

# **African American Advisory Board**

## **April Meeting**

**April 7, 2021**  
**Via Zoom**

# April 7th Agenda

- Welcome (5 Minutes)
- Introduce Executive Committee (15 Minutes)
  - Review Advisory Board Purpose and Commitment Statements
- Opening/Check-In Activity (10 Minutes)
- Frame Onboarding process (Break Out Rooms) (30 Minutes)
  - What do you need to be a successful AAAB member?
  - Review and Discuss group norms
- Establish Priority Committees (Survey Interest) (15 Minutes)
- AAAB Case Studies (25 Minutes)
  - Request for AAAB member of SCUSD Significant Disproportionality Committee
- Discussion about topics for an Upcoming SCUSD Board Of Education meeting (10 Minutes)
- Wrap Up/Check In (5 Minutes)

# Congrats to AAAB Executive Committee

- Julius Austin, Chairperson
- Toni Tinker, Vice-Chairperson
- Rayvn McCullough, Secretary/Treasurer
- Nakeisha Thomas, Parliamentarian

# African American Advisory Board Members (Founding)

## *Period of Service: July 2020 to Present*

- **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

# Welcome Additional AAAB Board Members!

## *Period of Service: February 2021 to Present*

- Matt Wallace
- Conrad Crump
- Brit Irby
- Toni Tinker
- Alicia Williams
- Latoya Ramsey
- Rayvn McCullough
- Denisha Fletcher
- Noah Hayes
- Safiya Neal
- Thomas Rose Bolden
- Franschelle Brown
- Malachi L Smith
- Rashida Dunn-Nasr
- Sonia Lewis

# The AAAB Board's Primary Purpose

1. 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.
2. To *review, monitor, and evaluate* the continuous improvement of 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.

# Opening/Check-In/Parking Lot

## *Place in Chat*

- Hopes
- Fears
- Desires

# Onboarding Process

- Frame Onboarding process (Break Out Rooms) (30 Minutes)
  - What do you need to be a successful AAAB member?
  - Review and Discuss group norms



