



# OFFICE OF THE SUPERINTENDENT

5735 47th Avenue • Sacramento, CA 95824

*Jorge A. Aguilar, Superintendent*

September 9, 2020

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Sent via email to: [tthurmond@cde.ca.gov](mailto:tthurmond@cde.ca.gov)

The Honorable Tony Thurmond  
State Superintendent of Public Instruction  
1430 N Street  
Sacramento, CA 95814

Re: Sacramento City Unified School District—Reopening Schools in a Distance Learning Model Which Ensures High Quality, Equitable Education to All Students

Dear Superintendent Thurmond:

We know you are acutely aware of the challenges facing school districts across California, with the global COVID-19 pandemic, wildfires across the State, heat waves and power outages, and many of the State's school districts beginning school in a distance learning model. The Sacramento City Unified School District ("District") appreciates your leadership, particularly related to opening our schools in a distance learning model through the California Department of Education's ("CDE") publication "[Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools](#)" and the CDE's issuance of Frequently Asked Questions (FAQs) related to distance learning.

**It is in your role as the educational leader of our State that we reach out to you to share some pressing civil rights issues facing our District and to request your support to ensure that all of the students of Sac City Unified have the opportunity to access high quality instruction and equitable educational opportunities during this pandemic.**

As you know, the District has opened our schools in a full distance learning model for the 2020-2021 school year because Sacramento County remains in Tier 4 under the Governor's new COVID-19 framework. For the past two months, the District has engaged in negotiations with the Sacramento City Teachers Association ("SCTA") around the effects of reopening our schools in a distance learning model. On June 3, 2020, the District sent a letter to all of its labor partners requesting to begin bargaining on the effects of distance learning. On June 16, 2020, SCTA sent the District a list of issues related to distance learning over which it wanted to bargain or meet and confer. On June 17, 2020, the District reached out to SCTA to confirm negotiations on June 23, 2020 related to the effects of distance learning at the District's two early start schools.

The first bargaining session between the parties on the effects of distance learning on all of the District schools was held on July 2, 2020, at which time the District presented SCTA with a [proposal on health and safety](#). Thereafter, the District presented a [proposal on the effects of distance learning on July 16, 2020](#). The parties met to negotiate on the

effects of distance learning on all of the District's schools for a total of ten (10) times (June 23, July 2, July 10, July 28, August 6, August 13, August 24, August 29, August 30, and August 31, respectively), in addition to negotiations on several other dates to discuss the special education transition program and child development. The parties also held two days of work group meetings with District representatives and employees representing the various grade spans and special services areas.

The District and SCTA engaged in "round the clock" negotiations on August 29 and 30 in an attempt to reach an agreement, during which the District made significant movement verbally on August 29 and then in writing on [August 30](#), agreeing to reduce the instructional minutes under the District's distance learning model to align with the *minimum* requirements of Senate Bill 98 (Education Code section 43501), along with other changes accepting some of SCTA's proposed language. On August 31, 2020, the District and SCTA met again for what the District believed to be negotiations and an opportunity to receive SCTA's response to the District's August 30, 2020 proposal. Instead of presenting a proposal, SCTA informed the District that it was declaring impasse.

The District and SCTA were certified to impasse on September 2, 2020 and co-mediators from the State Mediation and Conciliation Services were assigned to work with the parties. The mediation was scheduled for September 4, 2020 beginning at 4:00 p.m. The parties met in mediation for over eight (8) hours and were not able to reach an agreement. The District and SCTA were certified to fact-finding on September 8, 2020.

As you know, our District serves a student population that has long been underserved and has high needs. Our District has a history of high-poverty and low-performing outcomes, and we have committed to students, families and community to mending the inequities in our system. The District's student population encompasses a large number of English learners, low-income students, foster youth, students with exceptional needs, and students experiencing homelessness, and what is best for those students necessarily calls for a different approach than that implemented in other dissimilar districts. In our District, the importance of consistency throughout the District's distance learning plan cannot be overstated, and this is why site-by-site schedules with different instructional minutes are unacceptable for the District—we need to consistently serve *all of* our students. Such consistency helps to best ensure for equity. Inconsistency and discretion do not.

