

Paramount Unified School District



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BOARD OF EDUCATION

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STUDY SESSION MEETING OF BOARD OF EDUCATION

MINUTES September 16, 2019

The meeting was called to order at 5:30 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 Cindy DiPaola, Director-Maintenance & Operations Greg Francois, Director-Secondary Education Renee Jeffrey, Director-K-5 Innovative Programs Manuel San Miguel, Director-Student Services Jim Wolff, Director-Technology Kelly Morales, Facilitator/Supervisor Keith Nuthall, Principal-Odyssey STEM Academy Yvonne Rodriguez, Principal-Paramount Adult School Becky Perez, Assistant Principal-Odyssey STEM Academy	
Pledge of Allegiance	Dr. Debbie Stark, Assistant Superintendent-Educational Services	
Approve Study Session Meeting Agenda September 16, 2019 1.301	Board Member De Leon moved, Vice President Cuarenta seconded and the motion carried 4-0 to approve the agenda of the Study Session Meeting of September 16, 2019. Ayes: 4 – Board Member Cuarenta, De Leon, Gomez, Hansen Absent: 1 – Board Member Garcia	

HEARING SECTION

There were no speakers during the public hearing section.

INFORMATION ITEMS

General Services

Odyssey STEM Academy

Mr. Keith Nuthall, Principal-Odyssey STEM Academy and Becky Perez, Dean of Students-Odyssey STEM Academy presented to the Board information on Odyssey's first year.

Kieth Nuthall, Principal-Odyssey STEM Academy commented that he would be sharing a story and then will weave it throughout the presentation. It is a story that is very close to his heart. He shared 25 some odd years ago, maybe 30 years, he went on a tour of the factory with his father and it was the Taylor Guitar Factory. And what he saw there was some wonderful craftsmanship that was going on, in making guitars that were distributed worldwide, that factory in El Cajon, San Diego. This summer they worked pretty hard trying to pull a school together and so Becky and him decided they needed to take a day off at a different time and she would do her thing and he would do his. And it happened that the day that he took off was the same day that his father passed away three years ago. And so he went back to the Taylor Guitar Camp and he wanted to see 25, 30 years later, what was there and what he found was incredibly interesting and became his opening comments to staff as they return to school. What he learned when he was there was that 25 years ago, people were hand-making guitars. And when he went the summer and he looked over the factory floor, you saw CNC machines, laser cutters, three d printers, all the things that you see in the Odyssey idea lab. It was very much mechanical it's robotic. How much that industry has changed in just that 25 years was really eye opening. There was still some craftsmanship, certainly. But when he walked out and he looked on the left, he saw their belief statement. And when he saw the belief statement, he had to take a picture of it and send it to Becky. The belief statement says this, "We believe at the heart of every great accomplish accomplishment, you will find a single common ingredient. Courage". It's courage that allows us to explore, to push forward, to venture into the unknown. And while the decision to do so might not seem obvious, might seem obvious afterwards. It wasn't at the time because each time we make a bold choice, we go down a narrow road. We put something at risk, our ego, our reputation, our livelihood.

Without courage, we would never dare, never change, never inspire. And that's why whether you're a guitar player or a guitar builder, the world needs more of it. Courage. And so we're going to talk today about some scholars. Our scholars have courage. And so we'll touch on that as we go through our presentation today. At the heart of every great accomplishment, you will find a single common ingredient. Courage. Mrs. Perez shared a picture to introduce student of Dianara on the first day of school last year. You can just see the anticipation and the hunger and the readiness to learn on her face, that was before they got to know her. What she would like to walk you through is what her learning trajectory looked like this year in terms of learning through interests, experiences, our mentorship experience that the Dianara is a very self conscious, thoughtful, timid kid. She also has a lot of interest and a lot of skills and a lot of passion and she identified that she wanted to work on making movies. So for her mentorship she got picked up by the city of Lakewood City TV department and her mentorship project was to make a whole video about what artists learning at Odyssey was like and she went from the beginning

ideation stages all the way to execution.

She storyboarded the video, she wrote a script, she came onto campus several days with a full adult video crew who she directed and told them where to stand and what to do. And after all the hours of footage was taken, she edited it into a shorter video. Her Mentor was Sally Cordova Gallagher from the city of liquid. And this is just one example of so many of our freshmen last year who picked something they loved and despite being timid or being self conscious or being unsure of themselves or scared to death, they went out there into the community and picked up some really amazing skills. So now I want to share a couple of numbers with you. 180 31 or the number of freshmen last year who had an actual mentorship. There were 113 mentors in our community who stepped up to take one of our kids. And 64 is a number of hours that our kids serve on internships. And these are 14 year olds, they're freshmen.

So this whole mentorship experience is centered around a project and students are working towards at the end of the trimester, presenting their learning and an exhibition. But before we begin, we sit down with them and we help them think through what is something that you want to get better at? What's a goal that you have? And this is a really hard question to ask freshmen because their go to answer is I want to become a better student or I want to work harder or I want to do my homework. We really pushed them to be introspective and ask themselves, what's that really hard thing for you? If you got better at that, it would open up so many doors. And even for us adults like Keith and I do this, we, we do something called video where we talk and we think, what's the one thing?

What's our backhand? If we got really better at it, it would make our [inaudible] impact stronger. And it's usually the thing that's hard to talk about. It's hard to say the thing that you're kind of ashamed about. But our kids were really vulnerable and they were really honest. So if you look at her internship goals, he says that she wants to feel more confident in her ideas, and especially when she's speaking to others. And she knows that if she goes into the movie industry, that it's going to be a big problem for her. So she wants to be able to communicate well with others. And she also wants to learn how to edit videos. This is the goal that she put together before we even began.

So then the eight week process went on. She went into her whole video, she executed it, she made it happen. And when we were done, we celebrated with the end of trimester exhibition. And in the exhibition, every student stands up in front of an audience and they present. This was my mentorship experience, these were my goals, this was my project, this is how I got better. And we asked them to tell something called the soul story. Their soul story is how did you grow and as a person in your character, how'd you develop and what are some tangible examples of that? So in her exhibition reflection, she says that she met her goal, she says, this brings herself back to a goal she made in the first trimester to be more open to others and not have these short awkward conversations have accomplished this goal, which she honestly thought she couldn't do. And then she said, she has to thank her mentorship for this, which is her main artifact. So through her mentorship, through that relationship that she was able to build with the people who she worked with, she was able to develop those conversations, make the eye contact, engage with adults and real

work and be able to also learn how to edit videos and, and make this happen. Dianara's vide she produced was shared with the Board.

Mrs. Perez commented that they are a year in and the next phase, Mr. Nuthall is going to share some data. Mr. Nuthall shared in the packet that was given to the Board, there's a mentor guide. So at some point take a take a tour through the mentor guide. It's the guide that is given to the community professionals, that gives them an insight into what our mentor program is really all about. Oftentimes we changed the word metro ship with internship. We've found in the community when the scholars are 14, 15 years old, if you're asking for a mentor, you're more successful to land it. If you asked for an internship. It has a different kind of baggage with it. So sometimes we exchange, words in that way. But he thinks this is where we feel the unwavering support of really the Board of Education and Superintendent Pérez and executive cabinet and the community around moving forward and building a school that's different in many ways.

