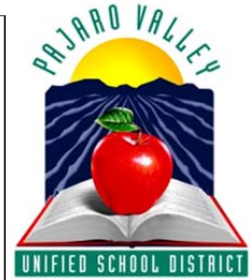


October 7, 2015
STUDY SESSION: DISTRICT GOALS
6:00 PM – 8:00 PM
ADOPTED MINUTES
DISTRICT OFFICE BOARDROOM
292 Green Valley Road, Watsonville, CA 95076



1.0 OPENING CEREMONY IN OPEN SESSION – 6:00 P.M.

1.1 Call to Order

President Ursino called the study session of the Board in public to order at 6:02 PM at 292 Green Valley Road, Watsonville, CA.

1.2 Welcome by Board President

Trustees Kim De Serpa, Leslie DeRose, Maria Orozco, Lupe Rivas, Willie Yahiro and President Jeff Ursino were present. Trustee Karen Osmundson was absent.

1.3 Pledge of Allegiance

Trustee Yahiro led the Board in the Pledge of Allegiance.

2.0 APPROVAL OF THE AGENDA

Trustee DeRose moved to approve the agenda. Trustee Yahiro seconded the motion. The motion passed 5/0/2 (De Serpa, Osmundson absent).

3.0 STUDY SESSION ON GOALS

Presentation: Cabinet

Dorma Baker, Superintendent stated that this was an opportunity for the Board to talk to each other and develop goals. The current goals are from 2011 and they need to be updated so current initiatives can be addressed in the goals. Federal and state laws, rules and regulations have changed. In addition, district goals should be aligned with the goals included in the Local Control Accountability Plan (LCAP).

Susan Perez, Assistant Superintendent, Education Services, addressed LCAP goals noting the following: the current goals were reduced from 9 to 7 and are presented as a draft revision to the goals for the board's information. Goals 4, 5 and 6, related to facilities, teaching credentialing, and instructional materials, were combined into only one goal: conditions of learning. The County has requested 7 goals from districts and this meets that request.

Trustee De Serpa arrived at 6:15 PM.

Lisa Aguerria walked the Board noted that LCAP and current goals were used to find out how to incorporate them with relevant issues addressed in existing goals. Cabinet presented the following three options for the board to consider in developing goals, all aligning with LCAP goals:

Option 1: Melody Canady, CBO, noted that this option with the following seven goals completely align with the seven LCAP goals in the draft revision:

Goal 1: Increase students scoring Proficient and above on the CCSS-SBAC English language arts and mathematics assessments and increase percent of students who demonstrate 'readiness for college' or 'ready for college- conditional' on EAP.

Goal 2: Close gap between subgroups to ensure that all students have equitable access to A-G courses.

Goal 3: Increase student access to Visual and Performing Arts (VAPA).

Goal 4: Provide optimal conditions of learning by ensuring that facilities provide equitable, sound learning and working environments, all teachers are appropriately credentialed for their assignment, and students have access to standards-aligned instructional materials.

Goal 5: Increase percent of English learners who demonstrate at least one year of progress toward English fluency as measured by the state English language development test and decrease the number of Long Term English Learners (LTEL)

Goal 6: Promote a safe, supportive, and positive school environment that encourages positive behavior and increases students' sense of connectedness.

Goal 7: Increase parent participation in parent education trainings, and increase parent capacity and participation in school governance and decision making.

Option 2: Ian MacGregor, HR Assistant Superintendent, commented that this option breaks the 8 state priorities into three major categories as follows:

Goal 1: Conditions of Learning

- Provide optimal conditions of learning by ensuring that facilities provide equitable, sound learning and working environments, all teachers are appropriately credentialed for their assignment, and students have access to standards-aligned instructional materials.
- Close gap between subgroups to ensure that all students have equitable access to A-G courses.
- Increase student access to Visual and Performing Arts (VAPA).

