

ADOPTED CORRECTED MINUTES
El Dorado Union High School District
BOARD OF TRUSTEES
Regular Board Meeting
October 10, 2017

A. 1. Call to Order.

This meeting of the Board of Trustees was called to order at 4:30 p.m., in **the Independence High School Cafeteria**, 385 Pleasant Valley Road, Diamond Springs, CA 95682.

a. Discussion Between the Board of Trustees and Ponderosa High School Students.

From 4:30 to 5:30 p.m., the Board of Trustees; Superintendent Wehr, Assistant Superintendent Volmer, various other Cabinet members, and Independence High School Principal Alison Gennai met with a group of Independence High School students to listen and discuss student perspective and concerns related to school climate, emotional well-being and school related stressors.

INTRODUCTORY ITEMS:

1. The Board of Trustees reported to the District Office Boardroom where Board President David Del Rio opened the meeting for public comment on Closed Session agenda items. There being no public comments, Mr. Del Rio closed this portion of the Open Session. The Board adjourned to Closed Session for discussion of the following agenda items (GC 54957.7, 54954.5):
 - a. Discuss certificated and classified personnel listed in the consent agenda related to personnel action. (GC 54954.5, 54957)
 - b. Public Employee Discipline/Dismissal/Release.
 - c. Public Employee Contract: Superintendent.

The Board reconvened **Open Session** at 6:45 p.m. in the **District Boardroom**.

2. Pledge of Allegiance was led by Todd White.

3. Attendance

Board Members Present

David J. Del Rio
Lori Veerkamp
Timothy M. Cary
Todd White
Kevin Brown

D.O. Staff Present

Stephen Wehr, Secretary to the Board
Baldev Johal, Associate Superintendent*
Chris Moore, Assistant Superintendent
Steve Volmer, Assistant Superintendent
Stephen Wehr, Assistant Superintendent
Pam Bartlett, Director
Sylvia Torres, Assistant to Superintendent

*Not Present

Student Board Member

Shelby Engdall

Association Representatives

David Conrad, Faculty Association Secretary

Others

Staff: 3

Community Members: 7

4. Requests to Change the Agenda and Approval of Agenda

Mrs. Veerkamp moved to approve the Agenda. Mr. White seconded. The motion unanimously carried (5-0).

Brown: Aye

Cary: Aye

Del Rio: Aye

Veerkamp: Aye

White: Aye

5. Consent Agenda

Mrs. Veerkamp moved to approve the Consent Agenda, with the exception of Item 5.k. Mr. White seconded. The motion unanimously carried (5-0).

Brown: Aye

Cary: Aye

Del Rio: Aye

Veerkamp: Aye

White: Aye

Mr. Cary moved to approve Item 5.k. Mr. Brown seconded. The motion carried (4-0-1)

Brown: Aye

Cary: Aye

Del Rio: Aye

Veerkamp: Abstain

White: Aye

- a. Approval of Minutes of September 26, 2017 Board Meeting.
- b. Approval of Commercial Warrants Report.
- c. Approval of Routine Certificated Personnel Action.
- d. Approval of Routine Classified Personnel Action.
- e. Approval/Ratification of Various Contracts 9/5/17 – 9/15/17.
- f. Ratification of Budget Transfers, 09/08/17 – 9/30/17.
- g. Board Policies and Administrative Regulations Update:
 - BP 0440 – District Technology Plan (Revise),
 - AR 0440 – District Technology Plan (Add)
 - BP 2121 – Superintendent’s Contract (Revise)
 - BP 4030 – Nondiscrimination in Employment (Revise)
 - BP 4127/4227/4327 – Temporary Athletic Team Coaches (Revise)
 - AR 4127/4227/4327 – Temporary Athletic Team Coaches (Revise0
 - AR 6142.7 – Physical Education (Revise)
 - BP 6142.92 – Mathematics Instruction (Revise)
 - BP 6177 – Summer Learning Programs (Delete)
- h. Permission to Dispose of Obsolete/Unusable Furniture, Equipment and Textbooks.
- i. Donations Received.
- j. Williams Act Uniform Complaint Procedures Quarterly Report (July 1, 2017-September 30, 2017)
- k. Approval of Resolution 2017/18-12 to Provide Remuneration for Nonattendance of a Board Member at a Board Meeting.
- l. Notice of Completion – Boberg Hardwood Floors for Gym Floor Replacement at Oak Ridge High School.

