



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 11.1I

Meeting Date: February 7, 2019

Subject: Approve Minutes of the January 3, 2019 and January 17, 2019
Board of Education Meetings

- ☐ 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 January 17, 2019 Board of Education Meeting.

Background/Rationale: None

Financial Considerations: None

LCAP Goal(s): Family and Community Empowerment

Documents Attached:

1. Minutes of the January 3, 2019 Board of Education Regular Meeting
2. Strategic Time Breakdown of the January 3, 2019 Meeting Minutes
3. Minutes of the January 17, 2019 Board of Education Regular Meeting
4. Strategic Time Breakdown of the January 17, 2019 Meeting Minutes

Estimated Time of Presentation: N/A

Submitted by: Jorge A. Aguilar, Superintendent

Approved by: N/A



Putting
Children
First

Sacramento City Unified School District

BOARD OF EDUCATION

BOARD RETREAT/SPECIAL MEETING

Board of Education Members

Jessie Ryan, President (Trustee Area 7)
Darrel Woo, Vice President (Trustee Area 6)
Michael Minnick, 2nd Vice President (Trustee Area 4)
Lisa Murawski, (Trustee Area 1)
Leticia Garcia, (Trustee Area 2)
Christina Pritchett, (Trustee Area 3)
Mai Vang, (Trustee Area 5)
Rachel Halbo, Student Member

Thursday, January 3, 2019

5:00 p.m.

Serna Center

Washington Conference Room
5735 47th Avenue
Sacramento, CA 95824

Minutes

2018-19/13

1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL

Meeting was called to order at 5:16 p.m.

Present:

President Ryan
Vice President Woo
2nd Vice President Minnick
Member Murawski
Member Garcia
Member Pritchett
Member Vang

2.0 PUBLIC COMMENT

No public comment.

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

4.0 RECONVENE INTO OPEN SESSION

5.0 GOVERNANCE RETREAT

5.1 Update on Adopted Budget

Superintendent Aguilar—We going to consider some bright spots in hopes that members of our community attend the meeting tonight before we jump into the budget challenges before us.

I thought it was important to highlight that on Dec 13 that 542 students applied to CSUS. Two days later was the application deadline. As you can see that the application rates for SCUSD students to CSUS has increase to from 542 to 762 students. I thought that was a bright spot because it shows that students are keeping their options open. We are trying to shift the culture so students receive the widest array of options and we are not shutting the door on them. We are still monitoring how those numbers look compared to last year numbers. Initially, UC, Davis and UC, Merced numbers appear to be about the same as last year at this point.

(January 3, 2019 – Board Retreat/Special Meeting)

President Ryan—One thing the system is trying to address is this idea of under-matching students to institutions of higher education, and one way we are doing that is through our college information packets that went out to students and families. We are really trying to be intentional in showing students what their options are so they don't just default to what is easy and familiar.

Member Garcia—how many students are eligible compared to how many are actually applying?

Superintendent Aguilar—Keep in mind that the student counts shared are unduplicated. Many of these students have applied to multiple institutions. This conversation is in relation to the data exchange agreement between the District and neighboring institutions of higher education. To answer your first question, just over 50% of our students completed the A-G requirements. In most districts with a different academic calendar, I would be able to tell you how many students are A-G eligible, but because students are needing to come back and complete finals right after break, and grades are not final, I cannot answer that question for you at this time.

When I came to SCUSD I quickly noticed there was very little inter-departmental collaboration happening. I want to have Elliot Lopez explain the effort that he led to insure he did everything we could to capture the highest LCFF count possible in terms of free and reduced meal counts, working with other agencies to identify our foster youth/homeless, and other. I want to ask him to share more for 2-3 minutes and then I will share efforts around what we are doing to target our students who are struggling with attendance, academics and behavior, which is an inter-departmental effort as well. Finally, I want to share some of the work we are doing around the Special Education department with a specific focus on the referral process and managing and creating a more robust referral process where we are not missing IEP deadlines and know when those deadlines are coming up in advanced.

Elliot Lopez—as many of you know, LCFF relies upon base, supplemental, and concentration counts which relies on ADA and counts of certain student populations in order to receive appropriate funding. This year what we did is create a standard working process that outlines the work that we did across multiple departments in the district that is all geared toward identifying students based on the areas those departments oversee. A number of modalities were used to engage with families which included phone banking, text messages, site visits at schools, relying on community partners, and other. For the first time this year we have about 150 person hours to call families after hours and on the weekends to help them complete the forms over the phone. We had tables set up at schools where we talked with families as they dropped off their students. We did not reach a 100% target, but it was a tremendous improvement over previous years. We were able to identify 2285 additional student who qualify over last year. The phone bank alone was able to help identify over \$240,000 of additional funding for the district. Of our total student population across the district, we were able to identify all but 2397 students in total. Our goal for next year is to make that number zero. That number was greater than 5000 last year. We did find that it is harder to identify students at our comprehensive high schools, and we think that is the case because there is a smaller percentage of students who drop their students off at those schools.

