

# **African American Advisory Board September Meeting**

**September 2, 2020  
Zoom Meeting**

# 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 Education Chair
  - Ursula DeWitt, Black Parallel School Board
- Cassandra Jennings, Greater Sacramento Urban League
  - Kenya Martinez, CAC and SCUSD Parent
  - Cecile Nunley, Community Member
  - Nakeisha Thomas, SCUSD Parent
  - Darryl White, Black Parallel School Board
- Kim Williams, Building Healthy Communities

# Agenda

- Check in
- Review Group Norms
- Detailed report outs from the Governance and Recommendations Committees
- Set meeting topics for the October 7, 2020 Meeting
- Wrap up

# 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

# Governance Committee

- Benita Ayala
- Cassandra Jennings
- Darryl White (***Presenter***)
- Lynn Berkeley-Baskin

# Governance Committee Action Requests

- Determine appropriate temporary executive committee selection process until sustainable governance model is finalized
- Sub-Committee proposes two models (option 1 and option 2). The final selection will be determined by simple majority of advisory board member votes.
  - **Option 1: Everyone with no restrictions votes on the Executive Committee positions**
    - The winner will be whomever receives the simple majority of advisory member votes
    - This group will remain the executive committee until the full outreach plan is completed.
  - **Option 2: Adopt a Center of Expertise Framework**
    - Rotate the meeting chair based on the expertise with discussion topics
    - The chair would moderate the overall meeting discussion and call upon the expertise of advisory board members in discussing topics and/or making decisions. and Current sub-committee would act as executive committee until the full board is in place
    - This model would remain in effect until the full outreach plan is completed.

# 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



# 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

# Meeting Management Process

- Who facilitates the advisory board meeting?
  - Chair
- Who documents the advisory board meeting?
  - Secretary/Treasurer
- Who ensures that the advisory board engagement process is followed?
  - Parliamentarian
- How are advisory board decisions made?
  - Vote

# Other Considerations

- Mel Assagai ([mel@californiapolicysolutions.com](mailto:mel@californiapolicysolutions.com)) (Community Member)
- Julius Austin ([austinjd\\_2000@yahoo.com](mailto:austinjd_2000@yahoo.com)) (Community Leader)
- Benita Ayala ([bjc9702@gmail.com](mailto:bjc9702@gmail.com)) (Parent)
- Lynn Berkeley Baskin/Salena Pryor ([bbaskin@yahoo.com](mailto:bbaskin@yahoo.com)) (Community Leader)
- Ursula DeWitt ([1discipline4life@gmail.com](mailto:1discipline4life@gmail.com)) (Parent/Community Leader)
- Cassandra Jennings ([cjennings@gsul.org](mailto:cjennings@gsul.org)) (Community Leader)
- Kenya Martinez ([kenyamartinez95@gmail.com](mailto:kenyamartinez95@gmail.com)) (Parent/Community Leader)
- Cecile Nunley ([cecinunley@gmail.com](mailto:cecinunley@gmail.com)) (Community Member)
- Nakeisha Thomas ([t.nakeisha@yahoo.com](mailto:t.nakeisha@yahoo.com)) (Parent)
- Darryl White ([darrywh1@aol.com](mailto:darrywh1@aol.com)) (Community Leader)
- Kim Williams ([kim@sacbhc.org](mailto:kim@sacbhc.org)) (Community Leader)
- + Four Students
- + Six More parents
  - Reach out to parent groups and organizations
  - How do we virtually outreach
  - Convert March plan to a virtual plan
  - If we seek diverse representation – we will need to ask for information
  - Outreach needs to define the selection criteria and why we are asking for the information
  - Include an interview process as a part of the selection which can include more detailed questions
  - Do we include broader criteria like Free/Reduced lunch status of the student body
  - Do we ask principals to help us select parents
  - Encourage principals and other parents to recommend others to participate to increase interest and broad outreach

