

Paramount Unified School District



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BOARD OF EDUCATION

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Co-Interim Superintendent

SPECIAL MEETING OF BOARD OF EDUCATION

MINUTES

April 15, 2015

The meeting was called to order at 6:04 p.m. by President Alicia Anderson in the Boardroom at the District Office, 15110 California Avenue, Paramount California.

Roll Call

Trustee Alicia Anderson

Trustee Linda Garcia

Trustee Tony Peña

Trustee Vivian Hansen

Trustee Sonya Cuellar – 6:31 p.m.

Approve Special Meeting
Agenda April 15, 2015
1.101

Trustee Garcia moved, Trustee Cuellar seconded and the motion carried 4-0 to approve the April 15, 2015 Special Meeting agenda.

Ayes: 4 – Trustees Anderson, Cuellar, Garcia, Hansen, Peña

Absent: 1 – Trustee Cuellar

INFORMATION ITEM

LCAP Update

LCAP Update

Dr. Verdugo, Co-Interim Superintendent shared with the Board that District administration will provide an update that focuses on the process the District is using to update our three year LCAP Plan. Information presented will describe the activities that primarily we have implemented this year, the feedback we have received from schools, parents and students on the impact of LCAP services and plans for 2015-16. Dr. Verdugo shared that they will also review the purpose of and background on the LCAP, services and activities implemented this year, feedback on the impact of activities and services implemented, recommended actions and services for the next three year and next steps in the process.

Dr. Michael Conroy shared that the LCAP is a three (3) year plan:

- California's transition to the *Local Control Funding Formula* was accompanied by the requirement that school districts

demonstrate how they will use newly acquired funding flexibility by writing a *Local Control Accountability Plan*, or LCAP.

- School districts were required to write a three year plan and have it approved by their Board of Education and County Office by July 1, 2014.
- Each year this plan must be updated and approved.

The LCAP must address eight state priorities:

<u>Conditions of Learning</u>	<u>Pupil Outcomes</u>	<u>Engagement</u>
Basic Services	Student Achievement	Parent Involvement
Implementation of Common Core Standards	Other Student Outcomes	Student Engagement
Course Access		School Climate

Summary of PUSD's Current LCAP: 2014-17

Dr. Myrna Morales shared that PUSD's LCAP includes four goals that address the eight state priorities.

Goals were written to be broad to include many different services and activities.

Goal 1: Support Academic Progress and Behavior

Goal 2: Create a College Going Culture

Goal 3: Implement Common Core Standards

Goal 4: Provide Basic Services

Goal 1: What activities and services have we implemented to support academic progress in K-5 schools ?

- Math Coach to support math instruction at every school.
- Full time counselor for every school.
- PE and music teachers provide instruction, collaboration time for grade level teams of teachers.
- GATE program on differentiated instruction piloted at two schools.
- Purchase of over 700 laptops for student research and SBAC administration. Schools allocated funds to update site technology (K-12).
- Technology Aides hired and trained for computer labs (K-12).
- Additional Foster Youth tutors hired to tutor and mentor FY students (K-12).
- On line math software implemented in grades 3-4.

Goal 1: What activities and services have we implemented to support academic progress in 6-12 schools?

- Committee met monthly, outlined recommendations to provide academic interventions for students and professional period for

6-8 teachers.

- School library collections at PHS, PHS West, Alondra, Paramount Park, Zamboni assessed to increase number of high quality reading materials. Over 2,000 new books purchased for D. Stephens Library at PHS.
- Safe and Civil Schools' professional development provided, implemented at PHS, PHS West, Buena Vista.

Goal 2: What activities and services have we implemented to create a college going culture?

- College and Career Center expanded at PHS; College and Career Center created at PHS West. College Counselors staff each Center.
- PHS counselors attended conferences to learn how to expand access to college.
- College and Career Committee is developing a two year plan to create a district wide college going culture.
- New A-G college preparatory courses implemented:

Web Design/CTE Capstone Course at PHS.

Expository Reading and Writing Course at PHS

Agile Mind Common Core Intensified Algebra at PHS, PHS West

AVID elective at Jackson Middle School

Goal 3: What activities and services have we implemented to implement Common Core Standards?

Rewritten Common Core curriculum units and assessments for K-12 ELA and Math prepare students for new standards.

Professional development to develop teachers' and principals' skills in supporting Common Core instructional shifts.

- Write from the Beginning and Beyond for all K-5 teachers and 6-8 ELA and Social Studies teachers.
- Thinking Maps for 9th and 10th grade teachers.
- Spatial Temporal Math, a web based computer program, for all grades 3-4 teachers.
- Common Core Lead Teachers in Math and Language Arts at every school.
- Common Core professional development for all K-12 Special Education Teachers.

