

Paramount Unified School District



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

BOARD OF EDUCATION

CARMEN GOMEZ
President
YESENIA CUARENTA
Vice President
SONIA DE LEON
Member
LINDA GARCIA
Member
VIVIAN HANSEN
Member
RUTH PÉREZ
District Superintendent

STUDY SESSION MEETING OF BOARD OF EDUCATION

MINUTES August 26, 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 Renee Jeffrey, Director-K-5 Innovative Program	
Pledge of Allegiance	Dr. Debbie Stark, Assistant Superintendent-Educational Services	
Approve Study Session Meeting Agenda August 26, 2019 1.275	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 August 26, 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:

Speaker Reno Redula commented that once again Paramount residents led by parents, guardians are gathered here before you school Board members. Based on it to always demand for an event about term limits that must be initiated by you in the spirit of the Constitutional Rights Freedom of choice and therefore on your shoes. Now hope it is not motivated by greed. Now on your opposite, Paramount residents have no choice but to bring this very significant issue to other probable significant issue to a measure or ballot to voters to amend. The proof of the matter is that California Constitution article sixteen authorizes the state is not limited to school districts. To provide for manner in which the Times at which and the terms where, which the members of Board shall be elected for their

qualifications, compensations and removal. In this case, he agrees with this. In the spirit of democracy without this very important significant election, term limits on school Board members, the very sad thing is that Paramount residents can never expect a plan for an election, for an open seat. But a previous staff member knows this is a disadvantage to the new comers who are suited and well experienced for the job and are being discouraged to serve allowing for a status quo for decades without significant change to the school district in view of residents demand for term limits. You Board members, they'll take this for granted and honesty, transparency, professionalism must be adhered to always. The voice of the Paramount residents been heard and respected. He thanked the Board.

Speaker Sandra Dekay thanked the Board for the opportunity to address the Board at the meeting. She commented that she too is concerned about term limits for not only our city council but for the members of the school Board. She has lived in Paramount for more than 50 years. She has seen members of this school Board who have been in place for decades over the years, just look at Esther Caldwell, Richard Caldwell before they went over to the city council and others. Those are just a few. She could do more, but said she is not going to go into that. We citizens are tired of the same thing. We call to address our complaints at our schools, the safety of our children, all of these things. These are issues that are very dear and deeply rooted in our family, but we get absolutely nothing. Then we get lip service, oriented threats, which is wrong, but the same thing happens over and over and over again. Nobody listens to our concerns. So our children continue to be sickened. Our schools can still go down and their grades go down and nothing is taken care of. We can't even address other issues that are just really needed in our schools. The lack of teachers, teachers shouldn't be having to pay for setting up their classes and then spend hundreds of dollars. Why did we have to put up with this. These are issues that have been around for decades, upon decades, upon decades. It's time that we get some fresh blood, it's time that we did. People who care more for our children than as far as their pocketbook. And frankly, it's time for term limits. The president only gets two terms. The governor only gets two terms. Why then you members of this Board and members of our city council get decades of serving, getting the profit from it, but we as citizens get nothing. It's time for a change. She thanked the Board.

Speaker Gerald Cerda commented on the chronic absenteeism from a Board member and also from students which needs to be addressed. He added that on term limits, had this been in place many years ago Paramount Unified School District would not be in this position and Paramount Unified School District needs to reach its potential. He would like to get responses on what has been the water testing outcome. The results are mandated. He wants to know what the District has done to improve it water system and what has it done to provide the basic water necessities to students. We know he had the filtration stations some of them were exposed to the elements. It's, useless when we have element issues with the air and I know about responses that have been sent out and school administrators are saying that it does not pertain to the school because it is outside the perimeter. Who's making these decisions. Yes, It's outside, it's in the air. How can you control air from boundaries. You have to ask yourself which administrator would say something like that and send it up to the California Department of Education as evidence, so he would like to know what's being done to provide the basic necessity of

water. He still has family members in the school district where they're being asked to bring cases of water. Again, why are you asked to bring cases of water when, correct me if I'm wrong, the Paramount Unified School District has a budget of \$165 million. You have administrators getting six figures and you're asking the students to bring water to drink for basic necessity when they are in activities in the public school. He would like answers to his questions. He thanked the Board.

Speaker Andres Rivera asked if anyone remembers former council school Board Member Tony Peña. He grew up in Paramount and there used to be a lot of gang bangers out there. They used to tag on the walls and I used to be really scared to go play outside and my skateboard or my bike, you know, and stuff like that, and then here comes Tony Peña and we elected them. He was the right man at the right time. And now he thinks we're all happy that there's a lot of things implemented, proactive approaches to reducing gang violence in Paramount. And that's a big part thanks to him. Like he said, he was the right man at the right time and we have to take things like that into consideration so we could implement these term limits and we could get the right people at the right time. Another good example is obviously now there's been a lot of awareness in hexavalent chromium six and what did we do when there was the seat available. We voted and we voted for, he believes once again the right person that's actively doing something and that is Mrs. Sonia De Leon and he would like to give her a round of applause for her. Just to end with something to kind of help everyone here, not just anybody in particular, he wanted to say something. He has two things. One, he took a picture of it today because he works at a school district and this is the philosophy of their school. He added that he sorry, that was the wrong one, but this is what he wanted to end with anyways. This is words from Pablo Picasso. "I am always doing that which I cannot do in order that I may learn to do it." He added that he will end with that, give you guys time, let that sink in.

Speaker Rodolfo Barragan shared that he just wants to reflect and thank the Board for he thinks they gave us a great lesson and how government like kind of functions, which he thinks that a lot of people are just not aware of. You know, last time you were here you know you talked about, you know, there's the minutes and then there's the agenda. You know, I think clearly we want to be encouraging of more people participating in the governmental process. So he thinks just like knowing what minutes are and talking about, what is the best way to convey the minutes and of course, you talked in depth about how, you voted three of you voted for having minutes that essentially lists everything that the public and you yourself say, and he think that's really great that you came to that decision to really talk about that transparency because of course, you know, in many years from now, no one's really going to be looking at these youtube videos, but they may review the transcripts and it's just so much easier clearly, that, you know, you can see everything. And so he thanks them for letting the public know about like everything that was going on there. And he also really appreciated how there was this discussion that he had never just, he never had thought about that content, and so if you played a great educational role, and he just wanted to say thank you for that and if they know this distinction, but you know, like what is the Board, what is the superintendent, what are the voters like, what is everyone's role in the system of government. And he guesses what we learned, he didn't know, he doesn't think a lot of regular people know, of course there's the voters,

there's the people and the people then decide through elections how they're going, what policies they would like, it's by how will they vote for certain people that advocate for certain positions and of course in the last election we saw that, all of the new board members who pushed for things like term limits, who pushed for the environment, making sure that we have a healthy environment, those candidates then became Board members. So it's very clear, like there was a democratic voting process and then the people decided to three Board Members up there and now the three Board Members are representing the community in that way. So he thinks that's really great. And then how they talked about how they are the Board Members, we elect them and then, you know, the executive cabinet superintendent kind of like implements their decisions. So he thinks that was really educational. He thanked the Board.

INFORMATION ITEMS

General Services

Term Limits

Mr. Adam Probolsky, presented the Board with the results on the voter survey conducted by his Research firm on Board Member term limits.

Mr. Probolsky shared results on questions asked of 300 likely November 2020 voters in Paramount Unified School District. Interviews were conducted with respondents on both landlines and mobile phones and were offered in English and Spanish as well as on-line.

Mr. Probolsky shared the following information from the survey results:

- 13% cite lack of funding as a top issue facing the school district
- 68% would vote yes in favor of term limits
- 56% become more likely to vote yes knowing that an election to decide whether to impose term limits would cost the District as much as \$60,000
- 60% become more likely to vote yes knowing that if a term limit measure passes, current members would continue and still be eligible for re-election
- 52% agree that the school district loses experience and knowledge Board members acquire when they are forced to leave due to term limits
- 67% disagree it is near impossible for non-incumbent candidates to get elected to the Board of Education without term limits
- 88% agree term limits will bring fresh perspectives and new ideas to local schools
- 49.7% agree with statement saying that Board Members are just there to collect a paycheck funded by taxpayers
- 43% said Board Members should serve two terms if term limits are imposed on Board of Education members
- 78.3% would vote for term limits for Board of Education Members if the election were held today

Mr. Probolsky shared the following top reasons voters would support term limits:

- Need term limits to prevent abuse their power – 32.3%
- It will bring new ideas/perspective – 30.2%
- We need change, need new different people in the office – 20.9%
- Better district management doing their job serving their community

- 18.3%
- It helps to have more focus on problems that need to be fixed – 11.9%
- Give other people a chance – 7.7%
- To avoid corruption to make sure they don't get rich off our money – 6.4%
- Would like to know more about it – 3.4%
- General positive mentions – 3%
- Other – 4.7%
- Don't know/preferred not to answer – 3.8%

Mr. Probolsky shared the following top reasons voters would oppose term limits:

- Shouldn't have term limits if they are doing a great job – 30.6%
- Need more information – 12.2%
- Would lose the inherent knowledge experience – 12.2%
- It's waste of money – 10.2%
- Other – 18.4%
- None/nothing – 6.1%
- Don't know – 12.2%

Lastly, of the likely voters, 59.7% do not have children under 18 living in their household.

Board Member De Leon commented that last time Mr. Probolsky came, he answered all her questions and she knows the community was in favor of term limits.

Board Member Hansen commented that it was very comprehensive and once she had an opportunity to read the entire report, she felt like all of her questions were answered and appreciated that and is comfortable. She thanked Mr. Probolsky.

President Gomez commented that it is great research that he did and thanked Mr. Probolsky.

President Gomez added that with that, a vote would be taken to make a determination on putting term limits on the 2020 ballot next month. If it passes next month, this September, we will bring it to say what the description of what we want to add to the ballot on how many years or what we want to add to the description of that election. President Gomez asked for a vote.

Board Member Hansen commented that she believed the night's meeting was a Study Session. President Gomez replied that no, at the last meeting it was determined that today after Mr. Probolsky would come, they would ask to place it on the ballot if it passes, in September they would come back with a description and asked the Superintendent if she was correct.

Superintendent Pérez replied that her remembrance was that a study session was asked for so that Mr. Probolsky could come and answer any questions. Board Member Hansen added that there's nothing on there about an action item.

Superintendent Pérez added that she does not remember if it was said that it would be brought in September to whether or not to take a vote, put it on ballot or if it was a night that a vote was going to be taken. We can go back to the archives and look at that. She added that what she remembered is in September it would be brought back although it doesn't preclude the Board from taking a vote, but that was her recollection.

President Gomez asked if any other Board Member had a recollection/ Board Member De Leon commented that she remembers that it was stated, first that one Board Member wanted just to meet with Mr. Probolsky and then there was another Board Member and then you intervened and said, well, let's just have a study sessions so that way we're all together, we could ask the questions if that needs to be and then we could take a vote.

President Gomez commented that since Board Member Garcia is not in attendance but can see the meeting online, a vote will be taken in September with the description if it passes in September, that same night the Board will come up with a description. So meanwhile she asked the Board to think about if it does pass, think about what they would like on the election ballot. Two years, three year term, a two years, not come back anymore. Two years, take a term off and come back or any other description they would like to see on the election ballot if it passes.

Superintendent Pérez commented that it would be shared with the attorney and they can look at ballot language to make sure that the language is correct.

President Gomez asked if the attorney could provide the Board with it on the Wednesday before, just like they get the agenda and that way they will be prepared and September make both, the putting in place, placing on the ballot and if it passes we could just go forward with whatever description we want instead of waiting another month.

President Gomez commented that for the record, we will come back in September and take the vote to place term limits on the ballot. If it passes, a description will be made that same night, that way we go forward to something else.

An audience member asked who votes. President Gomez commented that it's the five Board Members who represent the community.

The audience member asked what if two voted in favor and three voted against then it doesn't pass and somebody on the Board wants to keep their foot in the door. President Gomez responded that what can be said is that the Board all have their own vote and whatever the majority of the vote is, that's what it is. No matter if we go against it or for it, it's in the books, the majority. That is what is always said on the board, it's a team. We could all get upset if it doesn't pass, but whatever the majority chooses, that's what we have to go by sir. That is our democracy

President Gomez added that if there is a tie, two to two vote, we would have to bring it back. If it does not pass, it just does not pass and we cannot do anything for 2020. It doesn't say we cannot bring it up in future,

but for the 2020, whatever the outcome is in September, that's the outcome. She knows the residents are hoping, because that's what the research shows. The residents are hoping. But we cannot guarantee until we take a vote. She knows that all residents have seen this online, have come in person and what she is saying is that it's the majority and not just for term limits, it's all issues. When the Board takes a vote, is the majority that wins no matter if a resident gets upset, no matter even after the vote, if I have my neighbor come and tell me Carmen, sorry the majority spoke and unfortunately that's the way our democracy works.

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 August 26, 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

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District Superintendent

SPECIAL MEETING OF BOARD OF EDUCATION

MINUTES August 26, 2019

The meeting was called to order at 6:30 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	
Approve Special Meeting Agenda August 26, 2019 1.276	Board Member Hansen moved, Vice President Cuarenta seconded and the motion carried 4-0 to approve the agenda of the Special Meeting of August 26, 2019. Ayes: 4 – Board Members De Leon, Hansen, Vice President Cuarenta, President Gomez Absent: 1 – Board Member Garcia	

HEARING SECTION

During the public hearing section Adrian Alvarez addressed the Board:

Adrian Alvarez commented that being on the school Board more than anything implies being the prime example of the institution that you're guiding in your institution. The primary essence of what you do is to educate, you can't educate unless you lead by example, our kids spend most of the time in school. If you take into account homework, if you take into account sports, most of the time they go home just to eat, fall asleep, come back to school. In that situation, it's very important that kids get the examples, not just from teachers, but from the school Board or from administrators. And one of the things that schools teaches that is extremely important is civic duty and democracy. It's in school that we learned about voting, it's good that we learn about the civil rights, it's good that we learn about the importance of knowing your history and getting involved, how is it that we overcame segregation, how do we get women to vote, how do we get gay rights. Everything happens in school. Unfortunately, we kind of trust that, you know, when you get people on the school board that it's a given, that they're going to be the examples of virtue and civic duty, but unfortunately that's not the case. If you look in the newspaper every day, there's all kinds of superintendents that are being charged for corruption.

Just next door Jose Fernandez in Centinella Valley, he managed to pay himself \$750,000 and a home loan for 1%. Ken Taylor that I work for in Lennox, he shot himself as he was being investigated for corruption. And I'm saying this because as we evaluate who is to be the prime example of paramount unified school district, it shouldn't just be about, whether we're getting close to meeting the standards in Math and English, of course that's important. But it's very important that they are the prime example of what it means to be engaged in the community, to respect the democratic process, to be an example or differentiating between governing and administrating. And unfortunately for most board members that work, they don't have the advantage of being every day in school, and too often superintendents take advantage of that and they blur the line. So a lot of people that step in here, they can distinguish who got elected to govern and who got paid to administer, so we need to include in the evaluation, parental engagement and respect for the difference between governing and administrating.

CLOSED SESSION

The Board adjourned into Closed Session at 6:35 p.m. to discuss the Public Employee Performance/Evaluation (Superintendent).

OPEN SESSION

The Board reconvened to Regular Session at 7:04 p.m. Board President Gomez reported that the Board discussed Public Employee Performance/Evaluation (Superintendent).

There was no action taken in Closed Session.

ADJOURNMENT

Board Member Hansen moved, Vice President Cuarenta seconded, and the motion carried 4-0 to adjourn the Special Meeting of the Board of Education held on August 26, 2019 at 7:04 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

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STUDY SESSION MEETING OF BOARD OF EDUCATION

MINUTES August 28, 2019

The meeting was called to order at 5:33 p.m. by President Carmen Gomez in the Boardroom at the District Office, 15110 California Avenue, Paramount, California.

Roll Call	Carmen Gomez Yesenia Cuarenta – 5:34 p.m. Sonia De Leon	Linda Garcia-ill/bereavement 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 Elida Garcia, Director-Special Education Manuel San Miguel, Director-Student Services	
Pledge of Allegiance	Dr. Debbie Stark, Assistant Superintendent-Educational Services	
Approve Study Session Meeting Agenda August 28, 2019 1.277	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 August 28, 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:

Daisy (last name not provided) is in attendance representing a group of parents from different school sites. They have observed at different schools sites that there are teachers and assistants that are occupied in other stuff and not in the care of students. Their observation is that they are on their cell phone or computers. Many years ago, she came to the District to different people and asked for help. She presented some concerns they had as parents. She believed that once presenting them here that she would have different answers. They as parents are here because they are the voice of Special Ed. When they as parents approach

different teachers, persons who are of the capacity in the area in Special Ed, they do it because they have seen in them the support they provide. The district needs to recognize that these children learn in different ways, but the district is not paying attention to these needs, and parents have gotten together to bring this to the District. She is here to let the Board know that they are family too. They say that they are family because they are residents of the city of Paramount, they belong to this district, when they come to you, they not only do it to obtain services for their students, but because they see the necessities and needs of each student. They as parents don't want you to count their children as a number just for funds. They ask that you please focus on Special Ed and do not put a side. Because if these students don't learn right now what is their future going to be when they leave this district. She thanked the Board for listening and added that behind her there are hundreds of parents with the same worries.

Gerald Cerda thanked Daisy and the community that is in attendance to talk about Special Education. He has walked the campuses when they have attended some of the Special meetings and added the IEP is for his son. He graduated now and they did notice that students were in rooms on their phones instead of getting academic, learning academic structure. So there is a flaw in the system here and he want to piggy back on that but what was not mentioned is there are other issues like the SELPA meeting, the annual SELPA meeting that Paramount didn't get any notice because somebody forgot to pass out the flyers. It's once a year, it's an important meeting is done by LACOE and somebody dropped the ball at the Paramount Unified School District. So, yes as parents with special needs students, there's a lot of room for improvement and we do need to pick that up, otherwise where are kids going to be. He added that he did ask the case manager about transitional and what is transitional and was told to look it up in Google. That's our case manager with Special Education. He feels there are issues because he did talk to some teachers that have been here for years and they've been requesting full time jobs, yet they are part time. How ae we going to get qualified teachers if we just have them as part time employees. There's a lot of talent out there and he thinks they deserve full time tenure. They deserve benefits just like any other teacher that has met those requirements. We need to look at that to keep those teachers with those qualifications. Mr. Cerda would like to know what Paramount Unified School District has in place to evaluate students who show learning challenges. There may be a broad array of students needs that require specific IEP or 504. He asked what does Paramount have in place, how does the district work with regional center and with doctor evaluations to work on IEP and 504 to move those students forward. How does a nonverbal student who is denied sign language services from regional center increase academic learning with Paramount. He talked to a lady and she said her son uses an iPad to communicate with staff, he should be learning sign language. iPads go down and maybe the other person may not have the time to look at an iPad. This is a child that is six, seven years old, he shouldn't be denied sign language services. He thanked all the parents that are at the meeting that are Spanish speakers and he welcomes them to attend more meetings, not just tonight and also parents are passionate about their student's education. So there shouldn't be and he's going to say again, there shouldn't be any persona non grata on parents.

General Services

Special Education Update

Dr. Elida Garcia reviewed with the Board highlights of the Individuals with Disabilities Educational Act (IDEA), the continuum of services and programs offered for students with disabilities in Paramount Unified School District and actions to increase opportunities for students with special needs into general education settings and initial program outcomes.

The purpose of the IDEA is to ensure that all children with disabilities have free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living, the rights of children with disabilities and their parents are protected, and educators and parents have the tools to improve educational results for children with disabilities by supporting system improvement activities; coordinated research and personnel preparation; coordinated technical assistance, dissemination, and support; and technology development and media services.

To the maximum extent appropriate, children with disabilities are educated with peers who are non-disabled. Special classes, separate schooling or removal of children with disabilities from the regular environment occurs only if the nature or severity of the disability is such that education in regular classes cannot be achieved with the use of supplementary aids and services.

The General Education curriculum is modified for students in most Special Education settings, including RSP, SDC (Mild/Moderate), Autism and behavior support classes. Curriculum is modified or supplemented according to a student's IEP goals. A separate curriculum is used with students in SDC Moderate/Severe classes. This curriculum, called *Attainment*, integrates academic skills with a focus on life skills. Students learn Math and Literacy skills in the context of real-life application.

Paramount Unified School District is committed to expanding opportunities for students with disabilities to participate in General Education settings. Co-teaching began with students in the Resource Specialist Program nine years ago and now includes middle and high school students in Special Day Classes. An inclusion Preschool Class is being launched at Wirtz Elementary School in 2019-20. This is co-taught by two preschool teachers: one Special Education and one General Education and includes both students with IEPs and General Education students.

Schools receive support through professional development for teachers, principals and instructional aides, curriculum development, program support and technical support.

The District will monitor and assess the new inclusion preschool class by surveying teachers and parents, monitor co-teaching in grades 9-12; analyze courses offered and collect data on student outcomes (grades, behavior) and develop a two-year plan to address student with significant behavior support needs, including how to provide professional development for Special and General Education staff.

The presentation in its entirety can be viewed on the District website.

Board Member De Leon referenced continuum of services and commented that in looking at co-taught classrooms, Gen Ed and Special Education and asked how many classrooms or how many teachers are doing co-teaching? Dr. Garcia responded that in all of our elementary sites, the RSP resource specialist teacher is co-teaching with a general education, for those students in our middle school, both the resource specialist teachers as well as the special day class teachers are co-teaching as well as the high school. You see that model as well for both RSP and Special Day Class and the subject areas that they focus on with co-teaching, of course it is Language Arts and Math. One of our middle schools has started rolling out Science that they are co-teaching this year. So we are very anxious and eager to see how the outcomes will happen with that.

Board Member De Leon asked if all RSP teachers do co-teaching. Dr. Garcia responded that do and do a blended service where some co-taught classes and then some pull out depending on the student needs.

Board Member De Leon asked if SDC would also co-teach and Gen Ed and ELA and Math. Dr. Garcia confirmed that is correct.

Board Member De Leon commented that the way she is understanding is that if she were to be employed here as either a RSP teacher or SDC teacher, she would basically do a co teaching class in ELA and math. Dr. Garcia replied that was right and she may do some pullout and would depend on the students services but to keep in mind that the pyramid of continuum of services is fluid so you may see a student throughout their educational career move throughout the different placements depending on their needs so if they make progress and they're placed in a Special Day class and they made progress, we want them to move to the least restrictive environment and we moved them over to a resource program and monitor the progress then so it's very fluid. You may see some students that are in a co-taught class for some subject areas and they may be in a special day class or with a special education teacher in one classroom who receiving services in another subject area.

Board Member De Leon commented that to make it clear, not all students are pushed into ELA and Math and for co-taught. Dr. Garcia responded that no, it depends on their student needs. Board Member De Leon added that we don't know exactly how many teachers we have in RSP? Dr. Garcia responded that she would be able to get her the information.

Board Member De Leon commented that she looked throughout the presentation and she noticed that it says the top classes are at Paramount High School and Zamboni Middle School and added that on page 14, where it says what do students say about co-teaching. Dr. Garcia replied that those are just quotes from the students we just happened to highlight those.

Board Member De Leon added that in the pyramid it shows SDC without mainstreaming and when I look at SDC, it could either be mild, moderate, or moderate to severe. So is there a specific category. Dr. Garcia responded that it depends really on the students' needs and what they are able to do. We want them to be successful if they do, may do mainstreaming. So it may be that they're leading up to them.

Board Member De Leon commented that it worries her because the way it's written, it's like we're not mainstreaming the students and she knows that even if they're going to lunch, then that could be considered mainstreaming. Dr. Garcia responded that is right and where we were talking more in the pyramid about instruction, academic education, but in the IEP, it lists how much time they spent in general education, how much percentage of the time they spent in Special Education.

Board Member De Leon added that in other words, they don't perhaps mainstream to an elective, right. Dr. Garcia responded that if they're in secondary, why it may be or it may be that they have a different type of mainstreaming. Maybe it's that they're doing more of the social aspect. It all depends on the grade level and then the student needs.

President Gomez asked Dr. Garcia if she could explain what mainstreaming is. Dr. Garcia shared that mainstreaming is when the actual Special Education student, in a special day class goes into a general education setting.

Dr. Garcia referred back to Board Member De Leon's question about how many Special Ed teachers are employed and there are 39 teachers that have the job title Resource Specialist and 64 teachers that are under Special Day class and added that is a fluid number because we may hire as we need more

Board Member De Leon added that further down in the pyramid, and she has stated in various Board meetings her concern for our students that are going into nonpublic schools which can be seen by the pyramid, it's more restrictive and the way she personally sees it is that it's basically segregation. So, as a Board Member, she would want to see data, what are we doing to intervene to help our students and added that it's really alarming to her to see that we're actually placing them there and she understands that there's some students that we might have done interventions and it didn't work, but I know the number of students receiving these services, she is concerned and with the number that is coming back. Dr. Garcia commented that we know our program specialist and our program administrators work very closely with the nonpublic school personnel to monitor, to make sure they're getting the service that they need and if we feel at the IEP meetings or even the monthly check-ins or weekly check-ins that they sometimes do, we feel that they are being at least restrict it's successful at all, then we start doing a transition plan to bring them back.

President Gomez commented that on a previous Wednesday report, Dr. Pérez provided information she believes that there was 48 students and only three came back and asked what is the percentage or and she noticed that it is declining for them coming back. Is there a reason why or as Board Member De Leon said, what are our strategies to bring them back, we want them back to Paramount. Dr. Garcia responded that some of our students, in non-public schools continue to struggle emotionally, behaviorally. We have some students in nonpublic schools too. That's not for behavior reasons. It may be for their developmental needs that that is the placement that's best for them. There may be a program that the parents and the team thought it was wonderful for them to be in, which maybe a deaf or hard of hearing. Those are sometimes nonpublic school placements as well, so it's

not just behavioral, we have some students that have, depending on their, developmental or academic needs.

Board Member De Leon asked if as a district have we had non-public agencies coming to support us, perhaps behavior interventionists and added that she knows we have some as far as the district employees and what is their role. Dr. Garcia replied that we have consultants that we also contract out for trainings. We have some students and have agency contract personnel that's working with them and training our district employees on the behavior strategies that they're utilizing.

Board Member De Leon asked who specifically gets trained. Dr. Garcia shared that classroom teachers as well as the instructional assistants.

Board Member De Leon asked if there is a particular intervention strategy or behavior strategies that they're employing. Dr. Garcia shared that we use quite a bit of the applied behavior analysis. The staff at Hollydale that is the autism focus program, all of that staff has also been trained in a lot of the ABA strategies, which stands for applied behavior analysis and we have had consultants that come in and do more in depth training and mentoring with some of our staff as well.

Board Member De Leon asked if we have a functional behavior analysis to determine why the student perhaps does what they do, is it attention seeking or what have you, and, are the teachers then trained in how successful. Dr. Garcia shared that we have a couple of different parts of an IEP that the team could recommend a student for a functional behavioral analysis, a behavior intervention plan and those become part of the IEP. So there's a plan that our specialists, our school psychologists as well as behavior intervention specialists or counselors, our social workers are all involved in those goals and then of course, helping the teacher and the aides to apply and implement those plans it does build some constant review and monitoring.

Board Member De Leon asked if a parent requests a FBA, which is a functional behavior analysis, and then they develop goals, when are they reviewed. Dr. Garcia replied that at least annually. So it wouldn't be reviewed in there but to keep in mind that there's the benchmark assessments that the IEP has where the teachers and the support staff are looking at their progress, so you don't have to wait a year for the IEP meeting. You could always hold another meeting, revise the goals and objectives.

Board Member De Leon added that in other words, we would have things that we could implement before we say oh my gosh the student needs more behavior intervention and then we send them to non-public. Dr. Garcia replied that definitely and added that we do not like to do referrals to non- public schools because we feel that it's a very restrictive environment. Our aim always is to do the least restrictive environment for students.

President Gomez asked if a parent sees that their child has progressed, can the parent always ask for another IEP at any time. Dr. Garcia replied that of course, that is always their right. We always want to revise those goals and objectives, they will hold it in an addendum and the teachers will do that with the parents.

President Gomez asked if Parents are always involved when there's an addendum. Dr. Garcia responded that parents are always involved when there's an addendum as we have to have parent consent. We cannot assess, evaluate a student, cannot change the program placement or anything without parent consent.

Board Member Hansen asked how is it decided if a student is able to go into mainstreaming. She has heard from folks that there are students that are just not ready to be in that mainstream class. So do we assess them somehow. Dr. Garcia responded that yes, that's where the IEP goals come into place and that's where the teachers really rely on their feedback from the staff that's in the classroom with them. The observation, the work completion they have in the classroom, understanding their comprehension skills and their social skills. All of that come into mind because when we design a plan for that student to be mainstream, we want it to be a positive, successful experience for them and that also requires parent consent. Sometimes we have parents that say, you know, "I don't think they're ready, I'm afraid those kids are much bigger than mine". So it's a matter of us all working together to make sure that we're all ready for the mainstreaming opportunities.

Board Member Hansen asked if a teacher or a parent feels that maybe a student isn't quite ready, then you would hold another IEP. Dr. Garcia responded that we would hold off on the goals. Maybe reduce the time they spend in mainstreaming maybe at the subject area that they're mainstreamed in and maybe not as academically challenging for them or maybe it doesn't require them to, use a lot of oral language during that subject area, so we always, especially in the primary grades, we're always looking at them.

Board Member De Leon asked if there are any best buddy programs and she knows those are more, the teacher takes your time, as she has done that in the past to really encourage our Gen Ed students to really get involved with our students with special needs because in society, they should be part of society and we don't want to outcast them and we know that students with special needs, need role models. Dr. Garcia shared that there are quite a bit of our schools districts are very innovative in those kinds of practices. We encourage those innovative practices coming from the principal, working with their staff on how to do that. They have partnerships between the Special Education, General Education teachers to make that possible. We have Los Cerritos that have a couple of different buddie programs for the moderate to severe, so it depends on the school site, depends on the ages of the students and the grade levels. It is happening quite a bit in our schools.

Board Member De Leon asked if parents could request that and would they talk to the teacher and find out what opportunities are there and then take it from there and are there any sports. Dr. Garcia responded that definitely. We have some at the senior campus, we've had some of our moderate to severe students participate as either the help or the assistant, the coaches assistant, if they're not able to get out there and really participate in some of the drills the teams have to do.

President Gomez asked if we have that also in the middle schools. Dr.

Garcia responded yes.

Board Member De Leon referenced the PUSD program aligned with continuum of services and assistive technology is there and she understands that some students might need an iPad per se, but she also knows that there might be particular students that need more of a person that provides these services. Do we have a person. Dr. Garcia responded that used to be a service that was through our LACOE SELPA. But now we've taken those programs back and here in the district we do have one of our speech and language pathologist as the contact person for that alternative like communication devices. They are the ones that monitor the use of the devices, they are the ones that also help the teachers train the teachers on how to use those devices in the classrooms and those devices are also sent home with the students and also provide some training for the parents on how to use them at home.

