

Board Workshop Minutes (Data) (Wednesday, March 16, 2022)

Members present

Duane Smith, George Miller, De'Shawn Woolridge, Taylor Sims

1. Opening Items

1.01 Call To Order

1.02 Called to Order at 5:01 PM with the Pledge of Allegiance

2. Board Workshop

2.01 Public Comments: Items Not on the Agenda

There were no comments.

2.02 Board Workshop - Data (Dr. Schulze)

Dr. Schulze was excited to share that the District would hold its first Board Workshop in-person since the pandemic. She explained that the workshop to discuss data was planned from an item Dr. Woolridge brought forward.

She added that the process of the workshop would involve Board members being seated and at

Ms. Chen and Mr. Molina shared the presentation in detail. The data presented included disaggregated data on Suspension and expulsions, D and F grades, Student Grade Point Average of 2.0 and lower, and employee demographics.

Enlarged copies of the presentation slides were posted on the walls of the Board Room. Board members were given an opportunity to share comments and ask questions by adding post it notes on each of the sections from the presentation.

Dr. Schulze noted that an error in the presentation slide that included suspension reasons by program was incorrect. She added that staff would make the correction and update the presentation.

The Board discussed the data provided and asked questions throughout the workshop.

Mr. Molina read out the feedback and notes the Board placed for each of the data slide posters placed on the Board Room walls.

Mr. Smith suggested a deeper look into the data presented.

Dr. Woolridge mentioned that he would like to know how many suspensions turned into manifestation meetings for students with special needs. He shared concern about the high number of suspensions and the use of willful defiance suspensions. He added that he thought willful defiance was no longer being used.

Mr. Molina shared that in-house suspensions are the majority of those suspensions and added that if a student is assigned in-house suspension, it shows up as a suspension.

Dr. Woolridge shared that he would like to see in-house suspensions become internal interventions to keep students on campus.

Mr. Miller asked if the State were to receive the data, how they would interpret it.

Ms. Clark shared that the data was pulled from Aeries and that the State receives the data.

Ms. Chen clarified that in school and out of school suspension are both reported as a suspension to the State.

Mr. Molina noted that one comment mentioned that students are rarely expelled.

Mr. Molina thanked the Board for their feedback.

Dr. Woolridge asked to know if staff make contact with students who have a GPA of 2.0 or lower and asked to know if those students were able to improve their grades.

Mr. Whitmire shared that staff do reach out to students to check in with scholars.

Dr. Woolridge asked if there is help offered to 9th graders to help them navigate through high school and their new environment.

Mr. Peyko shared that the goal is to create community for students because it is easy for them to get lost.

Dr. Schulze asked for the description of the COST/CARE team.

Mr. Peyko shared that a group of people work together when a student is referred for academic or behavior needs. Staff try to triage to try to figure out how to assist the student and they receive a specialized plan with the counselor.

Dr. Schulze added that the district wants to be proactive and schedule services through the COST/CARE team for those students who meet the early warning indicators.

Mr. Smith asked if the Aeries system flags students with a GPA below 2.0 and if it would notify staff.

Mr. Peyko shared that he has worked with counselors and have a good system to identify students who need help. Students are able to also schedule appointments to meet with their counselors using a QR code. He added that all counselors have a different system and have met to solve issues and approach them in different ways.

Dr. Woolridge asked if it would be possible to see student attendance data in the future as well. He added that it might be difficult for students to catch up when they are absent and are already behind.

Mr. Molina shared that staff could include attendance data.

Dr. Woolridge suggested that staff evaluate the effectiveness of Mastery Center. He shared that he would like to know how many students who have a GPA of 2.0 or lower show up and shared that he would like a possible satisfactory survey.

Mr. Whitmire shared that Mr. Gutierrez has worked with the CARE team who have created a spreadsheet of services and interventions to help with tracking and to monitor interventions.

Dr. Woolridge stated that he would like to know how many students are not only going to the Mastery Center, but also have a satisfactory survey. He asked to know how staff knows if the intervention is effective for the targeted students.

Mr. Whitmire shared that the more students attend, there should be a correlation on their grades improving.

