Sacramento City Unified School District
BOARD OF EDUCATION
SPECIAL MEETING

AMENDED

Board of Education Members
Christina Pritchett, President (Trustee Area 3)
Lisa Murawski, Vice President (Trustee Area 1)
Darrel Woo, Second Vice President (Trustee Area 6)
Leticia Garcia, (Trustee Area 2)
Jamee Villa, (Trustee Area 4)
Chinua Rhodes, (Trustee Area 5)
Lavinia Phillips, (Trustee Area 7)
Isa Sheikh, Student Member

Wednesday, June 30, 2021
5:30 p.m.

Serna Center
Washington Conference Room
5735 47th Avenue
Sacramento, CA 95824
(See Notice to the Public Below)

AGENDA
2020/21-44

5:30 p.m. ***1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL***

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

NOTICE OF PUBLIC COMMENT AND DEADLINE FOR SUBMISSION:
Public comment may be (1) emailed to publiccomment@scusd.edu; or (2) submitted in writing, identifying the matter number and the name of the public member at the URL ; https://tinyurl.com/SpecialMeetingJune30 or (3) using the same URL, submitting a request for oral comment. Regardless of the method by which public comment is submitted, the submission deadline shall be no later than noon, June 30. Individual public comment shall be presented to the Board orally for no more than two minutes, or other time determined by the Board on each agenda item. Public comments submitted in writing will not be read aloud, but will be provided to the Board in advance of the meeting and posted on the District's website. The Board shall limit the total time for public comment on each agenda item, including communications and organizational reports, to 15 minutes in length. With Board consent, the President may increase or decrease the length of time allowed for public comment, depending on the agenda item and the number of public comments.

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 54957.6 (a) and (b) Negotiations/Collective Bargaining SCTA SEIU, TCS, Teamsters, UPE, Non-Represented/Confidential Management (District Representative Pam Manwiller)

3.2 Government Code 54956.9 – Conference with Legal Counsel: (1) Significant exposure to litigation pursuant to subdivision (d)(2) of Government Code section 54956.9 (Two Potential Cases)

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

7:30 p.m. ***4.0 RECONVENE INTO OPEN SESSION***

5.0 SPECIAL PRESENTATION

7:35 p.m. *5.1 Approve Resolution No. 3212: Resolution on Use and Expectations of One-Time Funds for Personnel Costs to Address the COVID-19 Pandemic and Post Pandemic Needs (Leticia Garcia)*

Action Item
15-minute presentation
15-minute public comment
20-minute discussion
(Roll Call Vote)

8:25 p.m. *5.2 Update on Student Common Assessments (Christine Baeta and Vincent Harris)*

Information Item
60-minute presentation
15-minute public comment
40-minute discussion

10:20 p.m. ***6.0 ADJOURNMENT***

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 portion of the special Board meeting, please contact the Board of Education Office at (916) 643-9314 at least 8 hours before the scheduled Board of Education special meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. §12132)]

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item 5.1

Meeting Date: June 30, 2021

Subject: **Approve Resolution No. 3212: Resolution on Use and Expectations of One-Time Funds for Personnel Costs to Address the COVID-19 Pandemic and Post Pandemic Needs**

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

Division: Board Office

Recommendation: Approve resolution committing use of a portion of one-time funds for hiring additional personnel to perform services for the benefit of students to address the District's COVID-19 pandemic and immediate post-pandemic needs.

Background/Rationale: State and federal governments provided a significant amount of one-time funds to school districts, to assist in managing the on-going COVID-19 pandemic and the associated physical, social emotional, and academic learning recovery. Despite the influx of one-time funding from the state and federal governments, the District continues to face a significant structural budget deficit in the unrestricted General Fund. While the Governing Board remains committed to addressing learning disruption and the social and emotional impacts on students caused by the COVID-19 pandemic, it is also committed to maintaining fiscal solvency and working to address the District's structural deficit as acted upon in Resolution 3180 and Board Policy 3100. Through this resolution, the Governing Board will approve the Superintendent hiring additional staff assignments to support the academic, social, and emotional needs of District students in the 2021-2022, 2022-2023, and 2023-2024 school years using a portion of these one-time funds recognizing that these funds will not exist in future years and therefore the district may not be able to maintain the positions without additional revenue or further budget cuts.

