



**MINUTES
REGULAR MEETING OF THE
GOVERNING BOARD OF THE
SOLEDAD UNIFIED SCHOOL DISTRICT
DISTRICT OFFICE BOARD ROOM
1261 METZ ROAD, SOLEDAD, CA 93960
WEDNESDAY, SEPTEMBER 14, 2016**

I. OPENED BUSINESS – 5:30 PM

A. Called Public Session to Order

B. Roll Called

Mrs. Marie Berlanga, President

Mrs. Jodi Massa, Vice-President

Mrs. Josie Perez-Aguilera, Clerk

Mr. Jaime Fernandez, Trustee

Mr. Javier Galvan, Trustee

Mr. Jorge Z. Guzman, Interim Secretary to the Board

C. Approved the Closed Session Agenda

MOTION TO APPROVE CLOSED SESSION AGENDA BY: Jaime Fernandez SECONDED BY: Jodi Massa AYES: Mrs. Berlanga, Mr. Fernandez, Mr. Galvan, Mrs. Massa, Mrs. Perez-Aguilera NAYS: None ABSENT: None

D. Allowed for Public Comment on Closed Session Topics

1. Carrie Sebor, Representing STA addressed the board to say that STA was tired of the district violating the Master Agreement. She said the agreement was very clear as to what the process is for a voluntary or an involuntary transfer. Both of them need communication between the two parties involved. In the most recent case this did not happen. However, if the process is going to be ignored and the transfer only benefits the district, than no teacher should feel safe in their position or that the district will violate other parts of the master agreement. When the contract is not being followed, a sense of distrust becomes a huge problem. The STA believes that is why many veteran teachers have left or are leaving. Many of those same teachers feel/felt that they were being targeted because they spoke up at their school sites about the contract not being followed or other issues. This is sad. The steps for a voluntary/involuntary transfer are very clear and it states that employees shall be notified in writing outlining the reason(s) for transfer or reassignment to be effective for the ensuing school year. For a 10 year veteran with nothing but positive evaluations, this was done after June 30th and without any warning. The master agreement states that prior to the reassignment the district will ask for volunteers – this was not done – there were two teachers who wanted to transfer to the high school and had the same credential; temporary teachers; probationary teachers; permanent teachers who have never been transferred. These steps were not followed for this transfer. It is important not to side step the process, they are there for a reason. It is to preserve the integrity

of the district which right now is suffering. When the district acts like this, teachers continue to feel unhappy and insecure in their jobs.

Ms. Seborra then went to the next concern and that was the lack of respect and professionalism that has been involved in the last two involuntary transfers. The district has consistently said that teachers are their most valuable assets and how can that be when they are treated so disrespectfully. The district knew they were aware going to move this 10-year veteran in June. Yet this teacher was not notified until July 5 by mail, not even a discussion which was the professional thing to do. By doing this after June 30, the teacher didn't even have the chance to look for another job if he chose to. He then received an email from the teacher who was going into his old classroom and told to come and get his stuff. No phone call from anyone at the district was made to let him know that he could come and move his stuff to make room for the new teacher. The teacher was not even offered (until it was brought up to the district), the mandatory 3 days to move his stuff. He moved it all on his own time on breaks and lunch. A new teacher is writing an email to a veteran teacher, and said this was wrong in so many levels. There was no communication between the site administrators and the veteran teacher and why was a new teacher tasked with doing this? In addition, he had someone other than him pack up his belongings after 10 years in the district and said this was uncalled for. STA believes that the district and site administrators owe this teacher an apology for the unprofessional way the situation was handled. It's the least the district could do and it would send a message to the STA that this type of behavior will not happen again to any teacher. She finalized stating that they hope as a union, they don't have to address this type of issues again.

2. Laura Tucker, Teacher addressed the Board on the on the LCAP on retention.

Ms. Elyse Handley, Teacher spoke about Interventions on the LCAP

Ms. Desiree Ceja, Teacher spoke about the Special Education and the LCAP
(Refer to attached letter shared with the Board).

Mr. Jaime Ceja, Teacher spoke about his concern with the retention process and SST process. He said his niece was behind 2 years and the teacher had recommended she be retained. During the summer, Dr. Boyd called the mother and told her retention does not work and if she gets held back, she will drop out of high school or get pregnant. Her sister-in-law called him and asked for his professional opinion. The student was held back in 2nd grade, had interventions and a different teacher and by the time she was at 3rd grade, she started at grade level. In 4th grade she is at advanced level. Had she listened to the administrator, she could be 2 years behind. So he said he wanted the Board to be made aware of do something about this and put practices in place.

Comments

Board members thanked the teachers for coming in and expressing their concerns and asked Mr. Guzman to follow-up. Mr. Guzman said that the District has an adopted promotion/adoption policy. He will get back to this group addressing the Board back to update the policy manual. The policy has not been followed. It is

worth looking at plan. It is time to revisit it and suggested bringing a group of teachers to come together to update the plan on the latest research.

Mr. Freeman, Teacher said with the LCAP budget some are big money items. Teachers are seeing a large amount of students as much as 20% of class that should be tested for special education. Mr. Guzman said that he values our teachers' expertise. We can look at our programs and processes.

Marcos Hernandez, CSEA President about offering training for instructional aides. He said that he does not get any emails to let him know when there are trainings for instructional aides. Mr. Guzman said that the district is developing a Professional Development Plan, including classified employees. We received the Educator Effectiveness Grant (EEG) of approximately \$350,000 for professional development and it will be a 2 year plan. They will bring a plan in at a public hearing in October.

Mr. Ceja, also voiced concerned about the interventions in these programs with the new ELD for 4th grade up. They were told programs would be in teachers' lounge. Today they were told to vote on one. Mr. Garcia said that it was rushed. Mr. Ceja asked why the rush. Same thing happened with the Lucy Calkins writing program and no one is using the program. We bought new ELA and now new ELD program and we don't know effects. We are rushing decisions and not choosing best programs for our district. We need to make better decisions. Mr. Ceja said there were so many things going wrong with our curriculum and roll out PD; and it's just not him but all sites feeling the same way. He just wants to make sure we make best decisions and teachers get more time to do that.

Mr. Guzman said that one of the concerns came from staff; he heard from feedback that teachers needed an ELD program. But he said he did not see any problems and slowing down the process to make the best recommendation. If existing materials are ok for now, we can step back and also get training.

Mrs. Tucker said that the materials were just dropped in their lounge table and told to peruse when you have time. She suggested doing this on a PLC day and make this the only item for that day.

Ms. Seborá said they had presentation and the EL teachers just told the other teachers which program to vote for. They relied on the expertise of the teachers that use the program.

Direction from the Board was given to Mr. Guzman to hold off and give the teachers time to review to make the best recommendation. Mr. Guzman agreed and said that we want the best curriculum because the teachers are going to be using and we must have their buy in. Again the Board members voiced their appreciation to the teachers and Mr. Guzman will address their concerns.

