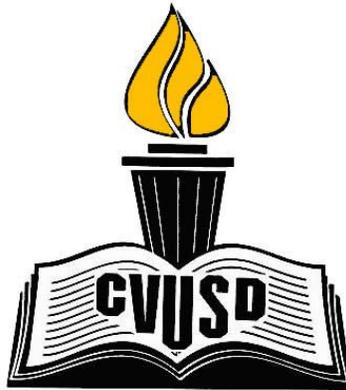


**CASTRO VALLEY UNIFIED
SCHOOL DISTRICT**



**SPECIAL MEETING OF THE
BOARD OF EDUCATION
OCTOBER 18, 2018**

**CASTRO VALLEY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

**SPECIAL BOARD MEETING
BOARD WORKSHOP**

**THURSDAY, OCTOBER 18, 2018
AGENDA**

CALL TO ORDER: 6:00 P.M.

MEETING LOCATION:

District Office Board Room
4400 Alma Avenue, Castro Valley, CA 94546

I. OPEN MEETING – President Loss

**Open
Meeting**

A. Call to Order

President Loss will call to order the Special Meeting of the Board of Education.

B. Roll Call

C. Approval of Agenda*

President Loss will ask if there are any changes to the agenda and for a motion to approve the agenda.

ACTION

PUBLIC COMMENT

**Public
Comment**

The Board respects and encourages the public to comment on matters on the Board agenda and within the Board’s jurisdiction. The Board fully supports civil discourse and requests that everyone respect each other and their point of view. Individuals who would like to address the Board must complete a “Request to Speak” form and submit it to the Board President prior to the start of the agenda item. There are up to 30 minutes of public comment allowed on each agenda item. With Board consensus, the President may increase or decrease the time allowed. This meeting is being recorded to prepare the official minutes.

II. REPORTS and DISCUSSION ITEMS

A. Student Discipline Board Workshop*

The Board will hold a workshop on student discipline data.

B. Credit Recovery Program Presentation*

The Board will hold a workshop on credit recovery.

Discussion

Discussion

III. ADJOURNMENT

Adjournment

**Exhibit*

In compliance with the Americans with Disabilities Act, if you need special assistance to participate in this meeting, please contact the Superintendent’s Office at (510) 537-3000. Seventy-two hours notification preceding the meeting will enable the district to make reasonable arrangements to ensure accessibility to this meeting.

CVUSD is committed to providing equal opportunity for all individuals in education. District programs, activities, and practices shall be free from discrimination, intimidation, harassment and bullying based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Violations of this policy should be reported immediately to the site administrator(s) at District Schools. Inquiries regarding the non-discrimination policies: Director of Student Services, 4400 Alma Avenue, Castro Valley CA 94546, 510-537-3000 x 1257

AGENDA

ITEM

II

CASTRO VALLEY UNIFIED SCHOOL DISTRICT

BOARD MEETING AGENDA BACK-UP

Board Meeting of October 18, 2018

TO: Parvin Ahmadi, Superintendent

FROM: Dr. Jason Reimann, Assistant Superintendent of Educational Services

SUBJECT: Student Discipline Board Workshop

Background:

The beginning of the 2017-2018 school year saw a marked increase in the number of students being suspended from school. As site administrators and district personnel collaborated to keep students engaged, a number of new and innovative strategies were implemented and refined during the school year. Staff shared the beginning phases and successes of these interventions with the Board in February, 2018 and continue to implement these strategies to date.

Staff will share suspension data from the 2016-2017, 2017-2018 and beginning of the 2018-2019 school years as provided by CALPADS and Aeries Student Information System. Board members and attendees will be invited to take part in a data review protocol to engage in a cycle of inquiry to better understand the data, the trends and how to improve student behavioral outcomes in the CVUSD.

Financial Implications:

None

Staffing Implications:

None

Recommendation:

Information and Discussion Only.



