SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 9.1i

Meeting Date: May 7, 2015

Subject: Approve April 9, 2015, Board of Education Meeting Minutes

- ☐ Information Item Only
- ☒ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: _____)
- ☐ Conference/Action
- ☐ Action
- ☐ Public Hearing

Division: Superintendent's Office

Recommendation: Approve Minutes of the Board of Education Meeting for April 9, 2015

Background/Rationale: None

Financial Considerations: None

LCAP Goal(s): Family and Community Engagement

Documents Attached:
1. April 9, 2015, Board of Education Meeting Minutes

Estimated Time of Presentation: N/A
Submitted by: José L. Banda, Superintendent
Approved by: N/A

Sacramento City Unified School District
BOARD OF EDUCATION
MEETING AND WORKSHOP

Board of Education Members
Darrel Woo, President (Trustee Area 6)
Christina Pritchett, Vice President (Trustee Area 3)
Jay Hansen, Second Vice President (Trustee Area 1)
Ellen Cochrane, (Trustee Area 2)
Gustavo Arroyo, (Trustee Area 4)
Diana Rodriguez, (Trustee Area 5)
Jessie Ryan, (Trustee Area 7)
Asami Saito, Student Member

Thursday, April 9, 2015
4:30 p.m. Closed Session
6:30 p.m. Open Session

Serna Center
Community Conference Rooms
5735 47th Avenue
Sacramento, CA 95824

MINUTES

2014/15-20

Allotted Time

1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL

The meeting was called to order at 4:36 p.m. by President Woo, and roll was taken.

Members Present:
President Darrel Woo
Ellen Cochrane
Diana Rodriguez
Jessie Ryan

Members Absent:
Vice President Christina Pritchett
Second Vice President Jay Hansen (arrived at 4:45 p.m.)
Gustavo Arroyo (arrived at 4:45 p.m.)

A quorum was reached.

2.0 ANNOUNCEMENT AND PUBLIC COMMENT REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION

No Public Comment was requested on Closed Session items, and the Board retired to Closed Session.

3.0 CLOSED SESSION

While the Brown Act creates broad public access rights to the meetings of the Board of Education, it also recognizes the legitimate need to conduct some of its meetings outside of the public eye. Closed session meetings are specifically defined and limited in scope. They primarily involve personnel issues, pending litigation, labor negotiations, and real property matters.

3.1 Government Code 54956.9 - Conference with Legal Counsel – Anticipated Litigation:

a) Significant exposure to litigation pursuant to subdivision (d)(2) of Government

Code section 54956.9

b) Initiation of litigation pursuant to subdivision (d)(4) of Government Code section 54956.9

3.2 Government Code 54957.6 (a) and (b) Negotiations/Collective Bargaining CSA, SCTA, SEIU, Teamsters, UPE, Unrepresented Management

3.3 Government Code 54957 – Public Employee Discipline/Dismissal/Release/Reassignment

3.4 Government Code 54957 - Public Employee Performance Evaluation:
a) Superintendent

4.0 CALL BACK TO ORDER/PLEDGE OF ALLEGIANCE

The meeting was called back to order at 6:35 p.m. by President Woo.

Members Present:
President Darrel Woo
Second Vice President Jay Hansen
Gustavo Arroyo
Ellen Cochrane
Diana Rodriguez
Jessie Ryan
Student Member Asami Saito

Members Absent:
Vice President Christina Pritchett

The Pledge of Allegiance was led by the C. K. McClatchy High School Northern California Division 1 Champion Lady Lions Women's Basketball Team. Certificates of Appreciation were presented by Second Vice President Jay Hansen.

5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION

None

6.0 AGENDA ADOPTION

President Woo asked for a motion to adopt the agenda. A motion was made to approve by Second Vice President Hansen and seconded by Member Arroyo. The Board voted unanimously to adopt the agenda.

7.0 SPECIAL PRESENTATION

7.1 Jamba Juice: GENYOUth Foundation Garden Grant (Cathy Allen)

Cathy Allen explained how Sacramento City Unified School District was chosen for this grant, and the grantor representative of Jamba Juice and GENYOUth Foundation spoke. She explained that the funds are to be used for expanding existing gardens and starting gardens at schools that do not

have them. Nutrition education is to be expanded to students and the community as well.

8.0 PUBLIC COMMENT

Members of the public may address the Board on non-agenda items that are within the subject matter jurisdiction of the Board. 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.

