

**STUDY SESSION MEETING  
OF BOARD OF EDUCATION**

**MINUTES**

**February 27, 2016**

The meeting was called to order at 9:05 a.m. by President Tony Peña in the Boardroom at the District Office, 15110 California Avenue, Paramount California.

- Pledge of Allegiance Ruth Pérez, Superintendent, led the Pledge of Allegiance.
- Roll Call Trustee Alicia Anderson Trustee Linda Garcia  
Trustee Tony Peña Trustee Vivian Hansen  
Trustee Sonya Cuellar
- Administrators Present Ruth Pérez, Superintendent  
Ranita Browning, Interim-Assistant Superintendent-Business Services  
Myrna Morales, Assistant Superintendent-Human Resources  
Deborah Stark, Assistant Superintendent-Educational Services  
Greg Francois, Director-Secondary Ed. & Instructional Technology  
Beatriz Spelker-Levi, Director-Personnel  
Morrie Kosareff, Principal-Paramount High School-West
- Approve Agenda Trustee Hansen moved, Trustee Garcia seconded and the motion  
February 27, 2016 carried 5-0 to approve the agenda of the Special Study Session of  
1.86 February 27, 2016.
- Ayes: 5 – Trustees Anderson, Cuellar, Garcia, Hansen, Peña
- Hearing Section There were no speakers during the hearing section.

**General Services**

- Superintendent's Entry Plan Presentation Superintendent Dr. Perez shared with the Board that she would be providing them with information on her Superintendent's Entry Plan and also shared that the following are goals she has established for herself as the new Superintendent of the Paramount Unified School District. She added that in April, she will present to the Board of Education on the actions taken towards meeting these goals with recommended next steps to lead our District to the next level of success.

**My Story**

"We lead from the essence of who we are as a person."

-Warren Bennis

Dr. Perez shared with the Board that she was born in Puerto Rico and grew up in New York where she received her education. She is the

eldest of 6. Her parents spoke mainly Spanish and very little English. She was an English Language Learner growing up. There was no bilingual education and no support for ELL students in the school system and it was a struggle for her and developed a love for reading and that made all the difference to her, and because of that she has developed a sensitivity for English Language Learner students. Her youngest brother was a Special Education student and she became her brother's advocate through his middle and high school years. That experience has also influenced her sensitivity towards Special Education students.

Dr. Perez was formerly Superintendent in the Norwalk La Mirada Unified School District. She also served as Deputy Superintendent of Instruction in the Los Angeles Unified School District. Prior to that she was Chief Academic Officer in Charlotte North Carolina, and Area Superintendent in Orlando Florida. She began her educational career as a high school teacher, also in Florida.

### **Goal #1**

***Build relationships with key stakeholders in and outside of the District. Assess current state of leadership dynamics and relationships.***

Action steps will include:

- ❖ Meetings with individual Board Members to develop a positive working relationship and establish communication preferences and expectations for the Superintendent.
- ❖ Visitations to all sites and meetings with principals.
- ❖ Leadership Team Building Sessions with Principals, Cabinet and Executive Cabinet members.
- ❖ Establish and begin monthly meetings with association presidents, PTA Executive Board Members, DELAC, LCAP committee, etc.

### **Goal #2**

***Gain the trust of the Paramount community and begin to build positive relationships with all organizations that support the school district.***

Action steps include:

- ❖ Meetings with City of Paramount officials, Chamber of Commerce, Rotary as well as businesses and other civic organization educational partners.
- ❖ Visit pertinent sites in the City of Paramount.
- ❖ Meet with parent groups to seek perspective and input on their experiences, hopes and desires for their children in the PUSD.

### **Goal #3**

***Study data and trends on student academic achievement and progress to develop a plan of action for implementation in August 2017. The plan will aim at supporting and increasing academic achievement while supporting the four LCAP Goals established and approved by the Board of Education***

Action Steps Include:

- ❖ Attend monthly principal leadership meetings.
- ❖ Work with Assistant Superintendent of Educational Services to orient myself to the work meeting LCAP goals.

