

Sacramento City Unified School District  
**Board of Education Meeting**

**November 19, 2020 Public Comments**

Name:	Vicky Schroeder
Comment:	<p>My name is Vicky Schroeder and I am a teacher at Carver High School. I was pleased to see Superintendent Aguilar at the African American Advisory Board Outreach meeting last week. It comforts me to know how much you support our most disadvantaged and harmed population. I too was there to stay closely informed and engaged in the district's movements to lift our students at the highest risk of failing in our system. Carver High School is leading the way in equity. Our school has implemented racial justice curriculum. Every staff member is actively involved in anti-racist training. We started our work one year ago during a week long training in August. I'm willing to guess that our school is leading in anti-racist curriculum at this time. How many other schools are doing this right now? The first Waldorf school was born in response to the social injustices after WWI. At its core Waldorf education respects the growth and development of all human beings and reveres the natural world.</p> <p>A close examination of our school, our teaching principles and successes should be taken into thorough consideration. We'd like to be provided the necessary funding so we can continue to grow as racial justice leaders in the district and the state at large. We would like to provide a template of best practices for other schools. Let us continue to lead the way in racial, equity, environmental and social justice and meet the demands of Governor Newsom. Thank you for your sincere and careful attention to our school.</p>

Speaking as: Employee

Email

Tel:

Date/time Stamp: 11/18/2020 7:06:29 PM

Sacramento City Unified School District  
**Board of Education Meeting**

**November 19, 2020 Public Comments**

Name:	Rory Pilling
Comment:	<p>As a student at George Washington Carver, I have been more successful here than I would have been at any other school. I was always a bad student in elementary and middle school, I had a hard time understanding the material and found that seeking additional help was so stigmatized it was out of the question for me. I also have diagnosed mental health issues that make it so I easily lose motivation, and in traditional schools I could never get back on track when this happened. It wasn't until I went to Carver that I experienced a model of education that worked for me. At Carver I've taken so many leadership opportunities, and in my senior year now I genuinely feel prepared to go to college because of them. I am currently the president of our school's Gender Sexuality Alliance, and am in the process of passing the club on to someone new. I had never received the level of acceptance and support from teachers in regards to my gender identity and sexuality that I have here. I also recently had a teacher help me get a job with a local nonprofit. Carver is an amazing school, and I hope that it remains open for thousands more students to benefit from.</p>

Speaking as: Student

Email

Tel:

Date/time Stamp: 11/18/2020 7:51:23 PM

Sacramento City Unified School District  
**Board of Education Meeting**

**November 19, 2020 Public Comments**

Name:	Dana Jenks
Comment:	I teach at George Washington Carver. I wanted the board to know just what a gem this school really is. It is truly delightful to teach at a school with a healthy social life as defined this way by Rudolf Steiner: "A healthy social life is found when, in the mirror of each individual, the whole community finds its reflection, and when, in the whole community, the strength of each one is living." As a teacher, I find that I feel like a part of the family of my students. I know the parents, they know me. We visit and enjoy each other. I have been in the district for nearly 22 years. Twelve years at two other schools. I enjoy Carver's healthy social life and feel it helps students learn and thrive, it helps teachers to do their best, and enables parents to be involved.

Speaking as: Employee

Email

Tel:

Date/time Stamp: 11/19/2020 8:02:43 AM

Sacramento City Unified School District  
**Board of Education Meeting**

**November 19, 2020 Public Comments**

Name:	Gary Martin
Comment:	As a community partner with GW Carver' High School, please consider all of the robust educational benefits that the on-goring relationships with business partners provides to the students at the school. Access Sacramento's support by providing more than \$10,000 in video, software and green-screen computer technology is just a small token of our respect for the work being done by the teachers and students at Carver. While you consider the many options for pivoting the educational process to best support students during the COVID-19 pandemic, please know you have partners who believe in Carver's mission and I encourage you to consider the educational mission there that provides unique opportunities that should not be discounted nor could be easily replaced. Thank you for your consideration. Gary Martin, Executive Director, Access Sacramento

Speaking as: Community Member

Email

Tel:

Date/time Stamp: 11/19/2020 10:54:25 AM

**November 19, 2020 - Public Comments for Sacramento City USD  
Board of Education Meeting  
Coalition for Students with Disabilities**

These are comments on behalf of Sarah Willams Kingsley, Renee Webster-Hawkins, Grace Trujillo, Angel Garcia, Angie Sutherland. We will be combining our time for these comments.