Angela Brereton, an Area 1 resident, spoke on her concerns that there is not an Early Kinder program in Area 1. Second Vice President Hansen thanked Ms. Brereton for coming and speaking on this matter. He said that the Principal of Crocker/Riverside Elementary School has offered to host an Early Kinder program there. Member Rodriguez also thanked the presenter. She also gave some background and reasoning on why the pilot programs were started in low income and disadvantaged areas.
Terrence Gladney reported that the timing equipment for the track program has been purchased. He thanked the Board for that. He also recognized the C. K. McClatchy High School girls' team and the good work they have done.
Dave Ross, representing Making Cents Work and Community Priority Coalition, read a prepared statement which referred back to a 2014 Board meeting executive summary. This summary included the following steps: implement a new budget system and develop a process that addresses significant additional community involvement. The Coalition second interim was presented two weeks prior. Also at that time the Board was told the Coalition would be getting in touch with each Board member to provide some corrections to the second interim and to set up meetings for further conversations and options. They will continue their efforts to meet with each Board member individually. Karen Swett and Bob Hammes had a follow up meeting with Chief Business Officer Gerardo Castillo and Board Director Mike Smith. Mr. Ross distributed a handout to the Board of an article about a paradigm shift in the budget development process that is starting up around the country.

9.0 CONSENT AGENDA

Generally routine items are approved by one motion without discussion. The Superintendent or a Board member may request an item be pulled from the consent agenda and voted upon separately.

9.1 Items Subject or Not Subject to Closed Session:

9.1a Approval of Grants, Entitlements and Other Income Agreements, Ratification of Other Agreements, Approval of Bid Awards, Change Notices and Notices of Completion (Gerardo Castillo, CPA)

9.1b Approve Personnel Transactions (Carol Mignone)

9.1c Approve 2015-2016 Traditional School Attendance Calendar (Carol Mignone)

9.1d Approve 2015-2016 Adult Education 12 Month Calendar (Carol Mignone)

9.1e Approve John F. Kennedy High School Field Trip to the First Robotics International Competition in St. Louis, Missouri, from April 21 –

April 27, 2015 (Lisa Allen)

9.1f Approve John F. Kennedy High School Field Trip to the Marine Corps Museum and Historical Landmarks in Quantico, Virginia; Washington, District of Columbia; and Gettysburg, Pennsylvania, from May 9 – May 15, 2015 (Lisa Allen)

9.1g Approve California Middle School Field Trip to Ashland, Oregon, from May 20 – May 22, 2015 (Lisa Allen)

9.1h Approve Minutes of the March 5, 2015 Board of Education Meeting (José L. Banda)

Public Comment:
None

Board Member Comments:
None

President Woo asked for a motion to approve the Consent Agenda. Second Vice President Hansen motioned, and Member Arroyo seconded. The Consent Agenda was unanimously approved.

10.0 COMMUNICATIONS

10.1 Employee Organization Reports: ***Information***

- *CSA – No report.*
- *SCTA - Nikki Milevsky reported on behalf of SCTA.*
- *SEIU – Ian Arnold reported on behalf of SEIU.*
- *Teamsters - No report.*
- *UPE – No report.*

10.2 District Parent Advisory Committees: ***Information***

- *Community Advisory Committee – Angie Sutherland reported on behalf of CAC*
- *District Advisory Council – No report.*
- *District English Learner Advisory Committee – No report.*
- *Gifted and Talented Education Advisory Committee – No report.*
- *Sacramento Council of Parent Teacher Association (PTA) – Terrence Gladney reported on behalf of the PTA.*

10.3 Superintendent's Report (José L. Banda) ***Information***

Superintendent Banda reported that he attended a press conference today at the Capitol with 20 California Middle School students and their teacher, Mafe Aguilar, and Principal Andrea Egan. The students participate in a program called Girls Who Code. The program inspires young women to learn computing skills so that they can pursue 21st century opportunities. The goal of Girls Who Code is to prepare one million young women across the country to fill high paying, high tech jobs by 2020. The program was launched in New York City in 2012 and has expanded to five cities of which Sacramento is one. Today's event was focused on a resolution that would designate April 5th through April 11th as California Women and Girls in STEM Week. Mr. Banda stated that he is very proud of how well our students and Ms. Aguilar and Ms. Egan represented the District. Mr. Banda also reported on the work going on at Caleb Greenwood Elementary School and Kit Carson Middle School to establish an International Baccalaureate (IB) track in East Sacramento. This work is the result of Design Teams that the Board established at both schools in 2012. On March 23rd and 24th, an international verification team from International Baccalaureate visited Caleb Greenwood. Mr. Banda was very impressed with how well the school prepared for the visit. The team complimented the school for many things including the units teachers had written and taught. The students exhibited the characteristics of IB learners, and the team enjoyed visiting with enthusiastic Caleb Greenwood parents. We should hear the official word from the team on authorization in six to eight weeks. Kit Carson will be going through this same process next Spring. Their IB Middle Years program is Seventh through Tenth grades. The school is finalizing their units and working with SCTA to create the seven period day required by IB. Kit Carson also recently submitted an application to be an IB Diploma program, which is an Eleventh and Twelfth grade program.