E. Immediately Adjourned to Closed Session – 6:15 p.m.

II. **CLOSED SESSION**

A. **Personnel**

1. Assignments/Reassignments/Resignations/Leaves/Terminations/Layoffs
2. **Pending Litigation**
 - a. Settlement Agreement in student case of D. Gonzales
3. STA Negotiations

III. **RECONVENED TO OPEN SESSION – 7:16 p.m.**

A. Pledge of Allegiance by the Soledad High School NJROTC Cadets

B. **Report of action taken in closed session**

By a vote of 4-0 with one abstention, the Board approved the following:

Personnel Items Appointments:

1. **Certificated personnel appointments:**

Name	Assignment	Site	Eff. Dates
Geneliza Camocamo	Speech Therapist	RF	2016/2017 SY
Guadalupe Medina	Student Success Teacher	SHS	2016/2017 SY
Elena Moreno	Counselor	MSMS	2016/2017 SY
Michael Seftel	Science Teacher	MSMS	2016/2017 SY
Sandra Valdivia	Elementary Teacher	FL	2016/2017 SY
Jeanette Gallaga	Substitute Teacher	DW	2016/2017 SY
Alejandra Jimenez	Substitute Teacher	DW	2016/2017 SY
Gregory Kutter	Substitute Teacher	DW	2016/2017 SY
JulyBeht Ornelas	Substitute Teacher	DW	2016/2017 SY
Ana Pajas	Substitute Teacher	DW	2016/2017 SY
Jose Vargas	Substitute Teacher	DW	2016/2017 SY

2. **Classified personnel appointments:**

Name	Position	Site
Cristina Chavez	Secretary I	Support Services
Troy Correa	Custodian II/Bus Driver	MOTF
Maria Camacho	Instructional Aide III/JK	Gab
Sujey Zuniga	Food Service Worker II	RF
Jeanette Chavez	AVID Tutor	SHS
Isamar Olivas	After School Program - Group Leader	FL
Janeli Garcia	Classified Substitute	DW
Giovana Meza	Classified Substitute	DW
Anabel Trujillo	Classified Substitute	DW
Heidi Gomez	Classified Substitute	DW
Ashlee Handley	Classified Substitute	DW

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Name	Position	Site
Rosa Rios	Classified Substitute	DW
Hermel Camocamo	Classified Substitute	DW
Liliana Gutierrez	Classified Substitute	DW
Elizette Aguirre	Classified Substitute	DW
Clarissa Fernandez	Classified Substitute	DW

3. Approved the Teacher on Waivers or Permits

Name	Position	Type of Credential	Grade	Site	Ed Code (if Applicable)
Jeannette Gallaga	Substitute Teacher	VTW: 30 Day (CBEST)	K-12	DW	EC §44252(b)
Gretchen Jo	Speech Therapist	VTW: Speech & Language	9-12	SHS	EC §44265.3
Guadalupe Medina	Teacher, Secondary	VTW: English (CBEST)	9-12	SHS	EC §44252(b)
Sandra Valdivia	Teacher, Elementary	VTW: Multiple Subjects (CBEST)	K-6	FL	EC §44252(b)

4. Accepted the following Resignations/Terminations/Retirees

<u>Employee</u>	<u>Position</u>	<u>Site</u>	<u>Reason</u>	<u>Eff. Dates</u>
David Notar	Teacher, Secondary	MSMS	Resignation	08/25/2016
Jennifer Padilla	Counselor	MSMS	Resignation	08/31/2016
Gilberto Ramos	Family-Student Liaison	SHS	Resignation	08/16/2016
Yvette Tarango	After School Program - Group Leader	FL	Resignation	8/15/2016
Fernando Ansaldo	Certificated Substitute	DW	Resignation	8/30/2016
Marcela Garcia	Food Service Worker II	RF	Retired 39 re-employment	08/30/2016

5. Approved the following Leaves of Absence

<u>Employee</u>	<u>Position</u>	<u>Site</u>	<u>Reason</u>	<u>Eff. Dates</u>
Joseph Morales	Custodian/Bus Driver	MOT	FMLA-self	08/10/16-09/16/16
Joseph Domingues	Counselor	SV	FMLA-self	08/10/16-09/16/16

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<u>Employee</u>	<u>Position</u>	<u>Site</u>	<u>Reason</u>	<u>Eff. Dates</u>
Belen Gonzalez	Secretary III	JF	Child Bonding	09/07/16-09/23/16
Cindy Garcia	Secretary I	SHS	FMLA-Child	Intermittently

6. Approved the changes in Positions

Position	Unit	Range	Work Days	FTE	Site
Speech Therapist	STA	Psych	186	1	RF
Clerk Typist	CSEA	12	200	To 6 hrs From 5.5hrs	MSMS
Groundsmen/Bus Driver	CSEA	14	260	1	MOTF
Maintenance I/Bus Driver	CSEA	16	260	1	MOTF

8. Extra Curricular Assignments:

Employee	Position	Site
Glenda Woodrow	Co Ed Athletic Director (split w/ Ms. Day)	MSMS
Jennifer Day	Co Ed Athletic Director (split w/ Ms. Woodrow)	MSMS
Daniel Zeff	Varsity Football Coach	SHS
Darcie Adams	Wrestling Team	SHS
Savannah Johnson	JV & Varsity Boys Basketball	SHS
Cynthia Pulido	Girls Volleyball Coach	SHS
Savannah Johnson	JV Boys Volleyball Coach	SHS
Patrick Graham	Activities Director (split w/ D Adams)	SHS
Darcie Adams	Social Studies Chair	SHS
Laura Zapien	Student Council Advisor	FL
Terri Munoz	PBIS Team	FL
Forrest Griffin	Yearbook Advisor	FL
Mayra Salas	Student Council advisor (split w/ W.Reeves-Ramirez)	RF
Wiley Reeves-Ramirez	Student Council advisor (split w/ Mayra Salas)	RF

9. By a vote of 5-0 a settlement agreement with D. Gonzales was approved

C. Approved the Board Agenda

**MOTION TO APPROVE AGENDA BY: Jodi Massa SECONDED BY: Javier Galvan
 AYES: Mrs. Berlanga, Mr. Fernandez, Mr. Galvan, Mrs. Massa, Mrs. Perez-Aguilera
 NAYS: None ABSENT: None**

IV. PUBLIC HEARING FOR THE SUFFICIENCY OF INSTRUCTIONAL MATERIALS FOR THE 2016/2017 SCHOOL YEAR

Pursuant to Education Code Section 60119, the Governing Board of the Soledad Unified School District, held a public hearing on September 14, 2016 at 7:00 p.m. in the District Office Board Room at 1261 Metz Rd., Soledad, California, at which time the Governing Board encouraged participation by parents, teachers, members of the community interested in the affairs of the school district, and bargaining unit leaders, shall make a determination, through a resolution, or will have prior to the end of the 2016/17 school year, sufficient textbooks or instructional materials, or both, in each subject that are consistent with the content and cycles of the curriculum framework adopted by the State Board.

Public Hearing Opened: 7:23 p.m.

Mr. Chris Bourke, Teacher at Soledad High School spoke about receiving have a new AP government books and that the Floral Design class needs new books. The one's they have are 15 years old. They would like money for new books, new and improved. The class would like 50 books as a classroom set because they do cost about \$180 per book. He suggested maybe including this in the LCAP.

Maria Vidal, parent said that the last back to school night at Soledad High School, she noticed that the Spanish materials are from 1997 and asked that the Board please consider reviewing that.

Mr. Guzman stated that we have an adoption plan based on State Core material adoptions. It takes about \$750,000 for a full adoption and will definitely look at this. Because of Williams, core materials like English, Math, Science and Social Studies are priorities.

Public Comments Closed: 7:28 p.m.

V. PUBLIC HEARING ON THE LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) AND BUDGET

The Soledad Unified School District held a public hearing on the District's Local Control Accountability Plan (LCAP) and Budget on Wednesday, September 14, 2016 at 7:00 p.m. in the District Office Board Room at 1261 Metz Road, Soledad CA 93960. At such time the Board, staff, and community had an opportunity to hear the recommendation and comments of members of the public regarding specific actions and expenditures proposed to be included in the LCAP. The LCAP and Budget was ready for public viewing on September 9, 2016 at the District Office at 1261 Metz Road, Soledad, California.

Public Hearing Opened: 7:28 p.m.

Mr. Guzman began by stating that after the Community Meeting changes were made and reviewed the process dates. Once approved by our district, it will go to the county for approval and we can start utilizing the funds.

Mr. Bourke, Teacher commented on the Community LCAP meeting and how awesome it was. They had break out tables with translators and presenters at each and every one had an opportunity to give their input and if you did not, it's your fault. It was the LCAP meeting to end all LCAP meetings and thank you for that.