Member Vang—Did you cross match siblings because there are siblings across the district at various sites.

Elliot Lopez—yes.

Member Garcia—the students identified were low SES students. Were we also able to identify EL students to help create additional revenue?

Elliot Lopez—We actually tried to get an application from every single student so we went through the process of elimination. We started with rent certification which is information from the state that allowed us to see which families receive assistance. We also looked at EL, foster and homeless counts by looking at last year's numbers and how we can identify them this year if they did not already qualify under a previous category we research because of how funding is based on unduplicated counts.

Superintendent Aguilar—I wanted to give you another example of our cross-departmental work in relation to

our data application and identification system. This work has resulted in a database launch that I think is a model. We have received a lot of requests in how we laid this out. The Database now allows us to track the attendance, behavior and academic achievement of our students. These are the three main ingredients of seeing which students are at risk of dropping out. We can now track this on a daily basis and as you can see, red is not a good marker and green being a good marker. This allows staff to follow up with students, and then they have to enter the intervention they have provided as well. This is important not only because we are catching out students the moment they start becoming more at risk, but staff are now also more aware of what each department is doing to help a given student so effort and services are not duplicated. This has resulted in first responder protocols and those protocols identify who is responsible for that student in a given area. Unfortunately, we do not have enough staff to deploy for the number of students in the red zone in any of the given three areas.

Superintendent Aguilar—here is another business process. Business processes are part of our Theory of Action because they are not easy to do if done properly. For example, the next Superintendent that comes in far down the road is not going to say that it is okay to duplicate services so therefore we can get rid of this business process. And this process goes right to the CGSC's SpEd audit in relation to our IEP referral and management process.

Elliot Lopez—what you are looking at now is a snippet of a business process that has been collaboratively developed with the SpEd department who were more than willing to create new and more effective workflows in relation to the SpEd Audit. First, we had to redefine the goals and roles of the SpEd dept. We have identified the requirements under education codes for the service we must provide our families, identify which data we needed to start collecting in order to monitor the status of staff progress toward meeting those requirements, and make sure the department becomes aware of any delays before it becomes too late and potentially a legal liability, and lastly to ensure we are reaching a top-tier of service provided to our students and families.

Superintendent Aguilar—this effort is requiring a shift in our philosophy. For example, we notify someone that a 10-day deadline is coming up rather than letting them know that an IEP deadline is coming up. The expectation then becomes that we miss fewer deadlines. To Elliot's point, this has required buy-in from SpEd department to completely readjust the way they do business, and they have been eager to do so. I am sure our SpEd team would be thrilled to come before you soon to explain how this is done differently, and we can produce data to show we are not missing many IEPs for example.

Member Pritchett—I am glad we are thinking and acting globally within the system. However, I'm still wondering what we are doing to address the issues of a teacher possibly not following the IEP?

Elliot Lopez—the entire process I just described has been mapped out to include the entire 365-day process. Currently, we are focused on addressing the higher-level needs of the system before we are able to begin moving more granular. However, the working team checks in on a weekly basis in order to realize ongoing progress on efforts in this area and to continue refining the system based on needs. Those meetings area also to work on developing the mechanisms to ensure coherence and accountability to the remainder of the process.

Superintendent Aguilar—okay, now that the Board is aware of some ways we are working to address deficiencies and maintain a focus on improved student outcomes during the tight fiscal outlook for the District, I would like to transition a little in order to provide you information in relation to what a State/County takeover looks like. With that I would like to turn it over to John Quinto and Terri Ryland.

Terri Ryland—I know this topic may be a little funky and awkward, but I also know that you are all being asked what a Takeover means and what it would look like. We felt that it was important to provide you all with a better understanding today. The first piece of information was what I received from Mike Fine during a CBO symposium in November. This timeline is directly from FCMAT and then I've added a couple slides in the deck to help augment the information provided today.

Terri Ryland—Under AB 1200, which came into existence after the Richmond School District bankruptcy, which was so horrific that the District actually changed its name. There was no interim reports or County oversight before AB 1200. For today I am going to more narrowly focus on just the state loan process under AB 1200 rather than focus on it in its entirety because it is so huge.

Terri Ryland—the trigger for emergency apportionment is cash insolvency. You become cash insolvent when payroll costs exceed the cash available in the County treasury. At that point, there are no other borrowing options available to the District. This becomes game-over. Obviously, if a district is heading in that direction, it requires a little bit of planning. There are two types of State loans, and we are not going to talk about Tier One today. Tier One is a short term low dollar amount loan from the State where all other elements of the State takeover do not kick in. A Tier Two loan, when you have to borrow more than twice your reserves, which would be \$22 Million at this point, and it would be Tier Two and all the following conditions apply. The past practice, from 1992 when AB 1200 came into effect, until this past September, the practice for a State loan was very State-centric. That is why they are still referred to as State Takeover. As a condition of the Tier Two loan, the State Superintendent of Public Instruction (SPI) would appoint an administrator in consultation with the County Superintendent. The administrator would take direction from the SPI.

