

Paramount Unified School District



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BOARD OF EDUCATION

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Member
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Member
VIVIAN HANSEN
Member
RUTH PÉREZ
District Superintendent

STUDY SESSION MEETING OF BOARD OF EDUCATION

MINUTES May 6, 2019

The meeting was called to order at 5:32 p.m. by President Carmen Gomez in the Boardroom at the District Office, 15110 California Avenue, Paramount, California.

Roll Call	Carmen Gomez Yesenia Cuarenta Sonia De Leon	Linda Garcia-ill Vivian Hansen
Administrators Present	Ruth Pérez, Superintendent Ruben Frutos, Assistant Superintendent-Business Services Myrna Morales, Assistant Superintendent-Human Resources Ryan Smith, Assistant Superintendent-Secondary Educational Services Debbie Stark, Assistant Superintendent-Educational Services Renee Jeffrey, Director-K-5 Innovative Program	
Pledge of Allegiance	Dr. Debbie Stark, Assistant Superintendent-Educational Services	
Approve Study Session Meeting Agenda May 6, 2019 1.141	Board member De Leon moved, Board member Cuarenta seconded and the motion carried 4-0 to approve the agenda of the Study Session Meeting of May 6, 2019. Ayes: 4 – Board member Cuarenta, De Leon, Gomez, Hansen Absent: 1 – Board member Garcia	

HEARING SECTION

During the public hearing section the following community members addressed the Board:

Gerald Cerda commented that he was reviewing the packets and one of the concerns is the safety of campuses. It mentions on here to get more social workers, and counselors to have a degree. There have been incidents at PHS-West that he is aware of involving racial tension. This has been one of the concerns and if we could have more social workers, more security and try to have more parents be involved. Last year there was an intent for parents to be involved and last year there was a workshop hosted but it was only for staff and added that Dr. Pérez shared that there would be another workshop to include stakeholders. He still has not seen anything on when it will be available so that they can participate on how they can make campuses safer. He

added that he wondered on the mental status of some students that were involved with bringing a gun to school. He shared that he spoke with a deputy and with the principal and it was great that nothing happened.

Cesar Flores asked where Board member Garcia is as she has not been here for a while and what is the status of her return? At the direction of Board member Hansen and President Gomez to provide an answer, Dr. Pérez commented that we don't usually provide a comment on a person's health due to Hipaa Laws but Board member Garcia has given permission for Board President Gomez to share in the last Board meeting that she is ill and in the hospital. Mr. Flores commented that she was not asking for medical records and Hipaa Law means you don't disclose medical records.

INFORMATION ITEMS

General Services

New Board Member Orientation

Assistant Superintendent-Educational Services Dr. Debbie Stark and Director-Research and Evaluation Margarita Rodriguez provided the Board with an overview of the LCAP 2019-20 and LCAP/Title1 Survey Results. Assistant Superintendent Mr. Ruben Frutos provided information on the Governor's Budget.

Dr. Stark shared that the purpose of the presentation is to:

- Describe services that will continue and those that will be added in LCAP 2019-20.
- Understand how to read the draft LCAP.
- Highlight outcomes from the LCAP/Title I Survey as they relate to services.
- Outline what takes place between now and approval of the 2019-20 LCAP.

Groups that Provide Input and Feedback

- DELAC/ELPAC – Composed of majority of parents of English Learner students (two parents from each school).
- PAC – Composed of majority of parents (one from each school)
- LCAP – Representation of all district departments, schools/grade spans, parents (total of 40 participants)

President Gomez commented that there are two parents for each school and PAC has one and asked if the same parents go to PAC. Dr. Jeffrey informed President Gomez that they are not the same parents and Principals are asked to be more inclusive of the population.

LCAP Committee Members

Teachers	Missy Bergman – Mokler Helena Chun – Keppel Jessica Pizzano – Jefferson Sueng-Hae So – Collins John Teeples - PHS	Elaine Carrillo – Hollydale David Balstad – Paramount Park Stephanie Ribitzki – Jackson Jill Vanzant – Mokler Katherine Thomas – Buena Vista High School
Counselors	Devin Dawson – Alondra Middle School Lucy Duran – PHS – West Campus	Kelly Murphy – Jefferson Judy Morrison – Counselor, Foster Youth

