

APPROVED



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.1h

Meeting Date: December 10, 2015

Subject: Approve Minutes of the November 5, 2015, Board of Education Meeting

- 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 November 5, 2015, Board of Education Meeting.

Background/Rationale: None

Financial Considerations: None

LCAP Goal(s): Family and Community Engagement

Documents Attached:

1. Minutes of the November 5, 2015, Board of Education Regular Meeting

<p>Estimated Time of Presentation: N/A</p> <p>Submitted by: José L. Banda, Superintendent</p> <p>Approved by: N/A</p>
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Putting
Children
First

Sacramento City Unified School District BOARD OF EDUCATION MEETING AND WORKSHOP

Board of Education Members

Darrel Woo, President (Trustee Area 6)
Christina Pritchett, Vice President (Trustee Area 3)
Jay Hansen, Second Vice President (Trustee Area 1)
Ellen Cochrane, (Trustee Area 2)
Gustavo Arroyo, (Trustee Area 4)
Diana Rodriguez, (Trustee Area 5)
Jessie Ryan, (Trustee Area 7)
Elizabeth Barry, Student Member

Thursday, November 5, 2015

4:30 p.m. Closed Session

6:30 p.m. Open Session

Serna Center

Community Conference Rooms

5735 47th Avenue

Sacramento, CA 95824

MINUTES

2015/16-9

1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL

The meeting was called to order at 4:31 p.m. by President Woo, and roll was taken.

Members Present:

President Darrel Woo

Vice President Christina Pritchett

Second Vice President Jay Hansen

Gustavo Arroyo

Jessie Ryan

Members Absent:

Ellen Cochrane (arrived at 4:35 p.m.)

Diana Rodriguez (arrived at 4:35 p.m.)

A quorum was reached.

2.0 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 (d)(2) of Government Code section 54956.9*

b) *Initiation of litigation pursuant to subdivision (d)(4) of Government Code section 54956.9*

3.2 *Government Code 54957.6 (a) and (b) Negotiations/Collective Bargaining CSA, SCTA, SEIU, Teamsters, UPE, Unrepresented Management*

3.3 *Government Code 54957 – Public Employee Discipline/Dismissal/Release/Reassignment*

4.0 CALL BACK TO ORDER/PLEDGE OF ALLEGIANCE

meeting was called back to order at 7:00 p.m. by President Woo.

Members Present:

President Darrel Woo

Vice President Christina Pritchett

Second Vice President Jay Hansen

Ellen Cochrane

Diana Rodriguez (left at 10:00 p.m.)

Jessie Ryan

Student Member Elizabeth Barry

Members Absent:

Gustavo Arroyo (returned at 9:00 p.m.)

The Pledge of Allegiance was led by Angel Her, a Senior from John F. Kennedy High School, and Connie Ban and Alex Vang, Seniors from West Campus. Certificates of Appreciation were presented by President Woo to the students and Michael Brim of the Low End Theory Collaborative.

5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION

None

6.0 AGENDA ADOPTION

President Woo announced a change to the agenda before adoption. Item No. 10.4 was pulled and will be brought back to the next Board meeting. He then asked for a motion to adopt the agenda as changed. A motion was made to approve by Vice President Pritchett and seconded by Member Cochrane. The Board voted unanimously to adopt the agenda with Item No. 10.4 pulled.

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.

Public Comment:

Glenn Destatte, with SacTown VegFest, invited all to the SacTown VegFest which will be held at the

Serna Center on January 30th. He also asked for support with the event. They chose the Serna center as the site for the event because they want to send a healthy eating message to families and young people. He will be sending each Board member some information via e-mail about the organization.

Kao Saephanh, a Board member of Iu-Mien Community Services, asked for support for their 17th annual Iu-Mien Conference at CSUS on March 11th. He shared some of the group's accomplishments.

President Woo asked Mr. Saephanh to remind the Board what support the District has provided in the past. Mr. Saephanh said that the District has provided funding for facilities at CSUS, transportation for students, supplies, and printing costs. Lunch for the students was not covered in the past, and they are hoping the District can cover that. Member Cochran said that she attended the event at CSUS a couple of years ago and that it is wonderful. She asked Mr. Saephanh to e-mail the Board to let them know what he needs specifically. She asked him to also let the Board know of all their events.

Rod Kunisaki and Lindsey Filley, with Restore the Roar, introduced themselves and spoke about the athletic alumni group at C. K. McClatchy High School. Ms. Filley thanked Second Vice President Hansen for attending some of their meetings and his help. President Woo thanked them for what they do for our students.