While the District is going through the statutory impasse process with SCTA, the District moved forward to implement its August 30, 2020 distance learning plan in order to provide direction on the expectations and framework for distance learning in the District, and to ensure consistency within our system so that inequities do not persist. Unfortunately, SCTA leadership has advised its members that they do not have to follow the District's daily instruction schedules and, instead, may create their own instructional schedule to use at their school sites. While many school sites in the District are using the District's schedules, others are not. This is resulting in some of our students receiving inconsistent or no instructional time with their teachers on certain days and creating a situation where the District, **despite our best efforts and the express intention of the District's distance learning plan, is not able to comply the requirements of Senate Bill ("SB") 98 (Education Code section 43500 et seq.)** Examples of schedules at some

of our District school sites that are in conflict with the District's schedules and that do not comply with the law include are included in the attached documents.

A review of the attached schedules demonstrates the very concern that the District's proposed distance learning plan attempts to address—inequities in the instructional minutes our students are receiving across the District. **Those schools provide either less than the required instructional minutes or lack the daily live instruction requirement under the law meaning that at these schools our students are receiving less direct instruction and instructional minutes than their peers at other District schools.**

In addition to the instructional schedules not being followed at some of our schools, we also have learned that SCTA has informed its members that they do not have to follow other aspects of the District's August 30, 2020 distance learning plan because there is no agreement between the District and SCTA. **We believe that SCTA's position on these issues is in direct conflict with SB 98 and the lawful directive issued by the District.** Specifically, SCTA has informed its members through the September 8, 2020 "*SCTA Messenger*" (attachment) that teachers "have a right to challenge" the District's requirement that they:

- Administer student assessments;
- Track student engagement and attendance;
- Upload logs confirming that students with disabilities have received the services required under their Individualized Education Plan (IEP); and
- Use the District-developed math and ELA scope and sequence to guide instruction.

**We believe that SCTA's opposition to each of the above elements of the District's distance learning plan is contrary to the requirements of SB 98 and could set a dangerous precedent for the state.** We know, for example that student assessments are critical to ensuring that our students receive the support and differentiated instruction that will allow them to master grade level standards. SB 98 recognizes the importance of assessments in the distance learning environment as a means to ensure that our students, including English language learners, receive targeted supports to meet their needs and that assessments help to identify areas of need. (Education Code section 43503(b)(5).)

**Furthermore, monitoring and tracking student engagement is a critical component of SB 98.** (Education Code section 43504(d)-(e).) This is particularly important in our District where we know, through parent and other feedback, that many of our students were disengaged during the crisis learning in the spring. Without timely and consistent monitoring of student engagement and attendance, the District cannot activate the critically important and legally required tiered strategies to reengage our students.

**Additionally, maintaining service logs to ensure that services are provided to students with disabilities is always critical, but even more so in the distance learning environment.**

Education Code section 43503(b)(4), enacted as part of SB 98, requires that distance learning ensure that "the IEP can be executed in a distance learning environment." Service logs are the evidence of such compliance.

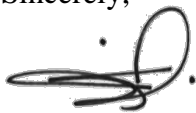
**Finally, SB 98 specifically states that distance learning must include “content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.”** (Education Code section 43503(b)(2).) Refusing to use District developed math and ELA scope and sequence to guide instruction is contrary to this requirement.

We want to bring these civil rights concerns to your attention because we know as the State Superintendent of Public Instruction you share our goal of ensuring that *all* of the students of Sac City Unified receive equitable access to high quality instruction and social and emotional supports while our schools are in a distance learning model. We also believe that SCTA’s actions have the effect of causing the District to be in violation of SB 98. Our State Constitution mandates this and has placed the management and control of the public schools with the State (see *Butt v. State of California* (1992) 4 Cal.4th 668, 680-81), and the State has the obligation to intervene when on notice of actions which directly infringe upon the equal protection rights of students (see *Collins v. Thurmond* (2019) 41 Cal.App.5th 879, 896-900). Our Constitution requires that the State is obligated to address disparities in our schools, whether within a single district or as between school districts. As stated by the California Supreme Court in *Butt v. State of California* (1992) 4 Cal.4th 668, 685:

It therefore appears well settled that the California Constitution makes public education uniquely a fundamental concern of the State and prohibits maintenance and operation of the common public school system in a way which denies basic educational equality to the students of particular districts. The State itself bears the ultimate authority and responsibility to ensure that its district-based system of common schools provides basic equality of educational opportunity.

