

Paramount Unified School District



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

BOARD OF EDUCATION

VIVIAN HANSEN
President
SONYA CUELLAR
Vice President
ALICIA ANDERSON
Member
LINDA GARCIA
Member
TONY PEÑA
Member
RUTH PÉREZ
District Superintendent

STUDY SESSION OF BOARD OF EDUCATION

MINUTES June 11, 2018

The meeting was called to order at 5:04 p.m. by President Vivian Hansen in the Boardroom at the District Office, 15110 California Avenue, Paramount, California.

Roll Call

Trustee Vivian Hansen
Trustee Sonya Cuellar
Trustee Alicia Anderson – 5:14 p.m.
Trustee Linda Garcia
Trustee Tony Peña

Approve Study Session Agenda June 11, 2018 1.200

Trustee Cuellar moved, Trustee Peña seconded and the motion carried 4-0 to approve the agenda of the Study Session of June 11, 2018.

Ayes: 1 – Trustees Cuellar, Garcia, Hansen, Peña
Absent: 1 – Trustee Anderson

Administrators Present

Ruth Pérez, Superintendent
Ruben Frutos, Assistant Superintendent-Business Services
Myrna Morales, Assistant Superintendent-Human Resources
Ryan Smith, Assistant Superintendent-Secondary Educational Services
Deborah Stark, Assistant Superintendent-Educational Services
David Daley, Director-Special Education
Greg Francois, Director-Secondary Education
Renée Jeffrey, Director-K-5 School Support & Innovative Programs
Scott Law, Director-Facilities and Projects
Margarita Rodriguez, Director-Research, Assessment & Student Info.
Manuel San Miguel, Director-Student Services
Beatriz Spelker-Levi, Director-Personnel

HEARING SECTION

There were no speakers during the Hearing Section.

Dr. Ryan Smith, Assistant Superintendent-Secondary Educational provided the Board with information and updates on Secondary Education and its curriculum, Newcomer ELD program, California Healthy Youth Act, Science curriculum, and the need for an Incomplete report card mark.

PUSD's Newcomer ELD Students:

- In the country 5 years or less

- No or limited English fluency
- Over 70 high school students in grades 9-12
- Currently served at PHS Senior Campus
- Ideal time to fluency: 3-5 years

Dr. Smith shared the current and proposed Newcomer ELD Models.

Key recommendation: count the specified ELD courses outlined in the proposed model toward the PUSD graduation requirement for English.

Rationale:

- The ELD courses are standards-based English courses
- Under the current model, students are placed into English courses too soon due to the pressure to help them graduate
- Will open access to other academic and elective coursework

Feedback was received from teachers and staff from the PHS Newcomer team, English Department chairs, secondary counselors, high school principals and DELAC.

California Healthy Youth Act:

This legislation passed in 2016, requires that school districts offer a comprehensive sexual health education program to all students in grades 7-12, once in middle school and once in high school that addresses:

- Human development, pregnancy, contraception and sexually transmitted infections
- HIV/AIDS prevention
- Sexual orientation, gender identity, healthy relationships and
- Behaviors, and sexual harassment, sexual assault, sex, trafficking

Key Recommendation: provide resources related to the California Health Youth Act in 9th grade through Biology courses.

Rationale:

- 12th grade is four years after the last offering of CHYA instruction
- Provides students with information at the start of high school, not to end
- The information aligns with the Biology (the study of life) curriculum, and add relevance
- Moving Health to an earlier grade is not practical*

Feedback was received from teachers and staff from PHS West Biology team, PHS Biology team and high school principals.

Science Curriculum

What's new in Science? Next Generation Science Standards (NGSS) and the California Science Test (CAST).

Timeline of Key Events:

- Fall 2013 – California adopts the Next Generation Science Standard (NGSS)

- Fall 2016 – California adopts the new Science framework supporting NGSS implementation
- Fall 2016 – PUSD begins transition to NGSS
- Spring 2016 – Board presentation on PUSD’s plan to implement the NGSS
- Fall 2017 – PUSD begins early implementation of NGSS
- Spring 2018 – California Science Test (CAST) field tested

About the California Science Test (CAST)

- Assess *both* content *and* science practices
- Comprehensive (i.e. assesses all standards)
- Given to students once in grades 10-12 who have completed their “last science course”
- Results are likely to appear on the California Dashboard at some point
- 2018: Field tested with seniors
- 2019 and Beyond: Operational

Implementing the New Course Model

- Realign course existing Biology, Chemistry, and Physics content with the NGSS standards
- Implement Earth Science standards in these courses
 - 2018-2019: Key standards, activities, and phenomena
 - 2019-2020: All standards, activities, and phenomena
- Professional development
 - Beginning in the summer
 - Ongoing throughout the year
- Submit new courses to the Board for approval
 - February, 2019
- Submit new courses for A-G approval
 - February, 2019

Key Recommendation:

Increase the science graduation requirement from 2 years to 3 years beginning with the Class of 2023

Rationale:

- Will result in better mastery of the NGSS
- Aligns with recommendations from the State science framework
- College and career ready graduates in the future will need more science
- Most PUSD students take at least 3 years of science
- The UC and CSU systems will likely increase their requirements from 2 to 3 years in the near future
- The Class of 2023 will be the first class that took science courses in middle school that were fully aligned with the new standards

Feedback was received from teaches and staff from the PHS West PHS and Buena Vista Science teams, Secondary counselors and high school principals.

The need for an Incomplete report card mark

Administrative Regulation 5123 – Criteria for academic performance with be based upon the following District rubric and grades:

Grade	Grades 6-12
A	Excelling at District course standards
B	Significantly proficient at District course standards
C	Proficient at District course standards
D	Minimal proficiency at District course standards
F	Not proficient at District course standards – No Credit (9-12)

Common Scenarios:

- There is a death in a student’s family, and the student has to miss final exams at the end of the semester.
- A student enrolls in school in early October with no academic records.
- A student started off the semester poorly, but has been slowly improving; however, there is not enough time left in the semester for the student to improve his grade to an acceptable level.
- A student has earned a C at the end of the semester; however, the teacher, student, and parent all believe that if given more time she could improve her grade.

In all of these common scenarios, the teachers’ only recourse is to give the student a grade that is not particularly accurate or fair.

Key Recommendation: Amend Administrative Regulation 5123 to include the option for teachers to give an Incomplete grade under certain circumstances with administrative approval. The amended AR should include details related to the length of time allowed to validate the Incomplete grade.

The complete presentation can be viewed on the District website.

ADJOURNMENT

Trustee Cuellar moved, Trustee Garcia seconded, and the motion carried 5-0 to adjourn the Study Session meeting of the Board of Education held on June 11, 2018 at 5:53 p.m.

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

Ruth Pérez, Secretary
To the Board of Education

President

Vice President/Clerk