Darlene Anderson spoke as a parent of a special needs student and asked about the Special Day Class (SDC) program. She feels that in some SDC classes, goals are being aligned with the lowest performing SDC student in the classroom. Therefore goals are being written for students with other disabilities. She also has a concern with the Resource Specialist Program (RSP) as a student she knows of was recently sent from RSP to the regular classroom with no support. Student Member Barry asked if Ms. Anderson is seeing this in one school or across the board. Ms. Anderson said she is seeing this across the board, but not at all levels. Schools that have more parent engagement have more support.

8.0 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.

8.1 Items Subject or Not Subject to Closed Session:

8.1a *Approve Grants, Entitlements and Other Income Agreements, Ratification of Other Agreements, Approval of Bid Awards, Change Notices and Notices of Completion (Gerardo Castillo, CPA)*

8.1b *Approve Personnel Transactions (Cancy McArn)*

8.1c *Approve Resolution No. 2859: Resolution Regarding Board Stipends (José L. Banda)*

8.1d *Approve Minutes of the October 1, 2015, Board of Education Meeting (José L. Banda)*

Item No. 8.1a was pulled to discuss a trash device invented by District employee Jim Heberling, and a video was shown to demonstrate its use.

Public Comment: None

Board Member Comments: Second Vice President Hansen thanked Mr. Heberling and said that our District is working to help him share his invention with other districts. He thanked him for thinking outside

of the box and said that his efforts encourage others to share their ideas. After the video was shown, Mr. Heberling spoke about the device. President Woo thanked him for his hard work.

President Woo asked for a motion to adopt the Consent Agenda. A motion was made to approve by Vice President Pritchett and seconded by Second Vice President Hansen. The Board voted unanimously to adopt the agenda.

9.0 COMMUNICATIONS

9.1 Employee Organization Reports:

Information

- *CSA – No report given.*
- *SCTA – Nikki Milevsky, President of SCTA, reported on behalf of SCTA.*
- *SEIU – No report given.*
- *Teamsters – No report given.*
- *UPE - Peter Lambert, President of UPE, and Dennis Pedersen, Executive Director of UPE, reported on behalf of UPE.*

9.2 District Parent Advisory Committees:

Information

- *Community Advisory Committee – Angie Sutherland and Angel Garcia reported on behalf of CAC.*
- *District Advisory Council – No report given.*
- *District English Learner Advisory Committee – No report given.*
- *Gifted and Talented Education Advisory Committee – No report given.*
- *Sacramento Council of Parent Teacher Association (PTA) – No report given.*

9.3 Superintendent’s Report (José L. Banda)

Information

Superintendent Banda spoke on equal access for opportunities and success for every student. He spoke about caring people in his life while growing up that encouraged him to achieve and work hard. He spoke about the diversity of our community and the diverse set of needs for the students we serve. It is about making sure that every student gets what he or she needs in order to be successful. Equity is the key to our success as a district. It is intrinsic to everything that we do and is not an isolated topic. As we begin the process of revising our strategic plan, we will be focusing on equity. We have selected the National Equity Project to partner with us on this work for this year and moving forward. The National Equity Project is an Oakland based group that is committed to making real sustainable change throughout large systems very similar to Sacramento City Unified School District. Superintendent Banda said that they will be working with his District leadership team and school principals throughout the year. The goal of this work is to begin having the hard conversations that are necessary in order to really move the needle for our students. The work is not easy, but critical; and we are committed to the work. In the last week Superintendent Banda attended three school events that showcase the work of our sites and community in support of our students. On October 28 Chicas Latinas of Sacramento gave away more than 400 pairs of new shoes to students at Woodbine Elementary School. That meant that every student at the school was given a new pair of properly sized shoes.

