

Paramount Unified School District



15110 California Avenue, Paramount, California 90723-4378
(562) 602-6000 Fax (562) 602-8111

BOARD OF EDUCATION

CARMEN GOMEZ
President
YESENIA CUARENTA
Vice President
SONIA DE LEON
Member
LINDA GARCIA
Member
VIVIAN HANSEN
Member
RUTH PÉREZ
District Superintendent

STUDY SESSION OF BOARD OF EDUCATION

MINUTES February 20, 2019

The meeting was called to order at 6:00 p.m. by President Carmen Gomez in the Boardroom at the District Office, 15110 California Avenue, Paramount, California.

Pledge of Allegiance Ruben Frutos, Assistant Superintendent-Business Services led the pledge of allegiance.

Roll Call Trustee Carmen Gomez Trustee Linda Garcia
Trustee Yesenia Cuarenta Trustee Vivian Hansen
Trustee Sonia De Leon

Administrators Present Ruth Pérez, Superintendent
Ruben Frutos, Assistant Superintendent-Business Services
Myrna Morales, Assistant Superintendent-Human Resources
Ryan Smith, Assistant Superintendent-Secondary Educational Services
Debbie Stark, Assistant Superintendent-Educational Services
David Daley, Director-Special Education
Renee Jeffrey, Director-K-5 Support & Innovative Programs
Jessie Flores, Interim Director-Safety & Security
Elida Garcia, Director-Early Childhood Education
Jim Wolff, Director-Technology

Approve Study Session Trustee Hansen moved, Trustee De Leon seconded and the motion
Agenda February 20, 2019 carried 5-0 to approve the agenda of the Study Session of February 20,
1.80 2019.

Ayes: 5– Trustees Cuarenta, De Leon, Garcia, Gomez, Hansen

HEARING SECTION

There were no speakers during the Hearing Section.

General Services

New Board Member Dr. Deborah Stark and K-8 Educational Services Directors David Daley,
Orientation Renee Jeffrey and Elida Garcia presented the Board with information
relating to the Educational Services department.

Dr. Stark shared that she likes to start her presentations with what is

our why? Dr. Stark shared with the Board a picture of a transitional class in the District and added that everything we do, we do to make things better for them, the students.

Dr. Stark shared that responsibilities and focus areas for K-8 Educational Services will be reviewed and will outline how services are deployed to support elementary and middle schools.

Support and Supervision for Schools

The purpose for K-8 Educational Services is to support, provide resources and supervise the District's eleven elementary and four middle schools. Educational Services is distributed among two departments: K-8 and High School. K-8 Educational Services is responsible for all elementary schools, all middle schools, K-8 Curriculum, professional development, Special Education, Early Childhood Education, Office of Support and Innovative Programs and LCAP.

How is support provided to schools?

- Professional development for principals and leadership teams
- School cohort visits
- Supervision and evaluation process
- Allocation of resources to schools

How are schools monitored?

- Principals set goals
- Monitor schools through data
- Evaluations based on goals, progress and visits
- Principals visit each other's schools

K-8 Curriculum and Professional Development

- Provide *high quality professional development* on academic initiatives for teachers, academic coaches, and principals.
- Provide *on-site support* with coaching, feedback and collaborative teaching.
- Develop *curriculum guides and assessments*.
- Facilitate the *adoption of new textbooks and instructional materials*.

How do we plan professional development?

PUSD has a long-standing commitment to providing professional learning experiences for teachers, principals and support staff that:

- Are on-going throughout the year
- Are focused on teachers' and principals' work
- Include collaboration and time to plan how it will be applied.
- Lead to actions that impact students.

How are topics for professional development determined?

- Through the Strategic Plan
- New content coming from the state
- Feedback from teachers

Professional Development in Action

- Eight curriculum specialists provide professional development for grades TK-8 in Language Arts, ELD, math, science, social studies, AVID, Safe and Civil Schools and the arts.
- Majority of the professional development is planned and presented by Curriculum Specialists.
- At times there is a need for consultants with specific expertise; staff collaborate with consultants to assure services meet district needs.

