutes to 60 Minutes)
- Proposed Reset of AAAB Meetings
  - Monthly through July 2021
  - Quarterly starting in September 2021
- Updates from District Connections
- Student Centered Closure (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

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 – 3rd grade suspensions	x	x	x
13. Increase Black/African American teachers from 109 to 150	x	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

Informing Development of the LCAP 2021-22 to 2023-24

African American Advisory Board Meeting

December 2, 2020

Presented by: Steven Ramirez-Fong, LCAP/SPSA Coordinator

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- Provide an overview of the Local Control and Accountability Plan (LCAP) purpose, context, and timeline

- Revisit prior 'crosswalk' of stakeholder input and connections to existing AAAB recommendations

- Build upon recent LCA Plan feedback to inform development of the 2021-22 to 2023-24 LCAP

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A brief history of the LCFF (and LCAP) era:

- Implementation began in 2013-14:
  - Many categorical programs → Consolidated 'bucket'
  - Revenue limits → Funding targets based on demographics

- Funding increased over time with the ultimate goal of reaching full funding in 2020-21.

- 2018-19 Budget Act enabled the state to bring all LEAs to their LCFF target levels.

1st LCAP Cycle: 2014-15 to 2016-17

2nd LCAP Cycle: 2017-18 to 2019-20

2020-21

3rd LCAP Cycle: 2021-22 to 2023-24

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The state's response to COVID-19 has included several changes to accountability:

Month	Key Events
MAR 20	Closure of Schools due to COVID-19
APR 20	**(CHANGE)** 20-21 LCAP Postponed **(NEW)** Operations Written Report created
JUNE 20	Operations Written Report approved **(CHANGE)** 20-21 LCAP Eliminated **(NEW)** Learning Continuity and Attendance Plan created
SEP 20	Learning Continuity and Attendance Plan approved
DEC 20	LCFF Budget Overview for Parents to be approved
JUNE 21	2021-22 through 2023-24 LCAP to be approved

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What is in an LCAP?

Key components of an LCAP include:
- An overview of the district's **context**, recent **successes** and identified **needs**
- A district's **goals**
- The **actions/services** that the district will implement to achieve those goals (and their projected costs)
- The **metrics** that will be used to determine success and the **target outcomes** for each metric
- **Analysis** of outcomes and expenditures from the previous year
- Description of how the district is **increasing/improving services for unduplicated students**

- Description of how **stakeholder input** was solicited, summary of key input, and how it influenced the plan

LCAP

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP … Stakeholder engagement is an ongoing, annual process.

(from California Department of Education (CDE) LCAP Template Instructions)

SCUSD's existing LCAP Goals include:

1. Increase the percent of students who are on-track to graduate college and career ready
2. Students will be engaged with a safe, physically and emotionally healthy learning environment
3. Parents, families, and community stakeholders will become more fully engaged as partners in the education of students in SCUSD
4. Maximize the leadership, structure, and processes of the organization to execute our mission as effectively and efficiently as possible

SCUSD Goals Over Time

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LCAP Year	14-15	15-16	16-17	17-18	18-19	19-20
Goal 1: College and Career Ready						
Goal 2: Safe and Healthy Learning Environment				*		
Goal 3: Family and Community Engagement						
Goal 4: Efficient and Effective Organizational Processes						

2016-2021 Strategic Plan

*Modified
From: *Schools will provide students with a clean, healthy, physically, and emotionally safe learning environment.*
To: *Students will be engaged with a safe, physically and emotionally healthy learning environment*

2019 Dashboard Results

State Indicator	SCUSD AA/B Students			SCUSD All Students			State AA/B Students		
	Color	Status	Change	Color	Status	Change	Color	Status	Change
College Career Readiness Rate	Yellow	20	+2.7	Yellow	40.5	+0.4	Yellow	23.7	+2.4
Graduation Rate	Orange	77.1	-0.7	Yellow	85.7	-0.6	Yellow	78.6	+6.2
Chronic Absenteeism Rate	Red	27.6	+0.7	Orange	14.8	+0.2	Red	20.6	+2.7
Suspension Rate	Yellow	14.6	-2.0	Yellow	5.6	-0.4	Orange	8.8	-0.6
Academic: ELA	Orange	-72.8	+3.4	Yellow	-22.1	+4.7	Yellow	-48	+3.3
Academic: Math	Orange	-107	+3.3	Orange	-48.8	+1.8	Orange	-87.9	+2.8