Member Murawski—On the Tier Two vs Tier One loan, because of the budget short 2019-20 is not \$22 Million, why would it not be an option.

Terri Ryland—basically, the State loan has to be enough to cover any budget shortfalls in the years to come, not just the immediate year. It needs to be enough to cover the shortfalls identified by the FCMAT report, the \$300,000-\$400,000 cost of the appointed Administrator, cover an extensive audit which would be 2x-4x more than current audit costs, and you need to borrow enough to make your debt service payments.

Member Ryan—and this is not in lieu of cuts, but this is in addition to catastrophic cuts.

Terri Ryland—correct. The State Administrator only has one goal, and it has nothing to do with student outcomes or bright spots: Get the State's money back!

Superintendent Aguilar—And it takes a while before a District can totally pay off the State loan. Oakland for example will be paying about \$6M per year until 2026 for a loan they received in 2004. That is a lot of money that should be going to their students.

Terri Ryland—Previously, under the old but recent State Control system, the Administrator received direction from the SPI and the Governing Board's authority is also shifted to the SPI. However, this past September, the budget trailer bill (AB 1840) came into effect that does not change any of the financial triggers, but now shifts the appointment of the State Administrator from the SPI to the County Supt and the Board authority to the County Supt as well. Concurrence is needed from the SPI and SBE on the appointment of the new Administrator. A district can stave off a State Loan until about 6 months before they start having issues making payroll. At that time, the Governor would have to sign the loan and the 20-year timeline begins.

Terri Ryland—Natomas is a great example to look at. They had the legislation written for a State loan, were in the middle of factfinding, about to request the Governor's signature, and they were able to pull through without needing a State loan in the nick of time. It was during the fact finding process were they came up with the 7.5% salary cuts that was enough to save them.

Terri Ryland—What are some of the conditions of a Tier Two loan under the supervision of the County Supt? The County Supt, under the supervision of the SPI, assumes control over the district. They have all the rights, duties and legal authority normally held by the governing Board. The County Supt shall appoint an Administrator. A group of possible administrators will have been vetted by FCMAT first. Again, the Administrator serves under the direct supervision of the County Supt.

Member Minnick—Typically, who would one of these administrators be that might be appointed to run the district? Where do they come from and what is their background?

Terri Ryland—Typically they would be retired Supts and probably retired Supts. The one in Vallejo is a retired CBO.

Terri Ryland—the County Supt will establish the salary and benefits of the Administrator. FCMAT is assigned to review the district's financials submitted annually by the County Supt in an ongoing fashion. The first financial submission is due 3 months after the County Supt assumes takeover.

Member Vang—what is are the unions' bargaining powers during a State takeover?

Terri Ryland—The administrator cannot come in and dissolve a contract. A contract is a contract. If the two parties have agreed to something, that is what is agreed to. Any bargaining would have to go through the same process the Board is going through right now around negotiations. They are going to sunshine and then negotiate. However, remember, the administrator does not need to run the proposal past the Board. They are going to strongarm any negotiations through solo and they will most likely go to impasse and factfinding in a hurry so they can impose an agreement.

Member Vang—That starts to answer my question. Does the State have more leverage? What I am hearing is "Well, let the State take over because we would rather negotiate with the State then who is in power now." What I want to know is what they can expect if the State does come in?

Terri Ryland—Well, again, what is the administrators number one priority? To get the State back their money as fast as possible with much more less regard for the community that the local school board or Superintendent would have.

Dulcinea Grantham—State Administrators don't have the relationships. They come in and get out.

Member Ryan—They will be making cuts not based on student achievement, equity, or relationships with bargaining partners. They are only here to find savings and payback for the State.

Terri Ryland—The Administrator would have to create and file regular progress reports. FCMAT would conduct an annual review of the progress being made. The returning of local authority would happen over time based on FCMAT's annual reviews and progress being made on repaying the State loan. A lot of times control is not handed back all at once but control may be slowly given back in various areas. They will come in and look at HR, business functions, and the whole governance function. In some districts the last thing they get back is the Board Governance function because they may have been where the overspending began in the first place. That just depends on the district.

Terri Ryland—The County Supt shall notify the SPI and the President of the SBE whenever the district is able to start gaining some local control back again.

Terri Ryland—AB 1840 also provided State appropriations for a percentage of the projected budget deficit under certain conditions for Oakland and Englewood. Oakland actually has made enough cuts on their own that they do not need the money. Englewood was not willing to strive to meet all the extra conditions that would have been placed on them to take the money so either district took the money.

Member Minnick—Let's say we fall into that situation, what are the possibilities of a state loan not passing?

Terri Ryland—these were very unique grants offered and SCUSD would have to go ask for a loan. Very different.

Member Woo—I noticed that some districts were able to repay their loans much faster and before the time allotted to them. How did they manage to do that?

Terri Ryland—Under the previous structure districts could pay everything off early but that is no longer the

case. The debt repayment going forward under the newer structure is very structured where payments have to be made on a specific date on a regular basis for no less than 20 years. Vallejo works around this by setting aside and accruing the payment amounts early and leaving that money untouched for future payments.