Board Member De Leon commented that there are some parents that are very hopeful and added that if there is one thing about parents, is that they don't lose hope and that hope can't stop with us, we have to be the model, we have to push, we have to think outside the box and she knows that there are people questioning and saying, why don't we give them an iPad or why don't they teach them sign language and she knows this could be controversial because some parents prefer that their child speak. Board Member De Leon asked if that is left to the parents to decide or is it a collective decision. Dr. Garcia responded that the parent is the one that gives consent to that individualized education plan, so the parent has a major part on those two decisions. They are very personal decisions and the type of method of communication that they prefer for their child. We have the specialists that give their findings on the assessment that they do. We also look at that and then we present that to the parent and we present our recommendations, but it's up to the parent to give consent to the services.

Board Member Hansen asked if the parent has a choice. Dr. Garcia, responded that they definitely do.

Board Member De Leon commented that with speech and language services, she could when the Board agenda was received that we had litigation or due process and parents or the students receiving compensation and asked if we are still in that same pattern. Dr. Garcia responded that due process is a due process meeting that's always there for the parents to file, to seek, if they aren't in agreement with what the district offers for free inappropriate public education, so that's always the parents right. She added to keep in mind that in the state of California, the filings for due process are very high, so what is seen here in Paramount is pretty much what you see throughout the district and on a regular basis.

President Gomez commented that piggybacking on Board Member De Leon, PUSD programs aligned with continuum services, for the special day class, she would like to request data from the last five years on the number of date, a special day class students who received a diploma and how many of those students in Special Day class students dropped out of school in the last five years.

Board Member De Leon commented that she understands in Gen Ed they

are on the diploma track, some students, some with mild to moderate, disabilities, could also be on the diploma track. But her concern would be more perhaps in the moderate to severe that they receive a certificate of completion but what does this mean. What is at the end like for them to receive a high school diploma, we know that they have to meet certain criteria and so her concern would be what is this certificate, what does this show as an accomplishment, so if she was to have a child, she would know what this certificate means. She knows and understands that there's various levels of cognitive ability and asked what would that encompass. Dr. Garcia responded that those conversations with parents would have already started once in their certificate program, especially the middle school, high school, they start having those conversations. What would a certificate of completion mean for the student. The county, the state of California recognizes that the student was able to complete the participation in an alternative curriculum program but that does not hold back students that are able to get part time jobs once they finish with us or even while they're in the adult transition program.

Board Member De Leon commented that it doesn't really demonstrate what level they got to or they're satisfactory in this area. Dr. Garcia responded no, and they did that because of so many different wide range of developmental needs that students have.

Board Member De Leon commented that on the Paramount Adult Transition program, what helped her to really understand the Paramount Adult Transition program was for her to visit the program and seemed very real and a really nice program. She shared she has some concerns for instance, there is a mock apartment. She feels that perhaps we could start at a younger age, too not necessarily that they cook, but perhaps making their bed, things that could be then implemented at home and wondering if there's a connection and then further on she is thinking and knows there was a student that was there at the school site when she visited and the student was working at Dennys. The student stated that they could clean by mopping, picking up dishes and whatnot. It concerns her and she does not know the whole story, but most students could do that already at home, so then what are we doing to push the boundaries more, because if the student is already cleaning her or his house and knows how to mop, we could perhaps break out of that cycle of just having perhaps mediocre jobs and she is not just saying it for herself, but she is hearing it from her community that they don't want their child to just go into cleaning. They already know how to clean at home so. She is just trying to think out the box and perhaps we could develop something on the iPad where this child or this young adult could then take orders. Dr. Garcia commented that it also on the student needs that are there and their interest. The job developer at the adult transition program works with that student as well as with the parents and the teacher to try to find a job placement that they have an interest, a genuine interest in. So you heard from the student that was talking about Denny's. That may be what she wanted to try at the restaurant industry. We have other students that work at grocery outlet and they're actually stocking. We have other students that may work at the print shop in the district helping. So it depends on their skills level and their interest as well and it's not just a custodial kind of a career track that we offered the students. It really is very individualized, that's why it's Special Education.

Board Member De Leon commented that she had an idea and would have to check if everyone was okay, but she noticed that the person that helps the district network to get jobs for these students, she mentioned that perhaps it would be some kind of incentive that we have some kind of logo sticker that they would put in front of their business and she I would not know what it would exactly say and it's just an idea. She would love for the community to basically ultimately decide on what they would want it to say because sometimes words are not always a friendly to parents or families and her idea would be then those parents that have children or if you yourself, most of us atleast know someone with special needs that at least I would go to that business more often. She added that she knows that at Northgate there's a student there and she has mentioned before, but when she goes, she makes sure that she goes to that line because she wants to make sure that she supports that student and hopefully would build a better district and community and push the boundaries. That is what she would want for the students.

President Gomez referenced General Education setting and initial program outcomes and asked what is meant by initial program outcomes. Dr. Garcia responded that we just started the co-teaching in the special day classes last year.

President Gomez asked for which group of students is it for all group of students, Special Ed, moderate, severe. Dr. Garcia responded that it is for the middle school and that's in our co-teaching classes and for students in a Resource Specialist program in our Special Day class for mild moderate. President Gomez asked if it is not for moderate severe students. Dr. Garcia responded no because they have a different curriculum. They have attainment as their curriculum and is more life skills based.

Board Member De Leon asked how it is implemented. Dr. Garcia responded that it is an actual curriculum with curriculum guides and it is aligned with the common core standards in terms of the general concepts. Board Member De Leon commented that means we have a student that is in first grade, by the time they go to second grade they would just continue on. Dr. Garcia added that it is just like our core curriculum, but it's a different type of curriculum and state approved curriculums.

President Gomez stated that for her understanding, on page two where it says children and youth ages three through 21, she was under the impression, which she may be wrong, we had them for four years after, from 18 to 22. Dr. Garcia responded that once they reach that 22nd birthday, so all of their 21st birthday and this language was taken from the federal law.

Board Member De Leon commented that she is interested looking at attainment because she is not used to that and too unique. She knows that's another one that is phased and she would want to see how this flows. Dr. Garcia commented that she would get some samples of them. President Gomez commented that she would like that too.

President Gomez asked if there are supplemental materials. I mean what, what is really attainment is the curriculum. Dr. Garcia shared that it's the whole sequential where they're doing the stories that they're doing, some

lessons on life skills. They have math incorporated for the real life experience math.

Board Member De Leon asked if it would have an assessment. Let's say they take an assessment that they are in fifth grade and they're moving onto sixth grade, but sometimes we know that our students with special needs regress and so is the teacher able to assess and then determine they regress so now they're at this level or they made progress and now they're this for special education. Dr. Garcia commented that teachers do use some of that, but really they also go by the IEP goals and objectives because that's where the individualization is happening.

President Gomez commented that she noticed that the autism focus, but on the only programs in alignment of continuous, it says K-8 and asked what happens after they graduate eighth grade. Dr. Garcia responded that they go onto the high school program. So then that IEP team works on the placement that they would have for the high school.

President Gomez asked if the IEP team works with the IEP team from the high school. Dr. Garcia said yes and any time there's a transition even from one grade level to the other, but definitely from elementary to middle school, they have articulation meetings where those teachers get together and they talk about the students and that is where they review the IEP goals and other things that have helped the teacher with those students be successful in the classroom.

President Gomez asked if the parents are included in that. Dr. Garcia responded that is more for the instructional and the parents have a transitional IEP, that the transition from one grade level to the other happens during the IEP. Let's say a student's going from the elementary to middle school, they would start addressing that in the IEP meeting for that student.

President Gomez asked if the parents can be involved in the transition from eighth through the ninth grade with the teachers. Dr. Garcia replied that in the IEP team, you would have the teacher that is receiving the student in the IEP team as well.

Board Member De Leon asked of the autism focus at Hollydale how many classes do we have and how many students can enroll in that program. Dr. Garcia responded that the program is designed for students that have the eligibility of autism, but they also have mild to moderate delays and some of our students with autism may also have other developmental delays that may not be the program for them because that's a general education curriculum and we take all of those things into consideration, when doing program placement, but at Hollydale we have classes from kindergarten all the way through eighth grade.

Board Member De Leon asked if what she is saying is that it is more for a higher functioning student with autism. Dr. Garcia replied that it may be that profile because that is a general education curriculum with the social skills training that goes with it.

Board Member De Leon asked if what she is saying is that once you start, they continue to eighth grade, so it is pretty much that many classes that they have so it's pretty much just one class. Dr. Garcia responded no, they

have several classes. You may have a Special Day class that is K-1 and then they have another second and others.

Board Member De Leon commented that she understands the continuum basically it's kindergarten, first grade, second grade, so that's already nine classes because first grade through eighth. Dr. Garcia responded that we combined some of classrooms because we may not have enough students to make it a kindergarten class.

Board Member De Leon asked how many students average. Dr. Garcia replied that she would have to look at that because right now we are still at the beginning of the year so our numbers are kind of fluid and we start to stabilize our enrollment around this week.

Board Member De Leon commented that she is asking because she does not know and she wants to understand that what is being said is that it depends on their ability to basically do this Gen Ed curriculum so they have to be higher functioning. Dr. Garcia replied that it could be with modifications of course.

Board Member De Leon commented that she is concerned if we have per se a cap of how many students could go there and then once they, once they finished eighth grade, what do we have for the students that continue on and then what do we have for the ones that didn't meet the criteria or maybe they could have met the criteria, but we just don't have room for them. Dr. Garcia replied that we don't limit just because we don't have staff, we hire more if we need to open more classrooms. We but for right now we have five teachers at the Hollydale Autism Program and the last several years we were able to maintain our numbers with those five, but if we do get a larger percentage of students that need that and studying, then we would add another teacher to them.

Board Member De Leon asked if there is a reason why we stop at eighth grade and not continue. Dr. Garcia commented that she thinks they developed that program, it was by the time they were in eighth grade, a lot of those students had learned strategies on how to, seek out appropriate kind of attention in order to self-regulate. They've learned ways to compensate and keep in mind also that in a high school, our staff is still trained to work with students that may have the eligibility of autism. It doesn't mean that we don't stop providing that support. It's just now we do more in the context of a high school setting.

Board Member De Leon asked for the students that don't qualify or per se don't meet the eligibility because of their cognitive ability to be in pretty much Gen Ed curriculum, do we still have some kind of behavior. Dr. Garcia replied definitely and our teachers are still trained in all of those ABA type of strategies and if they need more support, there's always a program specialist as well as our behavior intervention specialist that will help them with them.

Board Member De Leon commented that it was mentioned that at one point, students will work with the regional centers, or at least the regional center and asked if the parents are aware of these services or does this district make them aware. Dr. Garcia responded that the family's been a client of the regional center starting when they come in at three years of age and we have transition IEP before they turned three years and we

already have services in place for them when they're on their third birthday and we cannot as a minor cannot be a client of the regional center without the parent being involved.

Board Member De Leon commented that she has worked with regional center that is the harbor regional center and they do come at certain transitional phases in the students' lives and as they're transitioning, you could say maybe the high school to then the adult transition before the transition regional center invited. Dr. Garcia responded that most of those students are already clients of the regional center and we highly encourage them to continue that service once they leave our district.

Board Member De Leon commented that one thing that wasn't mentioned and as a parent having a student with special needs she never received any type of workshop and she never really questioned it because she worked already with students with special needs. She knows that LA Unified and Whittier City, they always have parents engage in different workshops to know their rights but she never seen that and to this day, she has never seen that. Dr. Garcia commented that those services with those programs were often provided by LACOE SELPA and added that now we have taken LACOE and now we're part of Mid Cities SELPA so it's just newly developed. We are trying to find ways on how to plan those so that we can serve a wider area of parents with those kinds of workshops but that is something in the making. Our parents can be a part of the school site where they attend. So there are always invited to the workshops that go on at that school site, they are always invited if they are having difficulty with their child at home with certain developmental adolescent kind of issues that may come up. They can always tap into the school counselor. That is all part of their community as well.

Board Member De Leon commented that she knows her son was a handful but it was disappointing to see that she was asked what she wanted in the behavior plan and well, even though at one point she wanted to become a behavior specialist, she felt like that wasn't her thing to do. She did state this is what I want and thank goodness Mr. Jackson said, okay, this is what we're going to have and open to provide help and that is what helped them. Once he went to the middle school, it was like a whole different child and then he wasn't allowed to have an elective and she knows her child and that's the thing that frustrates her and she understands her community when they say, I know what my child needs because they have been living with that child forever and nobody is ever going to know that child but the parent more. She had requested and said her child needs to have an elective he's in high school he needs something so he can look forward and it was denied and it was very upsetting so she had to send him to Riverside where he did have an elective. Oddly, and at the same time it was interesting he was working with horses and that changed his whole perspective and he was able to graduate when at one point she felt this kid is not going to graduate. So that is something that other school districts such as Long Beach, they have all means all and that's something that she would want to really look into and hopefully one day we adopt that resolution and that when we say all means all, that everyone can transition or mainstream into something even if it's art for five minutes and go in because we need to build those connections with the Gen Ed population and our Special Needs because they're the ones who will advocate for our

students because our students, most of them can't advocate for themselves. Dr. Garcia commented that is why we are hopeful for our co-teaching opportunities as well as our inclusion preschool program that we started.

President Gomez asked if an example could be provided on the curriculum and instruction, where the students learn math and literacy skills in the context of real life application. Dr. Garcia responded that this is done more maybe on real life examples of going to the grocery store, adding up their bills that maybe it's the checkbook balancing that they may do their math in. So it's not word problems that are very hard for some of these students may be to comprehend, it's more related to everyday kind of living.

President Gomez asked if that includes the moderate to severe students. Dr. Garcia responded yes.

President Gomez referenced that under the support for schools it says professional development for teachers, principals and instructional aids and asked what are they and what are the type of topics and what is the focus. Dr. Garcia commented that we did co-teaching with some of our middle school staff and we have done them in the past with high school and elementary staff. Our behavior aids get trained in the behavior strategies more in depth. They get trained also on health needs that the students may have that they're working with in the classrooms. It may be our teachers have in the past also, in the summer and beginning of this school year, they were part of the teacher institute on how to make accommodations and modifications in the classroom for students with special needs. So there is different array of topics depending on the need that the teachers tell their specialist or tell their principals that have what they need and that's what we provide for them.

President Gomez asked if this includes moderate to severe also. Dr. Garcia replied yes. They don't hear that those teachers are always included in our professional development and our teacher staff meetings at the sites. Board Member De Leon asked if curriculum specialists get involved in helping to modify if there needs to be modification. Dr. Garcia responded that we have program specialists that are working more with the core curriculum that are assigned more working with curriculum and they work with the educational service curriculum specialist as well as a partnership on how to make some of those modifications to the curriculum guide and modifications to the assessment methods as well.

Board Member De Leon added that she is asking because she knows not too long ago before she was on the Board, there was teacher concern and she has not forgotten, it was the fact that they were impacted with their students mainstreaming, one the students struggling and they couldn't do the work and she knows its district-wide. It's a push to mainstream and what concerns her though is the fact that most students are still failing. She then looks at this data right here where it says 30 outcomes, language arts, and then you have a graph for math and it says that in 2017, 2018, the A-C grades were 74 point 70%, and then there was an increase and so her concern is if there is an increase, which is great, then shouldn't they just be in Gen Ed if they're getting those grades. Dr. Garcia responded that it depends on the students. They could see that they're getting those grades

with some modifications still.

Board Member De Leon asked then are these grades are modified. Dr. Garcia responded that some of them depending on the student.

Board Member De Leon asked if this data doesn't reflect modified or not modified. Dr. Garcia responded that it reflects overall the report card grade. Board Member De Leon asked if we know if it's modified and also as they're improving Language Arts, we've taken data on this. She knows the grades have improved but has really increased and how much. Dr. Garcia responded that's why we want to take a look more at that data.

President Gomez asked if there is a rubric for the grades. Dr. Garcia commented that would be more of a general education question that there is the teachers have a certain criteria that they use.

President Gomez asked what happens if a student gets a D, do they continue on, do they keep them. Dr. Garcia responded yes. President Gomez asked so whether they pass or not, they continue on. Dr. Garcia responded that the F grade is for the high school and would be where they're not getting units for that course.

Board Member De Leon asked when we would get better analysis of the data as to they have A's and C's or A's through C's grade-wise and what are they like pinpoints of what is it that they are increasing in ELA or in Math. Dr. Garcia responded that based on the state achievement test, are based on report cards and added that she is not understanding the measure. Board Member De Leon added that it could be for ELA (English Language Arts), is it their writing skills. Is it because the district tests that they take. She knows that there are teachers that grade by the heart and it's like, oh there's a good student, let's give them a better grade. How can we measure that. Is there a rubric that every teacher has and they have to stipulate, this is what they have, this is their grade. Dr. Garcia responded that it covers the initial outcomes. So that data that we collect is not just going to be on maybe report cards. We're going to collect maybe data on looking at what the teacher's comments are, what the students also talk about in terms of what they're learning, this is just initial.

President Gomez commented that when we do get the report on the data, because she is a data person, can they have the different categories. Are they different. What we are really looking into. That's what her bottom thing is. Dr. Garcia asked if what she wants to see is as a result of the co-teaching model. President Gomez responded both, she wants to see both co-teaching and non-teaching to see which one's better, what, what are we doing, but one versus the other. I mean, because the data is the outcome. The data's going to tell us if we're doing well or not and that's what she wants to see. Dr. Garcia responded that another thing she wants to bring up is when you look at the research on inclusion of students with special needs, the most significant gains that happen in those studies across time across the nation are in oral language skills for students and social skills. Academic achievement gains are smaller gains than what you would see with a student with oral language and the social skills specially in the primary preschool to the elementary grades. So some of those benefits are not going to translate directly to an achievement score that their self esteem, may go sky high, their social skills may go sky high. So some of

those are the gains that you're going to see from inclusion that are a little different. Dr. Stark added that she wished to add to that because she thinks that comment is very important that there are many reasons that we advocate for inclusion, many benefits. And so sometimes we capture some of those other benefits, those achievement related benefits through surveys that we'll see surveys, students will survey parents to ask, what is your child's experience now compared to what it may have been in the past. And that kind of data, that more qualitative data is just as important because how kids feel about school and how parents see their students feeling about school is also very valuable and we have to take that into consideration. President Gomez commented that's what she is asking for. They would like to see data to see what's working and what's not working. That gives an example of where we are, where something is needed versus what's working and what's not. And if what's working, why can't we do it, let's just say something's working in middle school, why can't we bring it to the high school or why can't we start it in the elementary school, so that way we know we're achieving where we want to achieve. We all learn differently. We all have different results that I do agree.

Board Member De Leon commented that she agreed with the data that shows, as mentioned by Dr. Stark, that these students do achieve, socially and their language skills increase and this is why she really is so happy that we are going to have it at preschool program. Because those students that have the disabilities really need to have their Gen Ed peers as their little teachers. This tells her that Mod Severe also needs to be mainstreamed and she brings it up and it's something that people might go, oh my gosh, it's so shameful, but she brings it up because these are legitimate concerns of people in her community. They say my child is supposed to have or are we supposed to have this. But it stipulates on the IEP, but he's not being mainstream because there wasn't someone to go with him and that saddens her, but at the same time, it's like we have to face the fact that this is happening, in order for us to move forward and do better and to get a consensus of our teachers, because we need for them to speak up and say, well, I can't do x, y, and z. This is the support that I need because then we're not really following the IEP and that could put us in a litigation. She would like, and knows the parents would like for these students to really mainstream, whether it be an elective or what have you, with the proper support, and have an understanding. She knows there's still Gen Ed teachers that are not so into the mainstreaming. She added that she would think that our curriculum specialists or program specialists can make sure that we would have something that, the students can do and they get those, interactions with the Gen Ed students. To her that's important and it's by law we should be mainstreaming.

President Gomez commented that the Board received some data and she has a couple of questions. She asked if the aides assigned to a taxi. Dr. Garcia responded depending on the student's needs and that's an IEP decision.

President Gomez asked if they are trained to deal with behavioral issues. Dr. Garcia responded that the training instructional assistants are getting more on behavioral strategies, the principles of behavior we're starting off with, then we're doing a follow up training. They have received training from their teachers, from supervising teachers as well as some of our program

specialists in the past, but this time we're being much more strategic about how we're training them.

President Gomez asked if a student has a medical issue or behavior issue while in the taxi, what is the protocol for the Child. Dr. Garcia replied that if a student has a medical condition, our school nurses have developed a health plan and have trained both the aides that are working and the teachers that are working with that student, so they would follow the health plan.

President Gomez requested for a copy of the written procedures and added that she has had a couple of complaints this week. Parents have called her regarding taxi services versus the bus services. She added that she believed in 2012, the Board of Education changed from buses to taxis. Some parents are saying the taxis are too small that their child is in now, they're growing, they're in middle school now. She asked if there are minivans that we can use instead of the small taxis. Dr. Garcia referred that question to Mr. Frutos. Mr. Frutos responded that it is something that we would need to ask our providers to see what type of vehicles they can give us.

President Gomez that it please be looked into because she was told is that there are two children in this small little vehicle with two aides and the child is put in between in the back seat between the two and the child's just too small and they are crunched and so to her, that's a concern. The other concern she has is another parent called her and this time she understands the IEP. She has seen an IEP that initially she had since a young age and the child now is the second grade. They had door to door service and all of a sudden the transportation person told her that is no longer door to door. She would like to know for clarification and wants to understand, if the transportation person tells the parent that now the child has to go to a certain point to take that child to the school and pick them up when that child had door to door service, what can the parents do if the parent's are not here. She wants them to hear it online because now we are online so the parents could know that they have rights and what it's like. Dr. Garcia responded that they can contact the special education office and ask to speak to the program administrator or the program specialist and we will look more individually at that case.

President Gomez asked what if the parent feels that person didn't do much. What is the chain of command. Dr. Garcia responded that it goes through the program specialist or program administrator and then they will go to her as the director.

Board Member De Leon reference ABA training which is applied behavior analysis and asked if teachers and instructional assistants get the CPI training. Dr. Garcia responded that yes, they do and added that they are setting up dates for this year. There are two certified trainers within our district that provide them.

Board Member De Leon commented that there are instructional assistants and teachers and then we have security and asked if security gets the CPI training. Mr. Frutos responded that the security team gets CPI training no less than every other year and currently it is planned for mid-year 2019-20. Dr. Garcia added that is the different strategies and techniques that you use in order to help physically control a child that may be having a temper

tantrum or an acting out aggressive physical and there's certain techniques where you use in order to hold them so that they don't harm themselves or harm others and so the staff is specifically trained in those strategies. Board Member De Leon added which mainly shows that the student has rights and that if anything what you learn is not to restraint. So you use strategies basically to deescalate the student but she would like to see or know the difference between our personnel that is working as safety and do they intervene if there's a behavior problem or do we have our staff who have the CPI training. Dr. Garcia responded that it would mostly be the classroom staff that would help and the administrators are well as well are trained in them and our counselors and our support staff.

President Gomez referenced the CPI and for her understanding, the CPI training, does the individual get a certificate showing that they have the training. Dr. Garcia responded that she believes they do and added that our certified trainers have certain procedures that they have to follow that's based on that training. President Gomez commented that it is like the certificate when you do CPR you carry it with you at all times. Dr. Garcia commented that it is more just kept on file so it's more for them to know what track techniques to use and the CPR, it's more of a legality issue that you have to have the card with you at all times. Okay. Board Member De Leon added that usually they do give you a card.

Board Member De Leon commented that she was looking at co-teaching and asked how long has this been occurring. Dr. Garcia responded that it started at the secondary level and she believes it's about 10 years now. It started with a resource specialist program teachers going in and doing co-teaching back then.

Board Member De Leon referenced page 16 where it says that professional development on co-teaching is provided by Dr. Windy Morask, LLC an expert on this topic. Co-Teaching teams receive two days of training followed by a classroom visit and feedback and asked if they needed more support, how would they just reach out. Dr. Garcia commented that's where we would work them with the consultants from to teach and then maybe extend their contract and we look at that but for now, we provide training, the teachers that have already been doing co-teaching have gone through some training and there's also a follow up for that. But then we knew have new teaching teams every year.

Board Member De Leon asked how many staff are certified for CPI. Dr. Garcia responded that we would find that out and added that it's done every year and can provide the numbers of the trainings and how many participants have gone through it every year.

Board Member De Leon commented that going back to the taxis, the student needs and according to their IEP, they might have someone that rides with them and asked if the correct term to call them is an aide. Dr. Garcia responded that it's additional support. Board Member De Leon commented that if the person that is doing the additional support if there was to be an emergency, would that person call the district, would it be the taxi driver who would intervene. Mr. Frutos responded that the aide would be the first responder, as they are trained and have knowledge of the student. The taxi driver would call 911 and their supervisor.

Board Member De Leon asked if they don't use their own personal phones or do they not get involved. In other words, it's the taxi driver that has the protocol to call. Mr. Frutos responded that the taxi drivers have cell phones to communicate in an emergency.

President Gomez asked if the taxi services have their own liability and added that if, let's just say there's an accident that happens, is the school district still liable or is it the taxi service liable. Mr. Frutos responded that the taxi company has a liability agreement naming the District as additionally insured, and the District has a significant liability policy for protection.

President Gomez commented that she was not here in 2012 and asked if that is one of the reasons why we changed besides saving money, but it's part of saving money, is that why we changed from buses to taxis because of the liability insurance. President Gomez commented that on the Wednesday update, it states that we are going to have an analysis for the current year in 2020 in mid April to look over this at that time. She believes we can probably look at the different details and see if we should continue with taxis or should we go back to buses and asked if that is what we are analyzing at that time. Mr. Frutos responded that based on the information we have been able to find, it appears that in the 2011-12 school year the District initiated an analysis of the transportation program and services provided at the time. The District was experiencing service and cost challenges, and sought to evaluate the efficiency and effectiveness of the transportation program, with the goal of implementing additional efficiencies and reducing transportation time and costs. Current staff recalled that the result was a major study of Special Education transportation (where student by student IEPs were reviewed for transportation needs at that time). The results, based on the in depth review of services and transportation boundaries, revealed that the taxi offering was could reduce ride times (15 minutes vs. 60-70 minutes) with increased efficiencies, and cost and problem reductions.

President Gomez commented that when it's said a contract, will the difference be able to be seen. Why would it be renew, but a contract or buses versus the renewal of the taxi service. Mr. Frutos responded that as part of the review of our programs, the Business Office will once again analyze the transportation program for efficiencies and costs in the current 2019-20 fiscal year, with the goal of finalizing a findings report for presentation by the middle of second semester, or around April 2020. The goal is to review our contracted services and the options and technologies available to the District. A similar review of our bus system in the last 2 years culminated with the provision of brand new buses for our contracted transportation program, which are air conditioned and much more efficient. Board Member De Leon commented that she would like to have in the future and she knows this is just a study session and just her ideas besides the logo, stickers, she really thinks that and it is not just her idea, but this is what the community has asked is that we provide them with, independent parents committee that these parents pertain to special education and that they would be able to convene. She is not sure what location but would depend on the parents because we know that when we network with other parents, they can use strategies, they could guide us as to how do you increase a certain behavior that you want or decrease a different behavior.

She thinks this would bring power to the parents and really help them to navigate because it could be very hard to know what ideas stands for, to know the terminology, the laws, and to have per se workshops that these parents could go to and perhaps then they could have a person that represents them and they could come to the Board and let us know, okay, this is what we're doing but this is what we need to improve on. She thinks that would be something that the community would benefit.

President Gomez commented that she also agrees to that and it would be a terrific idea because parents do want to feel empowered and they're the ones who want to get together, talk about their issues among each other and then let them come and bring it to the Board and not just the Board, the audience, the rest of the community know what's going on because we have parents at home right now, they can't come and they probably feel the same way, but if they feel that they can get together with their peers, they're all parents, they all have different issues, but almost the same that they can get together and feel more comfortable talking among them and have a spokesperson or have two or three spokespersons then coming to the Board and let us know what's going on.

Board Member De Leon commented that yes, because part of the comments, they want to feel part of the family and we can't, and we shouldn't put them aside. They need to be part of the family. Just like we have the DELAC and ELAC committees or why not have a committee of parents that they're independent and they get together, they determine, what school site, and you know, who's, who's what the they need perhaps. She added that she just wants to make sure we're all one family.

President Gomez commented that she appreciates all the parents who have come today to let you know, to show us that your concerns, all of the Board here, all five of us, including Linda Garcia we do, we hear your concerns. We want to be there for you, we're here for the students or parents and teachers. So the more we hear from you, the more we can make Paramount a better district, but if we don't hear from the concerns sometimes we don't know so thank you very much.

Board Member De Leon commented that she knows sometimes there's issues where parents have stated that teachers aren't really working, they've seen them on their cell phones or seeing employees on their cell phones. Board Member Hansen asked if the parent said that she saw students on telephones, cell phones and computers or was it teachers. Response received from the audience was teachers and aides. President Gomez added that is an issue because it was brought to her attention also. She added that they called her and they specifically said, and I'm not going to put it on record, but there's one particular classroom that is very concerning and I guess the parents did go to the teacher and that's why she wants to know what the chain of command is so that they can, and ultimately they would probably be speaking to you. Dr. Garcia commented that to keep in mind that parents can be told to go to that site principal. President Gomez added that what she said and to correct her if she is incorrect because she is on speaker now but she said go to the assistant principal, well first, the teacher, assistant principal, principal, and then yourself (Dr. Garcia) and asked if that was correct. Dr. Garcia responded that was right. Dr. Garcia added that we first want to deal with that issue

right there at the site. President Gomez added that's what she is saying. The teacher, the assistant principal, principal and if it doesn't get done, then they can always go to Dr. Garcia or make an appointment to see her. Speaker Gerald Cerda asked a question and President Gomez informed him that he had already come up and spoke and had time to speak and if he would like he could write down his questions and answers could be sent to him.

Community Schools Initiative

Dr. Manuel San Miguel, Director-Student Services provided the Board with on the Community School Initiative including the background, program description, staff, progress to date, and next steps.

On January 15, 2019 the Los Angeles County Board of Supervisors approved Motion 22-B to provide the following:

- \$10 million dollar to enhance mental health and student well being throughout Los Angeles County.
- Develop a plan with Department of Mental Health and Los Angeles County Office of Education that provide mental health services including but not limited to, prevention and early intervention services, education, support and outreach
- Select 10 Los Angeles County School Districts to participate in the initial phase of this initiative

Paramount Unified School District was selected to participate in this initiative that increases collaboration between school districts and community agencies, and allocates resources to provide an integrated focus on academics health and social services, youth and community development and community engagement.

Using local schools as “hubs” community schools offer a range of support and services to achieve the following results:

- Students attending schools consistently
- Students actively involved in learning and participating in their communities
- Families increasingly involved with their children’s education
- Students succeeding academically
- Healthy students – physically, socially, and emotionally

This initiative will co-locate several county resources at District sites. Resources from a variety of agencies will be made available locally through this program including those from:

- Child Support Services
- Children and Family Services
- Health Services
- Mental Health
- Parks and Recreation
- Probation
- Public Health
- Public Social Services

The county provides staffing for the program. Each Community School will receive a Community School Coordinators and Parent Liaisons. These school-based positions will serve as liaison with multiple Los Angeles County Offices and agencies and assist the school community.