Mr. Molina added that when contracts are renewed, the correlation is shown and could share that data as well.

Dr. Schulze shared that data has been helpful and there have been two cycles since providers have been able to report data.

Dr. Woolridge commented on the Ds and Fs data and shared his observations. He commented that something was going on this year that wasn't happening in previous years and it helps to see and questioned how many students make up that cohort. He shared that it is hard to tell from percentages if there is an increase or decrease in the number of students.

Mr. Smith asked if students receive lower grades if they don't dress for physical education.

Mr. Whitmire stated that dressing is a behavior and you cannot grade on behavior. He shared that participation does make an impact on the grade. He stated that the high school is moving away from traditional sports to other things that students want to take and try such as yoga and dance class. He added that some students fail because they do not turn in their assignments and when students miss an assignment, that assignment turns into a 0. He added that it is hard when meeting with a parent and a student has a lot of missing assignments.

Mr. Smith shared that he would like to see how the district can get students to participate in Physical Education because that would make a significant decrease in Ds and Fs.

Ms. Sims stated that she is glad to hear that students are not impacted for not dressing in Physical Education.

Dr. Woolridge asked to know how many instances across all schools have looked into grading calibrations. He stated that there are teachers at each school who might be hard graders and shared that he wonders how the district can balance grading.

The Board suggested different ideas on how the district could improve grading practices.

Dr. Schulze explained that the Board could share all of their ideas during the March 23rd Board meeting where the Board will discuss the grading policy.

Mr. Molina added that the district will also have an A-G Grant with funding to help improve the A-G graduation rate.

Mr. Molina read all of the notes placed on the posters placed on the walls for each data slide.

Ms. Pettric asked the Board to take a few minutes to write down any final wonderings that they have about the data presented.

The board placed their notes on the data posters.

Ms. Pettric read out Board notes for each of the data sections.

Ms. Sims added that she would like to look at demographics for Classified staff as well across all sites.

Public Comment: Willie Mims, East County NAACP, commented that teachers should send out progress reports and added that the suspensions should be addressed.

Public Comment: Yesenia Roman, parent, commented on behavior issues with students with substance issues and stated that the high school is very big and students should know who their support system is.

Dr. Woolridge commented on suspension data for African-American students. He shared that the data is hard to compare without knowing the number of students.

Ms. Chen shared that staff can look at the actual number of instances since the data is of distinct instances and also can look at the number of total instances.

Dr. Woolridge added that disproportionality could be reviewed at a Curriculum Subcommittee.

The Board discussed the communication to parents in regard to Ds and Fs.

Public Comment: Yesenia Roman, parent, commented about the communication system used to communicate with parents.

Dr. Schulze thanked staff for gathering all of the data for the workshop and stated that the remainder of the meeting, the Board would discuss the process and questions to be used for the provisional Board appointment.

3. Information / Reports / Discussion

3.01 Discussion on the Process and Questions for the Provisional Appointment (Dr. Schulze)

Dr. Schulze announced that the Provisional Appointment committee reviewed candidate applications for eligibility, applicants were notified, and the names of applicants were made public on the District's website.

The Board reviewed the questions for the interview.

Dr. Schulze noted that the updated draft of questions included all of the information provided by the Board at the previous meeting.

Mr. Smith explained the process in detail. He shared the order in which the interview questions would be asked.

The Board made suggestions and made adjustments to the questions to be used for the interviews.

Ms. Sims asked that each Board member receive a copy of the questions with their next to the question they are responsible for asking to ensure that the process goes smoothly.

The Board discussed the date that the interviews would take place.

Dr. Schulze confirmed that the Board expressed they would like to complete the interviews and make their selection on the same day.

Mr. Smith stated that Board members would not bring their computers or cell phones to the interviews to ensure transparency to the community.

Public Comment: Willie Mims, East County NAACP representative, commented about the questions that would be used in the interviews.

Mr. Smith stated that all candidates would be placed in one room together in a separate location. He added that each candidate would be brought to the Board Room during their time of the interviews. He shared that at the end of each round, all candidates would be present for the decisions. He stated that an additional opportunity for public comment would be made at the final round before the final decision.