Board Member Rodriguez, who is a member of Chicas Latinas, was also there and instrumental in having the group at the school. On October 30, the District partnered with the California Office of Traffic Safety (OTS) for a Halloween themed safety fair at Will C. Wood Middle School. OTS handed out hundreds of draw stringed backpacks that were made with reflective fabric. There was a selfie station for kids to pose for pictures with Pete Walker, the OTS mascot. Sacramento Police were also there; they donated 25 bike helmets for students that needed them. Walk Sacramento provided information to students on staying safe as they make their way to and from school. Superintendent Banda said it was a great event, and he thanked all the partners for their work to make it a success. On November 3rd the ribbon was cut on California Middle Schools newly renovated and expanded gym. The project was funded by Measure R, the facilities bond that was approved by the Sacramento voters in 2012. Superintendent Banda thanked the voters for passing the measure as the funds are going for very good projects and serving our students well. Superintendent Banda also reported on the annual Fall Graduation ceremony which was held November 4th at Rosemont High School for 45 students receiving diplomas. Lastly, he reported that our 2015 United Giving Campaign is now under way. The goal this year is to raise \$70,000 with a 70 percent participation rate. Progress will be tracked on the District website, and the campaign can be promoted on social media with the hashtag "sacgivesback". The campaign runs through Monday, November 30th.

9.4 President's Report (Darrel Woo)

Information

President Woo reported that New Technology High School won the Chad P. Wick Award for Social Justice this past summer. A short video was shown. Principal Durham spoke. President Woo said that Sacramento City Unified School District participated in the 3rd Annual National Bullying Prevention Month on October 28th which was held on the north steps of the Capitol. He thanked Member Ryan for stopping by. Also Second and Third Graders from Ethel Phillips Elementary School and Seventh Graders from Albert Einstein Middle School participated for a total of 230 students learning about bullying prevention. He also thanked Jessica Wharton and her staff for coming out to staff a booth and educate people on anti-bullying measures. President Woo invited Member Ryan to speak about her participation at the rally. President Woo then gave a shout out to John F. Kennedy High School. A short time ago their football team had a 28 game losing streak. However, tomorrow they are going into a game 8 and 1 with Luther Burbank High School. He thanked the voters in Sacramento for approving bonds that allowed improvements at the schools. Luther Burbank High School was the first school with a brand new field, and the following year they came roaring back in football. John F. Kennedy High School just finished their field a couple years ago, and now they are roaring back in football also. More importantly, the students walk proudly on their campus.

9.5 Student Member Report (Elizabeth Barry)

Information

Student Member Barry reported on the Student Advisory Council. They have been working on their first newsletter that will be going out soon. It is completely student voiced and youth led. She also reported that this week is Suicide Awareness Week at West Campus High School. On November 4th West Campus High School had an assembly in which the Brave Society came to speak to the students. They mostly focused on how bullying contributes to suicide.

9.6 Information Sharing By Board Members

Information

Member Rodriguez thanked Student Member Barry for reporting on suicide awareness. Member Rodriguez said that she had noted a decline in the neighborhood around Woodbine Elementary School three years ago.

So as a leader in the community, she wanted to help. Therefore there was a first neighborhood clean-up held at Woodbine Elementary School three years ago. The following year Chicas Latinas organized the effort. They also coordinated the shoe drive for the school on October 28th by raising over 700 pairs of shoes. Their entire efforts are 100% volunteer to help communities in need. Member Rodriguez challenged all to be a change in the community; this includes doing a project in collaboration with her or any Board members. Member Rodriguez reported that she was a part of Councilmember Larry Carr's Advisory Committee. This committee will be focused more on Latino issues for Area 5. There is a thirty percent population in the area Councilmember Carr represents. A lot of the schools in Area 5 have a large population of Latino families. Member Rodriguez said if anyone else is interested in becoming a member of the committee to please contact her. Cesar Chavez Elementary School had a nice fair where they gave recipes and healthy foods to families to take home. Some health services were there to talk about the need of healthy eating. A parent meeting was held at Susan B. Anthony Elementary School. This is a Hmong immersion school, and Hmong New Year is coming up. If anyone wants to be a part of this, please contact Member Rodriguez or call the school. Member Rodriguez also reported that she was a part of the Luther Burbank High School Bug Day in which a community garden clean-up was done along with planting. Lastly she reported on an appointment that was made to the Advisory Committee for the Special Education Committee for the California Department of Education.

Member Ryan noted that November is National Adoption Awareness Month. She has asked the District to share a tool called Adoption Assignments in School for Educators and Parents with our educators and school sites. She then reported on participation in Regional Education Summit the prior week which was co-hosted by chancellor Brian King of Los Rios Community College District along with California State University, Sacramento President Robert Nelsen. Dr. Iris Taylor also attended. She was also part of several harvest festivals at her school sites last week. She gave a shout out Principals Tenley Luke and Oscar Garcia and their teams for all of the hard work they put into those events. She also co-hosted an event with Member Cochrane for David Lubin Elementary School. The event was to let people in the community know what a wonderful neighborhood school they can access. The event was hosted at Sacramento Charter High School. Lastly she shared information on a report, The State of Higher Education for Asian American, Native Hawaiians, and Pacific Islanders.

