

# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1e

**Meeting Date:** April 13, 2023

**Subject:** Approve Minutes for the March 2, 2023, Regular Board of Education Meeting







## **7.0 PUBLIC COMMENT**

*Members of the public may address the Board on non-agenda items that are within the subject matter jurisdiction of the Board. Public comment may be (1) emailed to [publiccomment@scusd.edu](mailto:publiccomment@scusd.edu); (2) submitted in writing through the district's website at <https://www.scusd.edu/submit-public-comment>; or (3) provided in-person at the meeting. The submission deadline for written public comments shall be no later than noon on the day of the meeting. If you intend to address the Board in-person, please fill out a yellow card available at the entrance. Speakers may be called in the order that requests are received, or grouped by subject area. We ask that comments are limited to two (2) minutes with no more than 15 minutes per single topic so that as many people as possible may be heard. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to district staff or calendar the issue for future discussion.*

*Public Comment:*

*Mark Epstein commented on digital skills and utilization among students*

*Margarita Garcia commented on her son's suspension*

*Rachel Wu commented on transfers of independent studies teachers*

*Carl Pinkston commented on the Black Parent Involvement Day and wanted to thank the Board and District for participating*

## **8.0 COMMUNICATIONS**

### **8.1 Employee Organization Reports:**

*SCTA- Nikki Milevsky shared the strike against the District that lasted for 8 days. Four years prior to the strike, Superintendent Aguilar in support of Dave Gordon, told us that the District would descend into fiscal insolvency which was not true. After losing the strike, the Superintendent and his labor relations team made up of outside attorneys and consultants, had a chance to change directions but have not. Ms. Milevsky shared the disapproval and her concerns of outside consultants. Ms. Milevsky shared her concerns about the agreements that have been signed by the Superintendent, but have not been met. For example, ongoing Special Education issues throughout the District, ongoing issues in child development including the expansion of TK, and the District agreed to pay COVID leave pay to substitute staff but it has not been implemented, there's a section in the MOU about compensation for extra work when teachers were dealing with staff shortages and the District has failed to implement that as well. Ms. Milevsky shared that there is still no bargaining date put in place. Lastly, Ms. Milevsky stated that tonight the Board has the opportunity to demonstrate a start to that new direction in labor relations for the District.*

*SEIU- No update*

*TCS- No update*

*Teamsters- No update*

*UPE- No update*

## 8.2 District Advisory Committees:

*Community Advisory Committee- No Update*

*District English Learner Advisory Committee- No update*

*Local Control Accountability Plan/Parent Advisory Committee-*

*Frank Young shared that LCAP had a good meeting this month with another meeting about MTSS. There is a new LCAP Director, and the Committee is in a good place to move forward.*

*Superintendent Aguilar introduced, Krystal Thomas, who has recently started in her position as the new LCAP Director.*

*Public Comment:*

*Rebecca Wu commented on how music is so essential and voiced her concern on how music was cut out of Independent Studies*

*Student Advisory Council- No update*

*Black/African American Advisory Board- No update*

## 8.3 Student Member Report (Liam McGurk)- No update

## 9.0 SPECIAL PRESENTATION

### 9.1 Update on Direct Technical Assistance Update through the California Collaborative for Educational Excellence (CCEE) (Yvonne Wright)

*Yvonne Wright shared the District's Intensive Supports through the Direct Technical Assistance from the CA Collaborative on Educational Excellence (CCEE). There are two schools that receive intensive support (Elder Creek Elementary and Harkness Elementary). Educators from both sites shared what the work has meant to*

*Member Pritchett shared that at every meeting, we are always seeing how we are failing our students, and she wants to know what are we doing to fix the problem. Tonight, staff are telling us what we can do to fix it. Member Pritchett wanted to know what new designation status meant. Also, Member Pritchett asked what the Board can do to assist with getting this out at more of our school sites to make sure every student at SCUSD is not being left behind. The CCEE partner stated that when the programming was first implemented, she shared that they asked the District to take away the challenges and barriers at each of the school sites, so teachers could focus on this work. The Superintendent shared that the District won't be able to replicate this intensive model exactly across all schools, because of the independent and capital resources, but we are trying to figure out the capacities that we have to provide and the professional learning that we have to provide to our instructional site leaders to be able to work effectively with their teams and build instructional frameworks that are coherent.*

*Member Kayatta shared that we need to figure out a way to get this implemented system-wide. Member Kayatta asked a question around slide 25, and wanted to know invited this intervention and who is paying for it. In 2019, SCOE and SCUSD sent a letter to CCEE referring the District to CCEE for direct technical assistance. CCEE provides the funds for the intensive support model for 3 years. Member Kayatta is concerned about the slide pertaining to what our new designation status means. He is concerned that we may have put ourselves in a situation where it can result in us losing local control, and it looks like we are either going to do better or it will be like a tentative state takeover. You would be possibly changing our LCAP, changing out budget, and doing other actions that could strip us of our control as a district. After the 3 year project that CCEE provides funding for, if the district wanted to continue the project, it would be up to the district to decide how to fund the project to continue. Member Kayatta wanted to confirm what the outcomes are of having this project implemented.*