Terri Ryland—historically, FCMAT would work through the COE when invited. Under the budget act they will now offer more proactive services and will be automatically engaged under certain conditions such as a disapproved budget.

Superintendent Aguilar—Why don't we pause here. I know you are all interested in key dates and milestones that need to be reached going forward. I would like to give you all 5-7 minutes to review the next couple of slides independently that outline the timeline moving forward. Afterwards we can pull together and see if you may have any questions if you wish, but I look to you and President Ryan if you would like to receive the information in a different way.

President Ryan—I want to be mindful of the heavy amount of information we all have received and are processing, and I know we have received some of this information through various readings we have all done independently. I am open to the Board's suggestion on whether or not it makes sense for the BOE to look over the timeline slides for the next few minutes, or continue to have Terri to walk us through it.

Member Woo—may I suggest that we quickly hit on dates where the Board will have to make decisions? The blanks can be further filled in as those decision points come forward.

Superintendent—Terri and Dulcinea, what are the most important dates on the timeline that the Board should be aware of.

Terri Ryland—the negotiation and layoff timelines most importantly on slide 34.

Dulcinea Grantham—there are very strict deadlines regarding layoff notices. The first deadline that is coming up in March 15th for having any preliminary layoff notices. That means the Board would have to identify and act upon the services to be reduced prior to March 15. Generally, the reduction of workforce resolution should be presented to the Board in late February. Because there are a lot of steps that much take place with staffing, it is one of the most difficult. So, March 15 is for preliminary notices, but there is a window for staff to request a hearing. Generally, those are scheduled during a 3-week window in April. Final notices have to go out by May 15th so the Board will have to act no later than May 14th. For certificated employees, if those timelines are missed, you cannot lay off until the following spring again so it is important to meet all the key deadlines around potential layoffs if needed. For classified, you can layoff at any point during the school year, but you must give at least a 60-day notice prior to the layoff. So you could provide notice in the fall for any classified positions. However, in SCUSD, those notices usually go out near the end of March or sometime in April.

Dulcinea Grantham—The other thing the District has been in communication with its various labor partners about is negotiations and items it wants to negotiate. The District sunshined in November, early in hopes of getting the ball rolling. The sooner the District can figure out other possible solutions to the fiscal issues then the sooner it can be figured out if layoffs are as important of a cost saving measure. Several of the labor partners have responded early and negotiations will likely begin later in January. With a couple of the labor partners, the negotiations are around "reopener contracts" which means the contract is closed for negotiations except for a couple "reopeners that the union and District can identify and bargain over. Those are usually salary, benefits and one or two articles that the party chooses. With SCTA and UPE you have full contract negotiations meaning the entire contract is open.

Member Garcia—on the certificated layoff hearings, what are some of the reasons why a proposed layoff may be rejected?

Member Pritchett—can you remind us what date SCTA agreed to come to the table in January?

Dulcinea Grantham—There are a couple different things that are currently being negotiated with SCTA such as items related to the last tentative agreement and school calendar. In terms of the upcoming successor contract, the word from SCTA is that they would like to begin negotiating in February.

Dulcinea Grantham—Basically the hearing is an audit that makes sure the District followed the process for the layoffs correctly. Also, for example of something that might get challenged is when someone was believed to not have a certain type of additional degree, but in actuality they do so they may land in a different spot on a layoff list.

Terri Ryland—also note that the Governor’s budget comes out in January and that informs a lot of assumptions that will go into the second interim report and helps inform the initial planning for the next budget cycle until the May Revise is published. Then in February the Board needs to identify any particular kinds of service in relation to preliminary layoff notices. March is when Second Interim will be presented and those numbers will be as of January 31. March you have layoff notices going on and initial budget development for the next academic school year. April will be layoff notice hearings and perhaps factfinding procedures if that is the case. The budget revise comes out in May. Another budgeting report comes out which might be called a 3rd Interim report by May 30 because of the fiscal situation you are in.

Superintendent Aguilar—Board, the rest of the slides before us are for closed session so it would be ideal if we can make that transition now. So, President Ryan, I think it would be appropriate to pause here for a quick break and then go into Closed Session.