10.4 President's Report (Darrel Woo) ***Information***

President Woo reported that he, Vice President Pritchett, and Superintendent Banda attended the Council of Great City Schools (CGCS) legislative conference a few weeks ago. They were educated on legislative matters and had audience with congresspersons locally including Ami Bera and Doris Matsui. They were there to educate them on the importance of education funding and the ongoing congressional consideration of the Elementary and Secondary Education Act and its reauthorization. In speaking with Congressman Bera, he shared that just reauthorization alone would be seen as a victory. We asked for additional consideration such as 1.7% cost of living adjustment, but even just the reauthorization in its current form would be a major victory for Title I students. Other parts of Congress are contemplating allowing the States to take the money that is earned by the States for their Title I students and then allowing them to divide the funds for all students across the State. This is some factions in Congress's opportunity to get money into the hands of private schools which, of course, public schools adamantly oppose. On Monday, March 23rd, President Woo would like to congratulate Area Assistant Superintendent Doug Huscher who convened a meeting on Restorative Justice. President Woo invites his colleagues to join them in future meetings on Restorative Justice. Lastly, President Woo said he wanted to let the public know that the Superintendent Evaluation Committee met to assess the progress and articulate goals to measure the Superintendent's performance recently. In the coming months, the Board will be seeking input from stakeholder groups, and he asks the stakeholder groups to look forward to notification of input to the Board.

10.5 Student Member Report (Asami Saito) ***Information***

Student Member Saito reported that she attended a meeting at Sacramento State with some of her fellow students. The subject was Ethnic Studies, and there were over 200 community member and students participating. She spoke to many college students that had struggled to get Ethnic Studies courses offered in their school districts when they were her age. On Monday Second Vice President Hansen was able to attend a meeting with the Student Advisory Council Executive Board. She thanked him for the feedback he provided at that meeting. They will continue to prepare their presentation to the Board on May 21st.

Second Vice President Hansen stated that he appreciated the invitation to address the Student Advisory Council leaders and hear some proposals they had. He knows they will do a great job with their presentation to the Board; he is looking forward to that. He spoke on the incredible success story of the C. K. McClatchy High School girls' basketball team that lead the pledge tonight. He said it is a testament to Title 9 and the success of school districts in their support of women's teams. He thanked Councilmember Steve Hansen for hosting the meeting at Washington Elementary School and SCTA for joining them. There is a lot of momentum to work toward Washington Elementary School opening up. There is a need in the coming years to make the school a destination school for people that work in downtown. The huge enrollment increases being seen at William Land Elementary School due to their Mandarin Immersion program is adding a lot of students into the area. There were some great ideas generated from the public; he appreciated the staff coming and taking diligent notes. A meeting was subsequently held with Superintendent Banda, Member Cochrane, and staff to work on next steps. They are working with community and labor partners to make sure there is a program ready to go to open up on time. Lastly he reported that he has been working on a voter registration project with the Secretary of State Alex Padilla. They had a roll out of their program at The Met High School. Two students designed an educational program that they presented to all the students, class by class. There is a new law that allows 16 and 17 year old students the right to vote. The County Registrar was there, and sixty students were registered that day. It was very successful and fun.

Member Ryan shared that she joined Second Vice President Hansen a few weeks ago to speak at Sacramento City Council's meeting in support of the Fremont Studios Project. The project is moving forward with the City providing a multi-million dollar commitment to do the renovations necessary. She wants to make sure that through our District summer and after school programs we are providing arts opportunities to low income youth. She also had a chance to speak at the parent exchange monthly meeting on the topic of bullying prevention. Member Ryan launched a Beyond Differences anti-bullying campaign and No One Eats Alone Day earlier this year. She reported that the meeting was very well attended. She was also part of the Food Literacy Festival to talk about our school gardens project. She has been having several meetings with City and County officials to talk about taking advantage of a USDA grant that would allow us some planning monies to really expand our school gardens. She was part of the LCAP community meeting, and she thanked the Parent Advisory Council members and local community advocates that have dedicated countless hours to be a part of this process. At the LCAP community meeting, she was sad that there was not greater participation. So once again the question becomes how do we ensure that families understand that their voice matters in this process and how do we demystify it. She also participated in the Restorative Justice collaborative meeting, and is happy that the new Assistant Superintendent of Equity, Doug Huscher, brought together the Restorative Justice collaborative. She also organized a visit of Area 7 in the District for a group of Stanford Fellows who were on Spring break. She thanked Liz Guillen from Public Advocates for coming out to present to them. She also thanked the Black Parallel School Board for giving what she heard was an illuminating presentation. The highlight of their trip was, as individuals looking at urban innovation, spending a half day at Oak Ridge Elementary School and seeing all of the remarkable transformative work occurring there. Finally, she noted that Eric Guerra was elected to City Council a couple days ago; Member Ryan congratulated him. He articulated a real desire to work with schools as part of his campaign.

