Black/African American Advisory Board

Unconditionally & Unapologetically Advocating for Black Scholars

Sacramento City Unified School District

General Membership Meeting

March 2, 2022
6:00 pm – 8:00 pm

Welcome & Introduction of Guests

In Honor of Women's History Month

"We have a powerful potential in our youth, and we must have the courage to change old ideas and practices so that we may direct their power toward good ends."

-Dr. Mary McLeud Bethune

Meeting Agenda

1. Brief Welcome, Introductions, Review Group Norms, Agenda Review
2. District Update
3. Committee Updates and Action Items
4. Working Sessions:
    1. Parent Engagement
    2. District Accountability
5. Community Announcements and Resources
6. Final Thoughts: For the Good of the Order
7. Adjournment

Meeting Purpose and Intended Outcomes

1. To debrief the SCUSD Board presentation
2. To prepare for 3/3 SCUSD Board comments
3. To continue discussion and take action on Committee recommendations
4. To solicit participation for Special Project work groups

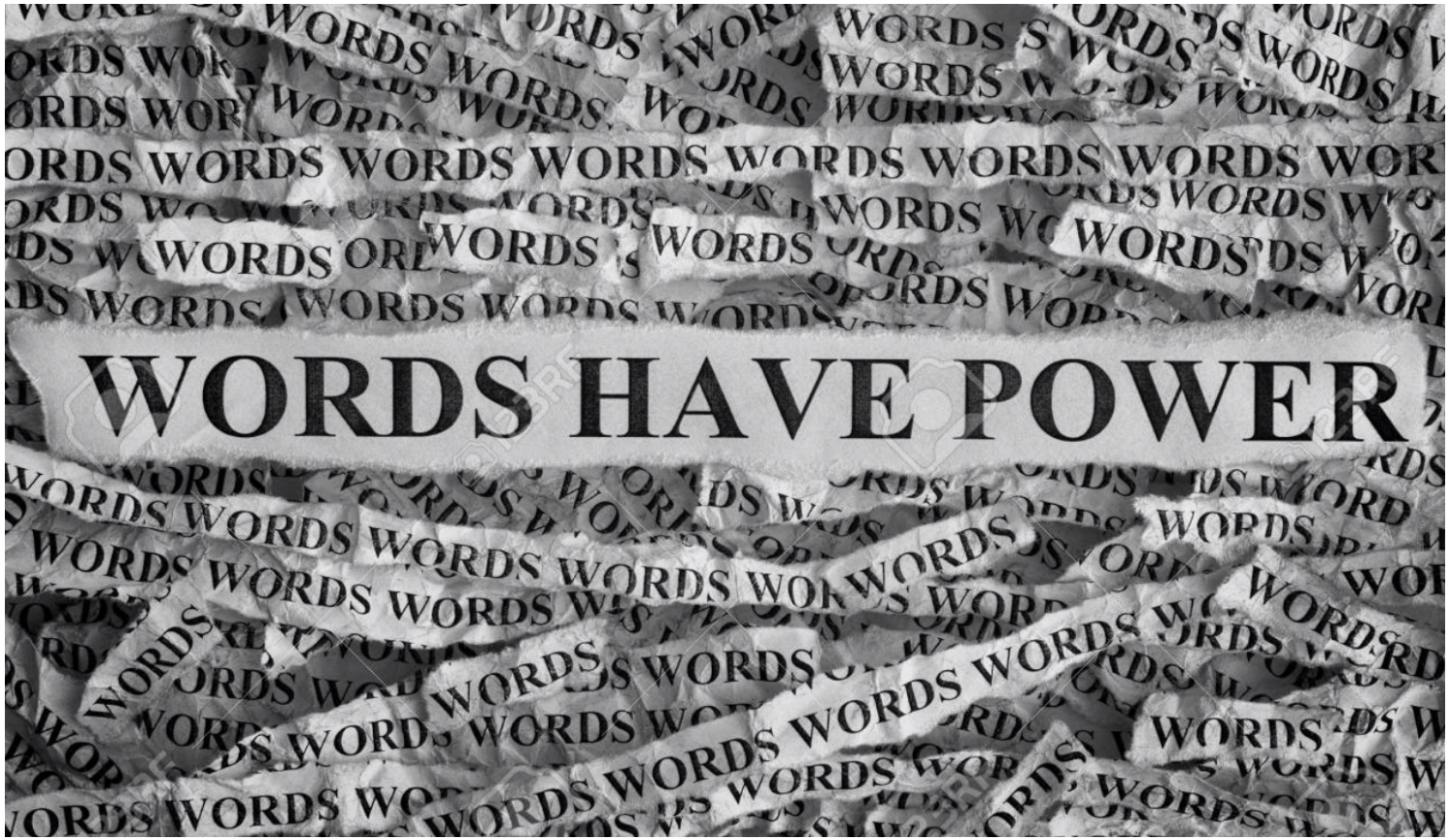
In tonight's meeting, I *choose* to be…

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** respectively; 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 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.

DISTRICT UPDATE

Join a Subcommittee!

- **Parent Engagement**
  - Every 2nd Monday
- **Governance/By Laws**
  - 2nd and 4th Wednesdays
- **Communication**
  - Every 3rd Thursday
- **Recommendations**
  - Every 3rd Wednesday
- **District Accountability**
  - Every 4th 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

un	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
	(6:00pm-7:30pm) + more Sign Up		(6:00pm-7:30pm) + more Sign Up	(6:00pm-7:30pm) + more Sign Up		
	16	17	18 Recommendations Commitee (6:00pm-7:30pm) + more Sign Up	19	20	21
	23	24 District Accountability C...	25	26	27	28

Executive Committee Update

Membership Update and Next Steps

Debrief 2/17 SCUSD Board Presentation

Solicit Advisory Board Support – Monthly Meetings and Public Comment

Special Acknowledgment – *Original Task Force Members*

Julius Austin	Sac Housing and Redevelopment Agency
Benita Ayala	SCUSD parent of student with disabilities
Dr. Stacey Ault	California State University, Sacramento
Lynn Berkley-Baskin	Sacramento NAACP
Mike Breverly	SEIU
Cassandra Jennings	Greater Sacramento Urban League