Goal 4: What activities and services have we implemented to provide Basic Services?

Technology

- Improved technology infrastructure for increased amount of technology at schools to support Common Core instruction and testing.

Operations

- Filled open positions and increased staffing to accommodate new buildings and facilities.
- Replaced kindergarten playground surfacing to increase student safety.
- Addressed repairs and needed improvements throughout district.
- Provided induction training to 42 new teachers
 - 32 year 1 teachers
 - 10 year 2 teachers

- Communicated with support providers giving direction on strategies to successfully assist new teachers.
- Met monthly with teachers to review topics such as classroom management, Common Core, effective teaching strategies.

Instructional Materials:

- Math textbook adoption provided Common Core math materials for grades K-high school.
- New instructional materials provided for all Severely Handicapped classes.
- Supplemental literature purchased for elementary, middle and high school to support new instructional units in Language Arts.

What results are we seeing?

Dr. Deborah Stark shared with the Board that after eight months of implementation we are seeing many positive effects of initiatives implemented. Feedback to assess on going progress was solicited from schools, parent groups and students on the following questions:

1. How have students benefitted from LCAP actions and services?
2. How has professional development supported academic progress?
3. What should we continue, add or revise?
4. What other comments or suggestions do you have?

How have students benefitted from LCAP Services? (Schools' feedback)

Elementary Schools	Middle Schools	High Schools
<u>Additional staff: counselors, math coaches, technology aides</u> Music/PE instruction Math instruction ST Math <u>Technology</u> <u>Write from the Beginning instruction</u>	Students have increased awareness about college. <u>Technology use and access.</u> Common Core instruction. <u>Writing and Math professional development and implementation.</u>	<u>Additional staff: coaches, technology aides, Foster Youth aides, counselors.</u> <u>Additional technology</u> Common Core implementation Professional Development on Thinking Maps, Common Core College and Career Center expansion; College Counselors

Elementary Schools	Middle Schools	High Schools
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<p><u>Common Core professional development provides more rigor to learning.</u></p> <p><u>Write from the Beginning is improving quality of students' writing.</u></p> <p>Students are engaged in more rigorous learning.</p>	<p><u>Common Core and Write from the Beginning professional development have improved students' thinking and ability to write.</u></p>	<p><u>Common Core professional development has helped students think critically.</u></p> <p>Thinking Maps help students organize ideas for writing.</p> <p>Calibration has supported effective writing instruction.</p>
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What should we continue, add, revise? (Schools' feedback)

Elementary Schools	Middle Schools	High Schools
<p><u>Continue professional development we have begun.</u></p> <p><u>Increase technology access for students.</u></p> <p>Continue or expand collaboration time.</p> <p>Continue funding for math and ELA coaches.</p> <p>Provide academic interventions for struggling students; reduce class size.</p> <p><u>Provide instructional materials; expand ST Math.</u></p>	<p><u>Continue Common Core instruction and professional development on topics we have started.</u></p> <p><u>Increase technology access and use by students.</u></p> <p>Add planning period/collab. for middle schools.</p> <p>Provide college and career awareness in middle schools.</p>	<p><u>Provide more professional development</u> <u>Increase technology at schools and replace obsolete technology.</u></p> <p>Provide support for AP courses.</p> <p>Create new courses; Expand A-G course offerings.</p> <p>Provide parent workshops on college preparation.</p> <p><u>Provide more instructional materials.</u></p>

Feedback from Parents:

How have students benefitted from LCAP actions and services?

Parents commented favorably on K-5 music and PE instruction; the increased amount of technology and students' use of it; Common Core instruction.

How has professional development supported academic progress?

Parents thought students were positively impacted by professional development in Common Core Standards, writing and Thinking Maps.

What should we continue, add or revise?

Parents would like to continue and expand current initiatives. They commented on expanding the K-5 music/PE program to take place more frequently, providing more academic interventions for students who perform below grade level, expanding the K-5 GATE pilot, providing more parent training opportunities.

Feedback from Students*:

- *What programs or services from the LCAP have been*

beneficial to you?

Students overwhelmingly commented on the College and Career Center and the College Counselors' support.

- *How can we provide more support—academic and behavioral—to students?*

Many students commented on tutoring or tutorial and the extra effort specific teachers put forth to interact with students.

- *What should we continue or change?*

Comments ranged from providing more academic support, creating new courses, decreasing class size and changing the school calendar (finals before winter break).

