

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

**September 3, 2020 Public Comments**

Name:	DELAC Council DELAC Council
Comment:	

Speaking as: Community Member

Email

Tel:

Date/time Stamp: 9/3/2020 11:50:29 AM

## Anne Maretti

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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

LTEL Support to 7th grade students while creating contact-tracing cohorts, this course was not included in the Master Schedule. If students are not on a contact-tracing track, they are at higher risk of exposure than their peers. Since this course is funded through SPSA using EL supplemental funds, Ms. Sanchez urged her administrator to provide zero-period LTEL Support. This accommodation would allow students to stay cohorted which would prioritize contact-tracing safety measures and ensure communication and collaboration across content areas with cohorted teachers. Principal Haley responded, "We are not doing any zero periods during this time of Distance Learning." Together with DELAC Council, we advocated to Principal Haley, Multilingual Coordinator Azarel Iñiguez, Assistant Superintendent of Curriculum and Instruction Matt Turkie, and Chief Academic Officer Christine Baeta to supplement, not supplant, the general curriculum. LTEL should not have to forfeit their elective to receive academic support for reclassification, especially during physical distancing due to COVID-19. Imagine our surprise to find out that students in Gifted and Talented Education (GATE) are receiving zero-period academic intervention while also preserving their elective and GATE track. This clearly shows that decision-making pertaining to LTEL and GATE students is highly inequitable at California Middle School. Additionally, Instructional Area Superintendent Chad Sweitzer has been cc'd on Ms. Sanchez and Principal Haley's email correspondence and has not intervened.

If a teacher on DELAC Council is unable to receive site and district support to attend to the specific needs of Long Term English Learners, it is no wonder that the district's LTEL population continues to grow and that this is, in fact, not a true priority of the district.

**Public Comment from DELAC Community**

**Agenda Item 10.2**

Student: Valeria Lopez Lozano

Comment: I think Miss Sanchez's class will be very beneficial for me and other students because it's helping us understand more about the topics we are being taught. Personally, from my experience, I've had trouble understanding what the teacher says or does. I feel like having Ms. Sanchez there would be such a game changer. Overall, I think it's a very good class to have for kids who don't really understand what the teacher is saying or maybe going too fast. Also, from personal experience, homework is really hard for me because if I didn't understand what the teacher was saying then I would also have trouble answering the questions on the homework. I feel like having Ms. Sanchez there can destress students and make it fun in the process, which would make school a lot more fun and a lot less stressful. Because, personally, when I had a test I'll be so paranoid and scared because I didn't get a topic that my teacher said and I might get a question on the test for something I really didn't understand. Why I think she'll help? Miss Sanchez would go over the topic with me and help me understand better. Thank you.

**Public Comment from DELAC Community**

**Agenda Item 10.2**

Parent: Guadalupe Ramirez

Comment: Queremos de su ayuda y haremos lo que sea para recibir la clase de Maestra Sanchez.

Regards (English)

问候 (Chinese)

Vaj Pov (Hmong)

Saludos (Spanish)

Trần trọng (Vietnamese)  
**DELAC Council**

Sacramento City Unified School District  
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**September 3, 2020 Public Comments**

<b>Name:</b>	Junior Goris
<b>Comment:</b>	Good Evening Superintendent and Board Members. As a member of DELAC and a parent organizer at MLK, I respectfully request that we do not lose focus on finding a Director for the district's Multilingual Literacy Department. My 47 EL students at my site need a captain for the EL ship. Thank you again for your labor.

Speaking as: Parent/Guardian

Email

Tel:

Date/time Stamp: 9/3/2020 10:42:27 AM

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

**September 3, 2020 Public Comments**

Name:	Alma Lopez
Comment:	<p>DELAC for Support: My comment is in full support of the push in model proposed for our Long Term English Learner (LTEL) students at California Middle School.</p> <p>On December of last year, I had the opportunity to chaperone Ms. Sanchez' 7th grade class on a field trip to the Chicano Research Center - an interactive bilingual library that includes a museum and oral history project specific to Mexican-American Chicano History - located in Stockton California. I know this experience built on the students positive identities as they made connections to their history, heard from bilingual guest speakers, such as Richard Soto, the founder of the Chicano Research Center, broke bread with traditional food, experienced a walking tour of the murals in the city that depict the strengths and values of the Latino community, and learned about how community comes together during tradiciones decembrinas. On our way back to Sacramento, the students expressed gratitude and excitement for their experience that day.</p> <p>From my interactions with the students and as a EL myself, I am in full support of the push-in model versus a designated class for the following reasons: Our students are bilingual and know English language, they're NOT lacking language; however a monolingual and fractional view of bilingualism leads to overly simplistic notions of languages simply being added or subtracted from the mind of the bilingual, closely associating it with language-as-a problem orientation, hence leading to the insistence on strict separation of the students languages.</p> <p>Rather than highlight an apparent 'deficit' in language development, the more equitable and positive approach is to emphasize that, under the right conditions, students are capable of developing high-levels of competence in a standardized language variety and to locate the causes, such as the type of language tests used or material deprivation, but not language in itself.</p> <p>The push-in model would best serve our LTEL rather than designated class. Thank you.</p>

Speaking as: Community Member

Email

Tel:

Date/time Stamp: 9/3/2020 10:45:58 AM

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Name:	Alisson Franco Jimenez
Comment:	Ms. Sanchez helped us a lot in 7th grade. Without her my grades would've been really low. She helped us understand our homework and understand our classes when we didn't know what the teachers wanted us to do. Ms Sanchez made sure I turned in my homework. She would make sure I would do assignments I forgot to do or didn't do. She would also make us study so we wouldn't get a low score on our test. She would also teach us things that have happened or are happening in this world when we finished our assignments. Thanks to her my grades went up.

Speaking as: Student

Email

Tel:

Date/time Stamp: 9/3/2020 11:55:18 AM

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**From:** Catalina Martinez  
**Sent:** Thursday, September 03, 2020 3:36 PM  
**To:** Anne Maretti  
**Subject:** Translations for Public Comments

Marisol Ramirez: DELAC: I am very sorry, I think Ms. Sanchez could have helped the class, especially with all of this happening, it is a shame that they did not want to offer the class to the students. Thank you very much!

Humberto Toledo: DELAC: What a bad news about the California class. We did want the help. We still don't know the schedule yet.



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Name:	Humberto Toledo
Comment:	DELAC: Que mala noticia de la clase de California. Sí queríamos que nos ayudara. No sabemos todavía el horario.

Speaking as: Parent/Guardian

Email

Tel:

Date/time Stamp: 9/3/2020 11:59:44 AM

Sacramento City Unified School District  
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**September 3, 2020 Public Comments**

Name:	Marisol Ramirez
Comment:	DELAC: Lo siento mucho, yo creo si si hubiera podido ayudar Ms. Sanchez a la clase, más aún con todo esto que está pasando, es una pena que no hallan querido ofrecer la clase a los estudiantes. Muchas gracias!

Speaking as: Parent/Guardian

Email

Tel:

Date/time Stamp: 9/3/2020 11:57:43 AM