Gail Johnson	Father Keith B. Kenny Elementary School
Michael Lynch	Improve Your Tomorrow
Dr. Hazel Mahone	Vision 2000
Hasan McWhorter	Sacramento City Teachers Association
Cecile Nunley	Retired School District Chief Business Officer
Marcus Strother	Youth Development
Gavin Veiga	SCUSD Student Representative
Nayzak Wali-Ali	Sacramento Youth Commissioner
Darryl White	Black Parallel School Board
Kim Williams	Building Healthy Communities

SCUSD Report Card on Serving Black/African American Students

Chronic Absenteeism	F
Suspensions	F
A-G Completion	F
B/AAAB Recommendations Implementation	F

By-Laws, Governance, Policy and Procedures Committee Update

Next Steps:

- Update on Current Membership – Nominations Process
- Operationalizing the By-Laws w/ Policies and Procedures
- Updating the Administrative Handbook & Learning Sessions

Family and Community Engagement Committee Update

- **Trustee Area Listening and Learning Campaign - April-June 2022**
  1. Engage families directly to better understand their needs and experiences w/ (3) major B/AAAB Recommendation Focus Areas
  2. Share awareness about B/AAAB and its role
  3. Guide the prioritization of the Recommendations

Next Planning Meetings:

Mondays 3/7 and 3/14

Communications Committee Update

- Support of **Family and Community Engagement Committee Efforts**
- Coordinated Outreach for Trustee Area Listening and Learning Sessions
- Student Logo Design Contest – Outreach to BSU + Coordinated Focus Groups *(aligned with Family and Community Engagement Committee Efforts)*

Next Committee Meeting: Thursday, March 17

District Accountability Committee Update

- **Recommendations Prioritization**
- **Three Major Categories**
  1. Monitor Discipline and Suspension Rates
  2. Improve Academic Achievement
  3. Mandatory Culturally Relevant Professional Development
- **Budget Implications and Considerations**

Next Committee Meeting: Tuesday, March 22

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. The Advisory Committee will review current and existing school and district policies and practices to address areas of disproportionality. District level staff must be assigned to support the Black/African American Community Advisory Committee. SCUSD will ensure their recommendations are developed in a timely manner so that Board Members can review them before making final decisions. (As of 2/19/19).