Member Rodriguez reported that she met with Councilmember Carr on April 1st to discuss Area 5. Councilmember Carr's office is participating in helping to organize a neighborhood clean-up on April 25th at Shining Star Drive. He will be working with Luther Burbank High School, and he is hoping to collaborate with the District to create a career stream in the field of agriculture. They also spoke about the Sojourner Truth Museum to see if they can possibly move into one of the District's vacant buildings. Member Rodriguez will be participating in Career Day at Kit Carson Middle School. She then went to the podium and presented on the National Association of Latino Elected and Appointed Officials (NALEO) annual conference that she attended in Washington, D.C. on March 24th and 25th. Printed materials were distributed to the Board.

President Woo reminded the Board that the District has membership with NALEO, and so the Board can take advantage of the program information that they offer.

11.0 BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES

11.1 Resolution #2830: Authorizing the Issuance and Negotiated Sale of SCUSD General Obligation Bonds (Measure Q) (Election of 2012), 2015 Series C in an Amount Not to Exceed $90,000,000 and Related Documents and Actions (Gerardo Castillo, CPA) ***Conference/First Reading***

Amari Watkins, Director of Accounting Services, began the presentation by introducing Jeff Small of Capital Public Finance Group, LLC, and representatives from District bond counsel. Mr. Small then presented on the upcoming issuance of Measure Q bonds. The 90 million proposed issuance will keep construction process moving forward from an issuance in July of 2013. The 90 million issuance will fund high priority projects dealing with core academic renovation, modernization, technology upgrades, fire and irrigation improvements, and other resource and energy conservation projects. It is anticipated that these projects will be completed over the next two or three years. The Item will be brought back on April 23rd for approval.

Public Comment:
None

Board Member Comments:
Second Vice President Hansen referred to slide five and asked what interest rate were we able to obtain by buying the extra insurance. Mr. Small said it is hard to say, but there is usually about 10 basis points savings. It is hard to quantify in dollars, but just before the sale they look at the interest rates without the bond insurance and with the bond insurance and the cost. They then do a net present value calculation; if the double A insured rating produces an overall lower cost of funds then the decision is made to purchase bond insurance. Member Hansen asked if that information is shared with District staff. Ms. Watkins said yes; farther into the process than now we will get that information and have the opportunity to make analysis. Mr. Small commented that because we are paying a large amount of the bonds upfront, it is possible that not all of the maturities will need to be insured. So we might be able to save additional funds that way. Member Hansen asked how the debt service fund (premium) is calculated. Mr. Small answered that it is a market driven calculation based on the interest rates required to allow an investor to have liquidity of their debt. In the current market rate, for example, investors like to see a five percent bond interest rate. Yields, however, are not five percent; they are closer to three and a half percent. Member Hansen then turned to slide seven and asked if it is correct that residents are assessed at a $54 tax rate for 2016-17 and then the rate goes down for residents. The answer given was that if no other bonds were to be issued the rate would go down. More bonds are planned to be issued in 2017, but we want to maintain the $54 level.

Member Arroyo asked if the interest rate is fixed. The answer was, yes, it is fixed for the life of the loans. Member Arroyo asked the Superintendent if it would be possible in future presentations if the Chair of the Bond Oversight Committee (BOC) could be present. Superintendent Banda noted that the role of the committee is to ensure that the money allocated for programs is used appropriately and spent wisely. Determining the issuance is not part of that role. Member Arroyo said he understood that, but that the Board has not heard from the BOC in a while and that it would provide confidence to the community to hear from them on past issuance as we plan to issue more. Superintendent Banda said we will work on a way for them to be invited. Ms. Watkins noted that the next BOC meeting is next Wednesday, and that they present to the Board annually in June.

Member Rodriguez noted that the BOC does not have a role in bond issuance, but she likes the idea of having the committee come and report to the Board. She suggested part of the Facilities Committee

report to the Board could be a coordinated effort with the BOC. Or, as an alternative, BOC could be included on the agenda when the other reports are due; they can report once a month to update the Board on projects.

11.2 Common Core State Assessment (Olivine Roberts, Gabe Ross, and Robin Martin) ***Information***

Dr. Roberts, Chief Academic Officer, was joined by Chief Communications Officer Gabe Ross and the Director of Assessment, Research, and Evaluation Robin Martin in presenting Item 11.2. They presented information pertaining to the new State assessment system. In 2010 California State Board of Education adopted the Common Core State Standards. The California Assessment of Student Performance and Progress (CAASPP) is being administered by the State to measure these standards for English Language Arts/Literacy and Mathematics via the Smarter Balanced computer adaptive test. They covered the CAASPP Summative Assessment, test administration, results reporting, and communication and outreach in the presentation.

