

Black/African American  
Advisory Board

*Unconditionally & Unapologetically Advocating for Black Scholars*



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# General Membership Meeting

June 1, 2022  
6:00 pm – 8:00 pm

A group of people in a meeting, with a man in the foreground looking at a laptop screen. The background is blurred, showing other people in a professional setting.

# Welcome & Introduction of Guests

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## **This Day in Black History** **June 1, 1909**

*By 1909 Ida B. Wells was the most prominent anti-lynching campaigner in the United States. From the early 1890s she labored mostly alone in her effort to raise the nation's awareness and indignation about these usually unpunished murders. In 1909, however, she gained a powerful ally in the newly formed National Association for the Advancement of Colored People (NAACP). The following speech was delivered by Wells at the National Negro Conference, the forerunner to the NAACP, in New York City on May 31-June 1, 1909.*



# Meeting Agenda

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1. Welcome and Introduction of Guests
2. Review Communication Norms
3. District Update
4. Executive Committee/Leadership Team
5. Parent and Family Engagement
6. District Accountability
7. By-Laws, Governance and Policy and Procedures



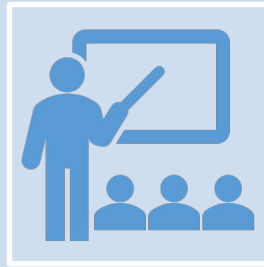
# Meeting Purpose and Intended Outcomes

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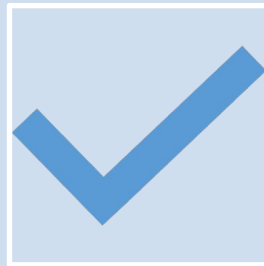
1. Nominate Executive Committee Members
2. Special Meeting to Close Out the Season
3. Debrief Parent/Family Engagement Listening and Learning Circles
4. Acknowledgment of Service
5. Review 22-23 Board Meeting Schedule



# Our Role and Purpose



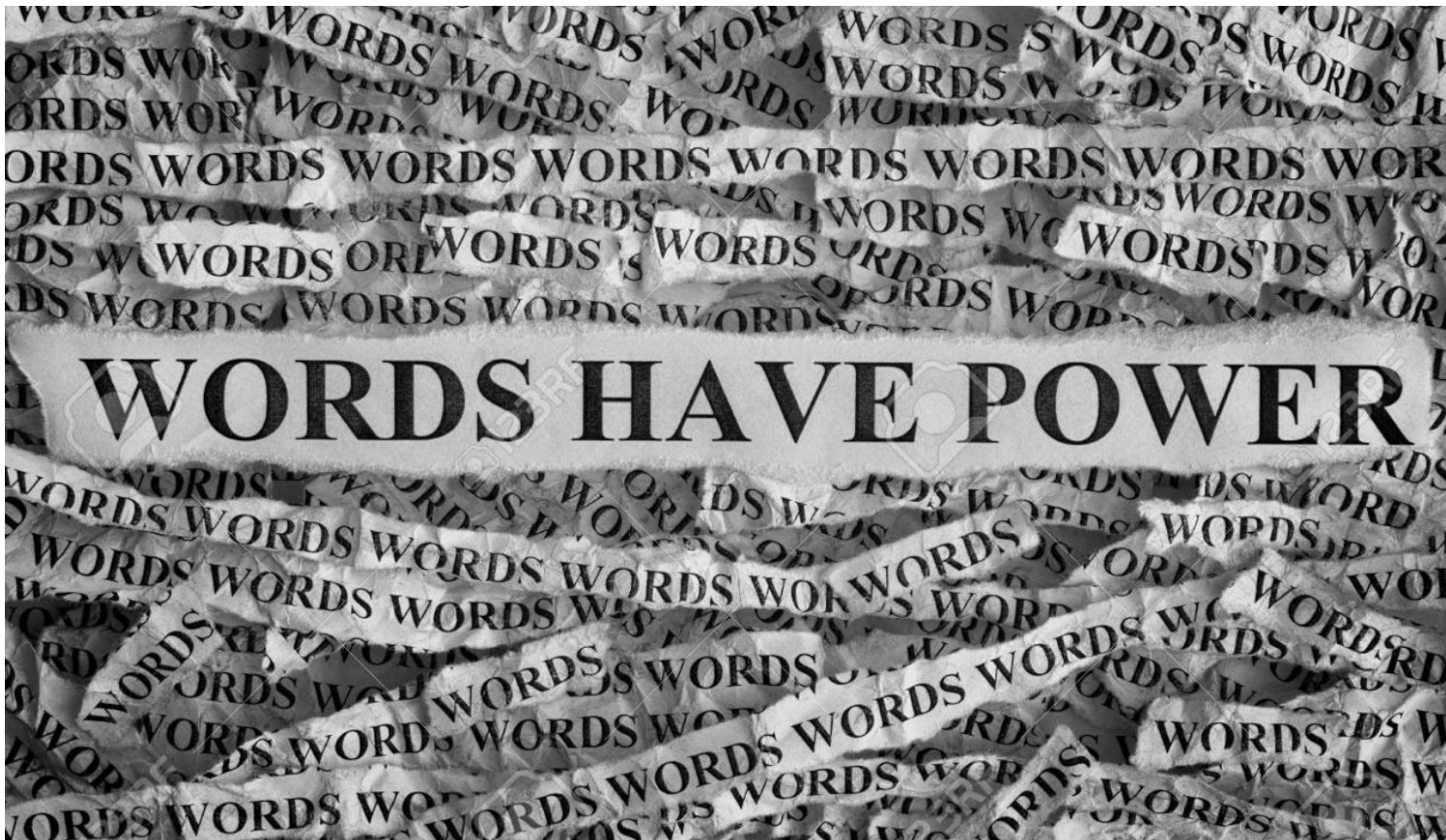
To **advise** the Board and Superintendent and relevant District Department designee(s) regarding accountability of ***services, programs, policies and resources*** that **directly impact** the district/school culture and climate of our classrooms and the **academic, social/emotional and personal outcomes** 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.



