



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 9.1f

Meeting Date: February 5, 2015

Subject: Approve January 8, 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

_____: Approve Minutes of the Board of Education Meeting for January 8, 2015

Background/Rationale: None

Financial Considerations: None

LCAP Goal(s): Family and Community Engagement

Documents Attached:

1. January 8, 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 Woq President (Trustee Area 3)
Christina Pritchett, Vice President (Trustee Area 3)
Jay Hansen Second Vice President (Trustee Area 1)
Ellen Cochran (Trustee Area 2)
Gustavo Arroyo, (Trustee Area 4)
Diana Rodriguez (Trustee Area 5)
Jessie Ryan (Trustee Area 7)
Asami Saito Student Member

Thursday, Jan. 8, 2015
4:30 p.m. Closed Session
6:30 p.m. Open Session

Serna Center

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 (c) of

(Board Agenda, Jan. 8, 2015)

Government Code section 54956.9 (

adopted it is also enforced stringently and that when employees in particular do raise issues of discrimination that allegations are investigated thoroughly, immediately, and transparently.

Angie Sutherland MCID 10 >>BDC Tentn

Member Rodriguez asked how public are the administrative regulations? Mr. Raoul answered that they are posted on GAMUT and frequently when a new regulation has been adopted, many have gone through committee(s) and/or comment process. Updated administration regulations, however may not have to go through the same process, it is up to the Superintendent and Cabinet's determination. So it does depend on if it is a new regulation or a minor or major revision. Member Rodriguez commented that this is the ty

Superintendent Banda announced that the District and Sacramento State are hosting a summit on Social Emotional Learning next month. The summit is titled the Power of Relationships. It will be held at Sacramento State on Friday, February 13, 2015. The keynote speaker is a former parent of the District, comic, actor, and playwright Jack Gallagher. He is a three time Emmy winner, terrifically funny, and very insightful. He wrote an acclaimed one man play entitled "A Different Kind of Cool" about parenting his special needs son. He has been invited to perform this piece all over the world. In his presentation at the summit he will discuss the importance of Social Emotional Learning through the lens of a parent. The summit will also feature a roundtable discussion with Jim Keedy of the California Endowment, Roger Weissberg of CASEL, Rhonda Staley Brooks of Big Brothers and Big Sisters, and Dawn Miller from SMUD. The discussion will be moderated by journalist Walt Gray of News 10. The idea behind the roundtable is to get representatives of different sectors together to talk about why Social Emotional Learning is a matter in their world. So this summit will bring together representatives from the business, education, non-profit communities, and the media to have this discussion. Also Sacramento State Psychology Professor Dr. Greg Kimball will make a presentation about the work he is doing with students at Will C. Wood Middle School related to Social Emotional Learning. Superintendent Banda thanked Mai Xi Lee for her coordination of the event. The goal of the summit is to build community awareness of what Social Emotional Learning is and why we are committed to it. It is also an opportunity for our college and business partners to give us their perspective on Social Emotional Learning. Our commitment to the community is to prepare every student at every school for college and careers. The preparation has to include both rigorous academics and instruction in curriculum and life skills. Our SEL initiative is teaching students those skills. They are learning to empathize with others which helps them to work in teams. They are learning to communicate clearly which helps teachers with classroom management. They are learning resilience and persistence which helps them when they are struggling with new material. It is exciting work, and we are very happy to share our accomplishments with the larger community. To attend the summit, registration can be done online at www.scusd.edu/relationships.

9.4 President's Report (Darrel Wog) – No report given.

Superintendent Evaluation Committee.

Member Ryan stated that she is very humbled to have the opportunity to represent Area 7. She appreciates the opportunities she received in public education and thanked the more than 50 community members that walked the District and engaged families in her behalf before the election. She has been meeting with families, visiting school sites, and meeting

the Emergency Repair Program Overview/Process Update in Cathy Allen's absence. The presentation covered program review, funding source, project scopes/types of projects allowed, regulation highlights, schedules, sample projects, and next steps.

Public Comment

Liz Guillen, with Public Advocates, spoke on the facilities necessary per the Williams Act and explained why the funds are restricted. She also pointed out that the Emergency Repair Project, while funded separately, does relate to goal two of the District's LCAP. She recommends to the Board to have staff in the future identify items by which LCAP it relates to.