Paramount High School has been identified as the hub for services. A physical location for the Hub Resource Room has been identified by school and district staff and LACOE has hired a Community School Coordinator and Parent Liaison with our input.

The District will prepare and submit a Memorandum of Understanding with LACOE for Board approval at the September meeting. We will complete the renovation of the Hub Resource Room to accommodate the program and staff, meet with the Community Schools staff to discuss District protocols and expectations, identify specific services that will be offered initially plan for hours of operation, services and support available, and referral process for students and families and create District-wide communication plan to inform students, parents and staff.

President Gomez asked if the \$10 million is equally divided among the 10 districts. Dr. San Miguel answered that he would say no because the \$10 million is kind of centrally located through LACOE and it is really how they're going to staff each of the schools. He added that it probably is pretty close because each school district is going to receive the same type of staffing support as our district is. It is \$10 million that is centrally located to make this program work at each one of the districts.

President Gomez commented that it was mentioned that a select 10 LA County Unified School District would participate in the initial phase of the LV initiative and asked what were the qualifications and how did we qualify versus. Dr. San Miguel responded that it was a number of different criteria that was used to identify the school districts that were involved or that are going to be involved but as he looked through the districts and he's be happy to share those it is Baldwin Park, Bassett, Bellflower Compton, Duarte, Inglewood, Lynwood, Montebello, Norwalk, Paramount, Pasadena, Pomona and Santa Monica. So there, it's interesting because they're all different in their in demographics and some of the other things that they looked at things like the free and reduced lunch count, they looked at things like the demographics of the community and so forth and added that he couldn't speak to it exactly how we were identified as one of the districts, but they use a number of different types of things. President Gomez asked if that was somewhere where she could. Dr. San Miguel responded that yes and he could get that information.

President Gomez referenced the program description and where assistant is attending school consistently. She asked if he could define the word consistently. Dr. San Miguel responded that yes and added that because he works in the attendance realm, he would say that one of the criteria that is used to make sure that students' don't fall into the chronic absenteeism rate, that they don't have absences that equal over 10% of the school year. In a case where there's 180 school days, 18 days would be considered a chronic absence student, so in other words, he does not know if they defined it, they haven't even defined it in this criteria that he's looked through the MOU and other areas but, I would say that seven months, someone who falls well below the chronic absenteeism rate would be someone who would be improvement. However, with that said, they have developed measurement tools to assess how this program is meeting those needs. So we'll be looking at data such as that in order to be able to,

and they will a part of the MOU and it will be built into the program as far as making sure that we do have indicators to show that we're meeting those goals.

President Gomez referenced the second bullet that says students actively involved in learning and participating in their community and asked how are they participating in their community. Dr. Pérez responded that based on the meetings that he has had with LACOE on this, they are identifying that our students basically go to our schools, they live in our community and her impression in meeting with them, and as a matter of fact, she believes next Wednesday, there is a kickoff for this at LACOE, where we can bring some of these questions. Dr. Pérez added that this is very new for LACOE and when we first met with them about this, we were talking concept and the questions were, what if, what if, what if? And I said, whatever it is, whatever it becomes, I want it for our kids, because obviously this is a service that every district needs right now.

Dr. Pérez added that's the reason that we have a social workers in all of our schools now and we know that being able to have our parents that have access readily have access to the services is huge for our community. She thinks a lot of these things, LACOE is still evolving and creating and answering and she thinks this vision, that Dr. Duardo County Superintendent had, in working with the Board of Supervisors, this vision that she has to bring the services to the community so that parents don't have to go far to access them is something that is new. But one thing they have said is they will collect data and as long as they collect data and it looks like they are meeting a need, they will continue to fund it. They have committed to funding it every year. So that's why they are going to put a lot of that \$10 million also in collecting the data so that they could show the Board of Supervisors this is working. Look at the number of children that we are serving, the families that we are reaching and then they can get services every year, but this is so new for them. They are still working through that, but we told them whatever you need, we're there, because we want to have this, the service for our kids. Dr. Pérez added that she would be happy as we have the kickoff and get more meetings, give the Board an update report on that data that they're going to collect so the Board is aware of how many of families are being served.

President Gomez commented that it is a great program, and she wasn't saying nothing about the parameters and was just curious and what it meant by participating in their community. Dr. San Miguel shared that the good thing about it is that its built into the MOU and is a very clear statement about the outcome measure tools. So it's very clear as far as using a battery of assessments and screening tool to determine the collaboration. So they've really built the assessment piece into this program, which I think is pretty admirable.

Board Member Hansen asked if there will be folks from these agencies there on campus or is this for a resource center. Dr. San Miguel responded that he think it's one of the questions that were asked earlier and he didn't take note of it and he can answer those, but that it's actually twofold. It is a resource center that they will also bring services into that hub, so it's twofold. It's to provide our parents with a place that they can go to and get information concerning the various types of services that are out

in LA County. But it's also bringing some of those services into our community and having it be a hub for parents to go and get that particular service at Paramount High School.

Board Member Hansen asked if this will be open to all families in the district office. Dr. San Miguel responded that is correct. It's a hub. It's where we placed it, but it's for all parents, all students and parents in Paramount Unified School District.

Board Member Hansen asked if there's any cost to the family. Dr. San Miguel responded no cost and added that as he has been part of this, there's a lot of resources in LA County. It's connecting our parents to those resources that sometimes it's a little bit more difficult and he was blown away by exactly how many services, it's truly incredible. Now we have an opportunity to connect parents and students to those resources, and that's a big part of it and also bring those resources right into Paramount so that our parents and our students can be serviced here right here and they don't have to go to get this service.

Board Member De Leon asked how will we make those connections for the families to reach out because it was mentioned earlier that connecting that the resources are there and how will the district move forward. Dr. San Miguel replied that there's a couple things that are built into the MOU and one of them is that they're actually going to have an advisory committee including parents. Parents and community members are called upon to be part of this advisory committee. And this advisory committee will be used to both communicate out to our community and to hear from our community about what resources they want and need. So it's twofold and as the Board and if the Board and when the Board approves it, then as mentioned on our next steps, it's to create a communication plan that will go out to our community, to our schools, to our administrators, to our support staff, and make sure that that information is getting out to our stake holders.

Board Member De Leon asked how would we determine who would it be, who would take that role. Is it something like an application process or just the first person that says, I want to do that. How would we go about that.

Board Member Hansen asked if the County is forming the committee. Dr. San Miguel responded that one of the roles of the Community School Program Specialist is to develop and form an advisory committee. And so that's part of what the Los Angeles County Office of Education is doing in training this staff member as to how to make sure that they're going out and getting that community involvement, building that advisory committee and the steps to do so. There is training involved before they even come into our school district. Those that a community school program specialists onto how to make sure that they are bringing in and they're inclusive and they're bringing those community members in to help look at what services are needed and to make sure that communication is getting out.

Board Member Hansen commented that it sounds like once we look at the MOU that many of our questions will be answered. Dr. San Miguel read here that a strengthen and maintain a bridge between a school opportunities for shared leadership and trust. And that's can be done through the stakeholders group or a community school advisory board and it's built into the functions and the role of that one position that LACOE is

training for and that LACOE is helping to staff.

Board Member Hansen asked where on the campus or are they preparing a room. Dr. San Miguel shared that it is over in the administration building, right where the counselors are located and right where the social workers are. So if you come into the admin building, through the double doors where the parents come in or that big entryway, it's located right to the right he believes it used to be the health area and added that it's a really nice area and the beauty of it is that you have all your support services there together. You have your counselors, you will have these people if the board approves it and then you will have your social workers all working together as a team and that's a great asset for all of them. President Gomez added that at graduation, Dr. Perez, asked her if she wanted to go see the room and it is really nice and added that she is very excited about it and she thinks it'll be really great for us to have.

Board Member Hansen asked who would oversee the program from the district level. Dr. San Miguel responded that he believes it will come out of his office.

Dr. Pérez shared that about a year ago, at Progress Park we had a parent forum where we had our own teachers provided workshops to our parents and community. Kim shared with her earlier and we are going to work together to provide another forum for our families. There was babysitting and different, topics for parents not only of special education students, but all types of support or our families. Our teachers did a beautiful job of delivering the training themselves. So we are going to work on that so that we could provide that again for our community. Board Member Hansen commented that she is on the planning committee if she is needed.

President Gomez commented that since it was brought up a question about childcare and added that she knows that there's families that do want to come to these meetings, but that have families and they don't want to leave them with other providers and asked if we have or can we think about in the future somewhere where these kids could probably stay as the parents come to these meetings. She knows that the child will sit next to him, but then sometimes the child is anxious, wanting to go home or whatever, but the parent really wants to be involved. Is there anything we can look at the closed session room cause as we go on, she can see now parents are really wanting to get involved and as seen today, we have Special Ed parents and added that it was awesome to see more parents come out and be involved within their own community and have a say about their child's education. Dr. Pérez commented that she knows that when we have these trainings and workshops and when parents see that we offer babysitting services, they are very appreciative of that and we will continue to be committed to.

Board Member Hansen commented that in looking back on the videos, she was noticing and had a phone call from someone in the community, but she is noticing that we're not responding to the questions that people are asking us because we don't have addresses. We respond to some folks who will give us their address. She added that she would like to suggest that responses be prepared to the questions that are being asked and let our president respond back to them at the next Board meeting and make it

part of her report. She think it's important to let the folks know that some of the things that are being asked of us, we need to respond to them so that people don't just hear a question without hearing the answers and the president could respond back at the next meeting. Dr. Pérez asked if she meant the ones we don't have addresses to respond to. Board Member Hansen responded that actually for any of the questions because letters are sent out, but there's still not a response that we can give to the community so that they hear what the response is. The person who gave an address, he gets a response but the community doesn't hear it and she has had people asking her about that and was wondering if that could be something we could have.

President Gomez commented absolutely and Board Member De Leon added that it is a great idea, man. President Gomez commented that it is a fantastic idea and that is what happens, we, we do get, um, questions and, and, and suggestions from community members that do see this and then that's our job to bring it here and ask, you know, and that's a great, thank you very much. Um, the board member, Hanson, absolutely spot that. Absolutely appreciate you bringing that up to us. Dr. Pérez commented that the questions and answers will be prepared for our president to report out.

Board Member Hansen added that she has been going through the videos and she has a list of things that people have asked questions about and even though someone may have gotten a letter, it doesn't mean that we responded to the community with an answers and it would be nice if people would know what the response would have been. She will share the list and can be used to follow up on.

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 August 28, 2019 at 7:51 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

Paramount Unified School District

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District Superintendent



REGULAR MEETING OF BOARD OF EDUCATION

**MINUTES
September 9, 2019**

The meeting was called to order at 6:00 p.m. by President Carmen Gomez in the Boardroom at the District Office, 15110 California Avenue, Paramount, California.

Pledge of Allegiance	Jessie Flores, Interim Director-Safety & Security led the Pledge of Allegiance.	
Roll Call	Carmen Gomez Yesenia Cuarenta Sonia De Leon	Linda Garcia 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 Jessie Flores, Interim Director-Safety & Security Greg Francois, Director-Secondary Education Elida Garcia, Director-Special Education Renee Jeffrey, Director-K-5 Instructional Support & Innovative Programs Beatriz Spelker-Levi, Director-Personnel Rita Cruz, Program Director-Child Development Programs Morrie Kosareff, Principal-Buena Vista High School Christiana Kraus, Principal-Paramount High School Joseph Jackson, Dean of Students-Paramount Adult School Angelica Diaz, Dean of Students-Paramount High School	
Approve Agenda August 12, 2019 1.278	Board Member Hansen moved, Vice President Cuarenta seconded and the motion carried 5-0 to approve the agenda of the September 9, 2019 Regular Meeting. Ayes: 5 – Board Members De Leon, Garcia, Hansen, Vice President Cuarenta, President Gomez	
Regular Meeting Minutes July 8, 2019 1.279	Board Member Garcia moved, Board Member De Leon seconded the motion. Ayes: 5 – Board Members De Leon, Garcia, Hansen, Vice President Cuarenta, President Gomez	

REPORTS

Employee Representative Reports

Ms. Kim Goforth, TAP president asked Why are we here? Why are you here? A few months ago she shared why she is here but over the last few Board meetings, she is wondering why you're here. She shared that she was here for students and she was, she is here for the teachers of this district, but the words she hears here is constituents and she knows that people that elect you are technically called constituents, but they voted for you so that you would work for the students, the children, the kids of our community. As I've been here listening to the rhetoric, then reviewing it online and looking at it over in her notes, there's one topic that is missing and that is to have anything to do with student achievement and student growth and education and she hopes that that's going to change soon. Then there's the public comment section that's really hurting her soul. The disrespect and the harsh tones are not true to the values that we hold here in Paramount we respect one another. Even when we respect each other and for those, and that's also goes for our classrooms and in our schools and if you're watching online, she hopes that you know that the people that are working in this district would never call students, peers or stakeholders, frauds, criminals and trash. That vocabulary is absolutely unacceptable. These people that speak here are not from our district. They don't have children in our district. They don't work for our district. These people are here for political reasons. They have tried these tactics in other communities and they failed. They are here to cause chaos. They are here to pull resources from our kids and they are attempting to politicize our community for their own good. They do not speak for the teachers in this district and as president of TAP, she asked teachers, administrators, and classified staff to please remember why we're here and she encourage them to come up and speak during the public hearing about why they are here. Share the stories that are happening in their schools. Maybe when these outsiders hear all the great things that are happening here, they will see why they are not welcomed here.

Mr. Brent McCarty, CSEA president shared that CSEA sunshined their proposal last week for their upcoming negotiations. And you think that would be why he is here to speak about tonight. However, that's not the case. He is up here, I'm only an employee of this school district, but I live in the community, have children in the Paramount School District. In the past two months, the hot topic questions that he has been asked is about the Board meeting. Did you hear what they said? Did you hear this? Did you look at this one hour, 40 minutes, it's constant and it's not just employees. We're talking about teachers, people in the community, friends. They're like, hey, you work there, right? It's almost in disbelief and I want to make sure that we focus back on students. I hear constituents, it's weird. It's like we had the same thing here. The questions are about constituents instead of students or about policy rather than education. And he would like that focus to go back. There's a lot of positive energy in this school district, but you wouldn't tell that watching on Youtube. It's unbelievable to him. It's surprising that he has to sit here and talk about Board Member Hansen or Board Member Garcia and the 20 years experience that they have and what they've done for this community. We're still reaping the benefits of their foresight, of the actions that they made and took place in education so that my children will have the best successful educational journey that they can have, and yet we're trashing up for being on the Board for 15, 20 years. He doesn't understand it. CSEA fully supports all five Board Members and we know as a team we can get to where we want, which is the best excellent education we can give these students. But it's gotta be focused on that. As president of CSEA, he accepts some responsibility as he is here tonight speaking, know he doesn't really like doing

this but President Gomez, we share some of the same responsibilities. At his meetings, he is to conduct those meetings and keep it at a certain forum and keep everybody in line. That gavel is not just for show. We need you to strike that when people are off comment or out of topic. He expects for this podium not to be used to slander or to bash anybody personally. We can disagree. We all disagree. That's what we're here for is to figure out what we agree on. But you're charged with keeping us in order and he expects for her to do that. He thanked the Board.

Board Member Reports

Board Member Garcia attended the Contract Cities for the LA Sheriffs with some city officials that was held in Arcadia at the Arboretum. She also attended the new water well opening in Pico Rivera with a Board Member. She attended Lincoln School on the first day and she checked out the new water fountains and are nice and went over to see the new drop-off for the parents. There were a few glitches, but hopefully will be taken care of.

Board Member De Leon commented that its nice to have you all here and added that she can't express how thankful she is to be on the Board and represent exactly her constituents which are her community, which she meets biweekly, if not more than biweekly and she knows they're in the audience and she knows because of their work loads, they are watching us now, hopefully live. and she can't say anymore than that. She is truly representing what they want and besides doing that, she went to Alondra middle school. She also visited the Adult School, which she went to see the Adult Transition Program. She had a couple of ideas that she presented during the Study Session that we could do for our students and yes, she is here for her students. She is here to make sure that the policies that have been outdated for now 30 years, that we update them. She said this in January and so it is now September and we have yet to meet. So we have to make sure that we are on top of things as far as laws. She shared that she has finished her fifth course in the governance course and with that, she knows that 65% of their time up here should be spent on talking about students and looking at student data and that's something that not all of us agree on because there's Board members that say, oh, everything's going fine when in fact there's not. And there are teachers that have come up here and expressed their concerns about students failing math, and it's not okay for a Board member to say, oh, but you know, everyone is failing math. She added that she does not care about every other school. She cares about Paramount and we need to make sure that the programs are okay, we are going to vote on these programs are working and that we check with our superintendent and say, what more can we do. What other programs are not working. Because we can't just have programs out there that are not working. So yes, she is listening to a lot of staff members that are not here. It's school related, this is all related on how we're going to move forward and there's people that don't like change, but change is going to happen whether we like it or not, whether it's good or bad. Change always happens. She thanked those for being in attendance and she knows there's a lot of people, more than 5,000 people that are watching and have voted for her and she will represent them at all costs.

Board Member Hansen commented that she is pleased to hear the first day of school went well. It takes a lot of effort to make sure that all the students get into the proper classrooms and taken care of. She really appreciates all the hard work and it takes a lot of work by staff to make this happen. Thank you very much. She knows it's always hectic, but we appreciate all you do. She attended the monthly Ad Hoc meeting with Dr. Pérez and Yesenia and discussed the traffic issue at various schools and had a chance to observe the new drop-off lane at Lincoln but sees there were still issues at Paramount

Park, West Campus and Adult School. The district and the city are making some adjustments to the flow of traffic to provide ultimate safety of students. A special pickup spot is being provided for the YMC bus for the afterschool programs. The afterschool start program was discussed and enrollment is down and they are going to look at marketing and the benefits of the program a little more aggressively. The city and the school district will be looking at the possibility of more lighting at campuses for evening events. She shared that we may be partnering on an event in November to recognize and educate during national stand up to bully day and added that more information to come. She is looking forward to visiting back to school nights at the elementary this week.

Vice President Cuarenta shared that on August 29th, she had the opportunity and the privilege to visit Captain Raymond Collins School. It was an honor to see instructors instructing students, learning, focusing on the positive and she also got to attend the Water Replenishment District, event with Board Member Garcia at the new facility in Pico Rivera. She shared that it was an honor to attend the Ad Hoc meeting and as you guys can tell, we are working with the city to ensure that our students are not only learning, but that they're prepared to be successful.

President Gomez shared that she attended on weekend two out of the five master in governance courses and added that you take five courses and then you graduate being the master of governance. And it is true what a Board Member De Leon said, in the second course they taught us that 65% of what we're up here for is about students and the student data, data and programs that we should be helping the students. So hopefully we do that in the long run. But, right now we're just working toward that. She does recommend that all Board Members, no matter if you're all board members, should attend this master of governance course because you do meet and do learn a lot and you do collaborate. You network with others, with other school districts that they might have a program that we don't have that sounds really great. She has a couple of them that she will be going to talk to Dr. Pérez about that she really learned and really liked, but does need a little bit more research on it. So you learn and you learn to collaborate and bring other programs here to our own district.

Superintendent's Report

Superintendent Dr. Pérez highlighted the following:

Dr. Pérez wished to recognize that in the audience there was a star and she is our teacher of the year of Felicia Akuamoah. Felicia is a teacher at Paramount Park Middle school who has had teachers of the year since she has been here as superintendent. But Felicia as she wrote in her letter of recommendation to the state and county, is one of the reasons she remains as a superintendent because she is very inspirational in the work that she does with students and she is not just educating students but she is truly transforming lives and she would really recommend that everyone visit Felicia's classroom because it is a remarkable place to visit and thanked her for being in attendance. Superintendent Pérez echoed what Board Member Hansen shared that we had a wonderful beginning of the school year. You worry about a lot of things as a superintendent when you open the new year. One is about losing kindergarteners the first day of school and other things like air conditioning not working and things like that. Superintendent Pérez shared that in the four years she has been here, we have always had a smooth opening and she thanked the city at the Ad Hoc meeting last week because they work with us on traffic to make sure that our students are safe. And as it is known, having over 19 sites traffic is very much a challenge and you don't want anybody to be hurt which is why she sends out a message to

all parents. Thank you for those listening that help us with the traffic situations outside our schools and she wished to do a shout out for the maintenance and operations workers because our schools are so clean all the time you never find issues with regard to holes anywhere or the lawns not being mowed or classrooms not being prepared. We have wonderful employees in this district and that is very evident and she wants to do a shout out to them and thank them all as well and of course, our teachers and our administrators, everyone who participates in a successful beginning of the school year.

Introductions: The following new administrators were introduced to the Board and welcomed and each shared a few words about themselves and appreciation to the Board.

- Rita Cruz, Program Director- Child Development
- Joseph Jackson, Dean of Students-Paramount Adult School
- Angelica Diaz, Dean of Students-Paramount High School

Paramount Unified School District Safety and Security Framework

Mr. Ruben Frutos, Assistant Superintendent-Business Services presented the Board with information on the Districts Safety and Security Framework. One of the first things we did was to improve the number of trainings and the type of training we were doing. The district has been diligent in doing trainings for earthquake preparedness and other things and we have now incorporated active shooter training. The other piece that we did is we started looking at partnerships. It is one thing to do it all in house and we have put partners, we have SROs, we have our own CSPs, our own security team. But we wanted to look at other entities. What we are bringing to the Board is a group of six professional organizations that have put together a framework that we want the Board to approve a safety planning in today's schools.

Implementing the Framework for Safe and Successful Schools requires policies and practices that support ongoing efforts to establish comprehensive school safety programming.

- Provide ongoing, high quality, relevant, and job embedded professional development to all school staff.
- Encourage the use of professional learning communities or other structured avenues to foster collaboration among school staff.
- Ensure that district and school teams have representation of diverse stakeholders, including principals, teachers (general and special education), parents, school security professionals and school resource officers (SROs), school-employed mental health professionals (e.g., school psychologists), and other specialized instructional support personnel.
- Engage in resource mapping to better understand available resources and how they are utilized through the school or district to support:
- Instruction, Organization and management, Learning supports (e.g., mental and behavioral health services)
- Develop a process for regular examination of school initiatives to improve student outcomes.
- Are any initiatives redundant?
- Are all initiatives directly related to the school improvement plan?
- Effectively engage the school community in school improvement and school safety efforts.

Policy recommendations to support effective school safety:

1. Allow for blended, flexible use of funding streams in education and mental health services; *General Fund, Restricted Funding, Insurance*

Funds

2. Improve staffing ratios to allow for the delivery of a full range of services and effective school–community partnerships; *Social Workers, Counselors, Psychologists, District CSPs, District SROs*
3. Develop evidence-based standards for district-level policies to promote effective school discipline and positive behavior; *Multi-Agency partnerships and standards*
4. Fund continuous and sustainable crisis and emergency preparedness, response, and recovery planning and training that uses evidence-based models; *Annual drills, security and communication systems, emergency storage*
5. Provide incentives for intra- and interagency collaboration; *County (SROs), City and ASCIP*
6. Support multi-tiered systems of support (MTSS). *Social-Emotional initiatives*

Mr. Frutos reviewed scenarios and protocols for staff to follow including a Safety Security chart. President Gomez asked where would this chart be located. Mr. Frutos responded that it will be in every classroom.

Board Member Garcia commented that this past earthquake we had, she had her little ones at home and they were baking and they immediately ran together, got under the table and when they got out they said they knew exactly what to do because they were taught in school.

Board Member Hansen commented that she has been through a couple of these emergencies in the school district over the past years and one of the things that she has found was difficult is where parents don't know what's going on when school's been locked down and of course as soon as they hear about it on social media or whatever, they come rushing to the school. She is wondering what it is that we are going to do to make sure that we let parents know that there is a lockdown and in the past, people come rushing over to the school and they get onto a campus that the police have shut down and they also block traffic. She is wondering if the district is going to provide some parent trainings so that parents can understand what our responsibilities are and what their responsibilities are and will the district set up some kind of a communication with parents. Mr. Frutos responded that the first part of what Board Member Hansen mentioned is what has happened before. In the last couple of years we've had a couple of emergencies where parents have driven for far distances only to find that they cannot enter one of our schools. One of the things we've emphasized is communication, not only electronic communication, but communication systems informing our parents as part of our protocols that we want to implement. It's also part of the technology that we're bringing forward because we could try to communicate with our parents, but if we don't have the technology to do it, if we're still just talking. So we want to make sure that all that comes into play every year we've been improving our communication systems. When we talk to principals or give an example, we had a situation at one of our schools recently and within the hour, the principal had sent a message to all the parents.

Board Member Hansen commented that she was looking on the Internet over the last week looking at different information and FEMA has a lot of free training that they will come out and work with parents and students. Another thing that came up in one of the sessions that she looking at is there's a group called Safe and Sound Schools Clubs where student in many of the schools across the nation, particularly Sandy Hook, which is where this started, kids are developing clubs on campus so that they could be part of talking about safety issues and is wondering if this is something that we could look into

adding.

Board Member De Leon commented that she was basically asking the same question, how are parents informed regarding the procedures, and finding those ways to inform them and not waiting after that aftermath and then perhaps, when something, hopefully God forbid that happens, there is a point person that can direct people to a particular website, something that would show. She was also thinking because she knows that we want to have a plan, which is great but we also want to talk about prevention. How are we preventing, how are we identifying students that have the potential to bring a gun? How do we prepare teachers to look at if there's a particular student, maybe they're having behavior issues. Are we, are we addressing them? Are we sending them to the right people? Because in the past we've seen the students that have done shootings, there has been problems and nobody caught on and we don't want to be understaffed and she thinks the whole issue would be preventing of course, informing the parents. The reunification so how does that model after the tragedy, how does it work, how are we addressing that issue? Cause that's the new component. Are we going to get parents involved? Do we have volunteers in the school that perhaps could be involved? How do we incorporate and really disseminate the information to the parents. She knows we have Facebook and asked if that is the way perhaps to get parents to be more informed.

Board Member Hansen added that she thinks the District is talking about having meetings at schools. Mr. Frutos responded that yes and the District has been proactive in a couple of areas. The district has the ability to disseminate messaging very, very quickly from the superintendent's office to all users from every school to all users. The outgrowth of that will be the training and as Mrs. De Leon and Mrs. Hansen mentioned, we are bringing this to the schools this year, so again, it's been in evolution. First it was let's make sure that we have those drills so that everybody knows what to do in an emergency. Then we went through the securing of our doors and developing communication systems. This now involves education and the next will be coming to your regularly and bringing new ideas. What else can we add to our framework? Now we have an umbrella to make sure that we are safer, more secure and better trained.

President Gomez commented that she understands that we have robocalls to call the homes, but what about the parents who are working and something like this happens. Do we have a robocall to call their cell phones, not just home, the cell phones, this is an emergency, this is what is going on, don't come to the school, it's locked down. Because she knows that we do have robocall at homes but can we reach the parent. We have an automatic system to go the emergency line. Mr. Frutos responded that the system is based on a number and for those people that have a landline at home and that's the primary number that they provided, that's the number they get for those, for those of us who live on their cell phones and that's the number we provide. He added that the District will be looking at additional systems where maybe two or three will be able to cascade down, but we already technically have that. Whatever number people say is their primary communication number, the information we send out goes to that number.

2018-19 Unaudited Actuals

Ruben Frutos, Assistant Superintendent Business Services and Patricia Tu, Director-Fiscal Services provided the Board with information on the 2018-19 Unaudited Actuals. Mr. Frutos shared that part of the budgeting cycle, every year the culmination of the prior year is presented to the Board.

Unaudited Actuals

1. An annual statement reporting the financial activities of the LEA in which the data are not yet audited.
2. To inform the Board of Education of the year-end closing for 2018-19 that will be reported to the District auditors, Clifton Larson Allen.

2018-19 General Fund Estimated Actuals Summary

General Fund	2018-19 Estimated Actuals
Revenues	198,675,409
Expenditures	194,412,048
Other Financing (Transfers out & Encroachment)	7,079,961
Surplus/Deficit Spending	(2,816,600)
Beginning Fund Balance	57,184,208
Ending Fund Balance	54,367,607

2018-19 General Fund Unaudited Actuals Summary

General Fund	2018-19 Unaudited Actuals
Revenues	200,720,265
Expenditures	194,644,365
Other Financing (Transfers out & Encroachment)	7,073,384
Surplus/Deficit Spending	(997,483)
Beginning Fund Balance	57,184,208
Ending Fund Balance	56,186,725

Financial Status of the District

- The District maintains positive balances and plans to continue sustaining a healthy cash flow.
- The District continues to examine the allocation of LCAP funds.
- S&C funds must be used for services to provide to our unduplicated pupil population.
- The District will continue to evaluate the encroachment on the General Fund.
- LACOE recommends that spending remain conservative due to unknown economic factors.

2018-19 Combined General Fund Revenues:

The District received \$179,355,432 in Unrestricted Revenues for 2018-19. The District incurred \$25,314,520 in encroachment to cover other District programs that are **NOT** fully funded by the program's resources. This results in a net revenue of **\$154,040,912**.

- Special Education = \$18,173,894
- Routine Restricted Maintenance = \$7,002,240

- After School STAR Program = \$138,385
- Other Funds with deficit spending:
- Child Nutrition = \$1,294,396
 - Adult Ed = \$341,058

2018-19 Combined General Fund Expenditures:

The District spent \$194,644,365 in combined General Fund Expenses for the 2018-19 Fiscal Year.

Employee salaries account for approximately 58% of all expenses and employee benefits account for approximately 22%. All personnel related expenses comprise approximately 79% of all District expenses.

Components of 2018-19 Ending Fund Balance

Components	Amount
Revolving Cash	\$ 40,000
Stores	212,706
Deferred Maintenance Infrastructure	4,000,000
LCAP Retention	13,140,015
District Statutory Costs	7,083,428
Reserve for Economic Uncertainties	14,500,000
Program Maintenance	<u>13,117,161</u>
Total	\$ 52,093,310

What Happens Next?

- Auditors are scheduled to review 2018-19 Financials
- December 2018 – 1st Interim Report (Financial data as of October)
- March 2019 – 2nd Interim Report (Financial data as of January)

Board Member Hansen asked what Program Maintenance means. Mr. Frutos explained that we have a variety of programs in our district that have a cost that sometimes is not part of our regular budgeting. The reason being is that there might be an increase, so let's say for example that we have to bring additional staff to do a service that will maintain a program, but it's nowhere else in the budget. And over in the last few years we've been spending several million dollars on doing this. One example is in our emergency preparedness presentation, we mentioned that we bought equipment, that we have increased some of our staff or some of the social components in the district. We bring the program maintenance to allow us to do that. Otherwise we would have to take it from somebody.