Public Comment:
Darlene Anderson spoke on concerns she has with the failure rate of African American students in the District as well as lack of participation by the African American community on this subject.
Liz Guillen of Public Advocates distributed printed material to the Board taken from the State Department of Education's website. She thanked the staff for their presentation on Common Core. She spoke about funding for Common Core. The State gave 1.25 Billion dollars to all school sites for implementation of Common Core and allowed the districts to spend the money in two budget years. The reporting will be due in July. The second page of her handout shows that Sacramento City Unified School District was entitled to 8.5 million dollars, and the reporting forms are included in the next few pages. She also highlighted the English Language development sections of the report. The detailed report provided is information that she feels will be helpful to understand the information in the LCAP. The LCAP speaks a lot to implementation of State standards and Common Core, yet in the LCAP there is only one expenditure of 1.5 million from the Common Core fund. Everything else is from LCFF. It would be helpful to understand how they work together, especially for the goal by the Community Priority Coalition of intervention.
Carl Pinkston of the Black Parallel School Board stated that for the last three months they have been evaluating, assessing, and learning about the Common Core, especially in terms of how it is being implemented and the impact it will have on students of African descent. He discussed the impact testing will have on students of African descent, particularly using marker schools which they would describe as Leataata Floyd Elementary, Rosa Parks K-8, and Luther Burbank High School. Of these, most particularly using Leataata Floyd Elementary School as a baseline of how well African descent are doing was mentioned. A second concern is preparation time, that is, how much time is being used in terms of how to use the computer, the testing prep, and the skills level that is going to be required. Thirdly, they ask the Board to consider how long the equipment will last long-term. Lastly, he asked the Board to make a connection in terms of a broader perspective of Common Core, class size reduction, early intervention, and Restorative Justice. Please consider the Black Parallel School Board as a partner in getting information out to the community.
Angie Sutherland, parent of a daughter at Hollywood Park Elementary School, spoke on Common Core funding, testing, and stakeholder engagement.

Board Member Comments:
Member Arroyo asked if the individual questions are timed. Ms. Martin replied that they are not, nor is the test. There is only an estimated time for completion. The test can also be paused if an extended break needs to be taken. Member Arroyo asked if there is any research showing result differences between students who have a computer at home and those that do not? Dr. Roberts said they do not have data to support this idea, however they do know that there is a digital divide. But in terms of computer adaptive testing, because this is new territory being navigated, we will need to be able to collect data to determine where the gaps are. She also stated that students and parents will be given as many opportunities as possible to engage them with the technology. Member Arroyo said it just may be a question of

researching and seeing if this is an issue, but if there are meaningful differences, then we might want to make sure that we are as prepared as possible in upcoming years.

Member Cochrane stated that, unless there is a teacher in the audience, she may be the only person in the room that has gone through the process and given the test to students. She thanked the public speakers with their comments and said that, regarding equipment shelf life, already they can see wear and tear on some of the carts in the classroom; therefore, so funding tied to that equipment should stay in place. She mentioned how students can select an option that sends information to community colleges and the CSU system during the test and asked what those systems do with the information. Dr. Roberts replied that the data is used to determine if students are able to take college ready courses once they leave the school districts or if they need remedial courses. Member Cochrane asked if that is student choice to select this. Dr. Roberts answered that it is currently. Member Cochrane asked if students entering community college are taking the same test that students are taking now. Dr. Roberts answered that the community colleges have a different battery of assessments. The community colleges are in conversations right now with the State as well as the UCs to determine what will be that determining point on the Smarter Balance that everyone can agree upon to indicate whether or not the student is college career ready. Member Cochrane is also noted that we have to make sure Wi-Fi is up to standards in all the schools where the test is being administered and asked if there is a back-up plan in the event that Wi-Fi is not working on any given day. Ms. Martin replied that we are currently utilizing the entire 12 week window, or seven week window for grade 11. Also all band width tests have been run, and all sites, even sites that are scheduled for e-rate repairs and upgrades are still within the parameters. Member Cochrane asked how many instructional school days are being lost due to the test. Ms. Martin said that varies based on every school site's calendar, but she will find out and submit the information to the Board. Member Cochrane also stressed that the teachers should be given not only general training, but a reality check should be done with the teachers to make sure that they can effectively give the test. She then asked how the writing component is graded. Ms. Martin said that artificial intelligence scoring and human scoring is being used. Member Cochrane asked how primary language capability will be assessed for students that do not have a computer at home. Ms. Martin stated that a current exemption in State law exists for newcomers; students in the country for less than 12 months will not be required to take the primary language assessment. Member Cochrane commented that students may be fluent on the subject matter, but not necessarily fluent on keyboards or responding to prompts on the computer and writing effectively. She has deep concerns about this test accurately being able to gauge what students have learned and how they are doing. Dr. Roberts noted that it is critical that we are not having the students experience this just during the testing window, but provide as many opportunities throughout the school year as possible for them to be able to use the technology to convey their thinking. And it is critical for us to be able to see their level of understanding of the content. Mr. Ross said that there are a lot of questions around the state and country about these exams and how they will work in concert with the Common Core Standards. The good news is we are all in the same boat; throughout the State we will be learning together. Member Cochrane sees three points that are problematic: there will be initial primary language testing that may or may not be accurate; students may click the button sending information to community colleges or CSU and it may or may not reflect what they are actually capable of; and the keyboarding skills may not reflect what students are able to do. Yes, this is baseline, but as things roll forward, these can be judgment points that may or may not be accurate. She thanked the team for their answers.

