

Sacramento City Unified School District
Board of Education Meeting

August 11, 2020 Public Comments

Name:	Martha Zaragoza Diaz
Comment:	<p>As a member of the Sacramento community and advocate for English Learners, I thank the board and the superintendent for the opportunity to comment.</p> <p>Upon review of the “Distance Learning Plan During COVID-19”, I offer the following suggestions:</p> <ol style="list-style-type: none">1. Ensure Face-to-Face and daily English Language Development (ELD) Instruction. Live interactions with teachers are critical to learning and even more critical for English learners that are acquiring English and need to practice language. The school schedules outlining the instructional minutes (pg. 19) to be provided are not specific as to the number of instructional minutes to be given for ELD; both integrated and designated.2. District Common Assessments (pg 23). With respect to literacy, in addition to phonics/foundational skills, other themes should be assessed such as language development, content knowledge, meaning making and effective expression as reflected in the ELA/ELD Framework. <p>Thank you for considering these suggestions.</p>

Speaking as: Community Member

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Name:	Manuel Buenrostro
Comment:	<p>As a member of the Sacramento community and advocate for equity in education, I want to thank the board, superintendent, and staff for their efforts to continue to expand access. After reviewing the district’s proposal and SCTA’s proposed MOU, I want to reiterate some of the considerations that must continue to be central to the final plan.</p> <p>1. Clear minimum minutes of daily synchronous instruction for all students. Many students across the district received few or no live minutes of instruction during the initial closures. These live interactions with teachers are critical to learning and even more critical for vulnerable students, including ELs. I appreciate that both proposals define minimum minutes of daily synchronous instruction, including by grade level. Please ensure that additional time of synchronous instruction is included for ELs and other vulnerable students in the final plan. As you all know, equity is about providing students what they need and some of our students deserve additional minutes of live support. The district’s plan should also clarify if it’s weekly minutes of ELD is to be synchronous or asynchronous.</p> <p>2. Ensure that all students have an adequate learning environment. The district has done a good job to ensure access to devices and the internet, and these efforts will remain critical. However, another issue is how to ensure that all students have a space to learn. We know that some students, including homeless students, might not have access to a learning environment. The district should explore solutions to ensure that students are identified for this need, and then provide those students with access to a space to learn.</p> <p>Thank you for considering these suggestions and please ensure that distance learning does not mean the lowering of access to the full curriculum for our students.</p>

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