Castro Valley Unified School District Discipline Data Workshop

October 18, 2018



OUTCOMES

- REVIEW CALPADS 16/17 AND 17/18 SUSPENSION DATA
- REVIEW SUSPENSION DATA FROM THE FIRST MONTH OF THE 17/18 AND 18/19 SCHOOL YEARS
- USE THE DATA PROTOCOL TO ANALYZE THE DATA

Background

- August 2017- October 2017 saw a dramatic increase in the number of school suspensions over the same period from the previous year.
- School sites, in conjunction with district personnel, worked diligently to
 - Analyze suspension data
 - Determine causes
 - Seek alternatives

Immediate interventions

- Eliminated suspension for not attending Saturday School
- Partner with the newly opened Wellness Center
- Refine and improve COST system
- More reliance on alternatives to suspension-, i.e. Restorative Justice, loss of privilege(school activities), youth court, Basic Intervention and etc.
- Use suspension as a last resort (as required by ed. code)

Long term interventions

- Wellness Center was operational from the first day of instruction (18/19)
- Continue early intervention by maintaining the current elementary counselor ratio
- Hire two Social Workers to serve as student advocates- one at CVHS and one split between Canyon and Creekside middle schools
- Kaiser Permanente Grant to support students who are coping with trauma (Wellness Center)
- Weekly analysis of suspension data to support sites
- Continuing to seek additional alternatives to suspension
- Focus on building meaningful relationships

Data from CALPADS and AERIES

CALPADS suspension data from 16/17 and 17/18

AERIES Suspension data from October 7-11 2017 and
October 8-12 2018

Data Protocol: Notice, Wonder, Discuss

***What are we seeing in the Districtwide Suspension data?
Differentiated Entry Points for Data Review and Discussion***

Protocol	Notes		
Step 1: Notice (5 -10 min.)			
Step 2: Wonder (5 - 10 min)			
Step 3: Discuss (15 min.)			
Step 4: Act (20 - 30 min.)			



Step 1 = What Do You Notice?

What are we seeing in the Districtwide Suspension data? Differentiated Entry Points for Data Review and Discussion

	This is my first time using this report...	I have seen and/or used this report before...
<p>Step 1: Notice (5-10 min) Quietly review the districtwide suspension data for 2016-17 and 2017-18 school years..</p> <p>Record several factual observations about the data. No inference or speculation, please!</p> <p>In your group, take turns reading aloud one new observation that has not yet been shared, each time beginning with the phrase, "I notice that ...".</p> <p>Do not discuss at this point.</p>	<p>Read all the headers. What data is represented here?</p> <p>What headers do you need clarification about?</p>	<p>What district-wide patterns and trends emerge based on the data?</p> <p>What does the data say about our overall district profile for the last two years?</p>



Step 2 = What Do You Wonder?

What are we seeing in the Districtwide Suspension data? Differentiated Entry Points for Data Review and Discussion

<p>Step 2: Wonder (5-10 min) Record question-statements based on your own observations.</p> <p>No attempt should be made to solve any problems that surface; the intent is to gain insights into what the data imply.</p> <p>In your group, take turns reading aloud one new thought.</p> <p>Each comment starts with the phrase, “I wonder why ...” or “I wonder if ...” or “I wonder how...”.</p> <p>Continue the process until all wonderings have been shared aloud, without discussion.</p>	Observation based questions	Observation based questions
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Step 3 = Discussion Time

	This is my first time using this data...	I have seen and/or used this data before...
<p>Step 3: Discussion (15 min) Group members discuss what has been shared and possible causes, connections, and links to instruction, other strategies, partnerships, etc. to support continued reductions in suspensions for students.</p>	<p>Are there underlying issues that we need to unpack more with these data sets?</p> <p>What are the implications for our system? For social-emotional support? For instruction? For relationship building?</p> <p>What are we already doing to continue to productively impact this data?</p> <p>What technical/structural changes might be impacting this data?</p> <p>What can we learn from our colleagues at other schools? Other districts?</p> <p>Are there things we want to try as a result of looking at this data and hearing from colleagues and staff?</p> <p>Is there other data that we need to review and analyze? List it.</p>	<p>Are our elementary, middle, and high school alternatives to suspension strategies tightly aligned?</p> <p>Is there vertical articulation between our grade spans to ensure our districtwide system is comprehensive, yet simple for stakeholders to navigate?</p> <p>How does this data align with current work at our sites (LT, SPSA, SSC, ELAC)? How does this align with our SMART goals?</p> <p>What are some deeper implications for instruction?</p> <p>What needs to stay the same and change for all students to ensure that suspensions continue to decline?</p> <p>What cultural shifts (norms, attitudes, beliefs, and/or behaviors) might we need to make?</p> <p>What new perspectives did our colleagues provide? Who might we partner with to enhance our restorative practices/other alternatives to suspension?</p> <p>What are the implications for site collaboration, staff, grade/dept. Level, and principal meeting times?</p>

Step 4 = Action: What Will You Do Next?