- m. Proposed 2017-18 El Dorado Union High School District's Career and Technical Education Advisory Committee Member List.
- n. Approval for El Dorado High School AVID Students to Participate in an Overnight Instructional Trip: College Tour, CSUMB, CSUEB, UCSC, UCD, October 23-24, 2017.
- o. Approval for El Dorado High School Natural Resources Students to Participate in an Overnight Instructional Trip: Forestry Challenge, Redwood Christian Park, CA, November 15-18, 2017.
- p. Approval for Oak Ridge High School Girls JV Basketball Team to Participate in an Overnight Instructional Sport Trip: Clovis West JV Basketball Tournament, Clovis West High School, Clovis, CA, November 30- December 2, 2017.
- q. Approval for Oak Ridge High School Girls Varsity Basketball Team to Participate in an Overnight Instructional Sport Trip: Clovis West Varsity Basketball Tournament, Clovis West High School, Clovis, CA, November 30- December 2, 2017.
- r. Approval for Oak Ridge High School Girls Varsity Basketball Team to participate in an Overnight Instructional Sport Trip: So Cal Holiday Prep Classic, San Diego, CA, December 27-30, 2017.
- s. El Dorado High School automotive teacher to attend the Specialty Equipment Market Association/Automotive Aftermarket Product Expo, Las Vegas, NV, October 31, 2017 – November 3, 2017.

B. RECOGNITION OF SPECIAL CONTRIBUTIONS AND ACHIEVEMENTS

1. Reports from Student Representatives:
 - a. Kamryn Hammond reported on student activities at El Dorado High School.
 - b. Stephen Bernard reported on student activities at Oak Ridge High School.
 - c. Autumn Fowler reported on student activities at Ponderosa High School.
 - d. Gavin DiVita reported on student activities at Union Mine High School
 - e. Emily Haynie reported on student activities at the Virtual Academy and Independence High School.

2. Presentation on Executive Functioning – Denise Root.

Mrs. Pam Bartlett, Director of Special Education and Section 504, started off this presentation by acknowledging that many interesting innovations are occurring on our school campuses. To present on one such innovation, she introduced Denise Root and Kelly Carlos, Education Specialists at Oak Ridge High School, who saw a need and decided that they had a method to fill that need. Ms. Root and Ms. Carlos were invited to share their efforts to help students improve their executive functioning.

Executive Functioning was defined as a set of processes that have to do with managing oneself and one's resources in order to achieve a goal. Executive Functioning is an umbrella term for the neurologically-based skills involving mental control and self-regulation. Specific executive functions required to succeed in school include: paying attention, planning and organizing, initiating and staying focused on tasks regulating emotions, and self-monitoring.

Special Education staff at Oak Ridge High School determined that many students with disabilities experience formal and informal challenges with their executive functioning. As a department, special education teachers at Oak Ridge High School decided they wanted to be trained and learn the skills to teach their students in order to improve in this area. Ms. Root and Ms. Carlos applied for funds through the Effective Educator Grant and sought out a trainer specializing in executive functioning. They were able to acquire the services of Patricia Schetter, a board certified behaviorist who specializes in autism and high-functioning autism.

Ms. Schetter also works with the Mind Institute and is the author of the book, *Learning the R.O.P.E.S. for Improved Executive Function*.

In 2016/2017, Ms. Schetter worked throughout the year with Oak Ridge special education staff. She provided coaching sessions at the school every 3-4 weeks. Teachers were given strategies on which to work on with their students and Mrs. Schetter would return to observe, evaluate and recommend any needed improvements.

Ms. Root and Ms. Carlos went into detail on the curriculum and strategies implemented to help students build their executive functioning skills as well an overview of tools students are using in Learning Centers.