Association Representatives	JoAnn Garner – CSEA President	Kim Goforth – TAP President
Principals/Assistant Principals	Topekia Jones – Lincoln Lisa Kirk – Paramount Park Middle School Morrie Kosareff – Buena Vista High School	Mike Ono – PHS Liz Salcido – PHS – West Campus Connie Toscano - Wirtz
District Office Staff	Ruth Pérez - Superintendent Ryan Smith – Assistant Superintendent Ruben Frutos – Assistant Superintendent Elida Garcia – Director, ECE David Daley – Director, Special Ed. Alfredo Lopez – Interim Director, Research Yolanda Calderon – Asst. Director, Fiscal	Debbie Stark – Assistant Superintendent Myrna Morales – Assistant Superintendent Renée Jeffrey – Director, K-5 Programs Greg Francois – Director, Secondary Kelly Morales – Facilitator Patricia Tu – Director, Fiscal Services
Parents	Blanca Gil Ruth Sanchez	Teresita Zamudio
Board Members	Vivian Hansen	Sonia De Leon

Board member De Leon commented that she noticed last year there were three parents on the LCAP committee and this year it is three and asked if we can increase the number of parent engagement in the LCAP. She asked if are we looking a particular number for the LCAP? Dr. Jeffrey responded that there is no minimal number of parents that can participate for any of the stakeholder groups. Board member De Leon asked if it is preferred to stay at the minimal with the three. She added if we increase the number to 10 or 20 would that still be okay if there are 20 parents in the LCAP? Dr. Jeffrey responded that there is no number requirement. Board member De Leon said then the answer is yes. Dr. Jeffrey responded that there is no number requirement and the District is looking at ways to improve and ask for input and the committee will be looking at that tomorrow during the LCAP committee meeting and the committee will make that decision.

A Three Year Cycle

The LCAP is written to cover a three year period and is updated each year. The plan that will be approved in June, 2019 will include services for 2019-20—the final year in the current cycle.

2017-18 LCAP Year 1	2018-19 LCAP Year 2	2019-20 LCAP Year 3
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What informs the LCAP?

We use multiple sources of information to analyze how the services in the LCAP are working; what needs to be revised; what needs to be added. These include:

- State indicators, including state CAASPP ELA and math tests; suspension, absenteeism rates.
- Results from surveys administered to school staffs, parents, students.
- Input and feedback from LCAP and Parent Committees.
- Local needs and district priorities.

Overall parent, student and staff participation in surveys increased.

Margarita Rodriguez, Director-Research, Assessments, Student Information presented various survey graph slides that are available online for viewing.

President Gomez asked if students' do the survey on-line? Mrs. Rodriguez responded that yes they do. President Gomez asked if the students is an online platform and not survey monkey and the survey is done online, wouldn't we get a 100% participation? Mrs. Rodriguez responded that the students' survey is optional and not mandatory.

President Gomez shared that the parent survey is given to the students to take home. President Gomez commented that with only 45% of the surveys coming back, the majority of the parents are not receiving the survey. Mrs. Rodriguez said it is hard to say as we do not follow up with the students. President Gomez asked if a robo call can be done to the homes so they know it is coming? Mrs. Rodriguez shared that typically the schools will do that. President Gomez commented that she believes that a robo call will help. Superintendent Pérez added that it will be something that will be kept in mind for next year.

Methods:

- Student surveys were administered in grades 5, 7, and 12 through Illuminate, our online platform.
- Staff surveys were administered online through Survey Monkey.
- Parent surveys were administered on paper through schools.
- All surveys were administered in January 2019.
- Survey results are used to inform future LCAP services and how Title I funds are used.

Dr. Stark shared the LCAP has four (4) goals and the purpose of the goals is to increase student outcome.

Goal 1: Support Academic Progress and Behavior; Assess Student Performance

President Gomez asked what schools will the Social Workers be at? Dr. Stark responded that beginning next year all middle schools will have a social worker.

Board member De Leon asked for more information on Study Skill session and asked if we have data on Safe & Civil Schools practices so we can see how we have increased on student behavior/safety. Dr. Stark shared that the Study Skills session is a two week session offered to 6th and 7th grade students who have been identified as needing support. They will be taught how to take notes, how to keep an organized binder. Safe and Civil Schools is a behavior prevention program introduced since we converted to middle school about 9 years ago. All middle schools have implemented Safe & Civil School as well as elementary and high schools. Board member De Leon added that she is familiar with PBIS which is used to assess students and help staff know if they are reaching their goal of whether students feel safe. Dr. Stark asked if she is referring to the Healthy Kids Survey. Those types of questions are incorporated in to the survey. Board member De Leon says in her District, parents are also surveyed and the students so automatically the schools know exactly where their school is at, how the students feel, and there is back up, parents are asked similar questions

and they will know, are students being bullied, do they have concerns and there is a pie chart and they can determine how they are improving as a school and then as a district, but we don't have that here but have it incorporate it into the LCAP separately. Dr. Stark commented that we have specific questions that get to that brought into the LCAP.