Second Vice President Hansen reported that he joined Superintendent Banda and Assistant Superintendent Mary Hardin Young at California Middle School for the opening of the gym expansion. He thanked the student government at C. K. McClatchy High School for helping him with a student vote on the school calendar. The Seniors have not yet been polled, but the results so far are 60% against changing the calendar. The high school also recently had their homecoming parade. Restore the Roar and PTA meetings have kept him tied into the community very well, and he thanked the members of Restore the Roar that came to speak tonight. He also reported on progress at Washington Elementary and on a tour he did there. Lastly, he reported on family-teacher meetings sponsored by Leataata Floyd Elementary School.

Vice President Pritchett reported on the Rosemont High School homecoming parade. Last month she attended, along with the Superintendent, the Council of Great City Schools conference in Long Beach. She reported on some of the classes she attended there. She thanked Assistant Superintendent Olga Simms and parents that came out to the three calendar change meetings she has had at her schools. She also attended the Fall Graduation on November 4th, and mentioned that Monroe Howard gave a moving speech, and she thanked him. Lastly, Vice President Pritchett reported that Rosemont High School is hosting a bingo spaghetti feed to benefit safe and sober grad night. She invited all to attend on Friday, November 13. Member Cochrane said it was her pleasure to work with Member Ryan to celebrate David Lubin Elementary School and re-introduce it to the neighborhood. She thanked the parents of the school for working so hard to have a successful event. She recently visited some schools in the Portland, Oregon area. She also visited a former school that has been converted into a hotel. She spoke about the undetermined future of a District

property, Old Marshall School. Second Vice President Hansen is working with Chief Operations Officer Cathy Allen to make sure that it has a good future.

10.0 BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES

10.1 First Draft Strategic Plan (Al Rogers)

Information

Superintendent Banda said that part of our goal with the strategic plan was to make sure that we keep everyone apprised of progress, so Dr. Rogers will speak about a first draft, what we will continue to do in terms of engaging the community, and timeline. Our intent is to have this ready for approval at the end of the school year. Dr. Rogers, along with Coordinator Cathy Morrison and Will Jerrel of Pivot Learning Partners then gave a background overview, briefed the Board on the first draft of the strategic plan and community engagement, and went over the timeline and next steps.

Public Comments:

Darlene Anderson, speaking as a former District Advisory Council Chair, said that parent voice is very important. She is concerned with integration and equity and how it has affected our local public schools. She said that students placed in Special Education are not expected to graduate. Special Education is not just a problem of that department but the whole District because of how Special Education is included in the Single Plan for Student Achievement, how services are aligned at the site, and who will be held accountable. She feels that issues are often ignored when brought up. She told how her son has done well in Special Education; she would like that for all students. Member Cochrane said that she does listen to her comments, and she tries to work on her issues. She thanked Ms. Anderson for coming to almost every Board meeting to speak her mind and to speak for others.

Angie Sutherland, parent of a daughter at Hollywood Park Elementary School, said that she agrees with Ms. Anderson. She feels it is not just Special Education, but an entire community, culture, and climate issue in our schools. She feels things are too siloed right now; it needs to be more inclusive with everyone working together. She asked for information about the design team for the strategic plan. She hopes that the team is a diverse team with regard to the gathering of input and how that input is synthesized. She would like to see specifics, and she is hoping that once the plan is developed that each unit, school, and individual teacher will have a plan for themselves on how they are going to align to it.

Board Member Comments:

Member Cochrane asked how Dr. Rogers will go forward and, in answering, to please name specific things in the plan that will be accomplished. Dr. Rogers said that the goals are very broad at this point, but we are looking for traction with the community about what matters most. As we go through the process and see the governor's budget when it comes out, we will be able to add detail. We will be able to run ideas by the community, working continually with Cabinet, and add details and a timeline on what we can fund and execute. Superintendent Banda added that when we arrive at the bigger goals, we will be able to develop the sub goals with more specificity in how we will be able to do that work. The last phase will be to develop the metrics of how we will measure accomplishing those things. Right now it is a broader document, but in the process we will be distilling down to sub goals, more specificity, and the metrics of how we will measure and hold ourselves accountable to accomplishing the goals. Member Cochran said she understands development of sub goals and metrics. She asked for an example. Dr. Rogers said that one of the big themes of this work is having students become college and career ready. We are learning about this, for example, by looking at how does the a-g college entrance eligibility criteria function relative to college readiness. There will be an on-going evaluation of this, and the question will be should we include an alignment of the graduation

requirements to a-g in the strategic plan. Right now this is a philosophical discussion, but through the on-going dialogue with the community and detailed study, we may come back with a recommendation to take steps to make this change. Member Cochrane said that she does not want to look at a fuzzy document when it is time for the Board to provide specific input or vote. She asked if Dr. Rogers will bring specific ideas and programs.