# Other Considerations

- Recommendation that a percentage vote be needed to change or add a norm
- Concern with leadership changing every year – recommendation to change term from one year to two years for continuity
- Is there a rule for someone to serve consecutive terms – recommendation for serving for consecutive terms
  - One Year Term
  - Could serve two terms
- How do you get people off of the executive committee
  - Initiated by advisory board member
  - Hearing with Chair and Vice Chair
  - Chair brings to the advisory board
  - A simple majority would vote them off
- Need to define voting thresholds – what constitutes a “vote”
- Need to create language about membership – individual versus organizational representative
- Outreach Plan
  - Target 51% parents
  - Launch a virtual outreach effort based on the March 2020 plan
  - Fast adopt the Black Parallel virtual framework
  - Reach out to folks who previously volunteered (e.g. Darryl, Ursula, Julius)
  - Need to create sub-committee to do this work – share at the August 5<sup>th</sup> meeting
  - Need to be specific about “who” we are outreaching for – need to go deeper than 51% over-arching goal.

# Outreach Plan

- What roles are missing from the advisory board and how do we outreach to fill them? Who is missing?
  - Broader parent participation
  - Student Voice
  - Educator Voice
  - Outreach Plan
    - Launch a virtual outreach effort based on the March 2020 plan
    - Fast adopt the Black Parallel virtual framework
    - Reach out to folks who previously volunteered (e.g. Darryl, Ursula, Julius)
    - Need to create sub-committee to do this work – share at the August 5<sup>th</sup> meeting
    - Need to be specific about “who” we are outreaching for – need to go deeper than 51% over-arching goal.
    - Vincent will ask human resources about our ability to outreach to SCUSD African American employees to join the African American Advisory Board

# Recommendation Committee

- Julius Austin
- Ursula DeWitt
- Kenya Martinez
- Salena Pryor
- Nakeisha Thomas

# Decisions Required from Advisory Board

- **Decide which recommendations to keep as is**
  - Which recommendations stand the test of time
- **Decide which recommendations should be revised**
  - Recommendations created Pre-COVID-19 Pandemic
  - Currently in the COVID-19 Pandemic
  - Need to be ready for post COVID-19 Pandemic
- **Decide on potential new recommendation proposals**
  - Friendly amendments need to integrate the current reality of distance learning

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



# A Refresher: Review of the Recommendation Categories

## Academic Achievement

#5, 6, 9, 13, 7, 10

Access and  
Inclusion

Opportunities  
to Learn

Achievement  
& Outcomes

## Culture & Climate

#2, 3, 4, 8, 11, 12, 1

School Climate

Disciplinary  
Policies &  
Practices

Community  
Engagement

Shared  
Accountability

# Recommendation Implementation Time Horizon

	Recommendation	Up to 1 Year	Up to 2 Years	Up to 3 Years
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		
8	Divest from future funding for school resource officers and reinvest in alternative supports	x		
11	Provide professional development addressing inequitable disciplinary practices and mandate 100% faculty and staff attendance	x	x	x
12	Eliminate Pre K – 3 <sup>rd</sup> grade suspensions	x	x	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		
9	Create a District-wide study team tasked to review, monitor K-12 special education referral practices	x	x	
13	Increase Black/African American teachers from 109 to 150	x	x	x
1	Establish a District-wide Black/African American Parent/Caregiver and Student Advisory Board	x		
7	Provide school-to-college and school-to-career experiences utilizing community stakeholders (career training, university shadowing, mentoring and internships, etc.)	x		
10	Adopt and implement curriculum that includes and reflects Black/African American experience	x	x	

# Subcommittee Review Process

- Subcommittee completed survey prioritizing recommendations with 20-21 timeline
- Met to review, confer, and reach consensus
- Summary of Prioritized Recommendations for 20-21 AAAB Agenda:

*\* red denotes completed or progress made to date*

High Priority (Aug. 20-Dec. 20)	Medium Priority (Dec. 20-June 21)	Low Priority (June 21-Dec. 21)
Recommendations # <b>1</b> , 2, 5, <b>6</b> , 8, 9, 10, 11, 12, 13	Recommendation # <b>7</b>	Recommendations # <b>3,4</b>