Alignment to District LCAP			Measurable Outcomes	2024 Target for African American Students	Key District Staff Stakeholder(s)	Implementation Timeline			Budget Considerations/ Implications
Goal Area	Recommendations	Goals, Actions & Metrics				Year 1 AY 21-22	Year 2 AY 22-23	Year 3 AY 23-24	
Engagement and Empowerment	5A. Establish a Black/African American Advisory Board	The establishment of members and governance structure	Functioning Advisory Board	Completed	Jorge Aguilar, Superintendent; Lisa Allen, Deputy Superintendent	Completed	Completed	Completed	
	5E. Opportunities to engage students in providing input	Actions 5.7							
	5O. Identify specific percentages/targets for engagement with families								

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. These focus groups will be held at least quarterly. Data from focus groups will be used to select goals and identify actions to create safe and welcoming environments on

Recommendation Prioritization Process

A Working Session

Four Focus Areas

Organizational and Infrastructure Development

- (2) Recommendations

Monitor Discipline and Suspension Rates

- (4) Recommendations

Improve Academic Achievement

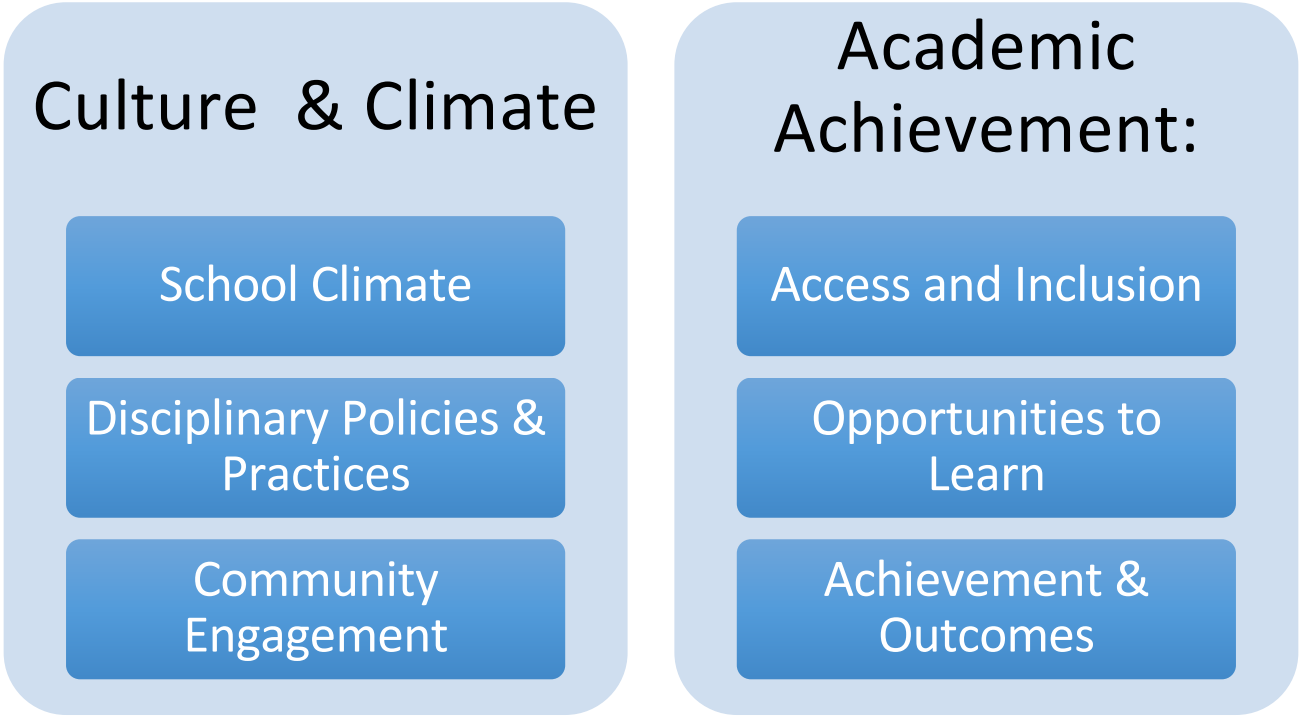
- (4) Recommendations

Mandatory Culturally Relevant Professional Development

- (2) Recommendations

Original Recommendation Categories

After analyzing multiple data sources and reviewing research collected on best practices, the **AATF** developed preliminary recommendations that fall into two major focus areas and their associated sub-topic areas:



Recommendations Overview

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.