Terrence Gladney feels that the presentation did not include any data, and he sees as an informational item. However it sounds like a lot of the work has already been started or preparing as if it is a given that the work will go forward. Mr. Gladney questioned why three projects are scheduled for C.E.B. W. Elementary School as it is a closed site. Also, a project is scheduled for Rosa Parks Middle School, so he asks if the site was not safe when students were moved to the site from Mark Hopkins Elementary. He would like to see data that quantifies the fact that emergency money is being used for emergency purposes. He also noted the comment that "staff is evaluating the projects and assessing the timeline" stating that he would like to see what is that also even though it is informational.

Board Member Comments:

Second Vice President Hansen asked Mr. Dobson for a list of projects and if any of the projects have been completed.

Terrence Gladney was first introduced to the potential change was approximately two years ago at : Sacramento Council of PTAs meeting. He feels it may be appropriate for the Board to push forward. Parents still have a lot of questions. As a parent of a student at John F. Kennedy High School, he knows that students in athletics put in training outside of the scheduled season. Once basketball or football season is over at that high school, students go right into conditioning. They are also discouraged from doing other sports and activities so that they can prepare for the next season. He therefore recommends that the Board look at the fact that students are committing outside of their studies even though they are not competing. Also students that don't make the cut start practices approximately six months before they try out. He also suggested incorporating Social Emotional Learning practices in the coaching population and also in some of the standards around PE.

Maria Rodriguez parent of middle and high school
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Superintendent Banda brought up Maria Rodriguez's earlier suggestion during public comment of offering PE during a zero period as a potential option. Dr. Taylor agreed, but noted that cost would need to be looked at in that case.

Dr. Taylor reiterated that the Board does not have to make a decision; the Board has shared their desire and so the department is moving forward to bring those things into compliance. It is the other areas within the policy that the department is asking for approval on tonight.

Member Arroyo thanked the presenters. The State legislature debated heatedly whether to allow Marching Band over a considerable length of time. However, we are stuck with whatever they have decided, which is this criteria. But what he hears on the other end is the concern of the parents and students. The only opportunity we have as a District is how do we facilitate the imposition of those standards and how do we facilitate them. He sees the role of the Board and District as looking at what the State has given us and how we make it fit. Dr. Taylor agreed and added that it is not a blanket issue; different students have different issues and situations.

Student Member Saito commented that she had always heard from very young that once in high school one may take band and get PE credit

10.3 Approve Local Control Accountability Plan Advisory Committee Selection
(Gabe Ross)

Action

Gabe Ross, Chief Communications Officer, presented on the Local Control Accountability Plan (LCAP) Advisory Committee. He introduced Cathy Morrison, the District's new LCAP and Single Plans for Student Achievement (SPSA) Coordinator. He took the Board through a brief summary of events to date, and then engagement strategy, committee application, selection, demographics, role and scope, and then timeline and next steps.

Public Comments:

Alex Visaya Jr spoke on doing what is best for the students and see that they get an excellent education their right, privilege and their hope. Hope to receive and achieve an excellent education as their only source of income when they reach the age of maturity or emancipation. If done right, the Local Control Accountability Plan has all the areas covered in addressing the opportunity gap that has existed for decades. The future of students belong to all the teachers, and teachers must be consistently aware that teaching is a privilege, a choice, but not a right.

Liz Guillen, with public advocates, thanked District staff for their work, taking into account community concerns, making things a little bit democratic, and providing a little bit more time. The staff memo for her however was more confusing than last time. The driving governance that it speaks to wasn't quite complete, that and other statements in it. This is the way Mr. Ross spoke about it raised more questions for her about what the intent of the District is. It is true that the statute requires the inclusion of parents and the creation of a specific parent advisory committee, but the statute also requires two separate parent advisory committees, a district level committee and a district level for English learners. Does the District intend to meet the statutory requirements by the creation of this one committee? If yes, then another committee needs to be created for English learners. If no, then the statute requires the Superintendent to respond in writing to comments made by those two existing committees. The statute also allows the District to use existing committees in meeting this requirement. The third bullet on page three that talks about the role and the scope of this committee suggests that the District intends for the committee to take on that role of providing comments to which the District responds in writing. Because of these things, Ms. Guillen feels there is not enough clarity and, in the spirit of transparency and local

