



Preparing every student to thrive in a global society.

**Agenda Item Details**

Meeting Mar 22, 2018 - ESUHSD REGULAR BOARD MEETING - 4:00 P.M., DISTRICT OFFICE - BOARD ROOM, 830 N. CAPITOL AVENUE, SAN JOSE, CA 95133

Category 16. BOARD OF TRUSTEES/SUPERINTENDENT - CONSENT/ACTION CALENDAR

Subject 16.02 Approve Minutes of January 11, 2018, Board Study Session/Workshop

Type Action, Minutes

Recommended Action It is recommended that the Board of Trustees approve the January 11, 2018, Board Study Session/Workshop minutes as presented.

**EAST SIDE UNION HIGH SCHOOL DISTRICT**

**TO:** Board of Trustees

**FROM:** Chris D. Funk, Superintendent


**SUBJECT:** Approve Minutes of January 11, 2018, Board Study Session/Workshop

Attached are the minutes of the January 11, 2018, Board Study Session/Workshop for review and approval by the Board of Trustees.

**FISCAL IMPACT:**  
None

**FUNDING SOURCE:**  
None

**RECOMMENDATION:**  
It is recommended that the Board of Trustees approve the January 11, 2018, Board Study Session/Workshop minutes as presented.

 [BA\\_2018\\_01\\_11\\_Study Session Workshop Minutes.pdf \(141 KB\)](#)

**APPROVED**  
**Board of Trustees**  
**March 22, 2018**



Each student graduates prepared for college and career,  
empowered to thrive in a global society.

**EAST SIDE UNION HIGH SCHOOL DISTRICT  
STUDY SESSION/WORKSHOP**

**OF THE  
BOARD OF TRUSTEES**

**Meeting Held at  
East Side Union High School District  
Board Room**

**830 N. Capitol Avenue, San Jose, CA 95133**

**January 11, 2018**

**5:30 p.m.**

**1. CALL TO ORDER / ROLL CALL**

**1.01 Roll Call**

President J. Manuel Herrera called the meeting to order at 5:35 PM.

Present for roll call:

- President J. Manuel Herrera
- Vice President Pattie Cortese
- Clerk Lan Nguyen
- Member Frank Biehl
- Member Van Le

**2. WELCOME AND EXPLANATION TO AUDIENCE**

**2.01 Information explaining Board meeting procedures and how citizens can address the Board will be read. Written information is located near the entrance to the Board Room.**

**3. ADOPTION OF AGENDA**

**3.01 The Superintendent and/or Board Member(s) may request that items be removed from the agenda for consideration and/or carried to a future Board meeting for consideration and/or action.**

There were no changes to the agenda.

**4. PUBLIC MEMBERS WHO WISH TO ADDRESS THE BOARD OF TRUSTEES**

**4.01 Any person may address the Board on any item on the meeting agenda. Persons wishing to address the Board must fill out a speaker request form, which is located at the entrance of the Board Room. When your name is called, please come to the podium, state your name for the record, and limit your remarks to three (3) minutes.**

## **5. BOARD OF TRUSTEES/SUPERINTENDENT – STUDY SESSION/WORKSHOP ITEMS FOR DISCUSSION ONLY**

### **5.01 Presentation and/or Discussion regarding Positive School Culture and Appropriate Responses to Student Behavior – Glenn Vander Zee, Associate Superintendent of Educational Services, and ShaKenya Edison, Director of Student Services**

Director ShaKenya Edison made a presentation to the Board on positive school culture and appropriate responses to student behavior. Information included the following:

The goals of the District is to establish and sustain healthy school cultures through relationship-centered practices to keep students engaged in their learning environment.

Data on the following areas was provided:

- Disruption Defiance Referrals
- Fights/Assaults Referrals
- Weapons
- Total Expulsions
- Expulsions by Offense Type
- Mandatory versus Discretionary Expulsions
- SJPD Reported Incidents

Class of 2017

- Total Suspensions: 1,062 (unduplicated student count)
- Total Expulsions: 19

Positive School Culture Efforts:

Practice/Policy Shifts

- Suspension Matrix (2012-13)
- Superintendent's Directive regarding when to Involve Law Enforcement
- Shift to "Teachable Moments"
- SJPD Diversion Project Memo (January 19, 2016 and updated March 2017)
- Updated Board Policies regarding school culture/climate, officers on campus, and student discipline
- MOU with SJPD (Board approved October 12, 2017)
- Updated District Uniform Behavior Interventions and Consequences (in progress)

Adult Learning Opportunities

- Social-Emotional Learning and Trauma-Informed Practices
- Therapeutic Crisis Intervention for Schools (TCIS)
- TCIS De-Escalation Workshop
- Kognito: At-Risk for High School
- Passage Works
- Mindfulness for Schools

## Programs

- Ripple Effects (Pilot at 3 schools)

## Initiatives

- Race Equity through Prevention Workgroup (formerly SESAP)
- Positive Behavior Intervention System (PBIS) (PH, OG, Indy, EV, and MP)
- Passage Works
- Mindfulness for Schools
- Juvenile Probation - Result Based Leadership Team
- Partnership with Public Health and SJPd on Video on Appropriate Behaviors and Consent

## Other Means of Correction:

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. Other means include, but are not limited to: conferences, referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, guidance teams, restorative justice programs.