Member Ryan shares her fellow Board members concerns about the digital divide. She thanked the Board and public commenters for their remarks. She noted that there is a lot of terminology on this subject that is confusing for parents. She participated in a focus group six months ago around messaging this at the State level. Much to her dismay, she was presented several different public information awareness campaigns that were geared at getting the message out to educators. When she asked the consultants where the messaging campaign was for families, they said that was forthcoming. She feels those things should be developed hand in hand, and would like to see some leadership from the school districts for recognizing that we cannot wait for that to occur at a state or national level. Member Ryan also addressed the idea of the early assessment program measurements and what this means in terms of accurately capturing college and career readiness for the CSU and community college systems. Right now the community college system is in the process of working with K-12 to develop a common definition of college and career readiness. She has been part of those conversations and has been surprised that it has been so difficult to develop that common definition. Seventy to ninety percent of students will leave our K-12 system and enter a community college or CSU and assess to need remedial education in English

or Math or both. So she asks how we can use these tests to institute appropriate interventions to insure we are not leaving students behind. Dr. Roberts commented that the District is piloting an EAP Math course this year in two high schools which is designed for students who are conditionally college ready. The purpose is to insure that the students are able to earn at least a C or better in the course. The District has an agreement with the CSU system which states if they do receive a grade of C or better in the course, they will be exempt from taking the required assessments. There is also a course for English Language Arts. The goal is expand the program once specific student data is received from the State in June or July. The department will then work with principals to adjust the master schedules of those students who are not quite ready. Member Ryan asked if Dr. Roberts has been in conversation with the local community college presidents or Chancellor of Los Rios Community College District to request that we have a common cut score for college readiness for students who will enter our local community colleges. Right now we have hundreds of assessment tools which vary from campus to campus and district to district. Unfortunately, once a student assesses three or four levels below college ready, often despite having gotten a B or an A in the last class taken before graduating from high school, the likeliness of them every climbing out is very small. Dr. Roberts replied that this is a key conversation that is taking place among the three institutions as we participate in this collaborative to strive for a same framework of assessments. Mr. Ross commented on Member Ryan's earlier concern, stating that making sure documents are as parent friendly as possible is a huge focus for us.

Member Rodriguez acknowledged some people in the audience, Grace Trujillo, LCAP Advisory Committee member, Angie Sutherland, and Quentin Foster. She thanked them for attending. She went on to express concerns about students sending scores from this testing to the colleges. She wonders if it will make an impact in the future on their getting into their college of choice. She is also concerned that the common framework mentioned by Dr. Roberts includes only colleges in the local area. Member Rodriquez asked if we are expecting students to be at the low scale of the spectrum with the new testing system. Ms. Martin replied that the only data available is that provided from the field test. Approximately 30 percent of students met proficiency. Member Rodriguez expressed her concerns regarding the accuracy of standardized tests as they tend to show increased progression as a whole over time. Ms. Martin replied that the tests are only a piece of any given student's academic profile. Member Rodriguez also has concerns about communication and outreach to parents regarding Common Core. She has had parents approach her that were not aware of the meetings held. She feels we should use community partners to help get the word out. Mr. Ross noted that this is and has been a process over the last couple of years. He gave an example of how last year Dr. Robert's team hosted a series of 56 different forums around the District. We have adjusted this year by meeting parents where they are even more and within the context of discussions that are already being held with parents. Ms. Rodriguez suggested partners such as The Black Parallel School Board helping develop presentations. Mr. Ross replied yes, that we are open to anyone that wishes to help in any capacity. The Parent Engagement office has been working closely with all of our groups, and Mr. Ross is sure they would welcome anybody to weigh in. Lastly, Member Rodriquez provided Smarter Balanced flyers that she obtained while in Washington, D.C.

