

**SPECIAL MEETING
OF BOARD OF EDUCATION**

MINUTES

August 4, 2014

The meeting was called to order at 6:01 p.m. by President Sonya Cuellar in the Closed Session room at the District Office, 15110 California Avenue, Paramount California.

Pledge of Allegiance Randy Gray, Director-Curriculum & Instruction led the Pledge of Allegiance.

Roll Call Trustee Sonya Cuellar Trustee Vivian Hansen
Trustee Alicia Anderson Trustee Tony Peña
Trustee Linda Garcia

Administrators Present Herman Mendez, Superintendent
Michael Conroy, Assistant Superintendent-Business Services
Myrna Morales, Assistant Superintendent-Human Resources
Deborah Stark, Assistant Superintendent-Educational Services
Kim Cole, Director- Special Education
Randy Gray, Curriculum & Instruction/Projects
Jose Iniguez, Director-Secondary Education
Troy Marshall, Director-Technology
Manuel San Miguel, Director-Student Services
Elvia Galicia, Assistant Director-Fiscal Services
Greg Buckner, Principal-Paramount High School
Margarita Rodriguez, Coordinator-Accountability & Assessment

Approve Special Meeting Trustee Anderson moved, Trustee Hansen seconded and the motion
Agenda August 4, 2014 carried 5-0 to approve the August 4, 2014 Special Meeting agenda.
1.220
Ayes: 5 – Trustees Anderson, Cuellar, Garcia, Hansen, Peña

REPORTS

Superintendent's Report Overview of LCAP Goals and Activities
Dr. Deborah Stark, Assistant Superintendent-Educational Services
provided the Board with an overview of the LCAP Goals and Activities.

Dr. Stark shared that the purpose of this update is to provide an overview of the LCAP's goals and activities, outline which LCAP initiatives will be presented in greater detail at upcoming Board meetings, share information on PUSD's changes in curriculum guides and assessments that support the transition to the Common Core

Standards in 2014-15, to report how K-5 PE/Music/Technology instruction and teacher collaboration time will be implemented and to submit for approval the establishment of the Technology Instructional Aide job description.

Components of the LCAP are as follows:

- Goals – overarching topics that reflect PUSD’s academic program needs.
- Activities and Services – state what the District and schools will do to meet the goals.
- Metrics – the measures to show we have made progress toward the goals (our accountability).

LCAP Goal 1: Support Academic Progress and Behavior, Assess Student Performance

- Schools will provide interventions to address academic and behavioral needs with the goal of reducing the achievement gap, increasing English proficiency and providing differentiated instruction for all students.

LCAP Goal 2: Create a College Going Culture

- Schools will prepare students for College and Career including 21st Century skills by increasing access to counselors, providing electives that align with CTE and A-G courses and on-site support for ACT/SAT courses. Educational outreach on college and career requirements and expectations will be provided to parents.

LCAP Goal 3: Implement Common Core Standards and Assessments

- Implement Common Core Standards and assessments by providing on going professional development to support effective teaching and learning. Develop teacher leadership for implementing rigorous, standards based instruction.

LCAP Goal 4: Provide Basic Services

- Provide services necessary to meet Williams legislation with facilities in good repair, standards aligned textbooks and appropriately credentialed teachers to deliver effective instruction.

Curriculum and Assessment to Support Common Core Implementation in 2014-15

Margarita Rodriguez, Coordinator of Assessment and Accountability shared with the Board that the purpose of the presentation is to review PUSD’s three year plan for implementing the Common Core Standards and SBAC assessments, review changes to K-12 curriculum guides and assessments in Language Arts and Mathematics and to discuss how these changes will prepare PUSD’s students for more rigorous standards and SBAC assessments.

The District worked on a three year plan for successful implementation which included:

In 2012-13, Common Core Lead Teacher structure was created and Lead teachers met to learn about the new standards and assessments. In 2013-14, Common Core Lead teachers provided professional development, schools provided four professional development modules to review with all teachers, Common Core lessons and assessments piloted in Math and Language Arts (one per semester), computer labs installed in every school and an on-line SBAC field test is administered in spring. In 2014-15 curriculum guides and assessments will be revised to reflect content and academic rigor of new standards and SBAC assessments, teachers will be provided professional development on the use of the new curriculum guides and assessments, schools will be provided LCAP funds for time for teachers to collaborate and score assessments and new Common Core Math textbooks to be implemented.

Curriculum guides provide teachers the support of a planned road map on the standards students need to learn. They outline the important content that must be addressed in a given grade or course, a timeframe and instructional materials. Common curriculum guides assure that all students within a given grade or course are taught the same material.