So one of the questions that were asked is how are you doing? We are only in a year, but he thinks it's important to kind of reflect back. The one thing that he has done in all of his schools is a little bit different. And so when you look at the column on the left (referenced a slide), that will be Odyssey and on the right, that is Newport Harbor High School. So in the end, our babies have to compete with their babies. That's just how the world is. So when we think about our work, in our site council, our school single site plan, our WASC work that we do, we're comparing ourselves against Newport Harbor.

So what is seen is the first set of data is around free and reduced lunch of the two schools. The second piece of data is those students taking A-G coursework and earning a C or better. And so when you look at Newport Harbor High School, the Port Harbor High School, this is for seniors. But we have actually now it's gone up a little bit. We have about 88, 90% of our scholars that are on track to meet A-G. That's a big number and it's growing and it will get a little bigger. We anticipate, or we know right now, for example, that we have two students that are repeating some ninth grade coursework. That's two students. That's not 2%. That's two students that we felt didn't meet our competency or proficiency level. Chronic absenteeism is down compared to the high school and our suspension rates about the same. It'd be flip over and we look at PSAT scores. In math, when our scholars came to us from middle school, we took the PSAT in October. Our scholars are outperforming the state average by a little bit and outperforming the literacy by quite a bit. And so he think that's an important benchmark for us as well. One thing he learned, there was a point in time of his life when he was the assessment director for the County Office of Education in San Diego and what he'd learned about this type of data and cast data as well is this is a measure of some academic performance, but it's also a measure of connectedness to school. The students that are connected to school tend to do better on state assessments. So if you correlate back to like healthy kids data and you look at your assessment data, that's the Casper in this case, the PSAT, there's some correlation there. So not only is it about the academics, it's about their connection to school. This is the first window into some math and literacy benchmarks. When you think about our new freshmen that are coming in a little bit more data, one thing that we do is that Becky and he are in front of every eighth grader in the Paramount Unified School District

and actually go to science classrooms. We spend the day and when they are recruiting students and they're giving students the feedback or the information they need about the school, they hold somewhere between six to eight parent nights and the parents can come with their young people.

The next piece is just absolutely critical for Becky, him and for Paramount and that is that anyone is welcome to come to Odyssey. Odyssey is a small school. It does things differently. So it might not be for everyone, but it's for anyone. And so there's no behavior index. There's no GPA index. Their application process he likes to say is very, very complex. You put your name on a piece of paper and you hand it in, we put it in a random lottery and we pick out students randomly that come out of the hopper. And so, um, we believe that it's our job and our commitment to take an eighth grader from where they are and move them to an unbelievable, great place so that they're ready for a career college in life.

When you're an eighth grader, you don't know what you want to do for a living, you're just kinda starting out. So, um, we just believe that our school is for the community of Paramount not for a particular segment of that people and parents do have to make the choice to come to Odyssey. We understand that. But that bottom number in the middle this year, our set, ninth grade class, 17% of our ninth graders are our special education, that's a big number. Generally that number is around 10. So when that's another mark of really our school being open to the community. 57% of our scholars in our freshmen class, we're a STEM school, are female. 17% are students with disabilities, 22% are students that Becky and he refer to as opportunity students. Those are students that have D's and F's and the lowest scores on the CAASP test. We hand place every single student in their classrooms and balance. We don't track students. What we do is we take every single student at ACC and, and essentially treat them as an individual and we move them through the work that we do. So we don't track students, we don't segregate kids. We don't believe that's the right way to go about doing high school. When you look at these numbers and you'll look at back the slide, having students that are engaged in a college prep coursework and 88% of them are on track at the end of the freshman year. That's a good number to start with.

We think that number will be 80, or will be 98% in two more weeks because we're a competency based school. We still have some scholars that are working towards reaching competency. By the way, in order to earn a C at Odyssey, you have to meet expectation on every single competence, everything. And so it takes sometimes a little longer to get some students there, but we're built to be able to support them in that way to get them there.

Mrs. Perez shared a student Victoria's work sample. At night Mrs. Perez likes to look at student work. Kids kind of do like a flow stream of consciousness and they're charting out their ideas. And she found this quote, "I lost my creativity, but I think this school is helping me get that back". Now when she has spoken to her several times, she just spoke to her a couple of weeks ago, she talks about being creative and asking questions and being artistic in elementary school and it went away and how she's reconnecting with that part of herself now. And there's a way that we do this at Odyssey. Our studio work revolves around our makerspace, which is grounded in a really incredible partnership

NUVU is a spinoff from MIT. They're an organization that builds curriculum to teach outside the box, hands on innovation, project based learning. And if you look at this list of NUVU schools, you're going to see a lot of fancy schools on here. And the third column, just so incredibly proud to be able to offer this resource to students in her community. And when she sees them in the makerspace cutting, designing, they're online, they're skyping with architects at MIT and showing them their work and getting feedback and tweaking the work base based on the ideas that they get from real experts, she thinks of Victoria and she thinks if she was able to get some of her creativity back in just a few weeks, she is so excited to see what she'll be like at the end of senior year, senior year when we're ready to send her off to an incredible future. Mrs. Perez shared one of Victoria's projects. There are design challenges every trimester. And one of the design challenges was called designed a mechanism that made a person's life better. Mrs. Perez shared a video of Victoria and Michael and they are going to do a walk-through of what their little machine does. Mrs. Perez shared a video

Mrs. Perez shared Victoria's story because Mr. Nuthall shared data and data's important because it gives you a broad view, but it's also important to stop and take a look how it's impacting individuals, students. So while the decision to do so may have seemed obvious afterwards. I wasn't at the time when we first started working on Odyssey. When she first came on board, we were headed towards making this a project lead the way school and project lead the way is a great engineering program. She worked with it in her previous role in Paramount. We were wondering about how it would match with the vision, with a collective vision that we all came up with together to make this school a hands on innovative place that will help kids prepare for the future, kind of allow them to think more open ended. And that's how we came across NUVU, which matched our vision.

Mr. Nuthall shared one of his favorite pictures because it talks about doing something at risk and, and are you going reputation and livelihood. We decided, as Becky said, to put in this program, and we believe that the, the power in this program is special. And so when he looks at this picture right, what he thinks about is the movie Friday Night Lights. And the reason why is because at Odyssey, we have 24 portable buildings in an elementary school setting and they had been renovated. This happens to be a renovated library. We don't have a football team. We don't need pads and, and uniforms and, and maintenance. So that big stadium, we don't need. We don't have a basketball team or a theater or band or cheerleaders. This is our Friday night lights. So this is what our scholars strive to do and what they're really interested in doing. And so when he thinks about this and he thinks about our partner with new NUVU, and thinking about how we are bringing this type of experience right here in Paramount that is normally found around the world and some of the top prep high schools in the world. This is our Friday night lights. This is what the kids get up in the morning to come to. And then we have another piece of that's the similar that we're going to share in. It's our environmental sustainability complex that we've recently opened. But we're going at this in a different way. Our scholars interacting with people in Cambridge and they're in the space with us. We video conference with them. They help us assess the data to make sure our students are on track. It is really something to see. This idea about we'd tried something different here and in this particular piece, we inspired,

so students are in this space, and they feel as though they are working in a world class STEM facility.

Mrs. Perez shared that thinking about our year two curriculum, we definitely needed more current. So we got our makerspace going freshman year. It's going great. And then we went back to the drawing board and said, what would will year to look like? How will we extend the vision? So now we have an outdoor maker space and I don't know if you've been there yet, but it's pretty outstanding. It ties together the learning humanities and science and our sophomores are out there figuring out how we're going to together and make the world more sustainable and make it a more healthy place. So a friend of ours helped us put together a sizzle reel and it's like a short video that captures what this year will look like for sophomores do a dire warning about climate change.