Vice President Cuarenta asked how can the district stabilize the encroachment over time. Mr. Frutos responded that since we have multiple encroachments, that's probably one of the most difficult questions and a good question to ask. We believe that Special Education is something that we need to continue looking at and we have our new Director that is doing a good job looking at it. We want to look more closely at the expenditures and as you know, Special Ed is highly legal. If an IEP drives a service, that service needs to be done, but there are several components that we are looking at. There is another program that although their encroachment is small, there was a research system that was helping them as that dwindles. We are going to be

working with them to see if there are other sources of funding to reduce the encroachment with a nutritional services that's a more difficult item. The Board remembers last year we went to something called Provision A, a provision to provide free food to all our students for breakfast and lunch. And when we went to the this program, two things happen from the beginning. We knew that was going to reduce our funding a little bit, so this is year one of implementation. We were not prepared for it, but as we go into next year, if the encroachment continues one, we want to come back to you and tell you this is what the program is doing. Should we continue with this free provision to everyone or do we look at it differently. We want to give it a year or two. We believe it will stabilize, but we are looking at every one of them because they are all impacting our general fund, obviously one of our main goals this year is to spend the most restricted dollars first. We say that always and as Dr. Perez knows, we have a conservative approach to budgeting, but now it's more important that we look at our expenditures because what we don't want is with the reduced number of students. If that materializes, then suddenly we find ourselves in a very strong deficit, there would be a problem.

Superintendent Pérez added that at the policy level, she would also like to continue to encourage our Board members to continue to advocate for these areas, especially Special Education because by the Federal Government we are only funded 40% of what we are actually entitled to be funded on Special Ed. So therefore, every district has a huge encroachment depending on the number of Special Education students that it serves. But the Board's work lobbying on our behalf and she knows that Board member from Downey DePlant, is advocating for a full and fair funding of schools. That's a position that CSBA has chosen to advocate for and the Boards efforts in that area would be greatly appreciated.

Board Member De Leon wished to add the very same thing Dr. Pérez said in that the California School Boards Association is telling not only the Superintendents but the Governing Boards or Trustees to make sure they advocate. She also wished to clarify, and knows that it was mentioned that funding is for Special Education and it encroaches on the revenues. It was said that it's state funded but she thought it was federally funded. It is her understanding and asked for clarification that the federal is supposed to give us 40%, she means 40 cents per every dollar, but they give us 20 cents per every dollar and asked if that was correct. Dr. Perez responded that we receive about 40% of what we're entitled to that the Federal Government is supposed to give us on Special Education funding and it can be researched further and send that to the Board.

Board Member De Leon commented that it was mentioned by law, 3% must be in reserved and asked if there are other districts that save more than what's required by law. Mr. Frutos responded absolutely. What we were doing a recently, is look at our neighboring districts to see what reserve levels they have had, and I can put it together and send it to the Board. A lot of districts when we begin to get one time money at the end of every year, built their reserves, understanding that the economy changes and matures as it's happening now. So we can give you a list of districts and some are very, very high. We have a couple of neighboring districts that surpass our percentage, but there are others as you know, around us that are struggling, that are not doing as well. Board Member De Leon said that would be great because she knows that it's a concern as she is going through the governance trainings that the California School Boards Association is saying that we are looking ahead at a very hard times financially.

Vice President Cuarenta asked if there is a need for the district to reduce personnel. Mr. Frutos replied that there is a need to adjust that. We have a healthy staffing system in our district. There are elements that come to the district on an annual basis that that wouldn't be difficult for the district to phase out, folks that come in on temporary basis. He added that if we were to lose 600 students this year plus the 339 students we lost last year, that's a thousand students that would require some significant analysis from us. And that is why we are doing it in advance. What we hope is that the natural attrition that the district had would be sufficient to work with. Reserves help because if we didn't want to deplete our population, you can use reserves to slow down the process but, it becomes complicated. Our huge loss of students makes the protection of programs very difficult.

President Gomez asked if we are looking at reasons why we are declining. She added that she knows that parents are not having as many children. That's number one, but she knows students are leaving our district for different reasons and asked if we are looking into those reasons why they're leaving our district. Mr. Frutos responded yes and every department looks at it from a different perspective. From a demographic perspective, we are in a built out community where every year we look at the number of building permits, which would be an indicator of additional families moving into the community. Our community is very small. We seem to have a stable population that doesn't move out. It sounds wonderful from a civic perspective, not necessarily great from a district population perspective. The other piece is where we are losing students. One of the reasons why you saw those charts is that the natural laws would be ok coming in, but we seem to have some fluctuation, so those are all things we're going to be analyzing this year and bringing information that is most important thing for us is to make sure that we continue to have programs that keep our population from Paramount in our programs and we do have competitive properties.

Dr. Perez added that because she knows executive staff has researched this in the past, that almost the same amount of students that we lose to other districts, the same amount we receive from other districts. It's very interesting when we look at and of course we have a record of our interdistrict transfers in and out because we have to approve those. And it's the same amount for some reason. It's very unique. We lose X, so we get X back but, overall the issue of declining enrollment is something that just for our information, every district is going through every year and has been for the last few years. As was mentioned by Mr. Ruben Frutos we don't have as many people having babies that are coming into our kindergarten, and fourth and fifth grade is another area where we have a reduction in the amount of students every year. But it doesn't mean that we do not look at programs that might attract students from other districts. That becomes very competitive of course but, it is declining enrollment is an issue. She added that she sent the board a CSBA article about declining enrollment across the state that was published as well. It is a challenge for all of us. So ideas are always welcome.

Board Member Garcia asked if it could be explained on page six, the unaudited 2018-19, for instance, the 11th graders, and then more than likely they are the ones that move into the senior year this year, and the projected outcome is there's maybe like 50 students more. She asked where do those students come from and how is that projection made. Mr. Frutos commented that in some cases when you see the green column, it's actually not a projection, it is actually the count on the 10th day and now it's an actual, the light blue are projections that we did a few months ago and we do it every year based on three things. So you have our second grade that moves into

third grade, etc.,. And the indicators we have at demography company that gives us indicators in the community. There were building permits and other things that will increase our standard. But what is seen in light blue is projected. What you see in yellow and pink is actual meaning it already happened and what you see in green is what we now have as day 10.

BOARD MEETING CALENDAR

0.241

There was Board discussion on scheduling the Board, Superintendent and staff retreat for goal setting. Dates recommended were October 5 or October 12. President Gomez shared she is not available on the 12 and suggested the 5th. Board Member Hansen added that she is not available on the 5th. Other dates will be looked at for November or December as the facilitators are not available in September.

There was also discussion on the CSBA Board Policy Review scheduled for October 1-3, 2019 and President Gomez shared that two Board Members are needed to attend. President Gomez knows there is an interest from Board Member Hansen to participate and suggested that a new Board Member and a veteran/experienced Board Member attend. President Gomez asked for any volunteers and Board Member De Leon commented that she would love to but has other arrangements. Vice President Cuarenta commented that she would ask for permission at work. Board Member Garcia commented that she is not able to. Superintendent Perez added that it would be okay to move forward with one Board Member. President Gomez commented that if Vice President Cuarenta cannot, she would like to try and go back to her employer and see if she is able to take the day off, and if neither can make it, then it would be okay to move forward with just one Board Member.

HEARING SECTION

The following speakers addressed the Board and provided public comments: Felicia Akuamoah, Marcelina Bridges, Gerald Cerda, Andrea Guerrero, Misty Copeland, Adrian Alvarez, and Reno Redula.

Speaker Felicia Akuamoah shared that she works at Paramount Park Middle School. She shared some of the positive and amazing things that are going on at her site such as, the implementation of school-wide AVID program that includes their SDC classes. This is due to the dedication of teachers like Cabrera, Cowser, and Coco, including the “3 C’s” that make sure that every classroom has some type of AVID strategy. Felicia added that they also have cross content collaboration, their award winning math team lead by Ms. Yu, a sports team lead by Lozano, Prupuk, and Zamora, an award winning band lead by Culhane, a check and connect program lead by Ms. Wendy Hunt. The check and connect program is a program helps kids who are struggling on campus have a contact person so that person monitors their grades and helps them keep track with behavior and make sure that they successfully complete the year year. She is proud of Panthers Academy, which is an intervention class that she teaches; she works with their most “at potential students.” She does not like using the term “at risk” because she is there to make sure that whatever potential lies in them, she gets to see it; it blossoms while they’re there. In 53 minutes every day she provides academic, social and emotional support to these kids and helps to navigate them through middle school successfully. Felicia made sure to name each of the staff member connected to each program and mentioned all of their names with all of the different great things that are going on because one of their focuses this year is building relationships. Those names are important because in all of them taking the effort to make sure that the kids are successful in each one of the programs, they also make sure that they created a family amongst themselves.

Felicia reported that impact this year has been stupendous. What she means is that you can see the effects of them becoming family as a staff and as a school, whether it is through, their SDC kids using AVID strategies or their coaches collaborating with their teachers and making sure that their athletes are well in the classroom as well as on the basketball courts or on the fields. You may catch the coolest kid at lunch sitting with the most shy kid and it was by choice. You may even see Mr. Longworth with a broom helping Mr. Real sweep up the lunch area and kids voluntarily helping him. She has really enjoyed being back in the district. Felicia unfolded a sign asking the viewers, "if you're looking for some positivity in Paramount, follow us on Twitter. If you need just a boost of positivity and that's all of you. We're doing great things over there." She thanked the Board.

Speaker Marcelina Bridges is a lifelong resident and came to address the Board for several reasons. In 1987, 1,200 freshmen students in Paramount High had an assembly in which they told the students, everyone looked to your left and look to your right. Only one of you is going to graduate. In 1991 roughly 400 students graduated. Ms. Hansen was elected in 1990 and the graduation rate today is 92%. There's something to say about experience. She added that in kindergarten, one of the first lessons we learned is to be respectful to one another and name calling and bullying is unacceptable. She mentioned that renowned author Renee Brown, Rene Brown once said, "when I look at narcissism through the vulnerability lens, I see the shame based fear of being ordinary. I see fear of never being able to be extraordinary enough to be noticed, to be loved, to belong, or to cultivate a sense of purpose." She mentioned that when this happens, as she believes it's happening here in this room, there is an obvious abuse of power, stagnant growth, and in the end nobody wins. She said that as elected Board members it is your responsibility to use your platform for the highest good for our children, for our teachers, and for our future. She does not see this currently happening and as a parent of three children, two currently in school in the district and another who will be directly affected by the decisions you are making today and added she is terrified. Prior to this current elected Board, there were moves made that had her hopeful for the successes of her children and she was excited for her children's future in the education in this district. Now, she can see the Board that they cared about her children. They cared about her as a parent. Now frankly, she would like to know what is the Board's purpose? Why is the Board here and is it for your own political gain? She would like to discuss the term she has heard way too much online, at the Board meetings and in person. She mentioned constituent as defined by the English dictionary as a member of an electoral voting member of a constituency. An example of this is politicians have a responsibility to listen to the concerns of their constituents. As has been so quoted on multiple occasions, these constituents continue to speak out in protest at these meetings. However, she does not believe these members are your constituents, these people actually have their own personal political agenda and she does not want it in Paramount. They have no voting rights within the district limits. They have, however, seem to have similar values of some of the members on the Board. Making the deals like this is unacceptable and will not be taken lightly by the members of this community. It's time for us to stand up people in Paramount.

Speaker Gerald Cerda shared that he wrote some stuff but has been hearing some of the presentations and Mr. Frutos presentations are very informative, which gets discussion going and they bring a lot of questions to our mind, especially the topic of safety. Safety is very important to all the students that, but also the concerns from parents. We did have some training for active

shooter some time ago, which the public was invited but then told not to come in, so he's still waiting for an invitation for a more active shooting. He knows Mr. Frutos mentioned about more concerns, more public meetings, so that would be nice. We haven't heard anything with the school district regarding the metro, the metro line is having a meeting tonight at the same time as a school Board meeting and they're thinking of doing a tunnel to connect the west campus to the high school. He thinks the tunnel is not the best idea. He thinks the bridge over which is visible and provides more safety is better than a tunnel. We don't know if there's going to be rodents, flooding, displace folks in those tunnels. So that's a concern for safety and parents need to know about that. Regarding safety, we had a student that jumped off the awning, roof and, he would like to know what has been done at that school campus to avoid students from climbing or having access to the roof and jumping off the roof. So he would like to know that, what has been done in that campus for safety or an all campuses for safety. He also wanted to request more time. We did have two meetings prior. Now we only have one meeting. He would like to require a request the time from three minutes to five minutes. Also, if there's a time to get involved with that discussion for some of the questions after the presentations, if the public can also have another three to five minutes to have questions that would be appreciated. Since we eliminated one school Board meeting that we had two, now we only have one, so he would like have to have more time to have more discussions, more questions. And it is good to have a TAP and CSC, presentation here today and a good job. Keep it up, keep coming to the meetings and keep being participants. He has not received any responses from the Paramount Unified School District in regards to questions asked in the last three meetings. He is still waiting on those responses even though it's mentioned on the speaker information form. He would also like to actually thank everybody for tonight's meeting.

Speaker Andrea Guerrero has been a resident of Paramount her entire life. She's probably one of the reasons that our enrollment is low because she moved away for college, came back and she hasn't left. She loves the city, and thinks we're going great places. Her son is a Paramount Unified student as well. He is a Wirtz Wizard and she looks forward to the day when he becomes a Pirate, like her and her family. Why is she here? She's proud and honored to be here. She shared some of the positive things that are going on in Paramount. She's a World Language teacher and for the last two years has been teaching Link Crew Leadership. It's an amazing program that helps link seniors and juniors to our incoming freshmen helping them find a place to be giving them somewhere where they belong. It's all about kindness and inclusivity, which she thinks, she knows it was talked about safety in our schools and we asked about what can we do to be a little more preventative. She thinks reaching out to our students, finding those who have no one to eat lunch with, reaching out, making that contact. And she thinks that's all Link Crew leadership is all about. Andrea is really proud and passionate about it. She loves it. As much as she loves her core subject Spanish. She just always likes to think what's good and she tells her son and, and she's like, let's focus on the good things. And she thinks sometimes that's what we need to do in the workplace. She knows it can be hectic. One of the biggest things about Link Crew is they always ask you think of your purpose. Why are they, why are you there? Why are you doing that? And she always thinks about all the tragedies that happen. Her family has been involved as well and affected by the route 91 Harvest Festival. She always just thinks if someone could reach out, make someone feel that connection, reach out to these students, be there. She can't wait for her son to graduate from Paramount High School in a few years and for him to really find that community and feel at home. So she thanks you all very much. She loves what we're doing in Paramount, so she's

definitely sticking around. Thank you.

Speaker Misty Copeland shared she is an RSP teacher at Jackson Middle School and it's been a privilege to work there as a teacher. She is here just to share some of the good things that are happening not only at her school, but at she's sure in our district. A tradition that they have as a Capturing Kids' Hearts school is to share good things at the top of our class period. And since she has been at Jackson, they've implemented programs such as Capturing Kids' Hearts, Restorative Practices, Breaking Down the Walls, and currently they've been allowed the opportunity to do Advisory, which she thanked Dr. Pérez for supporting them in that. She has seen a huge shift in the culture at her campus, not only amongst teachers, but a tremendous change in the students. Personally as an RSP teacher, she has been able to see the inclusivity of the Special Education students and the relationship building that has come with the programs that they have implemented has been huge. Misty has seen a decrease in student behaviors. She has seen an increase in the capability the students have to deal with conflict. She has seen academic progress. She has seen the teachers and our school community come together in a way that the students have been able to look at and model because as teachers they are working together and they see our relationships and build off that. She knows every district has its challenges, but she knows if good things are happening at Jackson and at Paramount Park and at other schools within our district, it is happening across the board. Teachers are helping to change lives, the students are seeing their examples, and they are growing exponentially from that. She appreciates the Board and all their support in helping bring those programs their school and supporting them in helping students grow and develop into the scholars that we want them to be, not only at our schools but in life. She thanked the Board.

Speaker Adrian Alvarez wanted to clarify the policy, and asked if the public can clap or not clap? Governing Board President Gomez confirmed that you are not supposed to clap. Adrian shared he doesn't even know where to begin. There's so many things that are being said that just, so confusing, Adrian commented that he is an outsider. Like most people like the film writers, the Martha King, a lot of our heroes that change, voting rights, segregation laws, people with that fight immigration were outsiders. He doesn't live in Paramount, but he will. He will because he chose to organize here for the last five years, around the issue of the Chromium 6 in the air, which doesn't care about your politics it doesn't care about your class status. He spends most of his time here organizing. So that's why legally he can speak here because they organize and he does work here and he does intend to live here just to calm some of the fears, but shouldn't be so paranoid about outsiders. It doesn't make sense to him to claim that people have political agendas when you're calling for term limits. He commented that it will be a pretty stupid politician to call for term limits. You will be cutting your own neck. Precisely when you're calling for term limits is to stop, you know, the possibility of corruption, which if you read the papers around adjacent in neighboring districts, it's going on. It's not something that's been made up. He worked as a public information officer for a school district for Lennox, read it, read in the paper. You know, the talk good about teachers, they talk a good about being family, but the budget, you know, the actual doing it's quite different. So, another thing is that there's a big difference between policy in law, school Board policies and the constitution read the recent papers. Nobody can curve freedom of speech. You can, you know, there's laws against slander and they're existing. So we need term limits so that community that leads because they gotta work and it's a sacrifice to be here. The only way these things change is by changing members of the school

Board. It's not a secret. So the good news is that people did organize, people did mobilized and there was change and there's more change to come. It's not a secret. They are fighting for change, but white privileged and politically entrenched politicians are very nostalgic for a great paths. Like the good old days. Everything was great in the good old days. He doesn't know, they don't agree on those things, but it is not a that a question of being polite or not polite. He added that we need term limits to fight corruption so that the children have higher quality education.

Speaker Reno Redula spoke about safety and security. He stated that for all, you know, Hexavalent Chromium 6 is a chemical compound during a state of oxidation along with chromium trioxide and salted of Chromate and Dichromate. Therefore, all proving, harmful and deadly into our body systems, especially the children and elderly where their immune systems are very weak and therefore susceptible to cancer. This deadly cancer causing Chromium 6 are formed when performing a hot works such as welding on stainless steel or melting chromium metal, thus convert into a hexavalent state. And take note, it can also be mixed in drinking water systems. This deadly cancer causing Chromium 6 here in Paramount is bombarding us each day. And we inhale this everyday and total exposure in this cancer causing Chromium 6. Therefore, exposing us the Paramount residents, the children and the elderly, increase risk of developing mainly, you know lung cancer and asthma and do damage us. These polluters that surround us such as Carlton Forge for years emitting deadly Chromium 6 for profits at the expense of us powerless and poor Paramount residents. We brought and elected this long-time serving old politicians for decades main purpose to protect us Paramount residents from harm. But look what is happening until now. They are more concerned and all obliged to protect these polluters for some reasons and therefore, but as all our helpless and powerless and risking all our lives into cancer exposure and the truth of the matter is that some have died of cancer here in Paramount. Are we all in the state of something like accidental happen? We think you not like accidental happen to me, no, and never. All of us will unite, speak out and helping one another to combat this deadly Paramount, deadly Chromium 6 by holding these Paramount politicians accountable for all the harm that these polluters are depicting us maliciously. According to a report, Lincoln school is using a filter system number 10 but in reality it's filter system number eight and how true is this. Based on a research, it's either not fit the filter Chromium 6 and that could jeopardize our children's health. He recommend the MERV 16 filter that could then obtain this deadly toxin away from health risks of our dear children. We must protect them from harm. And it this your job board members to enforce it. Secondly, Paramount folks want to know how all you decided to kept Dr. Pérez as our superintendent. Lastly, about this subject drop off zone project the board policy issue.

Responses to Speaker Questions

The following are questions and answers from speakers at a previous Board meeting where contact information was not provided by the speaker(s). The Board of Education still wishes to provide answers for the benefit of the public.

Why is the District Office buying Sparkletts water at the District Office when our children are drinking from old pipes. Do teachers have to buy their own water? This was previously addressed at the July 8, 2019 Board meeting. All Sparkletts water is purchased by employees with their own money (no district funds), except for Human Resources, who used it in the past for interviewees and visitors. As the small water bottles (8 oz. or so) are perceived as more sanitary and can be provided to visitors, the District will move toward using water bottles in H.R.

Due to the lack of available drinking water in the offices, employees are

allowed to continue buying Sparkletts water bottles and dispensers with their own funds. As the District finalizes the installation of the water dispensers in schools, the district has planned for a similar installation in the District office to provide access to drinking water for staff and visitors.

A question was received about the flushing procedure that was used during the testing. What lab did the testing? Mr. Frutos stated that in the past there was a brief presentation provided related to water tested. The District was mandated to do water lead testing. The District completed the testing in advance and worked with the different water agencies to make sure that district water was tested and the results were favorable within the guidelines that were provided.

The District went one-step above of what was required to be a little stricter with the testing and monitoring, just in case the standards were to change. As far as the water provision, we are improving the water provision of schools by providing water dispensers with the approval of the Governing Board. The District is looking to install this throughout all of the schools, so that the students have access. Our hope is that we have some installations to each of our schools by the end of the summer, unless there is some structural issue that we find at a school. Mr. Frutos informed the Board and the public that the presentation on water is on the District website.

Who does/did the inspections for electrical upgrades at Wirtz and Gaines? Do we need DSA inspections for these projects? The District contracts with a State approved and licensed inspector to conduct State mandated inspections of construction and infrastructure projects as required. Although not required due to scope, the District will finalize DSA inspections at Wirtz and Gaines as the projects are completed.

Who does/did the soil testing for new construction at Zamboni? The District uses a certified firm (Leighton Group, Inc.) to conduct the soil testing and geotechnical work mandated by the State and DSA (Geotechnical Assessment of Soil Conditions and related laboratory testing).

How are we testing for lead in our water at the schools? The District follows the State testing protocols and worked with our Cities as partners to complete the lab requirements by July 2019. All tests were completed and the results are posted in the District's website.

Did Human Resources reach out to Ms. Smith about her concerns on seniority issues regarding working summer school to work extra hours? Human Resources met with the employee to discuss her concerns.

Do we have the Freedom of Information Act or Request for Public Records Request forms on the District website? There is no legal or specific district form, rather, any note or letter requesting information is accepted as an official request.

What renewal (renewable) energy information or curriculum do we have in place for our students? The Board recently adopted a curriculum that is being piloted in the high school.

The sheet attached to the speakers cards is very restrictive, why do we have to have it? The Board wishes to provide guidance to speakers, and this contributes to an orderly meeting.

Why is Our Lady of the Rosary using Franklin Covey for training? The Paramount Unified School District is a public school entity and is not

associated with Our Lady of the Rosary, a religious organization. We are not aware or knowledgeable of their curriculum nor rationale for selection of training.

Is Franklin Covey a Mormon teaching? The Paramount Unified School District is not aware of Mormon teachings.

Where is the separation of church and state? The federal government provides funds for students that qualify whether the students attend a public school or not. The funds follow the students. The PUSD is required to provide a portion of federal grant funds received by the district to private schools that serve students who qualify and live in Paramount.

Is there lead and arsenic in the water children are drinking? The water purveyors for the District conduct testing based on State standards and produce water safety reports (water quality reports) that are published in the municipalities' websites. The reports indicate that the water is safe for consumption. The District conducted a separate lead test to comply with State law.

How is the Board supporting immigrant families with ICE raids? How is the Board protecting immigrant families with ICE raids? In 2017, the Board of Education passed a "Safe Haven" Resolution committing to protect PUSD students at all costs from any ICE raid. Immigration attorneys were invited to a workshop at the PHS senior campus on a Saturday to assist families with questions about how to protect themselves from immigration authorities. Site administrators are trained annually on how to handle the presence of ICE on any campus in order to protect students. The Parent Annual Notifications Manual was revised to include information for parents on how the District handles any requests for juvenile information. Any ICE official would have to go through the courts and the Superintendent before a child or information about the child is released.

What has the Board done about providing air filters? The District has had a long-standing practice of using higher quality air filters than required, and is currently finalizing the review of Merv 16 filter installations as well as implementing a grant process for filters in district schools.

What has the Board done about the air quality issues? The Board has directed District staff for years to be an active participant with the environmental regulatory agencies in our area. The District has a longstanding partnership with the AQMD, which is the primary regulatory agency for air quality in Paramount.

Has the Board provided an update on the IQ presentation and Long Beach Port Grant for MERV 16 filters? The District is finalizing the testing process and the grant process for MERV 16 filters and is planning an update at one of the upcoming Board meetings.

What kind of background checks are done on taxi drivers that transport students? All District used taxi drivers are DOJ (Department of Justice) cleared through the live scan fingerprinting process, and maintain all appropriate licenses for the services provided.

Are there cameras in the taxi cabs that transport students? Yes, the cameras are in the interior facing passengers, and on the exterior, to facilitate any kind of accident investigation.

CONSENT ITEMS

0.280

Board Member Hansen motioned, Board Member Garcia seconded and the motion carried 5-0 to approve the consent items.

The following questions were received from the Board:

President Gomez referenced page 33 on the consent items on the employment of substitute teachers on call as needed and asked if substitute teachers are for grades pre-k through adult and does it include Special Ed. Dr. Myrna Morales responded that for general substitute work, they can substitute and Preschool k through 12, as well as our adult transition special education program. In order for these individuals to substitute in our special education program, the director goes out and sees them in the setting and gets them approved to be a special education substitutes as well. So it is general for all positions

Ayes: 5 – Board Members De Leon, Garcia, Hansen, Vice President Cuarenta, President Gomez

General Services

Professional Activities
Report 19-03
1.280

Approved the Professional Activity Report 19-03 an out-of-state conference for Superintendent Dr. Pérez to attend the ALAS Annual National Education Summit in Orlando, Florida on October 16-19, 2019.

Human Resources

Personnel Report 19-03
2.280

Accepted Personnel Report 19-03 as submitted. The report includes details, assignments, terminations, and employment of personnel. Certain assignments listed in this report may be contingent upon allocation of funding in the 2019-20 State Budget Act and related legislation.

Educational Services

Consultant and Contract
Services
3.280

Approved the consultant and contract services request authorizing contracts with consultant or independent contractors who provide specialized services, as submitted.

Professional Activities
Report 19-02
3.280

Approve the out-of-state conference for the Director of Secondary Education To attend and participate in the Network for Teaching Entrepreneurship (NFTE) National Youth Entrepreneurship Challenge on October 16, 2019 in New York, New York.

Business Services

Purchase Order Report,
19-03
4.280

Approved Purchase Order Report 19-03 authorizing the purchase of supplies, equipment, and services for the District.

Consultant Services
4.280

Approved the consultant services requests authorizing contracts with consultants or independent contractors who provide specialized services and authorize the Superintendent or designee to execute all necessary documents.

Acceptance of Donations
4.280

Accepted the donations as presented on behalf of the District with any bequests or gifts of money or property for a purpose deemed to be suitable by the District.

Warrants for the Month of

Approved warrants for all funds through August with a total of \$9,602,601.30.

ACTION ITEMS

Human Resources

Establishment of a Job Description for Multi-Media Technician and Establishment of, and Employment Authorization for, 1 Position at 8 hours per day, 12-months
2.281

Board Member Garcia moved, Board Member De Leon seconded, and the motion carried 3-1-0 to approve the new job description of Multi-Media Technician and establishment of, and employment authorization for, 1 Position at 8 hours per day, 12-months.

Vice President Cuarenta stated that she is going to highly take into consideration after Mr. Frutos presentation and her motion will be based on what she knows about our district and future perspective.

Board Member De Leon commented that it was mentioned how do we communicate with parents. So if we have technology to really disseminate that information, that would be great. She knows the website is a little outdated, so she believes we're in the 21st century. We have to prepare not only our students but have that correct information on our websites.

President Gomez commented that she thinks it is going to be great because our websites are really outdated. We look for information and some of it says coming soon and some of it just doesn't have it or it is very outdated. She is very happy to see this on the agenda.

Ayes: 3 – Board Members De Leon, Garcia, President Gomez
Abstain: 1 - Vice President Cuarenta
Absent: 1 – Board Member Hansen (stepped away)

Presentation of Paramount Unified School District's Initial Reopener Proposal for the 2019-20 Collective Bargaining Agreement with the California School Employees Association, Chapter 447
2.282

Board Member De Leon moved, Board Member Cuarenta seconded, and the motion carried 5-0 to receive for public review the District's initial reopener proposal of the 2019-20 Collective Bargaining Agreement with the California School Employees Association, Chapter 447.

Ayes: 5 – Board Members Garcia, Hansen, Vice President Cuarenta
President Gomez

Public Hearing on the Paramount Unified School District's Initial Reopener Proposal for the 2019-20 for the Collective Bargaining Agreement with the California School Employees Association, Chapter 447
2.283

Board Member De Leon moved, Board Member Hansen seconded, and the motion carried 5-0 to conduct a public hearing regarding the District's 2019-20 initial reopener proposal of the Collective Bargaining Agreement with the California School Employees Association, Chapter 447.

Ayes: 5 – Board Members Garcia, Hansen, Vice President Cuarenta
President Gomez

There were no speakers during the hearing section.

Board Member Hansen moved, Board Member Garcia seconded, and the motion carried 5-0 to close the public hearing regarding the District's 2019-20 initial reopener proposal of the Collective Bargaining Agreement with the California School Employees Association, Chapter 447.

Ayes: 5 – Board Members Garcia, Hansen, Vice President Cuarenta
President Gomez

Educational Services

Public Hearing –
Sufficiency of Instructional
Materials
3.284

Board Member Garcia moved, Board Member De Leon seconded, and the motion carried 5-0 to open the Public Hearing regarding the Sufficiency of Instructional Materials for the 2019-20 school year.

Ayes: 5 – Board Members De Leon, Garcia, Hansen, Vice President Cuarenta, Board President Gomez

Gerald Cerda asked if the public hearing for sufficiency of instructional materials includes the chromes that were distributed to the students. Dr. Stark responded that this is a validation that every student has a textbook in the core subjects.

Mr. Cerda commented so the chromes are included. Dr. Stark responded that these are textbooks. These are instructional materials, reading books, math books, language arts books, social studies books. This is what the legislature requires is just textbooks.

Mr. Cerda commented that he brought it up if it is part of the instructional materials, which he thinks it is but he figured he would ask, is are these bought with the grant or did the district use funds to purchase these chromebooks and once that is answered, his question is his understanding is that some parents are having to pay for the insurance.

President Gomez informed Mr. Cerda that, that was a different question and what was being done at the time was textbooks, not chromebooks and he could ask at a different time as what was being discussed was instructional books. Mr. Cerda added that he thought tablets were instructional materials since they are being issued by the district for homework and do work.

Board Member Hansen moved, Vice President Cuarenta seconded, and the motion carried 5-0 to open the Public Hearing regarding the Sufficiency of Instructional Materials for the 2019-20 school year.

Ayes: 5 – Board Members De Leon, Garcia, Hansen, Vice President Cuarenta, Board President Gomez

Resolution 19-11
Sufficiency of Instructional
Materials
3.285

Board Member De Leon moved, Board Member Hansen seconded the motion carried 5-0 to adopt Resolution 19-11, assuring compliance with Education Code Section 60119 for State funds receivable for instructional materials for the 2019-20 school year.