**Item 8.0 - General Public Comment**

*(Renee Webster-Hawkins will speak for the group in public comment)*

We want to publicly thank Board member Murawski for meeting with us to discuss the plan we shared at the last board meeting for a path forward on initial assessments for students with possible disabilities. Unfortunately, we have seen no updates from the district or the teacher's union that indicates progress is being made on this urgent issue. Meanwhile, 325 students are still waiting. To be clear, even if the district's plan was adopted tomorrow, students would still be kept waiting an unconscionable amount of time to receive the assessments to which they are legally entitled. For example, if the district was able to complete 20% of the 325 overdue assessments a month, that would still leave some 75 students waiting until April 2021 for their assessment process to even begin, which for many of them will be an entire calendar year since the request was made. By the time the assessment is completed, students will have spent an entire school year in purgatory. That is unacceptable.

Several of us were pleased to virtually meet Dr. Sadie Hedegard, the new Assistant Superintendent of Special Education Innovation and Learning, at the Community Advisory Committee for Special Education on Tuesday evening. We are hopeful that she will immediately move to tackle the urgent needs of our students with disabilities, including students who are being denied services such as instructional aides as contract disputes drag on.

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**From:** Maria Smith  
**Sent:** Thursday, November 19, 2020 11:57 AM  
**To:** SCUSD Public Comment  
**Cc:** Christina Pritchett  
**Subject:** Public Comment for Board Meeting 2020-11-19

Hello.

This is for Public Comment Item 8.0

[https://docs.google.com/document/d/12M0tdckWFwod\\_H6xeLC4C4FvS4Y2bEMOvkiGCdRr9E4/edit](https://docs.google.com/document/d/12M0tdckWFwod_H6xeLC4C4FvS4Y2bEMOvkiGCdRr9E4/edit)

Good evening. My name is Maria

Namuco Smith, a Special Education RSP teacher at George Washington Carver School of Arts and Science. During this month when we are inclined to reflect on gratitude and Thanksgiving, I would like to share with the Board and everyone here some wonderful highlights

about our school and successes we have had despite the challenges that 2020 has brought us.

At a recent community circle event

where experts in the field of Trauma Literacy discussed Stress Patterns and How to Respond Compassionately, Carlee Adamson emphasized how, as human beings, our primary survival strategy of social engagement is extremely challenged right now. I am proud to

say that we at Carver have prepared for this lack and have addressed it in creative and meaningful ways for our students.

Our freshman class has never attended

a single class on our beautiful campus. They have not felt the warmth of our school community in person as they were welcomed as new members of the Carver Phoenixes. They came to know our Carver community through Zoom meeting rooms and Google Classroom and

yet, these freshmen have shown up as eager and engaged students. By showing up every day, they are learning to navigate high school and lean into the support that is offered to them through office hours with teachers, club meetings where they can meet and

socialize with peers, and rhythmic class schedules that are supportive of their need to ease into high school.

We have a sophomore class whose

freshman year on campus was cut short due to the COVID-19 closures. They did not have the opportunity that other students have had to experience our traditional end of the year water slide, rock climbing, and shaved ice day of fun. They did not have the full school year to get to know their teachers and peers.

We have a junior class who is

concerned about the impact of their junior year on plans for their post-secondary lives. This was the year to beef up community and academic endeavors and yet the world has asked them to pause and adjust.

We have a senior class who began

their school year in DL and do not know if they will end the year the same way. They have worked hard for more than a decade to get to their senior year, and here it is.