We remain hopeful that the District and SCTA will reach an agreement on the effects of distance learning so that we can focus on our highest priority—providing high quality, equitable instruction to *all* of our students during distance learning. Given what we have described, we felt compelled to make you aware and seek your guidance on this important matter, especially as the District may not comply with SB 98. **We appreciate your support during these challenging times and, because of the urgency of this matter, appreciate a response from you by Friday, September 11, 2020.**

Sincerely,



Jorge A. Aguilar  
Superintendent

cc: The Honorable Governor Gavin Newsom  
Keith Yamanaka, General Counsel, California Department of Education  
Dr. Linda Darling-Hammond, President, State Board of Education  
Keely Martin Bosler, Director of the California Department of Finance  
The Honorable Holly Mitchell, Senator  
The Honorable Phil Ting, Assemblymember

## Attachment 1

- **Fern Bacon Middle School Instructional Schedule:** Instructional time on Monday totals 120 minutes, instead of the 240 minutes required by Education Code section 43501;
- **John F. Kennedy High School:** No direct live instruction or synchronous instruction provided for on Mondays as required by Education Code sections 43500, 43501, 43503(b)(6);
- **Luther Burbank High School:** No direct live instruction or synchronous instruction provided for on Mondays as required by Education Code sections 43500, 43501, 43503(b)(6);
- **Rosa Parks K-8 School:** No direct live instruction or synchronous instruction provided for on Mondays as required by Education Code sections 43500, 43501, 43503(b)(6);
- **Rosemont High School:** No direct live instruction or synchronous instruction provided for on Mondays as required by Education Code section 43500, 43501, 43503(b)(6); and
- **School of Engineering and Science:** Instructional time on Monday totals 215 minutes, instead of the 240 minutes required by Education Code section 43501.

## Fern Bacon 2020-21 Proposed Instructional Schedule

All 6 Classes	Odd Day	Even Day	Odd Day	Even Day
Monday	Tuesday	Wednesday	Thursday	Friday
1 <sup>st</sup> 9:40 - 10:00	1st Period 9:40 - 11:00	2nd Period 9:40 - 11:00	1st Period 9:40 - 11:00	2nd Period 9:40 - 11:00
2 <sup>nd</sup> 10:05 - 10:25				
3 <sup>rd</sup> 10:30 - 10:50	Lunch 11:00 - 12:10			
Lunch 11:00 - 12:10	3rd Period 12:10 - 1:30	4th Period 12:10 - 1:30	3rd Period 12:10 - 1:30	4th Period 12:10 - 1:30
4 <sup>th</sup> 12:10 - 12:30				
5 <sup>th</sup> 12:35 - 12:55	5th Period 1:40 - 3:00	6th Period 1:40 - 3:00	5th Period 1:40 - 3:00	6th Period 1:40 - 3:00
6 <sup>th</sup> 1:00 - 1:20				

[Redacted] WF from 11am-12:30pm

(Schedule linked above)

John F. Kennedy 2020-21 Proposed Instructional Schedule

Monday	Times	Tuesday	Wednesday	Thursday	Friday
<ul style="list-style-type: none"> <li>- Targeted Structured Supports,</li> <li>- Asynchronous Learning, Attend Office Hours (live)</li> </ul>	8:30 – 10:00 (90)	Flex/Targeted Supports, Asynchronous Learning	Flex/Targeted Supports, Asynchronous Learning	Flex/Targeted Supports, Asynchronous Learning	Flex/Targeted Supports, Asynchronous Learning
	*9:10 – 9:50 (40)	<i>Period 0 Flex/Targeted Supports/Asynchronous</i>	<i>Period 0 Synchronous</i>	<i>Period 0 Flex/Targeted Supports/Asynchronous</i>	<i>Period 0 Synchronous</i>
	10:00 – 11:20 (80)	Period 1	Period 2	Period 1	Period 2
Lunch (70)	Lunch Break 11:20 – 12:30 (70)	Lunch (70)	Lunch (70)	Lunch (70)	Lunch (70)
<ul style="list-style-type: none"> <li>- Targeted Structured Supports, Asynchronous Learning</li> </ul>	12:30 – 1:50 (80)	Period 3	Period 4	Period 3	Period 4
	2:00 – 3:20 (80)	Period 5	Period 6	Period 5	Period 6
	**3:30 – 4:10 (40)	Period 7 Synchronous	Period 7 Flex/Targeted Supports/Asynchronous	Period 7 Synchronous	Period 7 Flex/Targeted Supports/Asynchronous

\*Only students in Zero Period

\*\*Only students in 7<sup>th</sup> Period

**To Parents & Students: Luther Burbank High School Distance Learning Student Schedule**

All class periods will begin on Zoom, unless otherwise announced through Google Classroom. Classes will contain a mix of whole class instruction, small group interactions, and independent work.