In 2013-14, curriculum specialists attended a professional development institute on how to plan curriculum using the Understanding by Design model. This model uses “backwards planning” to first identify the knowledge, skills and understandings students need to have and then to develop the assessment to measure these learnings. The curriculum is planned last, working backwards from the desired end result.

Curriculum specialists trained 80 of our Common Core Lead teachers on this model. They met with K-12 teams of teachers in June and July to write assessments and curriculum units aligned to the Common Core. Teams represented all schools, grade levels (K-8) and courses (9-12) for Math and Language Arts.

The new curriculum guides describe the vision for the Common Core classroom. They begin with essential questions to help students have a deeper understanding of what they learn or how it is connected to their lives. They include the essential understanding, knowledge and skills students need to master (rather than focusing strictly on content). They are structured in instructional units of approximately 4-6 weeks that each culminate in end of unit benchmark assessment (rather than quarterly benchmark assessments).

The academic rigor of the Common Core is reflected in how they are assessed. Smarter Balanced Test includes questions that are rated on a scale of rigor or Depth of Knowledge, levels 1-3. Although the CST included only multiple choice questions, the new test includes four different types of questions. This test requires that students explain their answers with a written explanation and is much more rigorous than the previous CST.

Assessments will be administered at the end of each instructional unit (4-6 weeks) rather than quarterly, as in the past. Assessments include the different types of questions student will see on the SBAC, including multiple choice, constructed response (short written answers) and performance tasks. Scoring guides are provided for teachers to evaluate answers. Teachers will score student's written responses and will need to meet to calibrate their scores to assure consistent grading.

In Spring 2014, Common Core Lead teachers and principals were given information about the changes to curriculum and assessment that will take place in 2014-15. They shared this same information with their staffs. Common Core newsletters were sent to parents and teachers in 2013-14. A letter outlining changes on how new assessments will help prepare students for more rigorous learning will be sent home to parents in Fall 2014.

LCAP Implementation: K-5 PE, Music, Technology Instruction and Grade Level Collaboration Time for Teachers

Dr. Randy Gray, Director-Curriculum & Instruction shared that the purpose of the presentation is to provide an overview of the K-5 PE, music, and technology/library instruction and describe the outcomes and benefits to students and teachers.

Goals for K-5 P.E., Music and Technology/Library instruction include:

- Provides students with quality P.E., music and technology/library instruction
- Provide collaboration time for K-5 teachers to share best instructional practices
- Utilize new computer labs to develop students' technology skills needed for new standards and assessments

The programs outcomes will be achieved by:

- P.E. and music teachers will be hired and will provide instruction to all students in K-5
- P.E. and music teachers will travel between 4 schools
- All K-5 teachers will have a minimum of 2 hours of collaboration time every 4 weeks and
- Computer labs and libraries will be part of the instructional rotation

The District will provide sites with :

- P.E. equipment and curriculum materials with guides and activity cards
- Music curriculum materials with scope and sequence for K-5 music instruction including electronic keyboards, rhythm sticks and recorders and
- Parent letters explaining the new P.E. and music program will be sent home.

The District's next steps and projected timeline is:
August 5 – Interview and select 3 P.E. and 3 music teachers
August 6 – Provide K-5 Principals with program information including curriculum and schedule
August 18 – Orientation meeting for P.E. and music teachers
August 20-22 – Organize materials at sites
August 25 – Begin P.E. and music instruction.

ACTION ITEMS

Establishment of a Job Description for Technology Instructional Assistant and Establishment of, and Employment Authorization for, 18 Positions at 6 hours per day, 10-months
2.221

Trustee Hansen moved, Trustee Anderson seconded and the motion carried 5-0 to approve the new job description of Technology Instructional Assistant and establishment of, and employment authorization for, 18 positions at 6 hours per day, 10-months.

Ayes: 5 – Trustees Anderson, Cuellar, Garcia, Hansen, Peña

CLOSED SESSION

The Board adjourned to Closed Session at 6:51 p.m. to discuss public employee performance/evaluation (Principals – process) and governance team items.

OPEN SESSION

The Board reconvened to Regular Session at 8:00 p.m. President Cuellar reported that the Board had discussed public employee performance/evaluation (principals) and governance team items.

There was no action taken in Closed Session.

ADJOURNMENT

Trustee Anderson moved, Trustee Peña seconded, and the motion carried 5-0 to adjourn the Special Meeting of the Board of Education held on August 4, 2014 at 8:00 p.m.

Ayes: 5 – Trustees Anderson, Cuellar, Garcia, Hansen, Peña

Herman Mendez, Secretary
To the Board of Education

President

Vice President/Clerk