2019 Dashboard Results

Student Group	College/ Career	Chronic Absenteeism Rate	Graduation Rate	Suspension Rate	Academic Indicator	
					ELA	Math
ALL Students	Yellow	Orange	Yellow	Yellow	Yellow	Orange
English Learners	Orange	Orange	Green	Yellow	Orange	Orange
Foster Youth	Yellow	Yellow	Red	Red	Orange	Red
Homeless Youth	Orange	Red	Yellow	Yellow	Red	Red
Socioeconomically Disadvantaged	Yellow	Orange	Yellow	Yellow	Yellow	Orange
Students with Disabilities	Orange	Orange	Red	Orange	Red	Red
African American	Yellow	Red	Orange	Yellow	Orange	Orange
American Indian or Alaska Native	N/A	Orange	N/A	Yellow	Orange	Red
Asian	Yellow	Orange	Green	Green	Orange	Yellow
Filipino	Green	Orange	Blue	Green	Green	Yellow
Hispanic/Latino	Yellow	Orange	Orange	Orange	Yellow	Orange
Native Hawaiian or Pacific Islander	Orange	Red	Green	Orange	Yellow	Orange
White	Green	Green	Orange	Yellow	Green	Green
Two or More Races	Green	Yellow	Green	Yellow	Green	Green

The district is currently in Differentiated Assistance based on the performance of 3 student groups: Students with Disabilities, Foster Youth, and Homeless Youth.

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Past input across stakeholder groups including the AAATF/AAAB, has reinforced key priorities. Examples of key input sources include:

- Stakeholder 'Crosswalk' (First compiled 2018-19 and updated in 2019-20)

- AAAB Standing Recommendations

- Input to Learning Continuity and Attendance Plan, including the integrated BPSB recommendations

Examples of key priorities across stakeholder groups:

- Program implementation, training of staff, and increased capacity to improve school culture and climate.

- Strategic, targeted engagement of parents/family

- Increased capacity and access to bilingual supports, translation, and interpretation

- Improved used of assessments to measure progress, evaluate program effectiveness, and allocate resources

- Increase training for all staff and increase supports for students with disabilities

AAAB Standing Recommendations

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		
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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 – 3rd grade suspensions	x	x	x
13. Increase Black/African American teachers from 109 to 150	x	x	x

Input to the Learning Continuity and Attendance Plan informed some revisions to the plan and has served as a bridge to the LCAP engagement process.

The input received and standing recommendations are already key sources of stakeholder input for the coming LCAP in the areas of:

- Identification, Assessment, Monitoring, and Provision of Research-based Tiered Intervention
- Professional Development, Curriculum, and Programmatic Experiences
- Culture and Climate: Disciplinary Practices
- Culture and Climate: Mental Health and Social and Emotional Well-Being
- Organizational Infrastructure

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SCUSD's existing LCAP Goals include:
1. Increase the percent of students who are on-track to graduate college and career ready
2. Students will be engaged with a safe, physically and emotionally healthy learning environment
3. Parents, families, and community stakeholders will become more fully engaged as partners in the education of students in SCUSD
4. Maximize the leadership, structure, and processes of the organization to execute our mission as effectively and efficiently as possible

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Guiding Question:

How do we best support our students with the highest needs?

Key questions for Improvement Ideas:

- What will be improved?
- By how much will it be improved?
- When will the goal be reached?
- Who/what is the target group/structure/process?

Aligning Input

As input is provided by the AAAB and other stakeholder groups, we are looking to align goals, actions, and metrics to find through lines that follow our guiding questions.