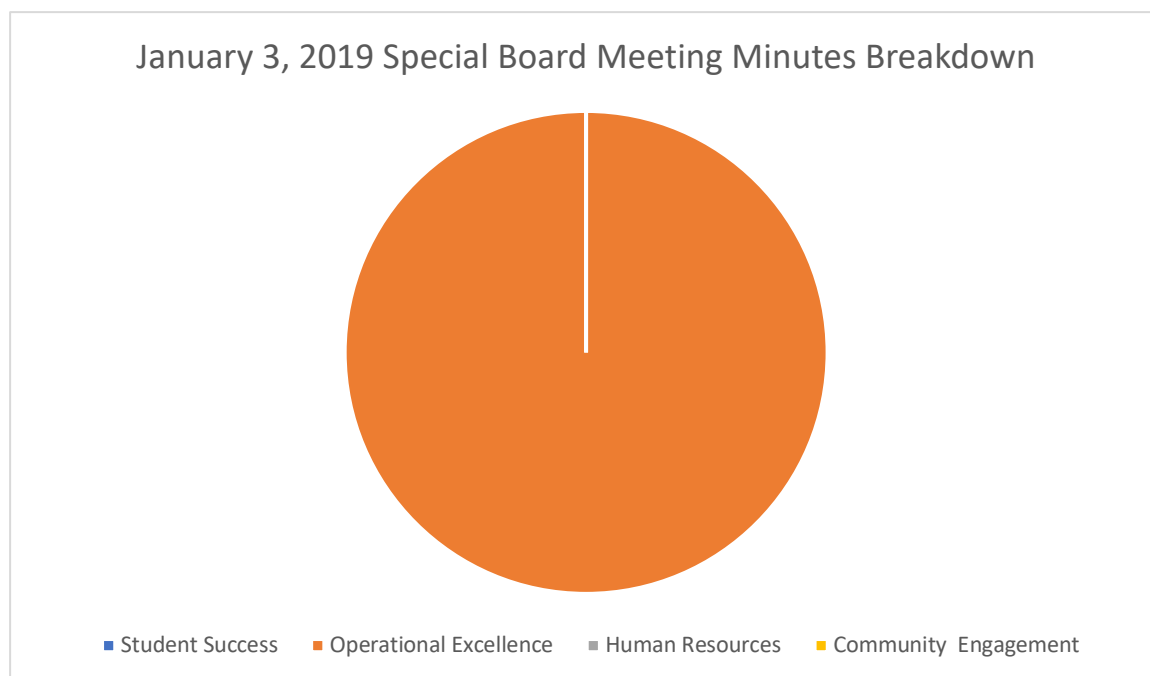
President Ryan—Okay, thank you to those that came to the meeting tonight. And with that we will take a 5-minute break and then reconvene into closed session.

6.0 ADJOURNMENT

Adjourned at 10:36.

Jorge A. Aguilar, Superintendent/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 24 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 24 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



The SCUSD Board of Education has set a goal to focus on Student Success for no less than 33% of each meeting. This is a recap of each category of time spent at the January 3, 2019 meeting.

Definitions:

Student Success encompasses any Board agenda item the involves the academic, social, emotional, and related outcomes of students.

Operational Excellence incorporates Board items that cover operations, budget, customer service, program efficiencies, and similar topics.

Human Resources entails any topic related to employee relations, collective bargaining agreements, and other similar Board items.

Community Engagement includes any Board item that include community group communications items, public comment, sharing from Board Members and the Superintendent, stellar student presentations, and other similar topics.



Putting Sacramento City Unified School District Children First **BOARD OF EDUCATION MEETING AND WORKSHOP**

Board of Education Members

Jessie Ryan, President, (Trustee Area 7)
Darrel Woo, Vice President, (Trustee Area 6)
Michael Minnick, 2nd Vice President, (Trustee Area 4)
Lisa Murawski, (Trustee Area 1)
Leticia Garcia, (Trustee Area 2)
Christina Pritchett, (Trustee Area 3)
Mai Vang, (Trustee Area 5)
Rachel Halbo, Student Member

Thursday, January 17, 2019

4:30 p.m. Closed Session

6:00 p.m. Open Session

Serna Center

Community Conference Rooms
5735 47th Avenue
Sacramento, CA 95824

Minutes **2017/18-14**

Allotted Time

1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL

Meeting was called to order at 4:36 p.m.

Present

President Ryan

Vice President Woo

2nd Vice President Minnick

Member Garcia

Member Murawski

Member Pritchett

Member Vang

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

Public Comment:

John Perryman

Adjourned into Closed Session 4:43 p.m.

3.0 CLOSED SESSION

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3.1 Government Code 54957.6 (a) and (b) Negotiations/Collective Bargaining SCTA, SEIU, TCS, Teamsters, UPE, Non-Represented/Confidential Management (District Representative Cancy McArn)

3.2 Government Code 54956.9 Conference with Legal Counsel – Anticipated Litigation:

a) Existing litigation pursuant to subdivision (a) of Government Code section 54956.9
(SCUSD v. SCTA, Case No. 34-2018-00244737-CU-CL-GDS)

b) Significant exposure to litigation pursuant to subdivision (d)(2) of Government Code section 54956.9
(One Potential Case)

c) Initiation of litigation pursuant to subdivision (d)(4) of Government Code section 54956.9
(One Potential Case)

- 3.3 *Government Code 54957 – Public Employee Discipline/Dismissal/Release/Reassignment*
3.4 *Government Code 54957 - Public Employee Performance Evaluation:*
Title: Superintendent

4.0 CALL BACK TO ORDER/PLEDGE OF ALLEGIANCE

- 4.1 *Broadcast Statement (Student Member Halbo)*
4.2 *The Pledge of Allegiance was led by Nicholas Elementary School parents and students. Presentation of Certificate by 2nd Vice President Minnick*