Approved Recommendations and Implementation Time Horizon

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

Determined Status of AATF Recommendation Implementation

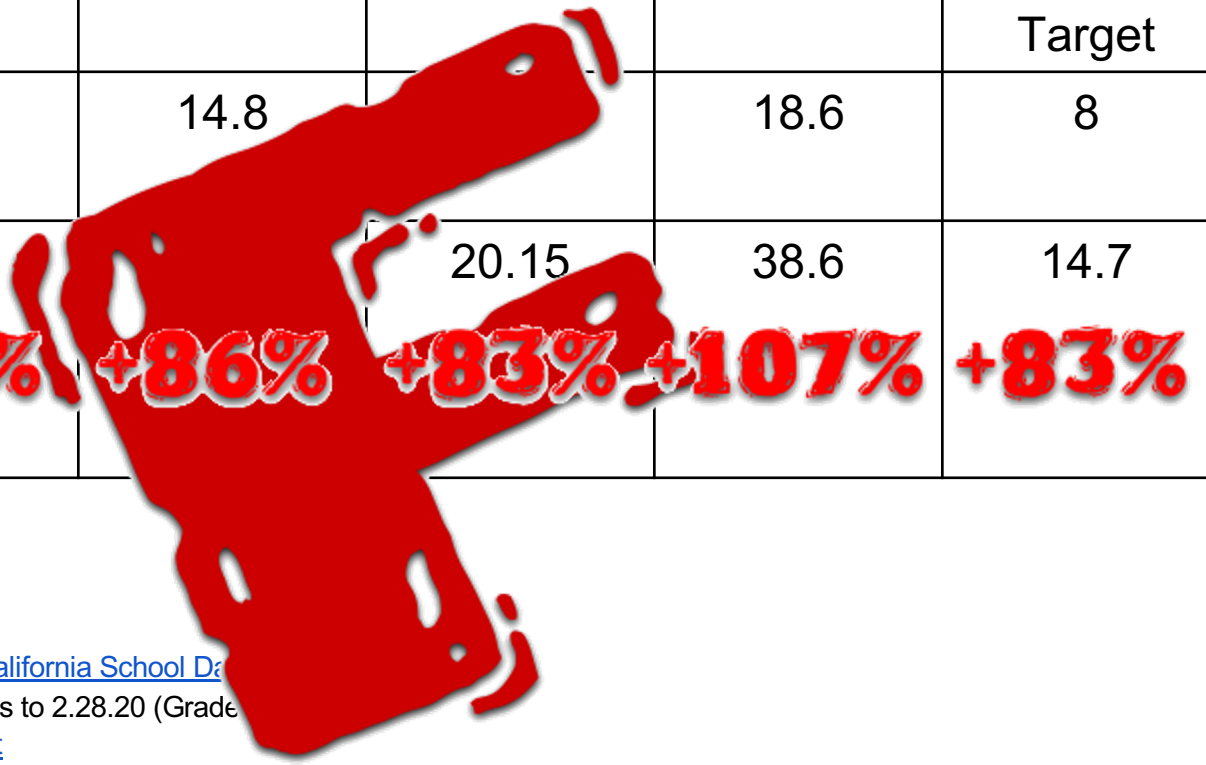
1. Status of B/AAAB Recommendations At-A-Glance - https://drive.google.com/file/d/1Is-3USio8BdPxlzHzG9YNNNjAbKuKRaY/view

(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

Chronic Absenteeism Rate

(Percentage of students in Grades K-8 who were absent for 10% or more of the total instructional days)

Student Group	2017-18	2018-19	2019-20	2020-21	23-24 Target
SCUSD	14.6	14.8		18.6	8
African American	26.9		20.15	38.6	14.7



Sources:

- 2017-18 and 2018-19: California School Da
- 2019-20: Internal Analysis to 2.28.20 (Grade
- 2020-21: CDE Dataquest

Suspension Rate

(Percentage of Students K-12 who are suspended 1 or more times during the school year)

Student Group	2017-18	2018-19	2019-20	2020-21	23-24 Target
SCUSD	6.1	5.6		0.02	2.7
African American	16.6		10.2	0.06	7.5