Well a couple of things about the video. one of them is that we don't have these on campus. It's part of a video that was meshed together by a filmmaker that, that we happen to know. And the other point I want to make about this particular piece is our STEM. Let me step back a second. You know, there was a time many years ago when I served on the California science framework. I'm a science teacher at heart and so when I look at our stem facility and I compare it to the stem facility and I had my last school which had 3000 square foot labs or million dollars for the science equipment and I compare it to the type of work that our students in paramount are doing with the maker space and the environmental sustainability complex. It's stronger science, it's stronger science because it's real. We're not doing labs that had been done over and over and over again for the last 50 years.

Our kids are involved in things that are happening today. We're partnering with people in the local community to feed them. We partnered with and equine a facility to help them with our maker space, build a sensory lab and so we're supporting our community through stem and it makes it far more engaging for the students. We didn't make up the science program. It comes to us from the National Academy of Engineering, National Academy of Engineers in 2006 came up with something called the grandchild. The first grand challenge is about the joy of life. How can science and engineering health the joy of life. That's what our ninth grade year is all about. The second grand challenge is around environmental sustainability and sustainability in general and partnering with the UN and their sustainability project. That's what our second year is all about. It's not only about sustainability of stem, let's make no mistake, this is about sustainability of public secondary education.

This is also about high school and doing high school differently. So we're tracking that as well. And students are having conversations around sustainability in the environment, in a sustainability, in the environment that they're actually living. And then the junior year is around public health and how are we going to feed the people, how are we going to keep them healthy? And so turn on the news and these are the things that you see today. And so our science program is powerful because it's hands on. Kids are working on real work. So the last piece of this that, um, we want to think about it goes back to the Taylor Guitar camp. So remember it was craftsmanship in the beginning. It's craftsmanship at the end. There's a whole lot of robots in there. There was a whole lot of change. Cause here's

what we know on comprehensive student high schools across this country. Paramount, not Paramount, Downey, Baton Rouge. Students that are asking this question are going to, people are waiting. Waiting for something different because not much has changed. There is a lot of kids in the middle of about 70% of them that are stuck in the curriculum and those not engaged. What are we going to do when we talk about current, a lot about that and not just Paramount at the state of California. So we're taking our best shot. We don't fund, we take a full swing, at odds and he thinks Becky can speak a little bit to that.

Mrs. Perez commented that when she took the position at Odyssey, part of her heart broke. She was really conflicted because in my previous role she worked with CTE and she felt like she reached so many more students. Moving to Odyssey, she only had 144. Now she has 280. But she worries about her community. What about everybody else? What about the 16,000 students in Paramount? She feels invested with. She wants them on this journey too. She wants them to learn deeply. She wants them to be creative. She wants them to ask good questions. She wants them to not be tracked or all of us to expect for each one of them to be successful. She is loving Odyssey, but sometimes she looks around and she thinks how is everybody else doing out there? And, and she would like to help spread the ideas.

Mrs. Perez offered her thanks for the courage because Mr. Nuthall he said not much has changed in 20 years and she gets to walk through Paramount schools every day still. And she sees a lot of change in Paramount. She sees night and day from when she went to school with when I'm walking through Odyssey. There's just a little part of her heart that wonders what about the other kids and need this too. And we just want to call your attention here to our team values, which are the cornerstone of how we do our work. These six beliefs are what drive our work and our work is hard and sometimes conflicts have been, sometimes we disagree. Sometimes we look at each other like you're not stepping up. And when we have these difficult conversations are always grounded in these beliefs. Our belief in every kid's infinite potential, generosity, humility, vulnerability, joy, accountability. And you'll notice courage is on here and that's new. That's new this year. Having the courage to do the right thing, having the courage to expect more and to make it happen.

Board Member De Leon commented that she knows there's a lot of teachers that are worried, because they do not actually do what you are doing, but she would really like to say that she really trust Mr. Nuthall and his staff because we really have to think outside the box. We are moving on. Kids want different things. What we are going to see in the future, we can't even imagine that's what the California School Board Association tells us and so we can't stick to the old ways. We have to have courage to change. She really likes that the students are courageous to think outside the box and at one point they might feel uncomfortable but then they gain that confidence and we have to entrust and empower our students and give them that trust that they could think on their own and we as teachers facilitate that learning, so she is really proud of that school and thanked him for his hard work.

President Gomez dittoed the comment of Board Member De Leon and said that by looking at the slides, she sees how we are doing and the comparison with Newport Harbor and asked why don't we compare

Newport Harbor to how we are doing with the PSAT State, why do we do it through the State and not through the same comparison? Mr. Nuthall responded that is a great question and added that he asked Ryan and they don't have individual school data on the PSAT 9th grade or he would have done that. Dr. Smith added that we don't get other schools PSAT scores or SAT scores for that matter. That's not public. So Keith gave a smattering of what is public and so in this case some of the College Board shares are state averages when it comes to PSAT or SAT scores AP for that matter too.

President Gomez asked if all students get an internship and do they get the internship they want? Mr. Nuthall responded that there are a couple of things to consider in that. We are an interest-based school and so we do our very best. If you were to walk into our freshmen classes and in sophomore classes right now, we build big interest walls. So the first thing we do in the few weeks of school, so they're all the way to the ceiling in six/eight feet wide and we do a lot of surveys to find out what their interests and passions are. Things around career stuff, things around values and that sort of thing and then we use those charts to help them able to identify places in the community that they may be able to intern. They do informational interviews, they build resumes, they pound the pavement, they find their own. About 75% of students last year found their own internships. Some of them we got from the district. Some we get from Lakewood City, those sort of things, but what I've learned in this and my past school when we did internships, when I found them for the young they weren't nearly as valuable. So to get more directly to your point our goal is to have them find the one that really is about their interests and so it is driven in that way and their project are in that way. Their interest might not be STEM by the way. It could be fashion. It could be many different things and we think that is great. So you follow your passion in that and you're really driving the bus though. I mean you are setting up the project you are working with your mentor in the sophomore year. It's pretty well hands off your deal. They start in there, there will be interns starting just next week. Going out into the community and beginning work with people and people that work with last year. Sometimes it's people that they found that's new because they have a different interest now.

President Gomez asked how do parents know about their students being qualified to be able to go and added that she knows it's a lottery, but how do parents really know about this? Mr. Nuthall responded that their kind of recruitment campaign is thorough and so what they do is it's multi-layered. And so the way we do this is that every single family of an eighth grader in the City of Paramount gets a letter. And that letter has a description of the school and some information as the application packet. It has list of dates that they can come and talk to Becky and he and come to find out more about the school. And then Becky and him are in the eighth grade classes, all of them. And they are in front of every student. We would go to the science classes and we communicate with them. So we have a pretty thorough outreach in terms of students knowing that Odyssey is an option for them. I think the other thing to understand is coming to a new school, we get back to this word, courage takes a lot of courage for a student to change and come to a new school. So with that, what we're most proud of that has led this is our onboarding process with parents. So in the fall, once we have the lottery and it's over, he wants Becky to do Socratic seminars with parents around our design principles and do we have family profiles

that they put together. And we have, I mean it's amazing to watch, our families get together and share their passion with each other. They'll learn about the school and are really interested in that.

