

WILLITS UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEES

Regular Meeting

Sanhedrin High School, Room 8  
120 North Main Street, Willits, California  
Wednesday, February 7, 2018  
Closed Session – 4:30 p.m.  
Open Session – 5:30 p.m.

*Public Comments- Individuals may address the Board on regular session agenda items at the time they are under consideration.*

MINUTES

1. Call Meeting to Order

Board President Bowlds called the meeting to order at 4:30 p.m.

2. Agenda Approval

MSP (Carni/Colvig) to approve the agenda with the removal of .25 FTE on Item 4A

Ayes: Bowlds, Colvig, Carni

Noes: None

Absent: Neary, Harris

Abstain: None

4. Recess to Closed Session at 4:31 p.m.

A. Request for Willie Brown Work Reduction, Certificated (2)

B. Consideration of Request to Re-enter Regular Program at Baechtel Grove, Case Number 2016/17-1

C. Public Employee Discipline, Dismissal, Release (G.C. 54957)

5. Reconvene to Open Session at 5:30 p.m.

6. Report Out of Closed Session

A. Request for Willie Brown Work Reduction .25 FTE, Certificated (2)

MSP (Carni/Colvig) to approve the request for Willie Brown Work Reduction, Certificated (2)

Ayes: Bowlds, Colvig, Carni

Noes: None

Absent: Neary, Harris

Abstain: None

B. Consideration of request to re-enter regular program at Baechtel Grove, case # 2016/17-1

MSP (Colvig/Carni) to approve the request for re-entry to BGMS, case number 2016/17-1

Ayes: Bowlds, Colvig, Carni

Noes: None

Absent: Neary, Harris

Abstain: None

C. Public Employee Discipline, Dismissal, Release (G.C. 54957)

7. Flag Salute

Board Member Carni led the flag salute.

8. Information

A. Sanhedrin Presentation

Director of Alternative Education, Jeff Ritchley, showcased a power point presentation about events at Sanhedrin High School with a focus on art and career technical education. Students from Sanhedrin read their poetry. Graduation of student Alejandro Del Aguilar from Sanhedrin High School.

B. P1 Attendance Report

Superintendent Westerburg reported on P1 Attendance Report.

C. Change in venue for next school board meeting @ BGMS

MSP (Colvig/Carni) to approve the cancellation of meeting on March 7, 2018 and combine with the March 14, 2018 meeting.

Ayes: Bowlds, Colvig, Carni  
Noes: None  
Absent: Neary, Harris  
Abstain: None

D. Credential/Certification Authorizations Audit Result

Superintendent Westerburg commended Director of HR Laura Sleeper that 100% of WUSD teachers are certified and the report from the county office applauds Laura Sleeper on a job well done.

9. WTA Comments

John Haschak reported that he emailed Board President Bowlds earlier in the day to request agenda item 14 be moved up earlier in the meeting. John thanked Superintendent Westerburg for assisting in the graduation of his son to help him get in to the US Marines, advising that he leaves in 2 weeks. He has concerns about the drinking water at Brookside School and the lack of plan to address the situation till the requirement of January 2019. WTA has lots of questions about the reconfiguration plan for TK-5 with serious concerns about EL and Special Ed students and the division that one school will be better than another. WTA is very concerned that the plan will move forward without stakeholders input.

Superintendent Westerburg shared that the parent survey had great responses and stated what parents want for their students. Westerburg went on to state that we need to provide options to families such as looping and multi age classrooms. He spoke that this is part of the process: 1. Parents 2. Board 3. Staff. By getting this information we can incorporate a plan, make us the district of choice and help our students succeed.

Board Member Neary arrived at 5:38 p.m.

10. CSEA Comments

Tami Jorgensen VP of CSEA wanted to share her appreciation to the team at BGMS, said she is thankful for her job and the folks she works with.

11. Superintendent Comments

Superintendent Westerburg applauds BGMS for the wonderful turn around at the school and commended them for taking care of business. In response to the water concerns at Brookside, it was tested and has a minimal amount of lead-well within the range of acceptable. All pipes were cleaned and maintenance is looking at all faucet fixtures to determine if the fixture itself is causing the reading. He is working with PTO: a water filter station has been ordered and will be installed upon finding a location where it won't freeze. Westerburg noted that water is also brought in to Sherwood school. He concluded by stating that we need to be diligent in fixing our facilities.

12. Board Comments

Board Clerk Colvig nothing to report.

