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**From:** DELAC  
**Sent:** Thursday, September 03, 2020 12:19 PM  
**To:** Anne Maretti  
**Subject:** District Advisory Committees: DELAC + comments

**Importance:** High

Hello Anne,

As we were submitting public comments and helping community submits, the form canceled at noon. We are submitting critical comments here for presentation this evening.

Thank you.

### **Agenda Item 7.2**

DELAC would like to know how students and/or sites were selected to receive CSUS tutoring services. We would like a report of the overall student demographics, including English Learner status, for students receiving tutoring from CSUS?

DELAC would like to know when headphones will be distributed and how can parents request headphones for their students? DELAC would also like to know why headphones were only purchased for students in primary grades and earbuds for those in secondary grades? As we know that earbuds can cause harm and SCUSD should take all precautions to ensure student safety and comfort.

### **Agenda Item 10.2**

***DELAC will present communication live on Zoom during Board meeting. We timed ourselves reading it. If there are Zoom difficulties, please read our 3 minute communication aloud:***

Good evening President Ryan, Superintendent Aguilar, and Board members. DELAC would like to thank you for your time. It has come to DELAC's attention that our most vulnerable students are not receiving the support they need to succeed. This is not new information, rather it is disappointing information. SCUSD proclaims equity and how every student must be given the opportunity to succeed. This is especially true when we talk about our Long Term English Learner (LTEL) students, a protected class of students with state and federal oversight. Students that have the potential to reclassify with near or proficient language performance, but are never given the academic support. When support is advocated for them, there is silence. This has been and will continue to be an issue if members of this board do not hold their areas accountable. Currently, LTELs comprise 13.2% of SCUSD's overall enrollment. Fern Bacon Middle School has the highest density of LTEL middle school students at 24.9% followed by California Middle School at 23.6%.

Leana Sanchez is a teacher at California Middle School and Vice President of DELAC. Prior to Principal Haley's arrival at California Middle School, the Master Schedule included 4th Period LTEL Support to provide priority academic and social-emotional services to progress towards reclassification as fluent English proficient while developing individual and collective academic identities while honoring student heritage language and culture. Though Principal Haley and Susan Wu confirmed 4th period

**Angie Sutherland**

**Public comments for Sept. 3, 2020 SCUSD Board of Education meeting**

***7.2 Proposed Spending Plan for Federal COVID-19 Relief Funds***

**Students with disabilities are included in CARES ACT funding to mitigate learning loss.**

How will the district's proposed expenses help mitigate learning loss? How does the allocation report in the board packet differentiate funding from CARES ESSER and Learning Loss Mitigation? It is somewhat unclear. Specifically, we want to know how the spending will address learning loss and close learning gaps and what those learning supports consist of. This question was asked at the CAC meeting last night, but an answer was not given. Also, the spending proposal lists "Partnerships with Community Based Organizations (CBO) to provide Social Emotional (SEL), health and safety, technology". Who are the community organizations and what will they provide specifically and to which students? The proposal lists "A collaboration with the CSUS to assign trained college students to provide tutoring services to District students." Again, for which students will these services be provided? Thank you.

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

**September 3, 2020 Public Comments**

Name:	Alison French-Tubo
Comment:	I am pleased to see touchless hydration, HEPA filtration, hypochlorous acid disinfection, and handwashing stations planned for when we can return to school sites. I would like to see additional IT support for teachers, students and parents for right now. I would appreciate if a board member can ask staff for information on what resources are currently available for tech support and what else has been considered or will be proposed.

Speaking as:        Parent/Guardian

Email

Tel:

Date/time Stamp:    9/3/2020 11:33:28 AM

Agenda Item:  
7.3 Resolution on Harms of School Closure & Urgency to Reach Near-Zero  
COVID-19

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

**September 3, 2020 Public Comments**

Name:	Ryan Fong
Comment:	I support the adoption of Agenda Item 7.3, Resolution 3164.

