

Paramount Unified School District

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STUDY SESSION OF BOARD OF EDUCATION

MINUTES
October 29, 2018

The meeting was called to order at 5:32 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

Trustee Linda Garcia
Trustee Tony Peña

Administrators Present

Ruth Pérez, Superintendent
Ruben Frutos, Assistant Superintendent-Business Services
Myrna Morales, Assistant Superintendent-Human Resources
Ryan Smith, Assistant Superintendent-Secondary Educational Services
David Daley, Director-Special Education
Jessie Flores, Interim-Director-Safety & Security
Greg Francois, Director-Secondary Education
Scott Law, Director-Facilities and Projects
Manuel San Miguel, Director-Student Services
Beatriz Spelker-Levi, Director-Personnel
Jim Wolff, Director-Technology
Elida Garcia-Program Director-Early Childhood Education/Transitional Kindergarten

Approve Study Session
Agenda October 29, 2018
1.369

Trustee Cuellar moved, Trustee Anderson seconded and the motion carried 5-0 to approve the agenda of the Study Session of October 29, 2018.

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

HEARING SECTION

There were no speakers during the Hearing Section.

General Services

Planning for the Future –
Potential District Initiatives

Superintendent Pérez and the Executive Cabinet presented the Board with information related to the planned professional development, potential initiatives and/or programs that can enhance safety of students and improve office efficiencies.

Dr. Debbie Stark, Assistant Superintendent-Educational Services provided the Board with information on K-5 Science Implementation Timeline.

What is the need?

- New standards in math require that students have deep understanding of math concepts. There is a need to expand CGI implementation in K-5 classrooms to achieve this.
- As a result, of the increased emphasis on math professional development, K-5 science textbook adoption will be deferred to 2019-20.
- After surveying other districts, most are planning to adopt K-5 science texts in 2019-20 or later.

What is the plan for K-5 Science?

- 2018-2019:
 - ❖ Provide grade level science units.
 - ❖ 5th grade professional development.
 - ❖ K-5 science lead teachers.
 - ❖ K-5 summer science institute.
- 2019-2020:
 - ❖ Textbook review and adoption.
 - ❖ Provide grade level-science units.
 - ❖ 4th grade professional development.
 - ❖ K-5 science lead teachers.
 - ❖ K-5 summer science institute.
- 2020-2021:
 - ❖ Textbook Implementation.
 - ❖ Professional development and curriculum to support new science materials.
 - ❖ K-5 summer science institute.

The full version of the presentation can be viewed on the District website.

Dr. Myrna Morales, Assistant Superintendent-Human Resources provided the Board with information on New Teacher Evaluation Pilot.

Committee's Goals

The Evaluation Committee met in 2017-18. Its goals were to:

- Participate as a partnership with administrators and teachers.
- Review and understand recent research on the purpose of teacher evaluation as both accountability and professional growth.
- Understand the California Standards for the Teaching Profession (CSTP) and Continuum of Practice.
- Draft an evaluation document that aligns with the CSTPs, Education Code requirements and current research to pilot with designated schools.

The Evaluation Committee Members

The members are comprised of teachers/TAP representative, principals, and Assistant Superintendents/Co-Facilitators.

Development of the Team

The Evaluation Committee had a large task to undertake and the following techniques were used to maximize effectiveness:

- Establishing 8 norms by which the group would work
- Using Consensus Model
- Using small to large group discussion
- Charting of ideas
- Changing of work teams
- Having different leaders for team building activities

Background on Current Document

- The current document that the District uses:
- Has been in use since approximately 2004
- Has 3 different versions for classroom teacher
- Has 3 rating scales to reflect level of performance: met, in progress, not met
- Is based on the California Standards for the Teaching Profession (CSTPs)

The Key Components of Effective Evaluation

The committee worked in small and whole group to identify components of an effective evaluation document. After reviewing the CSTPs and other District's documents, the committee agreed that a new document should include the following components:

- Levels of performance
- Language that reflects clear expectations
- The California Standards for Teaching Professional (CSTPs)
- Evidence

District Samples Reviewed

The committee took time to examine other districts' evaluation documents to highlight effective components. The district documents included:

- Downey Unified School District
- El Rancho Unified School District
- Long Beach Unified School District
- San Francisco Unified School District
- Temple City Unified School District

What's New?

- The evaluation form includes 5 levels of performance and a description of each level.

- The evaluation cycle, which outlines how often a teacher is evaluated, remains the same.
- One form to be used with all classroom teachers, which allows for frequent review of all 6 CSTP standards

Pilot Program

New evaluation documents will be used as part of a Pilot program 2018-29 school year.

Pilot School Participants:

- Wesley Gaines Elementary School
- Paramount Park Middle School
- Buena Vista High School

Pilot Program Feedback

Feedback will be gathered throughout the pilot year, including:

- Interviews with principal participants.
- Surveys administered to all teacher participants.