# Communication Norms



- **SPEAK** from our own perspectives; try to avoid generalizations – speaking or feeling for others.
- **RESPECT** the viewpoints of others
- **LISTEN** actively with the intent to understand rather than to respond
- **DISAGREE** respectfully; criticize ideas not individuals
- **ASK** clarifying questions, do not make assumptions

### 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?



### Kit Carson Investigation

Questions from the B/AAAB General Body

### 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

## *Written Update to Be Provided and Distributed*



# Requested District Update

## LEARNING LOSS:

- Until we reach a decision about how we are going to address (which must be negotiated) the lost instructional minutes and days, we aren't able to fully quantify learning loss, except to say that 8 days of lost instruction is the equivalent of, at minimum, more than 2,300 lost instructional minutes for students in grades 1st-12th.
- From a qualitative standpoint, we know that 8 days of lost instruction and the uncertainty and unreliability of school has certainly had a significant impact on student progress, their social emotional well-being, and their feelings of connectedness and belonging in their school communities. As such, we've provided and guided our site leaders to utilize community building and SEL practices to welcome both their students and staff back to campus this week.

## AVAILABLE RESOURCES FOR FAMILIES:

- We expect that all teachers have and will continue to adjust instruction, expectations, and timelines to maximize student instruction
  - Compensatory Ed for students with IEPs will be offered
  - Summer school will be available for all interested students
  - Learning activity menus were available to all students (with access to wi-fi and a device) during the work stoppage through Clever

# Join a Subcommittee!

- **Parent Engagement**
  - Every 2<sup>nd</sup> Monday
- **Governance/By Laws**
  - 2<sup>nd</sup> and 4<sup>th</sup> Wednesdays \* as needed
- **Communication**
  - Every 3<sup>rd</sup> Thursday
- **Recommendations**
  - Every 3<sup>rd</sup> Wednesday
- **District Accountability**
  - Every 4<sup>th</sup> Tuesday



AAAB

## Committees for AAAB

Please review the available slots below for the committee you are interested in and have the capacity to join, click on the button to sign up. Thank you!