Speaking as: Parent/Guardian

Email

Tel:

Date/time Stamp: 9/1/2020 10:30:42 PM

Agenda Item:  
7.3 Resolution on Harms of School Closure & Urgency to Reach Near-Zero  
COVID-19

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

**September 3, 2020 Public Comments**

Name:	Nicole Jarred
Comment:	As a parent in the district and a public health professional, I am wholly in support of this resolution calling for stronger action from our local governments to take the necessary measures to reach near-zero transmission of COVID in Sacramento and make possible the safe reopening of schools.

Speaking as: Parent/Guardian

Email

Tel:

Date/time Stamp: 9/2/2020 7:58:22 AM

Agenda Item:  
7.3 Resolution on Harms of School Closure & Urgency to Reach Near-Zero  
COVID-19

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

**September 3, 2020 Public Comments**

Name:	Kristina Thompson
Comment:	As a mom with a special needs child, distance learning is impossible. It is unreasonable to expect my kinder son with Down syndrome to sit in front of a screen with teachers and peers he has never met. There is no progress with this model. It is a time drain and students need to be brought back to campus.

Speaking as: Parent/Guardian

Email

Tel:

Date/time Stamp: 9/3/2020 8:38:09 AM

Agenda Item:  
7.3 Resolution on Harms of School Closure & Urgency to Reach Near-Zero  
COVID-19

Sacramento City Unified School District

**Board of Education Meeting**

**September 3, 2020 Public Comments**

Name:	Gwynnae Byrd
Comment:	I fully support Board Member Murawski's resolution that focuses on how to stop the spread of Covid-19 in our community, so that we can safely re-open schools with confidence, and without the worry that we might have to shut down schools again because of another surge in cases. The focus should be on containment, not on a "rush to re-open."

Speaking as: Parent/Guardian

Email

Tel:

Date/time Stamp: 9/3/2020 10:02:50 AM

Agenda Item:  
7.3 Resolution on Harms of School Closure & Urgency to Reach Near-Zero  
COVID-19

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

**September 3, 2020 Public Comments**

Name:	Caroline Nasella
Comment:	I support this resolution. Distance learning is not sufficient. We need to safely get our children back to school.

Speaking as: Parent/Guardian

Email

Tel:

Date/time Stamp: 9/3/2020 11:54:05 AM



## Item 7.2

### Learning and continuity Plans

I am asking the Board of Education to use CARES Act funds implement actual live commenting for Board meetings to put the goals of “conducting meaningful stakeholder engagement,” and “maintaining transparency,” into practice. Other school districts are allowing the community to comment in person even if the rest of the room is empty except for a camera crew, or to call in during the meeting without registering in advance. Community members are entitled to an opportunity to react in real time to actions during the Board meeting.

### Item 8.0 Public Comment by Sarah Williams Kingsley

I want to comment on the status of negotiations about distance learning plans with SCTA. The SCTA plans that have been made public are focused on what's best for teachers, not for students. All of our students need a robust distance learning plan that includes virtual face to face time with their credentialed teacher and their peers. They need connection after many months at home. They need robust instruction, not just assignments that end up like independent study. If the teacher's union can not commit their members to providing this, the District should expect families to pull their students from the District. Many families have already made this choice. Teachers can't be laid off now, but once the dust of the pandemic settles and their classes are under enrolled, they should expect some in their ranks will be unemployed. As parents, we are tired of begging for the bare minimum. SCTA's plan is full of the word “may” -- may use, may consider, may elect. This is not contract language -- this is language used to hedge.

I was thrilled when SCUSD released its Return to School academic plan this summer. It was obvious to me that it incorporated the feedback from parents about the serious problems with distance learning in the spring. It showed deep thought and concern about how to make sure SCUSD's existing inequities didn't overwhelm our most under-resourced students and families. Many of our children, including my own, received little to no actual interaction or instruction from their teachers in the spring outside of assigned work. I was battling an illness at the time and unable to dig in and fight to get my child what he might need. I'm sure I'm not alone.