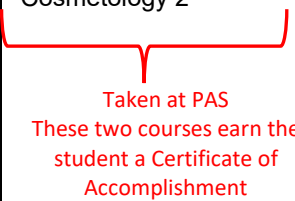
President Gomez asked if he sees an increase from last year to this year because she believes we started last year on the number of students interested in going to Odyssey. Mr. Nuthall responded that there's a little bump, maybe it's a 5% bump, but this is what he would say his experience in building small schools is that will continue to rise. So what will happen is the people that come to Odyssey, families in the community will get to understand what the school's about and when they understand what the school's about, then there'll be less applications because there's not people just randomly putting their hat in the ring. But then when they apply, we don't lose many. Right. So right now, we still have people apply that kind of know about the school, but they're kind of working on that. So we have a little try called the trickle effect, but the longer the school's around, the more stable it is, the applications go down. But those are the people that really want to come.

Paramount Adult School Cosmetology Program

Dr. Yvonne Rodriguez, Principal-Paramount Adult School presented to the Board information on the cosmetology program and its key details and objectives, the pathway to Cosmetology certification, the value of Paramount Adult School's program, its accomplishments and identified its next steps.

Key details and objectives:

- Established in Spring 2019
- Partnership with Compton College
- Objectives
- Expand CTE at PAS
- Offer a program that is of interest to adults
- Leads to excellent employment opportunities
- Establish a pathway to a certificate or AS
- Prepares students for a variety of careers
- Aesthetician
- Manicurist/Pedicurist
- Hair and Makeup
- Leads toward state licensure

Required Core: 13 Units	28-29 Units from:
Cosmetology 104 (6.5) Introduction to Cosmetology 1 Cosmetology 105 (6.5) Introduction to Cosmetology 2	Cosmetology 110 (8) Intermediate Cosmetology Cosmetology 112 (8) Advanced Cosmetology Cosmetology 114 (8) Advanced Cosmetology and Intro to State Board Review Cosmetology 116 (8) Advanced Prep for State Board Review Cosmetology 130 (5) Advanced Cosmetology Applications <u>OR</u> Cosmetology 140 (4) Cosmetology Practicum
 <p style="color: red; font-weight: bold;">Taken at PAS These two courses earn the student a Certificate of Accomplishment</p>	

A student can earn an Associate's Degree in Cosmetology by completing the requirements above plus additional Compton courses

The Value of PAS' Cosmetology Program
Semester Fee Breakdown at PAS:

- Cosmetology 104 or 105: \$299
- Textbook = \$240
- Compton College Fees: \$19
- Student Kit: ~~\$1,500~~ * – * provided at no charge

Approximate cost per semester: = \$558.00

Celebrations:

- 22 students initially enrolled in Cosmetology 104 (Spring, 2019)
 - 13 successfully completed the course
 - 13 are continuing to Cosmetology 105
- Accommodated several adult ESL students in the program
- Fall, 2019 enrollment:
 - Cosmetology 104: 8
 - Cosmetology 105: 13
 - *Active wait list for Cosmetology 104*

Next Steps:

- Completing the furnishing of the room with Cosmetology equipment
- Providing an additional room for Cosmetology 105
- Assisting Cosmetology 105 students in transferring to Compton College

President Gomez stated in one of the slides on the celebration slide; 22 students initially enrolled and asked what was the final number of students enrolled? Dr. Yvonne Rodriguez, Principal at Adult School Education Center responded that there were 22 students first enrolled and 13 students finished it was for a variety of reasons Childcare, maybe they had to take a job instead of continuing on with the program.

President Gomez commented that It is stated that it accommodated several adult ESL program. And asked exactly how many ESL students? Dr. Rodriguez responded that there's about five ESL students in that range. We also had an instructor, Compton College that spoke Spanish, so the instructor was able to clarify for students information. Dr. Smith added that accommodating any ESL adult students in this type of college class is fairly unique. We have to kind of think outside the box along with our partners from Compton College to make those accommodations because typically students that are still in the process of learning English. They typically haven't been accommodated in the ways that we were able to in our program through our resources and with our partnership with them. So this part is a really important part for us. Especially considering that the adult school services a lot of adult students who are interested in not only learning English but also developing a career skill. And so we think that this is an attractive part of the program, especially with it being in our community as opposed to the students having to travel to Compton and we think this is something that will help the program grow over the long haul.

President Gomez asked what steps have been taken by the program specialists to collaborate with the Adult Transition Program to assure that students in the Paramount Adult Transition has the same access to the cosmetology program. Dr. Rodriguez asked for clarification if a specialist, district specialist? President Gomez said the Adult School specialist. Dr. Rodriguez responded that within our meetings with Compton College, one of the things to do was to pay close attention to the Adult School student. Our Adult School students. The last presentation talked about being courageous being bold, sometimes walking on the Adult School campus is courageous and bold. For our student to be able to say I want to try to take a college course, it's the first time they've ever done that. We have our counselors to assist. We provide support and we are in it to make our students successful.

President Gomez asked what are the steps needed to assist cosmetology to transfer, but do our counselors help them get in. Dr. Rodriguez responded that because what we do is take our students and we want to make sure they're phone calling that goes on between our counselor and the Compton college counselor. For example, we had new students coming into the 104 Cosmetology. The first year who started to blend this year. Small group 104, small group 105. So what we did was our counselor brings those students in. Our counselor connects with Compton College. We just don't say, here's a room. Here you go. No, our counselors are with them. Because they're our students. They see our counselor, they know as a contact. If they can't come in contact with somebody from Compton College, they're in contact with our campus. It's really nice for them to be able to walk in out this and share whatever they need.

Vice President Cuarenta asked as far as the timeline it says next steps. Do we have a timeline for that? Dr. Rodriguez responded that the next steps, the timeline for those students taking 105, we are working with them to transfer to Compton College. The timeline as for if we're talking about the equipment and things that are coming. that is something that's coming up. That's something I think we hope to do. Probably pretty soon if I'm not mistaken. Dr. Smith added that is Correct. Our friends at Compton College. We actually had a meeting last week and members of Mr. Frutos, his team were kind enough to join us. So we've been working together with our partners at Compton College, so we'll have furniture coming in real soon. Compton college got a good sense of what the need is moving forward. Now that we're offering both class 104 and 105, there was also some discussion around the facility itself in terms of what additional infrastructure, if any, would possibly may be needed to accommodate certain types of hairdryers and things like that. And so Mr. Frutos' team is working closely with their team to gather that information and then we'll identify next steps moving forward and hopefully continue to build our program together.

Board Member Hansen commented that the first class of enrollment was spring of 2019 and so when will you open the class again for the students to start 104. Dr. Rodriguez responded that it was actually opened this fall. There's another group taking 104 and one group taking 105.

Board Member Hansen asked how many new enrollees. Dr. Rodriguez responded that we work with Compton College and we are constantly on the phone. They close off the class and because it's a class where there's

two courses going simultaneously, they limited the number. So the number was eight.

Next Generation Science Standards

Kelly Morales, Facilitator of Instructional Improvement provided the Board with information on Next Generation Science Standards, K-5 Planning and Implementation and reviewed the process for evaluating and recommending new science textbooks and materials for implementation in elementary schools in 2020-21.

The new standards integrate three dimensions of science:

- **Science and Engineering Practices:** Behaviors for investigating and building.
- **Disciplinary Core Ideas:** Key concepts specific to the course content.
- **Crosscutting Concepts:** Concepts that link various science domains.

Why Next Generation Science Standards (NGSS)?