- ❖ Work with the Executive Cabinet on District priorities

#### **Goal #4**

***Learn the instructional practices, LCAP initiatives, and interventions that are supporting student achievement. Evaluate effectiveness of each initiative.***

#### **LCAP Goals:**

Goal 1: Support Academic Progress and Behavior

Goal 2: Create a College Going Culture

Goal 3: Common Core Standards and Assessment Implementation

Goal 4: Basic Services

#### **Goal #5**

***Learn the District's management and organization systems.***

Learn each major Division including Fiscal, Nutrition Services and Maintenance and Operations.

Assess the status of each department and determine how each is serving student needs and meeting District goals and priorities.

#### **Goal #6**

***Work with a consultant affiliated with a university that will assist me in reviewing current work and support for students, especially subgroups that have unique needs. Additionally, the consultant will provide outside perspective toward the work and analyses made. This will assist the Superintendent to make the recommendations that will be presented to the Board of Education.***

#### **My Mission**

##### **Opportunities for ALL students**

- ❖ English language learners
- ❖ African American students
- ❖ GATE students
- ❖ Special Education students

##### **Focus on high school student preparation for college and careers.**

- ❖ Career Pathways
- ❖ Linked Learning
- ❖ Advanced Placement supports for success,
- ❖ Middle school student preparation for A-G success.
- ❖ Instructional Technology
- ❖ Equity and access of programs and supports for all students

#### **My Vision**

*My vision is for the Paramount Unified School District to be an organization where people are continually expanding their capacity, where people create results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspirations are set free, where people are continually learning to see the whole together and each child is given every opportunity to succeed.”“*

*Inspired by Peter Senge, The Fifth Discipline (1990)*

The Board of Education recessed for five (5 minutes) at 9:57 a.m.  
The Board of Education reconvened the meeting at 10:02 a.m.

## Human Resources

Dr. Myrna Morales, Assistant Superintendent-Human Resources provided the Board with information on the District's hiring process and practices.

Dr. Morales shared with the Board that the objective of her presentation is to:

- o To share practices in recruiting, screening, interviewing and selecting of candidates
- o To explain laws, contract article and rules that guide our practices and employee classifications
- o To review evaluation processes
- o To answer questions and clarify practices

Impact of Teacher Quality

*Studies have well documented that the most important factor affecting student learning is the teacher.*

-Dr. Bill Sanders, University of Tennessee

Selection process:

There is a comprehensive process that takes place from posting, screening, interviewing and selecting of the best candidate to serve the students of Paramount Unified School District.

Posting of Positions

- o Posting Options
- o Inside only
- o Certificated: Position that require expertise
- o Classified: Promotional Only
- o Inside/Outside
- o Posting at all work locations
- o PUSD Website
- o EdJoin
- o Notices to other public agencies
- o Press Telegram
- o [www.govjobs.com](http://www.govjobs.com)

Interest Cards

<p><b>Classified Human Resources</b> Paramount Unified School District 15110 S. California Avenue Paramount, CA 90723</p> <p>Name _____ Address _____ City/State _____ ZC _____</p>
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<p><b>PARAMOUNT UNIFIED SCHOOL DISTRICT</b> <b>HUMAN RESOURCES DIVISION</b></p> <p>DATE _____</p> <p>Please notify me when applications are being accepted for _____ position. (a Classified position)</p> <p><b>For Office Use Only: DO NOT WRITE BELOW THIS LINE</b></p> <p>Applications are now being accepted for the above position. The closing date is: _____</p>
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## Screening of Candidates

- o Classified
  - o Applicants are screened for minimum qualifications.
  - o All qualified applicants are invited to test.
  - o Cut points are determined and the top 10 candidates are invited to interview for a position.

## Classified Testing

- o Tests or supplemental questionnaire for all positions.
- o If an applicant takes a test, they are not eligible to take the same test for four months.
- o Test scores for each test given are kept on file for two years.