The proposed resolution was presented and discussed with the Board at the June 24, 2021 meeting. Board Member comments and directives have been added to this revised version of the resolution.

Financial Considerations: The proposed resolution would commit to using a portion of one-time funds from state and federal governments for additional personnel to address the COVID-19 pandemic and post-pandemic needs

LCAP Goal(s): College, Career and Life Ready Graduates; Safe, Emotionally Healthy and Engaged Students; Family and Community Empowerment; Operational Excellence

Documents Attached:
1. Resolution No. 3212

Estimated Time of Presentation: 15 minutes

Submitted by: Leticia Garcia, Board Member

Approved by: Jorge A. Aguilar, Superintendent

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

RESOLUTION NO. 3212

RESOLUTION TO COMMIT FUNDING FOR ADDITIONAL PERSONNEL TO ADDRESS THE COVID-19 PANDEMIC AND POST PANDEMIC NEEDS

WHEREAS, on March 4, 2020, Governor Gavin Newsom declared a statewide emergency arising from the COVID-19 Pandemic;

WHEREAS, beginning March 16, 2020, the District closed its schools for in-person learning;

WHEREAS, on April 13, 2020 the District began a distance learning instructional model to ensure that students would be able to continue their education during the COVID-19 Pandemic;

WHEREAS, on August 25, 2020, Governor Gavin Newsom announced a schools reopening framework in response to the COVID-19 Pandemic:

WHEREAS, the District commenced the 2020-2021 school year in a distance learning instructional model on September 3, 2020;

WHEREAS, in Spring 2021, the District transitioned from distance learning to an in-person and concurrent instructional model, finishing the year in this latter model;

WHEREAS, both the State of California and United States have made significant progress in mitigating the spread of COVID-19, but continue to address the risk of COVID-19 and related variants;

WHEREAS, on June 15, 2021, Governor Gavin Newsom "reopened" California based on public health indicators easing some of the restrictions that had been in place to mitigate the spread of COVID-19;

WHEREAS, the Governing Board of the Sacramento City Unified School District is prepared to guide the District's efforts to continue reopening our schools in a constantly changing environment with an emphasis on student and employee safety, while endeavoring to provide a high quality educational program;

WHEREAS, in response to the pandemic, the state and federal governments provided a historically significant amount of one-time funds to school districts;

WHEREAS, the one-time funding has contributed to an estimated $313 million for the District for the years 2021-2024 to assist in managing the on-going pandemic and the physical, social emotional, and academic learning recovery;

WHEREAS, despite the influx of one-time funding from the state and federal governments, the District continues to face a significant structural budget deficit of $6.7M, $18M and $24.9M in the budget and two subsequent years in the unrestricted General Fund;

WHEREAS, independent entities expect that deficit to grow in future years if corrective action is not taken, because as noted by the Sacramento County Office of Education ("SCOE"), Fiscal Crisis and Management Assistance Team ("FCMAT"), and the State Auditor, the District continues to spend more than it receives in revenue and its costs continue to grow faster than its revenues;

WHEREAS, based on the District's structural deficit, cash flow insufficiencies, and negative fund balance projections, SCOE disapproved the District's adopted budget for the 2018-19, 2019-20, and 2020-21 fiscal years;

WHEREAS, on February 4, 2021 the District's Governing Board adopted Board Resolution 3180 recognizing the existence of and significant threat posed by the District's ongoing structural deficit and resolving that the District must act to reduce the ongoing unrestricted general fund expenditures in order to balance the multi-year budget and meet the state mandated 2% reserve without a structural deficit;

WHEREAS, on March 4, 2021, the Governing Board revised District Board Policy 3100—Reserves and Use of One-Time Funds—to require that, beginning with the 2022-2023 budget or after the District's deficit is eliminated, the Board establish and maintain a general fund reserve for economic uncertainty established at no less than 5% of total general fund expenditures.