Mrs. Rodriguez presented graph slides on survey questions that support actions in the LCAP specifically to Goal 1: Support Academic Progress and Behavior; Assess Student Progress.

President Gomez asked if this is the first year of Restorative Practices? Dr. Smith shared that it is the first year.

Vice President Cuarenta asked what would explain the difference from the teachers at the high school and middle schools on their views on Restorative Practices? Mrs. Rodriguez shared that they would need to talk to staff to get more of an idea to see what the trends look like.

President Gomez commented that 51% for the high school is a low percentage and asked what the principal and assistant principals think? We really don't have an idea how it compares to other schools/districts.

Board member De Leon commented that the results at the high school are low and concerning and would be beneficial to have data and important to have input from students and staff for more meaningful feedback. Dr. Pérez added that we need to dig deeper into the data. With a new principal coming in to the high school, this is the type of data available for them to look at. Dr. Pérez asked Dr. Smith to have the conversations around this to dig deeper and better gauge data. Board member De Leon added that would be wonderful and we can see what it working and what is not.

Dr. Pérez shared that she needs to give credit to 9th grade Principal Liz Salcido. There is an item coming to Board on a future meeting Capturing Kids Hearts that will focus on building relationships between students and teachers to improve relationships.

Goal 2: Promote a College Going Culture

Mrs. Rodriguez presented graph slides on survey questions that support actions in the LCAP specifically to Goal 2:

Goal 3: Implement State Standards and Assessments

Vice President Cuarenta asked if 25 students District-wide were reclassified? Dr. Stark replied that it is 20%.

Vice President Cuarenta asked if only 54% of K-5 students felt they were receiving academic intervention? Dr. Stark replied that K-5 interventions are during the school day and they may not know that they are receiving interventions during the day.

President Gomez asked what types of academic interventions are there? Mrs. Rodriguez shared that there is academic interventions during school and after school. Dr. Stark added that there is also tutoring before and after school, during lunch, extra teacher in a class

and through students using their chromebooks on skills specifically designed for them. Dr. Smith added that at the high school level, there is tutoring offered, co-teaching and also Read 180.

President Gomez asked if we know how many tutors are at the high schools? Dr. Smith shared that the information will be provided to the Board.

Goal 4: Provide Basic Services

President Gomez asked if there were suggestions on security like cameras, would it come under this goal? Dr. Stark shared that it can depending how it would be funded.

How to read the LCAP: Goals and Services:

Section in the Plan	What it tells you
Summary	<ul style="list-style-type: none"> Provides an overview of the plan's highlights; outlines areas of progress and needs addressed in the plan.
Annual Update	<ul style="list-style-type: none"> Describes how services were implemented in 2019-20; the effect of those services; whether they will continue or be revised; the funds projected to be spent and funds actually spent.
Stakeholder Engagement	<ul style="list-style-type: none"> Describes the process stakeholders were involved.
Goals, Actions, Services	<ul style="list-style-type: none"> Describes the goals and services for 2019-20.
Demonstration of Increased or Improved Services	<ul style="list-style-type: none"> Describes how the services increase or improve outcomes for unduplicated students.
Expenditure Summary	<ul style="list-style-type: none"> Describes funds that will be allocated for each service.
Federal Addendum	<ul style="list-style-type: none"> Describes federal programs

What happens next?

Action	Date
<ul style="list-style-type: none"> Committees review draft LCAP and provide feedback, ask questions. 	April 24 LCAP Committee Meeting
<ul style="list-style-type: none"> Draft LCAP and feedback form posted on PUSD website. Phone message to parents informing them of LCAP on website, opportunity to review and give feedback. Draft LCAP sent to schools for review and feedback. 	May
<ul style="list-style-type: none"> Feedback reviewed and shared with Committees to determine any revisions. Written responses provided to any questions posed by parent committees. 	May LCAP Committee Meeting May Parent Committee Meeting
<ul style="list-style-type: none"> Public hearing for LCAP 2019-20. 	June 10 Board Meeting
<ul style="list-style-type: none"> Approval of LCAP 2019-20. 	June 24 Board Meeting
<ul style="list-style-type: none"> Submit Plan to LACOE. 	By June 29 (within 5 days after approval)

President Gomez asked if the Board members on the committee will be

able to view and comment on the survey? Dr. Stark shared that yes they will look at it and can comment.