A potential example of alignment:

Goal	Actions	Possible Metrics
Identify, Assess, Monitor, and Provide Research-Based, Tiered Intervention Strategies to address the persistent learning gaps for Black/African American students	• Implement multiple measures to assess student progress in order to identify students in need of intervention and prioritize resources • Implement research-based intervention and acceleration strategies to close persistent learning gaps	Assessment and Identification Outcomes • Students identified as in need of intervention • Students receiving intervention supports Academic outcomes to assess closing of learning gaps • State and local assessment results • Grades

Questions & Additional Input

Contact Information:
Steven Fong, LCAP/SPSA Coordinator
steven-ramirez-fong@scusd.edu

Thank you!

Appendix

Core Value

We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow, and reach their greatness.

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.

Pillars of Meaningful Engagement (California PTA)
1. Representation
2. Transparency
3. Sustainability
4. Collaboration
5. Alignment

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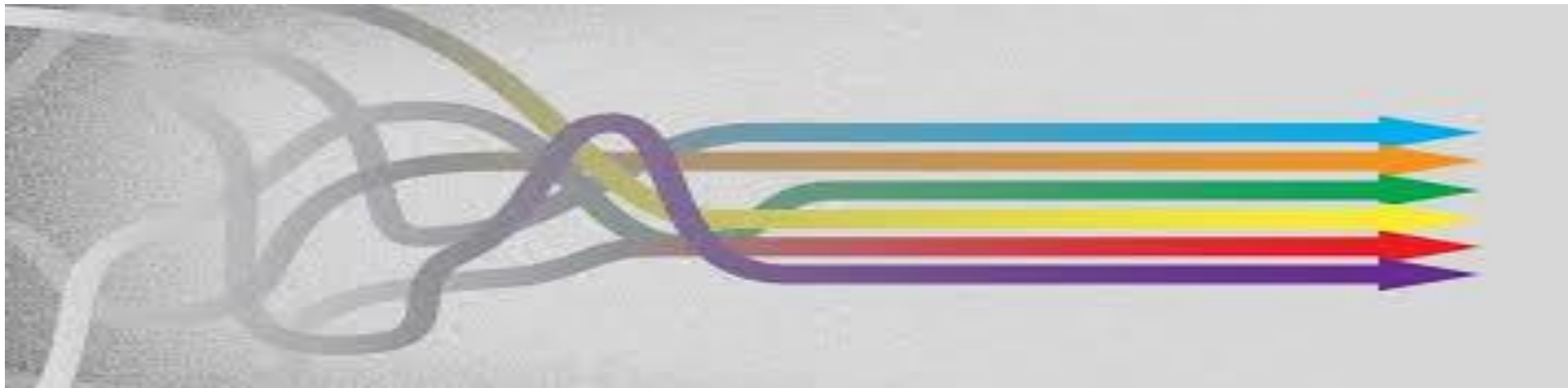
Local Control and Accountability Plan (LCAP):

- A three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes.

Local Control Funding Formula (LCFF)

- The state's method for funding school districts

LCFF Base Funding

- Base amount allocated per average daily attendance

Unduplicated Pupils

- English Learners, Socioeconomically Disadvantaged students, Homeless Youth, Foster Youth

LCFF Supplemental Grant Funding

- Additional funding based upon unduplicated pupil percentage

LCFF Concentration Grant Funding

- Additional funding based upon the percentage of unduplicated pupils exceeding 55% of district's enrollment

Key changes to the LCAP template were approved in January 2020. These changes included:
- Guidance for setting different types of goals
- Summary tables for expenditures
- Focus on increased/improved services for unduplicated pupils, regardless of funding source
- Focus on three-year target outcomes with annual reporting of progress
- Merging of the Annual Update and Goals sections

Note: The state has not released the final 2021-22 LCAP template and additional changes may be made.

The new template provides guidance regarding three types of LCAP goals that districts should consider:

- **Focus Goal:** Concentrated in scope and may focus on a fewer number of metrics to measure improvement.