We at Carver have worked hard

as a community to address not just our students' academic needs, but also their social emotional ones. We have worked to provide creative avenues, experiences, and activities to address the whole students' needs. We have worked to reach out to parents, too,

to make sure that they are being heard and their needs are being addressed. We have parents who have completed parent surveys in the Spring and within the last few weeks and have reported that they are appreciative of what the faculty, staff, and administration

has done at Carver to provide the students with engaging work.

I realize that much of what I

have mentioned has been experienced across many other high schools as we all learn to navigate these global issues that 2020 has presented to us. However, I do know that I am grateful to have experienced all of these things at our small, college-prep high

school that emphasizes and expertly weaves into its curriculum all the social and environmental justice issues that we have been faced with this year. Our students, parents, faculty, staff, and administration have all leaned into each other, as community members should, to keep putting one foot in front of the other, one Zoom meeting at a time, one Google Classroom assignment at a time. Together, we have worked to provide an academic schedule that is beautifully balanced with asynchronous time for one-on-one socialization and support.

All the best,

Maria Namuco Smith  
Special Education Resource Teacher

George Washington Carver School of Arts and Science  
10101 Systems Parkway, Sacramento, CA 95827  
(916) 395-5266 | <http://carverartsandscience.org/>

Please watch this short piece about our school: <https://youtu.be/ard3PYdGJiU>

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**From:** Jennifer Snyder  
**Sent:** Wednesday, November 18, 2020 10:32 PM  
**To:** SCUSD Public Comment  
**Subject:** public comment to item 8.0--Jennifer Snyder  
**Attachments:** public comment to item 8.0--Jennifer Snyder.pdf

Jennifer Snyder  
public comment to item 8.0

Good evening President Ryan, Superintendent Aguilar, and members of the Board,

As we are in the season of Thanksgiving and expressing gratitude, I would like to commend all of you for your leadership and continued support for an innovative and world-wide educational model that has been flourishing and developing in three of our District's schools. I am speaking specifically of A.M. Winn, George Washington Carver, and Alice Birney, three unique public Waldorf model schools.

Our schools represent a future approach to education, putting students in the center of a loving and committed learning community. Many educators around the country have looked to the success of students emerging from our schools and have marveled at our highly progressive school district. Notably, Stanford researchers, along with Dr. Linda Darling-Hammond, published The Scope Study which extolled the incredible success and impact of these Waldorf schools.

Indeed, these schools are points of light within our district, featuring teachers who have taken on a learner's mindset, embracing continuous and extensive additional training and collaboration, in order to bring this education to life for our precious students.

Our three schools feature cutting-edge elements which mainstream educators and leaders are advocating as the way of the future, as we have been nurturing it here for over 25 years in this trail-blazing district! Research has shown that students are served well in an academic

program that emphasizes seamless integration of social emotional learning, looping, a whole child focus, a developmental approach to the introduction and mastery of skills, integration of the Arts into academics, project based learning, adaptive learning opportunities, centering relationships, turning to nature, and creative problem solving.

We need more schools to follow Sac City's lead in growing a promising tomorrow with an investment in our students and school communities.

**Comments by David Fisher, President of the Sacramento City Teachers Association (SCTA), to the Sacramento City Unified School District (SCUSD) Board of Education, Public Comment (Report of SCTA), Agenda Item 8.0**

**November 19, 2020**

Good evening. I'm David Fisher, president of the Sacramento City Teachers Association.

Since the school board last met on November 5, 2020, the California Public Employment Relations Board has issued two additional complaints against SCUSD for its unlawful actions. Included in these complaints was the failure and refusal of Superintendent Aguilar to participate in the collective bargaining process.

These two complaints were preceded by a scathing decision by the full PERB board on November 2, 2020, upholding an administrative law judge's decision that found that Superintendent Aguilar and the District acted unlawfully when it sued teachers to try to stop the salary schedule arbitration. The decision upheld the extraordinary remedy whereby the District is ordered to pay SCTA's legal fees. This, of course, does not count the more than \$250,000 the District wasted on Lozano Smith on its frivolous, anti-union action.

Unfortunately, the District continues to behave in an unlawful, anti-union way—to the detriment of students.