Board member De Leon asked how will parents know about feedback? Will it be online? A hard copy? Dr. Stark shared that it is a District document and it will be on the District website. Board member De Leon asked if a link can be provided on each school’s website telling them where they can go on website. Board member Hansen added that she believes that each school website has a link.

LCFF Budget Overview

Mr. Ruben Frutos, Assistant Superintendent-Business Services and Patricia Tu, Director-Fiscal Services provided the Board with an overview of the budget.

Mr. Frutos shared that we currently know the following:

- Continued decline in Enrollment
- Resulting in continued decline in ADA
- Fund Balance – Steady and used to maintain programs
- No more gap funding
 - 100% gap closure in six years
 - 100% of the targeted funding levels in 2018-19
- Projected 3.26% COLA
- It is time to start managing our expenditures

State Budget approach as we get to May Revision

- Pays off budgetary debt and deferrals (\$4.4 billion).
- Pays down *state’s* CalPERS (\$3 billion GF) and CalSTRS (\$1.1 billion Proposition 2) unfunded liabilities and *districts’* CalSTRS unfunded liability (\$2.3 billion GF), reducing long-term costs. Also subsidizes districts’ 2019-20 and 2020-21 CalSTRS employer contributions (\$700 million GF).
- Grows Rainy Day Fund from \$13.5 billion in 2018-19 to \$15.3 billion in 2019-20 and \$19.4 billion in 2020-23. Increases Safety Net Reserve to \$900 million.
- Expands early childhood education (\$1.25 billion one time and \$125 million ongoing).
- Provides significant new resources to UC and CSU (\$540 million ongoing and \$400 million one time).

What is GAP funding?

	2016-17	2017-18	2018-19
Total LCFF Target	\$ 165,201,179	\$ 166,348,117	\$ 166,109,999
Hold Harmless (Floor Entitlement)	\$ 144,579,009	\$ 154,897,997	\$ 153,909,714
Difference between Target and Hold Harmless	\$ 20,622,170	\$ 11,450,120	\$ 12,200,284
GAP %	54.18%	23.67%	53.85%
Gap Funding	\$ 11,399,935	\$ 2,710,243	\$ 12,200,284
Total Year Funding	\$ 155,978,945	\$ 157,608,241	\$ 160,479,568
Hold Harmless plus Gap Funding equals Total Year Funding			

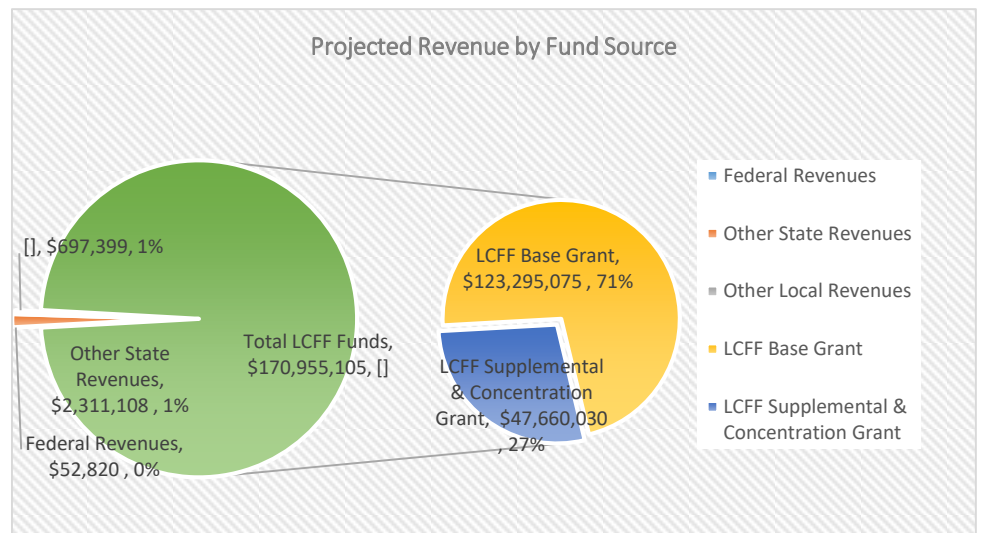
What does the end of Gap funding mean?