Mr. Bourke went to voice concerns:

- High Schools Section Goal 3 – clear and consistent expectations with consequence and said he was so happy to see those words and happy that we are bringing discipline back to the high school and the districts and those who are a threat are no longer on campus.
- CPE Perkins grant: it was his understanding that the grant money arrived in July and if the district office and the classes want to start ordering materials and asked that they expedite it to the school site so they can start using the money, it would be appreciated. He did not know what the holdup was.
- Welding shop they have maintenance shop in the football field which was cleaned up and a plan was set up for the welding shop. However, with Mr. Nieto gone, so was the plan for the shop. He was also under the understanding that Hartnell gave the district some old welding equipment for the class. At the end of the class, it would make our students employable, so this is a good thing and he asked the Board and administration to look into this to get the program up and running.
- Recruitment and staff retention. Mr. Bourke said that some administrators and some teachers feel that when they were hired, by former administration, they made certain promises to them and feel they were hired under false pretenses. The job they were promised not the job they got. They feel that even though in their job description it states, "other duties as assigned," these other duties constitute about 60% of their job. Support for program and other people who made this promises are no longer here and there are bad feelings that promises were not met. Not money issues it's a damage control issue. For your attention.
- Outreach by board. Mr. Bourke said that he sees the old board's faces but it's a different board with their different attitude, so it was positive.

Trustee Perez-Aguilera asked if he knew what the holdup was for the Perkins funding. Mr. Bourke said no, he knows it's somewhere around \$1.2 million and the money has not made its way to the high school. The school is under way and needed to buy supplies for not just ag, wood shop; floristry, dentistry and he did not know what the holdup was. The teachers want to get their hands on the money to use for materials; but he said maybe with the transitions and changes, this has not been done.

Trustee Perez-Aguilera asked in terms of staff have concerns, have they addressed it with the proper channels for instance, Mr. Guzman. Mr. Guzman also mentioned Mr. James. Mr. Bourke said, slightly and he thought that they have been in touch with administration but mainly are concerns from teachers on probation. They are a little bit nervous. He had addressed it with Mr. James. There are a few, not a lot of teachers. Trustee Perez Aguilera told Mr. Bourke this was a non-threatening environment and if anyone has any concerns, feel free to contact the site administrators if not the Board. The Board does receive a high level report of what's going on, board members are there to hear.

Mr. Guzman responded on the Perkins grant and said this was funding directed to ROP programs. The district's portion amount was approximately about \$28,000, not sufficient and is a minimal amount; but will look to see what's going on. Mr. Vega, CBO said he would look to see what is going on right away and also look at the allocation.

- Ms. Erika Avila, is a 3-year resident of Soledad and said she has been blessed to have three students in the district. Her daughter is a student that has been receiving a lot of help in RTI and SST. She thanked the Board for their dedication and help. Her question was about offering GATE for her son and other students who need extra challenge at school and she does not want to lose him and want to continue with his growth so he does not lose interest in school.

Closed: 7:38 p.m.

VI. COMMUNICATIONS

A. Oral Communications

1. Audience

- Mr. Lucio Rios, former Board member and community member addressed the Board about waiving the fees for the use of the high school stadium for the Soledad Warriors. This a positive program that serves about 150-200 kids. Mr. Mumau, Principal at that time, came to agreement where the Chain Gang would provide services in exchange for custodial fees and that's how they got the "Chain Gang." The Chain Gang also provides services at away games and this has been the practice for 5-6 years. The Soledad warriors had 8 home games and were charged for the last game. The Soledad Warriors were charged around \$2,000 and it's lots of money when you are nonprofit.
- Mr. Chavelo Quintero, member of the Chain Gang (Kevin Sitko and Joe Rusconi); also spoke on behalf of the Soledad Warriors and said this was a good program for our youth and asked the Board waive the fees.
- Mr. Vega, CBO apologized and said he did not have the institutional knowledge and he was just following board policy when his office charged the Warriors.
- Trustee Fernandez agreed that was the practice in place and he would not disagree we don't charge them. We don't charge others, why charge them.
- Arnold Bernal, President of the Soledad Warriors, explained the purpose of the organization and said it was a nonprofit organization. He also personally goes to all schools and lets principals know that if they ever have a problem with one of his players, to let him know, as he likes to get involved in their education.
- President Berlanga also agreed to waive the fees and knows how these community members are involved in the community and also at the high school.
- Mr. Guzman apologized for the confusion and said Mr. Vega was just

following board policy (and the fee structure for profit / non-profit organizations). He knows of the chain gang and their contribution to the school a Memorandum of Understanding can be developed.

- The direction from the Board to Mr. Guzman was to waive the fees for the Soledad Warriors.
- Mr. Walker, Assistant Principal at Soledad High School recognized employees for their help in preparation of the Williams Audit visit. He recognized Ralph Chavez, Valerie Mansfield and Alfonso Bravo and said they appreciated all their work and help.

2. Oral Presentations

a. Hartnell Community College Update on Measure T – Dr. Lewallen

Dr. Lewallen, Hartnell College President, addressed the Board to ask their support for Measure T which will be on the election ballot in November. He spoke on the great relationship between the district and Hartnell. There is a partnership with Soledad High School on Dual Enrollment. With recent approved legislation, students can now take college level classes during the school day. They can earn high school and college credit. Currently Hartnell is offering 2 classes and they are full. He emphasized that Soledad High School is the only high school in Monterey County that they are doing this with. Any time Hartnell wants to try something new, we do it with Soledad High School. Dr. Lewallen thanked Mr. Guzman and staff for all work that they've done as it is not easy work. He also commended the Board for adopting a resolution to be able to offer dual enrollment and for going through all steps. You are now their model for that program. All other high schools are knocking on his door wanting the same. But he tells them that they are working out the bugs and then they will roll out to other high schools. Thanks for allowing them to pilot their programs.

Dr. Lewallen thanked everyone in the room for supporting Measure H in 2002. He invited everyone to join them at a ribbon cutting ceremony for the Stem Center building on the Main Campus in Salinas. It will take place September 30, 2016 at 4:30 p.m. Please come and see the center. It's because of your support, your money, your students, your children will be able to take classes in that building.

In December of 2015, Hartnell refinanced some of the Measure H bond and everyone should see a reduction in your tax bill. Refinancing will save taxpayers \$175 Million.

Measure T in the November 2016 Ballot: Dr. Lewallen explained this was a \$167 Million bond measure. It will cost tax payers about \$19.95 per \$100,000 of assessed value. Dr. Lewallen explained what they will do with the money: Soledad High School Science Center, a Satellite Campus in Soledad and bigger than the King City center. The Science Center at Soledad High School is already an approved project by the state. It will be a joint use facility where they can teach classes during

the day, imagine a College Science class during the day. The Soledad Campus will have a joint use community room, gathering place to host events. Perhaps even more exciting, inside building it will house the Center for Literacy for Reading Development. Hartnell wants to tackle this issue. It does not mean that everyone will come to Soledad to take English Classes. Literacy also includes digital, technology as well as reading and writing. In 40% of adults, they don't have high school diploma and that should not be unacceptable. Only a few have a BA in the Latino community. He said we need to change that and with your help, we can do it. They also want to build a center for nursing in the main campus and produce more nurses. There are 200 nursing openings in this county alone and he asked why can't we produce our own? They also want to build a Center in Castroville area, as it's been ignored and that will be no longer and they can provide help. Other is a modernization project. They have some old building. The Gym was built in 1938 in Salinas, great building but needs help. Hartnell needs your help and vote yes on Measure T.

Mr. Guzman also acknowledged Hartnell Board President Lewallen, Erica Padilla-Chavez who was also in the audience. He said before the Board for action was a resolution to support Measure T. Mrs. Padilla-Chavez said that this would also allow Hartnell to put Soledad USD on their promotional materials.

3. Student of the Month

a. Main Street Middle School

Ms. Swift, Principal, introduced Robert Lopez as the Student of the Month for Main Street Middle School

b. Soledad High School

Mr. James, Principal and Captain Gomez, NJROTC Instructor, introduced Fabiola Mata as the Student of the Month for Soledad High School

c. Community Education Center

Mr. Lopez, Principal, introduced Jazmin Zepeda as the Student of the Month for Pinnacles High School

4. Student Council Report

a. Main Street Middle School was given by Ms. Swift and Ms. Bentley.