# July 2020 Recommendation Implementation Status (Board Adopted May 16, 2019)

## *Implemented Recommendations are in bold*

Original Recommendation	Revised Recommendation Language (Where Appropriate)	High Priority (August 2020 to December 2020)	Medium Priority (December 2020 to June 2021)	Low Priority (June 2021 to December 2021)	SCUSD Staff Support
<b>1. Establish a District-wide Black/African American Parent/Caregiver and Student Advisory Board</b>	The SCUSD African American Advisory Board was established on July 1, 2020	<b>X</b>  <b>Subcommittee Comment:</b> <i>Though the board has been established, it is a high priority for this board to do what it was created to do, especially under the current climate and circumstances.</i>			Continuous Improvement and Accountability
2. Establish a Black/African American Student Achievement Task Force Implementation/Accountability/Parent Engagement Steering Sub-Committee	Establish a Black/African American Student Achievement Task Force Implementation/Accountability/Parent Engagement Steering Sub-Committee	<b>X</b>			Family and Community Empowerment
<b>3. Require sites with over 5% variance on suspension rate disproportionality to</b>	Starting with the 2019-2020 school year, SCUSD staff worked with sites demonstrating the 5% suspension variance and coached			<b>Y</b>	Social Emotional Learning and

July 2020 Recommendation Implementation Status (Board Adopted May 16, 2019)

*Implemented Recommendations are in bold*

Original Recommendation	Revised Recommendation Language (Where Appropriate)	High Priority (August 2020 to December 2020)	Medium Priority (December 2020 to June 2021)	Low Priority (June 2021 to December 2021)	SCUSD Staff Support
<p><b>4. Eliminate willful defiance suspensions (Senate Bill 419)</b></p>	<p>The governor signed Senate Bill 419 into law on 9/9/19 eliminating willful defiance suspensions in grades 4-5 and banning them in grades 6-8 for five years. The new law applies to both traditional public schools and charter schools. SCUSD must monitor implementation of this law</p>			<p style="text-align: center;"><b>X</b></p> <p><i>Subcommittee Comment: It will be important to monitor whether or not the bill is honored and check to see if other methods are being used to get the same negative outcomes.</i></p>	<p style="text-align: center;"><b>Safety Office and Student Support Services</b></p>
<p>5. Implement multiple measures to assess student progress in order to identify students in need of intervention and prioritize resources</p>	<p>Implement multiple measures to assess student progress in order to identify students in need of intervention and prioritize resources</p>	<p><b>X</b></p>			<p style="text-align: center;"><b>Academic Office, Student Support Services, Strategy and Continuous Improvement</b></p>

# July 2020 Recommendation Implementation Status (Board Adopted May 16, 2019)

## *Implemented Recommendations are in bold*

Original Recommendation	Revised Recommendation Language (Where Appropriate)	High Priority (August 2020 to December) 2020	Medium Priority (December 2020 to June 2021)	Low Priority (June 2021 to December 2021)	SCUSD Staff Support
6. Implement research based intervention and acceleration strategies to close persistent learning gaps	Implement research based intervention and acceleration strategies to close persistent learning gaps	<b>X</b>			<b>Academic Office and Strategy and Continuous Improvement</b>
<b>7. Provide school-to-college and school-to-career experiences utilizing community stakeholders (career training, university shadowing, mentoring and internships, etc.)</b>	The district provides on going school-to-college and school-to-career experiences utilizing community stakeholders including Sacramento State, Los Rios Community College District, and other local partners and monitor effectiveness		<b>X</b> <i>Subcommittee Comment: A great opportunity to connect with community organizations to support students.</i>		<b>Guidance and Counseling and College and Career Readiness</b>

July 2020 Recommendation Implementation Status (Board Adopted May 16, 2019)