	2018-19	2019-20	2020-21
Total LCFF Target	\$ 171,100,040	\$ 171,301,129	\$ 172,536,036
Hold Harmless (Floor Entitlement)	\$ 158,135,453		
Difference between Target and Hold Harmless	\$ 12,964,586		
GAP %	100.00%	100.00%	100.00%
Gap Funding	\$ 12,964,586		
Total Year Funding	\$ 171,100,040	\$ 171,301,129	\$ 172,536,036
Target minus Hold Harmless times Gap % equals Total Year Funding			

Enrollment & Average Daily Attendance

	2015-16 Total	2016-17 Total	2017-18 Total	2018-19 Total	2019-20 Total	2020-21 Total	2021-22 Total
CBED Enrollment /Projected Enrollment	15,547	15,405	15,213	14,875	14,540	14,206	13,872
P-2 ADA	14,921	14,779	14,628	14,173	13,813	13,495	13,178

Unrestricted Revenues

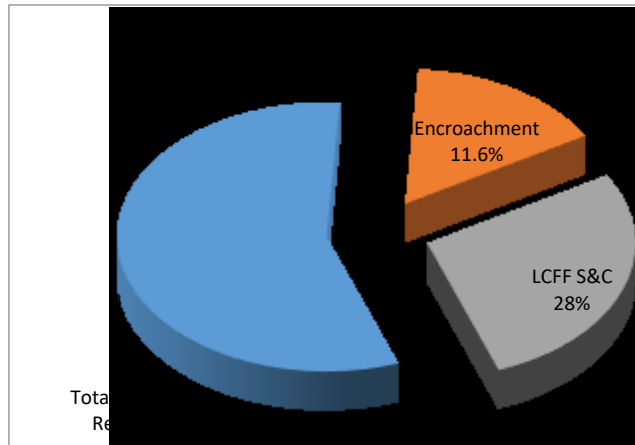


What is Encroachment and why is it important?

Total District Revenue is reduced by Encroachment, which reduces the overall available budget for basic needs.

Encroachment (or District Contribution) is used to cover other District programs NOT fully funded:

- Special Education
- Routine Restricted Maintenance
 - Mandatory set aside of 3% of total **expenditures**
- Child Nutrition
- Adult Education
- After School STAR Program



Top Legislative Issues for 2019 – May 3, 2019

Early Childhood Education

- [Assembly Bill \(AB\) 123](#) (McCarty, D-Sacramento)—Preschool For All Act of 2019. As amended on April 29, 2019, AB 123 would expand access to the California State Preschool Program (CSPP) by providing at least two years of subsidized preschool to every three-year-old living in poverty and establishing eligibility for every four-year-old, regardless of family income, living within the attendance boundary of a public elementary school that enrolls at least 70% of students eligible for state or federal meal subsidies. Additionally, AB 123 would require aspiring lead teachers in CSPP to obtain a bachelor’s degree by July 1, 2028. The bill would grandfather in existing CSPP head teachers who have a teaching permit issued by the Commission on Teacher Credentialing as of December 31, 2019. Additionally, the bill would provide financial incentives for the existing workforce to acquire a bachelor’s degree by providing financial scholarships to interested professionals and ensuring that providers increase the salaries for teachers who earn a bachelor’s degree.

Next Steps:

- Governor to finalize May Revision
- District Staffing Review
- Program Cost Review
- Strong personal income tax (PIT) receipts in April offset lower revenues between December and March

The United States Department of Commerce released the 2019 Implicit Price Deflator for state and local governments, which provides the last piece of information needed to establish the 2019-20 statutory COLA for K-14 apportionments. Based on this, the statutory COLA for 2019-20 to be 3.26%, a decrease from Governor Gavin Newsom’s State Budget estimate that projected the COLA to be 3.46%.

ADJOURNMENT

Board member Cuarenta moved, Board member De Leon seconded, and the motion carried 4-0 to adjourn the Study Session meeting of the Board of Education held on May 6, 2019 at 7:07 p.m.

Ayes: 4 – Board members Cuarenta, De Leon, Gomez, Hansen
 Absent: 1 – Board member Garcia

Ruth Pérez, Secretary
To the Board of Education

President

Vice President/Clerk