

SHASTA COUNTY BOARD OF EDUCATION

Shasta County Office of Education

1644 Magnolia Ave.

Redding, CA 96001

Consistent with AB 361 and Government Code section 54953, this meeting was held remotely.

March 2, 2022

Planning Session Meeting Minutes

ADOPTED

1. CALL MEETING TO ORDER

The meeting was called to order by President Mills at 12:30 p.m.

Members Present

Kathy Barry, Vice President

Robert Brown

Rhonda Hull

Steve MacFarland

Laura Manuel

Denny Mills, President

Nick Webb

Members Absent

Adam Little-Varga, Student Board Member

Carly Tawney, Student Board Member

Administrators Present

Judy Flores, Shasta County Superintendent of Schools

Adam Hillman, Associate Superintendent, Administrative Services

Mike Freeman, Associate Superintendent, Instructional Services

Others Present

Carmen Bahr, Executive Assistant to the Superintendent (Recording Secretary)

(There may have been others in attendance. Those in attendance may have attended only a portion of the meeting.)

De'An Chambless

Shere DePaoli

Joy Garcia

Rebecca Lewis

Renee Menefee

Jenn Snider

2. TELECONFERENCE PROTOCOL

President Mills reviewed the teleconference protocols.

3. APPROVAL OF AGENDA

ACTION: Board Member MacFarland moved to approve the Agenda as submitted.
Board Member Hull seconded the motion. The motion passed unanimously as follows:
Shasta County Board of Education
AYES: Barry, Brown, Hull, MacFarland, Manuel, Mills, Webb
NOES:
ABSTENTIONS:

ABSENT:

Student Board Members

AYES:

NOES:

ABSTENTIONS:

ABSENT: Little-Varga, Tawney

4. PUBLIC COMMENT

There was no public comment.

5. INFORMATION/DISCUSSION

5.1. Lessons learned from Upstream

Superintendent Flores shared how the Administrative Council Team has been reading Upstream over the past year. The seven lessons that they learned from the book include the following. She shared an example of each lesson from the work SCOE is involved in.

Lesson 1: Unite the right people - A diverse group is needed since everyone sees through a different lens. The Social, Emotional, and Mental Health Work Group is an example of this within SCOE. There is broad participation from many of our programs. A four year strategic plan is being created and we are starting to identify where we are right now and then look at monitoring our progress.

Lesson 2: Fight for systems change - Upstream work is about reducing the probability that problems will happen. It starts with a spark of courage. Success comes when the odds have shifted. An example of this is the six years of work with school counselors that required courage by the district superintendents. The school counselors went from serving students like an independent contractor to providing engaging lessons in the classroom while gathering data and making sure all students had access to information.

Lesson 3: Find a point of leverage - This can be seen with the development of the Early Childhood Assessment Center. It included digging into the problem, looking at other models, and envisioning a classroom environment to get an authentic assessment.

Lesson 4: Develop an early warning system - They considered what were the early indicators to see if intervention was needed. SCOE's Independent Study Program's Early Warning System is an example of this with tiered interventions for re-engagement, transcript analysis upon enrollment, and grade level transitions with specific lessons for each grade level.

Lesson 5: Determine what measures will correlate with long-term success. Our School Attendance Review Teams review data during weekly or bi-weekly meetings and determine next steps. If the issue is outside of the school's ability to help or assist, the student and/or family is referred to CommunityConnect.

Lesson 6: Avoid doing harm - Step back and look at the system as a whole. Experiment on a small scale to see if it will have the outcome that you anticipate. Within Early Childhood Services, Brandy Groves and Renee Menefee started looking at what was happening within the state with regard to preschool student behavioral challenges. What was recommended by others experiencing success was using the Teaching Pyramid. It began with them being committed to being trained to see if it was the right fit before it was brought to our preschool staff for training and implementation.

Lesson 7: Understand outcomes of preventative efforts - Preventative efforts succeed when nothing

happens. It is important to gather some data that celebrates the reduction of outcomes or challenges so that funding continues in these directions even when it appears there is no longer an issue.

5.2. Universal Pre-Kindergarten/Transitional Kindergarten

Renee Menefee, Executive Director of Early Education and Support Services, presented the background of Universal Prekindergarten (UPK) and Universal Transitional Kindergarten (UTK) starting with 2010 where Transitional Kindergarten was the outcome of several issues happening in the state. In December 2020, a Master Plan for Early Learning and Care was created for all early learners, ages 0-8. It looked at the whole age group as early childhood.

In September 2021, AB 130 was signed to expand access to classroom-based prekindergarten programs. A countywide plan was developed through the collaboration of several programs and partners. They were able to look at how to really align programs to make them successful for students and families.

She explained how P-3 Alignment, Transitional Kindergarten (TK), and Universal Prekindergarten (UPK) all work together and the specifics of each one. All programs are inclusive. The decision of choosing TK, UPK, or P-3 Alignment for a child is determined by the family and their needs. There are some income guidelines that also need to be followed.

Board Member Brown asked how many CTE programs we have in Shasta County that will help with the workforce needed for the expansion of these programs. Ms. Menefee said that Shasta College and Chico State are both offering programs.

They are currently working on one countywide plan under the UPK plan requirements. There are steps to designing each TK Program that include determining the need, capacity, vision, and design. CDE released a template looking at how to build the programs. There are four areas they are focusing on: vision and coherence; community engagement and partnerships; workforce recruitment and professional learning; and curriculum, instruction, and assessment. When this is implemented 54 additional classrooms will be needed countywide. Renee is currently looking with districts to see where there is additional space and what funding is available.