## Notice of Employment Testing

**PARAMOUNT UNIFIED SCHOOL DISTRICT**  
Human Resources Division

**NOTICE OF EMPLOYMENT TESTING**

The Paramount Unified School District has scheduled an employment test for the position of **BUYER**. If you are still interested please report on the following date, time and place:

DATE: **TUESDAY, FEBRUARY 23, 2016**

TEST

TIME: **9:00 a.m. (PLEASE PLAN TO ARRIVE AT LEAST 15 MINUTES PRIOR TO THE TIME INDICATED TO ALLOW FOR DIFFERENCES IN CLOCK SETTINGS, AS WELL AS TRAVEL DELAYS AND PARKING. NO ONE WILL BE ADMITTED AFTER THIS TIME, ACCORDING TO THE DISTRICT'S CLOCK.)**

LOCATION: **PARAMOUNT UNIFIED SCHOOL DISTRICT  
District Office  
15110 California Avenue, Paramount, CA 90723**

THE TEST WILL TAKE APPROXIMATELY: **1 hour**

**Test Requirements**

In order to be considered for employment in this classification, you must pass this test. If you have taken the same test within the last four months, you will not be permitted to take it again at this time. If you passed the same test within the last two (2) years and do not wish to take the test again, you must call Human Resources to request that your previous test score be used for this test. However, you should understand that a passing score may not result in an interview for this position. Only those applicants who pass the test and score within the ten will be invited back for further testing.

Please notify Human Resources at (562) 602-6008 prior to the test date, if you require accommodations in accordance with the American with Disabilities Act.

**Identification Requirement**

Be sure to bring your driver's license with you when you report for testing. If you do not have a driver's license, bring another form of government issued identification which has your picture on it. **No one will be allowed to take the test without proper I.D.**

**UNFORTUNATELY, DUE TO LIMITED ROOM AVAILABILITY, IF YOU ARE NOT ABLE TO KEEP THIS APPOINTMENT, WE CANNOT RESCHEDULE.**

Dr. Morales shared sample letters of the following:

- Notification of not meeting minimum qualifications
- Notification of non-passing score
- Passing score without an interview
- Letter related to convictions
- Notification of non-selection

## Screening of Candidates

- o Certificated
  - o HR personnel screen EdJoin candidates for appropriate credentials.
  - o Each application is reviewed with a Screening form.
  - o Top candidates and any inside candidates are invited to interview.

# Screening Form

## PARAMOUNT UNIFIED SCHOOL DISTRICT

REVIEW/SCREENING OF AN APPLICANT FOR THE POSITION CLASSIFICATION OF:

POSITION: \_\_\_\_\_  
 APPLICANT'S NAME: \_\_\_\_\_  
 PRESENT POSITION: \_\_\_\_\_  
 CURRENT EMPLOYER: \_\_\_\_\_

<b>ESSENTIAL QUALIFICATIONS:</b>	High	Average	Low		Y	N
Letters of Recommendation	( )	( )	( )	Imm. Supv.	( )	( )
Number of Letters: _____	Dated Appropriately _____					

DEGREE	UNIVERSITY/COLLEGE	SUBJECT
Bachelor's		
Master's		
Doctorate		

<b>PUSD EMPLOYEE:</b>		INTERVIEW
Current _____	Past _____	____ YES ____ NO
Employment Dates _____		

Notes: \_\_\_\_\_

Reviewed by: \_\_\_\_\_

### Interviews and panels

- o Panels are inclusive. Two administrators are needed for teacher selection.
- o Panels are diverse and representative.
- o All members are made aware of the confidentiality of serving on the panel.
- o Panel members are instructed to be impartial.

### Interview protocols

- o Candidates are welcomed.
- o Stellar first impressions are made.
- o All members on the panel are introduced.
- o Questions are consistent for all candidates.

### Scoring of Individuals

- o True and accurate rating that can hold up, if questioned.
- o Rubrics are utilized for consistency.
- o Highest scoring individuals are moved forward.

### Reference Checks

- o Vital to ensure quality of potential employee.
- o Each candidate must have two positive references.
- o Supervisors should be contacted for reference.
- o Certificated or classified management conduct the reference checks.
- o Accurate recording what the reference says and note to what is not being said.

### Selection Sheets

- o List of all candidates interviewed
- o Administrator signature
- o Two references
- o All interview scores

### After Interviews and Selection

- o Human Resources personnel personally calls successful candidates and makes an offer of employment.
- o Once the offer is accepted, Human Resources contacts the unsuccessful candidates.