Monday	Times	Tuesday	Wednesday	Thursday	Friday
9:00 - 9:20 Period 0	8:10 - 9:30 (80)	Login to Google Classroom for daily announcements, Zoom links, and passcodes.			
9:30 - 9:50 Period 1	* 9:40 - 9:20 (40)	Period 0	Period 0	Period 0	Period 0
10:00 - 10:20 Period 2	9:30 - 10:50 (80)	Period 1	Period 2	Period 1	Period 2
10:30 - 10:50 Period 3					
Lunch (70)	10:50 - 12:00 (70)	Lunch (70)	Lunch (70)	Lunch (70)	Lunch (70)
12:10-12:30 Period 4	12:10 - 1:30 (80)	Period 3	Period 4	Period 3	Period 4
12:40-1:00 Period 5					
1:10-1:30 Period 6	1:40 - 3:00 (80)	Period 5	Period 6	Period 5	Period 6
1:40 - 2:00 Period 7					
	**3:10 - 3:50 (40)	Period 7	Period 7	Period 7	Period 7

\*Only students enrolled in Zero Period classes    \*\* Only students enrolled in 7th Period classes



**Rosa Parks 2020-21 Distance Learning Schedule**  
**Updated as of: 9/1/20 6pm**

<b>Monday</b>	<b>Times</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<ul style="list-style-type: none"> <li>• Planning, Parent Contact, Meetings (SSTs, IEPs, etc...)</li> <li>• Targeted Structured Supports, Asynchronous Learning</li> <li>• Office hours (Live)</li> </ul>	8:15 – 8:55 (40)	Period 1 Synchronous	Period 2 Synchronous	Period 1 Synchronous	Period 2 Synchronous
	8:55 – 9:35 (40)	Period 1 Flex/Targeted Supports/Asynchronous	Period 2 Flex/Targeted Supports/Asynchronous	Period 1 Flex/Targeted Supports/Asynchronous	Period 2 Flex/Targeted Supports/Asynchronous
Same as in the morning	9:40 – 10:20 (40)	Period 3 Synchronous	Period 4 Synchronous	Period 3 Synchronous	Period 4 Synchronous
	10:20 – 11 (40)	Period 3 Flex/Targeted Supports/Asynchronous	Period 4 Flex/Targeted Supports/Asynchronous	Period 3 Flex/Targeted Supports/Asynchronous	Period 4 Flex/Targeted Supports/Asynchronous
Lunch (30) Planning (30)	Lunch Break 11:00 - 12 (60)	Lunch (30) Planning (30)	Lunch (30) Planning (30)	Lunch (30) Planning (30)	Lunch (30) Planning (30)
	12 – 12:40 (40)	Period 5 Synchronous	Period 6 Synchronous	Period 5 Synchronous	Period 6 Synchronous
CPT/Staff Meeting (60) Planning (20)	12:40 – 1:20 (40)	Period 5 Flex/Targeted Supports/Asynchronous	Period 6 Flex/Targeted Supports/Asynchronous	Period 5 Flex/Targeted Supports/Asynchronous	Period 6 Flex/Targeted Supports/Asynchronous
	1:20 – 2:15 (55)	Teacher Planning/Parent Contact	Teacher Planning/Parent Contact	Teacher Planning/Parent Contact	Teacher Planning/Parent Contact

**Rosa Parks 2020-21 Distance Learning Schedule**  
**Updated as of: 9/1/20 6pm**

<b>Monday</b>	<b>Times</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<ul style="list-style-type: none"> <li>• Planning, Parent Contact, Meetings (SSTs, IEPs, etc...)</li> <li>• Targeted Structured Supports,</li> <li>• Asynchronous Learning</li> <li>• Office hours (Live)</li> </ul>	8:15 – 9:35 (80)	Period 1 Synchronous/ Asynchronous	Period 2 Synchronous/ Asynchronous	Period 1 Synchronous/ Asynchronous	Period 2 Synchronous/ Asynchronous
Same as in the morning	9:40 – 11 (80)	Period 3 Synchronous/ Asynchronous	Period 4 Synchronous/ Asynchronous	Period 3 Synchronous/ Asynchronous	Period 4 Synchronous/ Asynchronous
Lunch (30) Planning (30)	Lunch Break 11:00 - 12 (60)	Lunch (30) Planning (30)	Lunch (30) Planning (30)	Lunch (30) Planning (30)	Lunch (30) Planning (30)
CPT/Staff Meeting (60) Planning (20)	12 – 1:20 (80)	Period 5 Synchronous/ Asynchronous	Period 6 Synchronous/ Asynchronous	Period 5 Synchronous/ Asynchronous	Period 6 Synchronous/ Asynchronous
	1:20 – 2:15 (55)	Teacher Planning/ Parent Contact	Teacher Planning/ Parent Contact	Teacher Planning/ Parent Contact	Teacher Planning/ Parent Contact