What are we seeing in the district-wide suspension data? Differentiated Entry Points for Data Review and Discussion

Step 4: Act (20 - 30 min)

Group members brainstorm and list next action steps to productively continue to impact this data...How do we ensure that suspensions continue to decline?

What are our next leadership moves? [Board Study Session Actions Oct. 18 2018](#)

What short-term actions do we/I need to take to ensure this data continues to move in the right direction? What are the instruction implications? Collaboration time, staff meetings, and/or grade/dept. level meetings, principal meeting implications? Board meetings? Other meetings? How do we continue to ensure that students are in school more, aiming for high levels of learning?

What medium-term actions do we/I need to take to ensure this data continues to move in the right direction? What are the instruction implications? Collaboration time, staff meetings, and/or grade/dept. level meetings, principal meeting implications? Board meetings? Other meetings? How do we continue to ensure that students are in school more, aiming for high levels of learning?

What long-term actions do we/I need to take to ensure this data continues to move in the right direction? What are the instruction implications? Collaboration time, staff meetings, and/or grade/dept. level meetings, principal meeting implications? Board meetings? Other meetings? How do we continue to ensure that students are in school more, aiming for high levels of learning?

CASTRO VALLEY UNIFIED SCHOOL DISTRICT

BOARD MEETING AGENDA BACK-UP

Board Meeting of October 18, 2018

TO: Parvin Ahmadi, Superintendent

FROM: Dr. Jason Reimann, Assistant Superintendent of Educational Services

SUBJECT: Credit Recovery Program Presentation

Background:

In an effort to improve student achievement and engagement, a team of administrators, including previous summer school principals, reviewed 2017-2018 student data. In a concerted effort to identify current programs and support structures, the team created an outline of next steps to increase student achievement and minimize the need for students to enroll in credit recovery programs including summer school.

Staff will provide an overview of the 2017-2018 data, current program structures, and the planned steps to increase student achievement.

Financial Implications:

None

Staffing Implications:

None

Recommendation:

Information only.

