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October 28, 2026, Board Meeting
Trustee Agenda Item Questions & Answers

Item B-1

Q: **Of all of the interventions, have we paired them down to the most effective interventions?**
A: The Curriculum, Instruction and Professional Learning department along with the literacy intervention team are in the process of identifying the most effective evidence-based interventions.

Q: **What are we doing to ensure that the people providing the intervention are effective?**
A: The Curriculum, Instruction and Professional Learning team can provide professional learning to staff that is providing intervention. Sites can utilize academic coaches to build the capacity of staff providing intervention. Site leaders and department staff are also using walkthrough tools to monitor implementation of professional learning.

Q: **Can stretch growth end beyond grade level?**
A:. Yes. All students have a stretch growth goal unique to their reading ability regardless if they are on grade level.

Q: **If students are meeting proficiency benchmarks, can we also see how their proficiency rates compare to their stretch growth outcomes?**
A: Staff will work with the data team to pull proficiency data and will compare it to stretch growth outcomes as is the monitoring of the implementation of coaching cycles.

Q: **What early literacy actions that are outlined in the response are different than what are currently being implemented from the strategic plan?**
A: The professional learning for teachers on the Six Step Phonics lesson, the K-2 screener, and MTSS (multi-tiered system of support team) will be formed to design systemwide assurances for interventions, strategies and progress monitoring. All of these are part of the strategic plan.

Q: **What is the correlation between attendance data and academic data for our homeless and SDC students?**
A: Staff will work with the Special Education department, the Department of Prevention and Intervention, and the data team to analyze the correlation between attendance data and academic data.

Q: What actions is the district taking to develop a standard for make-up work in order to ensure that students continue engaging in the learning?

A: Many of the ninth-grade Breakthrough Success Teams at high school have implemented make-up work policies that allow time for students to complete work they have missed. The district has not established one system for make-up work for all high schools.

Q: What standards are being applied to CTE classes? What assistance is provided to teachers to give kids opportunities to make up work?

A: CTE courses follow California's CTE Model Curriculum Standards, focusing on technical skills, industry knowledge, and real-world learning. Teachers receive instructional support and professional learning via their school site leadership and the CCR office to help students succeed, including strategies for allowing students to make up assignments, revise projects, and demonstrate mastery of course standards.

Q: Have we considered Saturday School for students to make up missing work?

A: Different schools have utilized Saturday School in the past for make-up work. Unfortunately, it has not proven to be something where a high degree of students are willing to attend, often citing on family responsibilities, work responsibilities or challenges with transportation. However, schools can choose to bring students in on Saturdays to make-up work if that is one of their strategies.

Q: Who decides what decisions require community engagement? Can the Board have more input on the decisions? Could we have a Board subcommittee to decide what decisions a community engagement plan should have?

A: A community engagement plan is decided with any major decisions that impact more than 25% of the affected group as outlined in Board Bylaws 9000 (E) BB 9000(E)

For major decisions we can brief you ahead of time, and if there is a topic you would like the board to discuss, trustees request the matter be placed on an upcoming agenda.

The Board Subcommittee list will come in January for review and potential revision.

Questions were submitted by all trustees.