Dr. Schulze explained that candidates would be present to hear the votes during each round. She added that the meeting would be a public process and the district would make virtual streaming available for all who wish to follow the interviews from home.

Mr. Smith added that candidates would draw a number to establish the order for the interview for each round. He stated that during the final round, candidates would be asked a final question and they would be able to share a 3-minute statement. Public comment would be available after each finalist makes their final statement. He explained that public comment would be limited to 1 minute per speaker.

Ms. Sims suggested that public comment also be made available at the beginning of the meeting.

Mr. Smith stated that public comment would be available in the beginning and the end of the meeting.

Dr. Schulze clarified the process and stated that all changes to the questions and process would be added and be made public before the meeting.

4. Next Board Meeting / Future Events / Adjournment

4.01 Next Regular Board Meeting - March 23, 2022

The Meeting adjourned at 7:58 PM

Board Workshop (Data)
March 16, 2022

Key:	Referrals		Suspensions		Expulsions		GPA		D's & F's		Employee Demographics		
	What I See....	What I Wonder...	What I See....	What I Wonder...	What I See....	What I Wonder...	What I See....	What I Wonder...	What I See....	What I Wonder...	What I See....	What I Wonder...	
D. Smith (blue)	Stoneman has high # of referrals over the 3 years		Secondary suspensions have been deduced	Do we flag or work with teachers who send scholars out of class often	We very rarely expel		High number of subgroups have < 2.0 GPA		High count across the district for number of students with at least one D or F	How many teachers do the D's and F's make up	About same in terms of retention rates	Highlands, Stoneman, Martin Luther King Jr. no Filipino certificated	How can we actively attempt to diversify our district and at all sites
D. Woolridge (yellow)	Hillview went from highest referrals to lowest		All sub groups have high numbers violent incidents (no injury)	How does intervention services vary per site?			Filipino doing very well in GPA area		Distance Learning definitely affected D's and F's	Do we offer grading equity training	29% minority hire 19-20	44% people of color new hire 21-22	How can we continue to diversify our management staff
G. Miller (purple)	Most all subgroups referrals has decreased		What does this really mean need better definition for violent incident - no injury				African American have a GPA below 2.0		Senior class 3% higher	How SBG will affect the D's and F's "when" (I like to speak things into existence) implimented districtwide	American American data consistant over three years	44% people of color certificated 21-22	What's being done about staff at school sites
T. Sims (green)	Willow Cove has high number of referrals for half a year, why?		Stoneman highest % within elementary 21-22				Latino have 38.3% below 2.0		All grades have high number of D's and F's	What is being done to improve the D's and F's	PHS student consistant over three years	41.5% people of color in management 21-22	
	Question about referrals by program		Martin Luther King Jr. highest within secondary 21-22						It appears that scholars are getting D's and F's in multiple classes - duplicate		42% minority hire 21-22	No classified staff in report	
	The number of referrals went down, why?		Black and Foster Youth highest subgroup						Math & Science big reason for large number of D's and F's		20% minority hire 20-21	would be great to see breakdown: - non re-elect - retirees - left district	
	Not indicated what turned into suspension from referral		100% of PI suspensions 21-22 80% of Asian 74% of African American incident - non injury						Over 50% for all D's and F's		Hired more minority in 21-22 than two previous years	Filipino/Asian/Pacific Islander low or no teacher at site with > 1% of students	
	Down referrals district wide even with COVID and Distance Learning in 2020								What areas that need work		Hispanic management has decreased over three years	Number of Latinx and African American scholars at Heights and Parkside staff is not as diversified	
	Foster & Homeless Youth highest % 21-22								By doing data report, it shows where we need to improve		African American Management slightly decrease then increased	Still need more teachers of color	
	Stoneman referrals high, but currently lower then Willow Cove 21-22								Math & science are high		No classified staff in report	Good to see we are keeping an eye on all staff	
	Rancho higher than Hillview and Martin Luther King Jr. JH's 21-22										Higher than state average	Why are there no change in the number of students at each school (Blacks)	
	White/Black/Hispanic top 2 subgroups for referrals 21-22										Parkside, Heights no African American certificated		