Ayes: 5 – Board Members De Leon, Garcia, Hansen, Vice President Cuarenta, Board President Gomez

Intent to Apply for the
*Inclusive Early Education
and Expansion Program
Grant* for 2019-20
3.286

Board Member De Leon moved, Vice President Cuarenta seconded, and the motion carried 5-0 to the request to apply for the *Inclusive Early Education and Expansion Program Grant* for the 2019-20 school year.

Board Member Hansen asked how long before the district hears back on this. Dr. Stark responded that the grant will be submitted by the due date which is mid October and is not sure what the turnaround time is but that information can be obtained. Board Member Hansen added that maybe it can be used this second semester. Dr. Stark added that maybe not that soon.

Board Member Hansen asked if there was a match? Dr. Stark responded yes a 33%, presenting a match in terms of district commitment and that would be

easily met just through our preschool teaching staff that we have.

Ayes: 5 – Board Members De Leon, Garcia, Hansen, Vice President Cuarenta, Board President Gomez

Nonpublic School Placement for Special Education Students for 2019-20
3.287

Board Member Garcia moved, Vice President Cuarenta seconded, and the motion carried 5-0 to approve the placement for special education students in nonpublic schools as determined by the student's Individual Education Plan for the 2019-20 school year.

Ayes: 5 – Board Members De Leon, Garcia, Hansen, Vice President Cuarenta, Board President Gomez

Attorney Fees and Settlement Agreement for a Special Education Student
3.288

Board Member Hansen moved, Board Member Garcia seconded, and the motion carried 5-0 to approve and authorize payment for attorney fees and settlement agreement for a special education student.

Ayes: 5 – Board Members De Leon, Garcia, Hansen, Vice President Cuarenta, Board President Gomez

Attorney Fees and Settlement Agreement for a Special Education Student
3.289

Board Member Garcia moved, Board Member Hansen seconded, and the motion carried 5-0 to approve and authorize payment for attorney fees and settlement agreement for a special education student

Ayes: 5 – Board Members De Leon, Garcia, Hansen, Vice President Cuarenta, Board President Gomez

Attorney Fees and Settlement Agreement for a Special Education Student
3.290

Vice President Cuarenta moved, Board Member Garcia seconded, and the motion carried 5-0 to approve and authorize payment for attorney fees and settlement agreement for a special education student.

Board Member Hansen commented that this is a great program.

Ayes: 5 – Board Members De Leon, Garcia, Hansen, Vice President Cuarenta, Board President Gomez

Carl D. Perkins School Allocation Fiscal Year 20192020 for Grades 7-12
3.291

Board Member De Leon moved, Board Member Hansen seconded, and the motion carried 5-0 to accept funds for the Carl D. Perkins Vocational and Technical Education Act for the 2019-20 fiscal year to develop skills of students enrolled in Career Technical Education programs for Grades 7-12.

Ayes: 5 – Board Members De Leon, Garcia, Hansen, Vice President Cuarenta, Board President Gomez

Hero by Schoolmint, Inc. Agreement
3.292

Board Member Garcia moved, Board Member De Leon seconded, and the motion carried 5-0 to approve the agreement with Hero by Schoolmint, Inc., to provide services at Buena Vista High School for the 2019-20 school year.

President Gomez commented that she noticed that certain middle schools and certain high schools and now we are adding one, Buena Vista and asked if there are any other schools district wide that are participating in this program or can they participate in this program.

Dr. Smith responded that yes at this point, Paramount High School, Paramount High School West and hopefully if approved it will be Buena Vista. At the middle school level it's Alondra and Jackson. Those are the schools that all came to the Board last year and we brought an actual renewal for all of them with the exception of Buena Vista because they were not ready to get

started. We brought that to the Board back in late spring, maybe early summer. We have provided information to all school principals about Hero and its program and they are all welcome to participate if they choose to, but it is not something we have made mandatory.

Ayes: 5 – Board Members De Leon, Garcia, Hansen, Vice President Cuarenta, Board President Gomez

Business Services

Notices of Completion –
Field Service Contracts
4.293

Board Member Garcia moved, Board Member Hansen seconded, and the motion carried 5-0 to accept as completed the Field Service Contracts as listed above and authorize the Superintendent or designee to file the Notices of Completion and make payment to all contracted parties upon expiration of the lien period and determination that no liens are outstanding.

Board Member De Leon commented that she noticed that now that we're putting like the bid number, which is great. And I wanted to ask by law, um, what is the price range or a particular price or cost that by law we would have to bid for. Mr. Frutos responded that \$15,000 for what they call a public works project and it's a term that's been around for a long time, meaning that if the project has a purpose of construction or something similar, we have to go out to bid. There are significant exceptions, especially in the area of technology.

Board Member De Leon asked if public works could be explained and what that would entail typically construction, reconstruction, modernization, upgrades, modifications, things like that and would that be within the school or outside of the school for instance, would that be, in a public or city zoning areas, like city streets, sidewalks. Would that include public works or where we would have to bid. Mr. Frutos responded that, that is a question that is applicable right now to a street project we have, because the district doesn't own the streets, you are not required to bid a street project. We are actually being serviced by a partner agency, a city because they own the street. So if we request, and let's say we recast the implementation of a lighting system for a crosswalk, which is not uncommon and the city has a contractor that can do that, they would typically bill the district and we would agree or disagree, but then they have an obligation on their bid scope to conduct the work and our understanding in some cases is they have larger asphalt projects and these projects can become attached to them. So no, for certain projects that we do with cities, you do not have an obligation to be because you are technically a client of another governmental entity.

Board Member De Leon asked if the city would make the bidding or make it part of their bid process. If they did show you they have a larger project and this can be incorporated in it, they can do that and wanted to clarify that \$15,000 and above we would or the city would bid and if it pertains for the district, then we would have a bid and we would have the bidding number. Right. Mr. Frutos replied that, that would be our rule and added that he is not as familiar with city ordinances on what their rules are. That applies to a school district. Their rules might or might not be the same.

Ayes: 5 – Board Members De Leon, Garcia, Vice President Cuarenta, Board President Gomez

Paramount Unified School
District Safety and
Security Framework
4.294

Board Member De Leon moved, Board Member Garcia seconded, and the motion carried 5-0 to adopt the Paramount Unified School District Safety and Security Framework.

Ayes: 5 – Board Members De Leon, Garcia, Vice President Cuarenta, President Gomez

2018-19 Unaudited
Actuals
4.295

Board Member Hansen moved, Board Member Garcia seconded, and the motion carried 5-0 approve the 2018-19 Unaudited Actuals Financial Report.

Ayes: 5 – Board Members De Leon, Garcia, Hansen, Vice President Cuarenta, Board President Gomez

Abraham Lincoln School
Street Drop-off Zone
Project
4.296

Board Member Hansen moved, Board Member Garcia seconded, and the motion carried 4-1 to approve the payment to the City of Paramount for Abraham Lincoln School drop-off project.

Board Member De Leon asked if it is typical to go ahead and do something such as this project which she believes is very important for the safety of our students to do it prior to Board approval and further asked if that is something that Paramount Unified School District, is it a custom. Mr. Frutos commented that this is a project that was mentioned that in order for us to achieve this pricing and to be able to do it, we had to attach.

Board Member De Leon asked if we typically as a Governing Board, go ahead and have you have the superintendent and the cabinet go ahead with projects without prior Board approval. Mr. Frutos responded yes, that's not uncommon. During the summer you give us delegated authority to do certain projects and there are areas where we have to complete a project or let's say be prudent in the funding for a project in between Board meetings. It is typically a significant discussion within executive cabinet, but it is not uncommon to do certain projects without Board approval. In most cases, these are projects that the Board would have some knowledge on because either there is a problem that needs to be resolved. So, for example, a one of the Board members at one of our recent discussions products, what happens in between Board meetings and how come we have some ratifications well that you've, there's a repair that needs to be done because of a condition the repair will be done and then we will come back to the Board for ratification and that is quite frankly quite common. Districts do it because sometimes you cannot wait for the repair, or the cost of the repair will be significantly expensive at the beginning of a year. Air conditioning is the most common. If our room is not air conditioned and it needs to be repaired, most of the time we will do the work. And by and large, the Board understands that the work that is being done is necessary for a safety reason or something else. Now if the work can wait and it doesn't have to be done immediately because there is no safety issue or occupancy issue, it is always at least the function of the current business office to bring it to the Board for approval.

Board Member De Leon commented that it is her understanding that the traffic consultants that did the study, did the study back in October because there was a neighborhood meeting that was held here on July 30th. She received the Wednesday report on July 24, and she was there and she heard what happened. So as a new Governing Board Member, she did not know about this prior approval of having a consultant do a study. She would have liked that we get a consensus with the community. She knows for a fact because she lives on Orizaba and as a parent whose child attended Lincoln, she knows Lincoln is a prime example of parent engagement. So it would have been nice to save thousands of dollars and just use our common knowledge and say, we have a safety issue and ask the community what did they think, what did they want, because she knows that when this notice was given out to the community to attend this meeting, it was a very short notice. Within the meeting, and she knows because there was a recording of this meeting, and it

was stated that we would reconvene to then discuss further and maybe give more input from other community members, but that wasn't the case, it never happened. She added that it was mentioned earlier when she asked Mr. Frutos that when it's something that's 15,000 above we do a bid and that anything, that belongs to the city, it's not ours, that would be the city and asked that was correct. Mr. Frutos responded that what was asked is for the project that we are discussing, which is the construction of the new no parking zone and traffic flow. If the district would have gone out to bid, his belief is that we wouldn't because we don't have ownership for the street that is the city.

Board Member De Leon asked in what part did the city take its responsibility to take care of what belongs to the city. That's what she is concerned about, because she knows in a previous conversation that was had, we had said a Board Member had asked, for example, at Lincoln, when parents come to, back to school, night open house, there's lots of parents crossing the street and as they cross the street, they're concerned that these children or adults could get run over. And so the Board Member asked, is it possible to put one of our employees to cross the street and your response was no, because then we would be held liable, it is the city's responsibility and added that she is looking at that angle and why didn't the city take its responsibility. Mr. Frutos responded that our understanding is that the city had a significant asphalt project in our community in this project could be attached to it. And although they do provide services for safety for the district, including crossing guards, the idea of a traffic modification, typically is done by the district in words by utilizing our own property as we've done at Mokler, as we're planning to do our middle school. Then at Zamboni and as we have at Wirtz in the case of Lincoln and bringing the traffic into our property appear to not be possible based on the analysis that was done by the traffic engineering. So when they provided that analysis, we approached the city and the city mentioned at some point we have an asphalt company and the community, these reconstruction can be done and that's how the process started. It is slightly different than what we have done at other sites because we are not bringing the cue into our own property. But to answer your question, I'm not sure that the city would have without our request for traffic mitigation necessarily considered a priority for their safety, since what we're trying to do is to improve the quality of service and the flow of traffic and the safety in that area.

Board Member De Leon commented that it her understanding that the not to exceed \$60,000 from Measure I fund for this new project is to be then paid to the city of Paramount. Mr. Frutos responded that they are the ones that have been in contract with the asphalt. Board Member De Leon asked if that means we were spending about or you could say not to exceed \$60,000 without bidding. Mr. Frutos responded that's what we are spending to clarify we do not have to bid. So if the question is were we supposed to bid this project, the answer is no because we have no ability to do the work on the street. Board Member De Leon asked because again it belongs to the city. Mr. Frutos responded that is correct.

President Gomez asked when something like this comes up on the agenda, if the Board can have on the Wednesday report, not a bid, but whatever the city gave the district in regards to what they are doing and how much it's going to cost. That way the Board can at least know ahead of time.

Board Member Hansen commented that this survey that is being talked about, was done with folks you hired a company that went out and looked at this was done during last year, she believes to look at all the traffic patterns at all of our schools because we were having issues. So we approved that and this is part

of that. And so you're just following through on what the recommendation was and we talked about it at Ad Hoc a few times and the city offered to piggy back on their bid and we saw it and would cost us less money and like it was said, we have no control over what happens on the street, but because of safety for children, this actually was one of the biggest things that was identified by the traffic consultant. Mr. Frutos added that he would be happy to send to the Board again the traffic presentation and the analysis.

Board Member De Leon commented that she understands it's really important. There's no question about it, students are first. That's why she likes the fact that a Board Member Gomez asked for blinking lights because typically on Orizaba, people who are driving usually just pass and don't even stop. She knows that we are paying the city of Paramount, did they do themselves the construction or who did, because if you asked her and she asked a lot of constituents, there we go again, community members, people, parents have asked her, it's a poorly done job. You could still see the paint where the parking spaces were for the cars and the city also did not listen to the community when they came to this meeting because a traffic consultant did do the study from seven to three, and she stated there are people that come home after three o'clock, like five o'clock, six o'clock, seven o'clock, and they need a parking space. So now there is no parking space and they're upset. So it would've been nicer to have either when we're going to do something on a project that we do at far in advance so we let the community have a say as this should be a democratic process.

Board Member Hansen asked President Gomez to refresh her memory as she was at the meeting on how many parking spaces were we going to lose by putting in the drop off zone and asked her if she remembered and if she said she was at the meeting. President Gomez responded no. Board Member Hansen asked Mr. Frutos if he remembered how many parking spaces were lost. Mr. Frutos responded that he would need to get back to her on the exact, Board Member Hansen asked if it was eight or nine. Mr. Frutos responded that it was more than that and what he is finding in the initial assessment was done in 2017 and there were several recommendations and then we had another report out and he will find them and we send them to the Board. A report was sent in 2018 and a Lincoln drop of project was actually brought back in July for the presentation of our potential community meeting. He will put all that together and send it to the Board on the site.

President Gomez commented that she has one question to piggy back of Board Member De Leon if it's a poorly job, who goes out and tell the city you guys have to erase the lines. Two of the lines you can still see the parking lines and stuff. Who is the one who inspects it or who's the one who is responsible. Mr. Frutos responded that would be the district. We are the entity that requested some of this work. What we will be doing is as we close out the project, we do this with every project and we ask our traffic engineer one more time to make sure that the work that was done complied with our request prior to completing the project. That's commonly done and when we resurface our own parking lots every once in a while, as you know, a car will drive through before it's completely dry and we have to do a little bit of redo. So we will be doing that.

Board Member Garcia commented that she would just like to say thank you to the city of Paramount for what it does for the schools.

Board Member De Leon voted no and commented that for the record, children safety is first, but she does not agree with the process.

Ayes: 4 – Board Members Garcia, Hansen, Vice President Cuarenta,

Board President Gomez
Nays: 1 – Board Member De Leon

Acceptance of Port of
Long Beach Community
Grants Program Award
4.297

Board Member Hansen moved, Board Member Garcia seconded, and the motion carried 5-0 to accept the grant from the Port of Long Beach Community Grants Program in the amount of \$352,475.00.

Board Member Hansen commented that for the Gaines Elementary School and the Merv 16s have already been done and part of the pilot program and asked what happens with those funds. Mr. Frutos responded that one of the goals of the grant is to pay for both retrofit and filtering. What we are trying to see is if within the grant they can compensate for the retrofitting that the district has already done. Since it was paid with district funds. If not, our goal would be to ask that it becomes a distributed to the filter replacement at multiple locations so that it can extend the filter replacement.

Board Member Hansen asked if we are going to ask them to kind of reimburse us if it's possible for the work that we've already done. Mr. Frutos replied that this is a fully reimbursable project. We have to do the work, come to you to get it approved, pay for it, and request reimbursement. Board Member Hansen commented that's pretty scary. Mr. Frutos added that a lot of grants are that way. Board Member Hansen asked that from the port of Long Beach we're going to have to wait for reimbursement. Mr. Frutos replied that is the way the grant is written. Board Member Hansen commented that she didn't realize that and there's not a thing she can do about it now and asked if we can do one school at a time and then get reimbursed and added that it makes he nervous. Mr. Frutos responded that there is a time limit for when the work needs to be completed and up until now their allocation appears to be fundable. But it is something that can be asked on how quickly can the funds be reimbursed.

President Gomez asked when is the work starting. Mr. Frutos responded that right now what we are trying to, once the Board approves this, we start working with our engineers to see how the schedule can be done. In some cases we cannot have occupancy in the rooms, so they'll create a schedule of construction. President Gomez asked if we will be provided a schedule so one knows. Mr. Frutos responded yes.

Board Member De Leon commented that she thinks it is vitally important, it's showing that the port of Long Beach recognizes that these schools are impacted by our air pollution and that it's vital that we move forward, and worry about getting refunded later.

Ayes: 5 – Board Members De Leon, Garcia, Hansen, Vice President
Cuarenta, Board President Gomez

Resolution 19-12
Workers' Compensation
Coverage for
Volunteer Personnel
4.298

Board Member De Leon moved, Board Member Hansen seconded, and the motion carried 5-0 to adopt Resolution 19-09 Application for Certificate of Consent to Self-Insure as a Public Agency Employer Self-Insurer.

Board Member Hansen commented that the fiscal impact says the program costs are designed to be cost neutral and asked if medical and related costs are paid from insurance funds and is that H & W funds. Mr. Frutos replied that no, this is not coming out of our health and welfare. This is strictly workers' compensation and the goal is to use any type of savings from our property and liability rates to pay for this. The explanation that was sent in the Wednesday packet is that at this point, volunteers in our district are not covered when they are technically part of the district. One example is if a

volunteer gets injured, their only recourse is to sue the district under workers' compensation. They are limited to the cost of medical care. Under liability, there is no limit. So this provides a significant amount of protection to the district over time, especially as we have been increasing the number of volunteers we have. We are about to do that as we have additional drivers, coaches, etc, etc. So it's that level of protection that we believe will be beneficial to the district because it reduces large losses.

Ayes: 5 – Board Members De Leon, Garcia, Hansen, Vice President Cuarenta, Board President Gomez

Resolution 19-13,
Establishing the 2019-
2020 Gann Appropriations
Limit
4.299

Board Member Hansen moved, Vice President Cuarenta seconded, and the motion carried 5-0 to adopt Resolution 19-13, establishing the 2019-2020 Gann Appropriations Limit at \$98,962,157.02 as calculated by the State formula.

Ayes: 5 – Board Members De Leon, Garcia, Hansen, Vice President Cuarenta, Board President Gomez

Board Approval for the
Adoption of a Resolution
to Implement Term Limits
in the Next Election
4.300

Board Member De Leon moved, Vice President Cuarenta seconded, and the motion failed 3-2 to for Board of Education review and vote on the resolution for implementation of term limits.

Board Member De Leon commented that as an educational institute, she believes that we should be leaders in democracy and if we decide to vote yes and have and show the leadership and show our students how democracy works and let and really understand that the constituents again, sorry, community, it makes you happy, whatever, they're the ones who on a survey have said that they want term limits that doesn't stipulate that once it goes and it passes that people could then vote and they might not pass. It might pass, whether we have term limits or not, but I believe that as a Governing Board who works on working with students and shows democracy that we should move forward.

Vice President Cuarenta commented that she appreciates Board Member De Leon speaking up and would also like to state that the choice she makes is going to be based on two things. One, we are in the middle of contract negotiations, two declining enrollment. That's going to be a big issue. She understands democracy, she believes in it, but she also has to think about the student in the classroom and the teacher that could possibly get a raise or may not because of this.

President Gomez asked for a one by one vote. Board Member Garcia – no, Board Member De Leon yes, Board Member Hansen – no, Vice President Cuarenta –abstain, President Gomez - Yes. Board Member Hansen stated that a vote was needed, either we are for or against it and said “ Come on guys, let's step up her. Let's show democracy in action”. Vice President Cuarenta said Okay. No.

President Gomez added that there is no reason why we should do 4.9 and she wanted to say something to her constituents, which are the residents who vote, not the students, not the whether it's students that are 18 that also vote for all her constituents who are here and watching on the Internet via Youtube. She wants to say that she listened to their concerns regarding term limits and brought this issue up for the Board's consideration. However, the majority of the vote of the Board has decided to not move forward with term limits. She will continue to listen to your issues and concerns and continue to make them a top priority of hers. She looks forward to reintroducing this item in late 2020.

Board Member Hansen wished to read her response and shared that as a general rule, she has never been in favor of term limits. Her experience in the past has been working with legislators in Sacramento when they are termed out after two or four years, making it difficult to build long term relationships with those making decisions that affect our district and with the budget constraints. We're dealing with declining enrollment, contract negotiations, additional funds being spent on initiatives that were not directly related to students that are new pension obligations, make it difficult to vote, to spend at least \$60,000. The other option is for a committee to be formed to gather the signatures required to have this item placed on the 2020 ballot. So she cannot support this resolution and that is why she voted no.

Board Member De Leon said "to my people out there, 2020 is around the corner. Do not fear. We are here to support you in every way possible. You thought democracy and this is how it works. Unfortunately it didn't pass. That doesn't mean that it won't pass sooner or later." She added that she does have to admire though that being on the Board, she has learned that our Board policies and bylaws were 30 years outdated, so it's good to have new people on the Board to look at what are we not in compliance with because that's law. And so we're changing those things. So good thing and always a good thing is that someone new comes in. Yes, she believes there should be longer terms, not as long but long enough. So where the Board members can make a difference cause we don't want turnover. She doesn't believe in two terms, three terms would be great because our population, our people in California School Boards Association has told us we do not know what the 21st students are going to be working. We can't even imagine the jobs that they have. She is not as techie as someone who is younger. So she would need to step away as a, as much as I would want to stay to get new people to get new ideas because the younger generation has always something to offer. There's nothing wrong with that. Absolutely not. When new teachers come and they practice their teaching, we could see that they come with better ideas. That doesn't mean that she disqualifies a teacher that's tenured because we need a just a mesh of people with experience and people that are new but not someone that has been for a very, very long time.

Ayes: 2 – Board Members De Leon, President Gomez

Nays: 3 – Board Members Garcia, Hansen, Vice President Cuarenta

Board Approval of
Number of Term Limits in
Term Limits Election

There was no action taken.

CONFERENCE ITEMS

General Services

Revised Board Policy
3510 – Maintenance and
Operation of District
Facilities

The Board accepted for first reading proposed revised Board Policy 3510 – Maintenance and Operation of District Facilities.

Board Member Hansen commented that she was looking at this and can't quite understand why board policy 3510 which was originally maintenance and operation of district facilities now is being called green school operations when it has to do a straws. President Gomez said because we are going green. Board Member Hansen commented that she sees it now and does not have a question.

ANNOUNCEMENTS

Board President Gomez announced that the next Regular Meeting would be on Monday, October 14, 2019 at 6:00 p.m. in the Boardroom of the District

Office.

Staff Employee
Comments Per
Government Code 54957

Board Member Garcia wished to apologize for the last meeting that we had for the outbursts that happened, especially to the new employees that were introduced with their families. It was an embarrassment and she just wants to apologize for that.

Vice President Cuarenta commented that when they are up there and things get a little out of hand, she wants the Board to ask themselves how is what they are doing helping student outcomes and if it is not, why are they doing it.

CLOSED SESSION

There was no Closed Session.

ADJOURNMENT

The Regular Meeting of the Board of Education held on September 9, 2019 ended at 8:50 p.m.

There were no motions to adjourn.

Ruth Pérez, Secretary
To the Board of Education

President

Vice President/Clerk

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Myrna Morales, Assistant Superintendent – Human Resources
DATE: October 14, 2019
SUBJECT: Personnel Report 19-04

BACKGROUND INFORMATION:

Following is Personnel Report 19-04, which reports details of personnel assignments, employment and terminations.

POLICY/ISSUE:

Board Policy 4110 – Permanent Personnel – Certificated
Board Policy 4111 – Recruitment & Selection – Certificated
Board Policy 4210 – Permanent Personnel – Classified
Board Policy 4211 – Recruitment & Selection – Classified

FISCAL IMPACT:

As indicated in the following personnel report.

STAFF RECOMMENDATION:

Accept Personnel Report 19-04 as submitted. The report includes details, assignments, terminations and employment of personnel. Certain assignments listed in this report may be contingent upon allocation of funding in the 2019-20 State Budget Act and related legislation.

PREPARED BY:

Myrna Morales, Assistant Superintendent – Human Resources
Beatriz Spelker-Levi, Director of Personnel – Human Resources

STRATEGIC PLAN FOCUS AREAS AND GOALS:

Focus Area 2: High Quality Teaching and Learning

- Goal 1: All students will be held to high expectations for achievement and will meet or exceed the standards.

CONSENT ITEM: 2.1-C

**PERSONNEL REPORT 19-04
OCTOBER 14, 2019
CERTIFICATED PERSONNEL**

NAME	POSITION	LOCATION	CLASS RANGE STEP	RATE	EFFECTIVE	
					FROM	TO
<u>EMPLOYMENT</u>						
*Hernandez, Analizet	Psychologist	Special Education	Sch. H III-1	<u>ANNUAL</u> \$99,144 General Fund/ Special Education	08-21-19	
*Felipe, Jeremy	Teacher Temporary	Alondra	A-1	\$55,659 General Fund	08-19-19	06-30-20
*Greasby, Matthew	Teacher Temporary	Buena Vista	A-1	\$55,659 General Fund	09-03-19	06-30-20
*Fierro, Annette	Teacher Temporary	Paramount High-Senior	A-1	\$55,659 LCAP**	08-16-19	06-30-20
*O'Reilly, Kelly	Teacher Temporary	Paramount High-West	A-1	\$55,659 General Fund	08-27-19	06-30-20
*Yepez, Iliana	Counselor	Paramount Park	Sch. S A-1	\$55,560 LCAP	09-03-19	06-30-20
<u>EMPLOYMENT</u>						
*Cohn, Tyler	Substitute Teacher On-call, as needed	District		<u>DAILY</u> \$150 General Fund	09-11-19	
*Nicoletti, Wendy					09-03-19	
*Pierce, Eric					08-29-19	
*Wilson Espinoza, Sandra					09-03-19	
<u>CTE</u>						
*Bell, Juliette	Culinary Arts NTE 7 hrs. per day	Paramount High-Senior		<u>HOURLY</u> \$49.79 LCAP	09-19-19	06-12-20
*Galvan, Laura	Health Careers Academy NTE 6 hrs. per day	Paramount High-Senior		\$49.79 LCAP	09-19-19	06-12-20
*Perez, Nicole	CTE Teacher NTE 7 hrs. per day	Paramount High-Senior		\$42.97 LCAP	08-16-19	06-12-20
*Tereth, Jessica	Entrepreneurship & Innovation NTE 6 hrs. per day	Paramount High-Senior		\$49.79 LCAP	08-19-19	06-12-20

*Ratification

**Local Control Accountability Plan

**PERSONNEL REPORT 19-04
OCTOBER 14, 2019
CERTIFICATED PERSONNEL**

NAME	POSITION	LOCATION	CLASS RANGE STEP	RATE	EFFECTIVE	
					FROM	TO
<u>EMPLOYMENT</u>						
<u>Adult Education Spring/Summer Session</u>						
*Anaya, Elaine	High School Diploma	Adult Education		<u>HOURLY</u> \$49.79	07-01-19	07-18-19
*Bark, Samuel			\$49.79			
*Dunn, Marie			\$49.79			
*Duran, Curtis			\$49.79			
*Lalude-Davies, Olukemi			\$47.42			
*Perez-Corona, Sonia			\$49.79			
*Romero, Gabriela			\$42.97			
*Santos-David, Maria			\$49.79			
*Scott, Angela			\$49.79			
*Vargas, Jose			\$49.79 Adult Education			
*Diaz, Daniel	Citizenship Teacher	Adult Education		\$42.97 Adult Education	07-01-19	07-18-19
*Angulo, Daniel	ESL**	Adult Education		\$49.79	07-01-19	07-18-19
*Bautista, Teresita			\$49.79			
*Del Rosario, Romichelle			\$49.79			
*Holdeman, Angie			\$49.79			
*Ludwig, Lana			\$49.79			
*Navarro, Juan			\$49.79			
*Okeke, Jacqueline			\$49.79			
*Poole, Janis			\$49.79			
*Robertson, Linda			\$49.79			
*Ruiz, Noelia			\$49.79			
*Sanchez, Margarita	\$49.79					
*Sasaki, Colleen				\$47.42		
*Schmidt-Mowrey, James				\$49.79 Adult Education		

*Ratification

**English as a Second Language

**PERSONNEL REPORT 19-04
OCTOBER 14, 2019
CERTIFICATED PERSONNEL**

NAME	POSITION	LOCATION	CLASS RANGE STEP	RATE	EFFECTIVE	
					FROM	TO
<u>EMPLOYMENT</u>						
<u>Adult Education Spring/Summer Session continued</u>						
*Taitano, Maria				<u>HOURLY</u> \$49.79		
*Tovar, Manuel				\$49.79		
*Tribe, Jennifer				\$49.79		
*Yapjoco, Hilda				\$49.79 Adult Education		
*Eapen, Benoy	CTE	Adult Education		\$42.97	07-01-19	07-18-19
*Galvan, Laura				\$49.79		
*Murillo, Maria				\$49.79		
*Whitaker, Anita				\$49.79 Adult Education		
*Bailey, Lawanda	Substitute Teacher	Adult Education		\$42.97	07-01-19	07-18-19
*Berger, Amy				\$49.79		
*Clemente, Maria				\$49.79		
*Diaz Sacasa, Ramon				\$49.79 Adult Education		
*Gilreath, Pamela				\$42.97		
*O'Connor, April				General Fund		
*Reza, Randall						
*Sanchez, Marisol						
*Weller, Douglas						
<u>Adult Education Fall Session</u>						
*Galvan, Laura	CTE	Adult Education		\$49.79	09-03-19	02-21-20
*Murillo, Maria				Adult Education		
*Whitaker, Anita				Education		

*Ratification

**PERSONNEL REPORT 19-04
OCTOBER 14, 2019
CERTIFICATED PERSONNEL**

NAME	POSITION	LOCATION	CLASS RANGE STEP	RATE	EFFECTIVE	
					FROM	TO
<u>EMPLOYMENT</u>						
<u>Adult Education Fall Session Continued</u>						
*Bailey, Lawanda	Substitute Teacher	Adult Education		<u>HOURLY</u>	09-03-19	02-21-20
*Berger, Amy			\$42.97			
*Clemente, Maria			\$42.97			
*Diaz Sacasa, Ramon			\$42.97			
*Eapen, Benoy			\$42.97			
*Gilreath, Pamela			\$42.97			
*Girgis, Renee			\$42.97			
*Niebres-Orbita, Norma			\$49.79			
*Reza, Randall			\$42.97			
*Sanchez, Marisol			\$42.97			
*Weller, Douglas			\$42.97			
*Yapjoco, Hilda			\$49.79			
			Adult Education			
<u>ASSIGNMENT CHANGE</u>						
<u>Decrease in Work Schedule</u>						
*Cervantes, Maria	Teacher 100% to 40%	Keppel		<u>ANNUAL</u>	08-19-19	06-12-20
			\$41,542.80	General Fund		
*Richards, Veronica	Teacher 100% to 60%	Keppel		\$59,474.40	08-19-19	06-12-20
			General Fund			
*Curtius, Diana	Teacher 100% to 80%	Paramount High-Senior		\$65,298.40	08-19-19	06-12-20
			General Fund			
*Kang, Jennifer	Teacher 100% to 80%	Paramount High-Senior		\$70,620.80	08-19-19	06-12-20
			General Fund			
*Reed, Monique	Teacher 100% to 80%	Paramount High-Senior		\$65,918.40	08-19-19	06-12-20
			General Fund			