Credit Recovery Report Looking Forward

October 18, 2018

Dr. Jason Reimann, Mrs. Denise Hohn,
and Mr. Blaine Torpey



Increase Student Achievement and Reduce Credit Recovery



2017-2018 Data

Established Support Structures

Current Credit Recovery Programs

Developing Next Steps

Data Analysis

Unduplicated

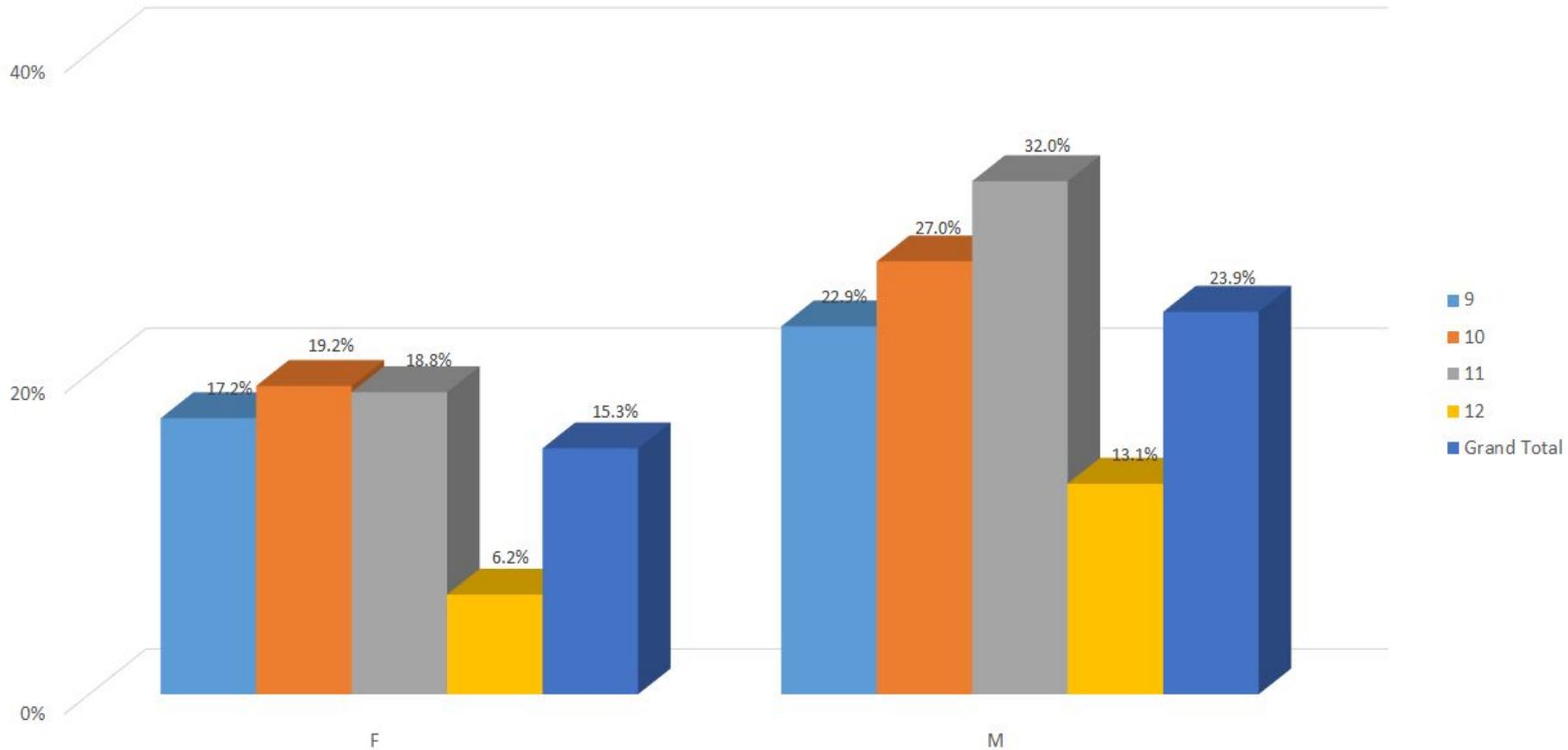
- Gender and Grade Level
- Ethnicity
- Students with Disabilities
- Parent Education Level