Mrs. Bartlett shared that in the District's inclusion model, the Learning Centers are the primary location where specialized instruction is provided to students who require it. Students have historically restricted structure in Learning Center and preferred the model of using it to do homework and point chasing during the class period. Although they are still allowed to do homework during that time, the District has enhanced Learning Centers with post-secondary transition lessons and executive functioning lessons. It was reported that students are buying into executive functioning and experiencing success. Mrs. Bartlett added that the meta-cognition involved is very important. Part of the process is that students learn how they learn. They are able to identify what their strengths and challenges are as a learner and what things they can put in place to rectify or mitigate the challenges. They understand these are skills they can take into their careers or whatever endeavors they pursue.

Mrs. Bartlett advised that besides bringing this topic to the attention of the Board, she felt it was important to celebrate this work. Too often, students who face the challenges being addressed don't have the opportunities for celebration, and the teachers who work with them also don't get to celebrate as much. She recognized this has been a lot of work and commended the teachers for their willingness to put themselves in such vulnerable positions through the observation/evaluation process in front of colleagues, the reflection they did, the actions they took, and for their insight in bringing in a coach with such a high level of expertise.

The Board of Trustees thanked and commended Ms. Root, Ms. Carlos and Mrs. Bartlett for the presentation and their work in this area. Questions were raised about whether Executive Functioning skills were being taught to general education students. Mr. Wehr responded that these types of strategies are referenced and taught throughout school. Some students have the ability to pick-up on those skills and are able to demonstrate mastery of the process, while others may struggle with it for a variety of reasons. Mr. Wehr conveyed appreciation for the implementation and building of the culture so students get to understand the routine and value of carrying these skills into every aspect of their life. Mrs. Bartlett added that SELPA and districts county-wide are looking into how to teach these skills that students require to be successful. Mr. Volmer commented that these are skills that can do a lot of good for the social-emotional well-being of students.

C. ACKNOWLEDGMENT OF CORRESPONDENCE

There was no correspondence received.

D. INVITATION TO BARGAINING UNIT PRESIDENTS/DESIGNEES AND/OR MEMBERS OF THE PUBLIC TO ADDRESS THE BOARD (GC54954.3)

- a. David Conrad, Secretary of the Faculty Association filling in for President Jina Jumper, commented that he appreciated the opportunity to be here with the Board and the student representatives. He announced that the first negotiation session of the year between the Faculty

Association and District was held today and he had received feedback that it was a positive and productive session. The Association looks forward to a good phase of contract negotiations. Mr. Conrad took this opportunity to share the quote by Kahlil Gibran, "Work is love made visible." He shared how it works for him when he's doing chores or feeling frustrated to look at it in a different perspective. He stated that it comes up at work a lot if he's spending a lot of work in meetings and it begins to feel somewhat thankless. However, when he thinks about it from the perspective that the work educators do is out of love, because they love students, because they love what they do and it's important and valuable, then it is possible to look at the work in a different way. Mr. Conrad commented that he has come to realize he loves young people, even the kids who have trouble staying on task and might act out some. That student is his best teacher and when that student greets him outside the classroom it makes his day. Mr. Conrad shared he is thankful to be a teacher, to be in this community and to be able to work in this district.

- b. Two parents expressed concern about the politicizing of a high school football team game planned for October 20. Their concern stemmed from a Facebook post that has since been deleted. These parents shared their opinion that a high school football game was not the place to be taking a political stance and urged the Board to look into this matter.

E. SUPERINTENDENT'S COMMENTS

- a. Superintendent Wehr voiced appreciation for the District Attorney's Office and Sheriff's Office for putting on a social media workshop at Oak Ridge High School on September 28, and that people could also stream in if they were unable to attend. It was a great opportunity for the community.
- b. Last year Superintendent Wehr scheduled time at each school making himself available to anyone who wanted to stop by and speak with him. This year he chose to shift that and, instead, will be attending working meetings at the sites focused on the work that is talked about in Board and Cabinet meetings, such as Professional Learning Communities engaging in the work that supports quality teaching and learning. Tonight's presentation on Executive Functioning was an example of the work of a Professional Learning Community collectively agreeing on what will be done in the sense of working with kids and how that work will be assessed based on student outcomes. These Professional Learning Communities are seen throughout the district. Later this month, Mr. Wehr is heading to Union Mine High School to visit a staff meeting that is working on how best to serve our special education students. He is appreciating the opportunity to see the great work occurring in our schools.