David Daley, Director-Special Education shared the following:

- The Special Education Office exists to provide high quality programs to support students with special needs that prepare them to be successful in school and beyond.
- PUSD enrolls 1,872 students with IEPs; or about 11% of total enrollment.
- PUSD partners with LACOE to serve students with special needs that are low incidence: Deaf/Hard of Hearing, Visual Impairment, infant programs.

PUSD offers a continuum of services for students with special needs:

- Instructional programs include *RSP, Special Day Classes, offered in grades* Preschool through Adult Transition (ages 3-22)
- Ancillary services include *Speech/Language, Adapted PE, Occupational Therapy, Medical Needs, Visual and Hearing Impairments, Counseling/Mental Health Services.*

Key Special Education Staff

Position	Key Responsibilities
<ul style="list-style-type: none"> ▪ Director: David Daley 	Oversee personnel, programs, compliance and budgets.
<ul style="list-style-type: none"> ▪ Program Administrators (2) 	Provide program support to schools, representation at Due Process hearings, supervision of personnel.
<ul style="list-style-type: none"> ▪ Program Specialists (5) 	Support IEP teams, professional development, and curriculum.
<ul style="list-style-type: none"> ▪ Psychologists (14) ▪ Speech and Language Specialists (District and contracted) ▪ Adapted PE Teachers (3) ▪ Nurses (4) ▪ Occupational Therapist (2) 	Provide direct services for students with disabilities.

Dr. Elida Garcia, Director-Early Childhood Education shared the following:

- Early Childhood Education (ECE) provides early learning experiences for children so they begin school with the learning, language and social skills that prepare them for success in kindergarten.
- 400 students are served at seven school sites.

Key ECE Staff:

Position	Key Responsibilities
<ul style="list-style-type: none"> Director: Elida Garcia 	Oversee preschool and Transitional Kindergarten (TK) program implementation, state compliance, fiscal management, and personnel.
<ul style="list-style-type: none"> ECE/TK Literacy/Math Coach 	Provide professional development, curriculum development, and classroom observations to preschool and TK classrooms.
<ul style="list-style-type: none"> Preschool Teachers (9) Instructional Assistants (40) 	Deliver instruction, supervision, and foster family engagement for preschool students.

Dr. Renee Jeffrey, Director-K-5 Support & Innovative Programs shared the following:

The Office of Support and Innovative Programs provides support to make sure schools are prepared to implement quality programs and are compliant with state and federal requirements. Programs include:

- AVID in elementary and middle schools
- Visual and Performing Arts
- Parent engagement
- Safe and Civil Schools implementation
- School Libraries
- Gifted and Talented Education (GATE)
- Federal funding and compliance (Title I, II, III)

Key Staff:

Position	Key Responsibilities
Director: Renee Jeffrey	Implement and support special projects: AVID, GATE, VAPA, Harmony Project, CHAMPS, summer school. Oversee and monitor all federally funded programs. Support LCAP process.
Curriculum Specialists - (2)	Provide professional development, curriculum development, and classroom support for AVID, CHAMPS, GATE, and VAPA.

LCAP Responsibilities

K-8 Educational Services is responsible for the LCAP, including:

- Plan and lead committees.
- Update the plan each year.
- Submit the plan for Board approval and LACOE approval.
- Complete required reports on implementation progress.

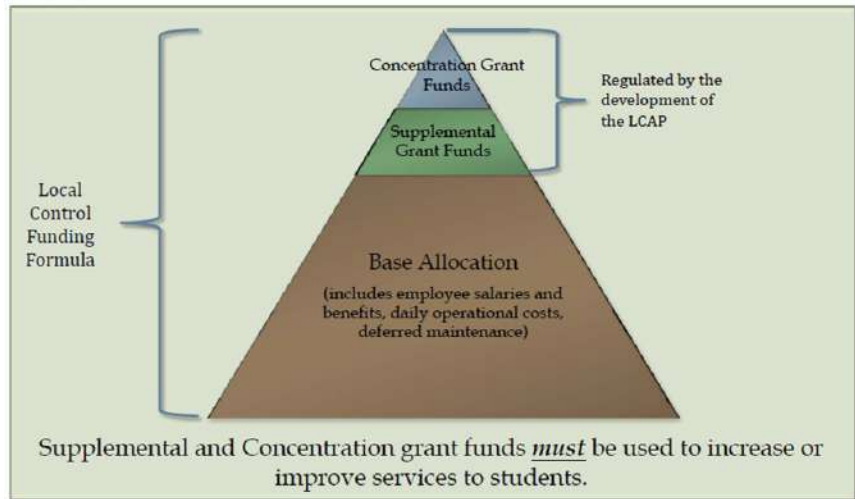
President Gomez asked if cohort visits are just once per year? Dr. Stark shared that each principal will visit three schools per year. President Gomez also asked if there has been a thought to visit each site twice a year? Dr. Stark commented that when they first began it was two times per year.