Created by: RM Rayvn M

Already signed up? You can [change your sign up](#).

2021

List View

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7

Committee (6:00pm-7:30pm) <a href="#">+ more</a> <a href="#">Sign Up</a>			Committee (6:00pm-7:30pm) <a href="#">+ more</a> <a href="#">Sign Up</a>	Committee (6:00pm-7:30pm) <a href="#">+ more</a> <a href="#">Sign Up</a>		
16	17	18 Recommendations Committee (6:00pm-7:30pm) <a href="#">+ more</a> <a href="#">Sign Up</a>	19	20	21	
23	24 District Accountability C... (6:00pm-7:30pm)	25	26	27	28	10

# Executive Committee Update



**Membership Update  
and Next Steps**



**Solicit Advisory Board  
Support – Monthly  
Meetings and Public  
Comment**



# **By-Laws, Governance, Policy and Procedures Committee Update**

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- 1. Review the  
Nomination Process**
- 2. Review & Discuss  
Roles of vice Chair,  
Treasurer,  
Parliamentarian**
- 3. Nominations and  
Election June 1**



# Open Positions

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## **Vice Chair - expires June 30, 2024**

- 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 the subcommittees
- 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

## **Treasurer - expires June 30, 2024**

- Deposits all monies received from the Secretary into bank account or deliver to the district financial personnel to add to B/AAAB budget/account.
- Keeps an account of all financial transactions and the financial condition of the B/AAAB
- Submits accurate reports of the finances of the organization at each regularly scheduled meeting or at any other time upon request from the B/AAAB
- Assist in the direct audits of the funds of the B/AAAB according to funding source guidelines and generally accepted accounting principles

## **Parliamentarian - expires June 30, 2024**

- Upholds rules and regulations of the Advisory Board
- Ensures the Advisory Board engagement process, including norms, is followed per the agreed upon By-Laws.





# Nomination Process

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## **Nominations accepted from the floor for the follow:**

- Vice Chair (expires June 30, 2024)
- Treasurer (expires June 30, 2024)
- Parliamentarian (expires June 30, 2024)
- (Members can nominate any AAA Board Member *OR* self-nominate)

## **Nominations Close:**

- Nominations do not require a second.
- A member cannot nominate more than one person for an office until everyone has had an opportunity to make nominations.
  - A member can decline the nomination during the nominating process.
  - 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? (2 minute response, please.)*

## **Voting:**

- Poll voting,
- 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.

## **Transition Meeting**

- The newly formed Executive Committee becomes officially operative on July 1, 2022. Additionally, each Executive Committee Member is expected to attend the following two (2) Transition Meetings with the AAAB Planning Committee



# Family and Community Engagement Committee Update

## Update on Parent/Family Learning and Listening Engagements

- **Review Report**
- **Determine Next Steps**
  - **Build on Momentum**
  - **Newsletter to Participants**
  - **Student Focused Sessions**
  - **Develop Year-at-a-Glance for 22-23 School Year**



# District Accountability Committee Update

- District Presentation
- Safety Plan Update
- CCEIS Advisory Group Representation
- Personnel Issues

## **NEXT STEPS:**

- Crosswalk Priority  
Recommendations with Listening  
and Learning Session Data and  
District Provided Data
- Overlay the District Calendar with  
the District Accountability  
At-a-Glance Document as Road  
Map