Back to School Night was a huge success. Pep rally took place last Friday with the four houses competing in the Tug-of-War and there will be a rematch by House Griffin and House Dragon. Ms. Swift thanked the Soledad Education Foundation for the grant to be able to purchase T-shirts for teachers for each house. The school has begun a teacher recognition program. They provide a lanyard to each teacher and any time a staff is seeing doing something extraordinary, they get a pin to put

on the lanyard. A teacher can get a Kudos Pin for a great lesson, helping out students, etc. or a Bar Trojan head Pin (PBIS) or a Excellence pin for being stellar or trying something new. Then once a quarter, they will draw prizes. NWEA testing to begin next week. The school is renovating the old teacher lounge to a parent center where they will place computers, , resources for parents to use and get support through liaisons and coordinators. It will be opening next month.

- b. Soledad High School report was given by Christopher Mandujano
- **Old News:** Wow week, Welcome Back rally, ASB Welcome Back Mixer, NJROTC 9-11 Memorial Service
 - **New News:** I heart Radio at lunch on 9/22. Homecoming will be the week of October 17-21, 2016. Night Rally will take place on October 20, 106 at 7 p.m. in the Gym followed by the Homecoming Parade on October 21, 2016 at 2 p.m. down Main Street, across Front Street, and up West Street to deliver the Football Team to the Gene Martin Stadium where they will play against RLS.
 - **Club Props: Dance Team:** performed at the back to school rally, and the first home game. The dance team was also asked to help teach the afterschool program students dance, for the Bill Shaw event. **FFA:** Greenhand Leadership Camp on September 16-17 where Senior FFA members and Officers will conduct engaging communication, team building and informative workshops with the students. Five students will be representing our Chapter at the San Benito County Fair at the end of the month. **Class of 2018:** The Junior class has been meeting to discuss possible new venues for Prom this school year. Possibly in San Francisco or Paso Robles. **Anime Club:** is currently having their Krispy Kream Doughnuts sales to be able to attend Wonder Con in March. They will also be selling burritos at next week's home football game. This Friday 9/16 Anime club will be hosting their 1st movie night from 5-8 pm. **AP Club:** elected officers and had their first meeting 9/5. They are now in the process of planning trips to colleges, museums, plays, and cultural events. They will host an AP club night next Wednesday and are gearing up to do some fundraising. You can also follow them on twitter @SHSapclub. **Drama:** has been rehearsing for two one act plays; The God of Carnage, and Fatal Fortune's Favored. These plays are being performed on October 13, and 14
 - **Choir:** is performing the Fall Concert in the multi-purpose room on October 6th. The choir has already performed at the 911 ceremony and the Bill Shaw Back to School Ceremony. **NJROTC:** began the school year with 203 cadets enrolled in the program. Currently there are 194 cadets enrolled. NJROTC's first major event was traveling to city of Marina for their annual Labor Day Parade. Soon after, NJROTC had to practice and prepare for the 9/11 Remembrance Event, followed by the Back to School Event held in front of Denny's

Parking Lot. NJROTC continues to supports their school and their community with Color Guards at the local home football and volleyball games. NJROTC is preparing to support the City of Salinas for their annual Salinas International Air Show scheduled for Sep 24-25 and on Oct 1st, NJROTC will be supporting the City of Soledad for their Reuse, Recycling and Clean-up Day-Sponsored by Tri-Cities Disposal and Recycling Services.

- **Sports Props: Volleyball:** Has hosted 4-home, pre-season games. They have a varsity tournament this weekend in Watsonville and JV the following weekend. League begins September 13 vs. Carmel High at home. **Cross-Country:** Has reached a record number of students interested with over 60 runners! They had their first competition on Saturday, the 10th with Alvarez High's Watermelon Run at Constitution Park. Their first league dual meet is Sept. 15 vs Gonzales and PG. **Football:** Both JV and Varsity are off to a rough 0-2 start in their non-league schedule. The Aztecs play at Alisal this Friday night in Salinas.

5. Employees of the Month

Classified: Angie Amador, Secretary I at San Vicente Elementary
Certificated: Helen Esparza, Teacher at San Vicente Elementary

6. Board Member comments

- Trustee Massa shared a sign on her iPad on Yes on Measure T.
- Trustee Perez Aguilera also commented on the measure and said that Hartnell had the Board's endorsement. She encouraged everyone to keep moving forward in a non-threatening environment. Let the Board know if you need help to overcome any obstacle. They are there to support them. She also congratulated the Students and Employees of the Month.
- Trustee Galvan welcomed everyone back. He also congratulated the employees and students of the month and gave kudos to his children's teachers: Mrs. Rocha, Ms. Miller and Ms. Epson. Trustee Galvan said that the Board was there to listen to them, but do go to the administrators or Mr. Guzman. If they are not aware, they can't make changes. Thank you for what you have done. He also voiced the same congratulatory notes as previous Board members and again reiterated the Board and administration are accessible to everyone.
- President Berlanga dittoed all comments.

▪ *Followed by a five (5) minute recess*

B. Educational Services – Dr. Witwer

1. LCAP Update – Dr. Witwer reviewed the following:
Goals: 1) College & Career Ready 2) Proficiency for All; 3) Safe Schools; 4) Community & Family Engagement; 5) Highly Qualified Staff; 6) Support our EL

Learners & Other Populations

1. Planned our LCAP Stakeholder meeting for August 25 at 6:00 at SHS.
2. All Principals & Learning Directors/Assistant Principals were asked to put together a presentation on 1 specific goal of the LCAP Plan.
3. All Administrators were to make visual charts of their goal to show.
4. The MCOE team came to the Stakeholder meeting to support the plan.
5. That night MCOE & Mr. Guzman gave an overview of the LCAP process.
6. Parents rotated through all 6 goals to gain information and to ask questions.
7. The MCOE team divided up and took notes at each Goal Table.
8. After the meeting the MCOE team met with our Administrators & shared the input/notes from the Stakeholder meeting.
9. The administrators put sticky dots by the common themes for each goal.

Here are the main themes from the Stakeholder input

- Goal 1: More Intervention Classes: Parent Workshops -Post Secondary
- Goal 2: Compare to Lighthouse Districts & Analyze Best Practices
CELDT/CAASP Data Analysis- Use Multiple Measures
- Goal 3: More Highly Quality Supervision on School Campus- Include more
Training for them; Teacher PD – Student Behavior Counselors for
Student Support-Social/Emotional
- Goal 4: Implementation of Initiatives & Communicate Progress on LCAP
Goals. Website should be Friendly & Current. Resources for
Parents to Support Students
- Goal 5: Retention of Staff
- Better Pay for Substitute Teachers
 - More Site Support for Teachers- Such as an Academic Coach
- Goal 6: Instructional Aides for EL Students at HS
- Newcomer Support
 - Literacy Support/Progress Monitoring & Consistency

How were the Main Themes included in the LCAP Plan?

- They were listed at the beginning of the LCAP in the first section where we put the meeting dates. It is under Stakeholder Meeting held on August 25.
- They were also added into the Actions under the appropriate Goal.

Next Steps are:

- Recommended Board approval of the LCAP on September 21
- Recommend MCOE approve the LCAP Plan by October 8

Comments:

- Trustee Perez-Aguilera asked if we had results area for each goal and what it would look like. Dr. Witwer said that they are trying to measure each goal.

Everything they have in the plan has been with input from needs of the district. Needs of everyone and all schools.

- Glenda Woodrow said an issue is with the pay for long term subs. They are not paid enough and we can't keep the one's we have. They get paid more in Salinas and they don't have to drive.

2. **CASSPP Test Presentation**

Dr. Witwer reviewed the Smarter Balance Results for ELA/Literacy and Math.