Overview of PUSD's Local Control and Accountability Plan (LCAP)

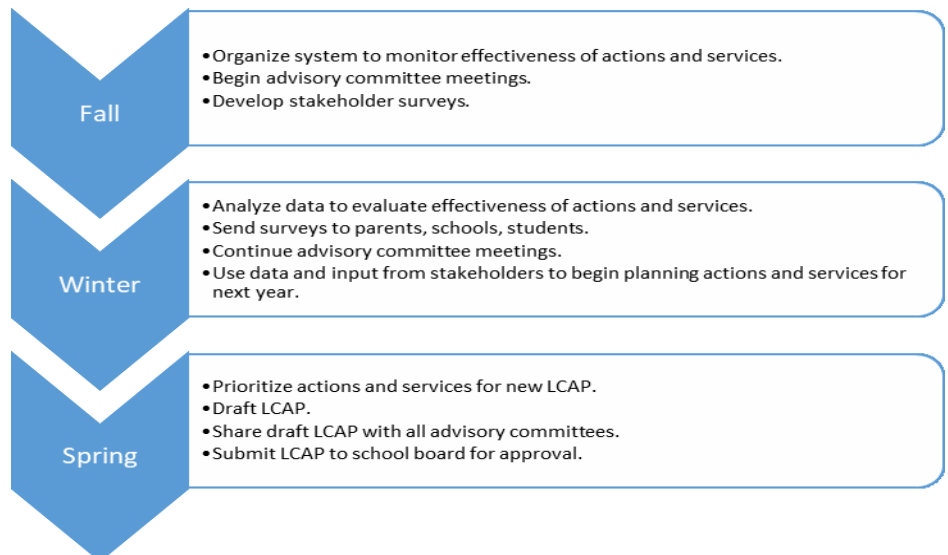
Dr. Deborah Stark shared with the Board that the outcomes for the presentation are:

- Review the purpose and history of the LCAP and Local Control Funding Formula (LCFF).
- Outline the process to create and update the LCAP, including how input is gathered and used.
- Describe the required components of the LCAP.
- Highlight key services being implemented as the result of LCAP and their impact.

What are the components and purpose of LCFF?



What is the process?



What does PUSD use to update the LCAP each year?

- Input from Stakeholder Groups
 - District English Language Advisory Committee (DELAC)
 - English Learner Parent Advisory Committee (EL PAC)
 - Parent Advisory Committee (PAC)
 - LCAP Committee

- Information Gained from Surveys
- Multiple Sources of Data

Stakeholder Groups

	Composition	Meetings
DELAC/E LPAC	Composed of majority of parents of English Learner (EL) students. Two parents per site.	October 30 December 6 January 17 February 28 April 11 May 9 May 30
PAC	Composed of majority of parents of EL students, low-income and foster youth. One parent representative per site.	November 16 February 1 March 29 May 24
LCAP	Representation of all district departments, schools/grade spans, parents; total of 40 participants.	October 24 November 28 January 23 February 26 March 20 April 24 May 7