WHEREAS, on May 20, 2021, the Governing Board received a detailed presentation on the District's annual budget and the impact of the one-time state and federal funds to address the COVID-19 Pandemic and immediate post-Pandemic needs on the District's budget;

WHEREAS, while the one-time federal and state funds provide temporary relief to the District's prior financial crisis, they do not fully resolve the structural deficit, *one-time* funds cannot be used to sustain ongoing costs to the District such as the salaries and benefits associated with hiring personnel in continuing positions;

WHEREAS, the Governing Board remains committed to addressing learning disruption and the social and emotional impacts on our students caused by the COVID-19 pandemic while also maintaining fiscal solvency and working to address our District's structural deficit;

NOW, THEREFORE, BE IT RESOLVED AND ORDERED that the Governing Board hereby declares that it is committed to spending a portion of the above-referenced one-time state and federal funds on hiring additional staff members to perform services for the benefit of students to address the District's COVID-19 Pandemic and immediate post-Pandemic needs;

BE IT FURTHER RESOLVED, the Governing Board recognizes that in using one-time funds to cover the costs of additional positions, the funds will not exist after one, two, or three years due to various factors including the depletion of those one-time funds;

BE IT FURTHER RESOLVED AND ORDERED the Governing Board approves the Superintendent hiring additional staff in assignments with corresponding Full Time Equivalent employees or "FTE" which is used to measure full-time work hours using one-time funds;

BE IT FURTHER RESOLVED AND ORDERED, that the Governing Board commits a portion of the one-time funds to pay for the additional FTE to support the academic, social, and emotional needs of our students in the 2021-2022, 2022-2023, and 2023-2024 school years;

BE IT FURTHER RESOLVED, that the Governing Board recognizes that absent further reductions in expenditures or additional funding to the District, the District will not be able to sustain the cost of the additional positions hired pursuant to this resolution once the restricted funds are depleted and will release and/or lay off positions consistent with all required state timelines for release and/or layoff of certificated and classified employees;

BE IT FURTHER RESOLVED, the Governing Board directs the Superintendent or designee to provide updates aligned with budget adoption and interim periodic budget reports to the Board relative to the expenditure of one-time federal and state funds on positions that are added pursuant to this resolution;

BE IT FURTHER RESOLVED, that the Governing Board directs the Superintendent or designee to present an action plan to the Board no later than December 2023, as to whether any or all of these positions can continue after the federal and state one-time dollars are expended. The Superintendent or designee shall consider the same priorities as outlined in BP 3180:

(1) Apply new ongoing state and federal revenues;
(2) Apply ongoing savings achieved through negotiations; and
(3) Apply ongoing savings achieved through non-negotiated savings.

If the district proposes to maintain positions beyond the 2023-2024 fiscal year, the action plan shall demonstrate the District can afford the presented positions in the 2024-25 budget year plus two years and, over the same multi-year projection period, ensure that ongoing costs would not result in the District reporting a qualified or negative budget;

BE IT FURTHER RESOLVED that the District administration shall include a process to identify these specific additional assignments in the District's position control system;

BE IT FURTHER RESOLVED that if any provision of this resolution is determined to be invalid, for any reason whatsoever, it shall not affect the validity of the remaining portions of the resolution.