- Are written to address the science expectations of high performing countries to ensure our students can compete in the global economy.
- Prepare students to pursue career opportunities in science and engineering-related fields in the 21st century.
- Include critical thinking and communication skills needed for rapid advancements in science and technology.

K-5 Implementation Timeline

2018-19

- NGSS Awareness professional development for teachers
- Science lead teacher monthly meetings
- NGSS-aligned science lessons for grades K-5
- CA Science Test (CAST) is operational in grade 5

2019-2020

- Science lead teacher monthly meetings
- NGSS-aligned science lessons for grades K-5
- Select and recommend textbooks that align to NGSS
- Early implementation of materials with lead teachers

Summer 2020

- Provide professional development in NGSS instructional shifts and the new textbook program
- Develop instructional guides for grades K-5

Who participates on the K-5 Science Textbook Adoption Committee?

- Lead teachers representing each K-5 school, Hollydale and Jackson
- All grade-levels are represented
- TAP representative

2019-20 Meeting Dates and Topics

Date	Topic
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September 17	Understand role of phenomena and constructing scientific explanations Role and responsibility of committee
October 1	Revisit 5E model for science learning
October 15	Understand Environmental Principles and Concepts Process and criteria for reviewing instructional materials
October 29	Review materials using NGSS TIME rubric criteria
November 13	Review materials using NGSS TIME rubric criteria
November 19	Review materials using NGSS TIME rubric criteria
December 3	Complete review of materials using NGSS TIME rubric criteria Reach consensus on textbook to recommend for adoption
January	Present the Board of Education with the committee's recommendation for adoption and use in 2020-2021
February 25	Early implementation of selected lessons using the new textbook program
April 7	Solicit feedback on lessons; input on curriculum guides and summer professional development

President Gomez asked for a shift to be explained. Kelly Morales shared that a shift, like a change, essentially a change in instruction. For example, instead of that, the teacher standing in front of the students simply showing them how to do an experiment. The students are the ones actually engaging in the experiment, manipulating the models, making sense of it. It's more student centered. So that would be an example of a shift or an instructional change. How instruction looks different.

President Gomez commented that Dr. Garcia stated in her presentation that non-diploma track students have an alternative curriculum called *Attainment* and asked are students and the non-diploma track supposed to have science like the Gen Ed students. Dr. Stark responded that the *Attainment* curriculum actually is comprehensive. It addresses all content areas, language arts, math, science, social studies. It's a very integrated approach for the students who are on the life skills.

President Gomez asked does the *Attainment* curriculum have a science component and if so, does the *Attainment* lesson compliment the lessons in the new k through five of science textbooks. Dr. Stark responded that you have to keep in mind the attainment it creates a life skills curriculum. So it's a completely different curriculum because these students are on the non-diploma track because of their ability levels. So we have two different approaches in Special Education. One, we have a group of students, the majority of our students are on a diploma track program and they use all the core materials. We have a much smaller number of students who are non-diploma track because of their disabilities. And they use the *Attainment*

program. It does have a science component. But it would be different from this as the math would be different in the language arts would be different. It's very a life skills focus, practical application to live each day.

Board Member De Leon asked that since the science has changed has attainment also changed? Is it renewed or is it the same attainment because she knows like for science textbooks they're changing obviously. So is the *Attainment* or are we gonna keep the same *Attainment* or are we looking into how do we address their needs even though they're not on the diploma track, but do we get to change like we are doing for our general education students. Dr. Stark responded that we've had the attainment program only a few years. So it is very current, but we always look at what every five to seven years we look at what is more current. The curriculum for students on the, on the non-diploma track is we don't have the same number of choices that we have that you saw up on the screen a few minutes ago that when we reviewed all of the options for this group of students it was by far the strongest. But yes, we will continue to look at current materials as they are released from publishers.

President Gomez asked if the *Attainment* has a focus and a sequence plan? Dr. Stark responded that yes it does and it's a very strong approach.

President Gomez asked if it corresponds to the new K through five lessons that will be presented to the Gen Ed students. Dr. Stark answered that it is different content because it's focused more on life skills. So even as an example, the math would be focused more on money and counting money and had to make change because this is a group of students that we want to have life skills. So the social studies component might be focused on how do you get around the community, how do you use a map, those kinds of things. It's very much driven by how do we give these students the skills they need so they can become independent after they leave school. They will have the science component, yes.

Vice President Cuarenta asked what kind of questions or mindset does the adoption committee have when they're selecting a book or the curriculum? Mrs. Morales responded that we use a rubric that's provided. It's one of the options that's provided by the state. It's actually an NGSS collaborative called the time rubric. It's the textbook instructional materials, equip rubric. So we use that rubric to help the teachers. Well first of all we lay the foundation with respect of the changes and then we then have them become familiar with the rubric and those changes are those shifts are reflected in the rubric so that they. We have a common understanding of what we're looking for and then we evaluate each of those programs. You think you go through like a process of elimination per se to determine which is the best match for our students.

Boar Member De Leon commented that as far as she knows we're getting new books and all districts are getting new books. But her question would be, because she knows it's now student centered, it's more activities and will the district also provide those hands on activities that teachers need? Mrs. Morales answered that she can speak to what we did with the Middle School program that we recently adopted and we also purchase science kits that were recommended as part of the textbook adoption. So we did purchase those for the teachers so that they wouldn't have to go find those materials on their own. Then we do work with the schools to help the lead

teachers normally conduct an inventory to see what materials they currently have at their schools. And then down the road it becomes the responsibility at the schools to purchase the materials, like the refill information. But we work collaboratively with the schools. But yes, it's important. If students are going to think about approach science differently, then the teachers and the students need the help, the tools.

Mathematics Initiatives

Kelly Morales, Facilitator-Curriculum and Professional Development provided the Board with an update on how math instruction has changed to focus on mathematical thinking and understanding in grades K-8 and high school.

Curriculum and Instruction that Support New Ways of Teaching

Grades K-8

- Instruction, curriculum guides and assessments that promote inquiry and problem solving.
 - Integration of technology.
 - ST Math—on line program that develops conceptual understanding of math concepts.
 - “A Thinking Classroom” pilot at Jackson (6th grade)
-
- Professional development on Cognitively Guided Instruction (CGI) for grades K-5 and Math Institutes (6-8).
 - Teacher Lab: K-5 teacher teams bring evidence of CGI implementation to analyze students' understanding.
 - Foundation of Fractions, and online course, completed by 25 teachers over summer.
 - Math lesson study facilitated at each middle school.