	LCAP Members	
Teachers	Missy Bergman – Mokler Helena Chun – Keppel Jessica Pizzano – Jefferson Sueng-Hae So – Collins John Teeples - PHS	Elaine Carrillo – Hollydale David Balstad – Paramount Park Stephanie Ribitzki – Jackson Jill Vanzant – Mokler Katherine Thomas – Buena Vista
Counselors	Devin Dawson – Alondra Middle School Lucy Duran – PHS – West Campus	Kelly Murphy – Jefferson Judy Morrison – Counselor, Foster Youth
Association Reps.	JoAnn Garner – CSEA President	Kim Goforth – TAP President
Principals/ Assistant Principals	Topekia Jones – Lincoln Lisa Kirk – Paramount Park Middle School Morrie Kosareff – Buena Vista High School	Mike Ono – PHS Liz Salcido – PHS – West Campus Connie Toscano - Wirtz
District Office Staff	Ruth Pérez - Superintendent Ryan Smith – Assistant Superintendent Ruben Frutos – Assistant Superintendent Elida Garcia – Director, ECE David Daley – Director, Special Ed. Alfredo Lopez – Interim Director, Research Yolanda Calderon – Asst. Director, Fiscal	Debbie Stark – Asst. Supt. Myrna Morales – Asst. Supt. Renée Jeffrey – Director, K-5 Prog. Greg Francois – Director, Secondary Kelly Morales – Facilitator Patricia Tu – Director, Fiscal Services

Parents	Blanca Gil Ruth Sanchez	Teresita Zamudio
Board Members	Vivian Hansen	Sonia De Leon

Surveys are used to obtain input from all stakeholders.

Topics include:

- High Quality Instruction
- School Climate
- Parent Engagement
- Conditions of Learning
- College and Career
- Specific services included in the LCAP

	Type of Survey	2017-2018 Participation Rate
All Parents	Paper/Pencil	9,565
Students in Grades 5, 7, and 12	Online	2,591
All K-12 Teaching Staff	Online	561

Multiple data sources are used to identify specific areas of strength and need.

Academic
 SBAC – English Language Arts
 SBAC – Math
 D/F Rates
 Reclassification Rates
 Surveys

School Culture
 Chronic Absenteeism
 Suspension Rates
 Suveys

College/Career
 Graduation Rate
 College/Career Indicator
 Surveys

What does the LCAP include:

The purpose of the LCAP is to identify goals to improve outcomes for students. All components of the plan are aligned to those goals.



The plan must address 8 state priorities—these are required. Each priority is measured with an indicator, as described below.

State Priority	State Indicator	Description of Indicator
1	Basic Services	<ul style="list-style-type: none"> Adequacy of facilities, textbooks, teacher assignments
2	Implementation of State Standards	<ul style="list-style-type: none"> Progress implementing state academic content standards
3	Parent Engagement	<ul style="list-style-type: none"> Progress seeking input from parents; promoting parental participation
4	Student Achievement	<ul style="list-style-type: none"> Academic results on CAASP, English Learner Progress
State Priority	State Indicator	Description of Indicator
5	Student Engagement	<ul style="list-style-type: none"> Chronic absenteeism rate; graduation rate
6	School Climate	<ul style="list-style-type: none"> Suspension rate; local student survey results
7	Access to a Broad Course of Study	<ul style="list-style-type: none"> Progress on the extent students have access to broad course of study.
8	Outcomes in a Broad Course of Study	<ul style="list-style-type: none"> College and Career rate.

The Plan is organized in sections; each section must include the following information.

Section in LCAP	What is included in section
<ul style="list-style-type: none"> Annual Update 	<ul style="list-style-type: none"> Describes the actions implemented in the current school year; the impact of each action; the funding allocated and expended to implement each action.
<ul style="list-style-type: none"> Stakeholder Engagement 	<ul style="list-style-type: none"> Describes the process used to engage schools, parents, students in the LCAP.
<ul style="list-style-type: none"> Goals, Actions, Services 	<ul style="list-style-type: none"> Outlines goals; how actions and services address goals.
<ul style="list-style-type: none"> Increase/Improve Services 	<ul style="list-style-type: none"> Describes how each service increases or improves outcomes for unduplicated students.
<ul style="list-style-type: none"> Budget 	<ul style="list-style-type: none"> Expenditure summary; allocation of funds to implement services.

What are key services in the LCAP and their impact on schools and students?

Goal 1: Support Academic Progress and Behavior: Assess Student Progress

Some of the key services in this goal include:

- Site based interventions that include intervention teachers, academic coaches, supplemental materials and technology specific to a plan that each school writes.
- Supports for behavior and social emotional learning: counselors, social workers, Deans, professional development on Safe and Civil Schools, restorative practices.
- PE and Music instruction from specialized teachers for all K-5 students; after school music instruction, musical instruments.