**Based on student focus groups in grades 9-12*

Reporting on Required LCAP Metrics:

	Baseline Year	Baseline Results	2013-14 Outcomes	Met LCAP Goal?
Percent 5 th grade students meeting 4 or more fitness areas	2012-13	60.9%	58.7%	No
Expulsions	2012-13	9	9	Yes
Attendance Rate	2012-13	96.3%	96.6%	Yes
High School Drop-Out Rate	2011-12	14.3%	11.9%	Yes
Number of Middle School Drop-Outs	2011-12	41	23	Yes
Graduation Rate	2011-12	78.3%	80.8%	Yes
Chronic Absenteeism	NA	Determine Baseline	7.4%	Yes
10th Grade CAHSEE Pass Rate	2012-13	74%	77%	Yes
Reclassification Rate	2013-14	9.5%	Comparison data in Jan., 2016	n/a
AMAO1 (Progress acquiring English)	2012-13	58.3%	61.1%	Yes
Percent College Ready in ELA EAP	2012-13	8%	10%	Yes
Percent College Ready in Math EAP	2012-13	11% N tested = 484	4% N tested - 694	No

Overview of Updated LCAP: 2015-18

Name	Assignment	School	Name	Assignment	School
Greg Buckner	Principal	PHS	Judy Morrison	Counselor	Foster Youth
Kim Cole	Director	Special Ed.	Lisa Nunley-Macon	Principal	Hollydale
Devin Dawson	Counselor	Alondra	April O'Conner	Teacher	TAP
Randy Gray	Director	Ed. Services	Monica Parilla	Parent	

Vivian Hansen	Board of Education	PUSD	Ruth Sanchez, Teresita Zamudio	Parent	Zamboni
Elaine Hoffman	Teacher	Mokler	John Teeples	Teacher	PHS
Lisa Kirk	Teacher	Zamboni	Connie Toscano	Principal	Wirtz
Morrie Kosareff	Principal	PHS West	Jill Van Zant	Teacher	Mokler
Jorge Martinez	CSEA President	CSEA	Michael Conroy Debbie Stark Myrna Morales	Asst. Supts.	Business Ed. Services Human Resources
Kelly Morales	Cur. Specialist	Ed. Services			

LCAP Committee Meetings 2014-2015:

November 3, 2014

- Overview and orientation.

January 26, 2015

- Overview of activities and services implemented; discussion and feedback on four questions.

February 23, 2015

- Feedback on draft LCAP rubrics .

March 23, 2015

- Review of data, evidence of implementation, feedback from schools, parents, students, overview of new LCAP requirements.

April 27, 2015

- Review draft sections of updated Plan. Record questions and post responses on website.

DELAC/LCAP Parent Committee Input:

February-March, 2015

Principals meet with site parent committees to solicit parent input on LCAP implementation. Feedback is analyzed for trends; key ideas are integrated into updated plan.

February 25, 2015

LCAP/DELAC Committee reviews LCAP activities and services implemented this year and provide feedback. This feedback is analyzed for trends; key ideas are integrated into updated plan.

March 25, 2015

LCAP/DELAC reviews trends from schools' feedback.

April 30, 2015

LCAP/DELAC reviews draft sections of updated plan. Record and respond to questions.

May 20, 2015

LCAP/DELAC reviews draft sections of updated plan. Record questions and post responses on website

Section	Description
Stakeholder Engagement	Process used to consult with schools, parents, students and how it contributed to Plan.
Goals, Actions, Expenditures and Progress Indicators	Goals for the next three years based on district needs, student subgroups; measurable outcomes for each goal; actions and services that will be taken to meet goals.
Annual Update (NEW)	Description of progress toward goals and required state metrics; effectiveness of actions; changes to goals or actions.
Use of Supplemental and Concentration Funds, Proportionality	Amount of funds. How funds will be spent, 2015-18.

What are the components of the updated LCAP?

The updated LCAP will address the next three years: 2015-18. It includes four sections:

What will we continue?

Based on the feedback from schools, parents, students, LCAP Committee and summative results showing improved student outcomes the following initiatives started this year should be continued in 2015-16:

Goal 1 Academic Support	Goal 2 College Going Culture	Goal 3 Common Core Standards	Goal 4
Professional Development: Writing, Thinking Maps, Safe and Civil Schools	College and Career Centers	Professional Development: Common Core instruction and assessments	BTSA Support for new teachers.
Staffing: Counselors at all schools, Technology Aides, Academic Coaches	New courses: A-G approved CTE courses AVID	Student access to technology; site funds to replace and upgrade technology.	
Site funds for academic interventions, professional development, technology.		ST Math	
On line courses for credit			

What do we need to expand or revise?