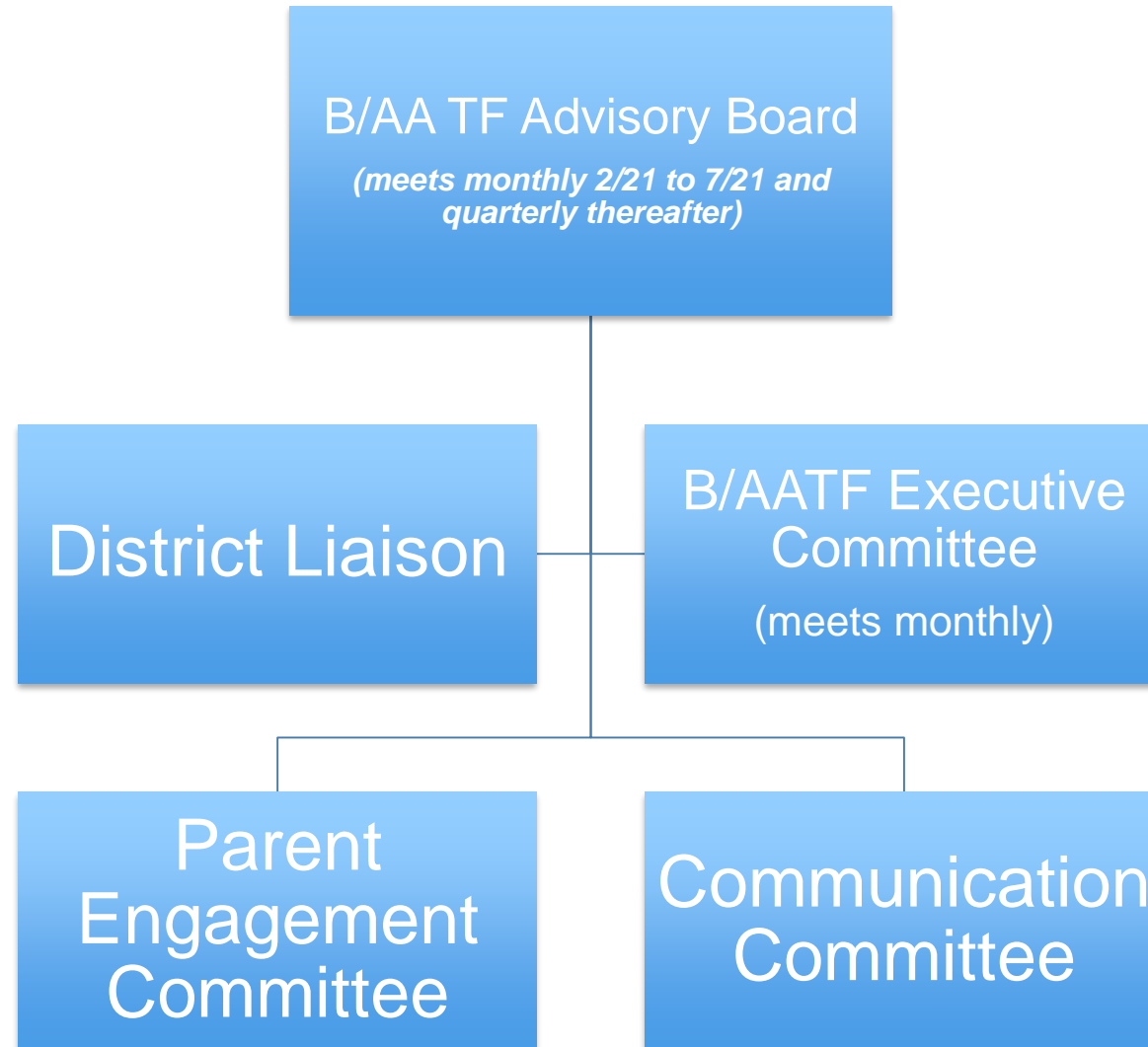
# Our Working Norms & Agreements

- Be student-focused and trust that everyone comes with a desire to support students, the AAATF recommendations and implement the Task Force work
- Come ready to be engaged
- Step Up, Self-Regulate and Step Back
- Stay on topic in discussion: use the parking lot for thoughts that are not on topic
- Use evidence and data to drive inquiry and support recommendations
- Provide one voice in Board Communications
- Strive to attend all meetings; if you miss a meeting, it is your responsibility to find out what was covered.

# Our Working Norms & Agreements in a Virtual Environment

- Be discreet with multi-tasking – others not need know 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

# Organizational Structure and Governance



# Prioritized Committees

- Priority Committees
  - Parent Engagement
  - Communications
  - Ad-Hoc By-Law
- Other Committees
  - Budget/Resource Development
  - AAATF Recommendations
    - Student Data

# Strategic Case Studies – Work of AAAB

- Re-Imagine School Safety Task Force Update – *Julius Austin, Darryl White, Kenya Martinez, Benita Ayala*
- Facilities Master Plan Committee - *Cassandra Jennings*
- Local Control and Accountability Plan Engagement
  - Debrief March 17<sup>th</sup> AAAB Listening Session
  - Determine Most Appropriate Time to Re-Engage
- Scholarship Opportunities
  - <https://www.scusd.edu/scholarships> (SCUSD Students)
  - <https://www.scusd.edu/community-scholarships> (All Students)
- *Upcoming SCUSD Board of Education Meetings*
  - *April 8<sup>th</sup> and April 22<sup>nd</sup>*



## SCUSD Learning Model and Phase In

- Recommended Phased-in implementation of the In-Person Concurrent Model
  - **Spring Break:** March 29-April 2
  - **Weeks 3-4, April 8th:** Return of all Pre K-3 students and all K-6 Special Day Classes students
  - **Week 5, April 15th:** Return of all 4th-6th grade students
  - **Week 6, April 22<sup>nd</sup>:** Return of all 7-12th grade students

# List of District Return Together Websites

- <https://learn.scusd.edu/>
- <https://reopeningdashboard.scusd.edu/>
- <https://returntogether.scusd.edu/>
- <https://calmingroom.scusd.edu/>
- <https://www.scusd.edu/covid-19-support-families>
- <https://www.scusd.edu/negotiations-updates>
- <https://www.scusd.edu/budget-updates>

# Significant Disproportionality Committee Member Request



# What is Significant Disproportionality?

"Children with disabilities are often disproportionately and unfairly suspended and expelled from school and educated in classrooms separate from their peers," said U.S. Secretary of Education John B. King Jr. "Children of color with disabilities are overrepresented within the special education population, and the contrast in how frequently they are disciplined is even starker."

In order to address those inequities, the Individuals with Disabilities Education Act (IDEA) requires states to identify districts with "significant disproportionality" in special education—that is, when districts identify, place in more restrictive settings, or discipline children from any racial or ethnic group at markedly higher rates than their peers.