Source: California School Dashb[illegible]t

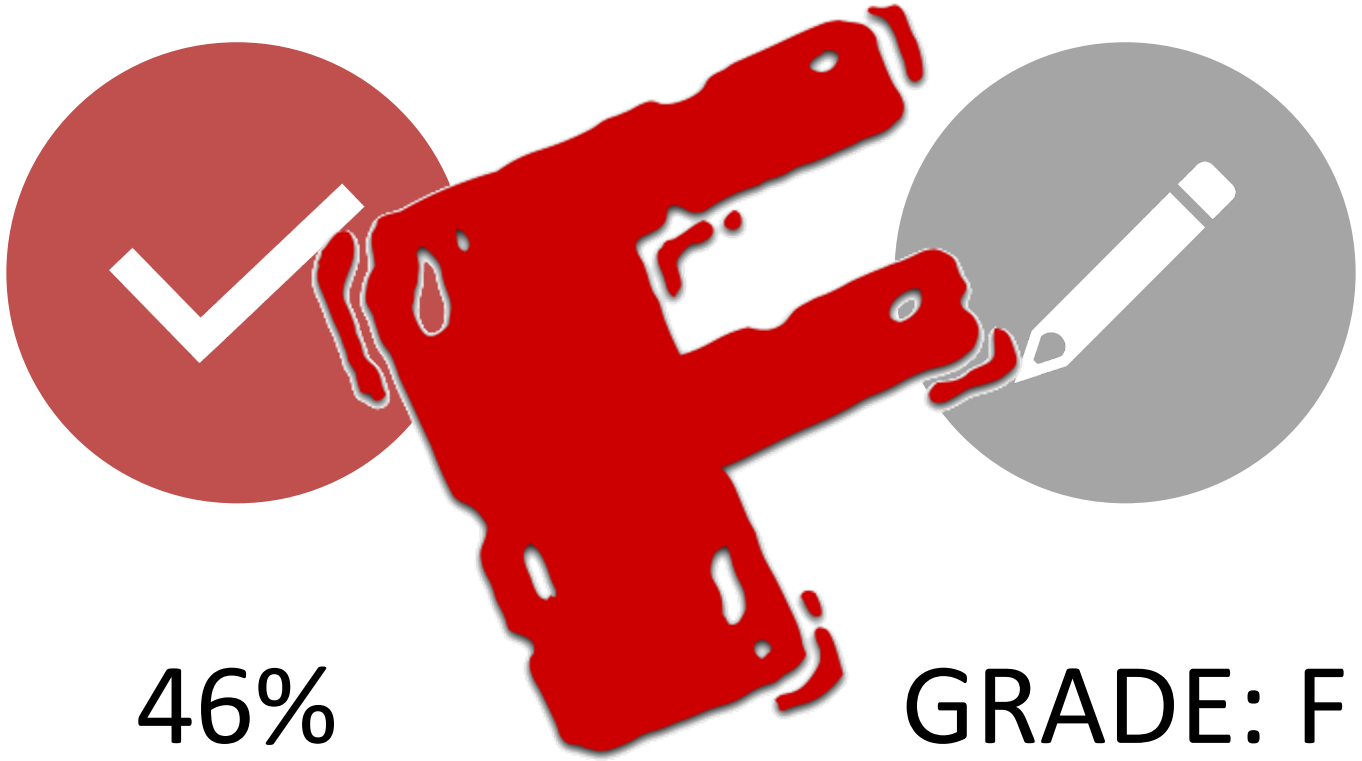
A-G Completion Rate

(Percentage of 4-year graduating cohort who met A-G Requirements)

Student Group	2017-18	2018-19	2019-20	2020-21	23-24 Target
SCUSD	50.54	50	.67	54.14	70
African American	31.88 not eligible for 4-yr CA public college or university	68% 65%	39.05 61% public college or university	42.82 57% not eligible for 4-yr CA public college or university	58 42% not eligible for 4-yr CA public college or university