*Member Jeane wanted to know how long the district has been doing PLC work. Superintendent shared that PLC was brought to the district as an opt-in structure as professional learning communities where several schools worked with contractors to bring in that work. Member Jeane asked what are some of the resources that we need to succeed in this work. Consultants providing resources and training to staff has helped with being successful. Teachers meet with consultants monthly, and PLTs meet with their grade bands once per week. Some of the obstacles that teachers have faced are time, having more bodies, and resources. Member Jeane shared that the data the Board has to look at and the teachers look at are very*



*Board's concerns and is meeting the district where they are at in this moment in time, and we are working with you not against you. Previously, CCEE's leadership wanted to refer SCUSD to the State Superintendent, and as Chief Deputy, she said no because she didn't see that enough support was provided to the district to warrant that type of referral. Member Jeane asked how CCEE is approaching shifts since we are in a COVID reality that has drastically impacted student learning. In 2021, the systemic instructional review was completed which was done through a virtual data collection process, so the report was finished in 2021. Now, we are using the report has context and background information. Although, it has some very specific actions for the district. The district has changed since 2021, and that's why it's important that we use it as context only and look at where we are at this moment in time using the data that they have and using the district priorities to see what we need to do now. Member Kayatta wanted to call attention to the other districts that our district is accompanying right now, and not a group that he wants to be in. When you are in an intervention, the goal is to exit the intervention, and he is looking forward to the partnership even though it is a forced partnership, so we can improve our outcome as far as students. Especially, the students that Member Phillips called attention to which he agrees with. Member Rhodes is seeing site Principals and teachers excited about the work that they are doing and more excited to say that teachers at the school sites are driving the bus. The work the sites are doing is beautiful and is inspiring for President Rhodes as a Board member, because it makes him believe that this work can be done outside of the barriers and constructs that we have.*

## **10.0 PUBLIC HEARING**

### *10.1 History/Social Science K-12 Instructional Materials*

*Adoption: Program Recommendations (Erin Hanson,  
Assistant Superintendent Curriculum and Instruction*

*Shannon Pella, Director Professional Learning Literacy,*

*ELA, Humanities Kari Lofing, Coordinator GATE and I (T) M Aanithea, De.Erin H4nson,*



*standards development is initiated by special legislative direction. Curriculum framework development is initiated by specific legislative funding. It includes evaluation criteria for instructional materials. Instructional materials adoption timelines are set by the State Board of Education and often follow the completion and adoption of the corresponding curriculum framework. Erinn Leone shared that Board Policy 6161.1 guides the instructional materials adoption process which states that committee that evaluates the instructional materials should be made up of a majority of educators. A letter was sent to SCTA in May of 2022, and by June of last year, all K-8 and high school social science teachers were invited to participate in this adoption process. All teachers that were invited and interested in participating, were invited to prescreen the materials in July 2022. During the prescreening, the participating teachers utilized the CDE recommended evaluation rubrics. Shannon Pella shared the evaluation criteria and data collection process. Michael Washington, a teacher at Hiram Johnson HS, shared the History/Social Science Adoption Anti-Bias/Anti-Racism evaluation. Mr. Washington shared that being a teacher and product of Sac City Unified, he stated that representation does matter. There is a reason why there is chronic absenteeism. It is because they don't see themselves in what they are learning or doing. TCI is by no means the end all, be all answer, however, it provides more access to lesson plans, videos, biographies, and conversations around POC in the United States. Shannon Pella shared survey results based on questions that asked teachers about their student's performance. Glenn Singly shared that the TCI textbooks allows teachers to meet the needs of our students. He stated that TCI is always open to suggestions and there is the ability to build out curriculum. Staff shared that the total cost for the updated History/Social Science Instructional Materials adoption is 7.9 million as well as the timeline of the fulfillment process.*

*Public Comment: No public comment*

*Board Comment:*

*Member Jeane asked since schools starts in September, how can teachers receive the materials ahead of time to review? Shannon Pella shared that staff are currently communicating regularly with program reps, so we can ensure that teachers and student receive textbooks on time. Teacher editions and at least 1 class set should be available for pickup in the summer. Member Jeane asked how are we going to be thorough and meticulous in the enrollment of this process, and are we working with labor partners to look at payment outside of the school day, and all of the training and pieces that will be*





*next year, because they are not the age for Kindergarten.  
Ms. Wright shared that once the child is admitted into TK,  
they are in a 2-year program for Kindergarten.*



*Member Rhodes said that he proposes to not approve the contract moving forward, but to approve the amount owed to Ms. Maldonado. President Rhodes made a motion with a second by Member Singh. The amendment passed with a vote of 6-0 with Member Villa absent.*

## **12.0 COMMUNICATIONS**

### **12.1 Superintendent's Report (Jorge A. Aguilar)**

*Superintendent excited to share that 286 students have been enrolled in TK expansion program across 33 locations for the next academic school year. Superintendent thanked Board Members who participated in Read Across American within the school district. Our food truck is gearing up to begin breakfast at 8 different schools started the week of March 6, 2023. Superintendent shared the shade structures that have been going up will come in handy with the warmer months ahead. Superintendent shared all the work being done at Hiram Johnson and that the next Community Fair will be taking place at John Cabrillo on Saturday, March 18<sup>th</sup>. Cal Middle School recently received the top honor at the Junior Theater Festival with their production of Willy Wonka. Sutter Middle jazz ensemble had a g-2 (. O)2 (uF)1 (ng pl) ( w)-3 on and that th4 (nde)4 ae*