Board President Bowlds shared that he has been helping at the wrestling events, noting that it is a joy to watch the girls develop their skills. He participated with the Senior Interviews and stated our students are off to a great start in their life ahead.

Board Member Carni had the pleasure of attending the BGMS Winter Concert, she said it was a really fun evening and well attended. She again participated in Senior Interviews at WHS, it makes her feel good to be part of that experience. Carni concluded that she likes having the meetings at different schools in the district.

Board Member Neary nothing to report.

Board Member Harris- absent

13. Action/Discussion

A. Public Comments on the Consent Agenda

No comments were received.

B. Consent Agenda

The consent agenda included the following items: Approval of Minutes from the Regular Meeting Held on January 10, 2018, Approval of Employee Status Changes (3), Warrant Registers from January 4, 2018-January 25, 2018, Approval of Spring Coaches-Willits High School, Approval of 2017/18 School Safety Plans, Approval of 2<sup>nd</sup>/Final Read on Revised Board Policy BP 0400 Comprehensive Plans, Approval of 2<sup>nd</sup>/Final Read on Revised Board Policy BP/AR 0460 Local Control and Accountability Plan, Approval of 2<sup>nd</sup>/Final Read on Revised Board Policy BP 0500 Accountability, Approval of 2<sup>nd</sup>/Final Read on Revised Board Policy BP/AR 0520.2 Title 1 Program Improvement Schools, Approval of 2<sup>nd</sup>/Final Read on Revised Board Policy BP/AR 0520.3, Title 1 Program Improvement Districts.

MSP (Carni/Colvig) to approve the consent agenda as presented

Ayes: Bowlds, Colvig, Neary, Carni

Noes: None

Absent: Harris

Abstain: None

C. \*Approval of Resolution 2017/18-14, Staywell Health Plan JPA

MSP (Colvig/Neary) to approve Resolution 2017/18-14 as presented .ROLL CALL VOTE

Ayes: Bowlds, Colvig, Neary, Carni

Noes: None

Absent: Harris

Abstain: None

D. \*Approval of CIF Membership Application for 2018/19.

MSP (Carni/Colvig) to approve the CIF membership application as presented.

Ayes: Bowlds, Colvig, Neary, Carni

Noes: None

Absent: Harris

Abstain: None

E. \* Board Policy Revision: First Read BP/AR 1113, District and School Web Sites

F. \*Board Policy Revision: First Reading: AR 1312.3, Uniform Complaint Procedures

G. \*Board Policy Revision: First Reading BP 3280, Sale or Lease of District Owned Real Property

H. \*Board Policy Revision: First Reading: BP 3513.4, Drug & Alcohol Free Schools

I. \*Board Policy Adoption: First Reading: AR 3515.6, Criminal Background Checks for Contractors

J. \*Board Policy Revision: First Reading: BP 4140/424/4340, Bargaining Units

K. \*Board Policy Revision: First Reading: BP/AR 5145.71, Sexual Orientation/Gender Identity Harassment

L. \*Board Policy Revision: First Reading: BP 5145.9, Hate Motivated Behavior

Board acknowledges that they have received all policy revisions Items E-L

M. Items for the Next Regular Board Agenda

- Neary would like some attention brought to the parking situations at our schools and the City's issue of not parking in front of Willits High School.

14. Public Comments for Items Not on the Agenda

ATTACHMENT A from WTA

Several staff members voiced their concerns about the TK-5 reconstruction plan and the parent survey. Staff wants to be certain that they will have a chance to be part of the process involving any changes.

Superintendent Westerburg responded:

1. Community first
2. Board second
3. Teachers next

Neary said we consult the teachers not ASK the teachers and we have a central command and that is the Superintendent.

Board President Bowlds stated that when a decision needs to be made it will be made at the district office, however, we all value the input from staff members.

Parent, Manuel Orozco stated that he looks forward to more discussions re: multi age classrooms, looping and requested a copy of the water report.

15. Adjournment

MSP (Neary/Carni ) to adjourn at 6:56 p.m.