In summary:

- We continue to have some work to do in Reading & Math as the CAASPP is a fairly new test.
- Our students are doing better in English Language Arts than Math
- 3rd Grade did the best in Math
- 5th Grade did the best in Reading
- 11th Grade did the second best in Reading

Next Steps:

1. Conduct & Implement Data Analysis meetings for all schools in Grade Level Teams & Departments
2. Implement the District-Wide Summits Again as we used too.
(Principals analyze all scores for their school & they develop an Action Plan for improvement)

Looking at Adopting A Designated ELD Curriculum- For Long Term English Learners

- Did an Overview of 2 Different Programs with Teacher Leaders & Administrators
- We then Displayed Materials in Schools for them to View
- Principals gave an Overview of the 2 Programs at their Staff Meetings
- Teachers will vote on which of the 2 Programs they like best: Escalate or 3D by Kate Kinsella
- Board will Ratify next month

Comments:

Trustee Perez-Aguilar asked how long the process typically take for ELD. Dr. Witwer said it requires refining with and determining the program. As an example, the ELD / ELA and Math took 6 months. It's supplemental ELD instruction for long term English learners and it is taking a shorter time. This one is for fewer amounts of students.

Trustee Perez-Aguilera asked why we don't do lengthy process. Dr. Witwer said with the ELA / ELD adoption – when we went to look at materials last year at county they said that ELA/ELD was going to do it all for all EL students. We did

not think that it was going to do it. It costs \$150,000 for our K-3 kids will do it. It's the long term EL for grades 4-12 that we are concerned about. We need a backup plan to adopt a curriculum; so we don't let them go for a long period without materials. We questioned whether it would be doing it. There was a discussion between teachers and administration about the ELD materials. Mr. Guzman communicated to Dr. Witwer we were going to slow down a bit and bring it back to the Board in November. Teachers will pilot the program to see if this is the material that our students need. Mr. Guzman said to slow down, collaborate, and get a team and more discussion to make a good recommendation. Ms. Woodrow said at their site, their two ELA teachers are the ones that tell the rest of the teachers what program is best for students.

Mr. Guzman said that teachers are the ones who will be delivering and we want their buy in and have the right tools for them. So again, we will slow down the process. Mr. Aguilar, Teacher at Frank said that teaching ELA or ELD at the middle school is much different than K-6 grade.

- Parent, Teachers, Family Student Support Coordinators were currently attending Soluciones Training in Monterey called "Closing the Achievement Gap."

3. CEC Graduation Update – Mr. Jeff Lopez

Mr. Lopez reported that he conducted an informal poll of CEC graduation. For the last two years CEC students have graduated with Soledad High School Students. The prior years they had their own graduation ceremony at the YMCA. Parents just want their students to graduate even if it's at the parking lot. They just want to see them get their diploma. The students overwhelming enjoy graduating with high school. However, when they have enrolled students this year, they were told they would graduate with Soledad High School. President Berlanga said she enjoyed hearing students' stories when they had their own graduation, making it special. She also would like Mr. Lopez to address his students and recognize them at one time. It makes it awkward to be getting up and down from the stage. Hand them their diploma together. Mrs. Julia turner suggested that CEC have an Awards Night like the high school. Everyone liked the idea. Mr. Lopez also reported that besides Pinnacles graduation, they also have Adult/GED graduation in the Mission Room.

Direction from the Board was to continue as last year and modified senior awards night and make it flow and connect with Mr. James.

C. Administrative Reports

1. Director of Technology's Report

D. Superintendent's Reports

1. Enrollment Report/Class Size
Enrollment was at 4,896 as of September 9, 2016

2. Williams Lawsuit Report

Mr. Guzman reported that there had been no complaints filed for this period. He also reported good news in regards to the Williams Visits. The visits were held for San Vicente, Gabilan, Main Street and Soledad High School. Minor facilities issues were found and will be corrected. However, Soledad High School has bigger issues with the FFA facilities and we will need to address these and bring it up to compliance. The problem is with the drainage, electrical, shade structure; but the electrical is a real concern. Per Mr. Vega, CBO, the Williams team has brought up their concerns within the last 3-4 years with promise of fixing it. Mr. Vega cannot know something that he is aware of now and will immediately take action as we don't want to be penalized.

Mr. Guzman stated that when you build school buildings, you have to be DSA compliant and comply with school facilities code. Our FFA is an amazing program; but we must be compliant. Mr. Guzman will continue to give updates to the Board. Continue using the facilities but by next year have to be done.

3. FCMAT Update: The report has been submitted to the County Office of Education and we are waiting for their input.
4. Independent Study program Partnership with Monterey County Office of Education – to begin next week. The room at CEC was remodeled to house the students. Mr. Guzman thanked the Board for approval of an MOU that made this possible. He invited Board members to stop by and visit the classroom.
5. The Rising Sun Newspaper, produced by Soledad High School students and distributed copies to the Board.
6. America Reads Volunteer Recognition Event held on September 16, 2016 at CSUMB. Mr. Guzman thanked Trustee Massa for joining him where the Captain Gomez and his Cadets were recognized, along with other volunteers.
7. List of District Contracts – as requested by Trustee Perez-Aguilera, Mr. Guzman distributed a detailed list of contracts for 2016/2017.

VII. CONSENT CALENDAR

- A. Routine business transactions, annual renewal of programs, bid agreements, notices of public hearings and proclamations.
 1. Approved the minutes of regular meeting of August 10, 2016
 2. Approved the minutes of special meeting (Board Retreat) of August 20, 2016
 3. Approved the minutes of special meeting of August 24, 2016
 4. Approved the minutes of special meeting of September 2, 2016

5. Approved a List of Bill Warrants
6. Ratified to renew licenses with McRel for the 2016/2017 school year
7. Approved a contract with Ellen Ferguson for translation services
8. Approved the Percussion Ensemble Music Course and course outlines for Soledad High School
9. Approved an Agreement with Monterey County Superintendent of Schools regarding County Operated programs at Rose Ferrero Elementary, San Vicente Elementary, Pinnacles High School and the District Office
10. Approved an Agreement with the City of Soledad for a School Resource Officer
11. Approved the First 5 Monterey County Grant Funding for the expansion of playgroups for 2016/2017
12. Approved to discard obsolete textbooks at Pinnacles High School
13. Approved an overnight field trip for Soledad High School FFA to attend the South Coast Regional Chapter Officer Leadership Conference October 8-9, 2016 at San Benito High School in Hollister, California
14. Approved an overnight field trip for Soledad High School to attended the 2016 San Benito County Fair September 27-October 2, 2016
15. Approved the 2016/2017 Bus Routes
16. Approved a Math Consulting Agreement with Brian Palmer
17. Ratified a quote for STEMscopes Training for Teachers to pilot the Science Curriculum

Open for comments:

Trustee Fernandez discussed item #9, SRO Agreement. He pointed out that there was a conflict of times in the agreement. Mr. Guzman agreed and will fix the typo. Trustee Fernandez was also concerned about getting 100% of the 50% of what the district is paying for the SRO. Sergeant Munguia was at the meeting and said he was committed to giving 100% and more to the position including having an SRO available in the district 8 hours a day five days a week. Sergeant Munguia also mentioned that he had about three officers, he was interviewing who were interested in being an SRO. Sergeant Munguia was asked if one or two Board members could sit in the interviews with him. Sergeant Munguia saw no problem; but would have to clear it with the Chief.