## Rosemont High School 2020-21 Proposed Instructional Schedule

STUDENT SCHEDULE - DISTANCE LEARNING ROSEMONT HIGH SCHOOL

MONDAY	TUES	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ASYNCHRONOUS LEARNING	6:00 - 6:00	ASYNCHRONOUS LEARNING			
ASYNCHRONOUS LEARNING	6:00 - 7:30	PER 1	PER 2	PER 1	PER 2
	7:30 - 8:30	BREAK	BREAK	BREAK	BREAK
ASYNCHRONOUS LEARNING	8:30 - 11:30	PER 3	PER 4	PER 3	PER 4
	11:30 - 1:00 PM	LUNCH	LUNCH	LUNCH	LUNCH
ASYNCHRONOUS LEARNING	1:00 - 2:30	PER 5	PER 6	PER 5	PER 6
	2:30 - 3:30	BREAK	BREAK	BREAK	BREAK
ASYNCHRONOUS LEARNING	3:30 - 3:30	ASYNCHRONOUS LEARNING			

# SES Distance Learning Schedule

Monday	Times	Tuesday	Wednesday	Thursday	Friday
See Monday schedule below	8:15 - 9:45 (90 min)	Planning, Parent Contact, Targeted Supports, Asynchronous Learning **	Planning, Parent Contact, Targeted Supports, Asynchronous Learning **	Planning, Parent Contact, Targeted Supports, Asynchronous Learning **	Planning, Parent Contact, Targeted Supports, Asynchronous Learning **
	8:55 - 9:35 (40 min)	Period 0 *	Period 0 *	Period 0 *	Period 0 *
	9:45 - 11:05 (80 min)	Period 1 ***	Period 2 ***	Period 1 ***	Period 2 ***
	11:05 - 12:15 (70 min) Lunch Break	Planning (30) Lunch (30) Break (10)	Planning (30) Lunch (30) Break (10)	Planning (30) Lunch (30) Break (10)	Planning (30) Lunch (30) Break (10)
	12:15 - 1:35 (80 min)	Period 3 ***	Period 4 ***	Period 3 ***	Period 4 ***
	1:35 - 1:45 (10 min) Break	Break	Break	Break	Break
	1:45 - 3:05 (80 min)	Period 5 ***	Period 6 ***	Period 5 ***	Period 6 ***

\* Only teachers with Zero Period

\*\* Teachers who teach a Zero Period class would have their Planning, Parent Contact, Target Supports, Asynchronous Learning from 7:35 - 8:15.

\*\*\* mixture of live instruction, targeted group instruction, and independent work

<b>Times</b>	<b>Monday</b>
8:15 - 8:45	Planning, Parent Contact, Targeted Supports, Asynchronous Learning ****
8:15 - 8:45	Period 0
8:45 - 9:20	Period 1
9:30 - 10:00	Period 2
10:10 - 10:40	Period 3
10:40 - 11:50	Planning (30), Lunch (30), Break (10)
12:00 - 12:30	Period 4
12:40 - 1:10	Period 5
1:20 - 1:50	Period 6
2:00 - 3:05	Staff Meeting/Collaborative Time

\*\*\*\* Teachers who teach a Zero Period class would have their Planning, Parent Contact, Target Supports, Asynchronous Learning from 7:45 - 8:15.



## What if My Principal Asks Me To . . .

### *Challenging the District's Efforts to Impose Unlawful Unilateral Changes Through Concerted Activity*

September 8, 2020

Many teachers have asked different variations of: "My principal asked me to . . ." so "what am I supposed to do?"

Unless there is a signed, written agreement, the District's efforts to make changes to working conditions without bargaining **is against the law.**

There is **NO FINAL, WRITTEN AGREEMENT** on many issues related to distance learning including:

- Any student assessments in 2020-21;
- Any forms that will be used to document students' daily or weekly engagement (as an aside we understand that San Juan, Natomas, and Twin Rivers where school has already started are not yet filling out these forms). Several principals have stated that the cumbersome forms from CDE are required by SB 98 (changes to Ed Code) but they are not. Districts can track attendance via Infinite Campus and participation via Google Classrooms. The form is optional, but is not required by CDE.
- Monday Communication Template
- Giving access to principals to your classroom as a co-teacher. In its proposal to SCTA that has not been agreed to, the District proposed principals may observe classes via Zoom, but only with "student" status, not as co-teachers.
- A requirement to use the Math and ELA scope and sequence.
- Uploading Special Education service logs into SEIS on a weekly basis
- Live recordings
- The minimum number of synchronous minutes. Ed Code does not establish a minimum number of synchronous minutes, it only sets a

minimum of total instructional minutes, which the District has agreed to follow.