Our Work with Teachers Development Group

- High School Math Teams:
 - PHS West – Algebra 1 and Geometry
 - PHS Senior – Geometry, Algebra 2, and Pre-Calculus
 - Odyssey – Integrated Math Program
 - CDS/Buena Vista
- Best Practices in Teaching Mathematics Workshop
- Support for Mathematics Coaches
- 3 “Studio” Cycles for each team

Teaching Routines

Generates student engagement in mathematically productive thinking and discourse by purposefully:

Structuring worthwhile student talk	Conferring to understand students' thinking and reasoning
Working with selected and sequenced student math ideas	Eliciting reasoning about visual representations and connections to other math representations
Working with public records of students' mathematical thinking	Working with students' math struggles, errors, and disequilibrium

The Studio Cycle

Day 1:

- Leadership coaching
- TDG Coach and studio teacher plan lesson

Day 2:

- Preview Lesson
- Observe Lesson
- Debrief Lesson

Follow Up

- Math Curriculum Specialist and Coaches visit other studio participants
- Plan lesson
- Observe lesson
- Debrief lesson

Carnegie Learning

- **Objective:** Support students who have struggled in mathematics through a course that uses blended learning.
- *Blended Learning* approach to teaching mathematics
 - Combines traditional instruction and technology
 - Personalized for each student
- Carnegie's approach to instruction:
 - Teacher facilitated problem solving
 - Mathia software
- Coaching support from Carnegie consultant
- Courses Offered:
 - PHS West: Algebra 1
 - PHS Senior: Geometry

Algebra with Coding

- **Objectives:**
 - Address the growing demand in the workplace for coding
 - Develop the connection between mathematics and coding
 - Ensure equity
 - Use coding to enhance Algebra instruction
 - Increase student engagement in mathematics
- Unique partnership with TechSmart
- Teacher Support:
 - "Coding Bootcamp"
 - Coaching Days

- Phone, online, and chat support
- Year 1: Teaching coding along side Algebra
- Year 2: Coding fully integrated within Algebra

Algebra 1- Coding Integration

- Math Application: Students run a program, and then investigate the mathematics behind it.
- Code Building: Students study the code behind the program and attempt to write key parts.
- Coding Challenge: Students write 3-5 lines of the math-focused code

President Gomez asked what is our district plan to measure the success and increased math success for non-diploma track students? It seems like we should have some way to measuring monitoring and reporting what these students have been working on and looking at ways that we can help them improve not only in math but in all the relative life skills, subject areas specifically since we have them from 18 years to 22 years. Dr. Stark responded that for that group of students their progress is measured through their IEP goals with their annual and their triannual IEP meetings that they have with the team and whether or not how they're progressing on those goals. They're assessed on a regular basis, on an annual basis and their goals are adjusted as a result of assessment that is a result of the IEP team meeting.

Vice President Cuarenta asked how much are the coding activities weighted on student grades. Like kind of a breakdown of that? Leonard Rodriguez, 9-12 Curriculum Specialist answered that the coding activities are not included in that and their math grade. That's the last thing we want is to have a student fail because of the coding. The coding is just there to support it. Teachers can be creative with how they want to assess it, but it's not to be part of their grade. Dr. Smith added that we see the coding aspect to be really more analogous to a teaching strategy. It's the strategy we're using that help enhance and teach the mathematics and the students respond to it pretty well, they like it especially when they run the programs.

Board Member De Leon commented that she just wanted to clarify the Algebra with coding; this is the second year. So she understands there's Algebra one and so then there's Algebra with coding. Do they get the same credit as Algebra one or like what would determine a student? For a counselor to say, hey, you could take this avenue to take Algebra with coding versus just Algebra one. Dr. Smith wished to clarify and stated that there is no Algebra with coding. There's an Algebra one course at the high school. So the content of the course really isn't any different. So an Algebra one course at the high school is an Algebra one course at the high school. What we've done with some specific sections of Algebra one is embed the coding aspect into it because that's where our teachers happened to be. In this case at West. So we have two co-teaching teams, we have are able to provide the experience to some of our students with disabilities. We also have a connection with our computer science program. So we have students that are taking an actual class in computer science. And so some of those students are in those sections as well. We started small intentionally, so we didn't just say all Algebra one is going to have coding

embedded into it. And the reason for that was this is completely brand new and doesn't exist. So we're literally creating it along with our partners from Tech Smart. So we figured taking a cautious yet extremely optimistic approach would be the right one for that. So this way you don't just roll something out on scale and it blows up. So we have some real dedicated teacher teams that have been a part of this work from the beginning. And assuming that we continue to be successful, we would certainly like to expand that and broaden that to include all students coming in back to the objective, which was equity. We really see this in the long-term as an equitable solution. Ensure all students have a coding experience. And there's also other subject matters where this could extend to. So there's coding aspects can be applied into the sciences pretty easily as well. Biology, chemistry, specifically, even physics.

Board Member De Leon commented that she really likes the fact that we're renovating or changing up math, because there's a lot of students that hate math unfortunately, but once you do it, you learn to love it and added that she knows because she does. And the one thing that she is concerned is for students with special needs as far as, yes, it's nice to have to reinvent and add different components to math. But what are we doing now for special education? And she knows that's not something that you're more aware of that's more Dr. Stark. I'm asking because our members are the community who have children with special needs feel like they're left behind. They've come here and they stated that they don't feel part of the family and we need to make all students feel part of the found family and that we're showing that yes, we are. We do have now, a math program. Now of course, the ST math or the other math program that you have, but something that would help our students that need more of the life skills. So that's where I'm coming from and her concerns. Dr. Smith wished to address that and added that we share that concern and so the work that we've done specifically at the high school level, but also speaking broader, when you look at what's the work being done in our middle schools to increase access to the General Ed Curriculum, that the greatest extent possible for students with disabilities really is key and important work. So for example, with the coding pilot, we intentionally picked our co-teaching teams for a reason because we think that this would be an engaging approach to teaching mathematics or any student. We know specifically that our students with disabilities would get a lot of benefit from that as well. So we take that part very seriously. So the access to the core curriculum, General Ed curriculum without going into self contained classes, it's really important. And that's something we're committed to as a district for a few years now. In particular we embraced that at our high school and you're right, making the mathematics more meaningful and engaging is really the key aspect that we're trying to address here. Coding is one aspect of it. Some of the personalization, like you saw Carnegie is as another, but also our approach in general to instructing mathematics, which is why our partnership with TDG is so important that we get away from, again, the standard method of teaching mathematics that most of us in the room happened to go through.

President Gomez commented that it was mentioned that if the program is successful and asked how do you define successful? What is it, is there a percentage that we need to see a raised for the students who are succeeding in Algebra or what is it, what's successful to you? Dr. Smith responded that's a really great question, and part of being so new is you

get to kind of define some of those for parameters. So one of the that we'd like to see is that if we accomplished our objectives and we talk with students that have gone through the experience. They will give us positive feedback on how this approach to learning mathematics, what's different for them. So starting with the students first, I think it's really important. We'd expect to hear some positive feedback from them about yes, this was an enhancing approach. This was something we really liked, we got some really positive out of it. The other piece that we'd expect to see our outcomes in terms of improved rate, so it's an engagement goes up. Typically grades will follow and then we also have some internal metrics on certain exams that we give. One of the things that's difficult about high school is that really when it comes to the state, there's one test that we give and it only comes once every four years and that actually happens to begin the junior year. There's all kinds of conflicts with that. Kids are also focused on taking the SAT at that point and their AP exams and all these other things. So it becomes real difficult at the high school level to pick certain assessment that will allow you to determine if the course or an action or program is successful. But it's not a possible, so in the case of our courses that happen to fall freshman year of sophomore year, even senior year, we use other benchmarks and things like that. Some of those are internally developed, some of those are resources that the state has made available practice, the SBAC exams that was about practice exams that we can use. So we'll be looking at some of those data as well. The third and final piece is talking with our teachers. You know, when we sat together with our teachers, the approach we took was, here's what we think. This is what we want to try, but we don't want to do it unless you're on board. I mean, that was literally the conversation. Then Leo and I went away and we heard back from the department and it was like, yeah, we want to give this a try. We've got a few people in mind in a way we went. So we think it's also really important because we're asking teachers to do something completely different. So their feedback on this is really important as well.