Duplicated

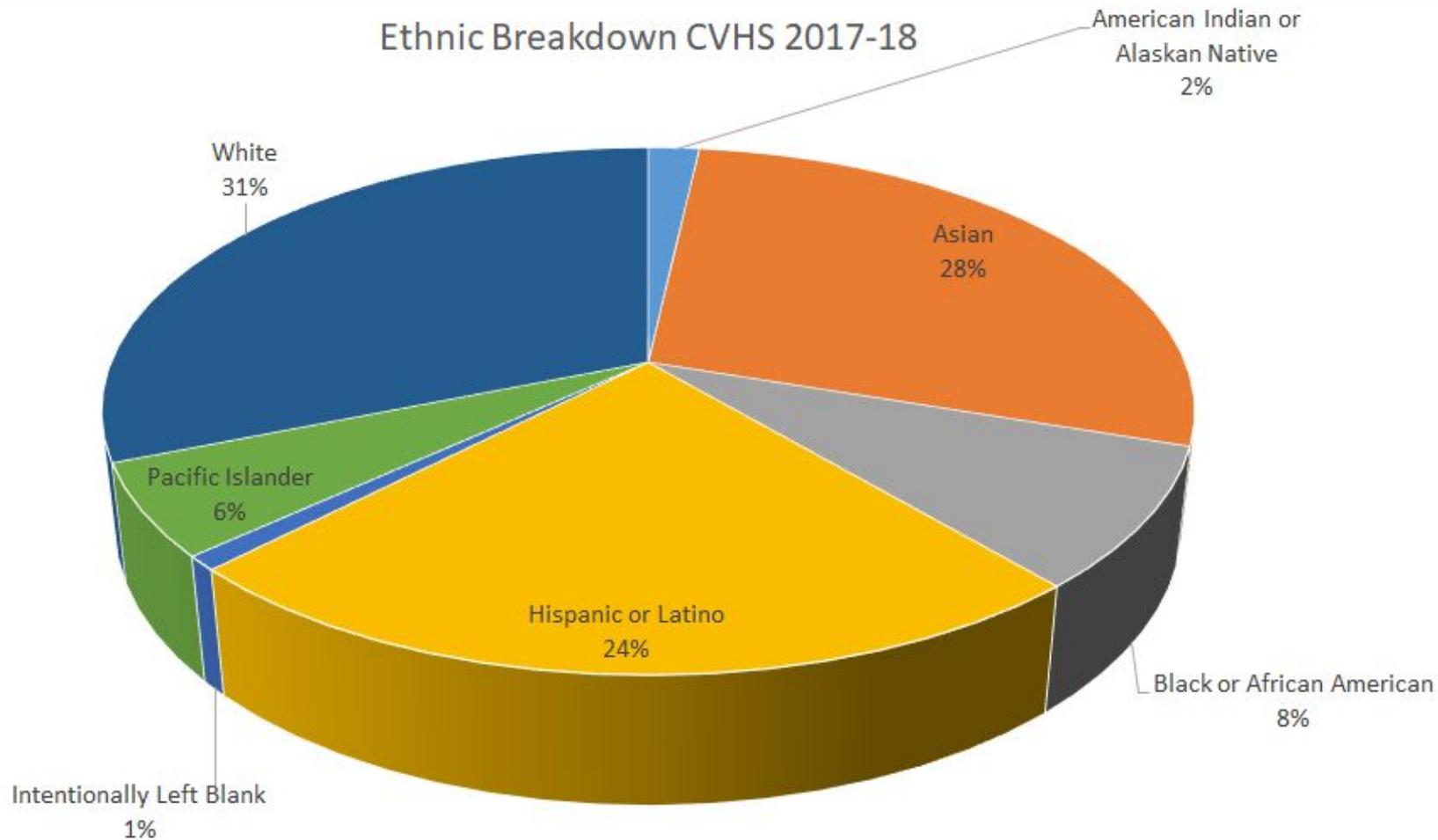
- Department and Grade Level