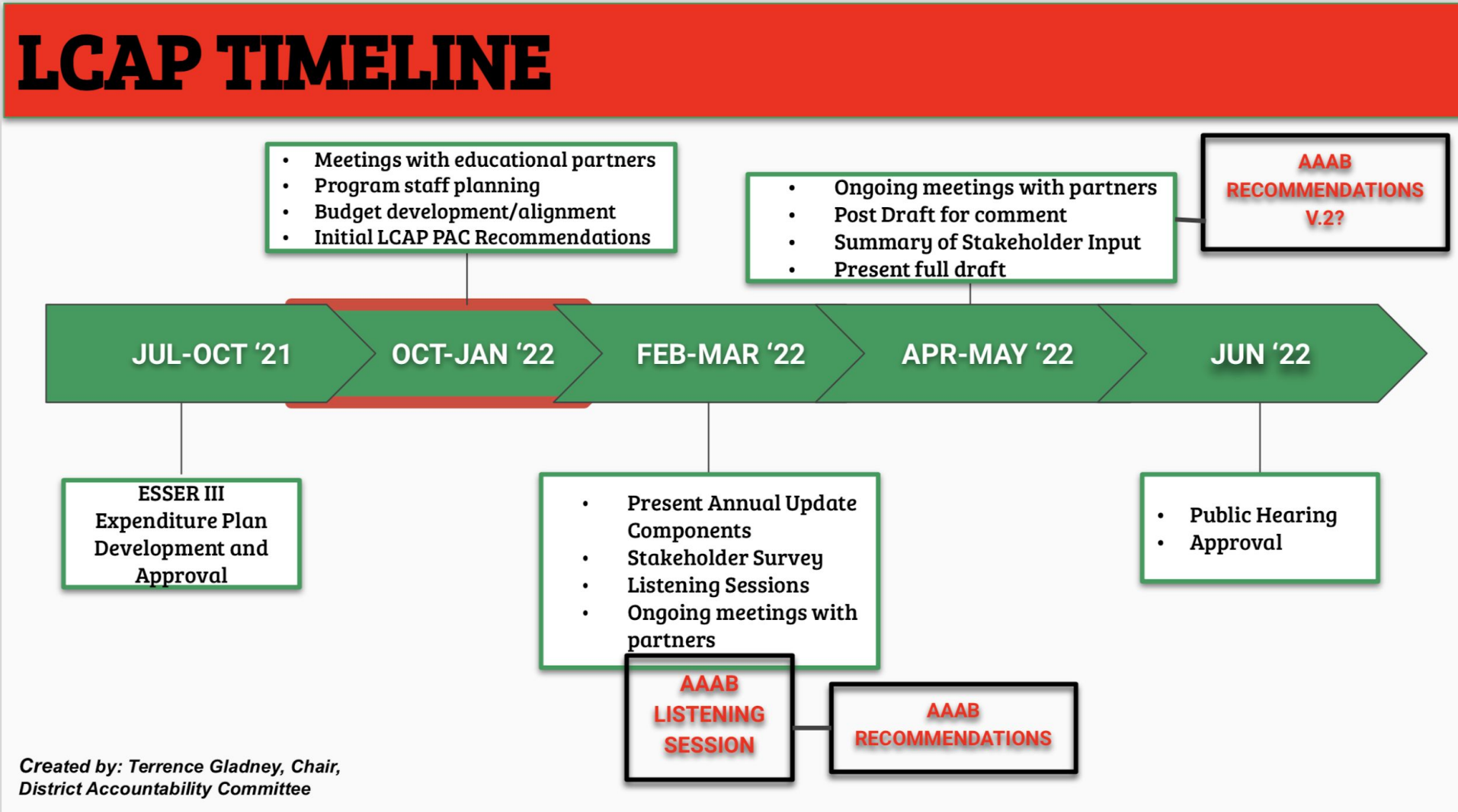


## In order to continue to refine prioritized recommendations, the District Accountability Committee requested:

- Total number of B/AA students in Transitional Kindergarten: As of April 1, 2022, there are 13 Black / African American students in grades TK out of a total of 186
- Current baseline data re: current literacy and mathematics for grades 3 and 8: Most recent period grade marks in ELA and Math to be provided for B/AA students in grades 3 and 8 upon completion of release of end of month DBDM development release.
- The most current CCEIS plan (document is attached)
- Current number of AA classified and certificated staff: As of March 30, 2022, there are **173 and 301** Black / African American certificated and classified staff, respectively. In total, there are 2471 and 1872 certificated and classified staff, respectively, in SCUSD.