MOTION TO APPROVE CONSENT CALENDAR BY: Javier Galvan SECONDED: Josie

Perez-Aguilera AYES: Mrs. Berlanga, Mr. Fernandez, Mr. Galvan, Mrs. Massa, Mrs. Perez-Aguilera NAYS: None ABSENT: None

B. Personnel Items

1. Approved the Public Disclosure of Collective Bargaining Agreements with the California School Employee Association (CSEA) – AB 1200
2. Approved the Salaries Schedules
 - a. Certificated Management
 - b. Classified Management
 - c. Confidential
 - d. CSEA/Food Service and MOT
 - e. CSEA Instructional and Other

Open for comments:

There were no comments

MOTION TO APPROVE PERSONNEL ITEMS BY: Javier Galvan SECONDED: Josie Perez-Aguilera AYES: Mrs. Berlanga, Mr. Fernandez, Mr. Galvan, Mrs. Massa, Mrs. Perez-Aguilera NAYS: None ABSENT: None

C. Business Items:

1. Approved the Soledad High School Solar Arrays, Special Inspection Services with BSK Associates
2. Approved a proposal to purchase a new 2016 Ford F150 from Salinas Valley Ford
3. Approved a proposal to purchase furniture for Soledad High School retrofitted Science Lab
4. Approved a proposal to purchase John Deere commercial equipment from RDO Equipment Co.
5. Approved a proposal for Prop 39 Management Services Agreement with School Site Solutions, Inc.
6. Approved the General Facility Services Agreement and Emergency Repair Program (ER) Management with School Site Solutions, Inc.
7. Ratified the installation of divider wall at the Community Education Center
8. Approved to renew an agreement for services for the School Messenger System provided by Reliance Communications, LLC
9. Approved the proposal to purchase the Online Reporting System Sprigeo

- 10. Approved and declared district property as surplus, declaring it obsolete and disposing of the items
- 11. Ratified an Agreement with the Monterey County Office of Education for Facilities Support

Open for comments:

There were no comments

MOTION TO APPROVE BUSINESS ITEMS BY: Jaime Fernandez SECONDED: Javier Galvan AYES: Mrs. Berlanga, Mr. Fernandez, Mr. Galvan, Mrs. Massa, Mrs. Perez-Aguilera NAYS: None ABSENT: None

D. Major Business Items

- 1. Approved the Unaudited Actuals for Fiscal year Ended June 30, 2016 and presentation

Per Education Code 42100 (a), on or before **September 15, 2016** the Governing Board shall approve and file the statement of all receipts and expenditures of the District for the preceding fiscal year with the County Office of Education.

- On or before **October 15, 2016**, the County Office of Education shall verify the accuracy of the statement and shall transmit a copy to the Superintendent of Public Instruction.
- The statements are referred as **Unaudited Actuals**, SACS Financial Report.

Facts for FY 2015/2016:

- 11 Funds in the Financial System (Escape)
- Enrollment per CALPADS: 4,861 (10/2/2015)
- Projected Enrollment for 2016-17: 4,910
- P2 Funded ADA: 4,648
- Unduplicated count of English learners (EL), eligible to receive a free or reduced-priced meal (FRPM), foster youth: 89%

General Fund Total Revenues: \$55,889,804
Unrestricted: \$48,233,283
Restricted: \$7,656,521

LCFF Revenue:	\$44,386,194
Federal Revenues:	\$ 2,828,427
Other State Revenues:	\$ 6,127,707
Other Local Revenues:	\$ 2,547,476

General Fund Total Expenditures: \$54,516,582
Unrestricted: \$39,810,025

Restricted:	\$14,706,559
Certificated Salaries:	\$20,750,238
Classified Salaries:	\$ 7,852,637
Employee Benefits:	\$11,861,984
Books and Supplies:	\$ 2,654,920
Services, Other Operating Expenses:	\$ 6,475,095
Capital Outlay:	\$ 997,010
Other Outgo:	\$ 1,826,614
Transfers Out:	\$ 2,098,084

General Fund Summary

FY 2015-16	Unrestricted	Restricted	Total
Revenues	48,233,283	7,656,521	55,889,804
Expenditures	37,711,941	14,706,559	52,418,500
Transfers Out	(2,098,084)		(2,098,084)
Contributions to SpEd & RM	(7,319,752)		
Net Increase/Decrease in Fund	1,103,505	269,713	1,373,219
Beginning Balance	7,941,663	1,396,295	9,337,958
Ending Balance	9,045,168	1,666,008	10,711,177
Components of Ending Balance			-
Required Reserve	5,500,000		5,500,000
Revolving Cash	7,500		7,500
Prepaid Expenditure	36,297		36,297
Assigned: New MSM (Option 1b)	1,500,000		1,500,000
Assigned: Textbook Adoption	1,109,184		1,109,184
Assigned: Textbook Adopt. (Lottery)	140,816		140,816
Assigned: New Science Building	750,000		750,000
Unassigned	1,371		1,371
Total	9,045,168	1,666,008	10,711,177

Other Funds

Fund	Beginning Bal	Rev	Exp	Ending Bal
Adult Education (Fund 11)	233,995	528,358	750,033	354,781
Child Development (12)	9,445	638,914	638,400	9,860
Cafeteria (13)	551,286	2,699,700	2,761,800	489,186
Deferred Maintenance	759	33	0	792

(14)				
Sp. Rsrv-Other Cap Outlay (17)	76,497	750,821	0	827,318
Sp. Rsrv-OPEB (20)	158,237	1,698	0	159,936
Building (21) Measure C	26,107,985	274,686	4,205,386	21,794,492
Capital Facility (25)	2,864	385,055	356,376	31,543
Sp. Rsrv- Cap Outlay (40)	0	1,000,000	0	1,000,000
Bond Int. & Redemption (51)	1,057,096	2,200,216	2,261,228	1,026,765

Open for comments:

Ms. Woodrow, STA President asked the Board to consider bringing down reserves as outlined in Education code of 3%, that way the money could be used for students. After some discussion and comments from CBO, Mr. Vega and the fact that even with 10% reserves, per Board Policy, it would not even cover 2 full payrolls. Trustee Josie Perez-Aguilera said we needed to keep it at 10%.

MOTION TO APPROVE MAJOR BUSINESS ITEMS BY: Jodi Massa SECONDED: Jaime Fernandez AYES: Mrs. Berlanga, Mr. Fernandez, Mr. Galvan, Mrs. Massa, Mrs. Perez-Aguilera NAYS: None ABSENT: None

VIII. RESOLUTIONS

A. No. 9-01-16 – For the Sufficiency of Instructional Materials for the 2016/2017 School Year

Open for comments: There were no comments

MOTION TO APPROVE NO. 9-01-16 BY: Javier Galvan SECONDED: Jodi Massa AYES: Mrs. Berlanga, Mr. Fernandez, Mr. Galvan, Mrs. Massa, Mrs. Perez-Aguilera NAYS: None ABSENT: None

B. No. 9-02-16 – Signature Authorization to Release Funds from the District Checking Accounts for Student Council, Cafeteria, and Revolving Accounts

Open for comments: There were no comments

MOTION TO APPROVE NO. 9-02-16 BY: Jodi Massa SECONDED: Josie Perez-Aguilera AYES: Mrs. Berlanga, Mr. Fernandez, Mr. Galvan, Mrs. Massa, Mrs. Perez-Aguilera NAYS: None ABSENT: None

C. No. 9-03-16 – Adopting the Gann Limit

Open for comments: There were no comments

**MOTION TO APPROVE NO. 9-03-16 BY: Jaime Fernandez SECONDED: Javier Galvan
AYES: Mrs. Berlanga, Mr. Fernandez, Mr. Galvan, Mrs. Massa, Mrs. Perez-Aguilera
NAYS: None ABSENT: None**

D. No. 9-04-16 – Finding the Proposed main Street Middle School Project to be Exempt from the California Environmental Quality Act (CEQA) and Authorizing the Filing of a Notice of Exemption

Open for comments: There were no comments

**MOTION TO APPROVE NO. 9-04-16 BY: Jodi Massa SECONDED: Josie Perez-Aguilera
AYES: Mrs. Berlanga, Mr. Fernandez, Mr. Galvan, Mrs. Massa, Mrs. Perez-Aguilera
NAYS: None ABSENT: None**

E. No. 9-05-16 – In support of Measure T, the Hartnell Community College District Facilities Bond and Measure

Open for comments:

**MOTION TO APPROVE NO. 9-05-16 BY: Jodi Massa SECONDED: Josie Perez-Aguilera
AYES: Mrs. Berlanga, Mr. Fernandez, Mr. Galvan, Mrs. Massa, Mrs. Perez-Aguilera
NAYS: None ABSENT: None**

IV. **BOARD POLICIES**

A. First Reading –Manual Maintenance – July 2016

Open for comments: There were no comments

X. **NEW ITEMS OF BUSINESS**

- Mr. Guzman distributed Moody’s Investment Report for Soledad Unified School District, with an A1 rating. Our credit position is solid and robust.
- Trustee Fernandez voiced his concerns about the district hiring our own electrician, painter and plumber; yet when we are talking about FFA and buildings, the Board is being told we have to contract out for those services. Why can’t our electrician do the work? It does not inspire confidence that electrician can’t do the work he was hired to do. Why did we hire that person?