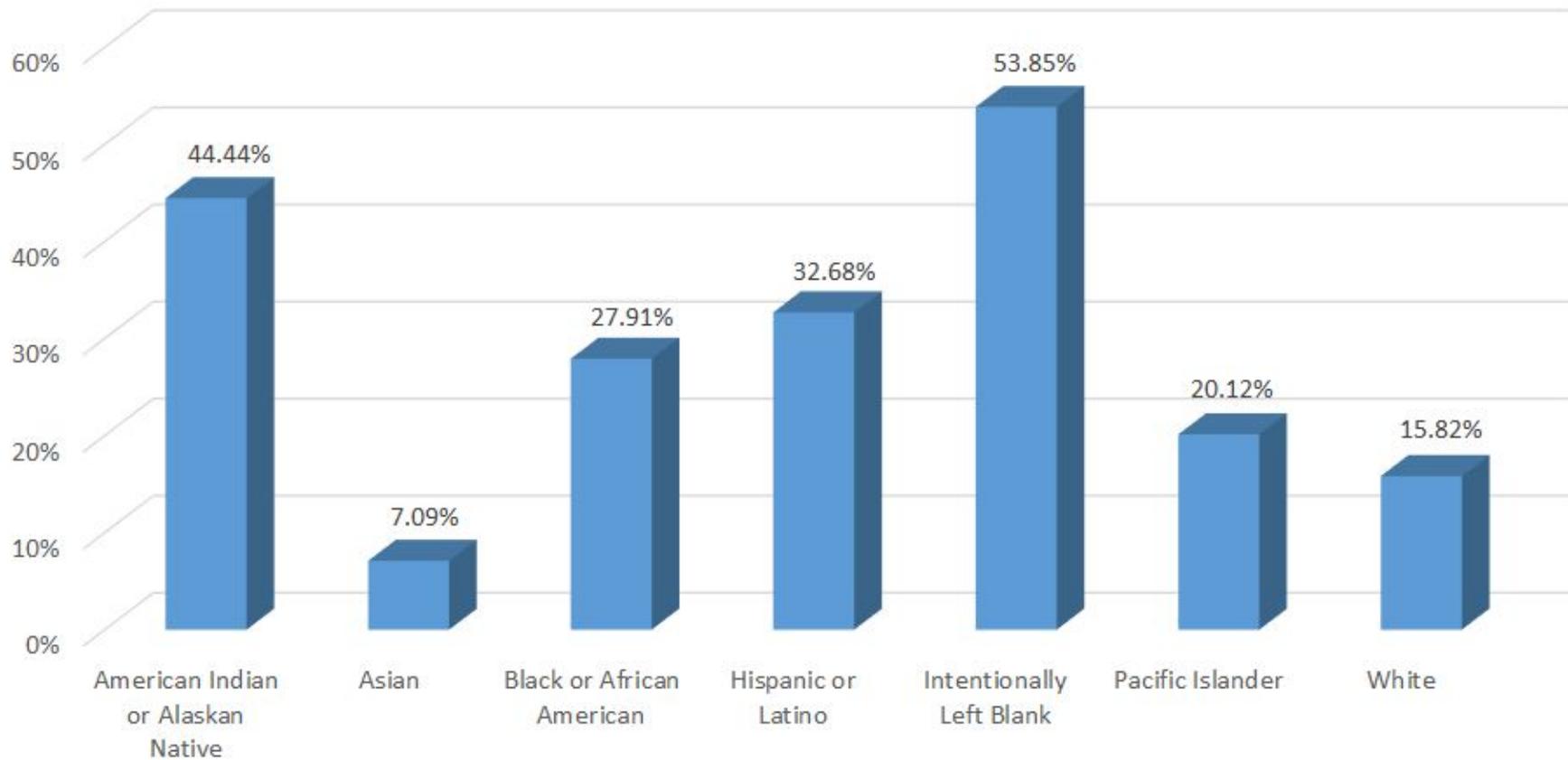
Students Receiving a Grade of "F" By Gender and Grade