5.3. Student Programs Restructure

Mike Freeman, Associate Superintendent of Instructional Services, shared about the redesign opportunity with the retirement of Mary Lord, Executive Director of Student Programs. It currently is a lot to oversee and will be divided to improve the proximity for increased support of Student Programs, based on Mary Lord's recommendation. Independent Study, Juvenile Court School, and Excel need more oversight for their programs. Carie Webb will be the Executive Director for Student Programs. Austin Preller will be the Executive Director for Youth Support Services and will oversee Project SHARE, Homeless, and Foster Youth. This will allow for both Executive Directors to make connections with outside agencies and support at a greater level the programs they are involved in.

President Mills called for a break at 2:21 p.m. and resumed the meeting at 2:30 p.m.

5.4. Pandemic Effects on Academics

Shere DePaoli, Director of Continuous Improvement and Support, talked about how COVID had several impacts on 2021 CAASPP county level data. The testing was waived for the 2019-20 school year. Some, but not all students took the test. It was a shorter version that was about half the size. There was a virtual option.

Participation rates for state testing in Shasta County were 75% versus 25% of California students tested. Student group data is important because everything is based around the data - funding, programs, etc. The largest decrease was seen in the eleventh grade for math and language arts.

Ms. DePaoli shared the English Language Arts and Math performance trends for the five year comparison by grade level and student group. She showed several graphs to explain where the gap is remaining the same, increasing, or decreasing. The data displayed different age groups with various populations - white, hispanic, disadvantaged, gender, homeless, etc.

Graphs for English Language Arts and Math 2021 CAASPP county level data and the California Science Test were discussed. She noted that the largest number of students fell in the not met category for math in 2021. The data showed that English Learners felt the most impact in all categories.

5.5. Effects of Labor Shortage

Instructional Services

Mr. Freeman talked about the Great Resignation where 4.5 million Americans quit their jobs and how it has impacted education. County-wide there is a lack of staff, lack of substitutes, and a need for staff wellness. SCOE has many open positions, including 48 in Instructional Services. The vacancies are impacting the people who are working since they are carrying heavier loads.

Administrative Services

Adam Hillman, Associate Superintendent of Administrative Services, shared that the same dynamic is true for Administrative Services. The wear and tear on people has been the most obvious impact. Transportation has dealt with it the most with poor attendance, lack of qualified substitutes, and people going out on extended leaves. Katy Martin (Director of Transportation), Sam Dodson (Transportation Supervisor), and Larissa Rodriguez (Office Technician) are subbing as bus drivers to make up for the missing staff. The Anderson Union High School District has had to charter buses to support after school programs and sports. Other examples of lack of staff can be seen in the following: Maintenance & Operations only has four people and Payroll and Human Resources have been down to half the staff.

5.6. Inclusive Early Education Expansion Program

Jenn Snider, Inclusive Early Education Expansion Program Director, introduced the Inclusive Early Education Expansion Program (IEEEP) by explaining that they had a summit with community stakeholders and provided a broad overview of the IEEEEP.

Joy Garcia, Director of Inclusive Early Education, provided the background. She shared how we received a very large grant that allowed us to fund both the adaptive challenges and technical problems. We received eight million dollars and were one of the highest funded counties in California. The technical problems include:

- Facilities
- Professional Development - Early learning and the support staff feeling prepared through formal training, Facebook social learning page, coaching one on one, and classroom observations.
- Adaptive Equipment - Partnering with First 5 Shasta to have individualized adaptive equipment that is funded entirely through grants.

The adaptive challenges require systems work. They looked at places where they already have some strength and momentum. The places where this is taking place are:

- Child Find & Systems Coordination - Help Me Grow
- Assessment & Service - Far Northern Regional Center, Early Connections, the school districts and charter schools, and SELPA

Kurt Swanson, Director of Early Childhood Services Operations, shared the rendering of the Early Education and Observation Center. The existing site is 7,000 square feet and when completed it will be 21,000 square feet. The money available for the facility was maximized by using the building and property that we already had rather than purchasing a new building and retrofitting. Everyone that works at ECS will be able to come together in one spot.

6. OTHER COMMENTS

There were no other comments mentioned.

7. BOARD BUSINESS

7.1. Board Comments/Discussion/Reports/Correspondence

Board Member Manuel was able to attend both the Fireside Conversations and the Critical Race Theory webinar. She appreciated the opportunity to attend them.

7.1.1. Board Member Meeting Feedback

8. REMINDERS/UPCOMING EVENTS

- VEX Robotics California State Championships - March 5, 2022, 9 a.m-5:30 p.m., Shasta High School's Large Gym
- Shasta County Spelling Bee 2022 (Grades 4-6) - March 22, 2022, 1:00 p.m., Shasta Hall
- Shasta County Spelling Bee 2022 (Grades 7-9) - March 23, 2022, 1:00 p.m., Shasta Hall
- Educator Appreciation Event - April 27, 2022, 4:00-5:30 p.m., Shasta Hall

9. NEXT MEETING - March 9, 2022, 1:30 pm via Teleconference

10. ADJOURN

President Mills adjourned the meeting at 4:25 p.m.

Respectfully submitted,
Judy Flores, Shasta County Superintendent of Schools
Ex-Officio Secretary to the Board