Student Member Saito asked if students can see their test score before they choose the option to send to colleges. Ms. Martin said no, students must choose to send their score prior to knowing what it is. Student Member Saito asked if there is a time limit for the test overall and noted that younger students often do not know how to type. She also asked if audio is available along with text. Ms. Martin replied that audio being available along with text is a support for students on individual education plans. Member Saito then asked about how the test adapts to answers and if everyone answers the same questions. Ms. Martin said not necessarily. Student Member Saito noted that cultural differences can make a difference with answer choices. She took a practice test last year and found it to be very different from any test she had ever taken before. Many of her peers did not like it and therefore did not put much effort into doing well.

Member Ryan commended Student Member Saito for bringing up so many on point areas of discussion. Her student perspective is invaluable, as is Member Cochrane's perspective as a teacher. She noted that often students enter a new test feeling defeated and not understanding how high stakes they are in determining if students are ready for college or not. Unfortunately when a test is new, students have to adapt.

Member Cochrane asked if when the students reach the point where they decide whether to send the score or not, have teachers been informed, instructed, or prepped to inform them what happens when the button is pushed? Ms. Martin said that she is sure that will continue to be part of our larger communication plan and work and outreach with staff, but for the meantime principals, teachers, and site coordinators have been equipped with information that has been released by the CDE about what it means to release your score. Member Cochrane asked if the teacher in the classroom is instructed on how to handle this section of the test. Ms. Martin answered that the instruction for getting to that point in the test is included in the directions for administration. So it is part of the test, but in terms of helping to provide staff with information about what that means, the CSU and the CDE have just released a general letter to the field, which is us, that they passed on as a piece of that information to go out in that conversation. Member Cochrane asked if it was passed on to the principals. Ms. Martin replied yes, to the principals and site coordinators so that they have that information to have discussions with staff. Member Cochrane said it sounds like there is no District policy on how to help the children make that decision. Ms. Martin said at present there is not. Some new information was just received that can be used to feed into our forming communication plans and outreach about the assessment.

President Woo thanked the presenters and commented that we are working very hard to help our students by engaging many of our parents through programs such as the Academic Parent Teacher Team building. Because Common Core is new for all of us, for many of the parents that we engage, particularly in underserved communities, Common Core is more difficult to grasp. He is hoping that we are reaching out to teach our parents what it is that we are teaching our children so that they can continue to assist us in assisting their children to succeed.

11.3 Facilities Update (Cathy Allen) ***Information***

Cathy Allen gave the monthly Facilities update which focused on a gym renovation and addition at California Middle School. She also covered the status of fire alarm upgrades and spoke on Project Green.

Public Comment:
Enoch Young, head of the PTA subcommittee on overcrowding at William Land Elementary School, said that they appreciates the work District staff and Second Vice President Hansen have done to figure out solutions to the overcrowding at the school. They feel there is a sense of urgency to get to a solution prior to the end of this school year as there is one more academic year before they are at full capacity. He appreciates the fact that Ms. Allen has brought in an architect to look at the site, but in addition to the two story rendering, the subcommittee also recommended exploring the possibility of expanding the multi-purpose room and making better use of the blacktop space.

Board Member Comments:
Member Rodriguez noted that William Land Elementary was not overcrowded before schools were closed and that a discussion is taking place in that area to possibly reopen a closed school and asked why we are looking at building in an area where we might reopen a school site? Ms. Allen answered that all possible scenarios were analyzed which included potentially opening Washington Elementary School is some manner. Not a lot has been spent, only a couple of thousand dollars, but all options were to be explored. In addition to looking at what a two story building would look like, they've had community meetings with Second Vice President Hansen and Councilmember Hansen about reopening Washington Elementary School. A lot of things are moving concurrently; staff is not advocating necessarily for one side or the other at this point, they are just bringing information to the Board to review. Member Rodriguez has concerns with the amount spent as Luther Burbank High School needs a new pump to save money in the long run. She feels the Board needs to make a decision to reopen the school and start addressing the overcrowding issue, but at the same time discussions need to be had around what schools will look like when classroom sizes are reduced. This should happen before more money is spent in putting extra buildings on sites because in 15 to 20 years we will be in the same spot of having an under enrolled school due to more available space as a result of building now. We are in the same situation with Maple Elementary School; it is only a matter of time before Hollywood Park Elementary School become overcapacity and the District looks at putting more portables there. Member Rodriguez suggests being proactive by considering future classroom sizes. She feels bond dollars would be better spent elsewhere,

such as at Woodbine Elementary School which does not have wireless at half the school.