F. EDUCATIONAL SERVICES – ACTION/DISCUSSION ITEMS

1. 2017 Smarter Balanced Summative Assessment Results for English Language Arts and Mathematics. (15)

The California Assessment of Student Performance and Progress (CAASPP) for English language arts/literacy and mathematics are based on California's goal of preparing students for college and career. English Language Arts and Mathematics performance is measured using the Smarter Balanced Summative Assessments. The purpose of the Smarter Balanced Summative Assessments is to measure what students know, can do, and how much students have improved.

All students in grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

The Smarter Balanced Assessments are computer adaptive tests that adjust the difficulty of questions on the basis of the answers students give. As students answer correctly, they receive

more challenging questions. Incorrect answers trigger easier questions. This approach helps keep students engaged, shortens testing time for many students, and provides more accurate results, especially for low-or high-achieving students.

The results give the district one measure of how well students are mastering California's challenging academic standards. The skills called for by these standards—the ability to write clearly, think critically, and solve problems—are critical for preparing students for college and a 21st-century career.

The California State University (CSU) and participating California Community Colleges use the CAASPP ELA and mathematics assessments to determine students' 2017 Early Assessment Program status. The CAASPP achievement levels for ELA and mathematics can be used to provide an early indicator of students' readiness for college-level coursework, as described:

- Standard Exceeded: Ready for English and/or mathematics college-level coursework.
- Standard Met: Conditionally Ready for English and/or mathematics college-level coursework. Students earning this status can be exempt from the CSU's placement test and Early Start Program by taking an approved course and earning a grade of C or better.
- Standard Nearly Met: Not yet demonstrating readiness for English and/or mathematics college-level coursework.
- Standard Not Met: Not demonstrating readiness for English and/or mathematics college-level coursework.

Assistant Superintendent Moore reported that results over the last three years have not shown growth in the state of California. Similarly, District results show very little variation over the same three years. Mr. Moore provided reports demonstrating District and school results in English Language Arts/Literacy and Mathematics, including reports by Student Groups.

To improve results, Mr. Moore stated, the LCAP last year was written with the notion in mind of being proactive in speaking to acceleration. Students in English are given Reading Improvement. Students who are socially promoted coming out of middle school are placed in Connections to receive a combination of executive function curriculum, self-discovery, life curriculum and academic supports. AVID light is incorporated into a number of classes. ELD is aimed at accelerating immigrant students so they can compete in academic classes. Title 1 schools are using their sections of instruction and paraprofessionals purchased through Title 1 funds to provide acceleration and support. Learning Centers keep students in the least restrictive environment by keeping students in core classes and providing them support. AVID provides supports for students in poverty. With these concepts of acceleration, the question of fidelity has to be addressed as this only works based on how hard adults work with the students to achieve improved results.

Mr. Moore, in addressing improvements in math, stated it is necessary, as an institution, to commit to getting students who start in Algebra Foundations to Geometry. Additionally, if students come to us at grade level, Algebra 1, we should be getting them to Algebra II.

Mr. Moore reported that this is the first year there item analysis will be available on the SBAC Interim Assessments. Schools will be able to proctor practice exams in chunkable standards and actually be able to see how students performed on each question. This has the capacity to show us whether there is a curriculum alignment issue or a skills issue. Schools have been asked, within their Professional Learning Communities, to review the questions in the applicable Interim Assessment blocks and determine whether they are actually teaching the material. Department chairs will then meet with their principal and report which Interim Assessments

they will administer and when. There will be an expectation that item analysis will occur following proctoring of the interim exams in order to answer the question of whether there is an alignment or skill issue. A determination will allow the District to explore and implement strategies to align curriculum or adjust interventions and supports.

G. BUSINESS SERVICES – ACTION/DISCUSSION ITEMS

1. ORHS Foods Portable Classroom Addition.

Prior to the presentation of this item, questions were raised about whether to hear this item or table it until after the Demographic Study presentation that is tentatively expected in November or December 2017. The question was spurred from conversations at the September 12, 2017 Board Meeting at which the Board chose not to act on a request from two local developers to grant dual attendance for two pending projects along the Bass Lake corridor. Ultimately, it was agreed to allow Mr. Augino, Director of Maintenance & Operations/Facilities, to present the information on the Oak Ridge foods portable classroom addition.