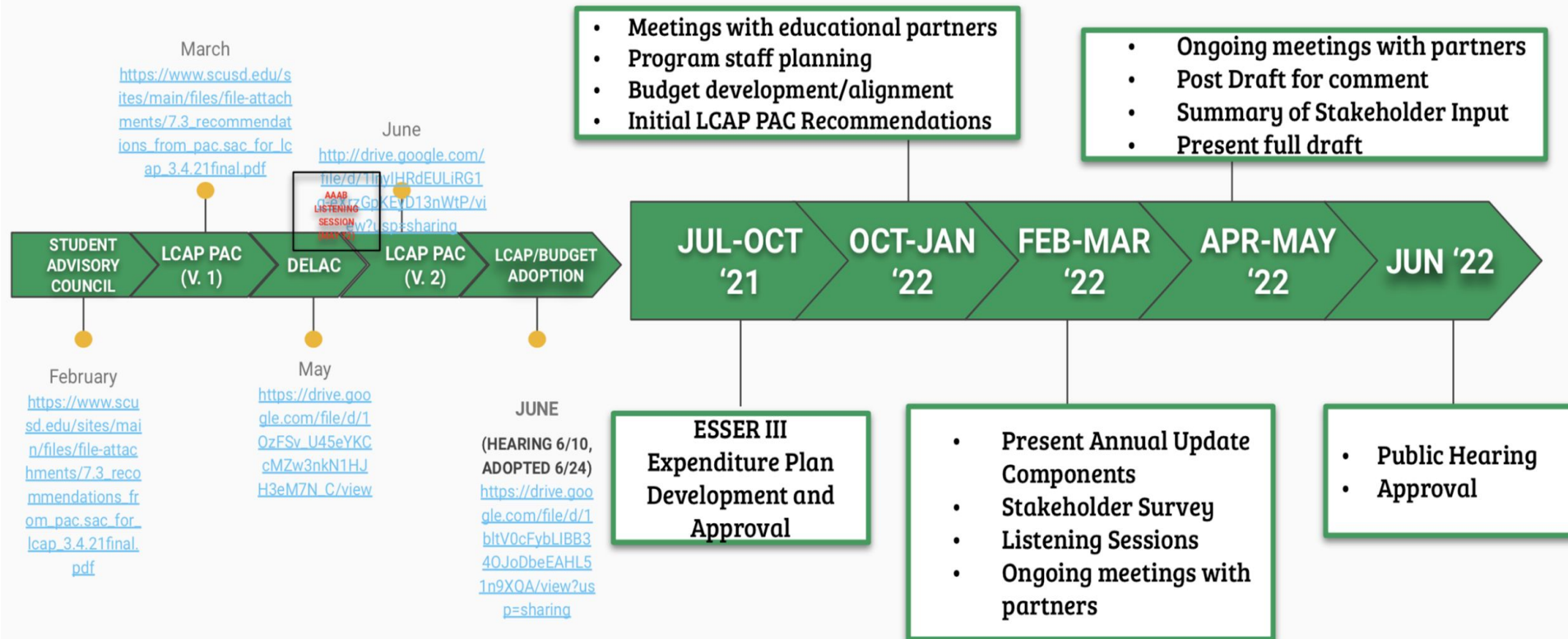
# Recommendations Alignment



Created by: Terrence Gladney, Chair, District Accountability Committee

# Recommendations Alignment

## LCAP TIMELINE





Open Discussion  
and Community  
Announcements  
and Resources

**SHARING  
IS CARING!**

**WHAT'S GOING  
ON IN THE  
COMMUNITY?**





For the Good of  
the Order



# Final Thoughts



# ***Next Meeting***

***June 1, 2022***

**6:00 – 8:00 pm**

**Thank You for Attending and  
Actively Participating!**



# Recommendations

Reference Slides

# 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

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- 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.



# FOCUS AREA #1: Organizational and Infrastructure Development

## 1. Recommendation #CC.1: Establish a District-wide Advisory Board:

- **Create** a Black/African American Community Advisory Committee that will mandate that all Black/African American families receive information on the Black/African American Advisory Committee.
- **Review** current and existing school and district policies and practices to address areas of disproportionality.
- **Assign** District level staff m to support the Black/African American Community Advisory Committee.