Dr. Rogers said yes, a feasible plan will be presented in the spring that has had complete community weigh-in. Member Cochrane said she is counting on being presented with a pathway to get things done. She is also concerned that the Board's input does not come until farther down the line. She asked how the Board can be brought in now. Dr. Rogers said that there is a steering committee, comprised of the Board and the Superintendent's Cabinet, that should be working to inform the Board all along the way. Also, the Board will have input through one-to-one meetings between Board members and the Superintendent and/or Board members and himself. In addition, community meetings are meant to be a way that Board members can be directly involved. These will be held in each Board member's areas. Member Cochrane asked for specific information on the steering committee, and mentioned potential problems with the Brown Act. She formally requested that Dr. Rogers find out how the Board can meet as a body to give specific input. Member Cochrane asked specifically that teacher recruitment and retention be looked into and made a priority. She thanked Dr. Rogers and his team and said she looks forward to working with them.

Member Ryan said that she feels the strategic plan is one of the most important things the District can be doing. She asked for large goals. She appreciates that the team heard her feedback and delayed the application deadline. She feels the District should adopt the a-g requirement as a default curriculum. She would also like to see clear and ambitious language and metrics to improve early childhood education which includes preschool and transitional kindergarten for all. These things can happen as a phase-in over the next few years to get to that vision, but if we are not reaching for that we are doing our students and families a disservice. This should come with a clear focus on closing persistent achievement gaps as well. Although Dr. Rogers reported at the last meeting an improvement in all graduation rates, Member Ryan would like to see an improvement in the rates of African American students being suspended. She would like to see clear and ambitious goals to eliminate achievement gaps and disparities. She knows that this will be the next phase of the work, but feels we need to be having these conversations right now. She noted and is concerned by a comment made by Liz Guillen at the last Board meeting: that we had to provide eighty emergency certifications to teachers. She would like to see strategies for reducing this number by a predetermined amount. She feels we have a wealth of institutional knowledge in Cabinet, and she would like to know what their goals are.

Member Rodriguez said that she is okay with the document being fuzzy right now, but she agrees with Member Cochrane when she talks about not voting for fuzzy. She is concerned about the comments on having one to one meetings and a steering committee because there has been no clear communication regarding meetings. Community outreach is also a big issue for her. Member Rodriguez asked Dr. Rogers if he knew the ethnic demographics of our District and, if so, to please state them. Dr. Rogers said we have about 23% African American students, 30% for Hispanic students, and 20-something percent for Asian students. Member Rodriguez noted that the Board members have to know the demographics of the District at any given time, and she feels that planning cannot be done for the District without this knowledge. She said that 38% of students are Latino, 17% Asian, 17% African American. Regarding the a-g requirements, she asked about ethnic breakdown because some of the cultures will never question the District about what type of education they will receive. Dr. Rogers said that he has been associated with the District as a student, parent, and principal over a span of 40 years and during this time the demographics have sometimes changed. He will keep Member Rodriguez's comments in mind. Member Rodriguez said that in some communities it is difficult to get people to come out and engage, but we cannot ignore them, and they still need to be part of this process.

Member Cochrane asked if a meeting can be arranged before Winter Break. Dr. Rogers said he is sure we

can.

President Woo thanked Dr. Rogers.

10.2 Annual Review of Academic Achievement (Al Rogers and Robin Martin)

Information

Superintendent Banda said the purpose of this presentation is to start highlighting data on opportunity and achievement gaps. As we go forward, this will inform us where to pinpoint and focus efforts with targeted interventions and monitoring. The information in the presentation will be detailed and voluminous, but this will be something we will be able to bring up on a regular basis with the Board and the community. Dr. Rogers, along with Director of Assessment, Research, and Development Robin Martin briefed the Board on the progress students are making and reviewed the approach the District uses to measure student learning. They also covered overarching expectations.