Ayes: Bowlds, Colvig, Neary, Carni

Noes: None

Absent: Harris

Abstain: None

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Mark Westerburg, Superintendent

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Robert Colvig, Board Clerk

## Research on Successful Schools

FYI submitted by WTA

### Commonalities of high performing schools are:

- intensely focused teacher collaboration
- using common assessments and having a laser focus on the data
- providing targeted feedback to students
- using proven instructional practices (which teachers are most successful?)
- providing targeted professional development

### High Performance in High Poverty Schools: 90/90/90 and Beyond

By Douglas B. Reeves

This is an article about the success of schools with over 90% of the students on free or reduced lunch, 90% of the students belonging to ethnic minority groups, and 90% of students meeting or exceeding standards.

"...we found five characteristics that were common to all "90/90/90 Schools." These characteristics were:

- A focus on academic achievement
- Clear curriculum choices (*not typically proprietary programs but rather proven instructional practices*)
- Frequent assessment of student progress and multiple opportunities for improvement
- An emphasis on nonfiction writing
- Collaborative scoring of student work

The techniques used by these schools are persistent, replicable and consistent.

- Writing—students write frequently in a variety of subjects.
- Performance Assessment—the predominant method of assessment is performance assessment. This does not mean that these schools never use multiple-choice items. However, it is performance assessment in several different disciplines that local observers have associated with student progress.
- Collaboration—teachers routinely collaborate, using real student work as the focus of their discussion.
- Focus—teachers in these schools do not try to "do it all" but are highly focused on learning.

**What Doesn't Work in Education: The Politics of Distraction**  
**What Works Best in Education: The Politics of Collaborative Expertise**  
**Both by John Hattie 2015**

"The largest barrier to student learning: within-school variability" The way to overcome variability is "through collaborative expertise."

"There are many causes of this variance within schools, but I would argue that the most important (and one that we have some influence to reduce) is the variability in the effectiveness of teachers. I don't mean to suggest that all teachers are bad; I mean that there is a great deal of variability among teachers in the effect that they have on student learning. This variability is well known, but rarely discussed, perhaps because this type of discussion would necessitate potentially uncomfortable questions. Hence, the politics of distraction are often invoked to avoid asking them."

**Distractions:**

#1 Appease the parents--If only there were **more choice of schools and smaller class sizes**

#2 Fix the Infrastructure--If only we had more **effective curricula, more rigorous standards, more tests and more alternative-shaped buildings**

#3 Fix the Students--If only we had **better, well-prepared students**

#4 Fix the Schools--If only schools had **more money and autonomy**, they would be better schools

#5 Fix the Teachers--If only teachers had **better initial training, were paid for performance and adopted new technology**

"So, my claim is that the greatest influence on student progression in learning is having highly expert, inspired and passionate teachers and school leaders working together to maximise the effect of their teaching on all students in their care. There is a major role for school leaders: to harness the expertise in their schools and to lead successful transformations. There is also a role for the system: to provide the support, time and resources for this to happen. Putting all three of these (teachers, leaders, system) together gets at the heart of collaborative expertise."

### **Tasks Needed to Build Collaborative Expertise:**

#1 **SHIFT THE NARRATIVE** to collaborative expertise and student progression (from “fixing the teacher”)

#2 **AGREE ON WHAT A YEAR’S PROGRESS LOOKS LIKE** across all subjects, schools and system levels

#3 **EXPECT A YEAR’S WORTH OF PROGRESS** by raising expectations that all students can achieve

#4 **DEVELOP NEW ASSESSMENT AND EVALUATION TOOLS** to provide feedback to teachers

#5 **KNOW THY IMPACT!** by taking responsibility for the impact of everyone in the school on the progress of students

#6 **ENSURE TEACHERS HAVE EXPERTISE IN DIAGNOSIS, INTERVENTIONS AND EVALUATION** through teachers working together as evaluators of their impact on their students

#7 **STOP IGNORING WHAT WE KNOW AND SCALE UP SUCCESS** by using the wealth of knowledge that exists in teacher communities

#8 **LINK AUTONOMY TO A YEAR’S PROGRESS** by studying teachers who are achieving a year of student progress and supporting teachers who aren’t

### **Nine Characteristics of High-Performing Schools**

**By G. Sue Shannon, Ed. D. Senior Researcher Assessment and Student Information  
Office of Superintendent of Public Instruction**

#### **Characteristics**

1. A Clear and Shared Focus
2. High Standards and Expectations for All Students
3. Effective School Leadership
4. High Levels of Collaboration and Communication
5. Curriculum, Instruction, and Assessments Aligned with State Standards
6. Frequent Monitoring of Learning and Teaching
7. Focused Professional Development
8. Supportive Learning Environment
9. High Levels of Family and Community Involvement