- **Broad Goal:** Less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- **Maintenance of Progress Goal:** Includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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Expenditure Table Excerpt:

Action Title	Student Group(s)	Increased/ Improved	Scope	Unduplicated Student Group(s)	Location	LCFF Funds
	All Students or Specific Student Groups	Yes/No	Districtwide, Schoolwide, or Limited	Low Income, English Learners, Foster Youth	All Schools, Specific Schools, or Specific Grade Spans	$ Amount

- This shifts the focus to which expenditures (regardless of funding source) contribute to increased or improved services for unduplicated pupils.
- The expenditure tables do NOT distinguish between LCFF Base and Supplemental & Concentration Grant Funds.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-24
TBD	TBD	*To be reported Spring 2022*	*To be reported Spring 2023*	*To be reported Spring 2024*	TBD

- The template requires districts to set target (desired) outcome for the final year of the three-year cycle. Actual outcomes for each of the three LCAP years will be reported annually.

- This differs from the previous LCAP template which required distinct targets to be established for each of the three LCAP years.

Recent changes to Education Code require that the LCAP instructions be revised by January 31, 2022 to include (for the 2022-23 LCAP):

- All LEAs eligible for Differentiated Assistance for the same student group(s) in the Dashboard for 3 or more consecutive years must include a goal in the LCAP that focuses on improving the performance of those student groups.

- If a district has 2 or more schools that have received the two lowest performance levels (red or orange) on all but one of the state indicators for 2 or more consecutive years AND the performance of All Students in the district is at least one performance level higher on all those indicators THEN the district must include a goal in the LCAP that addresses the disparities in performance between the school(s) and the district as a whole.

2020-21 Timeline

Ongoing Processes:
- Differentiated Assistance Process with Sacramento County Office of Education (SCOE)
- School Plan for Student Achievement (SPSA) development by schools
- Stakeholder engagement and input to inform LCAP development
- Alignment of actions/services, goals, and budget

Dec 10, 2020:   Approval of LCFF Budget Overview for Parents
Sep-May 2020:   Stakeholder Engagement, Development of
goals,
                                            metrics, targets, and

alignment of

                                            actions/expenditures

June 3, 2021:   LCAP Public Hearing
June 17, 2021:   Board Approval of LCAP and SPSAs
By July 1, 2021:   Submission of LCAP to SCOE
Summer 2021:   SCOE Approval/Feedback
As Needed: District response to SCOE, County Approval

Outreach Update

- Tuesday, November 10th Outreach Event
  - 92 participants at its height
  - Superintendent in Attendance
- Your Thoughts
  - What Worked
  - What could have been done differently

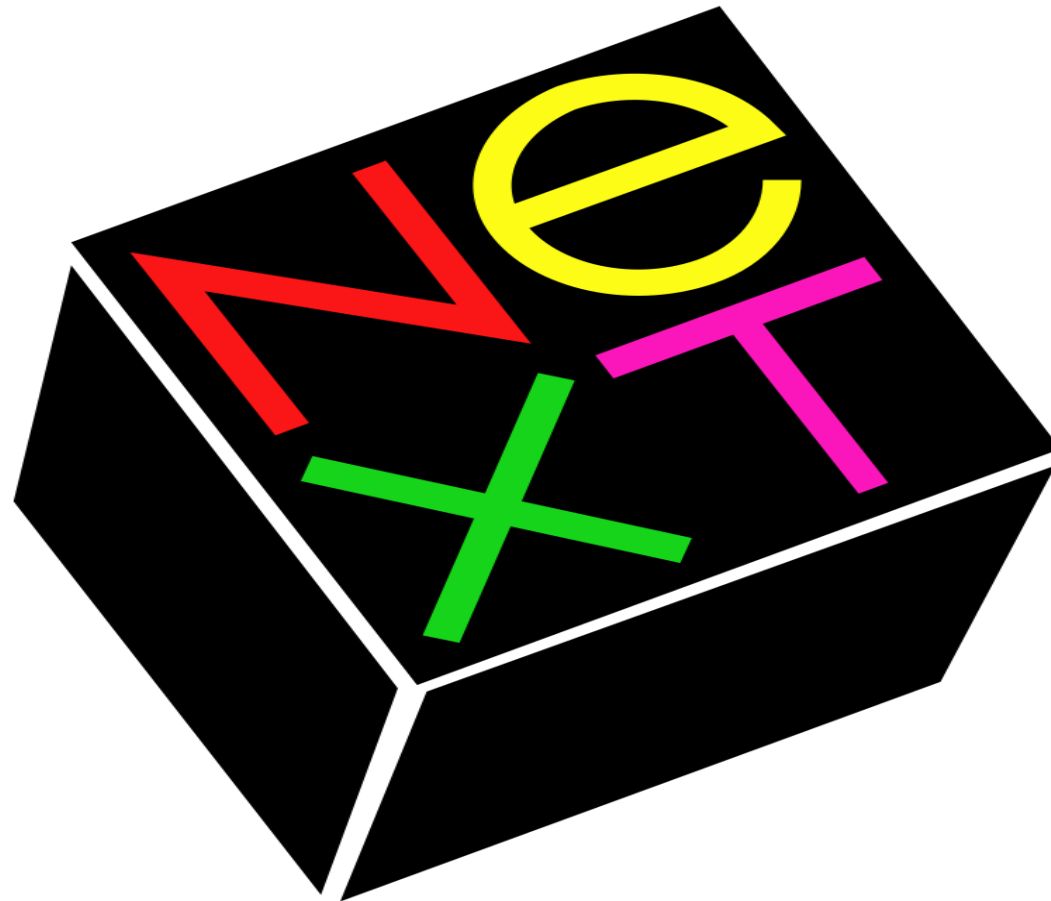# AAAB Parent /Community Interview Process