## 2. Recommendation #CC.2: Establish a Black/African American Parent Engagement Steering Sub-Committee(s):

- **Administer** surveys and conduct Black/African American student and parent focus groups that identify African American student/parent/caregiver needs/issues/concerns.
- **Hold** focus groups at least quarterly.
- **Select** goals and identify actions to create safe and welcoming environments on campus and increase parent engagement

# FOCUS AREA #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.*

1. **Recommendation #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.
2. **Recommendation #CC.4:** Eliminate willful defiance suspensions (Senate Bill 419).
3. **Recommendation #CC.5:** Eliminate PRE-K – 3rd grade suspensions.
  - **Develop** a strategic accountability and implementation plan outlining strategies to reduce the number of African American students in disproportionate discipline and especially exclusionary discipline practices.
  - **Train** and monitor all staff for inputting the various forms of discipline including out of class and in class suspensions and in school and out of school suspensions provide monthly updates
4. **Recommendation #CC.6:** Divest from future funding for school resource officers and reinvest in alternative supports.
  - **Earmark** funds from the contract to implement or expand programming and educational strategies that positively impact Black/African American students

## FOCUS AREA #3: Improve 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.*



# FOCUS AREA #3: Improve Academic Achievement

1. **Recommendation #AA.1: Implement multiple measures to assess student progress to identify students in need of intervention and prioritize resources.**
  - **Implement** multiple tools to assess student progress
  - **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.

# FOCUS AREA #3: Improve Academic Achievement

## 2. Recommendation #AA.2: Implement research-based intervention and acceleration strategies to close persistent learning gaps.

- **Study, evaluate, and make recommendations** on the effectiveness of approved intervention and acceleration strategies in order to address the pervasive, persistent underperformance of African American students.
  - **Early Childhood** – increase number and the percentage of Black/African American students enrolled in SCUSD Universal full-day preschool and Transitional Kindergarten programs that are culturally relevant, academically appropriate and provide required student modifications and accommodations.
  - **Elementary School** – increase the 3rd grade Mathematics and literacy proficiency of Black/African American students by implementing high quality first best instruction, culturally and linguistically relevant and responsive evidence-based teaching and interventions such as intensive in-school interventions, mandatory after-school support, Saturday, and/or Summer school, and appropriate student modifications and accommodations.
  - **Middle School** – increase the total number/percentage of the African American 6th and 8th graders) who are ready, without remediation in 7th and 9th grades in Math and ELA
- **Develop a comprehensive data-driven intervention plan of action**
- **Report** bi-annually report on the success of Black/African American students in the aforementioned areas.

# FOCUS AREA #3: Improve Academic Achievement

**3. Recommendation #AA.3: Provide school-to-college and school-to-career experiences utilizing community stakeholders (career training, university shadowing, mentoring and internships, etc.).**

- **Increase** graduation rates for Black/African American students and A-G pathway completion
- **Monitor** to ensure that African American students are targeted for, have access to and necessary support to succeed in advanced courses and specialty programs
- **Report** bi-annually report on the success of Black/African American students in the aforementioned areas.

**4. Recommendation #AA.4: Create a District-wide study team tasked to review, monitor K-12 special education referral practices.**

- **Create** a district wide student study team to review and monitor (special education (HM) referral practices and the use of subjective criteria, specifically in the category of emotional designations and referral practices of African American students.



## **FOCUS AREA #4: 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.*

## **FOCUS AREA #4: Mandatory Culturally Relevant Professional Development for Administrators, Faculty, Staff**

- 1. Recommendation #CC.7: Provide professional development addressing inequitable disciplinary practices and mandate 100% faculty and staff attendance**
  - **Track** participant attendance and require attendees to complete session surveys to assess learning and application of information.
  - **Present** an annual progress report summarizing the professional learning evaluations
- 2. Recommendation #AA.5: Adopt and implement curriculum that includes and reflects Black/African American experience.**
  - **Adopt** and implement curriculum that includes and reflects Black/African American experience