Goal 2: Pupil Outcomes

- Increase students scoring Proficient and above on the CCSS-SBAC English language arts and mathematics assessments and increase percent of students who demonstrate 'readiness for college' or 'ready for college- conditional' on EAP.
- Increase percent of English learners who demonstrate at least one year of progress toward English fluency as measured by the state English language development test and decrease the number of Long Term English Learners (LTEL)

Goal 3: Engagement

- Promote a safe, supportive, and positive school environment that encourages positive behavior and increases students' sense of connectedness.
- Increase parent participation in parent education trainings, and increase parent capacity and participation in school governance and decision making.

Option 3: Mark Brewer, Assistant Superintendent, noted that this option incorporates relevant issues from existing goals and LCAP goals and sets them into four major categories:

Goal 1: Universal Achievement – All Students Career and College Ready.

Provide relevant, engaging and common core aligned instruction to all students. Develop the 4c's, Critical Thinking, Communication, Collaboration and Creativity. Practice informed instruction through teacher collaboration and formative assessments.

Increase students scoring Proficient and above on the CCSS-SBAC English language arts and mathematics assessments and increase percent of students who demonstrate 'readiness for college' or 'ready for college- conditional' on EAP.

Close gap between subgroups and ensure that all students have equitable access to A-G courses.

Increase student access to Visual and Performing Arts in grades K - 8
Provide student access to standards-aligned instructional materials.

Increase percent of English learners who demonstrate at least one year of progress toward English fluency as measured by the state English language development test and decrease the number of Long Term English Learners

Goal 2: Sound Operational Oversight

Ensure that facilities provide equitable, sound learning and working environments.

Maintain a balanced budget while effectively maximizing all resources to fulfill educational priorities

Goal 3: Positive and Supportive Culture

Promote a safe, supportive, and positive school environment that encourages positive behavior and increases students' sense of connectedness.

Ensure all schools provide a safe, healthy and positive school environment for all students and staff

Increase parent participation in parent education trainings, and increase parent capacity and participation in school governance and decision-making

Goal 4: Develop Human Capital

Ensure all teachers are appropriately credentialed for their assignment.

Attract, hire, develop and retain highly qualified staff throughout the district

Public comment:

Erica Padilla Chavez, PVPSA, commented on the importance of including student socio-emotional support in district goals. PVPSA is pleased to collaborate with the district to provide those services.

Bill Beecher, community member, stated that student improvement is goal 4 in the state's list but is pleased to see it as #1 priority for the district. He added that the dropout committee had learned that students have to transition prior to 4th grade or they may face greater academic challenges. Addressing Career Technical Ed is also an important issue for the 30% who do not go on to college. Districtwide Wi Fi would be adequate to narrow gap between affluent and economically disadvantaged students.

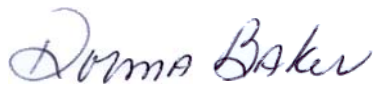
The Board participated with comments and questions. They selected Option 3 as a starting point to develop goals and the following points were brought up as being important to incorporate into those goals:

- Career Technical Education
- Technology infused education
- Decrease opportunity and learning gap
- Value home language skills
- Equitable distribution of resources
- Equal distribution of PVPSA services at elementary sites
- Financial responsibility
- Invest in human capital
- Equal technology access to all student
- Improve partnerships with higher education institutions
- Grant procurement to support initiatives/projects
- Cultivate partnerships with outside agencies
- Succession planning to prevent disruption of services
- Expand student employment opportunities within the district
- Wi Fi across district
- Reinstate Assistant Principals at elementary level
- Accountability at all levels: faculty, staff, administration

Superintendent Baker noted that the next step is for staff to combine the goals with the board's input and present these goals at a future board meeting for adoption and approval.

4.0 **ADJOURNMENT**

There being no further business to discuss, the study session of the Board was adjourned at 7:55 PM.



Dorma Baker
Dorma Baker, Superintendent