Feedback, including interviews and survey results, will be reviewed by the Teacher Evaluation Committee. Documents will be refined based on feedback.

Next steps and timeline were presented to the Board.

The full version of the presentation can be viewed on the District website.

Business Services Initiatives

Mr. Ruben Frutos, Assistant Superintendent-Business Services provided information on three proposed initiatives, as follows:

- New construction – Zamboni M. S.:
A new building will replace portable facilities as part of the Bond financing. It is estimated that the new building will replace approximately 16 classrooms spaces and office space. Design, costs and timelines will be evaluated prior to construction for Board consideration and approval, but it is estimated that the design process will be completed in 2019-20 and the construction in 2021. Based on current costs, the project is estimated at \$25 million.
- Worker's Compensation-OPEB Post-Employment Fund
 - ❖ Workers Compensation: The existing worker's compensation program has had a significant number of cases that were litigated (more than a 100). Additionally, the investigative process and the closure of cases have had significant challenges.

The District has an interest in reviewing plan options and securing proposals for services to the District that can improve the costs and the timelines for resolution of cases. The process includes the evaluation of the program, the notification to the insurer and the procurement and selection of proposals for services.

- ❖ OPEB: Other post-employment benefits—which predominantly include retiree health benefits, represent a large unfunded liability for school districts. The higher liability for OPEBs stems from a long history of public employers in California prefunding pension benefits but paying for retiree health benefits on a pay-as-you-go basis. Such is the case for Paramount USD, where post employment benefits are paid year by year.

The unfunded liabilities continue to grow annually as more employees qualify for retirement. To alleviate the funding challenge, the District proposes the development of an OPEB fund that will receive annual contributions based on actuarial information to pre-fund the future post employment obligations.

The Governmental Accounting Standards Board (GASB) directs the rationale for analysis of retiree benefits costs and the District procures an actuarial analysis based on those standards. The District is interested in a GASB-compliant, IRS-approved Trust program designed to safely and securely set aside funds to address and lower the existing and future Other Post Employment Benefits (OPEB) liability. Prefunding is an approved mechanism to effectively get a hold of the OPEB obligations, lower risk, increase value and improve the value of District funds.

If approved, our goals are to: Maintain retiree services, reduce future liabilities through improved funding; improve financial statements from GASB 75 changes; diversify investments; develop plans including a IRS-approved Trust.

- District Phone System Replacement

The existing districtwide CISCO phone system has reached an end of life point in which the company has discontinued future support. The District has researched several options and the proposed plan is to replace the discontinued system with an updated CISCO phone system. The existing system is more than 10 years old and the typical life expectancy of this type of voice over IP system is 7 years. The District has used a voice over IP system for years, which allows the phone system to be fully integrated into the District computer network.

The project consists of a central system as well as instrument replacement throughout the District. The project has an estimated cost of 300-350 thousand (General Fund) and, if

approved, will be completed in the current fiscal year.

The full version of the presentation can be viewed on the District website.

Dr. Ryan Smith, Assistant Superintendent-Secondary Educational Services provided the Board with information on Partnerships with California Advancing Pathways for Students (CALAPS)

California Advancing Pathways for Students (CALAPS) is a program created by Bellflower and Lynwood Unified School Districts for the purposes of providing CTE coursework to high school students. Similar to an ROP organization, CALAPS provides a variety of courses for students to take in programs like Culinary Arts, Firefighting, Construction and Law enforcement. Generally, courses are taken after the school day; transportation is provided to the site (typically Summers H.S.). CALAPS CTE courses all meet the US/CSU A-G requirements. In order to offer CTE options to students at Buena Vista H.S., we are proposing a partnership with CALAPS.

The cost of participating in CALAPS' program depends upon two factors:

- 1) The specific course a student selects and
- 2) The cost of transportation

CALAPS has provide an estimated cost of about \$30,000 for 50 Buena Vista students. It is important to note that this figure is only an estimate. The actual cost could be higher or lower depending upon the variables.

Dr. Debbie Stark, Assistant Superintendent-Educational Services provided the Board with information on Planning for full Inclusion Pre-School Pilot.

What is the need?

- US Department of Education affirms the need for inclusive preschool education programs as part of Least Restrictive Environment.
- Research shows that children with disabilities in inclusive preschool classrooms demonstrate higher skill levels in social interactions and oral language than children in isolated special education classes.
- Parents often request a general education setting as program placement for preschool students.
- Districts who already offer inclusive preschool include Fullerton USD, Manhattan Beach USD, LAUSD, Santa Ana USD, San Bernardino City USD, and Torrance USD.

What is the plan?

- Visit preschool model programs: Manhattan Beach USD, Santa Ana USD, and LBUUSD.
- Explore partnership with CSU Dominguez Hills to support Early

Childhood Special Education. Apply for Inclusive Early Education Expansion Program Grant to provide funding to update facilities for inclusive preschool programs.