Public Comments:

Liz Guillen, of Public Advocates, said that this is amazing data and this is the first time she has seen subgroup data like this drilled down and presented to the Board. However, she thinks it needs to be drilled down further by school and grade level for the LCAP. Foster Youth should also be included in more of the indicators. All indicators for college readiness are opportunities and conditions that students receive in high school. There are indicators that should be tracked much earlier, such as grade level reading and writing.

Board Member Comments:

Member Ryan said she concurs with Ms. Guillen's comments. She has been looking forward to receiving this data, yet finds it sobering. It underscores to her systemic issues that need to be addressed. She pointed out some challenges and trends of which to make note: graduation rates, college enrollment, and college graduation rates. She also pointed out that there are multiple exit points along the way to the college graduation rate data which makes the percent in effect higher than it actually is when one looks at the overall picture. Member Ryan feels that change needs to be address starting at Kindergarten to be able to buck the low college graduation rate. She has been talking with leaders within the community to see how we could launch a Sacramento college promise that is intentional in making sure that assessment happens at key points such as Kindergarten, Sixth Grade, Eighth Grade, and Tenth Grade. She feels this is critical and that a Sacramento promise helps us to do that and make a connection to life after high school. She is concerned and interested in hearing if the District is looking at addressing the idea that, based on the Smarter Balanced Assessment Consortium, we are now going to be testing Third Grade and beyond. She finds this terribly troubling and asks if we are missing a huge opportunity in not evaluating data for Kindergarten readiness and First and Second Grade academic achievement. Dr. Rogers said there has been extensive work on the profile of the high school graduate. This work includes creating interventions and supports throughout the students' careers. He does not know if that that reached all the way to Kindergarten, but there is some more work to do on that. Dr. Iris Taylor spoke on this some more, referring to a graduate profile which had been presented to the Board in the past. This outlines the indicators of a District graduate. This was developed with intense community engagement around what are the key competencies desired to be seen in a graduate. From there we began to benchmark that back to key grade levels, as those suggested by Member Ryan, between Kindergarten through Twelfth Grade. This outlines what it looks like for a Third Grader to be college and career ready, for example. In addition, to the point about early literacy and early numeracy indicators, we currently do not have those indicators. This is an area that we need to move into. Member Ryan said it is difficult to not surmise, when looking at this data, that it is more challenging for one to both access and succeed in post-secondary education if one is a black or brown student. This merits a bigger

conversation around how do we make the types of investments consistent with our LCFF monies in ensuring that we are scaling the best practices that are serving those students at individual school sites. We do have bright spots across the District that we are very proud of; what it comes down to is that we need to make sure that those are not bright spots but bedrock to all of our practices irrespective of which of the 75 school sites a student resides.

Member Rodriguez referred to slide 9. She asked if 23% represents the Asian population; it is also shown in the presentation that 32% of the Asian population have taken Advanced Placement (AP) classes. Ms. Martin explained that of all students taking AP classes, 32% are Asian so they do have over representation. Member Rodriguez asked if we have that number disaggregated. Ms. Martin said yes, the information is tracked and can be made available. Member Rodriguez said she would like to see that included in future presentations. Regarding next steps, Member Rodriguez said she found it interesting that the presentation stated International Baccalaureate (IB) programs are one of the key strategies to help students succeed in college. She had a conversation with President Nelsen of California State University, Sacramento (CSUS) last Friday in which he said that students who graduate from Luther Burbank High School IB program are going into CSUS and need the least amount of remediation of our District graduates. Several months ago she asked for an early years' program to complement the IB program at the high school. Instead we chose to put a community center rather than a school with an early years IB program. Member Rodriguez said that we need an early years' program in south Sacramento and asked the Board to please do that.

Student Member Barry said that this is a lot of information and that she agrees with most of what the Board members have said. She asked who decides what grade levels are tested. She noted that as a Junior last year she took two SAT tests, an ACT test, finals for all classes, and one AP test. Other students took more AP tests, and, as a result, when the Smarter Balanced Assessment Consortium (SBAC) test was taken she knows there were students that did not care to do well and did not try.