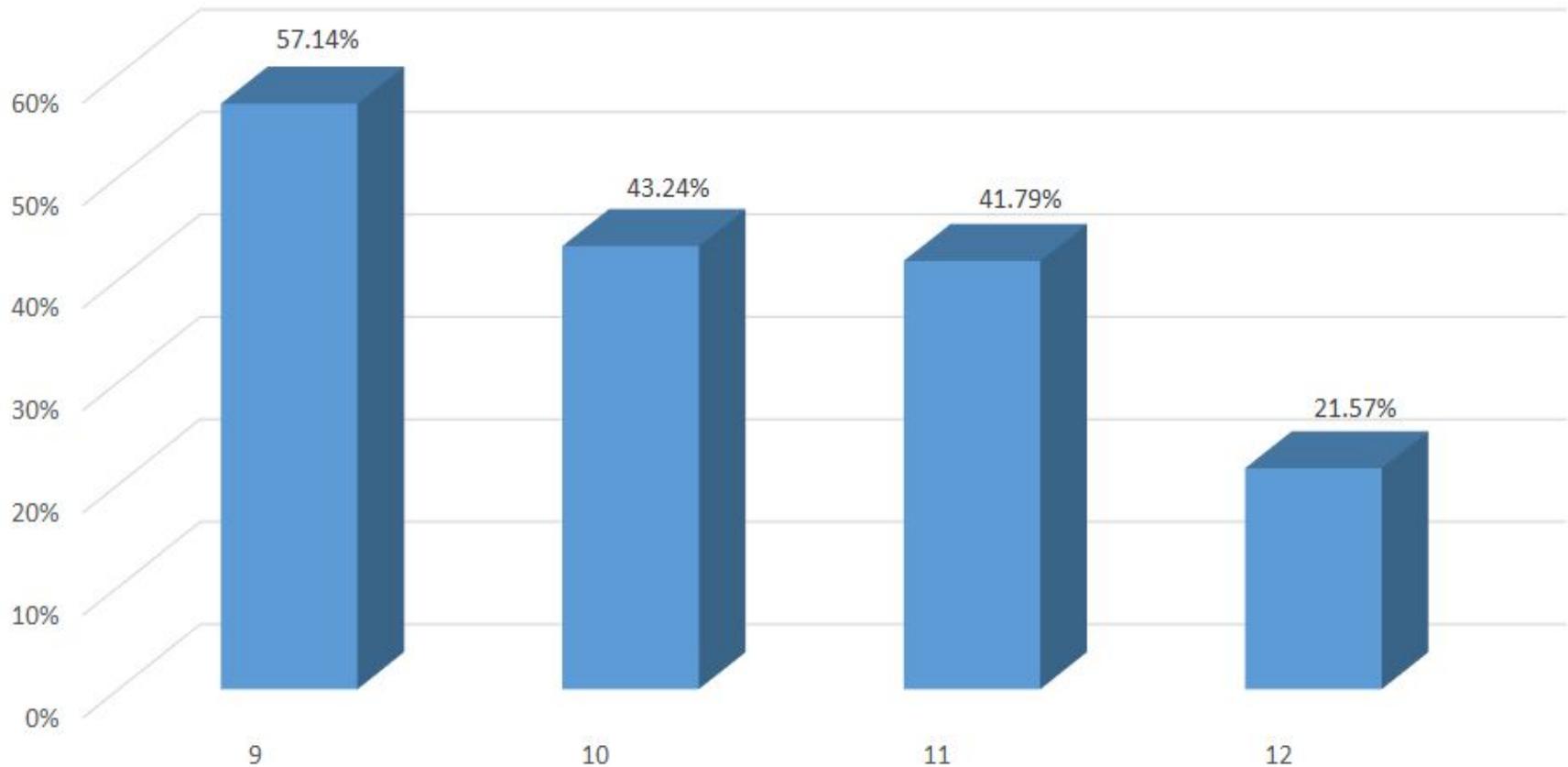
Ethnic Breakdown CVHS 2017-18



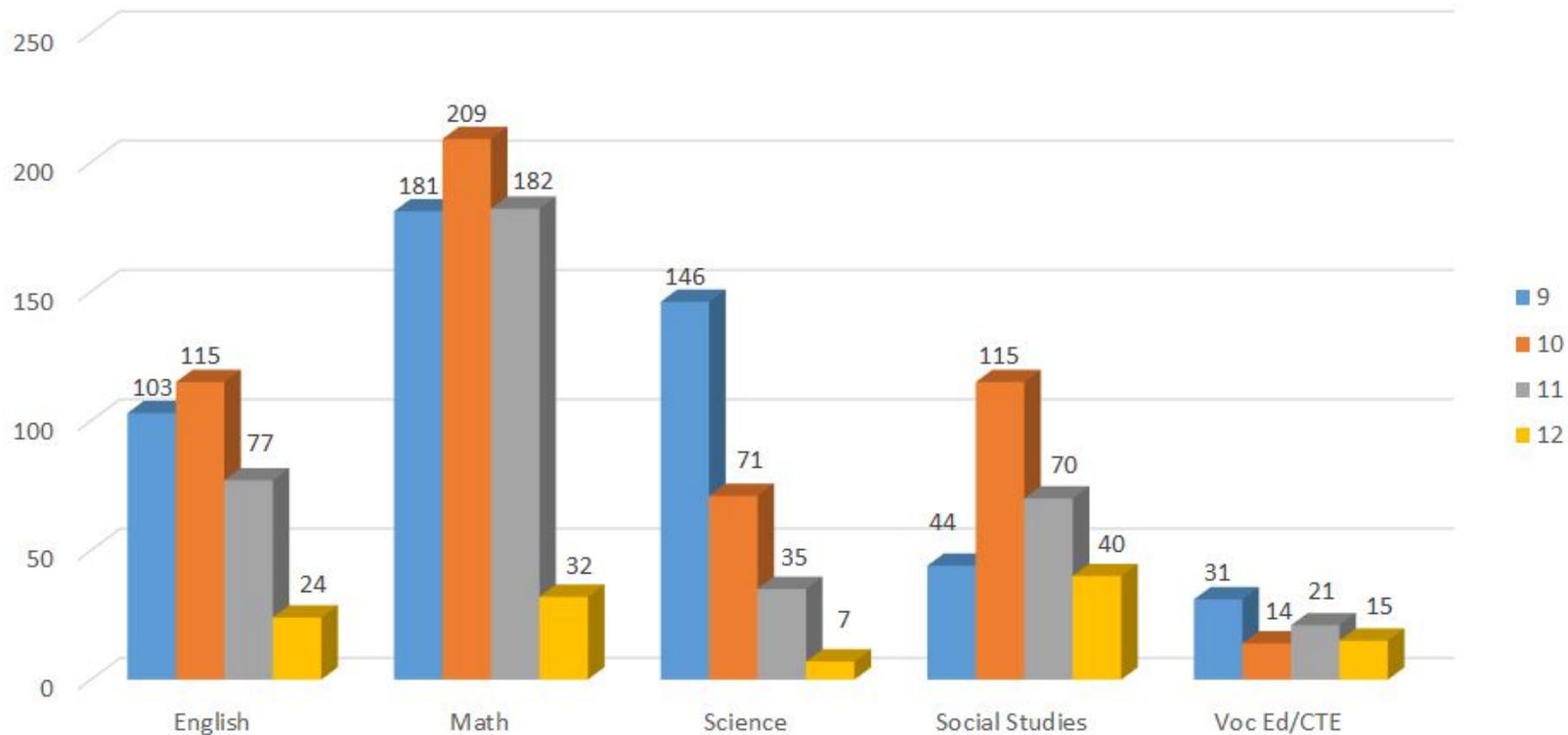
Students Receiving a Grade of "F" by Ethnicity