So if a principal says something that is "required" but it hasn't been agreed to and included as part of signed MOU, it's part of the District's efforts to unlawfully impose unilateral changes, which teachers have a right to challenge by engaging in concerted activity.

### **The Right to Challenge the District's Unlawful Efforts**

Last spring, when the District moved forward with its own Distance Learning plan without bargaining, the California Public Relations Board (PERB) determined that SCUSD acted unlawfully. The District argued they acted unilaterally because it was an unexpected and emergency situation, an argument that PERB rejected. You can [read the decision here](#).

Teachers have the right to oppose the District's unlawful efforts. In addition to filing complaints with PERB, bargaining unit members also have the right to engage in "concerted activity" to protest the District's unlawful actions. Concerted activity means acting together.

This right to engage in concerted activity without fear of retaliation is embedded in our enforceable collective bargaining agreement.

**The two relevant sections are here:**

**"3.5 Each party agrees that they will neither take, nor threaten to take, any reprisals, directly or indirectly, against the other party or any members thereof regarding any action taken on the part of such persons in the exercising of their rights and responsibilities under this Agreement."**

**"3.6 The Board agrees that it shall not take any reprisals against any bargaining unit member nor any civil action against SCTA or its affiliated organizations for engaging in concerted activities."**

We should not be surprised if the District continues to try to move forward with its unlawful attempts to make unilateral changes and threaten to take action against SCTA for exercising the rights embedded in our contract.

According to the provisions of Article 3.6 cited above, educators have the right to engage in **concerted activities** in opposition to the District's unlawful actions and to exercise professional judgment and best practices in the interest

of students, while following the terms and conditions of our collective bargaining agreement and the California Ed Code. According to Article 3.5 and 3.6: "There can be no threats or retaliation, directly or indirectly, against educators for engaging in concerted activity."

The right to act as advocates for our students is enshrined in both the law and our contract.

Accordingly, an appropriate response to an unlawful request could be something like this:

"This is part of the District's unlawful attempt to unilaterally change how we as educators use our professional judgment to provide instruction to our students. According to the provisions of Article 3.6 of our collective bargaining, I am engaging, along with my co-workers, in **concerted activities** in opposition to the District's unlawful actions and am exercising my professional judgment and best practices in the interest of my students and following the terms and conditions of our collective bargaining agreement and the California Ed Code. According to Article 3.5 and 3.6 there can be no threats or retaliation, directly or indirectly, against educators for engaging in concerted activity."

**We hope this helps to answer some of the questions that have been raised as we all continue to teach our hearts out tomorrow and through the remainder of the school year.**

In Unity,

**David, Nikki & John**

P.S. Below you will find the link for a new parent Facebook group and a petition to support a Distance Learning plan in SCUSD that puts quality ahead of quantity. Please take a minute to join and sign.

### **Sacramento Area Families and Educators Together (SAFE-T)**

Teachers from Sac City, Twin Rivers and Natomas who are also parents of Sac City students have joined together with other Sac City parents and families to establish a new community Facebook group to help advocate for public education and to provide a voice for parents in SCUSD. The group is administered and operated by Sac City parents from throughout the area.



We want to help this group grow to ensure that the voices of parents and families can be heard within our District. We are asking you to do three things to help.

- 1. Join the SAFE-T Facebook and then invite all those who have a vested interest in making SCUSD public schools stronger and more equitable. The link to join is: <https://www.facebook.com/groups/353416042366452/about/>
  
- 2. The SAFE-T parent group is currently circulating a petition urging SCUSD to negotiate a Distance Learning Plan that puts Quality ahead of Quantity. The link to the petition can be found here: <https://tinyurl.com/Families-and-Educators-United>
  
- 3. We are encouraging you to share the petition with other online groups or organizations that you may be a part of. Some examples of those groups are:
  - Nextdoor
  - Instagram
  - Facebook

***As always, we welcome your comments, thoughts and suggestions.***

**In Unity,**

**David, Nikki & John**