Share Screen :

1.)AAAB Application Scoring Rubric

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2.)AAAB Interview Questions
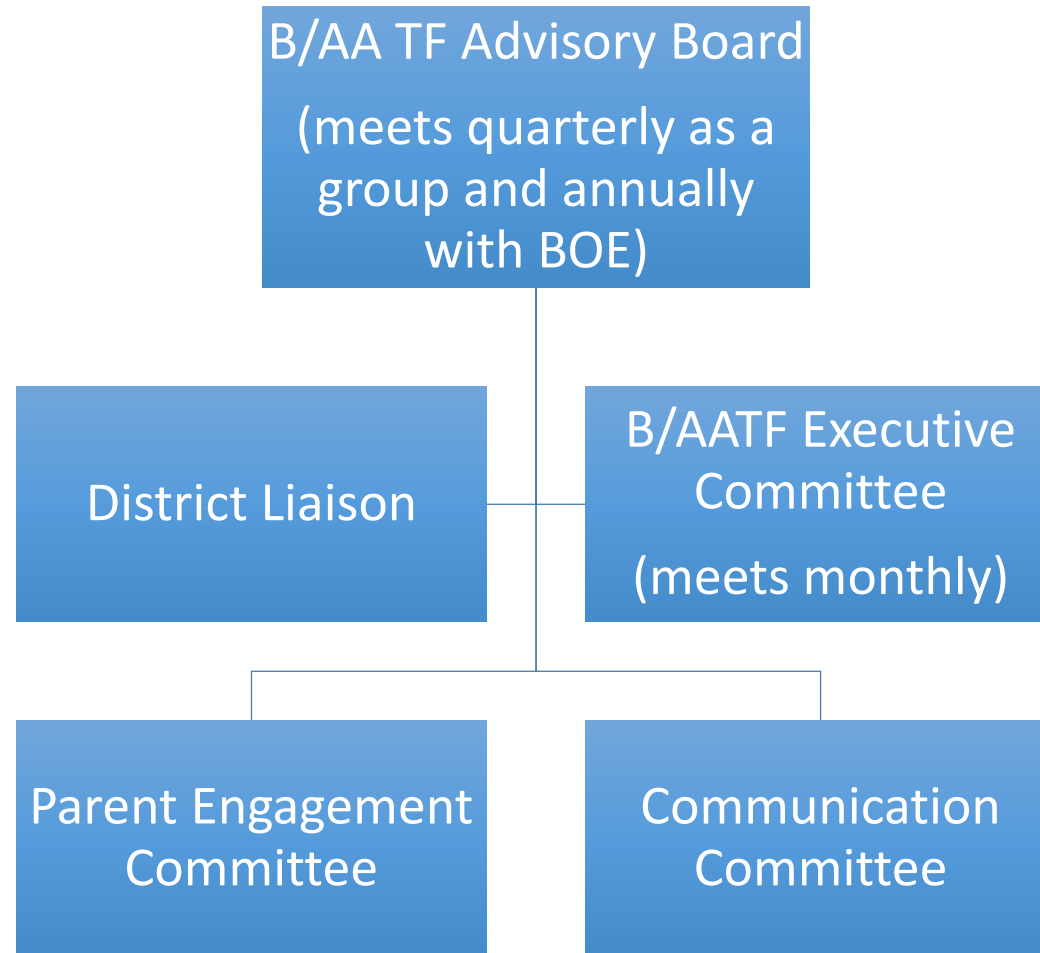
3.)AAAB Scoring Rubric