## Next Steps

- Continue to Onboard New Schools to positive behavior intervention support framework
- Systemic Analysis of Behavior Data
- Stakeholder Equity Committee to review district policies and practices to ensure non-discriminatory practices in discipline and implicit bias
- Utilize Instructional Support Teams to successfully re-integrate students who return after being removed for disciplinary reasons
- Continue work on due process procedures
- Continue training around Therapeutic Crisis Intervention for Schools and trauma informed practices

## Public speakers:

- Michelle Alcantar
- Katheryn Mata
- Jenny Ludwig
- Beth Oing
- Rebecca Palmer
- Dr. Wendy Stegeman
- LaToya Fernandez
- Charles Fowler

## The Board of Trustees requested the following:

- Break-out of data by ethnicities and suspensions/expulsions by grade level
- More detailed reporting analyzing the number of offenses by violations
- Repeated violation offenders and specific actions taken for this subgroup

## **5.02 Presentation and/or Discussion regarding LCAP Goals and Strategic Plan Key Performance Measure Data Points – Glenn Vander Zee, Associate Superintendent of Educational Services, and Kirsten King, Director of Assessment and Accountability**

Director Kirsten King made a presentation to the Board on the Local Control Accountability Plan (LCAP) and on the progress of the Strategic Plan Key Performance Measures (KPM).

The LCAP outcomes center around the eight state priorities:

- 1) Basic Services
- 2) Implementation of State Standards
- 3) Parent Involvement
- 4) Pupil Achievement
- 5) Pupil Engagement
- 6) School Climate
- 7) Course Access
- 8) Other Pupil Outcomes, with the overarching goal of preparing all students for college and careers

### **LCAP Goals**

Goal 1: College and Career

- A-G rate, SBAC, 9-11 Grade on Track for A-G, AP/IB scores

Goal 2: Graduation Rate

- % of seniors that graduated by the end of summer
- Foster youth graduation percentage

Goal 3: English Language Learners

- Percentage of English Language Learners increasing proficiency level or maintaining 4 or 5 on CELDT
- % of ELL reclassified

Goal 4: Decrease Suspensions

- Suspension rate and total suspensions

Goal 5: Attendance - Chronic Absenteeism

- % of students chronically absent

### **Key Performance Indicators**

- Improved graduation rate
- Decreased dropout rate
- Improved A-G completion rate (15 course sequence for UC/CSU qualification)
- Develop College & Career Readiness Indicators (5C's): Critical Thinking, Communication, Collaboration, Creativity, Civic Engagement
- Decrease achievement gaps as defined in measures 1-3 and other indicators, such as suspension and expulsion rates

52% of students that come in as 9th graders are on track for UC A-G completion, which means that 48% of incoming 9th grade students are not on track for UC A-G completion. To get to UC A-G status, students must achieve a C or higher.

#### Class of 2017

- 4-Year Local Cohort: Students who come in as 9th graders and stay with ESUHSD for all 4 years, experience higher graduation and A-G rates
  - Local cohort graduation rate is 95.1%
  - Local cohort A-G completion rate is 55.9%
- AP/IB Enrollment: 30.5%
  - 64.8% of students enrolled in at least one AP/IB exam
- Dropout Rate: 9.9%
- Suspension Rate: 4.4%

#### Areas of Growth

- Increased State and Local Cohort Graduation Rate
- Increased UC/CSU A-G Completion Rates
- Increased EAP College Readiness
- Decreased Dropout Rates

#### Areas To Work On

- On track at each grade level with a focus on grade 9
- Create policies and procedures that support students who transfer into our school mid-year and after grade 9 in high school
- Use early warning lists to target students for intervention
- Support teaching methodologies that support struggling learners
- Recruit underrepresented populations into AP/IB course

#### Recommendations As To How We Respond

- Move beyond surfacing students needing intervention
- Develop student data that informs the instructional shifts needed
- Incorporate the required system, instructional and cultural responses required
- District-wide commitment to engage in this work

#### Next steps:

Identify the non-cohort students and garner input from them. Once the input is analyzed, develop and implement structural and policy support systems that address how best to support teachers in their responses to these students and provide teachers the appropriate resources needed in the classroom. The ultimate goal is to increase graduation rates for non-cohort students. In addition, it will be important to connect these students with resources and support in our schools and the larger community.

#### Public speaker:

- Jenny Ludwig

## 6. ADJOURNMENT

### 6.01 President Adjourns the Meeting

President J. Manuel Herrera adjourned the meeting at 8:39 PM.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "L. Herrera", with a stylized flourish at the end.

Board Clerk