- Form a Preschool Inclusion Committee to get input on program options and recommendations.
- Identify inclusion site for 2019-20; select and train staff.
- Pilot one full inclusion preschool classroom in 2019-20.

The full version of the presentation can be viewed on the District website.

Dr. Ryan Smith, Assistant Superintendent-Secondary Educational Services provided the Board with information on Expository Reading and Writing Course (ERWC).

ERWC was developed by the California State University (SCU) system to prepare students for success in college and career fields in the area of English Language Arts. The senior course differs from a traditional high school senior English course in that it focuses specifically on developing skill set that is vital for success in both college and career – rhetorical and analytical reading and writing-as opposed to a larger focus on literature. PHS has offered ERWC since 14-15 to a limited number of students. Since ERWC's curriculum is aligned with college and career expectations, it is important to offer this course to all seniors. For 18-19 we will offer 9 sections of the course (up from 5 in 2017-1028).

The LCAP would need to support the training of teachers in the summer or over the course of the school year to prepare them to teach the course. The trainings are hosted by the CSU system or various county offices of education and are free; meaning the bulk of the expense would be in teacher compensation for attending. Student materials are inexpensive-\$10 for the reader. Buying additional reading materials would also be a likely expense.

The Board received information about next steps and the request for approval.

Dr. Debbie Stark, Assistant Superintendent-Educational Services provided the Board with information on Guidance Curriculum for K-8 Counselors.

What is the need?

- Counselors are responsible for delivering guidance lessons, outlined in the Guidance Master Plan. Currently, counselors use a variety of materials to teach these lessons.
- Counselors have expressed interest in having high quality resources that are consistent from school to school.

What is the plan?

- Visit preschool model programs: Manhattan Beach USD, Santa Ana USD, and LBUSD.

- Explore partnership with CSU Dominguez Hills to support Early Childhood Special Education. Apply for Inclusive Early Education Expansion Program Grant to provide funding to update facilities for inclusive preschool programs.
- Form a Preschool Inclusion Committee to get input on program options and recommendations.
- Identify inclusion site for 2019-20; select and train staff.
- Pilot one full inclusion preschool classroom in 2019-20.

The Board received a list of committee members.

The full version of the presentation can be viewed on the District website.

Dr. Ryan Smith, Assistant Superintendent-Secondary Educational Services provided the Board with information on Spotlight Partnership.

Spotlight is an organization that partners with districts to produce College Readiness guides that are personally developed for every student. Using student performance data, Spotlight develops a guide that informs the student and parent of their progress toward being college ready, what college entrance requirements have been met and what still needs to be addressed, specific colleges that the student qualifies for at the time, and much more. The guides are produced in both English and Spanish, and can be delivered to parents in print or electronically. In addition, Spotlight has also partnered with the College Board to produce video score reports for the PSAT; they would like us to be a part of a pilot for this.

Providing these guidelines to students and parents would help the District in meeting two key LCAP goals: Support Academic Progress and Behavior, and Create a College Going Culture.

The cost of the partnership for producing the College Readiness guides in the first year would be a total of \$22,000. This would include the development of the College Readiness guide as well as their fees. Beyond the first year, the annual cost would be \$15,000. The District would assume the cost of mailing the guides.

Participating in Spotlight and the College Board's PSAT video score reporting pilot would be free to the District.

If the Board is comfortable moving forward, we would like to meet with our high school counselors to share the College Readiness guides with them, and to hear any feedback. We would also like to share the PSAT score reporting sample video to them.

Dr. Ryan Smith, Assistant Superintendent-Secondary Educational Services provided the Board with information on Read 180.

Students enter our high schools with deficits in their reading skills. In 2018, 4 out of 10 Paramount USD 8th graders' reading skills were "Below Standard" as measured by the SBAC; 3 out of 10 11th graders performed below standard. Read 180 is a program that has a strong

track record of success in building reading and literacy skills in students at the high school and middle school level. Its approach uses a "blended" method where the pedagogy uses a combination of direct instruction, personalized online support, small group work, and independent reading. The program works well for all students and student groups, and can greatly benefit English Learners and Student with Disabilities.

Read 180 would help the District meet it's LCAP goals-Support Academic Progress and Behavior and Implement State Standards-by providing a program that is standards based, is personalized to the needs of each individual student, and is able to get students reading at grade level within two years.

We would like to bring an initial agreement to the Board for consideration in November or December. This agreement would get Read 180 started with our ELD newcomer students. An agreement for the following school year that would expand the program to students outside of ELD would be brought to the Board for consideration later in the spring.

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 October 29, 2018 at 7:16 p.m.

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

Ruth Pérez, Secretary
To the Board of Education

President

Vice President/Clerk