Superintendent Banda reminded Member Rodriguez that staff is not acting independently to do the work; they are acting under direction and requests of Board members. He agrees that we need to look at the entire picture when looking at facilities, but those are discussions that still need to take place amongst the Board to see what direction we want to go. We know that some facilities still are in need of some things, such as wireless, and this highlights the fact that, while we are appreciative of what the voters of Sacramento were able to do in support of this bond, we know that it does not go far enough to address all of the issues. We are trying to get to them but we know ultimately, even at the end of this particular bond, that we will still have schools that do not have some upgrades on their facilities. Member Rodriguez responded that she is deeply concerned because she has been asking for answers to questions about Maple Elementary School where she had to do her own research. She knows there is a school that does not have clear and pleasant drinking water, and this is still not being addressed. Many underprivileged students in the community do not have extra resources in the home, yet we just had a whole conversation about students who are not exposed to technology yet are taking a test that requires it. Member Rodriguez asked the Board to take an evaluation of what is before them.

Second Vice President Hansen said that we should be lucky to have every school in our District, like William Land Elementary School, growing by 30 students every year for the last four years in a row. This school is generating well over $100,000 additional new dollars. If we can move to make our academic programs as dynamic as what we have there, that is what we are going to do to be able to provide resources for all the schools. He hopes that the District is able to move on Washington Elementary School as well. The decision has not been made; it is a Board decision with everyone participating, including the community. Member Hansen feels it is critical to look at all options at William Land Elementary School. It is the smallest elementary school campus in the entire District, so if it is expanding we want to make sure that we have all the facts about the school. It is the only central city school that is open at this time. It is very impacted, and has a very engaged PTA. He appreciates all the support of the PTA and work on this matter, and he looks forward to seeing the results of that. He feels it would be great to have Mr. Young and the other PTA members to see if a meeting could be arranged to take a look at the situation so feedback can continue be given to the Board and Superintendent. The school is at maximum capacity next year, and we have seen this coming for a couple of years now. We are lucky to have a popular program, the Mandarin Immersion Program, that is continuing to grow by an extra grade level every year. Member Hansen feels there are some good options on the table, and he wants to make sure this continues to move forward. If we are able to open Washington Elementary School, families will not be forced to leave William Land Elementary School if they want to stay; we have never done that, and he does not expect that anyone on the Board would recommend that. However, if there is a new element such as changed boundary lines and new, beginning students that might be drawn into Washington Elementary School then that would be the way to grow that school as well as making Washington Elementary School a destination school attractive to parents that work downtown. That may or may not happen; we cannot afford to wait to figure out what will happen with Washington Elementary School and thereby impact hundreds of students at one of the most successful elementary school programs. A small expenditure of money is a very wise investment considering how many additional dollars that school is bringing to the whole District.

Member Cochrane commented that during the last presentation the Board was told that hot spots and Wi-Fi technology are strong, yet we have heard in this presentation that there is a possibility that some schools are spotty. She feels there is a disconnect in the commenting and wants to make sure that Wi-Fi and the ability to do the testing properly is ensured.

President Woo told Ms. Allen that Superintendent Banda, Vice President Pritchett, and he had a quarterly two by two meeting with the City of Rancho Cordova on Tuesday. They have some Measure H money, so if there are any one time projects that we are looking at, and not necessarily facility projects but even cameras or school security, they are entertaining our request for one time funds to help them identify ways to spend money. They are entertaining that those funds be spent at our schools.

12.0 BUSINESS AND FINANCIAL INFORMATION/REPORTS ***Receive Information***

12.1 Business and Financial Information:

- *Enrollment and Attendance Report for Month 6 Ending February 20, 2015*

Public Comment:
None

Board Member Comments:
None

The Enrollment and Attendance Report for Month 6 Ending February 20, 2015, was received by the Board.

13.0 FUTURE BOARD MEETING DATES / LOCATIONS

- ✓ *April 23, 2015 4:30 p.m. Closed Session; 6:30 p.m. Open Session; Serna Center, 5735 47th Avenue, Community Room; Regular Workshop Meeting*
- ✓ *May 7, 2015 4:30 p.m. Closed Session; 6:30 p.m. Open Session; Serna Center, 5735 47th Avenue, Community Room; Regular Workshop Meeting*

14.0 ADJOURNMENT

President Woo asked for a motion to adjourn the meeting; a motion was made by Student Member Asami Saito and seconded by Second Vice President Hansen. The motion was passed unanimously, and the meeting was adjourned at 9:50 p.m.

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José L. Banda, Superintendent and Board Secretary

NOTE: The Sacramento City Unified School District encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Board of Education Office at (916) 643-9314 at least 48 hours before the scheduled Board of Education meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54953.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. §12132)] Any public records distributed to the Board of Education less than 72 hours in advance of the meeting and relating to an open session item are available for public inspection at 5735 47th Avenue at the Front Desk Counter and on the District's website at www.scusd.edu