### PreEmployment Processing

- o Fingerprints to Department of Justice
- o Once cleared processing begins
  - o Driver's license

- o Social security card
- o TB test
- o Physical
- o Transcripts
- o Test Results
- o Orientation

#### Employee Classifications

*Start out with good people, lay out the rules, communicate with your employees, motivate them and reward them. If you do all those things effectively, you can't miss.*

-Lee Iacocca

#### Classified Classifications

- o Each new employee is on probation for nine months or a minimum of 185 days. During the probationary period, the employee is **not** eligible to apply for a new position.
- o Permanent employees who receive a promotion are on probation for six months. During the probationary period, the employee is eligible to apply for a new position.

#### CSEA Contract

#### **(CSEA Contract Excerpt)**

#### **Article VII - EVALUATION PROCEDURES**

7.01 The District retains the sole responsibility for the evaluation and assessment of the job performance of each employee, subject only to the following procedural requirements:

A. Probationary employees (employees with less than nine (9) months or a minimum of 185 days of actual service in their current job classification) shall be evaluated at least twice during the probationary period. No less than three weeks (15 working days) of service shall pass between evaluations. Exception: Probationary employees charged with misconduct will be excluded from this requirement.

1. Permanent employees who receive a promotion shall serve a six (6) month probationary period (a minimum of 125 days of actual service) and receive at least one evaluation not less than 30 days before the expiration of their probation in the promoted classification.

#### Substitutes

- o Substitutes are hired to cover absences of regular employees.
- o Some substitutes move into regular employment with the district.
- o Substitute teachers need full credentials to move into a regular, on-going teaching assignments.

#### Temporary Certificated Employees

- o Temporary teachers are needed to hold the spots of the tenured employees who are out of the classroom.
- o Temporary teachers are needed to hold the position of anyone that works in a categorically funded position. In the event the

funding ends, there needs to be a spot for the teacher to return to the classroom.

- o Temporary teachers are needed to work in the position on a temporary basis for teachers that are on leave of absences.

#### Temporary Teacher Backfill

- o Temporary teachers are needed to backfill for these out-of-classroom positions:
  - o Instructional Coaches
  - o Teachers on Special Assignment
  - o Curriculum Specialists
  - o Program Specialists
  - o Categorical Positions
  - o Teachers on Leave of Absence
  - o There are approximately 90 positions each year that require temporary employees.

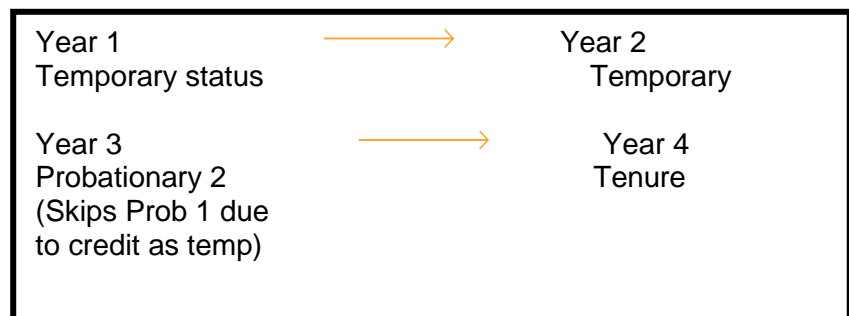
#### Why do we have temporary teachers?

- o It is fiscally prudent to save a spot for a teacher to return to in the event of decreased funding for out-of-the class positions occurs.
- o This is utilized to avoid having costly lay-offs due to over-staffing.
- o Due to the temporary status, it allows the district to invite back the number of teachers that are needed.

#### Probationary Certificated Employees

- o **Probationary 1** – the first step in becoming Tenured
- o **Probationary 2** – once a Probationary employee works at least 75% of the school year, the next year they will move to this step
- o **Tenure** – after their Probationary 2 year, an employee gains tenure at the beginning of the next year

#### Road to Permanency



#### Evaluations

*Timely, informative feedback is vital to any improvement effort.*

*-Mike Schmoker, ASCD, 1999*

#### Classified Evaluations

- o Each new employee will receive two evaluations during their probationary period. The first one is due in the third month of employment and the second one is due during the seventh month.