Students Receiving a Grade of "F" by Students with Disabilities



Students Receiving a Grade of "F" by Department and Grade Level



Multi-Tiered System of Support (MTSS)

Established Programs & Interventions

Academic Tier 1

Essential Standards & Collaboration Practices

Ninth grade - Link Crew

Extended library hours

1-1 Counseling including course selection

Culturally Linguistically & Responsive Teaching (CLRT)

Quarterly review of student progress and communication with student and parent

All
Students

Multi-Tiered System of Support (MTSS)

Established Programs & Interventions

Academic Tier 2-Targeted Students

Weekly Drop In Tutoring for Math, Biology, and Chemistry

Progressive Discipline Plan

Elective Courses:

- AVID Elective Class (9th, 10th, 11th, 12th)
- Puente English (9th and 10th class)
- Puente Club (11th and 12th)
- Integrated I & Integrated II Math Support
- English Learner Sheltered Classes

Academic Tier 3-Targeted Students

Targeted Tutoring

Re-aligned Suspension Matrix

- Reducing suspension
- Increasing Time in class
- Coordinator Of Services Team Referral (COST)

Special Education: Behavior Practices

Multi-Tiered System of Support (MTSS) Established Programs & Interventions

Schoolwide Systems of Behavior and Social-Emotional Support

Wellness Center

- Group Counseling

Justice League

Restorative Justice



Parent Involvement

Freshman Parent Night - Class of 2022

Parent Nights Programing and A-G

African American Parent Advisory Council

Padres Unidos

School Site Council

English Learner Advisory Council

District English Learner Advisory Council

Student Study Team (SSTs)

School Attendance Review Team (SART)

School Attendance Review Board (SARB)

New in 2018–2019

Tier 1

Trojan Time

Essential Standards

Collaboration
Practices

Tier 2

Trojan Time

SpEd Model Change

- Focusing on goals
Sunday and IXL
- Differentiation of
Academics classes

Group Counseling
9th grade transition

Tier 3

Social Worker

CBITs Group

Building Behavioral
Support Systems in
SpEd

Trojan Time

Tier 1 and Tier 2

Developing a Response to Intervention (RtI) system of support within the school day

Targeted instruction to...

- Reteach skills
- Enrich learning
- Reinforce social-emotional lessons

Credit Recovery Options

- Redwood High
- CV Adult & Career Ed
- Summer School Program

Next steps... All Means All

- Refine this year's MTSS plan
- Ongoing PD on equitable outcomes, implicit bias, responsive pedagogy
- Ongoing Illuminate training
- Data analysis, using data analysis protocol
- Vertical articulation with middle schools
- PD for case managers



- Expand existing programs
 - AVID and Puente
 - Re-institute 8th to 9th grade
 - Summer Bridge program
- Explore test retake options
- Parent education/involvement
- Explore and expand online programs specifically designed for At-Promise students