this year, particularly the attempt to do school site council alignment. She has concerns about the timeline however. She appreciated Mr. Ross's comments on needing a document to respond to; she will be doing one on one trainings with parents, mostly in Spanish, over the next few days to try and explain the LCAP. This will be a challenge as the last LCAP is only posted in English, and will be a bigger challenge considering that there are many boxes with only "x" where there is supposed to be allotment of revenue. This makes sense as last year's plan was created in a two month, hurry process. But the timeline here has a draft plan in the early Spring even though the plans for many of the meetings that have been set up before that draft plan are there to respond to a draft plan. Last year's draft plan is not really a draft plan, which is reasonable, but she thinks the first draft should be posted in early February when the committees are going to start, at least to take last year's plan and update it using the new Statewide template which is a lot more transparent and easier for parents to read. She also feels it would be great for the District to post it in Spanish and also Hmong.

Before beginning with the appointment process, Mr. Ross addressed some of the public comments. For Ms. Guillen and Ms. Vang he said that they are right that the legislation calls for two distinct committees: one parent committee using an existing parent committee or creating a new one, and an English learner committee, again using an existing committee or creating a new one. This LCAP advisory committee will be the parent advisory committee because we wanted to make sure that broader parent group has a name, set up and membership that is truly reflective of the diversity of our District and all the neighborhoods and communities we serve. Because the English learner committee is more narrow in scope, he feels it is fair to say, the plan is to use the DELAC, our existing committee, as the English learner committee. So there are two committees, and we are required by law to respond in writing to the questions and comments on both committees which we will be doing.

Board Member Comments

Member Cochrane stated that it is so important to address translation needs, and therefore she would like to see that the translations for all of the very important processes are reviewed and that we have appropriate translations. She also noted that nine percent initial fluent to read designation is extremely low, and feels that is something that will need to be addressed in the future.

Member Ryan agreed with Member Cochrane's comments. She had an opportunity with Members Cochrane and Arroyo to attend the community coalition outreach on LCAP. With trained facilitators present to translate the LCAP purpose and intention, it was still very difficult for community members to come out. The LCAP was not made available in Spanish, in particular, and Ms. Vang also spoke to the inaccessibility of the LCAP in Hmong. Therefore, Member Ryan asked what the District's efforts are regarding

on the list were present and asked if those people could come forward to speak for a couple minutes on why they want to be on the committee. This would be before the Board their appointments. Mr. Ross stated that would be at the discretion of the Board, his only concern is that it is not something that was communicated in advance. President Woo felt that it would be okay if it was the will of the Board and if it is made clear that anyone absent and not able to make a presentation is not a bar to selection. Member Arroyo said he would make it voluntary. Member Hansen said he concurs, but also feels it is not fair to the other folks that applied. If there is ~~an~~ ~~it~~ that we want to do something while reading the Board packets received the previous Friday, it should be shared with the Superintendent and other Board members and not brought up at the last minute. President Woo said he would leave it up to his colleagues to decide whether or not they want to listen to those present come up and introduce themselves voluntarily or not and asked for a vote of hands. There were four yes votes, and therefore anyone present that had applied was invited to come forward ~~and~~ ~~introduce~~ themselves if they wanted. The following applicants introduced themselves to the Board:

Quentn Foster
Angie Sutherland
Grace Trujillo
Maria Rodriguez
Frank Deyoung
Terrence Gladney

President Woo then asked each Board member by Trustee ~~At~~ ~~the~~ ~~if~~ ~~for~~ selections with the Superintendent going last. The selections were as follows:

Second Vice President Hansen selected Ray Green and Kate Wooley for Area 1.
Member Cochran selected Angie Sutherland and Susan Tiesing for Area 2.
Vice President Pritchett selected Terrence Gladney and Matt Muller

the most transparent, engaged method to bring parents into the fold and get their input on the decisions of the District.

President Woo then asked for a motion to adopt the 14 persons selected to the LCAP Advisory Committee. Board Member Arroyo made a motion to do so, which was seconded by Vice President Pritchett. The motion passed unanimously.

11.0 BUSINESS AND FINANCIAL INFORMATION/REPORTS

Receive Information

11.1 Business and Financial Information:

- Enrollment and Attendance Report for Month 2 Ending October 24, 2014

Public Comment:

None

Board Member Comments:

None

13.0 ADJOURNMENT

President Woo asked for a motion to adjourn the meeting; a motion was made by student member Asami Saito and seconded by Vice President Christina Pritchett. The motion was passed unanimously, and the meeting was adjourned at 10:05 p.m.

José L. Banda, Superintendent and Board Secretary