President Gomez asked if we look at that at the end of June. Dr. Smith answered yes. If not before because some of that will start manifesting. So we don't need to wait until June to talk to kids about how they're feeling about the experience. So a month, two months, three months in, during the first quarter or even early second quarter, we can start kind of gaging what kind of feedback kids are getting. Certain data sets come in on unit exams, things like that so we can start taking a peek at it. The reason that we've held off on that was number one, last year it was brand new. Literally building, applying it. This year, it's way better, way more integrated based on the feedback our teachers have given. So we think this year will give us a better snapshot of that.

President Gomez asked if he recalled the contract and how long the contract is with Smart Tech. Dr. Smith responded that we just renewed for the upcoming year. So right now it's on an annual basis. We didn't sign a multiyear contract with them. Part of the reason for that was intentional. I prefer not to sign a multi-years approach to it unless we really feel confident that it's moving in the right direction and so far right. But back to year one, it was a real risk. We didn't know. We knew, we thought it would be great and it's becoming that, but it was a risk. So we didn't want to sign it to be locked into three or four or five. President Gomez added that she just asked because the Board usually approves it. She is a data person, so she would love to see the data on that.

State Priorities and Local Indicators in the LCAP

Dr. Debbie Stark, Assistant Superintendent-Educational Services and Dr. Renee Jeffrey, Director-K-5 School Support & Innovative Programs provided the Board with information on State Priorities and Local Indicators in the LCAP.

The LCAP outlines how districts will improve student outcomes by addressing eight required state priorities. The eight priorities are:

1	▪ Basic Conditions
2	▪ Implementation of State Standards
3	▪ Parent and Community Engagement
4	▪ Student Achievement
5	▪ Pupil Engagement
6	▪ School Climate
7	▪ Access to a Broad Course of Study
8	▪ Outcomes on a Broad Course of Study

Accountability: Local and State Indicators

- Districts monitor and report progress on both state and local indicators.
- State Indicators are measured with quantitative data such as test scores and suspension rates.
- Local Indicators are oriented toward implementation progress rather than outcomes. They are set and reported locally by each district.

State Priority	State Indicator	Local Indicator
1. Basic Conditions		✓
2. Implementation of State Standards		✓
3. Parent and Community Engagement		
4. Pupil Achievement	X	
5. Pupil Engagement	X	
6. School Climate		✓
7. Access to a Broad Course of Study		✓

8. Outcomes on Broad Course of Study	X	
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Reporting requirements for Local Indicators

Indicators are reported using a narrative format or a self-reflection tool.

Districts must:

1. Measure outcomes for local indicators in the LCAP.
2. Report results at a regularly scheduled Board of Education meeting.
3. Upload results in the LCAP Dashboard by November 1, 2019.

Local indicators are considered MET if the district meets the three conditions described above.

Priority 1: Basic Conditions

The LCAP includes services for facilities improvements, new teacher induction and textbooks.

Basic Conditions include facilities, teacher credentialing and textbook sufficiency. Reports from Williams Reviews are used to measure this outcome.

Priority 2: Implementation of State Standards

The LCAP includes services and funding for professional development, curriculum, assessment and instructional materials to support the implementation of state standards. This Local Indicator is based on the:

- number of Lead Teachers who provide professional development support at schools.
- percentage of teachers who participate in professional development.

Priority 3: Parent and Family Engagement

The LCAP includes services for parent engagement: parent classes and workshops. This indicator measures how the district seeks input from parents in decision making and promotes parent participation.

This indicator is based on the percent of parents who complete a parent survey each year.

New legislation requires districts to report on three topics:

Building Relationships between Schools and Families

- Trusting and respectful relationships; welcoming environments
- Learning about families' strengths, cultures, languages, goals for children
- Two-way communication

Building Partnerships for Student Outcomes

- Provide families with resources to support student learning
- Resources to support student learning
- Support to advocate for their students

Seeking Input for Decision-Making

- Engage and support families in advisory groups
- Opportunities to provide input
- Design, implement, and evaluate family engagement activities

Districts must complete a new Self-Reflection Tool for this priority.

The tool is used to identify:

- Successes
- Needs
- Areas of Growth

The goal is to use the outcomes from the Self Reflection Tool to plan and implement actions, which will inform the LCAP.

Districts use a five-point scale to self- assess their current status on this indicator.

1 – Exploration and Research Phase

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Priority 6: School Climate

The LCAP includes services to promote safe, orderly school environments and support for students' social emotional well-being:

- Social Workers, Counselors, Deans, Behavior Specialists, Nurses
- Professional development on Safe and Civil Schools, Restorative Practices, Capturing Kids Hearts
- Where Everyone Belongs (WEB) and Link Crew programs at middle and high school

This Local Indicator is measured with a student survey.

Priority 7: Access to Broad Course of Study

This indicator addresses how all students have access to and are enrolled in a broad course of study. It must address:

- How student enrollment in a broad course of study is monitored.
- The extent to which all students have access to and are enrolled in a broad course of study.
- Any barriers that may prevent access to a broad course of study.
- Revisions or actions that will be taken to address barriers.

Next Steps:

- Solicit stakeholder input to complete the Parent and Family Engagement Reflection Tool. Use results to plan parent forums.
- Report progress on the five local indicators at the October 14th Board meeting.
- Upload narrative text that describes local indicators in LCAP Dashboard by the due date of November 1st.

President Gomez commented on ours (page five item 3; Parent and Community Engagement) the check mark is not checked up. I knew that was omitted, that was inadvertent.

Dr. Stark shared that she knew that was omitted, that was inadvertent. Rene's going to talk about it in detail about parenting community engagement.

President Gomez commented that they did receive a thing from CSBA. That new template for LCAP. Is that what this is about also? Or not towards that or something different?

Dr. Stark answered that the new template will be the 2020-21 LCAP and yes they have made changes for it.

Board Member De Leon addressed Dr. Pérez and said she mentioned like having some kind of forums or different events and possibly having childcare. Do you recall that discussion? So how soon can we go ahead and take action and I know it's a new school year and hopefully parents are more willing to participate. Dr. Pérez responded absolutely. Thank you for that question because it gives us an opportunity to kind of advertise some of the plans that we have for parent engagement this year. Superintendent Pérez asked Dr. Jeffrey to share what is in the works? Dr. Jeffrey shared that as Dr. Stark mentioned, right now we're in the process of using the tool to get even more information. So we did receive information from the LCAP Committee last year. Valuable information. I have that information and have been looking through it and starting some basic planning. Now we're also using the tool so we can continue to fine tune that plan. I am in the process of working with Dr. Stark right now and then we'll be working with Dr. Pérez to actually put together, at least one or two forums, parent forums, where we will invite families, parents to come in. We are planning to do just that. What we talked at our LCAP. What we talked about at our LCAP meeting is looking for ways that we can make sure that we reduce those barriers so that families can participate in a manner that is understandable to them, not only in their native language, but also just bringing that education ease down a notch so that it's much more accessible. So we're in the process of doing that right now. Our goal is that we can get up and running by the end of the fall. This is a big task. Because we have this new tool, we want to make sure that we have as much information before we jump in as possible. But yes, that is in the planning for this school year. So we're looking forward to that.

Board Member De Leon commented that she knows, towards the end we were collaborative to working finding ways how we could really engage our community. We were talking also about, the language that even teachers have a difficult time, understanding the language and how we would come about to facilitate and help parents be more engaged.

