

Sacramento City Unified School District
Board of Education Meeting

September 3, 2020 Public Comments

Name:	Arthur Aleman
Comment:	<p>To the District board, my concern is this, according to the state LCAP every school site must have an ELAC Committee to represent ELs, where there is a need. On paper, meetings do take place. Principals will usually get some parents to sign off on meetings taking place. Yet there is no accountability from the district, to make sure this is happening. Same goes with school site councils. I have voiced this concern to the board before with no positive results. Bellow are key points that support my position:</p> <ol style="list-style-type: none">1. Meeting times are held either during school hours or right after school, which eliminates the working parent.2. Qualified translators are seldom available.3. Families of English learners are not having learning sessions/training4. The % of teachers do not represent the student population in most lower socioeconomic areas.5. Not enough teaching time is allocated for ELs. <p>Thank you for the opportunity to voice concerns .</p> <p>Arthur Aleman</p>

Speaking as: Parent/Guardian

Email

Tel:

Date/time Stamp: 9/3/2020 11:59:28 AM

From: LCAP Steven Ramirez-Fong
Sent: Thursday, September 03, 2020 10:32 AM
To: Anne Maretti
Subject: FW: FW: Thursday's Board Meeting

Importance: High

Anne-

Please see below for a message from LaShanya Breazell, LCAP PAC member, regarding the PAC submission for item 10.2. She is experiencing connectivity issues so I am relaying here her PAC statement. I will follow-up ASAP if she confirms any updates/changes but wanted to make sure you received this before the deadline. LaShanya is not requesting to speak live.

Thank you-
Steven

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- The LCAP PAC has continued to meet virtually through the summer. We had a closing meeting in June and have met twice in August to review the Learning Continuity and Attendance Plan Draft.
 - Much of our recent discussion has focused on the needs to address the disproportionate impacts of COVID and school closures on student groups in our district that were already experiencing disproportionate outcomes. We see the current situation as both a challenge and opportunity to disrupt the status quo. We should be taking this time to consider how we can do things differently and what measures can be taken to provide all students, and especially those students who are in most need, with increased and improved access, opportunities, and outcomes.
 - Recent discussions have highlighted the need to provide wraparound services for our most vulnerable students. One idea explored was the designation of a liaison to students and families to conduct regular check ins and ensure that connections are made to resources and support. It is also recommended that a personalized educational plan is crafted for all students that are falling behind in our district. This Educational plan will especially be a tool to support our African American scholars, and their families as well, for educational success. Resources such as a parent liaison to each of these families should be assigned, i.e an educational aide. The role of the liaison is to make sure the scholar has all resources, internet, working laptops, tech support, adequate work space, as well as other basic needs the district will provide to these families. This parent liaison will also check in with their assigned families on a frequent basis to monitor scholar, teacher, and parent interaction. This monitoring can be used as data to help support the success of each scholar, and serve as an attendance tool as well.
 - As was presented by the PAC at the end of last year, coherence and consistency in program implementation remain top priorities. The PAC continues to express concerns that implementation will continue to vary site by site, classroom by classroom and that this will not result in equitable outcomes.
 - With the board's extension of member terms through the current year, we are looking forward to building upon our work last year and hit the ground running for the development of our next three-year LCAP.

- During the 2020-21 school year we are looking forward to strengthening our collaboration with other district leadership groups and broadening our engagement of the community.
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