- o After passing the probationary period, the employee is evaluated every other year.

Certificated Evaluations

- o All Temporary, Probationary 1, Probationary 2 and first-year Tenure employees are formally evaluated each school year.
- o After their first year on Tenure status, the employee is evaluated every other school year until they reach their eleventh year of permanency.
- o Eleventh year of permanency, teachers are eligible for 4-year evaluation cycle.
- o Three forms are utilized.

Teacher Evaluation Matrix

TEACHER/COUNSELOR MATRIX

Employment Status	Yrs. in District	Evaluation Cycle	Forms
Prob or Temp	1-2+	Every year	Rotate #1 & #2
Permanent	3-10	At least every 2 yrs. starting with the 1 <sup>st</sup> year of permanency	Rotate #1 & #2
Permanent	11+	At least every 4 yrs.*	#3

\*Evaluator and employee must agree to this term. Employee must be highly qualified, as defined, and most recent evaluation rated employee as meeting or exceeding standards (i.e., met or in-progress).

Staffing Timelines

- o Staffing for the following school year begins in January to determine the projected enrollment by site and grade level.
- o Administrators review and confirm projections.
- o During the middle of May, Human Resources meets in small groups with the site administrators to determine any openings.
- o At the end of May, the openings are posted and the recruitment process begins.

The Board of Education recessed for five (5 minutes) at 11:19 a.m.  
The Board of Education reconvened the meeting at 11:28 a.m.

**Educational Services**

The High School Promise:  
Creating the Future in PUSD

Dr. Debbie Stark, Assistant Superintendent-Educational Services shared with the Board that the purpose of her presentation is to highlight recent research on preparing students for college and career-success after high school graduation, review the history and progress of middle and high school education in PUSD, and outline the process for beginning the discussion on a vision for the future.

What do we know:

With the growing complexity of the world and the increasing demands of the 21<sup>st</sup> Century workforce, there is little question that all students should graduate from high school fully prepared for college AND careers. –Achieve

## What is College and Career Readiness?

- ❑ Currently there is a state and national conversation on the need to assure students have college and career success after high school graduation. PUSD has made real progress for many students; however, we are committed to preparing all students to succeed.
- ❑ College and career readiness means that a high school graduate has ....the English and math knowledge and skills needed to...succeed in post secondary job training and/or education necessary for their chosen career.
- ❑ In 2014, 27% of students enrolled in the California State University System need to take a remedial course in math; 30% in English.
- ❑ As many as 80% of students who enroll in the state's community colleges are required to take a remedial course.

## How are we preparing students for this future?

- ❑ Ten years ago the iphone was introduced. Think about how this technology has changed everyday lives. We need to prepare students to be successful in the next ten years.
- ❑ More jobs require extensive use of technology. 28% of jobs in agriculture currently require technology skills.
- ❑ What does the near future hold? At UC San Diego's engineering school there is a wearable brain monitor you strap to your head that enables users to "type" their commands using only their brains. Some researchers say these devices could become as popular as smartphones within the next decade.

--LA Times, February 9, 2016

## What have we done today?

In an effort to better prepare students for high school, in 2009-10, PUSD reconfigured from K-8 schools to elementary and middle schools.

Time	Number	Structure
Prior to 2009	13 1	K-8 schools K-3 school and 4-8 school
Currently	10 4 1	Elementary schools (K-5) Middle Schools (6-8) K-3 school and 4-8 school

## What progress have we made in 6-8 grades?

- After reconfiguration, middle schools made outstanding gains in academic achievement, resulting in students being better prepared to be successful in high school.
- Alondra, Jackson and Zamboni Middle Schools were recognized with a state and national award and were named as *Middle Schools to Watch*.

School	API, 2008 (before reconfiguration)	API, 2013 (after reconfiguration)
Alondra	704	823
Jackson	668	781
Zamboni	714	823

What is the history of grades 9-12 in PUSD?

- 1994 –Ninth grade campus, PHS West, created. PHS maintains grades 10-12.
- 2007 – Buena Vista High School moves to its current location, serving grades 11-12 students who need to recover credits to graduate.
- 2009 – Lakewood Elementary School, adjacent to Buena Vista HS is closed.

