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**December 17, 2025, Board Meeting
Trustee Agenda Item Questions**

Item B-2: Health and Wellness Interim Guardrail 2 and 3

1. How many schools are currently performing below expectations on the Culture and Climate Survey within the Health and Wellness Guardrail domain, and what trends are we seeing across the district?
2. What systemic practices and accountability mechanisms are in place to ensure our actions are intentional, consistent, and aligned with district goals?
3. How are we engaging and supporting students in the lowest-responding tiers, particularly those who may require the most assistance, to ensure their needs and perspectives are accurately represented?
4. Are we analyzing data from key student subgroups (e.g., Special Education, English Learners, Foster Youth, African American, and Homeless Students) in a way that intentionally surfaces disparities and informs targeted interventions?
5. Have we conducted a detailed review of staff survey results disaggregated by school and region, and how is this data informing our understanding of staff experience and alignment with student outcomes?
6. What are students learning from staff to manage confrontation?
7. For classified staff, have we considered setting up computers in common spaces where classified staff frequent for them to take the Culture Climate Survey with protected time?
8. Does staff feel that the environment affects their teaching and/or performance in their current position? Are we intentionally analyzing the data to see how the different domains responses correlate?
9. Have you considered using classified staff to nominate students for recognition as they have close relationships with students just like teachers?
10. Have we captured and analyzed the demographics (race, gender, etc.) of students and staff who have participated in the Culture Climate Survey?

11. How are we evaluating the higher number of discipline incidents happening outside secondary campuses? Are we using elementary school data as a comparison point, or are there other benchmarks being considered?
12. Can you clarify whether we have a districtwide standard that defines the testing window for both standardized and benchmark assessments?
13. Are all 9th -11th grade students in our district included in the data shown on the graph?
14. Is there an interim goal specifically established for elementary-grade performance that correlates with the goal being presented?
15. Is there an existing curriculum that introduces pre-algebra concepts to preschool learners?
16. Regarding professional learning, there has historically been pushback from teachers about a top-down approach versus teacher-led or directive models aligned with best practices. How are we using our current resources to support and implement best-practice professional learning?
17. Given that self-reported data has limitations, particularly in areas related to safety concerns, what additional data sources are we using to gain a fuller picture of what students and staff are experiencing? Additionally, what improvements are we making to our reporting systems to collect more meaningful qualitative responses?
18. Have we made any changes to the survey questions in alignment with the guardrail? While we have strong academic goals, it's still possible to compromise the well-being of students and staff. Are we confident that we're striking the right balance between academic outcomes and overall well-being?
19. Do we need to adjust the guardrail so that it explicitly prevents health and wellness from decreasing beyond a certain rate; essentially reinforcing the 'shall not' standard?
20. How does a lower participation rate serve as a root cause for lower scores? Do we believe that increasing participation would actually lead to higher scores?
21. We've administered the Culture and Climate Survey for many years. Is this the first time we're including a question related to the Health and Wellness domain?
22. Because the survey questions have changed, we may be comparing apples to oranges, raising concerns about whether we're using the correct baseline. The guardrail's purpose is to prevent backsliding, so understanding pre-guardrail conditions is critical. How are we ensuring continuous improvement rather than regression? It may be helpful to incorporate historical questions for better comparison and alignment with current system conditions, so we can avoid unintended negative impacts on students or staff.
23. Would it make sense to list the percentage for each specific domain next to its corresponding questions?

Literacy Intervention Interim Goal 2

24. Will we be able to identify students who completed Diagnostic 1 between August–October versus those who took it from October to the present, so we can ensure that students who need additional support are not overlooked and that their true growth is accurately measured rather than obscured by taking different assessments?
25. How are we preparing students for success on the SBAC, and what specific instructional practices, interventions, or supports are in place to ensure readiness?

CCR Interim Goal 3

26. How is the “nearly met” performance level defined on the interim assessment, and what specific criteria or score ranges determine that designation?
27. To what extent might year-to-year differences in the student population be contributing to the variation in percentages?

Questions were received from all trustees and will be addressed during the presentation.