Mr. Vega, CBO, says that we are keeping the electrician very busy and he has a lot of work, mainly maintenance. However, when you are talking about bringing buildings up to state code and you are asking for DSA certification, you must get someone that they recognize. The electrician also supports technology and installs conduit and maintenance work that does not require DSA approval. Mr. Fernandez still had a problem with the reasoning and said that he could go to Home Depot and find someone that can do that. Yet we pay people we hire and they can’t do the work. Mr. Vega said it’s because they are general contractors and used the example of the wall that was built at CEC, we could not do the work ourselves, and it had to be a general contractor with a license. The plumber is doing most of work for broken toilets, fixing sinks, and does all he can. Mr. Guzman said working with the state and DSA

you have to do what they tell you. The electrician, plumber and painter save the district a lot of money as we don't have to contract out most of these jobs. Jobs have to be done by the book to avoid liability to the district.

XI. **ADJOURNMENT**

Meeting adjourned at 10:32 p.m.

Board approved October 12, 2016

Good evening,

My name is Laura Tucker and I am a 3rd grade teacher at Jack Franscioni Elementary School. I have taught in the Soledad Unified School District for the past 23 years in grades Kindergarten through 5th and have been the new teacher mentor for this district. I am highly committed to the quality education of our students. As we move forward in solidifying the LACAP I encourage you to look closely at a few trends that have been emerging over the past 3-4 years. Recently there has been a drastic shift in the district policies governing retention of students that have not achieved grade level standards in the areas of language arts, reading and/or mathematics. Past practice for retaining a student required that the teacher have proper data from multiple measures showing a far below basic or below basic level in the major areas of instruction, reading, English language arts, and mathematics and at least two SST or student study team meetings with the student's parents. Teachers were also required to fill out an intervention checklist for the teacher and parent responsibilities. Further, the teacher was required to create an Individual Learning Plan or ILP for each student at risk of retention. This plan was to be updated and revisited at least once during the school year. The teacher was also required to fill out a Light's retention scale for each student that took in to account concerns that were in opposition to retention, such as special education needs, siblings of same or close age, child's size, and behavioral concerns that might affect academic performance. After all of this, which took the entire school year to complete. A meeting was set up with the parents to have retention forms signed. This is a complicated process that has ensured that only those students that would truly benefit from an additional year in a grade level would be considered. Based on this process, I have only felt the need to retain a handful of students throughout my 23 years in this district.

In the past three years this process has been ignored and completely thrown out for a system where administration at the District Office level have arbitrarily made decisions about all students in the Soledad Unified School District. The message that was made clear to all staff is that no student will ever be retained in this district by a teacher, even with the proper documentation and supporting data to back up the needs of the child, because the Superintendent, Dr. Rupi Boyd didn't believe in it and that is the way it will be. I have been forced to promote

students to the next grade who were working two to three years behind grade level expectations, with no real plan for their success and no proven intervention or remediation program that will maximize their chances for success. These students were guaranteed to fail the next grade before they even left my class. All of the students that I am referring to had their permanent records reviewed by me and it was found that there were recommendations by one or more teachers prior to entering my classroom stating that those children would benefit from retention because they were performing one to two years behind grade level expectations when exiting the previous grade. In some cases the parents of students that had been put through the rigorous retention screening process by teachers and SST teams were called during the summer months, when teachers were gone, to un-retain students unbeknownst to the teacher. This directive came from the district office and was handed down to Principals to carry out. Teachers were not consulted and records and documentation of past years were not considered in these decisions. Also, any parent who didn't like that their child was being considered for retention could go to the district office, make an appointment with an administrator, and the teacher was told that they had no say in that child's promotion or retention. We were to "not worry about it" and if the child failed, it wasn't our fault it was the parent's choice. When did spending 180 days a year nurturing, teaching, assessing, and tutoring our students not give a teacher an adequate basis for knowing the child's academic needs, while a parent who has never been in the classroom with their child while learning is taking place, in a meeting with an administrator who has never set eyes on the student, qualify them to make that kind of decision without proper documentation, data, or consultation from support staff.

This system that has been adopted is called social promotion and it is an injustice to our education system in Soledad. The Jack Franscioni school motto is academic success is non-negotiable, but according to the current policies it is not only negotiable but ignored. According to the California Department of Education there are actual guidelines that must be followed in order to retain or not retain students in a school district and one of the major policies is that that burden of proof for not retaining a child is on the appealing party and they must show PROOF why a child should not be retained.

I'm not here to try and get every child who is struggling academically retained. I'm not trying to put undo burden on minorities

and socioeconomically disadvantaged children and their families, but it breaks my heart as a teacher and a parent to see children look at me in August or September and say, I can't do any of this work, it's too hard for me and begin to cry because they were socially promoted and unprepared for the rigors of the next grade. I have seen many, many children "shut down" in school within the first one or two months because their skills and background knowledge were insufficient to allow for success in my grade and retention was not an option for them. We must do better! You as a school board must ensure that we do better. I recommend that the current retention and promotion policies be re-evaluated for Soledad. I recommend that quality, validated remediation programs be put into place to assist students who do not qualify as good retention candidates. These programs need to be more than a band-aid approach of 30 minutes of RTI intervention a day in order to get these kids back on track. A program that allows for qualified teacher-led reading instruction pull-out or push-in at the child's level for longer, 1-2 hour instructional blocks, would better serve the population and give those kids a chance to succeed and close the educational gap that is widening each year. I believe we should seriously look at this policy before the LCAP plan is made permanent so that these practices can be remedied.

As for intervention programs

At this point in the school year there is still no approved and validated intervention programs in place for students who have failing scores in core curriculum areas such as reading, language arts, writing, or math. No intervention programs have been presented to the teachers to address the ever present and growing concerns of dyslexia, dyscalculia, and autism in the school population. These disorders inhibit a student from making significant growth in their learning, but are not diagnosed and/or addressed as needing alternative highly structured and trained methods of intervention. This void in our educational system has resulted in a growing number of students "slipping through the cracks". I have had students in my classroom with many symptoms of dyscalculia and dyslexia and must tell parents that I am not trained or equipped to deal with their child's needs. The current special education testing doesn't address these needs and if testing does show

significant need in a particular area there are no systematic approaches applied to the learning environment to ensure significant growth is attained.

My 2015-16 class entered the third grade with 24 students. 9 students were far below basic in their needs in both reading and mathematics when walking through the door. Another 4 were below basic in reading and/or math as well. That is 13 students out of 24 or 54% of one classroom entering 3rd grade significantly behind grade level expectations in August. And no, I was not the only classroom in my school looking at numbers comparable to these. With classes being balanced for homogenous groupings of students, they all looked like this. That's about 35 out of 75 students far below basic, or 47% of the third graders significantly behind. This is not happening at one school site only, but this is a major topic of impromptu conversations throughout the district. With alarming numbers like these I feel that we would be remiss in our duties as educators to not look deeper into programs that are targeting these widening gaps and more prevalent disorders. Saying that the teacher will provide 30 minutes of RTI (response to intervention) is not enough when a child is 2-3 years behind in areas. Systematic intervention programs run by highly qualified teachers or highly trained paraprofessionals are needed.

This proactive approach to early reading and mathematical deficiencies will decrease the number of students who fail in basic grade level standards, and over time appear to be Special education candidates, but are really those who just need explicit intervention in targeted areas. We may be able to decrease the amount of money spent on special education if we actually address specific student needs identified by the teachers and Student Study Teams with quality programs.

“Response to Intervention (RTI) is a comprehensive early detection and prevention strategy that identifies struggling students and assists them **before** they fall behind.

There is a 3 tiered response to intervention Tier 1 is core instruction for all students, tier 2 is supplemental instruction for 20-30% of the students and tier 3 is intensive intervention for 1-10% of students.