What is PUSD's current 9-12 structure?

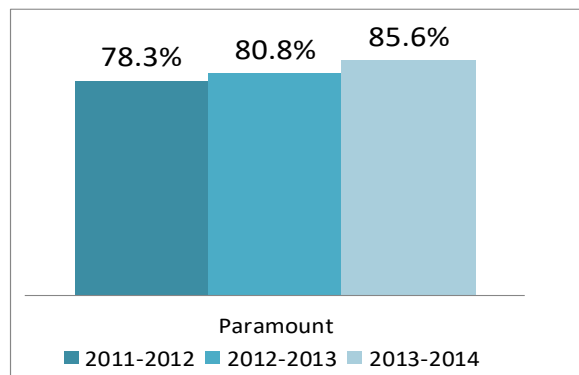
School	Grades	Enrollment
PHS West Campus	9	1220
Paramount High School	10-12	3500
Buena Vista High School	10-12	186

What improvement are we seeing?

- PUSD has a successful history of focusing efforts and engaging all participants to improve outcomes for students.
- As a result, we are sending students to high school better prepared to graduate. In the last five years, achievement measures show improvement.

Graduation Rates, 2012-2014

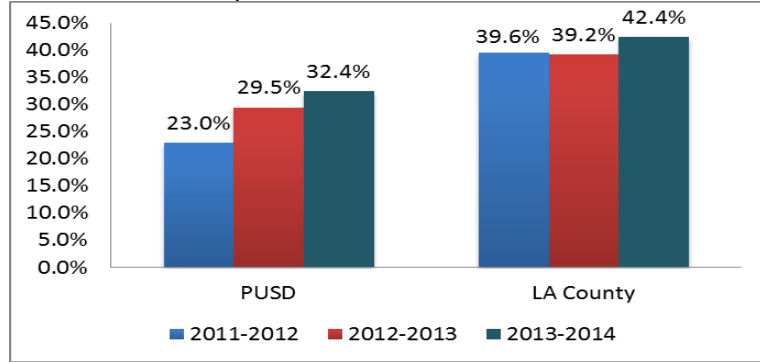
**7% Increase in 4-Year Cohort Graduation Rate**



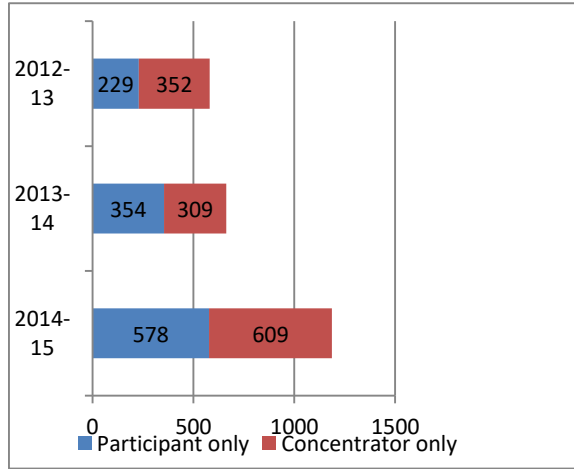
From the California Department of Education, 2/3/2016