*Ratification

**PERSONNEL REPORT 19-04
OCTOBER 14, 2019
CERTIFICATED PERSONNEL**

NAME	POSITION	LOCATION	CLASS RANGE STEP	RATE	EFFECTIVE	
					FROM	TO
<u>ASSIGNMENT CHANGE</u>						
<u>Decrease in Work Schedule continued</u>						
*Tanimoto Matsuura, Aileen	Teacher 100% to 80%	Paramount High-Senior		<u>ANNUAL</u> \$85,485.60 General Fund	08-19-19	06-12-20
<u>ADDITIONAL ASSIGNMENT</u>						
*Angulo, Amelia *Fernandez, Krystal *Santos, Carol *Stepter, Daphanie *Vazquez, Marcela	ELPAC Testing NTE 6 hrs. each	K-5 Schools & Innovative Programs		<u>HOURLY</u> <u>per contract</u> \$38.00 LCAP	09-04-19	09-11-19
*Pardo, Osiris	Summer Melt Program NTE 30 hrs.	Secondary Education		\$38.00 LCAP	07-01-19	07-22-19
*Amezcuca, Maria *Gomez, Maria *Genchi, Selest	Home Hospital Teacher	Special Education		\$38.00 Special Education	08-21-19	06-11-20
*Diaz, Daniel *Genchi, Selest *Hernandez, Martin *McCullough, Jerome	Home Hospital Teacher	Student Services		\$38.00 General Fund	08-23-19 08-21-19 08-26-19	06-11-20 06-11-20 06-11-20
*Galvan, Laura	Off-site externship NTE 4 hrs. per week	Adult Education		\$49.79 General Fund	09-03-19	02-21-20
*Enciso, Maria *Garcia, Gabriel *Latorre, Claudia *Marsh, Erin *McCormick, Laura *Morgan, Sara *Tilson, Courtney	WEB Orientation NTE 9 hrs. each	Alondra		\$38.00 LCAP	08-06-19	08-12-19

*Ratification

**PERSONNEL REPORT 19-04
OCTOBER 14, 2019
CERTIFICATED PERSONNEL**

NAME	POSITION	LOCATION	CLASS RANGE STEP	RATE	EFFECTIVE	
					FROM	TO
<u>ADDITIONAL ASSIGNMENT continued</u>				<u>HOURLY per contract</u>		
*Torres, Jose	CTE/Entrepreneurship and Innovation NTE 6 hrs. per week	Buena Vista		\$47.42 LCAP	08-19-19	06-12-19
*Arias, Olivia	Parent Orientation NTE 8 hrs. each	Gaines ECE**		\$27.46	08-16-19	08-16-19
*Chacon, Susana				\$30.56		
*Figueroa, Anna				\$38.18		
*Garnett, Clauhdet				\$35.90		
*Landry, Charlene				\$33.87		
*Rodriguez, Angelica				\$38.18		
*Siordia, Margarita				\$33.16 LCAP		
*Siordia, Stephanie	Parent Orientation Workshop NTE 8 hrs.	Gaines ECE		\$33.16 LCAP	08-16-19	08-16-19
*Carrillo, Elaine	Before and After School Tutoring NTE 200 hrs. total	Hollydale		\$38.00	09-02-19	12-20-19
*Eakle, Casandra				LCAP		
*Jimenez, Jeane						
*Kanz, Charla						
*Lenox, Janel						
*Marin, Jesus						
*Saenz Lopez, Gisela						
*Van Remortel-Gerber, Sandra						

*Ratification

**Early Childhood Education

**PERSONNEL REPORT 19-04
OCTOBER 14, 2019
CERTIFICATED PERSONNEL**

NAME	POSITION	LOCATION	CLASS RANGE STEP	RATE	EFFECTIVE	
					FROM	TO
<u>ADDITIONAL ASSIGNMENT</u> <u>continued</u> *Anderson, Katherine *Andrade, Enrique *Arauz, Javier *Barrera, Maggie *Beville, Patrick *Copeland, Misty *Downs, Heather *Duran, Susana *Durazzo, Robert *Farrell, Kathleen *Galvan, Erin *Gamez, Maria *Goforth, Kimberly *Gonzalez, Patricia *Gonzalez, Sandra *Guggino, Cara *Hudson, Lovie *Johnson, Tina *Kirkpatrick, Ryan *Leon, Marianne *Macias, Marissa *MacKinnon, Kathleen *Macy, David *Marquez, Alejandra *McHenry, Max *McWhorter, Wendy *Mejia, Marisol *Melgaard, Maureen *Patel, Binal *Pinel, Kristine *Rebar, Jessica *Reed, Cheryl *Ribitzki, Stephanie *Rivera, Rodrigo *Saldana, Adrian *Sandoval, Blanca *Siders, Caitlin *Sierra, Carlos	Before and After School Tutoring NTE 500 hrs. total	Jackson		<u>HOURLY per contract</u> \$38.00 LCAP	08-21-19	06-12-20
<hr/> *Ratification						

**PERSONNEL REPORT 19-04
OCTOBER 14, 2019
CERTIFICATED PERSONNEL**

NAME	POSITION	LOCATION	CLASS RANGE STEP	RATE	EFFECTIVE	
					FROM	TO
<u>ADDITIONAL ASSIGNMENT continued</u>						
*Smith, Karen *Stocks, Cory *Taracena, Natalie *Tsutsui, Nadine *Van Eede, Heather *Woods, Deb *Young, Sheena	Before and After School Tutoring NTE 500 hrs. total	Jackson		<u>HOURLY per contract</u> \$38.00 LCAP	08-21-19	06-12-20
*Ayala, Stephanie *Azua, Angela *Baligad, Gretchen *Batres-Botello, Mercedes *Bergman, Michelle *Besina, Mariza *Bradburn, Madalyn *Brown-King, Roxanne *Cabrera, Ines *Castellanos, Roscio *Ceja, Luz *Cucchi, Jennifer *Emme, Gabriela *Equihua, Marilyn *Grover, Shauna *Hildreth, Vianca *Holland, Ayanna *Hooper, Susan *Ingle, Lynessa *Jones, Stephanie *Loza, Oscar *Montoya, Natalia *Nichols, Angela *Perez, Eduardo *Rodriguez, Sonia *San Miguel, Kristin *Shivers, Kathleen *Stahl, Lori	Student Academic Support NTE 100 hrs. total	Mokler		\$38.00 LCAP	09-02-19	06-12-20

*Ratification

**PERSONNEL REPORT 19-04
OCTOBER 14, 2019
CERTIFICATED PERSONNEL**

NAME	POSITION	LOCATION	CLASS RANGE STEP	RATE	EFFECTIVE	
					FROM	TO
<u>ADDITIONAL ASSIGNMENT continued</u>						
*Stanoszek-Van Zant, Jill *Song, Mina *Sy, Cheena	Student Academic Support NTE 100 hrs. total	Mokler		<u>HOURLY per contract</u> \$38.00 LCAP	09-02-19	06-12-20
*Bignami, Frank *Guerrero, Andrea *Ho, Michael *Olson, Natalie	Link Crew NTE 49 hrs. total	Paramount High-Senior		\$38.00 LCAP	08-01-19	08-16-19
*Caldera, Ricardo	Student Registration NTE 42 hrs. total	Paramount High-Senior		\$38.00 LCAP	08-08-19	08-16-19
*Aparicio, Michelle *Chavez, Jorge *Carrillo, Elaine *Dodson, Derreck *Espinoza, Brenda *Marin, Jesus *Ramos, Hector *Romero, Gabriela *Vazquez, Marcela	Saturday School NTE 4.5 hrs. each per Saturday	Paramount High-West		\$38.00 LCAP	09-16-19	06-11-20
*Cabrera-Gonzalez, Sandra *Cowser, Serena *Cullhane, Danielle *Fernandez, Pamela *Pardo, Maria *Yu, Grace *Zamora, Josue	WEB Orientation	Paramount Park		\$38.00 LCAP	08-16-19	08-16-19

*Ratification

**PERSONNEL REPORT 19-04
OCTOBER 14, 2019
CERTIFICATED PERSONNEL**

NAME	POSITION	LOCATION	CLASS RANGE STEP	RATE	EFFECTIVE	
					FROM	TO
<u>ADDITIONAL ASSIGNMENT</u> <u>continued</u>						
*Ahn, Lamont *Baca, Emily *Corrales, Vivian *Covarrubias, Kellie *Diaz-Pe, Karmina *Garrett, Annie *Guzman, Irma *Kiely, Delia *Leal, Alma *Lenert, Elizabeth *Loredo, Maria *Maberry, Amanda *Mercado, Laura *Mora, Sheena *Morales, Edith *Munoz, Araceli *Parker-Aiken, Sara *Peck, Erin *Rem, MaryAnn *Rodriguez, Rebecca *Rodriguez, Renee *Rogers, Melody *Rumbolz, Megan *Shearer, Ruthanne *Slater, Dawna *Smith, Mallory *Torres, Avon *Willard, Stacy *Wilson, Sheri	After school support with homework club, Choir, Intervention, Sports, and other Activities and Programs NTE 200 hrs. total	Tanner		<u>HOURLY per contract</u> \$38.00 LCAP	08-01-19	06-19-20
<u>SUMMER SCHOOL ASSIGNMENT</u>						
*Thomas, Katherine	Edgenuity Support NTE 30 hrs.	Buena Vista		<u>HOURLY per contract</u> \$38.00 LCAP	07-29-19	08-15-19

*Ratification

**PERSONNEL REPORT 19-04
OCTOBER 14, 2019
CERTIFICATED PERSONNEL**

NAME	POSITION	LOCATION	CLASS RANGE STEP	RATE	EFFECTIVE	
					FROM	TO
<u>EXTRA PERIOD ASSIGNMENT</u>						
*Diaz, Daniel *Vargas, Jose *Weller, Douglas	ELD** reading enhancement NTE 570 hrs. each	Community Day School		1/6 th Daily Rate Community Day School	08-21-19	06-12-19
*Copeland, Misty *McWhorter, Wendy	7 th period Leadership Academy NTE 400 hrs. total	Jackson		1/6 th Daily Rate LCAP	08-21-19	06-12-19
*Caldera, Ricardo *Garcia, Moises *Guevara, Maribel *Jacob, Ernesto *Mai, Melina *Sewell, Jason	CTE	Paramount High-Senior		1/6 th Daily Rate LCAP	08-21-19	12-13-19
*Ancil, Paul *Carmona, Angel *Gwardys, Brandon *Olson, Natalie *Schultz, Michael *Villasenor, Rafael *Walker, Jessica	6 th period assignment	Paramount High-Senior		1/6 th Daily Rate General Fund	08-21-19	12-13-19

*Ratification

**English Language Development

**PERSONNEL REPORT 19-04
OCTOBER 14, 2019
CERTIFICATED PERSONNEL**

NAME	POSITION	LOCATION	CLASS RANGE STEP	RATE	EFFECTIVE	
					FROM	TO
<u>STIPEND</u> *Espinoza, Brenda *Johns, Rebecca *McCoy, Cinthia	AVID Site Coordinator 2018-2019 school year	Educational Services		<u>STIPEND</u> \$712.76 LCAP	08-22-18	06-13-19
*Baird, Megan *Hernandez, Julie *Kasper, Gina *Knox, Rhonda *Watkins, Laurie	Annual Stipend	Special Education		\$4,484.00 Special Education/ IDEA ** Local Assist	08-12-19	06-30-20
*Koch, Jason	Yearbook 2018-2019 school year	Hollydale		\$712.76 Per-Pupil	08-22-18	06-13-19
*Baca, Elizabeth *Benavente Velasquez, Marlon *Cain, Courtney *Kilkenny, Kathleen *Lee, Alys *Margo, Ashley *Simmons, Huntington	Stipend 2018-2019 school year	Odyssey		\$2,294.00 State Lottery Revenue	08-20-18	06-14-19

*Ratification

**Individuals with Disabilities Education Act

**PERSONNEL REPORT 19-04
OCTOBER 14, 2019
CERTIFICATED PERSONNEL**

NAME	POSITION	LOCATION	DESCRIPTION	EFFECTIVE	
				FROM	TO
<u>LEAVE OF ABSENCE WITH PAY</u>					
Godfrey, Anna	Teacher	Alondra	Parental Leave	09-30-19	12-13-19
Morales, Benjamin	Teacher	Paramount High-Senior	Parental Leave	09-09-19	11-01-19
Pascual, Adrian	Teacher	Paramount High-West	Parental Leave	10-14-19	10-25-19
<u>RETIREMENT</u>					
San Miguel, Manuel	Director	Student Services	Retirement	12-31-19	
<u>RESIGNATION</u>					
Hong, Michelle	Teacher	Hollydale	Personal	09-06-19	
O'Connell, Vincent	Teacher	Paramount High-West	Personal	08-30-19	
Son, Sabrina	Behavior Intervention Specialist	Special Education	Personal	09-06-19	
<u>TERMINATION</u>					
Bignami, Autumn	Teacher	Paramount High-Senior	Exhausted all leaves	05-29-19	
Otani, Marybeth	Teacher	Buena Vista	Exhausted all leaves	05-25-19	

**PERSONNEL REPORT 19-04
OCTOBER 14, 2019
CLASSIFIED PERSONNEL**

NAME	POSITION	LOCATION	CLASS RANGE STEP	RATE	EFFECTIVE	
					FROM	TO
<u>EMPLOYMENT</u>						
*Lopez, Abrahan	Payroll Technician 8 hrs. per day/12 mo.	Fiscal	125-I	Monthly \$3,903 LCAP**	09-16-19	
*Maestas, Antonio	Custodian 8 hrs. per day/12 mo.	Operations	117-III	\$3,537 General Fund	09-16-19	
*Uriarte, Andres	Custodian 8 hrs. per day/12 mo.	Operations	117-I	\$3,205 General Fund	09-16-19	
*Lu, Judy	Occupational Therapist 8 hrs. per day/10 mo.	Special Education	Sch. 2 9-I	\$6,702 Special Education	08-19-19	
*Rubio, Christian	Instructional Tutor/ Mentor 3.5 hrs. per day/10 mo.	Student Services	111-II	43.75% of \$2,904 LCAP	08-19-19	
*Johnson, Melisa	Noon Duty Aide 2.5 hrs. per day/10 mo.	Collins	100-II	31.25% of \$2,218 General Fund	08-29-19	
*Silva, Verkys	Noon Duty Aide 2 hrs. per day/10 mo.	Collins	100-I	25% of \$2,112 General Fund	09-03-19	
*Tapia, Rafaela	School Office Assistant 3 hrs. per day/10 mo.	Gaines	116-I	37.5% of \$3,126 General Fund	08-19-19	
*Jurado, Lydia	School Office Assistant 3.5 hrs. per day/10 mo.	Hollydale	116-I	43.75% of \$3,126 General Fund	08-19-19	
*Peralto, Lauren	Noon Duty Aide 2 hrs. per day/10 mo.	Jackson	100-I	25% of \$2,112 LCAP	08-29-19	

* Ratification

** Local Control Accountability Plan

**PERSONNEL REPORT 19-04
OCTOBER 14, 2019
CLASSIFIED PERSONNEL**

NAME	POSITION	LOCATION	CLASS RANGE STEP	RATE	EFFECTIVE	
					FROM	TO
<u>EMPLOYMENT</u>						
<u>continued</u>						
*Simmons, Nickalas	Noon Duty Aide 2 hrs. per day/10 mo.	Jackson	100-I	Monthly 25% of \$2,112 General Fund	08-29-19	
*Lopez, Estela	Noon Duty Aide 2 hrs. per day/10 mo.	Lincoln	100-I	25% of \$2,112 General Fund	08-19-19	
*Leon, Sandra	Student Data Technician 8 hrs. per day/11 mo.	Odyssey	119-I	\$3,367 General Fund	09-03-19	
*Mora, Teresa	Instructional Assistant – Sp. Ed. 3 hrs. per day/10 mo.	Paramount High-West	112-I	37.5% of \$2,831 Special Education	08-21-19	
*Osorio, Sara	Noon Duty Aide- Secondary 3.5 hrs. per day/10 mo.	Paramount High-West	105-I	43.75% of \$2,388 General Fund	09-10-19	
*Covarrubias, Ana	Noon Duty Aide 3 hrs. per day/10 mo.	Paramount Park	100-I	37.5% of \$2,112 General Fund	09-05-19	
*Perez, Yvette	Instructional Assistant –Sp. Ed. 3 hrs. per day/10 mo.	Paramount Park	112-III	37.5% of \$3,126 Special Education	08-21-19	
*Ramirez, Yesenia	Instructional Assistant –Sp. Ed. 3 hrs. per day/10 mo.	Paramount Park	112-I	37.5% of \$2,831 Special Education	09-10-19	
*Trejo, Stephanie	Instructional Assistant – Sp. Ed. 3 hrs. per day/10 mo.	Paramount Park	112-I	37.5% of \$2,831 Special Education	09-13-19	

* Ratification

**PERSONNEL REPORT 19-04
OCTOBER 14, 2019
CLASSIFIED PERSONNEL**

NAME	POSITION	LOCATION	CLASS RANGE STEP	RATE	EFFECTIVE	
					FROM	TO
<u>EMPLOYMENT</u>						
<u>continued</u>						
*Balbuena, Velda	Noon Duty Aide 2.25 hrs. per day/10 mo.	Tanner	100-I	Monthly 28.12% of \$2,112 General Fund	08-19-19	
*Garcia, Lisette	Noon Duty Aide 2.25 hrs. per day/10 mo.	Tanner	100-I	28.12% of \$2,112 General Fund	08-19-19	
*Martinez, Michael	Library Technician 6 hrs. per day/11 mo.	Tanner	116-III	75% of \$3,453	08-12-19	
*Sanchez, Yvonne	Noon Duty Aide 2.25 hrs. per day/10 mo.	Tanner	100-I	28.12% of \$2,112 General Fund	08-28-19	
*Flores, Alejandra	Counseling Assistant 3.5 hrs. per day/10 mo.	Wirtz	123-I	43.75% of \$3,715 Title I	08-26-19	
*Succar, Claude	Noon Duty Aide 2 hrs. per day/10 mo.	Wirtz	100-I	25% of \$2,112 General Fund	09-09-19	
*Figueroa, Jennifer	Instructional Assistant – Sp. Ed. 3 hrs. per day/10 mo.	Zamboni	112-I	37.5% of \$2,831 Special Education	09-13-19	
<u>Promotion</u>						
*Araujo, Kurt	Maintenance Carpenter/Glazier 8 hrs. per day/12 mo.	Operations	134-III	Monthly \$5,382 LCAP	09-02-19	
*Sedano, Sergio	Maintenance Carpenter/Glazier 8 hrs. per day/12 mo.	Operations	134-III	\$5,382 Restricted Routine Mainten- ance	09-02-19	

* Ratification

**PERSONNEL REPORT 19-04
OCTOBER 14, 2019
CLASSIFIED PERSONNEL**

NAME	POSITION	LOCATION	CLASS RANGE STEP	RATE	EFFECTIVE	
					FROM	TO
<u>Promotion</u>						
<u>continued</u>						
*Barboza, Beatriz	Student Data Technician 8 hrs. per day/11 mo.	Lincoln	119-V	<u>Monthly</u> \$4,102 General Fund	09-01-19	
*Olmos, Christie	School Administrative Assistant 8 hrs. per day/11 mo.	Lincoln	423-V	\$4,647** General Fund	09-01-19	
*Carrillo-Barrancas, Brian	Lead Campus Security 8 hrs. per day/12 mo.	Paramount High-West	121-V	\$4,310 General Fund	07-22-19	
*Mejia, Ashira	Language Assessment Assistant 3 hrs. per day/11 mo.	Paramount Park	113-III	37.5% of \$3,205 General Fund	09-03-19	
<u>Short Term</u>						
*Salas, Teri	Office Assistant NTE 8 hrs. per day	K-5 Schools & Innovative Program	116-III	<u>Hourly</u> \$19.92 General Fund	07-01-19	12-31-19
*Stallings, Vilma	Office Assistant NTE 8 hrs. per day	K-5 Schools & Innovative Program	116-III	\$19.92 LCAP	08-29-19	09-30-19
*Vaquerano, Sandra	Office Assistant NTE 8 hrs. per day	Operations	116-I	\$18.03 General Fund	07-29-19	06-30-19
*Fryer, Maria *Hernandez, Martin *Thompson, Ian *Vega, Daisy	Instructional Assistant – SE/SH NTE 3 hrs. per day each	Special Education	115-I	\$17.60 Special Education	08-21-19	12-13-19
*Garcia, Hestefania *Vega, Annell	Instructional Assistant – Sp. Ed. NTE 3 hrs. per day each	Special Education	112-I	\$16.33 Special Education	09-20-19 09-16-19	12-31-19

* Ratification

** Includes Longevity and/or Professional Growth Increment

**PERSONNEL REPORT 19-04
OCTOBER 14, 2019
CLASSIFIED PERSONNEL**

NAME	POSITION	LOCATION	CLASS RANGE STEP	RATE	EFFECTIVE	
					FROM	TO
Short Term <u>continued</u>						
*Alcala, Elena	Office Assistant NTE 35 hrs.	Student Services	116-I	Hourly \$18.03 General Fund	09-11-19	09-25-19
*Beltran, Anna *Corral, Araceli	Instructional Tutor/ Mentor NTE 3.5 hrs. per day each	Student Services	111-I	\$15.94 LCAP	09-18-19	12-13-19
*Estrada, Mariel *Martinez, Melissa	Instructional Assistant – Sp. Ed. NTR 3 hrs. per day each	Adult Education/ Community Day School	112-I	\$16.33 Special Education	09-23-19	12-13-19
*Luna, Margarita	Instructional Assistant – SE/SH NTE 3 hrs. per day	Alondra	115-I	\$17.60 Special Education	09-23-19	12-13-19
*Diaz Jr., Vicente	Technology Instructional Assistant NTE 6 hrs. per day	Hollydale	118-I	\$18.95 Title I	08-19-19	12-31-19
*Stallings, Vilma	Library Technician NTE 95 hrs.	Hollydale	116-III	\$19.92 Title I	09-01-19	12-31-19
*Marez-Garcia, Alberto	Instructional Assistant – SE/SH NTE 3 hrs. per day	Los Cerritos	115-I	\$17.60 Special Education	08-21-19	12-13-19
*Alcala, Elena	Office Assistant NTE 3 hrs. per day	Odyssey	116-I	\$18.03 General Fund	09-03-19	09-06-19
*Delariva, Diana	Instructional Assistant NTE 27.5 hrs. per week	Odyssey	111-I	\$15.94 Title I	08-28-19	12-13-19
*Lopez, Jacqueline *Monje, Vitzania *Montelongo, Gloria *Munoz, Erika	Instructional Assistant – Bilingual NTE 25 hrs. per week each	Paramount High-Senior	112-I	\$16.33 LCAP	09-03-19 09-03-19 08-21-19 08-21-19	12-13-19

* Ratification

**PERSONNEL REPORT 19-04
OCTOBER 14, 2019
CLASSIFIED PERSONNEL**

NAME	POSITION	LOCATION	CLASS RANGE STEP	RATE	EFFECTIVE	
					FROM	TO
Short Term						
<u>continued</u>						
*Salgado Jr., Jose	Instructional Assistant – Sp. Ed. NTE 3 hrs. per day	Zamboni	112-I	<u>Hourly</u> \$16.33 Special Education	09-13-19	12-13-19
*Taitano, Onneka	Instructional Assistant – Sp. Ed. NTE 27.5 hrs. per week	Zamboni	112-I	\$16.33 LCAP	09-09-19	12-13-19
Student Worker						
*Gaitan Garcia, Sandra	Student Worker NTE 40 hrs. per week each	Adult Education		<u>Hourly</u> \$12.00 General Fund	09-03-19	02-21-20
*Pedroza, Lupita						
*Suarez, Gabriela						
*Torres, Lizzette					08-29-19	
College Tutor						
*Marquez, Alissa	College Tutor NTE 8 hrs. per day each	Alondra		<u>Hourly</u> \$13.50 LCAP	09-06-19	01-31-20
*Murillo, Judith						
*Velazquez, Pedro						
*Robles Garcia, Marcario	College Tutor NTE 4 hrs. per day each	Hollydale		\$13.50 LCAP	08-22-19	01-31-20
*Santamaria, Darlene						
*Cristobal, Diane	College Tutor NTE 8 hrs. per week each	Jackson		\$13.50 LCAP	09-06-19	01-31-20
*Salazar, Beatriz						
*Ortiz, Jasmine	College Tutor NTE 16 hrs. per week	Jackson		\$13.50 LCAP	08-26-19	01-31-20
*Alvarez, Vivian	College Tutor NTE 8 hrs. per week each	Paramount High-Senior		\$13.50 LCAP	09-06-19	01-31-20
*Galvan, Ruben						
*Gil, Nathalie						
*Macias Marin, Paola						
*Moreno, Justin						
*Nwabueze, Leone					09-17-19	
*Ortiz, Melissa						
*Quirate, Laura	College Tutor NTE 20 hrs. per week	Paramount High-Senior		\$13.50 LCAP	08-21-19	01-31-20

* Ratification

**PERSONNEL REPORT 19-04
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CLASSIFIED PERSONNEL**

NAME	POSITION	LOCATION	CLASS RANGE STEP	RATE	EFFECTIVE	
					FROM	TO
<u>College Tutor continued</u>						
*Gonzalez, Valeria	College Tutor NTE 8 hrs. per week	Paramount High-West		<u>Hourly</u> \$13.50 LCAP	09-06-19	01-31-20
*Hernandez, Patricia *Trujillo, Edgar	College Tutor NTE 10 hrs. per week each	Paramount High-West		\$13.50 LCAP	08-21-19	01-31-20
*Gallardo, Serene	College Tutor NTE 8 hrs. per week	Paramount Park		\$13.50 LCAP	09-06-19	01-31-20
*Arredondo Molina, Antonio *Cobian, Darren *LaRocco, Michelle *Soto, Angela	College Tutor NTE 8 hrs. per day each	Zamboni		\$13.50 LCAP	09-06-19	01-31-19
<u>Summer Assignment</u>						
*Ortega, Christian	Maintenance Worker NTE 8 hrs. per day	Operations	126-I	<u>Hourly</u> \$23.09 LCAP	08-07-19	08-16-19
*Guerrero, Angie	Instructional Assistant – Sp. Ed. NTE 17 hrs.	Alondra	312-VI	\$20.84**	08-06-19	08-08-19
*Munoz, Veronica	Technology Instructional Assistant NTE 6 hrs. per day	Alondra	318-VI	\$24.06** EIA-LEP***	08-05-19	08-12-19
*Pigee, Anthony	Campus Security NTE 16 hrs.	Alondra	118-VI	\$23.49 EIA-LEP	08-06-19	08-08-19
*Lopez, Josephine	School Administrative Assistant NTE 15 hrs.	Collins	323-VI	\$27.15** EIA-LEP	07-01-19	07-15-19
*Robinson, Darryl	Technology Instructional Assistant NTE 25 hrs.	Hollydale	118-II	\$19.92 LCAP	08-12-19	08-16-19

* Ratification

** Includes Longevity and/or Professional Growth Increment

*** Economic Impact Aid-Limited English Proficient

**PERSONNEL REPORT 19-04
OCTOBER 14, 2019
CLASSIFIED PERSONNEL**

NAME	POSITION	LOCATION	CLASS RANGE STEP	RATE	EFFECTIVE	
					FROM	TO
<u>Summer Assignment</u> <u>continued</u>						
*Guerrero, Monique	Technology Instructional Assistant NTE 40 hrs.	Jackson	118-IV	Hourly \$21.98 LCAP	08-01-19	08-08-19
*Ortega, Saidy	Technology Instructional Assistant NTE 40 hrs.	Paramount High-Senior	118-VI	\$23.49 LCAP	08-12-19	08-16-19
*Ragazzo, Patzy	PE/Locker Room Assisnat NTE 32 hrs.	Paramount High-Senior	112-VI	\$20.27 EIA-LEP	08-13-19	08-16-19
*Zepeda, Maria	Noon Duty Aide NTE 7 hrs.	Paramount Park	100-II	\$12.80 LCAP	08-12-19 only	
<u>ADDITIONAL ASSIGNMENT</u> <u>Short Term</u>						
*Ceja, Giovanni	Instructional Assistant – SE/SH NTE 3 hrs. per day each	Special Education	115-II	Hourly \$18.49	08-21-19	12-13-19
*Estrada, Darlene			415-VI	\$22.50**		
*Gutierrez, Elizabeth			115-II	\$18.49		
*Lemus, Beatriz			215-VI	\$22.27**		
*Lopez, Marcela			115-III	\$19.43		
*Martinez, Deborah			115-VI	\$21.81		
*Montano, Daniel			115-I	\$17.60		
*Montano, Pedro			115-I	\$17.60		
*Neff, Julith			215-VI	\$22.72**		
*Ochoa, Jose			115-I	\$17.60		
*Ornelas, Rafael			115-III	\$19.43		
*Pachecano-Fernandez, Lucero			115-IV	\$20.41		
*Quintero, Patricia			115-VI	\$21.81		
*Soto, Laura			115-VI	\$21.81		
*Veliz, Eilene			115-V	\$21.43		
*Vidauri Millan, Abigail	115-I	\$17.60 Special Education				

* Ratification

** Includes Longevity and/or Professional Growth Increment

**PERSONNEL REPORT 19-04
OCTOBER 14, 2019
CLASSIFIED PERSONNEL**

NAME	POSITION	LOCATION	CLASS RANGE STEP	RATE	EFFECTIVE	
					FROM	TO
<u>WORKING OUT OF CLASSIFICATION</u>						
*Beltran, Luis	Vehicle & Equipment Mechanic NTE 8 hrs. per day	Operations	133-I	Monthly \$4,758 Restricted Routine Maintenance	08-26-19	08-30-19
*Ochoa, Rosa	Warehouse Worker/ Delivery Driver NTE 8 hrs. per day	Operations	125-III	\$4,310 General Fund	09-03-19	09-30-19
*Ortega, Christian	Maintenance Worker NTE 5.5 hrs. per day	Operations	126-I	Hourly \$23.09 LCAP	08-19-19	12-31-19
*Serrano, Santiago	Lead Custodian NTE 8 hrs. per day	Operations	123-IV	Monthly \$4,310 General Fund	08-12-19	01-01-20
*Avila, Consuelo	Nutrition Services Manager NTE 8 hrs. per day each	Student Nutrition Services	417-IV	\$3,835**	08-12-19	01-02-20
*Nevarez, Maria			517-IV	\$3,855**		
*Perez, Leticia			417-IV	\$3,835**		
*Rodriguez, Mayra			117-IV	\$3,715		
*Thompson, Felicia			217-IV	\$3,795**		
*Toledo, Gloria			317-IV	\$3,815**		
*Vega, Griselda			117-IV	\$3,715 SNS***		
*Enriquez, Nancy	Nutrition Services Manager NTE 8 hrs. per day each	Student Nutrition Services	317-III	Hourly \$20.98**	08-19-19	06-30-20
*Lucas, Martha			217-III	\$20.87** SNS		
*Ballesteros Rubio, Sarai	Senior Nutrition Services Worker NTE 8 hrs. per day each	Student Nutrition Services	111-V	\$19.43	08-19-19	06-30-20
*Ekonomo Carranza, Margarita			111-IV	\$18.49		
*Enriquez, Nancy			311-VI	\$20.35** SNS		