With the numbers that are moving through our classrooms of nearly 50% of students falling in the tier 2-3 category we need to do serious intervention **now** with quality pull-out programs. Where are the reading labs of yesteryear when kids actually got help for extended periods of time at their level? It isn't hold on I'll get to you in my spare time progress that is needed, but intense, fast paced, hard hitting intervention that can help a student grow 1-2 years in a one year span of time and then get back to the regular education program with skills that will enable them to succeed. That is how the educational gap is closed. With the large amount of teacher and administrative turnover in our area, we can't afford to let teachers, interns, and yes even substitutes create intervention programs on the fly. An intervention program should have the 7 Essential Characteristics Common to Successful Interventions that you can read in this document.

Some available programs include

Read 180

System 44

Read Right K-12

Wilson Language Training for Dyslexia

Barton Reading and spelling systems- for Dyslexia

Dynamo math-for learners with dyscalculia

Beat dyscalculia-a multisensory dyscalculia, autism, dyslexia system

There are more than just these, but whatever we do, let's do something.

As for our Special Education Program in the Soledad Unified School District

When everything else that has been mentioned above isn't addressed or is not properly implemented our students who fail year after year are inevitably referred to special education for educational and or emotional testing due to the inability to perform in the classroom setting. This process has now become so bogged down that when we actually do see a child in real crisis and need, we can't

get the paperwork through without jumping through a convoluted process that takes years to complete.

When the steps are taken to get a child assessed sometimes we are even told, sorry you can't file your paperwork because it's too close to the end of the school year and we won't be able to test them in a timely manner to comply with the laws so just hold onto them until next year. This is also breaking the law! These are documents signed by parents asking for special education testing. These are documents that are signed by members of the administration and SST teams, that the district put into place, saying please test this student we have tried all options and interventions and need more specific evidence to further our ability to target their needs. Once those forms are signed the clock is ticking according to the state guidelines.

Even When we do comply with the request to hold onto those papers until next year, we are often told, sorry now you need to have more meetings to update those files and try more interventions. They try to force the teacher into restarting a process that is already 4-5 months late according to state laws.

On the flip side of that, sometimes we need to use common sense. An experienced teacher can tell if a student is in need of testing NOW not in three years. Just as you can identify a student with lets say, DOWN's syndrome, you can sometimes see a child in crisis due to significant learning disabilities or physical trauma. If we are going to have a Special Education policy we need to follow the rules that are set up according to the state regulations, and this leaves flexibility for extreme cases that are clearly identified by more than one source as being in extraordinary need. State law says in a nutshell

The first step in the special education process is referral. Some children are referred for special education because they already have a diagnosed disability, while others may be experiencing unexplained academic or behavioral difficulties at school. A child's parent or teacher can make a written referral to the school district asking that

the process begin to determine whether or not the child qualifies for special education.

It is important for this board, teachers, and parents in California to know that a formal referral for special education supercedes the student study team process. It is illegal for schools to require a student to go through the student study team before being referred for special education. As soon as a formal request for assessment is made, the IEP timelines begin regardless of involvement in the student study team.

So, lets use our SST team to try to eliminate referrals that may not yet warrant Special education testing due to lack of teacher intervention strategies, a language issues, etc., but use it according to the intent of the process, and lets follow the law. We are here to help students, not delay their educational right to a free and **appropriate** public education.

Please consider these implications and trends that are being seen in the classrooms right here in Soledad and consider the changes for the LCAP that will make a difference in the future of our students.

References for your perusal:

EC 48070. The governing board of each school district and each county superintendent of schools shall adopt policies regarding pupil promotion and retention. A pupil shall be promoted or retained only as provided in the policies adopted pursuant to this article. 48070.5. (a) In addition to the policy adopted pursuant to Section 48070, the governing board of each school district and each county board of education shall, in those applicable grade levels, approve a policy regarding the promotion and retention of pupils between the following grades: (1) Between second grade and third grade. (2) Between third grade and fourth

grade. (3) Between fourth and fifth grade.

(4) Between the end of the intermediate grades and the beginning of middle school grades which typically occurs between sixth grade and seventh grade, but may vary depending upon the grade configuration of the school or school district.

(5) Between the end of the middle school grades and the beginning of high school which typically occurs between eighth grade and ninth grade, but may vary depending upon the grade configuration of the school or school district. (b) The policy shall provide for the identification of pupils who should be retained and who are at risk of being retained in their current grade level on the basis of either of the following: (1) The results of the assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 and the minimum levels of proficiency recommended by the State Board of Education pursuant to Section 60648. (2) The pupil's grades and other indicators of academic achievement designated by the district. (c) The policy shall base the identification of pupils pursuant to subdivision (b) at the grade levels identified pursuant to paragraph (1) and (2) of subdivision (a) primarily on the basis of the pupil's level of proficiency in reading. The policy shall base the identification of pupils pursuant to subdivision (b) at the grade levels identified pursuant to paragraphs (3) through (5) of subdivision (a) on the basis of the pupil's level of proficiency in reading, English language arts, and mathematics. (d) (1) If either measure identified in paragraph (1) or (2) of subdivision (b) identifies that a pupil is performing below the minimum standard for promotion, the pupil shall be retained in his or her current grade level unless the pupil's regular classroom teacher determines in writing that retention is not the appropriate intervention for the pupil's academic deficiencies. This written determination shall specify the reasons that

retention is not appropriate for the pupil and shall include recommendations for interventions other than retention that in the opinion of the teacher are necessary to assist the pupil to attain acceptable levels of academic achievement. If the teacher's recommendation to promote is contingent upon the pupil's participation in a summer school or interim session remediation program, the pupil's academic performance shall be reassessed at the end of the remediation program, and the decision to retain or promote the pupil shall be reevaluated at that time. The teacher's evaluation shall be provided to and discussed with the pupil's parent or guardian and the school principal before any final determination of pupil retention or promotion.

(2) If the pupil does not have a single regular classroom teacher, the policy adopted by the school district shall specify the teacher or teachers responsible for the promotion or retention decision.

(e) The policy shall provide for parental notification when a pupil is identified as being at risk of retention. This notice shall be provided as early in the school year as practicable. The policy shall provide a pupil's parent or guardian the opportunity to consult with the teacher or teachers responsible for the decision to promote or retain the pupil.

(f) The policy shall provide a process whereby the decision of the teacher to retain or promote a pupil may be appealed. If an appeal is made, the burden shall be on the appealing party to show why the decision of the teacher should be overruled.

(g) The policy shall provide that pupils who are at-risk of being retained in their current grade be identified as early in the school year, and as early in their school careers, as practicable.

(h) The policy shall indicate the manner in which opportunities for remedial instruction will be provided to pupils who are recommended for retention or who are identified as being at risk for retention.

(i) The policy adopted pursuant

to this section shall be adopted at a public meeting of the governing board of the school district. (j) Nothing in this section shall be construed to prohibit the retention of a pupil not included in grade levels identified pursuant to subdivision (a), or for reasons other than those specified in subdivision (b), if such retention is determined to be appropriate for that pupil. Nothing in this section shall be construed to prohibit a governing board from adopting promotion and retention policies that exceed the criteria established in this section.

Districts and county offices of education continue to have the responsibility to provide remediation services to those students who are recommended for retention, as required by *EC* Section 48070.5(a). With the above changes in statute, they have discretion to determine appropriate interventions to address pupil achievement.

Powerpoint explaining levels of intervention, qualities of two good programs, and their effectiveness
https://nysrti.org/files/statewide_trainings/2012/new_york_rti_11-2-12_part_1_handouts.pdf

The 7 Essential Characteristics Common to Successful Interventions .

- Integrated instruction in key areas of reading, targeting students' needs: phonemic awareness, phonics, fluency, vocabulary, comprehension
- Explicit instruction
- Systematic instruction
- Small-group instruction with active engagement and little "down time"
- Extended opportunities to practice with feedback
- Opportunities to apply skills and strategies while reading connected text with teacher feedback
- Use of data to provide targeted instruction