Member Arroyo said that the report gives a lot to think about, and this is a topic that they have been talking about for many years. The disparities in achievement have been enduring for many years, so he asks what is the root cause of the issue. He would like to know what the responsibilities are on each side and what it is that we need to do to start changing the gap, because the conversations and presentations that are being given every year are not enough. The first step is getting the data, the second would be finding out what are the other factors that are making an influencing such as, is it the household, what are the other support systems, etc. He feels that the more the Board has a clear conversation free of emotion, they will be able to really get to task and have a better conversation on what is each person's role in helping move the ball forward in a meaningful way. He feels the Board does not want to see just a marginal increase. Member Arroyo said that we know this information, but where do we go from here; what other information do we really need to drill down. Is it more professional development or the fact that we do not have enough resources; what are the other factors that will give us a fuller picture of all the dimensions that really are available for us to make decisions. Otherwise, it becomes a very emotionally charged conversation that does more to paralyze than to move the ball forward in collaboration between the Board, staff, Superintendent, parents, bargaining units, and community. He feels all the issues brought up are of extreme importance, but he has seen these issues brought up every year. He would like to dislodge this conversation from the traditional; he would like to hopefully engage in conversations with the rest of the Board, Superintendent, and staff.

Superintendent Banda said that the things that Member Arroyo brought up are the conversations that we are having. He wishes we could say there is a quick fix, but there is not. When we look at it, it is an issue of culture and an issue of systems. Having aspirations is one part of it; we want to raise the bar and standards for our students. At the end of Twelfth Grade we want them to experience success going into college or career. But we cannot have aspirations if we do not have the systems to support students' success. We need

to make sure that we tunnel down on the data and identify the gaps that exist and see where we can start addressing them. It is not a criticism of folks working in our system; there is no doubt that people are dedicated, committed, and passionate about the work they are doing. But for him and the Board it is about the outcomes that are not there, especially for our students of color. So we are having tunneling down and having those discussions, but it is a much more complex problem than we can imagine in terms of fixing the systems. Once we start to get on that track, then we can make sure that, with this data, it can guide our decisions around programs and allocation of resources to make sure that we getting these to the kids that need it and where they need it.

Member Arroyo said that, as we move forward month by month, he sees this as a short-term and long-term planning. There is the strategic plan being developed, but he would like to see from the Superintendent a month to month meeting that gives a closer update and information on the things he is doing as he is getting us closer to these tasks; he would like to have a continuous update rather than seeing sporadic presentations.

Vice President Pritchett thanked Student Member Barry for her honest comments. She has a daughter the same age and she agrees that the students are not taking the SBAC seriously. She hopes that conversations on the importance of the test begin at the schools. She also asked what the term "college and career ready" really means. Students that she knows personally that have graduated over the last few years were not college and career ready. They may have made it into college, but they had to take remedial classes at a four year college or went to a junior college because they could not get into a four year college. She knows that this is not an easy job and that students are not cookie cutter learners, but we need to determine what it is that we want from them and what is that we can have them learn to make them college and career ready. Vice President Pritchett asked for aggregated data on how many students are scoring 1550, the minimum for college readiness, on the SAT. She also asked how we compare to other districts. Ms. Martin said they will prepare district comparisons.

Student Member Barry said that she hopes that when we take the next steps that the majority of people we talk to are the students so that we can find out what they need, what kind of school they want to attend, and why they feel they might not be doing well on tests.

President Woo told Ms. Martin he feels this data is really important, and he feels that we can use it as we move into both our strategic plan and our LCAP discussions. Many of the students that are identified in the data are the targets for the LCFF funding. We present this to the parents and community groups by saying: this is the data so how do you want to spend the funds to improve student outcomes.

10.3 *Linked Learning Pathways: Preparing Sacramento City Unified School District Students for College, Career, and Life After High School (Dr. Iris Taylor, Joseph Stymeist, Lily Liemthongsamout, Katy Hensely, Lynn Plocher)*

Information

Dr. Iris Taylor began the Linked Learning Pathways presentation, which is a specific approach towards preparing students for college and career. This approach focuses on both college and career readiness. The premise behind it is that in order for students to be prepared, they must have access and experience with a rigorous academic core and rigorous career work-based learning opportunities and experiences. Dr. Taylor began the presentation before introducing Interim Director of College and Career Readiness Joseph Stymeist who then introduced the rest of the team. The team presented an overview and update of the program.

Public Comments:

Liz Guillen, of Public Advocates, feels that this program is the diamond of the District. She highlighted the fact that the career tech education program in Sacramento City Unified School District has an opportunity to expand because of a new State block grant authorized by the most recent budget, the Career Tech Ed Incentive Grant. Therefore she is concerned about the expansion of this program using LCFF dollars. She passed out a handout to the Board and described the grant.