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this ____ day of _____, 2021, by the following vote:

AYES: _____
NOES: _____
ABSTAIN: _____
ABSENT: _____

_____
Christina Pritchett
President of the Board of Education

ATTESTED TO:

_____
Jorge A. Aguilar
Secretary of the Board of Education

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item 5.2

Meeting Date: June 30, 2021

Subject: Update on Student Common Assessments

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

Division: Academic, Legal, Strategy and Continuous Improvement, and Continuous Improvement and Accountability Services

Recommendation: N/A

Background/Rationale: In accordance with SCUSD's core values and guiding principles, which recognize that our system is inequitable by design and that we vigilantly work to give all students an equal opportunity to learn, grow, and reach the greatness, the District seeks to update the Board on the history, rationale, and status of student common assessments.

In 2016, former Superintendent Jose Banda signed an MOU requiring the District to obtain agreement from SCTA prior to implementing any District-wide assessments of students that are not state mandated (hereinafter referred to as "student common assessments," "District common assessments," and "common assessments"). Following numerous efforts to meet with SCTA and reach a consensus regarding student common assessments to no avail, in 2019, the District implemented its system of common assessments and SCTA filed a grievance. In January 2021, an arbitrator found the MOU was enforceable.

For the 2020-21 school year, end of year (EOY) assessments in ELA and Math were administered in lieu of the SBAC per flexibility related to the ongoing COVID 19 pandemic as provided by the California Department of Education, to provide English Learner students with additional opportunities to be reclassified as fluent English proficient (RFEP) students, and to be used to help inform math placement recommendations. EOY assessments in ELA were administered to students in grades K-11, and EOY math assessments were administered to students in grades 3-8 and 11.

Financial Considerations: N/A

LCAP Goal(s): College, Career and Life Ready Graduates

Documents Attached:
1. Executive Summary

Estimated Time of Presentation:	60 minutes
Submitted by:	Christine Baeta, Chief Academic Officer Vincent Harris, Chief Continuous Improvement and Accountability Raoul Bozio, In House Counsel Dr. Ed Eldridge, Director, Strategy, and Continuous Improvement Mikila Fetzer, Coordinator, Math Jeannette Schroeder, Coordinator, English Language Arts
Approved by:	Jorge A. Aguilar, Superintendent

Board of Education Executive Summary

Academic, Legal, Strategy and Continuous Improvement, and Continuous Improvement and Accountability Services

Update on Student Common Assessments

June 30, 2021

I. Overview/History of Department or Program

In 2016, former Superintendent Jose Banda signed an MOU requiring the District to obtain agreement from SCTA prior to implementing any District-wide assessments of students that are not state mandated (hereinafter referred to as "student common assessments," "District common assessments," and "common assessments"). Following numerous efforts to meet with SCTA and reach a consensus regarding student common assessments to no avail, in 2019, the District implemented its system of common assessments and SCTA filed a grievance. In January 2021, an arbitrator found the MOU was enforceable.

In recent years, the state of California has adopted more rigorous college and career focused curricular standards in English Language Arts (ELA), English Language Development (ELD), mathematics, and science and has made substantial changes to state level assessment. As a result, districts have had to critically evaluate their local assessments and assessment practices. An analysis of current District-administered assessments reveals that the District is overly reliant on assessments provided by the state for information on how students are progressing. These assessments are only administered on an annual basis and often there is a lengthy timelag from when the assessments are administered to when data are available for use which makes it difficult for this information to be used to impact instruction for students.

The District has developed a comprehensive system of District common assessments, which are designed to be administered three to four times a year and include foundational reading, English Language Arts, and math. The assessments at the start of the year are designed to assess unfinished learning of the previous year's learning. The remaining assessments are designed to provide stakeholders with ongoing information about student performance and progress on grade level standards.

For the 2020-21 school year, end of year (EOY) assessments in ELA and Math were administered in lieu of the SBAC per flexibility related to the ongoing COVID 19 pandemic as provided by the California Department of Education, to provide English Learner students with additional opportunities to be reclassified as fluent English proficient (RFEP) students, and to be used to help inform math placement recommendations. EOY assessments in ELA were administered to students in grades K-11, and EOY math assessments were administered to students in grades 3-8 and 11.