5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION

None

6.0 AGENDA ADOPTION

Member Pritchett motion to adopt agenda

Member Vang 2nd

Student preferential vote Aye

Board Unanimous

7.0 PUBLIC COMMENT

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

1. LaShanya Breazell
2. Brett Ballen
3. Kathie Hinkley
4. Alexandra Norton
5. Nikki Milevsky
6. Hong Lun Yu
7. Mary Yang with Crystal Lee
8. Phyllis Stroupe
9. Roz Myers
10. Frank DeYoung
11. Kenya Martinez
12. Angel Garcia
13. Angie Sutherland

8.0 BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES

- 8.1 *Expanded Learning Summer Program 1st Trimester/1st Quarter Results*
(Dr. Iris Taylor and Dr. Ed Eldridge)

Dr. Iris Taylor, Chief Academic Officer; Dr. Ed Eldridge, Director, Strategy and Innovation and Matt Turkie, Assistant Superintendent, Curriculum and Instruction presented this item for information.

Public Comment:

None

Board Comment:

Vice President Woo when making introduction of grade levels and referring to comparability between those entered into the Expanded Learning Summer Program (ELSP) and those who did not, the children primarily targeted were those who had been behind. Dr. Taylor responds, correct. Vice President Woo continues, when referring to comparability do you mean after the summer learning program they have caught up, no longer behind. Dr. Taylor responds, comparing the students who were identified to participate in the ELSP because of poor marks and those who actually participated. Their performance was compared in the two groups.

2nd Vice President Minnick without assessments it's difficult to get a true sense of how accurate the information is, so based solely on grades knowing those are somewhat subjective, how accurate can we feel this information is in terms of the impact the ELSP had? Dr. Taylor responds it's difficult to say that its accurate, it is a limitation of the study due to variations.

President Ryan part of the beauty of this program was that it was an opt out model. We were identifying students who had a need of an intervention and automatically enrolling them with the option to choose to not enroll. Grateful for that. Part of the way the ELSP was structured was a pre and post program assessment. We were able to receive data on the post assessment which showed gains across groups. But now stacking that up against grades it's difficult to measure the real impact of the students' progress. Dr. Taylor responds, correct, it's like comparing apples to oranges. President Ryan asks if behavior is being measured alongside the gains in grade level readiness. Dr. Taylor responds, currently they are not. President Ryan argues it's an extremely important component, a student's ability to learn is often contingent upon their feeling of worth and belonging in the classroom. Member Murawski when disaggregated by ethnicity and race and by subgroups it seems to look fairly mixed. Wondering what conclusions are safe to draw from the data provided so far. Dr. Ed Eldridge responds the data is incomplete without more measures. It's not typical that you would have an evaluation of the student program using a singular data point. You could look at this as a point in time measure.

8.2 *Student Assessment Update (Dr. Iris Taylor and Matt Turkie)*

Dr. Iris Taylor, Chief Academic Officer and Matt Turkie, Assistant Superintendent, Curriculum and Instruction presented this item for information.

Public Comment:

Angie Sutherland

Board Comment:

Member Garcia English learns, you have the LPAC and you have Teacher Input Parent Consult and then SBAC and we don't have an assessment for the grades that are not tested with the SBAC. Are we not redesignating the students if we don't backfill for the SBAC? Dr. Taylor responds, it become difficult because what you need is a common measure. There is not a common assessment across the board that allows to redesignate. We would like to see that our English learners have multiple chances throughout the school year.

2nd Vice President Minnick asks how we compare to other districts across the state. Dr. Taylor responds it not at a state level, it's more local level on the assessment administered.

Member Pritchett asks what the name of the assessment is taken by students at the end of the year. Dr. Taylor responds it's the SBAC or Smarter Balance Assessment Consortium.

President Ryan prior to SBAC becoming the standard testing for the state, STAR testing did capture second grade students. that is a critical point to make. One of the huge concerns heard is that as we know that third grade readiness, is a critical indicator for a variety of lifetime indicators of success including whether or not a student is going to be on track eventually to graduate. When we moved from a system that allowed us to establish interventions in second grade based on STAR assessment to a system where we're first assessing in third grade, there's a problem.

Member Murawski early learning is demonstrated by a lot of science and academic research on the subject is critical and the farther you go along in your academic career the harder it is to make that up. The fact that we don't

seem to have any standardized assessment way to tell how a student is doing until they're going into fourth grade, that seems to be a big problem.

8.3 *Bond Oversight Committee Annual Report 2017 (Cathy Allen)*

Cathy Allen, Chief Operations Officer along with Michael Watanabe, Chair of Chief Bond Committee and members Alex Visaya and Brian Hill presented this item for information.