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# SCUSD and our Significant Disproportionality

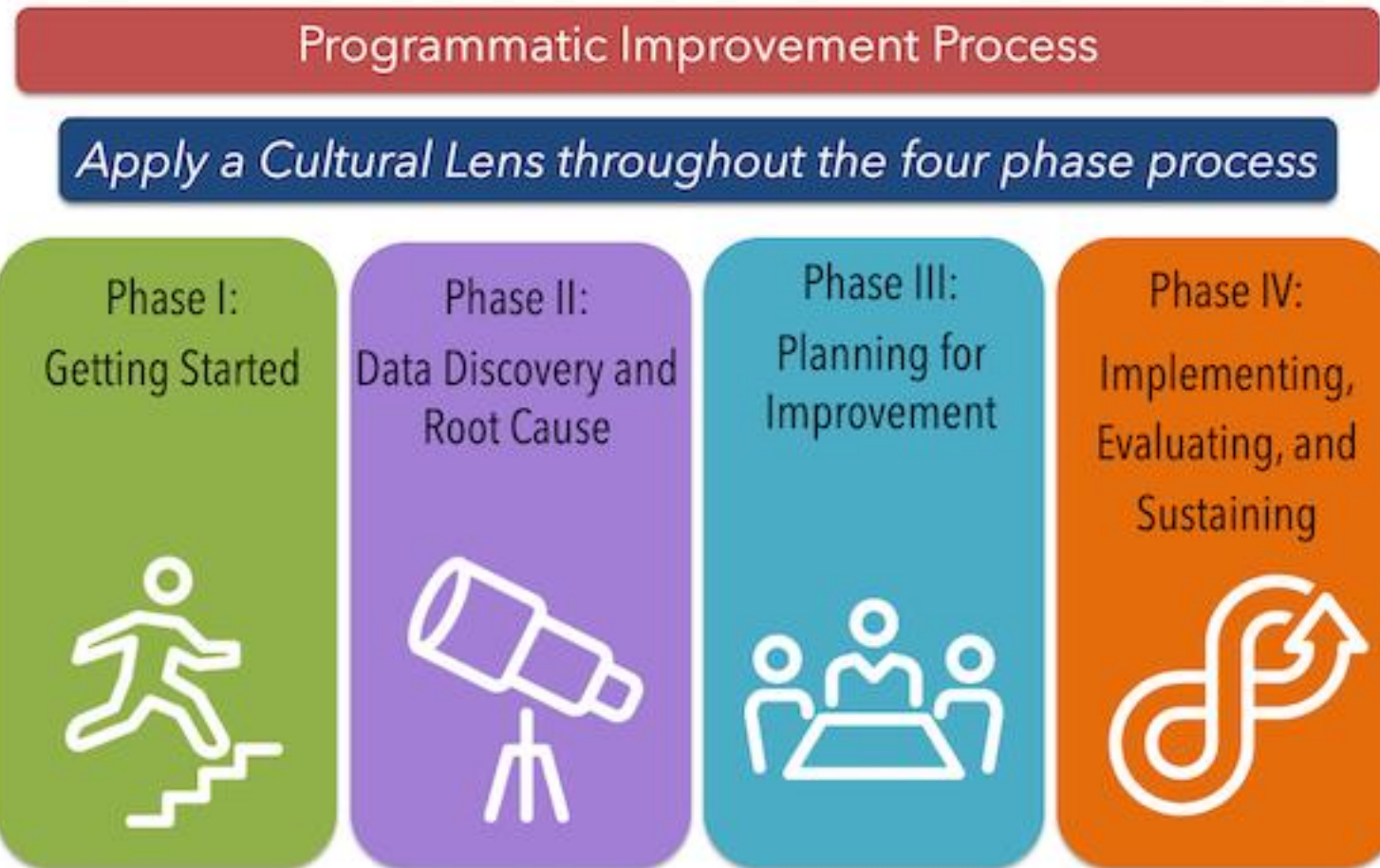
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Within SCUSD, we are significantly disproportionate in two areas:

- The identification of African American students as meeting eligibility for special education under Emotional Disturbance
- The removal of African American students with disabilities greater than 10 days out of school (suspension)



# What we can do about it...

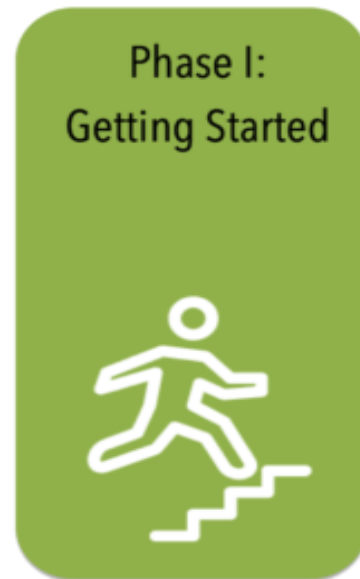


# Phase 1

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## Getting Started

The first phase of the Program Improvement Process involves forming a leadership team, convening a stakeholder group, engaging in technical assistance, choosing a facilitator for guidance through the improvement process and gathering relevant data for analysis.



# Phase 2

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## **Data & Root Cause Analysis**

The second phase of the Program Improvement Process focuses on engaging in a programmatic self-assessment process to reveal the root cause(s) of disproportionality, and planning for implementation of Coordinated Early Intervening Services (CEIS) that address the root cause(s) identified.