**89** Additional Students Graduated Than 3 years ago

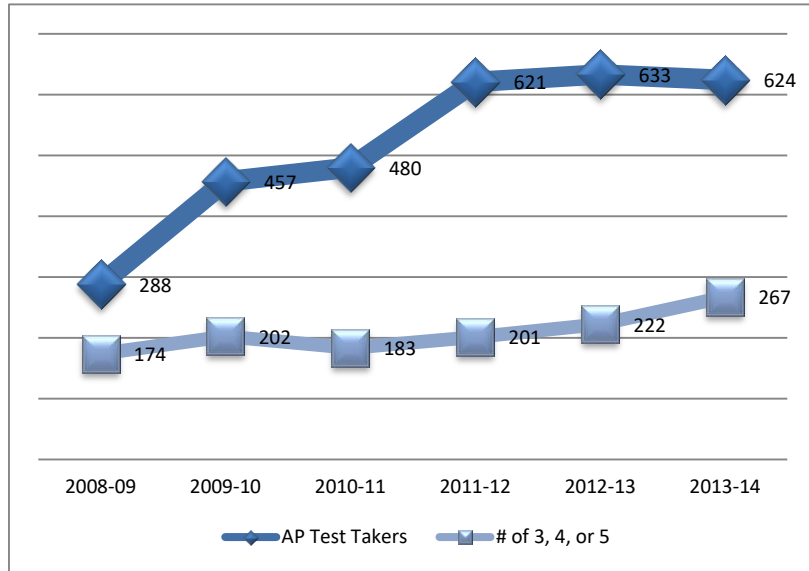
### A-G Course Completion Rates



### High Student Interest in CTE Classes



### AP Exam Takers and Pass Rates, 2009-14



### Why Now?

A national study found that students who experienced the following in high school are much more likely to *feel extremely or very well prepared* for college and the work world attended high schools that excelled at:

- Communicating about the classes/grades needed to graduate from high school.
- Communicating about the classes/grades needed to

- get into college.
- Encouraging students to take the most advanced courses.
- Communicating the knowledge/skills needed for the future.
- Encouraging students to explore professional/career opportunities.

Took math beyond Algebra II.

Had teachers who were effective at tying learning to real world experiences.

Achieve. *College Faculty and Employers Weigh In: Are Students Ready for College?*, June, 2015

California will replace the previous accountability system, the Academic Performance Index, with new state accountability metrics. These may include:

- Percent of students who take AP Exams
- Percent of students who pass AP Exams
- Percent of students who complete a CTE Pathway
- Percent of students who complete A-G courses

With the state and national focus on preparing students for college and career, we must be proactive about looking ahead.

What is the goal?

- The goal is to study and identify approaches to increase student success after high school graduation.
- Assess facilities, including Lakewood site, to determine how they can support high school programs

What is the process?

- Engage our education professionals, including teachers, administrators, support staff, to examine the wide range of opportunities to prepare more students for college and career.
- Use a fully collaborative process, including the professionals who will implement the plan.
- Dedicate a full year-- 2016-17--to the process of collaborative study and design to make the most informed recommendations.

A High School Design Team will be formed. This team will:

- Review recent research.
- Visit high schools with college and career focus.
- Plan how to gather input from stakeholders, including educators, parents, students, business community and college partners.
- Outline recommendations for future options for secondary students in PUSD.

What happens Next?

Activity	Timeline
<ul style="list-style-type: none"> <li>• Convene High School Design Team</li> <li>• Assess facilities, including Lakewood site, to determine how they can support high school programs</li> </ul>	Spring, 2016
<ul style="list-style-type: none"> <li>• Design Team Meetings and Planning</li> </ul>	2016-17

• Design Team makes recommendations for 2017-18	January, 2017
• Plan facilities needs	January-June, 2017
• Begin Implementation	Fall, 2017-18

Design Team Composition:

Position	School	Number
Teachers	PHS, PHS West , Buena Vista HS	12
Counselors	Middle School, PHS , PHS West	3
TAP, CSEA		2
Principals	Middle School, PHS , PHS West, Buena Vista HS	4
Classified Staff	Middle School, PHS , PHS West	3
Business	Community	1
Students	PHS, PHS West , Buena Vista HS	3
Parents	PHS, PHS West, Buena Vista HS, Alondra	4
Cerritos College CSULB	College/Higher Ed. Representatives	1-2
District Office	Human Resources, Business, Ed. Services	6
Board Member	Board of Education	1
Total		39-40

Our Commitment

For students to truly graduate ready for college and careers, they need to complete a rigorous, robust and well-rounded curriculum that exposes them to a wide range of academic and technical knowledge and skills to ensure all doors are left open for them when they leave high school.

--Achieve, a national non-profit organization dedicated to improving college and career success.

**ADJOURNMENT**

Trustee Cuellar moved, Trustee Anderson seconded, and the motion carried 5-0 to adjourn the Special Study Session of the Board of Education held on February 27, 2016 at 11:59 a.m.

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

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Ruth Pérez, Secretary  
To the Board of Education

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President

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Vice President/Clerk