Goal 1: Based on feedback, the following need to be added or expanded

Need	Recommended Action in New LCAP	Benefit for Students

Feedback from stakeholders; PE instructional minutes	Provide K-5 Music/PE instruction more often.	More frequent music and PE instruction
Learning needs of GATE students; increase number of GATE identified.	Expand K-5 GATE instruction to additional 5 schools. Provide district certificated support for GATE program.	Differentiated instruction for high achievers.
Current nurse: student ratio is 3950:1.	Increase number of school nurses by adding one nurse	Lower nurse: student ratio to 3600:1.
Support new assessments, increased number of students in GATE	Provide district classified support staff for assessments, GATE identification	Address needs of GATE students

Need	Recommended Action in New LCAP	Benefit for Students
Reduce number of students chronically absent; provide alternatives to suspension.	Provide District Attendance Specialist for early outreach. Research and implement effective suspension alternatives.	Increase attendance and graduation.
Develop leadership skills of new and aspiring leaders	Explore, learn and plan an in district leadership development program	Monitor quality instruction; improve student learning.

Goal 2: Based on feedback, the following need to be added or expanded:

Need	Action	Benefit for Students
Increase current A-G completion rate of 34%	Implement two year plan to create college going culture.	Increase opportunities for college access.
More CTE, A-G options.	Increase current A-G completion rate of 34%. Provide support for students in higher level math courses.	Increase high school completion rate.
Access to college information.	Purchase and implement software to track students' college preparation (9-12).	Increased access to information.
Access to college information.	Provide professional development for counselors	Increased access to information.

Feedback from parent groups.	Provide Parent University	Increase parent understanding.
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Goal 3: Based on feedback the following need to be added or expanded:

Need	Recommended Action in New LCAP	Benefit for Students
New science standards adopted, 2013; rewritten ELA and math curriculum and assessments; new curriculum and assessments in Special Ed.	Provide district staffing support for Common Core implementation Provide additional Special Ed. staffing to support ESY and Common Core implementation Purchase supplemental materials.	High quality curriculum, professional development and assessment promotes student achievement.
Current library collections do not reflect content and rigor of new standards	Purchase books for K-5 and 6-8 libraries.	Promote recreational reading, research.
Common Core Standards require students conduct on line research; SBAC requires technology skills. Current student: computer ratio is 1:8.7	Purchase computers to make progress toward student: computer ratio of 1:7 in 2015-16; 1:6 in 2016-17.	Increases student access to technology for instruction; promotes research and digital literacy skills.

Goal 4: Based on the feedback on the importance of deepening and expanding the initiatives begun this year, the following need to be added or expanded in 2015-16:

Need	Recommended Action in new LCAP	Benefit for Students
Current ELA and ELD materials date to 2001. In November, 2015 state will approve new ELA, ELD texts.	Adopt and purchase new ELA and ELD materials for grades K-8 in 2015-16.	Provides students texts and support materials aligned to new standards and increased rigor.
New science standards approved in 2013. In November, 2016 state will approve new science texts.	Adopt and purchase new ELA texts for grades 9-12 and new science texts for grades K-8 in 2016-17.	Provides students texts and support materials aligned to new standards and increased rigor.

Provide support for new Special Education teachers through BTSA program	Submit proposal to CTC	All students will have highly trained teachers
Provide operational safety and security support, direction, and supervision.	Consolidate security services, emergency response, and crisis management into single department.	Provides oversight in the development of student and school safety measures, consistency in protocols and supervision of crisis responses.
Provide additional support for increased LCAP staffing, purchasing, and vendor payments.	Provide additional Fiscal Services staffing to support increased Common Core and LCAP support.	

Recommendations:

Based on feedback, summative data and projected needs, the following are recommendations for the updated LCAP:

- Continue to support and implement the academic initiatives currently in place.
- Incorporate feedback on “what worked” from schools, parents, students into the updated LCAP.
- Incorporate additional services and personnel needed to effectively support LCAP goals and schools’ progress toward meeting them.

Timeline and Next Steps:

Date	Topic
April 27	LCAP Committee Meeting
May 13	Outline details on expanded services, actions in updated LCAP.
Mid-late May	Distribute draft LCAP to schools for feedback; Post on PUSD website
May 27	Update Board of Education
June 10 Board Meeting	Public Hearing on LCAP
June 24 Board Meeting	Submit LCAP to PUSD Board for Approval
By June 30	Submit LCAP to LACOE

ADJOURNMENT

Trustee Cuellar moved, Trustee Peña seconded, and the motion carried 5-0 to adjourn the Special Meeting of the Board of Education held on April 15, 2015 at 7:16 p.m.

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

David Verdugo, Co-Secretary
To the Board of Education

President

Vice President/Clerk