# Phase 3

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## **Plan for Improvement**

In Phase III, we will use our root cause analysis to review and, if warranted, revise the policies, practices and procedures related to our significant disproportionality. Our root cause analysis will inform the creation of an action plan to increase equity and decrease disproportionality. The plan is known as the Comprehensive Coordinated Early Intervening Services (CCEIS) Plan.



# Phase 4

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## **Plan for Improvement**

Phase IV of the Programmatic Improvement Process involves implementing, evaluating, and sustaining the changes initiated in our action plan.



# Where we are

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We are in the process of building our team and engaging in some data analysis that can help us build our plan to fully address the root-causes of our significant disproportionality. We would like to broaden our lens and would appreciate your participation.



# Time Commitment

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If you are interested in being a part of our stakeholder team, the time commitments will likely include:

- One meeting per month (until end of September 2021)
- Each meeting about 2-3 hours
- Occasional HW (Readings, review of data, other)
- After September, monitoring meetings to be held quarterly (November, February, May)
- Outreach has started with district community organizations

# Questions & Consideration

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**Thank you for your time!**

If you are interested in learning more about Significant Disproportionality and/or would like to join our stakeholder team, please feel free to reach out.

Geovanni Linares, MS  
SELPA Director  
geovanni-linares@scusd.edu

# Discussion about topics for an Upcoming SCUSD Board Of Education meeting

- Set Date
- Determine Topics
  - Introductions
  - Recommendations Update
  - Work ahead

## Recommendation Implementation (**Bold** Items Have Been Implemented)

Recommendation	Up to 1 Year	Up to 2 Years	Up to 3 Years
<b>1. Establish a District-wide Black/African American Parent/Caregiver and Student Advisory Board</b>	<b>X</b>		
2. Establish a Black/African American Student Achievement Task Force Implementation/Accountability/Parent Engagement Steering Sub – Committee (s)	x		
<b>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</b>	<b>X</b>		
<b>4. Eliminate willful defiance suspensions (Senate Bill 419)</b>	<b>X</b>		
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		
<b>7. Provide school-to-college and school-to-career experiences utilizing community stakeholders (career training, university shadowing, mentoring and internships, etc.)</b>	<b>X</b>		
<b>8. Divest from future funding for school resource officers and reinvest in alternative supports</b>	<b>X</b>		
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	
<b>11. Provide professional development addressing inequitable disciplinary practices and mandate 100% faculty and staff attendance</b>	<b>X</b>	<b>X</b>	<b>X</b>
12. Eliminate Pre K – 3 <sup>rd</sup> 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-3<sup>rd</sup> grade suspension

# Revised Recommendation Framework

## ***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***

# Overarching Outcomes

*By June 30, 2020 and each year thereafter, SCUSD will decrease the percentage of non-proficient students by 5%\**

- Increase 3<sup>rd</sup> grade SBAC met or exceeded for Black or African American students:
  - In Mathematics from 17% in 2017-18 to 25%\* in 2019-20.
  - In English Language Arts from 18% in 2017-18 to 27%\* in 2019-20.
- Increase 6<sup>th</sup> grade SBAC met or exceeded for Black or African American students:
  - In Mathematics from 15% in 2017-18 to 24%\* in 2019-20.
  - In English Language Arts from 19% in 2017-18 to 27%\* in 2019-20.
- Increase 8<sup>th</sup> grade SBAC met or exceeded for Black or African American students:
  - In Mathematics from 16% in 2017-18 to 24%\* in 2019-20.
  - In English Language Arts from 29% in 2017-18 to 36%\* in 2019-20.
- Increase 4-year cohort graduation rate from 74.1% in 2017-18 to 76.7%\* in 2019-20.
- Increase 4-year A-G course completion from 45.9% in 2017-18 to 48.6%\* in 2019-20.

\*The 2019-20 goal represents a reduction of 10 percent of the percent of students who did not achieve the desired goal in 2017-18. For example, if 20% met the desired goal previously, a total of 80% did not meet the goal. Ten percent of the 80% that did not meet the goal is 8 percentage points. Adding the 8 percentage points to the 20% who previously met the goal equals a hypothetical new goal of 28% for the current year. For each year thereafter 2019-20, the goal is to decrease the percent of non-proficient students by 5%.

# **Next African American Advisory Board Meetings 5:30 to 7:30PM via Zoom**

- May 5<sup>th</sup>
- June 2<sup>nd</sup>



## End of Meeting Check-In

- How are you feeling at the end of the meeting?
  - Pluses/Glows/More Of/Good
  - Deltas/Grows/Less Of/Bad

Thank

you