Public Comment:
Angie Sutherland

Board Comment:
None

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 *Approve Grants, Entitlements and Other Income Agreements, Ratification of Other Agreements, Approval of Bid Awards, Approval of Declared Surplus Materials and Equipment, Change Notices and Notices of Completion (Dr. John Quinto)*
- 9.1b *Approve Personnel Transactions 1/17/19 (Cancy McArn)*
- 9.1c *Approve Business and Financial Report: Warrants, Checks and Electronic Transfers Issued for the Period of November 2018 and December 2018 (Dr. John Quinto)*
- 9.1d *Approve Donations to the District for the Period of November 1-December 31, 2018 (Dr. John Quinto)*
- 9.1e *Approve Waiver Request and Affidavit – Request for Allowance of Attendance Due to Emergency Conditions at Sacramento City Unified School District on November 16, 2018 (Dr. John Quinto)*
- 9.1f *Approve Waiver Request and Affidavit- Request for Allowance of Attendance Due to Emergency Conditions at Bowling Green Chacon, Bowling Green McCoy, George Washington Carver, New Joseph Bonnheim, Sacramento New Technology and The Met Sacramento on November 16, 2018 (Dr. John Quinto)*
- 9.1g *Approve C.K. McClatchy High School Field Trip to Las Vegas, Nevada February 1-4, 2019 (Dr. Iris Taylor and Chad Sweitzer)*
- 9.1h *Approve Rosemont High School Field Trip to Las Vegas, Nevada February 1-5, 2019 (Dr. Iris Taylor and Mary Hardin Young)*
- 9.1i *Approve Sacramento New Technology High School Field Trip to Las Vegas, Nevada February 1-4, 2019 (Dr. Iris Taylor and Chad Sweitzer)*
- 9.1j *Approve West Campus High School Field Trip to Las Vegas, Nevada February 1-4, 2019 (Dr. Iris Taylor and Chad Sweitzer)*
- 9.1k *Approve Program Changes for Court Reporting/Court Reporter Program for Accreditation Compliance (Dr. Iris Taylor and Dr. Sue Gilmore)*
- 9.1l *Approve West Campus High School's Parent and Family Engagement Policy (Vincent Harris and Kelley Odipo)*
- 9.1m *Approve Resolution No. 3047 Resolution Regarding Board Stipends (Jessie Ryan)*

*9.1n Approve Minutes of the December 6, 2018 and December 13, 2018 Board of Education Meetings
(Jorge A. Aguilar)*

Member Pritchett motion to approve
Vice President Woo 2nd
Student preferential vote Aye
Board unanimous

10.0 COMMUNICATIONS

10.1 Employee Organization Reports:

- SCTA – David Fisher
- SEIU – N/A
- TCS– N/A
- Teamsters – N/A
- UPE – N/A

10.2 District Parent Advisory Committees:

- Community Advisory Committee – Kenya Martinez
- District English Learner Advisory Committee– N/A
- Local Control Accountability Plan/Parent Advisory Committee – Frank DeYoung

10.3 Superintendent's Report (Jorge A. Aguilar)

Took a moment to honor William Hendricks, Technology Support Specialist, who passed away during Winter Break on December 27th. Many remember William, he was the first person that answered phone calls when there were technology issues. He was a very kind individual, that made him very popular and respected in our District for nearly twenty years. He recently selected as one of our Classified Champions for the 2018-19 School Year. far more than just one of our standout employees, he was a very decent human being, a loving husband to his wife Cathy and an incredible father to his young children Anya and Corbett. The past few weeks without William have been very difficult for us. He was loved by all and his passing has deeply impacted us. We will keep his family in our thoughts. There will be a celebration of his life on February 9th from 1:00-4:00 p.m. at Mission Oaks Community Center in Carmichael. A college fund has been set up for William's two children. Please see our Chief Communications Officer if you would like information. Moment of silence to remember our friend and colleague William Hendricks and we will also close in his honor. (Moment of silence.)

Also wants to thank in advance our principals, staff, teachers who plan to participate in upcoming activities remembering and honoring Dr. Martin Luther King and his legacy. Let's continue to work toward his vision of a better world. Reminder that Open Enrollment period has started, please visit website. Also on website there's information about kindergarten registration. Also reminder make sure your child is current with their immunization requirements. Visit our website, we do offer immunizations. Finally, on our budget update, we are pleased to report we have started negotiations with four of our partners SEIU 1021, Unite Professional Educators, Teamsters Local 150 and Teamsters Classified Supervisors. Thanks all of our labor partners.

10.4 President's Report (Jessie Ryan)

Wants to begin by encouraging our school site educators, parents and students to participate both in the Women's March coming up on Saturday and in the MLK Day of Service on Monday. They're wonderful opportunities for us to instill in our children a sense of civic participation and honor the lives and legacy of both remarkable women leaders and Martin Luther King who has been such a bedrock of the civil rights movement. As we continue to do

the difficult work of trying to figure out a path toward fiscal solvency, we are utmost committed to not only finding a way to reach solvency today but making good decisions that will ensure that in years and decades to come we are meeting the needs of our students. for the first time in many years, majority of the Board is consisted of people who have children in the schools currently. That's pretty remarkable. Three of us with young children, one with a high school student, one with a recent graduate and another that had a daughter who went through Sacramento City Unified School District. So yes we have an urgent imperative to find a path forward to avoid receivership. But ultimately the decisions we make today will not just be on behalf of 40,000 plus students across Sacramento City Unified they will be critical to the success of our own children. We are not looking for an easy route but we are looking for the right route. One that will allow us both to be financially stable and realize an equity vision that puts students at the center of everything we do. That remains our continued commitment to you.