Source: SCUSD Internal Data Set

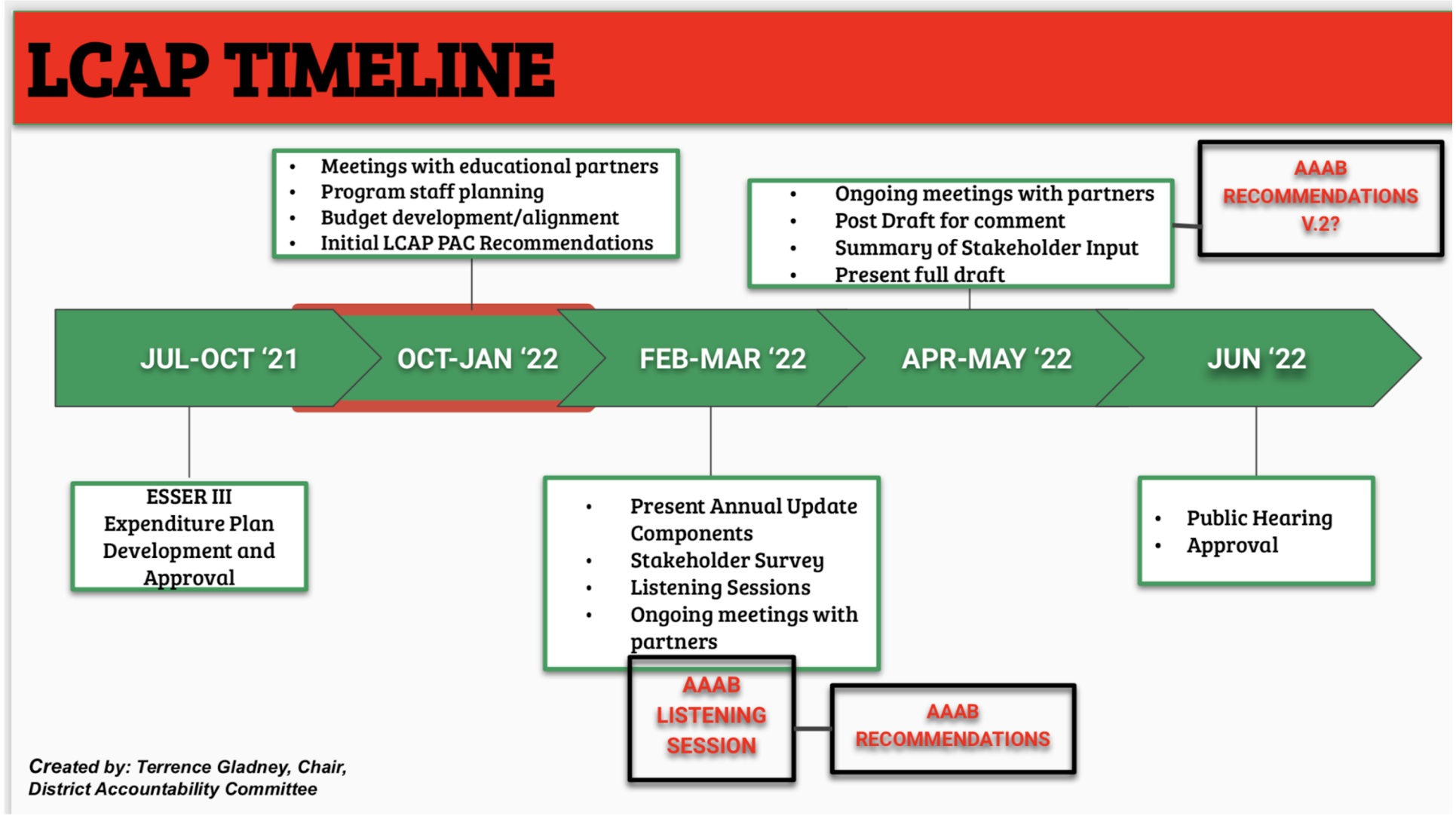
Since approval in 2019, only 6 out of 13 Recommendations have been fully implemented by the District