*Implemented Recommendations are in bold*

Original Recommendation	Revised Recommendation Language (Where Appropriate)	High Priority (August 2020 to December 2020)	Medium Priority (December 2020 to June 2021)	Low Priority (June 2021 to December 2021)	SCUSD Staff Support
<p><b>8. Divest from future funding for school resource officers and reinvest in alternative supports</b></p>	<p><b>At the July 16, 2020 board meeting, the board adopted Resolution No. 3157: Resolution to Reimagine School Safety and Work to Dismantle Structural Racism in Sacramento City Unified Schools and repurpose \$600,000 for safety. The AAAB requests membership on the Safety Taskforce</b></p>	<p style="text-align: center;"><b>X</b></p> <p><i>Subcommittee Comment: It is a high priority to engage with the district to influence where the funds will be allocated and identify proven alternative supports.</i></p>			<p style="text-align: center;"><b>Safety Office</b></p>
<p>9. Create a District-wide study team tasked to review, monitor K-12 special education referral practices</p>	<p>Create a District-wide study team tasked to review, monitor K-12 special education referral practices</p>	<p style="text-align: center;"><b>X</b></p> <p><i>Subcommittee Comment: Add the addition of SST to review referral practices to GATE as well of and offer additional tutoring instead of special education referrals</i></p>			<p style="text-align: center;"><b>Special Education and Academic Office</b></p>

July 2020 Recommendation Implementation Status (Board Adopted May 16, 2019)

*Implemented Recommendations are in bold*

Original Recommendation	Revised Recommendation Language (Where Appropriate)	High Priority (August 2020 to December 2020)	Medium Priority (December 2020 to June 2021)	Low Priority (June 2021 to December 2021)	SCUSD Staff Support
<p>10. Adopt and implement curriculum that includes and reflects Black/African American experience</p>	<p>Adopt and implement curriculum that includes and reflects Black/African American experience</p>	<p style="text-align: center;"><b>X</b></p> <p><i>Subcommittee Comment: We must take advantage of the current climate to create urgency to not only add the Black/African America experience to the curriculum, but to also review curriculum to eliminate curriculum that presents material from solely a whiteness/white supremacist perspective.</i></p>			<p style="text-align: center;"><b>Curriculum and Instruction and Academic Office</b></p>
<p>11. Provide professional development addressing inequitable disciplinary practices and mandate 100% faculty and staff attendance</p>	<p>Provide professional development addressing inequitable disciplinary practices and mandate 100% faculty and staff attendance</p>	<p style="text-align: center;"><b>X</b></p> <p><i>Subcommittee Comment: There is greater opportunity to reach and include educators in training using platforms such as Zoom, MS Teams, and etc. Also, more people are comfortable with using the platforms.</i></p>			<p style="text-align: center;"><b>Academic Office and Human Resources</b></p>



July 2020 Recommendation Implementation Status (Board Adopted May 16, 2019)

*Implemented Recommendations are in bold*

Original Recommendation	Revised Recommendation Language (Where Appropriate)	High Priority (August 2020 to December 2020)	Medium Priority (December 2020 to June 2021)	Low Priority (June 2021 to December 2021)	SCUSD Staff Support
<p>12. Eliminate Pre K – 3<sup>rd</sup> grade suspensions</p> <p>Need to add the #13 Increase Black/African American teachers from 109 to 150</p>	<p>While AB 420 amends <b>California</b> Education Code section 48900(k) by <b>eliminating</b> the authority to suspend a student out of school or in-school in <b>kindergarten</b> through <b>third grade</b> for “disruption” and “willful, this recommendation calls for the elimination of ANY suspension between the grades of Pre-K to 3<sup>rd</sup> Grade</p>	<p><b>X</b></p>			<p><b>Academic Office, Student Support Services, Legal, Human Resources</b></p>

# Other Considerations

# Setting Annual Meeting Cycle Topics

- Set Key Topics for the October 7<sup>th</sup> meeting
  - Update (s) to Board of Education
  - Selection of members for '21-22
  - Mid-year update for the recommendations
  - Commitment statement for '21-22 members
  - Others???

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

- September 2<sup>nd</sup>
  - October 7<sup>th</sup>
- November 4<sup>th</sup>
- December 2<sup>nd</sup>
  - January 6<sup>th</sup>
- February 3<sup>rd</sup>
  - March 3<sup>rd</sup>
    - April 7<sup>th</sup>
    - May 5<sup>th</sup>
  - June 2<sup>nd</sup>

THANK YOU!!!