Two weeks ago, the District put out a very public bargaining update claiming that SCTA's October 23<sup>rd</sup> counterproposal to the District to begin conducting in-person Special Education assessments "if implemented, **WOULD BE UNLAWFUL** and impede our ability to assess students with disabilities." [Emphasis added.] The same allegations were repeated at the last School Board meeting.

On Friday, November 7<sup>th</sup>, we met with the District to discuss Special Ed assessments. By the way, as usual, Superintendent Aguilar was not present.

We challenged the District's team on the District's inflammatory update. To our surprise, the District's bargaining team stated they did not approve this bargaining update. The District's team would not confirm if Superintendent Aguilar had approved it.

The District's representatives also could not disclose who wrote the inflammatory post. In fact, the SCUSD bargaining team stated they were not even aware of it--until we brought it up and challenged them to point out any portion of our proposal that was unlawful, which, of course, they could not.

The District's representatives also COULD NOT IDENTIFY ANY PART of SCTA's proposal that "if implemented, would be unlawful . . ."

Ten minutes after our bargaining session ended, the District changed the post with no apology and no explanation.

At the same bargaining session, we gave the District a revised proposal. We modeled our proposal on Natomas Unified, Twin Rivers, Folsom Cordova, LA Unified, San Diego Unified and others that provided for in-person Special Education assessments by professional service providers who volunteer.

We tried to engage the District in a meaningful discussion on how in-person special education assessments could begin safely. We were joined by representatives from the San Diego Education Association who described the pathbreaking work happening in the second largest school district in California. SDEA meets weekly with the SDUSD superintendent who participates directly in negotiations. SDUSD has also committed to state-of-the-art testing, contact tracing and health and safety protocols, with the support of experts from the University of California San Diego. In-person assessments in San Diego are also voluntary for staff, who are compensated if they are unable to accomplish the additional work within their regular workday.

We presented our estimate of the additional time the current backlog of Special Education assessments, along with the follow-up IEP meetings, would require. Based on approximate numbers provided by the District, *our conservative estimate of the additional hours required to address the overdue and current Special Education Assessment is 68,800 hours.*

To accomplish this volume of incredibly important work, the District would need to add the equivalent of 85 educators working full-time between now and the end of the year only for the overdue assessments.

We presented our calculations to the District representatives, who did not challenge them.

We also presented our solutions that the District needed either to hire more staff or allow staff to work additional paid hours to address the backlog. The District agreed that if staff are doing extra work, they should be paid for that work.

To our shock, however, the District's outside labor consultant, Pam Manwiller, provided a third alternative: The current staff could just do "the best they can to make a dent" in the number.

There were no District Special Education Administrators on the District's bargaining team, and the SCUSD Chief Academic Officer made no effort to correct the "make a dent" comment from the outside consultant.

We objected that this was totally unconscionable. Most significantly it's a disservice to our students. It's also a complete violation of federal and state law regarding the District's legal obligation to provide services to students with Special Needs.

As part of our counterproposal to the District, we asked them to provide a fully-developed comprehensive plan that would address how these critical services will be provided to students. We further reminded the District that it had parked \$101.3 million in its books and supplies budget, which can be used to hire and/or compensate staff.

To date, the District has offered no response.

We will be offering additional comments on the District's purported fiscal recovery plan later on the agenda, but suffice it say, this is the same sorry tale the District has been stating for three years now.

For the last three years, the SCUSD School Board, Superintendent Aguilar and Dave Gordon of SCOE have all stated that the District is on the brink of insolvency. They have all been miserably wrong. Last year, SCUSD had an operating surplus of \$23 million and now has a reserve fund of \$93 million, the highest in its history. The District's latest budget parks \$101.3 million in its books and supplies line item, which the District has already admitted won't be spent on those items. This more than addresses the purported \$50 million shortfall.

Fortunately, in less than one month, we will have three new school board members who will be helping to lead the district--leaders not compromised by potential conflicts of interest, or a need to manipulate numbers for their own political agenda. We look forward to working with the new School Board.