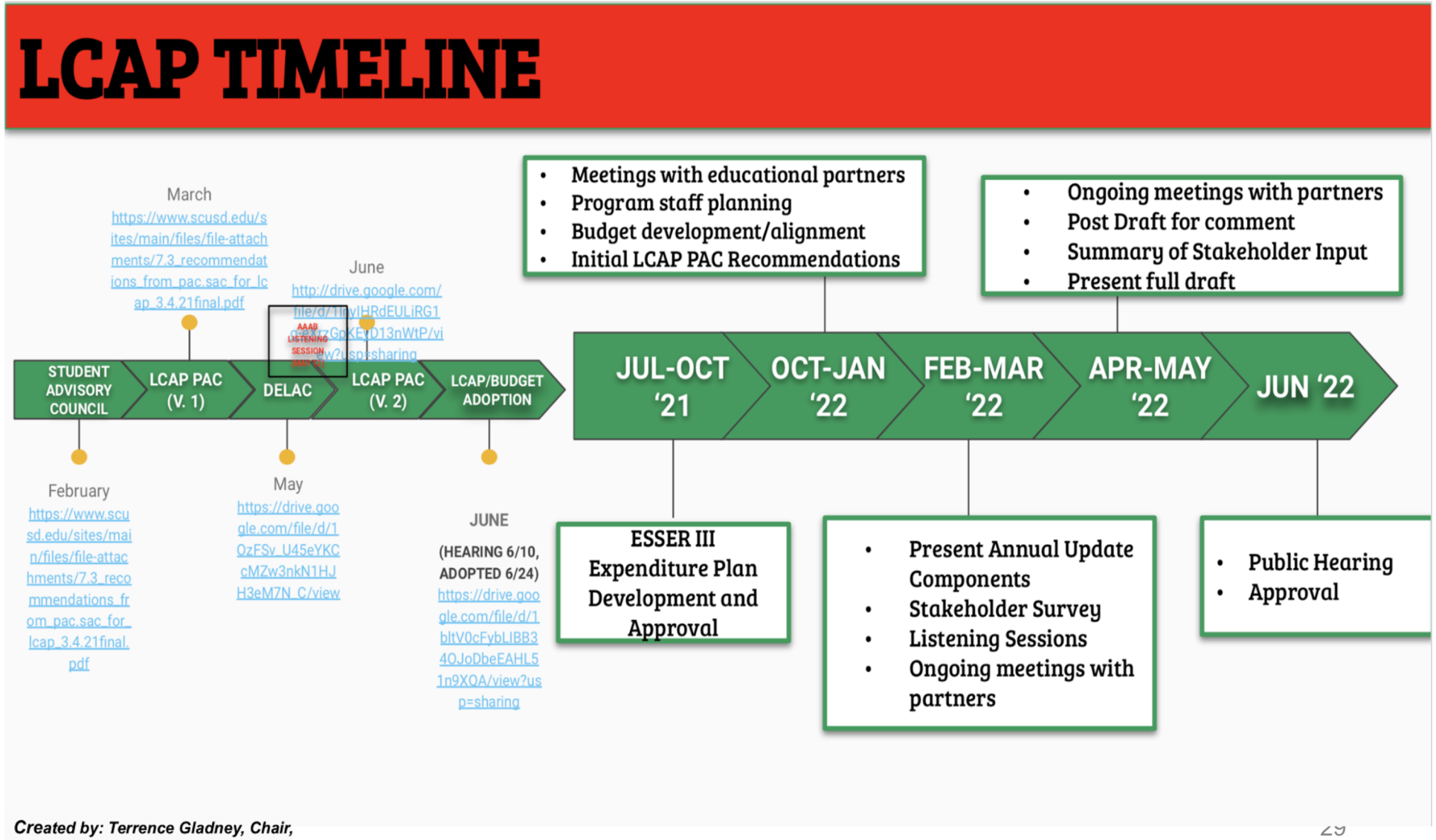
46%

GRADE: F

Recommendations Alignment

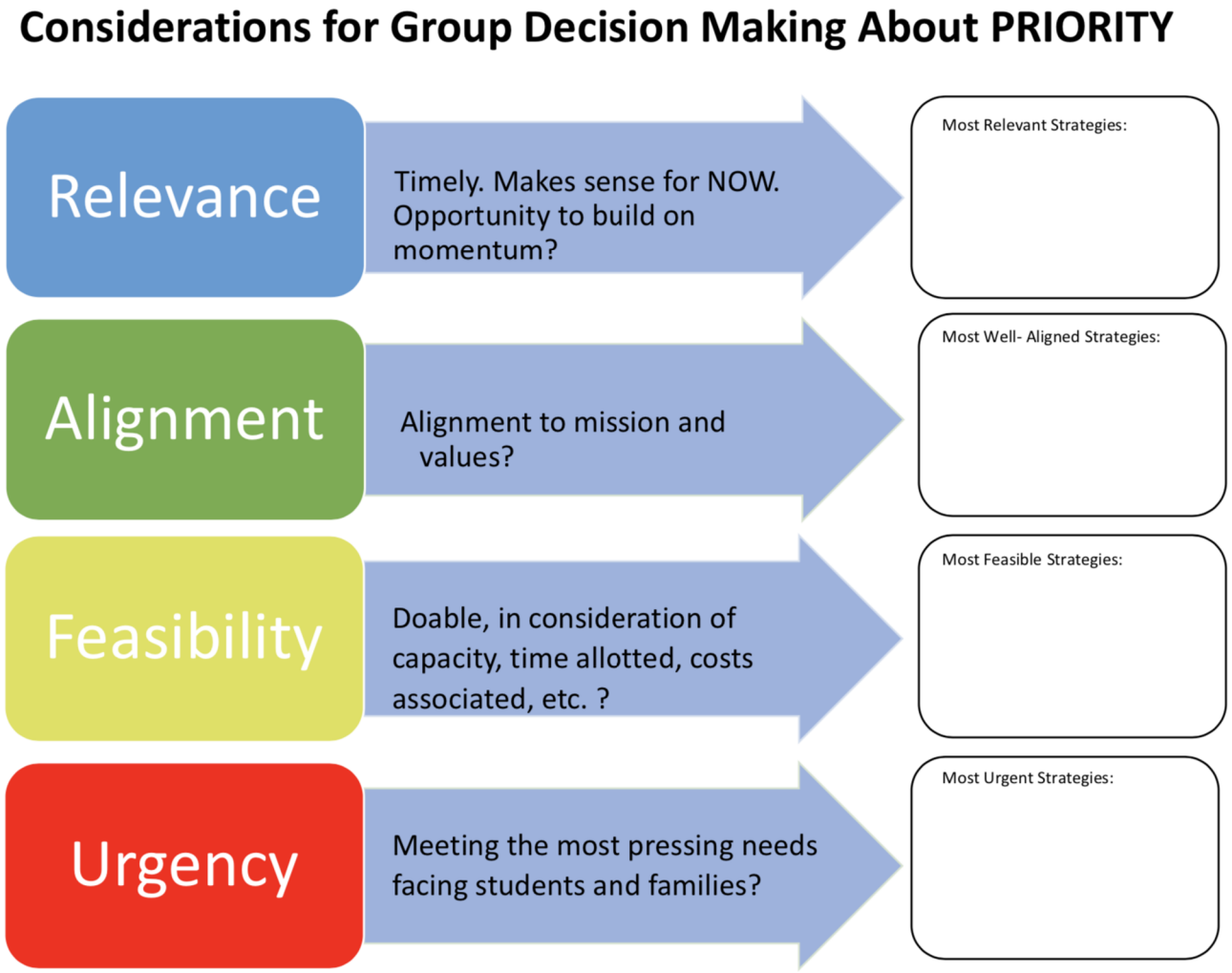


Recommendations Alignment



Created by: Terrence Gladney, Chair, District Accountability Committee

Prioritizing Recommendations



Innovation Bridge 2017 (Adapted from Facilitator's Guideline to Participatory Decision Making 3rd Edition)

SHARING IS CARING!

WHAT'S GOING ON IN THE COMMUNITY?

AAREA
ENGAGE.
EXPLORE.
EMPOWER.
THEAAREA.ORG

AND STILL...
We rise
USING WHAT WE'VE LEARNED TO NAVIGATE NOW AND TO PREPARE FOR WHAT COMES NEXT.
SAVE the DATE
AAREA's 13TH ANNUAL
PROFESSIONAL DEVELOPMENT SUMMIT
STREAMING LIVE
2022
SATURDAY FEBRUARY 5TH
9:00AM 3:00PM
REGISTRATION OPENS EARLY NOV. 2021
ENGAGE. EXPLORE. EMPOWER. THEAAREA.ORG

Debrief

Join a Subcommittee!

- **Parent Engagement**
  - Every 2nd Monday
- **Governance/By Laws**
  - 2nd and 4th Wednesdays
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Created by: RM Rayvn M

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2021 < > List View

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	16	17	18 Recommendations Commitee (6:00pm-7:30pm) + more Sign Up	19	20	21
	23	24 District Accountability C...	25	26	27	28

For the Good of the Order

Final Thoughts

Next Meeting

April 6, 2022

6:00 – 8:00 pm

Thank You for Attending and Actively Participating!

Appendix

Context slides

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