10.5 Student Member Report (Rachel Halbo)

After a good break, students are happy to be back at school. Finals are just around the corner. It's definitely a busy time of year as lots of Juniors are focusing on SAT prep as well. Most Seniors colleges apps are finished or very close to finished. Student Advisory Council is working with focus groups of students from high schools across the district as well as starting to work with MLA and WLA. We have targeted four areas of interest for these focus groups based on the results of surveys they are Racial Discrimination, Gender Discrimination, Dress Code and Sleep Deprivation. Also starting to make an orientation packet for new student Board members or SAC members because tonight I have counted almost thirty-three acronyms that were not on my original list of basic acronyms.

10.6 Information Sharing By Board Members

None

10.7 Board Committee Reports

- *Board Fiscal Transparency and Accountability Committee* – Will meet every 2nd Thursday 6:00 p.m. Serna Center unless otherwise noted. Thinking about having meetings out in the community at school sites.
- *Board Facilities Committee* – Next meeting 1/30 at noon at Facilities Department
- *Board Governance Committee* – First meeting with Members Garcia and Murawski and Halbo. Talked a bit about outcome and focus including importance of student voice. Meetings are 2nd Wednesday of each month 6:00-7:00 p.m. at Serna Center
- *Board Policy Committee* – N/A
- *Board Evaluation Committee*- N/A

11.0 BUSINESS AND FINANCIAL INFORMATION/REPORTS

Receive Information

11.1 Business and Financial Information:

- *Enrollment and Attendance Report for Month 3 Ending November 16, 2018*
- *Purchase Order Board Report for the Period of October 15, 2018 through November 14, 2018*

11.2 Monthly Suspension Report – December 2018

11.3 Head Start/Early Head Start Reports/Early Head Start Expansion Reports

Public Comment:

Cecile Nunley

Grace Trujillo

12.0 FUTURE BOARD MEETING DATES / LOCATIONS

- ✓ February 7, 2019 - 4:30 p.m. Closed Session, 6:00 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Annual Organizational Meeting
- ✓ February 21, 2019 - 4:30 p.m. Closed Session, 6:00 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting

13.0 ADJOURNMENT

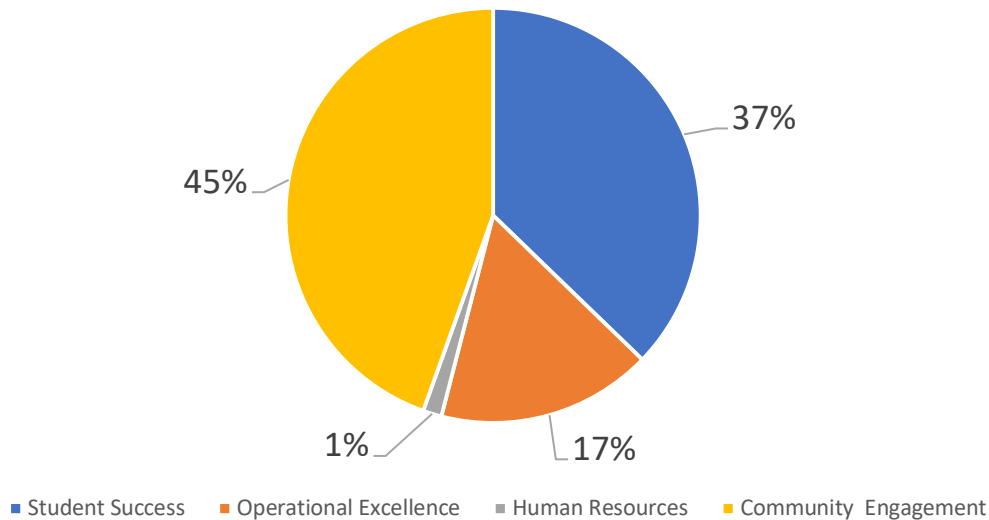
Adjourn in the memory of William Hendricks.

Meeting adjourned at 8:24 p.m. back into Closed Session.

Jorge A. Aguilar, Board Secretary/Superintendent

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.

January 17, 2019 Board Meeting Minutes Breakdown



The SCUSD Board of Education has set a goal to focus on Student Success for no less than 33% of each meeting. This is a recap of each category of time spent at the January 17, 2019 meeting.

Definitions:

Student Success encompasses any Board agenda item the involves the academic, social, emotional, and related outcomes of students.

Operational Excellence incorporates Board items that cover operations, budget, customer service, program efficiencies, and similar topics.

Human Resources entails any topic related to employee relations, collective bargaining agreements, and other similar Board items.

Community Engagement includes any Board item that include community group communications items, public comment, sharing from Board Members and the Superintendent, stellar student presentations, and other similar topics.