Mr. Augino, reported that during the Fall of 2016, District staff was asked to explore the possibility of remodeling the foods classroom at Oak Ridge High School to provide more space and additional teaching stations to accommodate 36 students. Student enrollment had been increasing at Oak Ridge High School and the existing classroom, currently located in building C, room 5, was deemed inadequate to accommodate 32 students. The results of the design team revealed that the current building could not be modified to meet the current needs without moving the exterior walls at an enormous expense.

District staff began exploring the idea of a portable classroom designed specifically for a food classroom including all necessary equipment and utilities. In January of 2016, Mr. Augino and California Design West (CDW) found that Class Leasing Incorporated, a modular classroom manufacturer, was interested in this unique opportunity. Class Leasing was asked to design a portable classroom using the same plans, footprint and equipment used for the very successful modernization of the Foods classroom at Ponderosa High School that was completed in 2015.

The design results and estimates were very positive and idea of reducing the amount of “on site” work by having the portable classrooms interior built in the factory proved to be very cost effective. Mr. Augino advised that District staff has been working with the ORHS instructor as well as the PHS foods instructor during the design to improve the classroom’s functional design.

Mr. Augino presented the plans developed to accommodate 36 students including all the necessary utility connections to complete the project. He displayed the proposed mapping of the new location of the foods classroom on the outdoor basketball court adjacent to the athletic portables that were installed in 2015. Mr. Augino reported that the site work to complete this project has been designed but not quoted. The site work is estimated to be under \$200,000.

Mr. Augino, responding to questions, clarified that the intent of the initial classroom modification was not to increase capacity, but to better accommodate existing students and provide a safer classroom environment. A picture of the existing classroom in use demonstrated the inadequate space in which students are working. Mr. Wehr concurred with the intended purpose but also made clear that the addition of the proposed classroom, by definition, also increases capacity, which has been an point of continued conversation amongst the Board based on the impacted status of the school.

The Board discussed their views on increasing capacity and the realization that the current Foods classroom is, without question, inadequate. Mr. Cary and Mrs. Veerkamp repeated their

request to receive complete data on the core capacity of Oak Ridge High School facilities, not just classrooms. They were reluctant to approve anything that increases student capacity at the school in the absence of further data on core facility impactation.

Mr. Augino communicated timelines involved in submitting plans for DSA approval and the completion of the project if approved. He advised that getting plans through DSA takes time and is often unpredictable. He suggested that the Board consider authorizing the submission of plans to DSA without a commitment to Class Leasing. This would give the Board time to receive the demographic study and determine the course for Oak Ridge High School. At the same time, if DSA approval is received and the Board approves the addition, the District would be in place to move forward to complete the project this summer.

The suggestion by Mr. Augino was agreeable to the Board. Mr. Cary moved to submit plans to DSA for approval without a final commitment to Class Leasing. Mr. White seconded. The motion unanimously carried (5-0).

Brown: Aye
 Cary: Aye
 Del Rio: Aye
 Veerkamp: Aye
 White: Aye

On a side note, the Board recognized the Oak Ridge High School cafeteria as antiquated and in need of improvement. Mr. Augino received direction to explore modifications to the cafeteria and report back.

Student Board Member Shelby Engdall shared a concern around the Quad area and asked if it could also be looked into. Board members thanked Shelby for this input and asked that she address the topic of facility improvements with the student leadership group and report back on any further suggestions.

H. STUDENT SERVICES – ACTION/DISCUSSION ITEMS

There were no action/discussion items under this session.

I. HUMAN RESOURCES – ACTION/DISCUSSION ITEMS

There were no action/discussion items under this session.

J. OTHER – ACTION/DISCUSSION ITEMS

There were no action/discussion items under this session.

K. ANNOUNCEMENTS BY BOARD AND CABINET, IF NEEDED

Announcements and topics of interest reported by board members/cabinet and time line of items for future board meetings.

Mr. DeVille:

- echoed Mr. Conrad's comments that the first negotiations session was positive and the District also looks forward to more positive sessions.