II. Driving Governance:

SCUSD Core Value:

> We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide

opportunities for everyone to learn, grow and reach their greatness.

SCUSD Guiding Principle:

> All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.

Vital to actualizing this core value and this principle is having a "comprehensive, coherent and continuous system of assessment" (CA ELA/ELD Framework, 2014) to monitor student progress and ensure that students graduate with the requisite knowledge and skills to meet the demands of any post-secondary option they choose. The District has established the expectation for monitoring and reporting on student progress in various Board policies, including BP 5121, BP 5123, BP 6162.5. California Education Code also specifies that districts use an assessment of academic achievement in English language Arts along with the state's English Language Proficiency Assessment for California (ELPAC) to make decisions about English Learner reclassification (EDC TITLE 1 GENERAL EDUCATION CODE PROVISIONS [1. -32500]).

III. Budget:

District common assessments are intended to monitor student achievement and inform academic, social-emotional, and career and college readiness intervention efforts.

IV. Goals, Objectives and Measures:

The District needs to have a comprehensive system of assessments to monitor student progress and to be able to provide objective information to students, parents, teachers administrators, the superintendent and the board of education on whether or not students are making adequate progress towards grade level readiness and meeting standards. Having regular, reliable information on student progress will enable the District to provide timely interventions to students as a necessary part of a multi-tiered system of support.

V. Major Initiatives:

Each of the assessments the District administers provides valuable information on student achievement. However, there are significant limitations in relying heavily on assessments that are required by the state, are administered only in certain grade levels, and where data are only reported annually.

A single spring administration of an assessment also means that there is no system-wide and objective information being provided to educators, administrators, parents/guardians, and students regarding whether or not students are making adequate progress towards grade level readiness and meeting standards. The ability to provide meaningful and aligned interventions

and supports is also compromised.

For English Learners, the problem is even more acute and impacts their opportunities to qualify for reclassification.

VI. Results:

The District is to convene an assessment committee with SCTA to agree upon common assessments to provide critical information to monitor student progress, inform teaching and learning and cycles of continuous improvement, and support programmatic decision making.

VII. Lessons Learned/Next Steps:

As SCUSD has worked to expand its assessment practices and increase opportunities to provide stakeholders with information on student academic needs, we have learned several lessons including but not limited to the following:

- District common assessments need to be aligned to a guaranteed and viable curriculum for each and every student.
- District common assessments give vital information pertaining to whether students are learning the necessary standards of the guaranteed and viable curriculum in each grade level.
- District common assessments are necessary to provide timely interventions to students on an as needed basis as part of a multi-tiered system of support. These interventions could be site or District-based. An example of a District-based intervention is the Expanded Learning Summer Program.
- District common assessments are necessary to give English Learner students multiple opportunities to reclassify. This is especially pertinent in the grade levels which are not assessed by the SBAC, who would have no opportunity to reclassify without District common assessments.
- As per the Office of Civil Rights, District common assessments are necessary to give students equitable opportunities to be GATE identified.
- District common assessments are necessary to evaluate the effectiveness of interventions and programs.
- District common assessments are necessary to provide school teams with regular, objective data to inform cycles of continuous improvement.
- District common assessments are necessary to provide the District with information on where the curriculum is weak, so we can provide targeted professional learning to teachers.
- Building an effective assessment system is an ongoing endeavor and must be carefully monitored.
- Building the capacity of educators, administrators, and support staff to be skillful users

of assessment data is of utmost importance and is ongoing work.

Our next steps include the following:

- To convene an assessment committee with the SCTA to agree upon District common assessments.
- Provide ongoing professional learning for administrators and educators on data analysis and using assessment results to inform instruction.
- Finalize communication protocol for stakeholders.
- Finalize student reporting for parents and guardians.
- Evaluate the assessment items annually and revise as needed.