Supports for students who are in foster care or homeless.

Goal 1: K-5 Students participate in PE and music instruction.

- 89 % of K-5 teachers surveyed state music and PE instruction are of high value for students.

Goal 1: Intervention Teachers provide additional literacy instruction.

Goal 1: Support for Safe, Supportive Schools

- Every school uses approaches from Safe and Civil Schools to create positive, structured environments that promote good behavior and minimize opportunities for mis-behavior.
- 96% of K-8 parents surveyed state their child's school is a safe place for learning.

Goal 2: Create a College Going Culture

Key Services in this goal include:

- CTE teachers who provide classes in six CTE pathways at all high school campuses.
- STEM Electives offered at all middle schools.
- AVID offered in grades 5-12; AVID Excel for Long Term English Learners.
- Parent classes to increase understanding of K-12 education , graduation requirements, how to support literacy at home (PIQE, Latino Family Literacy, FACTOR) .
- College study trips: all 5th grade students tour a local community college; all 7th grade students tour UC Irvine.
- On site testing for PSAT, SAT, AP Classes; on site SAT and ACT preparation classes –all free of cost to students.
- College and Career Centers and full-time college counselors at PHS West, PHS and Buena Vista High School.
- Odyssey, a new STEM themed high school.

Goal 2: UC Irvine Study Trip: Every 7th grade student tours UC Irvine

- 90% of 7th grade students state that school prepares them for college with quality counseling and challenging courses.

Goal 2: STEM Electives in Middle School: Students at Alondra Middle School design a robot.

- 90% of middle school teachers surveyed state that STEM electives benefit students a great deal.

Goal 2: Odyssey High School

Goal 2: College Centers and College Counselors at all high schools

- 82% of 12th grade students surveyed say that school prepares them for college

Goal 3: Implement State Standards and Assessments

Key services in this goal include:

- Curriculum Specialists to support technology, Language Arts,

ELD, math, science, AVID.

- Professional development for teachers.
- Specialized technology staff to support one to one Chromebook initiative.

One to one Chromebook initiative provides devices for students in grades 3-12.

- 90% of students surveyed state they have access to technology at school.

Goal 3: Professional Development for Teachers and Principals to support implementation of high-quality instruction.

- Staff surveys show that over 80% of K-8 teachers value professional development offered.

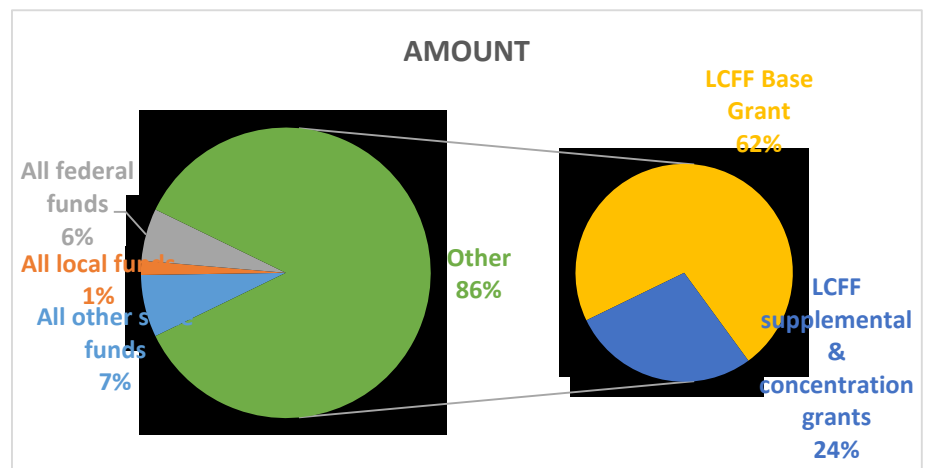
Goal 4: Provide Basic Services

Key services in this goal include:

- Improvements to facilities, infrastructure and security to provide classrooms and schools that are safe, up to date and appealing.
- Technology updates and networking systems to sustain increases in student devices (Chromebooks) and Web based applications.
- Current textbooks for all subjects, K-12.
- 100% of students provided all texts books every year

LCAP Budget Overview

Mr. Frutos provided information on the LCAP budget.