Board Member De Leon addressed Dr. Jeffrey and said she mentioned that language could be a barrier. I noticed that in previous Board meetings, members of the community are being brave or courageous now coming out. Unfortunately there would I see is afraid to ask for a translator or would we have a Spanish translator. And is that translator certified to translate? Because Spanish could, it's not literal. Like when we tried to, least for me, if you tried to interpret something and translated literally it doesn't make sense. So you have to be able to have a great skill, which I don't have. And so I couldn't translate and I don't dare translate in any IEP meeting. But, that's why we, I would prefer to have someone that specializes in translating. So people in the audience hear what is being said correctly. Dr. Jeffrey answered yes. We are working on that. That's one of the logistical pieces that we are putting a lot of planning into. If you come to any of our DELAC meetings, we do have in the moment translating. That's what we're working toward. We're possibly looking at creating a forum where we have groups of tables where people are speaking to direct questions related to the LCAP or the local indicators, in which case I'm working on having people who, it's not just translation, it's communicating in the moment in that particularly particular language. And because this is such a big task, just dealing with the different languages, that's one of the reasons though I have to take it slowly in order for it to be successful to

make sure that I do actually have enough translators because I completely agree. It's not just a matter of a one-to-one, translation. So, yes, that is definitely an area that we are considering and planning for.

President Gomez commented that to piggyback on a Board Member De Leon and she would like to know if our translators are certified because in the last meeting, the translators, what I heard through the community and she also watched, it was that the translation wasn't totally the way it should be. So she just would like to look into that and also on the forums could they be in the evening and on Saturdays so that more parents could be able to go to these forums because they're in the day, if a parent works, they're not helping, they sometimes can't attend. Dr. Jeffrey responded that at this point in time we are planning them for Saturday.

District Facilities Projects Update

Mr. Ruben Frutos, Assistant Superintendent-Business Services and Cindy DiPaola, Director-Maintenance and Operations provided the Board with information on Facilities and Measure I projects.

Mr. Frutos shared that Measure I Bond was approved in November, 2016 for \$106 million, originally was to be distributed over about 10 years. Just the sequencing of financing because of our good credit rating. And a couple of other things we've done that I will remind you of, we've been able to shorten that to about eight years, which is really good news and not easy to do. Mr. Frutos referenced a grid which is also available on the website that was recently updated with the temporary information. The list shared of 22 projects that were approved, under the bank language.

And now you see a new column called bond sequence financial with the letters B or B. What the a means was the first issuance that we did in, uh, July of 2017 for about \$25 million. And as you will see from our, um, later on the quick financial report, we've almost used all of it. The second issuance, which is B, was for \$30 million. And we issued that on April of 2019 just a few months ago. And we have started using some of those funds. The majority of those are for the Zamboni project and to pay back some of our prior year financing, we have made this available to our community on a regular basis. We updated, as you can see on the upper right corner, we have an update of nine 12. The one that we have finished about a week ago was nine, 10 and by the time we do the annual report we believe we'll have an October update.

All of the District projects are listed and the ones that are in dark or green, are the projects that have been touched with the current financing but it doesn't mean that we finished all of them, it just means that we have done some work in those projects. He was pleased to share that about a year ago, we have touched nine of 22 as of a week ago. We have started at least working on 17 out of 22 so a lot of progress in this process. A series of slides displaying various work were shared with the Board.

Room Renovations: Roosevelt, Wirtz, Mokler, PAS, CDS, Keppel, Lincoln 100 rooms have been renovated in the last 14 months

- All surface mounted electrical and data are moved within walls giving classrooms more teachable space
- New wall tag board is installed, completely wrapping walls
- New carpet is installed

- New ceiling tiles, lights and lenses are installed in most rooms
- Cabinetry is updated
- Roofing and rain gutters are repaired and installed
- Doors and trim are painted, and some classrooms exteriors are painted
- All floors, walls, and ceilings are inspected, and any needed repairs are performed.

Funding New Projects

- Bond Financing – Second Funding Completed
- Tax Base / Interest Rates / 6-8 Year Process
- Zamboni - New Building
- Portable Replacement
- Metro Project - Impact
- Move projects through DSA
- Bid / Contract award / Construction
- Planning Stage

Board Member De Leon addressed Mr. Frutos and added that he mentioned that in October there'll be an oversight committee meeting and asked if he knew exactly when. Mr. Frutos responded that right now they are looking at October 23rd at 5:30 p.m. and added that we actually ask to make sure that we get committee members. He mentioned to the Board that there are records that many years ago, sometimes only one or two would show up. We want to have at least three or four. And by in large we've had at least four members. So right now that's the date that we have and if anything changes we will let you know. But it looks pretty good for that.

Board Member De Leon addressed Dr. Pérez, are we working on like having a Board calendar that way we could put like these dates that are, well, she considers important. Superintendent Pérez responded that not only that, by the Board allowing us to hire a person that can manage the website for the district. We can have these things placed on there and updated regularly. So that is the goal and added that in response to her question, she spoke to madam President about this because we need to talk about at the retreat, our goals for things like this. And one of the issues we're having a scheduling a Saturday, but I don't want to interrupt this topic, so I'll let the Board members ask their questions on Measure I and then we can come back to that.

President Gomez commented that she knows Zamboni is not done yet and she thinks what she is going to bring up, I don't think we've thought about it, at least in the, in the planning stage. She doesn't know if it's too late and asked if we have thought about restrooms for the LGBT community? The transgender restroom. She knows a lot of facilities do have them and she was just wondering for the future. She knows we can't do all schools, but the high school and Zamboni and different schools. How are we looking into that? Mr. Frutos responded that actually it is a, it is a very appropriate question and that discussion was had with our design team about six months ago and it didn't come about for just one group, it actually came about looking into the future. You are allowing us to build you a building that if you look at Lincoln, that's what, 90 years. So it'll be way into the future. So what we were looking at, can we have facilities that have some

flexibility. In some cases, the design of the buildings and we will bring you a note so that you see what the architect recommending includes not only the old style of restrooms that have multiple facilities within, but separate facilities that can have some flexibility in the labeling in what they can be used for. Why aren't we doing that? Well, the law is evolving. There used to be that a separate facility might've been appropriate, but recently there are some individuals that don't want to feel discriminated by being sent to a separate facility. So you need to have the flexibility of multiple iterations of any type of facility like restrooms. And that's the piece that we're talking to the architect. We might not know what will be the concern 10 years from now, 15 years from now. So flexibility in design, we believe is the most important thing that we can bring to you.

Superintendent Pérez asked President Gomez if she could bring up the issue of the time for the Board retreat. President Gomez said sure and Superintendent Pérez suggested as an idea that we have the retreat in the evening, as we do like a study session, but it's not a study session. It's the retreat from 5:30, for the board and staff and the facilitators and the in the evening like a Wednesday night to set some goals that we can begin working on. Board Member Hansen commented that she thinks that's a great idea and thinks we need to move forward and asked if there are some dates we can look at. Superintendent Pérez commented that was going to be her next step and added that if the Board is okay with it. That with this Wednesday Report, I'll get some dates together. I'll speak to the facilitator to see what Wednesdays they might be available and then you would have to vote on it at the October meeting. So we would have it after the October meeting, as soon as possible.

ADJOURNMENT

Board Member Hansen 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 September 16, 2019 at 6:12 p.m.

Ayes: 4 – Board Members De Leon, Hansen, Vice President Cuarenta,
President Gomez

Absent: 1 – Board Member Garcia

Ruth Pérez, Secretary
To the Board of Education

President

Vice President/Clerk