Board Member Comments:

Board Member Arroyo noted that students in the program are role models to other students, and he asked that they reach out to as many other students as they can to inculcate in them the value of what they are learning.

Board Member Ryan thanked all of the educators that presented. She recapped information presented that five of the 21 pathways that the District has in place are certified as high quality pathways, with one more pathway seeking certification in 2016. She asked what this means, and why the other pathways are not certified as such. Mr. Stymeist replied that the five that are certified have been around for quite a while. Some of the other pathways are just getting started. There is capacity building that has to be done. A few years ago there were some issues around teachers being relocated, and there is a lot of time and effort that goes into training the teachers in the Linked Learning Pathway approach. Therefore there are sometimes setbacks and/or changes in administration. For the most part, we are making positive progress. There is a series of goals and metrics that the pathways must meet in order to hit certification. Dr. Taylor added that the certification process is very rigorous with an external review. One requirement is that they have to have had a graduating class. It is a goal that all 21 pathways will become Linked Learning certified. Linked Learning Pathways Coordinator Lily Liemthongsamout shared more information about the certification process. Member Ryan then asked if all the 21 Linked Learning Pathways are a-g aligned. Dr. Taylor said that this is in process; the core coursework is a-g aligned, but the electives currently are not. Member Ryan noted that there is variance in quality of the pathways. In talking to peers at Los Rios Community College District, she was alarmed to find out that students were leaving some of the pathways and going into community college where they were really struggling. They struggle because having done project based work, which is so relevant and rooted in collaboration, they did not feel like the traditional classroom environment for college met their needs. She knows there has been a grant established to look at greater alignment between Los Rios Community College and the pathways to buck some of that dynamic. Ms. Liemthongsamout said they are working with the Career Pathways Trust Grant. Our grant is a partnership with Elk Grove. Not all of our 21 pathways were written into the grant, but we are leveraging different funding sources to support the articulation aspect of it. We are working with the community colleges to really align, not only the courses so that students get college credit while in high school, but also the curriculum. Member Ryan asked if we have been able to demonstrate that those students that have gone through a certified Linked Learning pathway and continued on to post-secondary education are assessing at higher levels of college readiness versus needing remediation, as well as persisting at higher rates. Dr. Taylor responded that the data we have so far is grounded in graduation data. We are challenged in some of the data systems in being able to aggregate data just for the pathway for those students and being able to report that back out. This is an area for us to grow. We are in a partnership with Sacramento City College and CSUS, the Sacramento Pathways to Success. A part of this entails coming to some agreements around data sharing to see how our students do by tagging students within particular programs and then tracking them as they move through the system. Member Ryan said she hopes to see this done because it would be powerful to demonstrate that this aggregated data shows that our black, brown, and Asian Pacific Islander students are performing at much higher rates through these pathways than they would in traditional pathways, and it would help ensure that we chose to direct resources to expand these programs.

Superintendent Banda thanked the entire group that came to present, and gave special thanks to Mr. Stymeist.

President Woo thanked Dr. Taylor and the group as well. Mr. Stymeist gave the Board posters about programs the District has to prepare students to be college and career ready.

Board Member Cochrane received an instant message from an audience member that stated there is no pathway for education or educators. She asked if that is something that we will get. Mr. Stymeist said it is being looked into. The issue with starting new pathways is the capacity for new pathways. Sometimes some pathways have to die for other ones to live, but they are looking for alternatives to those sorts of things. They think that they can encourage some of the criterion based programs to encourage their students to look at education as a career, and they are starting to look at reaching down into the elementary and middle schools to try and plant those seeds.

10.4 McKinley Village – School Boundary (Mary Hardin Young and Jim Dobson) **Conference/First Reading**

Item pulled and postponed to the next Board meeting on November 19, 2015.

11.0 FUTURE BOARD MEETING DATES / LOCATIONS

- ✓ November 19, 2015, 3:30 p.m. Closed Session, 6:30 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting
- ✓ December 10, 2015, 4:30 p.m. Closed Session; 6:30 p.m. Open Session; Serna Center, 5735 47th Avenue, Community Room; Regular Workshop Meeting

12.0 ADJOURNMENT

President Woo asked for a motion to adjourn the meeting; a motion was made by student member Elizabeth Barry and seconded by Member Ryan. The motion was passed unanimously, and the meeting adjourned at 10:50 p.m.



José L. Banda, Superintendent and 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 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