Mrs. Bartlett:

- thanked Mr. Moore on his presentation of the 2017 Smarter Balanced Summative Assessment Results.
- expressed her condolences, grief and sadness over the fires in the state, the murders in Las Vegas and the people who have been affected by those tragedies.
- attended a somber but beautiful play at UMHS, "Playing for Time," a story about the holocaust. UMHS did a really great job.
- thanked those who attended the Hands for Hope event.

- thanked Denise Root and Kelly Carlos for taking time out of their evening to present on Executive Functioning.

Mr. Volmer:

- liked the quote Mr. Conrad shared, adding that it addresses the crux of what the district is trying to do with the social-emotional well-being goals that have been set.
- commented on the executive functioning presentation, noting that a part of it is about emotional regulation.
- thanked Miss Engdall for her comment on the ORHS quad and expressed his expectation that she will follow-up with her peers and bring back additional suggestions for improvement.

Mr. Wehr:

- thanked Dan Augino for the presentation on the proposed ORHS Foods Portable Classroom Addition, acknowledging his hard work and the heart that goes into the work he does for the district.
- appreciated the conversation with the Board on how we manage and what is best for the young people that we serve.

Miss Engdall:

- appreciated the conversation about testing.
- is interested in further conversation around the *60 Second Fix*. She stated it was a great start, but more focus is needed on mental illness and disability, and providing students additional help with mental health.

Mr. Brown:

- thanked Ms. Root and Ms. Carolos for the information on executive functioning. He would like to see it implemented at each campus.
- will be attending the Hands4Handziak benefit. He shared Daniel Handziak was in his Cub Scout den and welcomes the opportunity to support the family.

Mr. White:

- appreciated the honest conversation at IHS between the students, Board and staff. He was impressed with the students professionalism.
- shared that Mrs. Bartlett did a professional job as emcee at the Hands For Hope event.
- stated that the Shingle Springs band of Miwok Indians held their All Nation Run. The event was attended by Billy Mills, a Native American Olympic Gold Medalist who ran an incredible 10,000 meter race at the 1964 Olympics.
- attended the Farm to Fork event.
- noted that Mr. Wehr and Mr. Palm, along with some parents attended the social media workshop sponsored by the District Attorney's Office and Assemblyman Kiley's Office.
- shared that Bob French had a good turn out on his fundraiser and haunted house in El Dorado Hills.
- reported Bill Schultz put on a good Stand Down for Veterans. On November 11, a formal ribbon cutting will be held at the Veteran's monument from their permanent Veteran's Stand Down with the military family support group. The formal opening will be at the Veteran's Memorial Buidling in Placerville. Homeless vets will be able to receive services there on a daily basis.

Mr. Cary:

- appreciated the meeting with the students at IHS.
- appreciated the discussions this evening, stating that civil discourse between the Board is a model for how the function of government should be carried out in the United States.
- was invited and attended a function for Vice President Pence in Sacramento. He listened respectfully to what he had to say. He didn't necessarily agree on all points but attended.

- thanked Mr. Augino all the hard work he does. He added that although there is some debate about the collateral effects of the classroom proposal at ORHS it does not mean the Board gives him any less credo for the work he's done.

Mrs. Veerkamp:

- also enjoyed meeting with the students at IHS. They are outspoken and willing to share joys on campus and dysfunction or deficits occurring. It was a great group of kids who were in attendance.
- thanked Mr. Augino and concurred that he always provides great presentations and his work is appreciated.
- appreciated all the presentations this evening.
- stated that Mrs. Bartlett did an amazing job emceeding the Hands For Hope event. She was proud of her and proud to be a part of EDUHSD and people who represent the District.

Mr. Del Rio:

- shared his sentiments for those in Napa. He has family who were living on a ranch that his grandparents had started and is now gone.
- acknowledged the tragic events that occurred in Las Vegas. Although he was not attending the concert, he was in Las Vegas at the time of the shooting. He commented it was a strange time to be out; it felt militarized. He voiced condolences to the Cameron Park family of 6 that lost one adult male and had 3 others shot.

L. CLOSED SESSION

This session was not needed.

M. OPEN SESSION

This session was not needed.

N. ADJOURNMENT

There being no further business, Mr. Del Rio adjourned the meeting at 9:10 P.M.

Stephen Wehr
Secretary to the Board of Trustees