* Ratification

** Includes Longevity and/or Professional Growth Increment

*** Student Nutrition Services

**PERSONNEL REPORT 19-04
OCTOBER 14, 2019
CLASSIFIED PERSONNEL**

NAME	POSITION	LOCATION	CLASS RANGE STEP	RATE	EFFECTIVE	
					FROM	TO
<u>WORKING OUT OF CLASSIFICATION</u>						
<u>continued</u>						
*Lizarraga, Helidoro	Senior Nutrition Services Worker	Student Nutrition Services	111-III	Hourly \$17.60	08-19-19	06-30-19
*Salazar, Bobbie	NTE 8 hrs. per day each		111-IV	\$18.49		
*Zuniga, Deanna			111-VI	\$19.77 SNS		
*Canela, Andrea	Senior Nutrition Services Worker	Student Nutrition Services	111-VI	Monthly \$3,427	07-01-19	06-30-20
*Sandoval, Laura	NTE 8 hrs. per day		311-VI	\$3,527** SNS		
*Castaneda, Arturo	Network Systems Analyst	Technology	347-IV	\$7,895 General Fund	08-30-19	09-13-19
*Soto, Edith	Technology Instructional Assistant	Jackson	118-IV	Hourly \$21.98 LCAP	08-19-19	12-31-19
*Montano, Daniel	NTE 6 hrs. per day					
*Montano, Daniel	Instructional Assistant – SE/SH	Paramount High-West	115-I	\$17.60 Special Education	09-09-19	10-15-19
*Maravilla, Ana	NTE 8 hrs. per day					
*Maravilla, Ana	Language Assessment Assistant	Tanner	113-I	\$16.75 General Fund	07-29-19	07-31-19
<u>TEMPORARY ATHLETIC TEAM COACH</u>						
*Arzate, Angel	Cross Country Assistant Coach	Paramount High-Senior		Stipend per Contract \$2,332 General Fund	08-12-19	11-02-19
*Munoz, Diego						
*Borrayo, Christopher	Assistant Coach	Paramount High-Senior		\$2,332 General Fund	08-12-19	11-02-19
*Fletcher, Michael	Football					
*Rivera, Eliud						
*Shamsiddeen, Qasim						
*Thomas, Eddie						
*Morizawa, Frank	Head Coach	Paramount High-Senior		\$3,251 General Fund	08-12-19	11-02-19
	Girls' Varsity Tennis					

* Ratification

** Includes Longevity and/or Professional Growth

**PERSONNEL REPORT 19-04
OCTOBER 14, 2019
CLASSIFIED PERSONNEL**

NAME	POSITION	LOCATION	CLASS RANGE STEP	RATE	EFFECTIVE	
					FROM	TO
<u>TEMPORARY ATHLETIC TEAM COACH</u> continued *Rosales, Daniel	Assistant Coach Girls' Volleyball	Paramount High-Senior		<u>Stipend per Contract</u> \$2,332 General Fund	08-12-19	11-02-19
*Sun, Kelani	Head Coach Junior Varsity Boys' Water Polo	Paramount High-Senior		\$2,332 General Fund	08-12-19	11-02-19

* Ratification

**PERSONNEL REPORT 19-04
OCTOBER 14, 2019
CLASSIFIED PERSONNEL**

NAME	POSITION	LOCATION	DESCRIPTION	EFFECTIVE	
				FROM	TO
<u>LEAVE OF ABSENCE</u>					
Martinez, Graciela	Nutrition Services Worker	Gaines	Personal	08-19-19	01-20-19
Toledo, Gloria	Senior Nutrition Services Worker	Lincoln	Personal	09-13-19	09-19-19
Gonzales, Luz	Senior Nutrition Services Worker	Paramount High-Senior	Personal	07-29-19	08-02-19
Valenzuela, Ramona	Nutrition Services Worker	Paramount High-Senior	Personal	09-03-19	10-03-19
Ochoa, Jose	Instructional Assistant – Sp. Ed.	Paramount Park	Parental Leave	09-17-19	10-01-19
Pineda, Yanira	School Health/Office Technician	Tanner	Parental Leave	09-30-19	11-01-19
Reyes, Betsie	Nutrition Services Manager	Tanner	Personal	07-29-19	08-09-19
Vidal, Valeria	School Health/Office Technician	Zamboni	Parental Leave	08-21-19	11-13-19
<u>RESIGNATION</u>					
Real, Lisbeth	Substitute Office Assistant	District	Personal	08-12-19	
Ramirez, Beatriz	Custodian	Operations	Personal	09-11-19	
Henriquez Lopez, Alvaro	Instructional Assistant – SE/SH	Special Education	Personal	08-29-19	
Juarez, Elizabeth	Instructional Assistant – Sp. Ed.	Special Education	Personal	09-11-19	
Ollison, LoVvya	Instructional Assistant – Sp. Ed.	Special Education	Personal	07-19-19	
White, Valencia	Instructional Assistant – Sp. Ed.	Special Education	Personal	09-17-19	
Tobar, Arsenia	Instructional Assistant – SE/SH	Adult Education	Personal	09-11-19	
Guerrero, Monique	Technology Instructional Assistant	Jackson	Personal	08-08-19	

**PERSONNEL REPORT 19-04
OCTOBER 14, 2019
CLASSIFIED PERSONNEL**

NAME	POSITION	LOCATION	DESCRIPTION	EFFECTIVE	
				FROM	TO
<u>RESIGNATION</u>					
<u>continued</u>					
Ramirez, Emma	Instructional Assistant – Sp. Ed.	Jackson	Personal	06-14-19	
Lazcano, Isaura	Instructional Assistant – SE/SH	Lincoln	Personal	09-27-19	
Moreno, Jasmin	Instructional Assistant – SE/SH	Lincoln	Personal	08-19-19	
Douglas, Shawn	Campus Security	Paramount High-Senior	Personal	08-05-19	
Leon, Carlos	Instructional Assistant – Sp. Ed.	Paramount High-Senior	Personal	09-20-19	
Mares, Brenda	Nutrition Services Worker	Paramount High-Senior	Personal	08-27-19	
Rios, Elizabeth	Instructional Assistant – Sp. Ed.	Paramount High-Senior	Personal	08-16-19	
Rodriguez, Marlene	College Tutor	Paramount High-Senior	Personal	06-10-19	
Sorto, Karina	College Tutor	Paramount High-Senior	Personal	06-14-19	
Mora, Isabel	Instructional Assistant – Sp. Ed.	Paramount High-West	Personal	08-29-19	
Sanchez, Malachi	PE/Locker Room Assistant	Paramount High-West	Personal	09-13-19	
Holguin, Esmeralda	Nutrition Services Worker	Tanner	Personal	06-14-19	
Silva Castaneda, Liliana	Nutrition Services Worker	Tanner	Personal	06-13-19	
Valenzuela, Ashley	Noon Duty Aide	Tanner	Personal	08-05-19	
Wahl, Selena	Noon Duty Aide	Tanner	Personal	07-30-19	
Camacho-Cervantes, Alma	Noon Duty Aide	Wirtz	Personal	08-14-19	

**PERSONNEL REPORT 19-04
OCTOBER 14, 2019
CLASSIFIED PERSONNEL**

NAME	POSITION	LOCATION	DESCRIPTION	EFFECTIVE	
				FROM	TO
<u>RESIGNATION</u> <u>continued</u> Mendoza, Ester	Instructional Assistant – Sp. Ed.	Wirtz	Personal	08-30-19	
<u>EARLY</u> <u>RETIREMENT</u> Bueno, Diana	Nutrition Services Worker	Wirtz	Early Retirement	08-04-19	
Mercado, Martina	Nutrition Services Manager	Zamboni	Early Retirement	09-04-19	

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Ryan Smith, Assistant Superintendent-Secondary Educational Services
DATE: October 14, 2019
SUBJECT: Consultant and Contract Services

BACKGROUND INFORMATION:

The District contracts with consultants or independent contractors who provide valuable and necessary specialized services not normally required on a continuing basis.

The following specialized service is/are requested:

#	Consultant	Services to be Provided/ Audience	Site/ Requested by	Time Period	Cost/ Funding Source
1	Goals for Life PC19-20100	Ratify consultant to continue providing academic support, mentoring, and tangible goal setting tools to at risk youth at Paramount Community Day School.	Secondary Educational Services Requested by: Ryan Smith	September, 2019 through May, 2020	Not to exceed \$4,000 from LCAP funds
2	Amazing School Assemblies PC19-20101	Consultant to continue providing interactive assemblies addressing positive messages that build self-confidence and the skills needed to deal with bullying. 559 students in grade K-5	Mokler School Requested by: Linh Roberts	November 5, 2019	Not to exceed \$950 from Special site account funds

CONSENT ITEM: 3.1-C

#	Consultant	Services to be Provided/ Audience	Site/ Requested by	Time Period	Cost/ Funding Source
3	Discovery Cube PC19-20102	Consultant to continue providing interactive assemblies that will inspire and educate young minds through engaging science-based programs and exhibits. 559 students grades K-5	Mokler School Requested by: Linh Roberts	March 30, 2020 and April 6, 2020	Not to exceed \$2,400 from Special site account funds
4	Soren Bennick Productions, Inc. PC19-20104	Consultant to continue providing interactive assemblies addressing positive messages that build self-confidence and the skills needed to deal with bullying. 561 students grades Transitional Kindergarten-5	Collins School Requested by: Theresa Diaz	October 24, 2019	Not to exceed \$865 from LCAP site funds
5	Dr. Albert Clegg PC19-20105	Consultant to continue providing coaching and support for the administration at Paramount Adult School and to collaborate with Paramount Unified School District leadership for the 2019-20 school year.	Secondary Educational Services Requested by: Ryan Smith	October, 2019 through June, 2020	Not to exceed \$8,000 from LCAP funds
6	Thinking Maps PC19-20106	Contract with Thinking Maps to provide professional development for principals and coaches on how to support the implementation of Write from the Beginning and Beginning and Beyond in K-5 classrooms.	Educational Services Requested by: Debbie Stark	November 13, 2019 and November 20, 2019	Not to exceed \$3,600 from LCAP funds

#	Consultant	Services to be Provided/ Audience	Site/ Requested by	Time Period	Cost/ Funding Source
7	STAR Education PC19-20107	Consultant to continue providing four workshops to Gifted and Talented Education students. 133 students in grades 3-5	Hollydale School Requested by: Lisa Nunley- Macon	October 26, 2019, January 18, 2020, March 28, 2020 and May 16, 2020	Not to exceed \$12,800 from LCAP site funds
8	Parent Engagement Academy (FACTOR) PC19-20108	Ratify consultant to continue providing Paramount High School and Paramount High School West Campus parents with resources, and information about how they can engage with our schools and District in meaningful ways, monitor their students' academic progress, and support their students' wellbeing.	Secondary Educational Services Requested by: Ryan Smith	October 8, 2019 through May, 2020	Not to exceed \$27,000 from LCAP funds
9	Parent Engagement Academy (FACTOR) PC19-20109	Ratify consultant to continue providing families with knowledge and skills to partner with schools and communities to ensure their children achieve their full potential.	Zamboni Middle School Requested by: Sue Saikaly	October 1, 2019 through November 12, 2019	Not to exceed \$4,250 from Title I site funds
10	JBA Institute PC19-2040	On June 10, 2019, a contract for JBA Institute to provide applied behavior analysis assessment and services was Board approved. Due to an increase in student support through required 504 services and support, it is necessary to request an additional \$75,000. The District continues to recruit and hire for services that are contracted on a temporary basis. Contracts for limited term services are requested to assure the District is in compliance with students' IEPs and 504's.	Student Services Requested by: Manuel San Miguel	July 1, 2019 through June 30, 2020	\$75,000 additional funds for a total of \$100,000 from Special Education funds and 504 Plan funds

#	Consultant	Services to be Provided/ Audience	Site/ Requested by	Time Period	Cost/ Funding Source
11	Academic Cap & Gown PC19-2010	Consultant agreement with Academic Cap & Gown to continue providing Paramount Unified School District's graduates with gowns, caps and tassels, as well as, cost of diplomas and diploma covers, to comply with California law and education code.	Secondary Educational Services Requested by: Ryan Smith	November 15, 2019	Not to exceed \$31,800 from General funds
12	LACOE PC19-20111	Los Angeles County of Education (LACOE) to provide Braille transcription of materials for students with visual impairments. LACOE maintained the Braille Unit when low incident regionalized special education programs were returned to districts as of July 1, 2019. This service and provider is consistent with previous years.	Special Education Requested by: Elida Garcia	October 15, 2019 through June 30, 2020	Not to exceed \$170,000 from Special Education funds
13	Catalyst Speech Language Pathology PC19-20112	Consultant to provide an additional Speech/Language Pathologist to complete evaluations and provide speech therapy to new and continuing students. Although BMR Health Services is unable to provide all of the contracted services, Catalyst Speech Language Pathology is able to provide \$120,000 of speech services from the previously approved \$225,000. The District continues to recruit and hire qualified employees to provide services that are contracted on a temporary basis. It is difficult to find qualified employees with this expertise.	Special Education Requested by: Elida Garcia	October 15, 2019 through June 30, 2020	Not to exceed \$120,000 from previously approved Special Education funds

#	Consultant	Services to be Provided/ Audience	Site/ Requested by	Time Period	Cost/ Funding Source
14	Summit Speech Pathology PC19-2043	Consultant to provide an additional Speech/Language Pathologist to complete evaluations and provide speech therapy to new and continuing students. Although Therapy Travelers is unable to provide all of the contracted services, Summit Speech Pathology is able to provide \$120,000 of speech services from the previously approved \$225,000. The District continues to recruit and hire qualified employees to provide services that are contracted on a temporary basis. It is difficult to find qualified employees with this expertise.	Special Education Requested by: Elida Garcia	October 15, 2019 through June 30, 2020	Not to exceed \$120,000 from previously approved Special Education funds
15	Club Z PC19-2078	The parent of a student (2007001288) filed for a Due Process Hearing on July 26, 2019 with the Office of Administrative Hearing. Through mediation, the District agreed to 85 hours of compensatory education from <i>Club Z</i> , a non-public agency that provides supplemental academic support.	Special Education Requested by: Elida Garcia	October 15, 2019 through June 30, 2020	Not to exceed \$5,100 from Special Education funds

POLICY/ISSUE:

Board Policy 4126 – Consultants and Independent Contractors Provide Specialized Services

FISCAL IMPACT:

As indicated above

STAFF RECOMMENDATION:

Approve the consultant and contract service request authorizing contracts with consultants or independent contractors who provide specialized services, as submitted.

PREPARED BY:

Manuel San Miguel, Director – Student Services

STRATEGIC PLAN FOCUS AREAS AND GOALS:

Focus Area 2: High Quality Teaching and Learning

- Goal 3: Instruction will be standards-based, relevant, personalized, and rigorous

Focus Area 3: Positive School Climate and Environments Conducive to Learning

- Goal 2: Create positive, supportive, and caring relationships between all students, teachers, site leadership, and district leadership
- Goal 3: Create a safe and civil learning environment for all stakeholders that incorporates restorative practices

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Ryan Smith, Assistant Superintendent-Secondary Educational Services
DATE: October 14, 2019
SUBJECT: Memorandum of Understanding with the Los Angeles County District Attorney's Abolish Chronic Truancy Program

BACKGROUND INFORMATION:

The Los Angeles County District Attorney's Abolish Chronic Truancy (ACT) program works with all elementary and middle schools in the District. Schools refer students with chronic attendance and tardy problems to the ACT District Attorney representative. Meetings are scheduled at each school with the parents of children who are chronically truant. Parents are given an explanation of the School Attendance Review Board (SARB) process and placed on a School Attendance Review Team (SART) contract. Students are monitored for improvement and may be referred to SARB. A sample of the Memorandum of Understanding Abolish Chronic Truancy (ACT) Program is provided for the Board's review.

POLICY/ISSUE:

Board Policy 5112 - Ages of Attendance
Board Policy 5113 - Absences and Excuses

FISCAL IMPACT:

None

STAFF RECOMMENDATION:

Accept the Memorandum of Understanding with the Los Angeles County District Attorney for the Abolish Chronic Truancy Program for the 2019-20 school year to provide assistance to students with attendance problems.

PREPARED BY:

Manuel San Miguel, Director – Student Services

CONSENT ITEM: 3.2-C

STRATEGIC PLAN FOCUS AREAS AND GOALS:

Focus Area 3: Positive School Climate and Environments Conducive to Learning

- Goal 1: Decrease overall suspension, truancy, and chronic absentee rates for all students, and ensure no student group is overrepresented in them

Focus Area 4: Parent and Community Partnerships

- Goal 1: Expand community outreach efforts and increase opportunities for involvement
- Establish and maintain meaningful, regular, and open two-way communication with all stakeholders



**MEMORANDUM OF UNDERSTANDING
ABOLISH CHRONIC TRUANCY (ACT) PROGRAM
A Parental Responsibility Program**

Jefferson School and the District Attorney's Office hereby enter into this **Memorandum of Understanding** concerning implementation of the ACT program at the school for the 2019 / 2020 academic year.

DISTRICT ATTORNEY'S OFFICE RESPONSIBILITIES:

1. Send letters on District Attorney letterhead inviting parents/guardians of students identified for the ACT Program to attend the scheduled Parent Meeting.
2. Send second letters on District Attorney letterhead to parents/guardians who fail to attend the Parent Meeting.
3. Conduct the School Attendance Review Team (SART) meeting.
4. Participate in School Attendance Review Board (SARB) hearings involving ACT students, when notified of such hearings by school personnel.
5. Provide training and guidance for designated school personnel in order for them to determine the validity of absences, methods of recording contacts, and provide any other training necessary for school to carry out its responsibilities concerning this Memorandum of Understanding.

SCHOOL RESPONSIBILITIES:

1. Upon request from the District Attorney's Office, school will provide the following information **within thirty (30) calendar days or sooner:**
 - A. **PARENT MEETING:** The name, date of birth, home address, grade, and gender of students whose absences meet the criteria established by the ACT Program, to wit: **10 full-day unexcused absences in one school semester or 15 full-day unexcused absences within the previous 12-month period (excludes absences deemed excused by school personnel)**. The school will provide to the District Attorney's Office representative, **30 calendar days prior to the scheduled Parent Meeting, 2 sets of mailing address labels** for the parents/guardians of

each student identified and a list of the names of students with the number of qualifying absences.

School will reinforce the notice of the Parent Meeting by telephonic contact with the parents/guardians several days prior to the scheduled meeting and/or by sending backpack letters home with each invited student. School will ensure that a person familiar with the student attendance records is present at the Parent Meeting to assist with recording the signatures of attendees and to respond at the conclusion of the Parent Meeting to specific questions regarding a student's attendance.

When the participation of District Attorney personnel is grant funded, school will complete the necessary ACT tracking forms for each student and provide them to the District Attorney's Office representative **thirty (30) calendar days before** the Parent Meeting. School further agrees to maintain and provide to the District Attorney's Office follow-up information for each ACT student for the 12-month period subsequent to the Parent Meeting.

School agrees to schedule at least one Parent Meeting and one School Attendance Review Team meeting per academic year.

Unless otherwise stated by the District Attorney's Office, school will provide translation services at these meetings.

- B. **SART MEETING:** Subsequent to the Parent Meeting, school agrees to monitor the attendance of all students invited to the Parent Meeting. School will provide the District Attorney's Office representative with the names of all students whose attendance has not **significantly** improved after the date of the Parent Meeting and/or who have experienced 5 or more additional full-day unexcused absences, excluding absences verified by medical note or school personnel. Such students will be identified for a School Attendance Review Team (SART) meeting with the District Attorney's Office representative and school personnel, and a date for the SART meeting will be selected.

Before the SART meeting, school will provide a list of students which includes each student's date of birth, ethnicity, grade, student room number, whether the parent attended the initial Parent Meeting, and the number of unverified full-day absences since the date of the Parent Meeting. This list shall be provided **7 calendar days before** the SART meeting.

When a student is identified for SART, school will prepare, on school letterhead, an appointment notice for the parents/guardians and hand deliver, or deliver via **certified mail**, at least one week prior to the

scheduled SART meeting, the appointment notice advising of the date, time, and location of the SART meeting. School will reinforce the notice by telephonic contact with the parents/guardians several days prior to the scheduled meeting. School will ensure that a school administration representative, a person familiar with the student's attendance records, a school nurse when appropriate, and an interpreter when needed, are in attendance at the SART. School shall seek from the teacher(s) of each student scheduled for SART an updated performance evaluation. If parents/guardians fail to attend the scheduled SART meeting, school will hand deliver or deliver via certified mail a copy of the SART contract to the parents/guardians and will maintain a copy of the SART contract in the student's cumulative file.

School agrees to schedule at least one day of SART meetings per academic year.

School will provide translation services at all SART meetings.

- C. **Subsequent to SART**, school will investigate, document and ensure the validity of all excused absences of the students identified for a SART meeting, whether or not the parents/guardians attended the meeting.
- 1) No claimed illness absence subsequent to the SART meeting will be recorded as "excused" without compliance with the SART contract. Excuses provided by the parent which simply state that the student "feels sick" or is "ill" are insufficient. The parent must provide written verification from a doctor or medical advisor, or present the child to school personnel for examination on the date of the illness absence for verification of the illness, unless, after close questioning or a home visit, school is satisfied with the legitimacy of the parent's representation of the illness absence. School will maintain and make accessible to the District Attorney's Office representative all written notes provided by the parents/guardians submitted to explain an absence.
 - 2) Vacation absences during scheduled school days will always be counted as "unexcused" unless such absence qualifies as bereavement leave under district policy.
- D. Once a student has been included in the ACT program, all contacts between school personnel and the student and/or parents/guardians concerning attendance shall be in written form and include the name of the school representative who has had such contact.

- E. School will designate and identify to District Attorney personnel assigned to the school specific named personnel to carry out the responsibilities of the ACT Program.
- F. School agrees to share necessary information with ACT Program personnel for the purpose of determining legitimacy of absences and for preparation of legal action if necessary.
- G. In the event legal action becomes necessary, school agrees to provide the District Attorney's Office all documentation and information necessary for the filing of a case, including, but not limited to, all parental notes submitted for absences, names and addresses of all witnesses, complete attendance records, results of home visits, statements made by parents/guardians, and any other information deemed necessary for successful prosecution. School also agrees to make school personnel who are percipient witnesses available to testify in the event that testimony becomes necessary in a criminal case.

MANAGEMENT OF PERSONALLY IDENTIFIABLE STUDENT DATA:

This section of this Memorandum of Understanding is meant to ensure that the District Attorney's Office, schools, and school districts that receive services from the District Attorney's Office related to education and school attendance adhere to the requirements concerning the use of student information protected under the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. §1232g, 34 Code of Federal Regulations Part 99, and California Education Code sections 49060-49085.

34 C.F.R. §99.30 and Education Code §49076(a) require the consent of the educational rights holder prior to the release of personally identifiable information (PII) from the education record of a student unless an exception applies. An exception to the consent requirement is provided for in both 34 CFR §99.31(a)(1)(i) and Education Code §49076(a)(2)(G)(i) for contractors "performing institutional services or functions otherwise performed by school employees." These contractors are considered "school officials" under FERPA and the California Education Code.

School districts and local schools will provide the District Attorney's Office with personally identifiable information ("PII") from student education records ("student data") without consent so that the District Attorney representative may perform the institutional service or function for which the district would otherwise use employees as described in this Memorandum of Understanding.

Pursuant to this Memorandum of Understanding, school districts and local schools will consider the District Attorney representative to be a "school official" with legitimate educational interests performing an institutional service or function for which the district would otherwise use employees within the meaning of 34 C.F.R. §99.31(a)(1)(i) and Education Code §49076(a)(2)(G)(i). This allows the school district or the local school to


disclose-PII from education records of students without the consent required by 34 C.F.R. § 99.30 and Education Code §49076(a).

The District Attorney representative will perform the following duties with regard to any student data it obtains:


- A. Not disclose the information to any other party without the consent of the parent or eligible student unless an exception applies under state or federal law or regulation;
- B. Use the data for no purpose other than the work stated in this Memorandum of Understanding;
- C. Allow a school district or local school to access any relevant records for purposes of an audit unless disclosure of relevant records would otherwise violate state or federal law;
- D. Require all employees, contractors and agents of any kind to comply with all applicable provisions of FERPA and other federal and California laws with respect to the data shared under this Memorandum of Understanding;
- E. Designate in writing a single authorized representative able to request data under this Memorandum of Understanding. The authorized representative is considered the designee and shall sign this Memorandum of Understanding. The authorized representative shall be responsible for transmitting all data requests and maintaining a log, case file, or other record of all data requested and received pursuant to this Memorandum of Understanding, including confirmation of the completion of any projects and the return or destruction of data as required by this Memorandum of Understanding. District or its agents may, upon request, review the records required to be kept under this section;
- F. Maintain all data obtained pursuant to this Memorandum of Understanding in a secure computer environment and not copy, reproduce or transmit data obtained pursuant to this agreement except as necessary to fulfill the purpose of this Memorandum of Understanding. All copies of data of any type, including any modifications or additions to data from any source that contains information regarding students, are subject to the provisions of this Memorandum of Understanding in the same manner as the original data. The ability to access or maintain data under this Memorandum of Understanding shall not under any circumstances transfer from the District Attorney's Office to any other institution or entity with the exception of a contractor or agent who complies with applicable provisions of FERPA and other federal and California laws with respect to data shared under this Memorandum of Understanding;

G. May destroy or return all PII obtained under this Memorandum of Understanding when it is no longer needed for the purpose for which it was obtained. The District Attorney's Office may provide a school district or local school with a certification of destruction of PII. It is the responsibility of the school district or the local school to provide the District Attorney's Office with a designated authorized representative in the school district or local school to receive certification or notification of destruction or for return of the PII obtained by the District Attorney's Office. In the absence of an identified designated representative, the District Attorney's Office may destroy or retain records consistent with the destruction or retention of other similar records maintained by the District Attorney's Office. Destruction of PII and certification or notification of destruction of PII will not be provided to the school district or local school in the instance where such information has become the subject of truancy mediation pursuant to the California Education Code, a criminal investigation, or criminal prosecution.

Failure to abide by these responsibilities may result in cancellation of a District Attorney sponsored program in a school district or a local school.



School Principal / Representative



District Attorney Representative



District Level Representative

8/22/09

Date

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Ryan Smith, Assistant Superintendent-Secondary Educational Services
DATE: October 14, 2019
SUBJECT: Overnight and/or Out-of-County Study Trips

BACKGROUND INFORMATION:

The following overnight and/or out-of-county study trip is requested:

#	Site/Location	Description/ Participants	Site/ Requested by	Time Period	Cost/ Funding Source
1	Big Bear, CA	Paramount High School Choir Club students will travel to Big Bear to participate in the 2019 Choir Retreat. 40 students, 2 female and 2 male chaperones	Paramount High School Requested by: Christiana Kraus	November 8-9, 2019	Not to exceed \$60 per student paid from Choir Club funds

POLICY/ISSUE:

Education Code, Section 35330 - Excursions and Field Trips
 Board Policy 6153 - Instruction, School-Sponsored Trips

FISCAL IMPACT:

As indicated above

STAFF RECOMMENDATION:

Approve the overnight and/or out-of-county study trips for students consistent with the District policies and instructional programs.

PREPARED BY:

Manuel San Miguel, Director - Student Services

STRATEGIC PLAN FOCUS AREAS AND GOALS:

Focus Area 2: High Quality Teaching and Learning

- Goal 3: Instruction will be standards-based, relevant, personalized, and rigorous

Itinerary for Paramount High School Choir Retreat
Big Bear, CA
November 8-9, 2019

Friday, November 8, 2019

- 11:00 a.m. Depart Paramount High school
- 1:00 p.m. Arrive Big Bear
- 1:45 p.m. Community Building
- 4:00 p.m. Guest Speaker
- 5:30 p.m. Dinner
- 6:30 p.m. Rehearsal
- 8:30 p.m. Games/activities
- 10:00 p.m. Lights out

Saturday, November 9, 2019

- 7:00 a.m. Breakfast
- 9:00 a.m. Rehearsal
- 12:00 p.m. Lunch
- 1:00 p.m. Depart Big Bear
- 4:00 p.m. Arrive at Paramount High School

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Ruben Frutos, Assistant Superintendent - Business Services
DATE: October 14, 2019
SUBJECT: Purchase Order Report, 19-04

BACKGROUND INFORMATION:

The Board receives and approves Purchase Orders as submitted. Individual Purchase Orders and supporting documentation are available for review in the Business Services Department.

2019/2020

1. Authorized Orders – Adult Education	0.00
2. Authorized Orders – Adult Education	15,781.29
3. Authorized Orders – Building Fund Measure I	2,829,729.42
4. Ratified Orders – General Fund	78,454.79
5. Authorized Orders – General Fund	217,325.01
6. Ratified Orders – LCAP	48,141.82
7. Authorized Orders – LCAP	147,771.57
8. Ratified Orders – Student Nutrition Services	3,000.00
9. Authorized Orders – Student Nutrition Services	180,000.00
	Sub Total \$ 3,520,203.90
10. Ratified Orders (Under \$1,500)	73,815.87
TOTAL OF ALL ORDERS	\$ <u>3,594,019.77</u>

POLICY/ISSUE:

Board Policy 3300 - Expenditures and Purchases

Board Policy and Administrative Regulation 3320 - Purchasing Procedures

FISCAL IMPACT:

As indicated above.

CONSENT ITEM: 4.1-C

STAFF RECOMMENDATION:

Approve Purchase Order Report 19-04 authorizing the purchase of supplies, equipment, and services for the District.