Current LCAP Budget

Goal 1: Support Academic Progress and Behavior	\$27,533,136
Goal 2: Create a College Going Culture	\$9,347,000
Goal 3: Implement State Standards and Assessments	\$6,223,418
Goal 4: Provide Basic Services	\$15,732,070
Total	\$58,835,624

Projected Expenditures

LCAP	Adopted Budget	Projected Expenditures	Balance
Goal 1	Support Academic Progress and Behavior		
	\$27,533,136	\$25,959,565	\$1,573,571
Goal 2	Create a College Going Culture		
	\$9,347,000	\$8,432,612	\$914,388
Goal 3	Implement State Standards and Assessments		
	\$6,223,418	\$6,107,662	\$115,756
Goal 4	Provide Basic Services		
	\$15,732,070	\$13,650,888	\$2,081,182
Grand Total	4 \$58,835,62	\$54,150,727	\$ 4,684,897

What happens between now and June?

<div style="background-color: #4F81BD; color: white; padding: 5px; margin-bottom: 5px;">March</div> <ul style="list-style-type: none"> ▪ LCAP Committee reviews Annual Update and Budget. ▪ Discuss needs for future services. 	<div style="background-color: #4F81BD; color: white; padding: 5px; margin-bottom: 5px;">April</div> <p>Discuss continuing and new services.</p>
<div style="background-color: #4F81BD; color: white; padding: 5px; margin-bottom: 5px;">May</div> <ul style="list-style-type: none"> ▪ Committee reviews and gives feedback to draft LCAP. ▪ Board presentation on updated LCAP. ▪ Draft copy sent to schools, posted on website. Submit to LACOE for early feedback. 	<div style="background-color: #4F81BD; color: white; padding: 5px; margin-bottom: 5px;">June</div> <ul style="list-style-type: none"> ▪ Public Hearing at first Board meeting; LCAP approval at second meeting. ▪ LCAP submitted to LACOE within 5 days of approval by Board.

Dr. Pérez asked Dr. Jeffrey to address how parents can get involved in committees. Dr. Jeffrey shared that with DELAC and EL PAC the school's ELAC selects a representative and an alternate. PAC needs

to have representation from all unduplicated students. She works with Principals to reach out to their school community and provide names of parents for the committee as these parents are not usually ones to volunteer. For the LCAP committee, parents are asked across the board. Meetings are public and open to all but only members can act on agenda items. Trustee Garcia asked if parents are alternate? Dr. Jeffrey said yes for the DELAC and ELAC. Trustee De Leon asked if the meetings dates are on the website for parents. Dr. Jeffrey replied that yes and shared that her staff had recently gone through training to update their web page and is working on updating information for PAC.

Board President Gomez asked for clarification if DELAC and EL PAC meet together. Dr. Jeffrey shared that yes they do meet together as the state allows as long as all requirements are fulfilled for EL PAC and DELAC. She also shared that she is not aware of any district who has separate meetings. President Gomez asked who chooses them to be on the committee? Dr. Jeffrey shared that school's ELAC parents choose the parents. President Gomez asked how many parents are in the committees? Dr. Jeffrey shared that for DELAC, there is one representative and one alternate for every school and for ELAC it varies.

President Gomez referenced the slide with information on Paramount USD partnering with LACOE to serve students with special needs that are low incidence and said that the Board did receive an update that all will be changing. Dr. Stark commented that yes it will. President Gomez asked if she could receive updated information at the end of the year? Dr. Stark commented that the Board will be receiving information through Board updates and will also be bringing Memorandum of Understanding items before the Board to solidify the transitions.

President Gomez referenced the CSU and UC information provided from the last Board update. She asked that out of the acceptance rate, how many students enrolled? Dr. Smith shared that he would provide that information as soon as possible.

ADJOURNMENT

Trustee Garcia moved, Trustee De Leon seconded, and the motion carried 4-0 to adjourn the Study Session meeting of the Board of Education held on February 20, 2019 at 7:06 p.m.

Ayes: 4 – Trustees Cuarenta, De Leon, Garcia, Gomez, Hansen

Absent: 1 – Trustee Hansen (left at 7:02 p.m.)

Ruth Pérez, Secretary
To the Board of Education

President

Vice President/Clerk