Selection Committee

Interviews December 10th-December 18th

Frame Executive Committee Selection Process

Revised Organizational Structure and Governance

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

ELECTION OF AAAB EXECUTIVE COMMITTEE MEMBERS

- **Positions**: Chair, Vice Chair, Secretary/Treasurer, and Parliamentarian
- **Eligible to Vote and to Be Selected:** All Members of the AAAB
- **Standard Term:** 2 Years
- **Term Limit:** 2 consecutive terms

Initial Terms (December 2020 beginning of staggered terms)

- Chair – (serves a two-year term) - expires July 31, 2022
- Vice Chair – (serves a one-year term) - expires **July 31, 2021**[*]
- Secretary/Treasurer – (serves a two-year term) - expires July 31, 2022
- Parliamentarian – (serves a one-year term) - expires **July 31, 2021**[*]

     [*]Spring Elections for the <u>Vice Chair </u>and <u>Parliamentarian</u> for 2021-2023 will be held in May/June 2021.

2021-2022 Executive Board Members and Terms

- Chair – (completes a two-year term) expires **July 31, 2022**
- Vice Chair – (serves a two-year term) expires July 31, 2023[**]
- Secretary/Treasurer – (completes a two-year term) expires **July 31, 2022**
- Parliamentarian – (serves a two-year term) expires July 31, 2023[**]

[**]Spring Elections for the <u>Chair</u> and <u>Secretary/Treasurer </u>for 2022-2024 will be held in May/June 2022.

Order of Elections of Executive Committee

1. Nominations accepted from the floor for the following positions:

     1. Chair (expires July 31, 2022)

     2. Vice Chair (expires July 31, 2021)

     3. Secretary/Treasurer (expires July 31, 2022)

     4. Parliamentarian (expires July 31, 2021)

   (Members can nominate any AAA Board Member *OR* self-nominate)

2. Nominations Close – (a) Nominations do not require a second. (b) A member cannot nominate more than one person for an office until everyone has had an opportunity to make nominations. (c) A member can decline the nomination during the nominating process.

3. Interest Question - Each nominee for each office is requested to answer the following question: *Why would you like to serve in the role of _____ on the Executive Committee? (1 minute response, please.)*

4. Voting (by voice…AYE/NAY) – (1) Voting will require a **majority** of those present. (2) If there is a tie, the floor will be reopened for additional nominations, followed by each nominee's response to the Interest Question, then followed by another vote for the unfilled position. After three rounds, any unfilled position will be either brought back to the AAA Board for another vote during a future AAAB Meeting *OR* possibly be filled by the Executive Committee with the appointed member serving in a "volunteer" capacity up until the term of the unfilled position has ended.

5. Transition Meeting - The newly formed Executive Committee becomes officially operative on Friday, December 18, 2020. Additionally, each Executive Committee Member is expected to attend the following two (2) Transition Meetings with the AAAB Planning Committee: **Thursday, December 10, 2020** and **Thursday, December 17, 2020**.

Strategic Connections

- *Re-Imagine School Safety Task Force Update*
- *Upcoming District Board Meeting Topics*
  - *December 10th*
    - **Fiscal Recovery Plan Review and Adoption**
    - **College Going Data**

Setting January 6th Meeting Topics

- Outreach Plan update
- District Data Updates

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

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

Student Centered Closure