PREPARED BY:

Ruben Frutos, Assistant Superintendent - Business Services

Cindy DiPaola, Director - Operations

STRATEGIC PLAN FOCUS AREAS AND GOALS:

Focus Area 3: Positive School Climate and Environments Conducive to Learning

- Goal 3: Create a safe and civil learning environment for all stakeholders that incorporates restorative practices

Paramount Unified School District

2019/2020

Purchase Orders To Be Ratified and Authorized

October 14, 2019

PO Number	Vendor	Site	Description	Total Amount
010 - General Fund				
20-00607	CAFE N' STUFF	Paramount High School	Orientation & Staff Development (250)	\$3,493.05
20-00616	ATTAINMENT COMPANY, INC.	Ed Services - K-8	Consumable instructional materials - SDC classes (Board adopted: 4/9/14)	\$10,954.37 *
20-00617	MCGRAW-HILL/CONTEMPORARY	Ed Services - K-8	6-8 sites: Science textbooks (50) (Board adopted: 5/13/19)	\$7,966.67 *
20-00621	STAPLES	Odyssey STEM Academy	Annual: online ordering	\$3,000.00
20-00625	KIS COMPUTER CENTER	Lincoln Elementary School	Printers (2) & supplies	\$1,592.13
20-00626	STAPLES	Roosevelt Elementary School	Annual: online ordering	\$2,000.00
20-00635	STAPLES	Buena Vista High School	Annual: online ordering	\$1,500.00
20-00637	VIRCO INC	Buena Vista High School	Staff lounge chairs (20) tables (4)	\$3,847.32
20-00638	STAPLES	Paramount Park Middle School	Annual: online ordering	\$3,000.00
20-00639	STAPLES	Tanner Elementary School	Annual: online ordering	\$3,000.00
20-00640	POSITIVE PROMOTIONS	Mokler Elementary School	Annual: online ordering	\$4,000.00
20-00646	BUCKEYE CLEANING CENTER	Maintenance & Operations	Warehouse stock	\$8,952.72 *
20-00653	DISASTER SURVIVAL SKILLS, LLC	Safety & Security	CSP first aid training	\$1,535.95
20-00655	RENAISSANCE LEARNING, INC.	Hollydale K-8 School	Accelerated Reader & Star Reader subscription (680)	\$1,700.00
20-00656	B&H PHOTO VIDEO	Paramount High School West	Camera & accessories	\$2,532.41
20-00660	SCHOOL EMPLOYERS ASSOC. OF CALIFORNIA	Business Services	Annual fees	\$2,348.00
20-00661	COORDINATED PRINT SERVICES, LLC.	Business Services	Printing services	\$25,000.00 *
20-00664	U. S. BANK	Maintenance & Operations	Amazon Prime Business services	\$3,831.41
20-00667	SUNBELT RENTALS	Maintenance & Operations	Annual: equipment rental (increase purchase order from \$1,4000 to \$3,900)	\$2,500.00
20-00709	BEST-VIP CHAUFFEURED WORLDWIDE	Paramount High School	Charter buses (2)	\$3,300.00
20-00716	U. S. BANK	Maintenance & Operations	HD Supply: replace District Office kitchen cabinets	\$1,708.24
20-00717	GALE SUPPLY COMPANY	Maintenance & Operations	Warehouse stock	\$2,686.04
20-00718	PIONEER CHEMICAL COMPANY	Maintenance & Operations	Warehouse stock	\$6,918.21 *
20-00721	U. S. BANK	Maintenance & Operations	Insight Security: District Office traffic control supplies	\$3,387.60
20-00726	SOUTHWEST SCHOOL & OFFICE SUPPLY	Maintenance & Operations	Warehouse stock	\$3,322.23
20-00727	SPICERS PAPER INC.	Maintenance & Operations	Warehouse stock	\$1,514.06
20-00730	GALE SUPPLY COMPANY	Maintenance & Operations	Warehouse stock	\$9,318.45 *
20-00737	CYBERTEK	Technology	Veeam software licenses (4) & support	\$11,764.76 *

* Indicates a request over \$5,000 signifying approval prior to issuing the purchase order.

Paramount Unified School District

2019/2020

Purchase Orders To Be Ratified and Authorized

October 14, 2019

PO Number	Vendor	Site	Description	Total Amount
010 - General Fund				
20-00753	GOLDEN STATE MAILING, LLC	Business Services	Mailing services	\$4,500.00
20-00754	LIBERTY FLAGS INC.	Maintenance & Operations	Outdoor school flags (80)	\$3,453.63
20-00757	DIAMEDICAL USA	Paramount High School	CTE: instructional smart medical bed	\$3,850.03
20-00764	ACTION SALES	Odyssey STEM Academy	Annual: culinary supplies	\$5,000.00 *
20-00765	MOON VALLEY NURSERIES	Odyssey STEM Academy	Annual: trees	\$5,000.00 *
20-00776	SOUTH BAY HEATING & AIR CONDITIONING INC	Maintenance & Operations	Annual: replace condensation lines & connect to drain system (Bid #4-18-19)	\$59,830.00 *
20-00780	SPICERS PAPER INC.	Maintenance & Operations	Warehouse stock	\$24,687.43 *
20-00790	U. S. BANK	K-5 Schools & Innovative Programs	Costco annual: meeting supplies	\$5,000.00 *
20-00799	PRUDENTIAL OVERALL SUPPLY	Maintenance & Operations	Annual: cafe treated mops service	\$15,600.00 *
20-00828	B&H PHOTO VIDEO	Buena Vista High School	Printer	\$1,638.12
20-00829	B&H PHOTO VIDEO	Paramount High School	Printer & accessories	\$2,009.46
20-00834	PEARSON	Special Education	Psychological assessments	\$1,503.01
20-00836	HEINEMANN PROFESSIONAL DEVELOPMENT	Gaines Elementary School	Literacy intervention materials	\$4,166.48
20-00845	TRL SYSTEMS	Maintenance & Operations	Annual: fire alarm testing	\$14,995.00 *
20-00846	U. S. BANK	Maintenance & Operations	Costco: meeting supplies	\$1,535.62
20-00852	B&H PHOTO VIDEO	Paramount High School	Printer, iPad, camera & accesories	\$6,337.40 *
010 - General Fund - LCAP				
20-00301	STAPLES	Jackson Middle School	Annual: online ordering (increase purchase order from \$4,600 to \$9,250)	\$4,650.00
20-00605	ADOBE SYSTEM INCORPORATED	Secondary Ed	Creative Cloud software license renewal (500)	\$2,693.70
20-00614	ROBERT MCNEEL & ASSOCIATES	Secondary Ed	Rhino 6 software license renewal (2)	\$2,781.30
20-00650	COMMITTEE FOR CHILDREN	Ed Services - K-8	Second Step curriculum materials for guidance counselors and social workers (30)	\$32,633.02 *
20-00651	HOUGHTON MIFFLIN HARCOURT	Paramount High School West	Read 180 Ancillaries Part 2 ELA/ELD program (Board adopted: 12/10/18)	\$2,604.63
20-00652	HOUGHTON MIFFLIN HARCOURT	Paramount High School	Read 180 Ancillaries Part 1 ELA/ELD program (Board adopted: 4/8/19)	\$3,789.63
20-00654	M.RA COUTURE	Paramount High School	Winter & Fall choreography & drill design marching band	\$7,400.00 *
20-00671	PEARSON EDUCATION	Paramount High School West	Criminal Justice 100 textbooks (35) (Board adopted: 5/13/19)	\$5,194.09 *
20-00672	AMPLIFY	Ed Services - K-8	6-8: Language Arts workbook sets (16) (Board adopted: 4/14/17)	\$2,666.98
20-00673	MCGRAW-HILL/CONTEMPORARY	Ed Services - K-8	6-8 sites: science kits for labs (9) (Board adopted: 5/13/19)	\$16,133.47 *

* Indicates a request over \$5,000 signifying approval prior to issuing the purchase order.

Paramount Unified School District

2019/2020

Purchase Orders To Be Ratified and Authorized

October 14, 2019

PO Number	Vendor	Site	Description	Total Amount
010 - General Fund - LCAP				
20-00678	STAPLES	Paramount High School	Office supplies	\$4,010.22
20-00685	SOUTHWEST SCHOOL & OFFICE SUPPLY	Lincoln Elementary School	Office supplies	\$2,311.85
20-00689	GREENFIELD LEARNING INC.	Mokler Elementary School	Lexia Reading Core5 software subscripton (Board approved: 8/12/19)	\$11,900.00 *
20-00710	SAM ASH MUSIC	Paramount High School	Band supplies	\$2,304.90
20-00731	ROBOT MESH	Jackson Middle School	Instructional materials	\$1,843.87
20-00743	SCHOLASTIC CLASSROOM MAGAZINE	Collins Elementary School	Instructional materials	\$2,158.46
20-00773	KIS COMPUTER CENTER	Collins Elementary School	Surface pros (2), LCD projectors (2) & document cameras (4)	\$5,994.03 *
20-00774	KIS COMPUTER CENTER	Zamboni Middle School	Surface pros (5) & accessories	\$6,288.40 *
20-00792	ANIXTER INC.	Maintenance & Operations	Lock & door supplies	\$30,624.08 *
20-00811	GUITAR CENTER	Gaines Elementary School	Music instruments (24)	\$2,231.57
20-00812	GUITAR CENTER	Collins Elementary School	Music instruments (24)	\$2,231.57
20-00813	GUITAR CENTER	Tanner Elementary School	Music instruments (24)	\$2,231.57
20-00814	GUITAR CENTER	Jackson Middle School	Music instruments (24)	\$2,231.57
20-00841	IXL LEARNING	Wirtz Elementary School	Math & ELA site license renewal	\$7,750.00 *
20-00844	TROXELL COMMUNICATIONS	Jackson Middle School	TV monitors (3) & carts (3)	\$10,814.78 *
20-00847	CERRITOS COLLEGE	Secondary Ed/CTE	Site bridging college liaison services for Buena Vista & Paramount High (Board approved: 4/6/19)	\$14,000.00 *
20-00853	KIS COMPUTER CENTER	Tanner Elementary School	Printers (3) & supplies	\$6,439.70 *
110 - Adult Education Fund				
20-00669	BURLINGTON ENGLISH	Adult Education	English online courseware for ESL (35)	\$3,360.00
20-00706	PEARSON EDUCATION	Adult Education	Side by Side ESL books (78)	\$2,687.86
20-00707	PEARSON EDUCATION	Adult Education	Side by Side ESL books (114)	\$3,942.19
20-00708	PEARSON EDUCATION	Adult Education	Side by Side ESL books (88)	\$3,046.24
20-00724	AZTEC SOFTWARE	Adult Education	GED prep software license renewal	\$2,745.00
130 - Cafeteria Fund				
20-00211	HARRIS COMPUTER SYSTEMS	Nutrition Services	Annual: software support (increase purchase order from \$37,000 to \$40,000)	\$3,000.00
20-00262	P & R PAPER SUPPLY COMPANY	Nutrition Services	Annual: food supplies (increase purchase order from \$36,000 to \$216,000) (Bid #5-19-20)	\$180,000.00 *
211 - Building Fund - Measure I				

* Indicates a request over \$5,000 signifying approval prior to issuing the purchase order.

Paramount Unified School District

2019/2020

Purchase Orders To Be Ratified and Authorized

October 14, 2019

PO Number	Vendor	Site	Description	Total Amount
211 - Building Fund - Measure I				
20-00241	TAVITO'S MOVERS	Facilities Department	Annual: moving services (increase purchase order from \$10,000 to \$15,000)	\$5,000.00 *
20-00747	J&B MATERIALS	Lincoln Elementary School	Replace windows (12)	\$9,609.61 *
20-00777	WLC ARCHITECTS, INC.	Zamboni Middle School	Architect fees	\$831,436.97 *
20-00791	REM CUSTOM BUILDERS INC.	Collins Elementary School	Portable project (Bid # 10-18-19)	\$1,921,000.00 *
20-00854	WLC ARCHITECTS, INC.	Facilities	Architect fees	\$62,682.84 *

* Indicates a request over \$5,000 signifying approval prior to issuing the purchase order.

Paramount Unified School District

2019/2020

Purchase Orders To Be Ratified and Authorized

October 14, 2019

PURCHASE ORDER SUMMARY BY FUND

238 Purchase orders for a total of **\$3,673,819.77**

010 - General Fund	To Be Authorized	\$217,325.01
	To Be Ratified Over \$1,500	\$78,454.79
	To Be Ratified Under \$1,500	\$43,302.71
	Fund Total	\$339,082.51
010 - General Fund - LCAP	To Be Authorized	\$147,771.57
	To Be Ratified Over \$1,500	\$48,141.82
	To Be Ratified Under \$1,500	\$24,877.29
	Fund Total	\$220,790.68
110 - Adult Education Fund	To Be Authorized	\$ 0.00
	To Be Ratified Over \$1,500	\$15,781.29
	To Be Ratified Under \$1,500	\$4,314.08
	Fund Total	\$20,095.37
130 - Cafeteria Fund	To Be Authorized	\$180,000.00
	To Be Ratified Over \$1,500	\$3,000.00
	Fund Total	\$183,000.00
211 - Building Fund - Measure I	To Be Authorized	\$2,829,729.42
	To Be Ratified Under \$1,500	\$1,321.79
	Fund Total	\$2,831,051.21

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Ruben Frutos, Assistant Superintendent – Business Services
DATE: October 14, 2019
SUBJECT: Consultant Services

BACKGROUND INFORMATION:

The District contracts with consultants or independent contractors who provide valuable and necessary specialized services not normally required on a continuing basis.

The following contracted services are requested:

	Consultant	Services to be Provided/Audience	Site/Requested for	Time Period	Cost/Funding Source
1	Demsey, Filliger & Associates PC 19-2071	Provide actuarial study of postemployment benefit obligations and components of expenses.	Business Services Requested by: Ruben Frutos	July 1, 2019 through June 30, 2020	Onetime fee of \$5,500.00 from General Funds
2	Everett Dorey LLP PC 19-20115	Provide legal services related to District Risk Management	Business Services Requested by: Ruben Frutos	July 1, 2019 through June 30, 2020	Not to exceed \$10,000 from General Funds

POLICY/ISSUE:

Board Policy 4126 - Consultants

FISCAL IMPACT:

As shown above

STAFF RECOMMENDATION:

Approve the Consultant Services requests authorizing contracts with consultants or independent contractors who provide specialized services and authorize the Superintendent or designee to execute all necessary documents.

PREPARED BY:

Ruben Frutos, Assistant Superintendent – Business Services

STRATEGIC PLAN FOCUS AREAS AND GOALS:

Focus Area 3: Positive School Climate and Environments Conducive to Learning

- Goal 3: Create a safe and civil learning environment for all stakeholders that incorporates restorative practices

CONSENT ITEM: 4.2-C

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Ruben Frutos, Assistant Superintendent – Business Services
DATE: October 14, 2019
SUBJECT: Acceptance of Donations

BACKGROUND INFORMATION:

The Board may accept and utilize, on behalf of the District, any bequests or gifts of money or property for a purpose deemed to be suitable by the Board.

The following donations have been presented to the District:

1. The District received a donation of \$5,000.00 from Target Corporation. Alondra Middle School used this donation to purchase additional office/school supplies to support instructional programs.
2. The District received a donation of \$265.47 from The Pizza Press. This donation will be used for student incentives at Mokler Elementary.

For the current 2019-20 fiscal year through September 30, 2019 the District has received an estimated total, which includes the above amounts, of \$7,017.55 in gifts, grants, and bequests.

POLICY/ISSUE:

Board Policy 3280 – Gifts, Grants, and Bequests

FISCAL IMPACT:

None

STAFF RECOMMENDATION:

Accept the donations as presented on behalf of the District with any bequests or gifts of money or property for a purpose deemed to be suitable by the District.

PREPARED BY:

Ruben Frutos, Assistant Superintendent – Business Services

STRATEGIC PLAN FOCUS AREAS AND GOALS:

Focus Area 3: Positive School Climate and Environments Conducive to Learning

- Goal 2: Create positive, supportive, and caring relationships between all students, teachers, site leadership and District leadership

CONSENT ITEM: 4.3-C

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Ruben Frutos, Assistant Superintendent - Business Services
DATE: October 14, 2019
SUBJECT: Warrants for the Month of September 2019

BACKGROUND INFORMATION

The following warrants were issued during the month of September:

FUNDS	REGISTER NO.		AMOUNT
<u>GENERAL FUND (01)</u>			
Certificated Salaries	C1B/261	\$	7,913,213.11
Classified Salaries	C1B/267	\$	3,025,582.39
Commercial Warrants	20010600/20020654	\$	2,106,686.18
TOTAL GENERAL FUND		\$	<u>13,045,481.68</u>
<u>ADULT EDUCATION FUND (11)</u>			
Certificated Salaries	C1B/C5B	\$	42,506.74
Classified Salaries	E4D/H1E	\$	22,703.15
Commercial Warrants	20010600/20020654	\$	197,529.11
TOTAL ADULT EDUCATION FUND		\$	<u>262,739.00</u>
<u>CHILD DEVELOPMENT FUND (12)</u>			
Certificated Salaries	C1B/C5B	\$	39,132.70
Classified Salaries	E4D/H1E	\$	46,972.66
Commercial Warrants	20010600/20020654	\$	644.81
TOTAL CHILD DEVELOPMENT FUND		\$	<u>86,750.17</u>
<u>CAFETERIA FUND (13)</u>			
Classified Salaries	E4D/H1E	\$	224,086.54
Commercial Warrants	20010600/20020654	\$	287,171.60
TOTAL CAFETERIA FUND		\$	<u>511,258.14</u>
<u>DEFERRED MAINTENANCE FUND (14)</u>			
Classified	E4D	\$	16,661.00
Commercial Warrants	20010600/20020654	\$	101,649.03
TOTAL CHILD DEVELOPMENT FUND		\$	<u>118,310.03</u>

CONSENT ITEM: 4.4-C

BUILDING FUND (21.0)

Commercial Warrants	20010600/20020654	\$	250.00
TOTAL BUILDING (BOND) FUND		\$	<u>250.00</u>

BUILDING MEASURE I FUND (21.1)

Commercial Warrants	20010600/20020654	\$	787,304.08
TOTAL BUILDING (BOND) FUND		\$	<u>787,304.08</u>

CAPITAL FACILITIES FUND (25)

Certificated Salaries	C1B	\$	6,714.54
Classified Salaries	E4D	\$	5,576.00
Commercial Warrants	20010600/20020654	\$	16,100.66
TOTAL CAPITAL FACILITIES FUND		\$	<u>28,391.20</u>

COUNTY SCHOOL FACILITIES FUND (35)

Commercial Warrants	20010600/20020654	\$	0.00
TOTAL CAPITAL FACILITIES FUND		\$	<u>0.00</u>

SELF-INSURANCE FUND - H & W (67.0)

Commercial Warrants	20010600/20020654	\$	3,822.42
TOTAL SELF-INSURANCE FUND - H & W		\$	<u>3,822.42</u>

SELF-INSURANCE FUND - Workers' Comp (67.1)

Commercial Warrants	20010600/20020654	\$	0.00
TOTAL SELF-INSURANCE FUND - Workers' Comp		\$	<u>0.00</u>

SELF-INSURANCE FUND - Early Retirees (67.2)

Commercial Warrants	20010600/20020654	\$	4,915.82
TOTAL SELF-INSURANCE FUND - Early Retirees		\$	<u>4,915.82</u>

REVOLVING CASH FUND

Commercial Warrants	10611/10642	\$	9,948.22
TOTAL REVOLVING CASH FUND		\$	<u>9,948.22</u>

TOTAL WARRANTS ALL FUNDS

\$ 14,859,170.76

POLICY/ISSUE:

Education Code, Section 42643 - Keeping a Register of Warrants Open to Public Inspection Required

Board Policy 3326.1 - Warrants

FISCAL IMPACT:

As shown above

STAFF RECOMMENDATION:

Approve warrants for all funds through September with a total of \$ 14,859,170.76

PREPARED BY:

Ruben Frutos, Assistant Superintendent – Business Services

Patricia Tu, Director – Fiscal Services

STRATEGIC PLAN FOCUS AREAS AND GOALS:

Focus Area 3: Positive School Climate and Environments Conducive to Learning

- Goal 3: Create a safe and civil learning environment for all stakeholders that incorporates restorative practices

Paramount Unified School District

TO: Board of Education
FROM: Ruth Pérez, Superintendent
DATE: October 14, 2019
SUBJECT: Revised Board Policy 3510 – Maintenance and Operation of District Facilities

BACKGROUND INFORMATION:

Board Policy 3510 – Maintenance and Operation of District Facilities is being submitted for second reading and adoption. This policy is being revised in response to a communication received by Superintendent Dr. Ruth Pérez from Zamboni Middle School students.

Students from Zamboni Middle School petitioned to the District to eliminate the use of straws being used at schools in an effort to become an earth friendly District. Zamboni Middle School students researched the potential dangers that can be caused by using straws to humans and marine life. It is the student's request that by making Paramount Unified School District straw free, the District will take a further step into making the earth cleaner and a safer place.

Deletions are shown with strikethroughs and additions are underlined as presented. Board Policy 3510 – Maintenance and Operation of District Facilities will be renamed to Board Policy 3510 - Green School Operations.

POLICY/ISSUE:

Legal Reference: Education Code
8700-8707 Environmental Education

FISCAL IMPACT:

None

STAFF RECOMMENDATION:

Accept for second reading and adopt revised Board Policy 3510 – Maintenance and Operation of District Facilities renamed Green School Operations.

PREPARED BY:

Ruth Pérez, Superintendent

STRATEGIC PLAN AND FOCUS AREA GOALS:

Focus Area 1: College and Career Ready Graduates

- Goal 3: All students will possess the skills necessary to be successful in any career path

Focus Area 3: Positive School Climate and Environments Conducive to Learning

- Goal 2: Create a positive, supportive, and caring relationships between all students, teachers, site leadership, and district leadership.

ACTION ITEM: 1.1-A

CURRENT BOARD POLICY

BP 3510

Non-Instructional Operations

Maintenance and Operation of District Facilities

District Facilities will be maintained at a standard that will promote the health and safety of students, staff, and patrons.

Preventive maintenance shall be planned on a regularly scheduled basis whenever possible. Suitable inspection and preventive maintenance shall be made in those areas where regularly scheduled maintenance is impractical.

A daily work schedule shall be established for all custodial personnel. The maintenance and operations manager in conjunction with the site administrator, shall ensure that custodial performance is maintained at an acceptable level.

PROPOSED REVISED POLICY

BP 3510

~~Non-Instructional Operations
Business and Non-instructional Operations~~

~~Maintenance and Operation of District Facilities
Green School Operations~~

~~District Facilities will be maintained at a standard that will promote the health and safety of students, staff, and patrons.~~

~~Preventive maintenance shall be planned on a regularly scheduled basis whenever possible. Suitable inspection and preventive maintenance shall be made in those areas where regularly scheduled maintenance is impractical.~~

~~A daily work schedule shall be established for all custodial personnel. The maintenance and operations manager in conjunction with the site administrator, shall ensure that custodial performance is maintained at an acceptable level.~~

~~The Governing Board believes that all citizens have a responsibility to be stewards of the environment and desires to integrate environmental accountability into all district operations. The Superintendent or designee shall promote green school practices that conserve natural resources, reduce the impact of district operations on the environment, and protect the health of students, staff, and community.~~

~~The Superintendent or designee may involve district and site administrators and operations and maintenance staff; representatives of local governmental agencies, utilities, solid waste and recycling companies, and community organizations; health professionals; and/or others as appropriate in the assessment of current district operations and the development of strategies to improve the environmental impact of district operations.~~

~~In selecting and prioritizing strategies, the Superintendent or designee shall give consideration to the initial cost, long-term potential cost savings, quality and performance of the product or service, health impacts, and environmental considerations.~~

~~Such strategies may include, but not be limited to:~~

- ~~1. Reducing energy and water consumption and exploring renewable and clean energy technologies~~
- ~~2. Establishing recycling programs in district facilities~~
- ~~3. Reducing the consumption of disposable materials, by reusing materials and by using electronic rather than paper communications when feasible~~

4. Purchasing and using environmentally preferable products and services whenever practical, including, but not limited to, products that:
 - a. Minimize environmental impacts, toxins, pollutants, odors, and hazards
 - b. Contain postconsumer recycled content
 - c. Are durable and long-lasting
 - d. Conserve energy and water
 - e. Produce a low amount of waste
5. Using least toxic, independently certified green cleaning products when feasible, as well as high efficiency cleaning equipment that reduces the need to use chemicals
6. Providing professional development to custodial and maintenance staff in the proper use, storage, and disposal of cleaning supplies
7. Focusing on green building standards, sustainability, and student health in facilities construction and modernization projects, including decisions about site selection, building design, and landscaping and grounds
8. Reducing vehicle traffic by encouraging students to walk or bicycle to school or use district or public transportation
9. Providing fresh and unprocessed food in the district's food services program
10. Providing instruction to students on the importance of the environment and involving students in the implementation and evaluation of green school activities and projects as appropriate

Legal Reference:

Education Code:

8700-8707 Environmental Education

17070.96 Leroy F. Greene School Facilities Act of 1996, Consideration of High Performance Standards

17072.35 New Construction Grants; Use for Designs and Materials for High Performance Schools 32370-32376 Recycling paper

33541 Review of History/Science Framework

101012 Kindergarten-University Public Education Facilities Bond Act of 2006, Allocations

Public Contract Code:

12400-12404 Environmentally Preferable Purchasing

PROPOSED REVISED POLICY

BP 3510

Public Resources Code:

25410-25421 Energy Conservation Assistance

40050-40063 Integrated Waste Management Act

42630-42647 Schoolsite Source Reduction and Recycling

Policy
adopted: 1-25-83

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Myrna Morales, Assistant Superintendent – Human Resources
DATE: October 14, 2019
SUBJECT: 2019-20 Declaration of Need for Fully Qualified Educators

BACKGROUND INFORMATION:

The following Declaration of Need for Fully Qualified Educators is required by the California Commission on Teacher Credentialing (CCTC) to implement a process for hiring teachers holding emergency teaching permits. The Declaration is a statement that establishes the possibility that the District may have an extraordinary need and this provides for immediate authorization.

Based on prior- and current-year data, the following Declaration stipulates those service areas and numbers of emergency permit holders the District may need for 2019-20. With Board approval, the Declaration will be sent to the CCTC and thereby establish the District's possible areas of need for 2019-20. Then, as it is necessary to employ teachers under emergency permits, the individual application and approval process will be quickly completed.

POLICY/ISSUE:

Education Code 44300 – Senate Bill 322 of 1993, Requirement for
Emergency Teachers

FISCAL IMPACT:

None

STAFF RECOMMENDATION:

Approve the 2019-20 Declaration of Need for Fully Qualified Educators in Paramount Unified School District for submission to the California Commission on Teacher Credentialing.

PREPARED BY:

Myrna Morales, Assistant Superintendent – Human Resources

STRATEGIC PLAN FOCUS AREAS AND GOALS:

Focus Area 2: High Quality Teaching and Learning

- Goal 1: All students will be held to high expectations for achievement and will meet or exceed the standards.

ACTION ITEM: 2.1-A



State of California
 Commission on Teacher Credentialing
 Certification Division
 1900 Capitol Avenue
 Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
 Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: _____

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT

Name of District: _____ District CDS Code: _____

Name of County: _____ County CDS Code: _____

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on ___/___/___ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, _____.

Submitted by (Superintendent, Board Secretary, or Designee):

Name

Signature

Title

Fax Number

Telephone Number

Date

Mailing Address

E-Mail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

<i>Name</i>	<i>Signature</i>	<i>Title</i>
<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>
<i>Mailing Address</i>		
<i>E-Mail Address</i>		

► *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	_____
Bilingual Authorization (applicant already holds teaching credential)	_____
List target language(s) for bilingual authorization: _____	
Resource Specialist	_____
Teacher Librarian Services	_____

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

If no, explain why you do not participate in an internship program.

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Myrna Morales, Assistant Superintendent-Human Resources
DATE: October 14, 2019
SUBJECT: Internship Program Agreement with California State Polytechnic University, Pomona

BACKGROUND INFORMATION:

Periodically, the District enters into internship program agreements with accredited universities and colleges to provide practice teaching for students enrolled in the intern credential program of such institutions. California State Polytechnic University, Pomona has requested that the District participate in such an agreement, commencing August 6, 2019 through June 30, 2022.

The District has participated in numerous intern credentialing programs, which have proven to be of definite benefit to the students, as well as the intern teachers.

POLICY/ISSUE:

Board Policy 4122.1 – Teacher Internship

FISCAL IMPACT:

None

STAFF RECOMMENDATION:

Ratify the agreement with California State Polytechnic University, Pomona for participation in the internship program.

PREPARED BY:

Myrna Morales, Assistant Superintendent-Human Resources

STRATEGIC PLAN FOCUS AREAS AND GOALS:

Focus Area 2: High Quality Teaching and Learning

- Goal 1: All students will be held to high expectations for achievement and will meet or exceed the standards.

ACTION ITEM: 2.2-A



PROCUREMENT & SUPPORT SERVICES

TEACHER EDUCATION INTERNSHIP PROGRAM AGREEMENT

This **AGREEMENT** entered into on August 6, 2019 by and between the State of California through the Board of Trustees of the California State University (CSU), by and through California State Polytechnic University, Pomona aka Cal Poly Pomona hereinafter called **University**, and **Paramount Unified School District** hereinafter called the **District**, and collectively referred to as **party** or **parties**:

R E C I T A L S

- A. California Education Code Section 44450, et seq., authorizes a public school district, in cooperation with an approved college or university, to establish a teacher education internship program; and
- B. **District** is a public school district, and **University** is an approved university within the meaning of California Education Code Section 44452; and
- C. **District** and **University** wish to establish an internship program, as provided in Education Code Section 44321 and meeting the provisions of the statutes and regulations of the Commission on Teacher Credentialing, whereby **University** intern students will be placed in **District** schools.

Based on these recitals, **District** and **University** agree as follows.

Term

The term of this Agreement shall be for approximately **THREE YEARS ending June 30, 2022** commencing on the date first set forth above, providing that either party may terminate this Agreement, without cause, at any time, upon 30 days prior written notice to the other party. Provided, however, all interns placed with **District** as of the date of such notice shall be permitted to complete their internship experience at **District**.

Placement of Interns

University intern students, certified as qualified and competent by **University** to provide intern teaching services to **District**, may, at **District's** discretion, be accepted and assigned to its schools for services as intern teachers (**Interns**). **University** and **District** shall coordinate the process of selection and placement of Interns. The **District** will place an Intern in a classroom appropriate to their Intern Credential Authorization. **University** reserves the right to make the final determination on any Intern's acceptance into the Program, while **District** reserves the right to make the final determination on any Intern's employment. Neither **University** nor **District** shall discriminate in the selection of, or acceptance or participation by any Intern pursuant to this Agreement because of race, color, national origin, religion, sex, sexual orientation, handicap, age, veteran's status, medical condition, marital status, or citizenship, within the limits imposed by law.

Program Requirements

Each candidate Intern accepted into the Program will be required to meet the following qualifying criteria:

- 1) Recommendation to the Program by a **District** or **University** designee; and

- 2) Interview and screening by **District** staff, including a background check, principal/teacher panel interview and paper screening, Department of Justice fingerprint clearance, and a baccalaureate degree from an accredited institution; and
- 3) Interview and screening by **University** staff, including a personal interview, written self-evaluation regarding teaching and learning, and verification of coursework and prior experience with K-12 students in a multicultural, multilingual setting; and
- 4) Interview with the **University** Intern Coordinator or a lead faculty member for the Program; and
- 5) Prior to beginning the Program, all Interns must have passed the CBEST exam, met the U.S. Constitution requirement and verified subject matter competence by completion of a CTC approved program of coursework or passage of the appropriate State content area exam (CSET); and
- 6) All Bilingual Authorization candidates/Interns must have passed a written and oral exam and have completed academic coursework in the identified language.

Intern Employment Status

Interns shall be **District** employees for all purposes, including for the payment of any federal, state, or local income or occupational taxes, FICA taxes, unemployment compensation or workers' compensation contributions, vacation pay, sick leave, retirement benefits or any other payments or benefits for or on behalf of Interns.

Reservation of Right to Payment

Pursuant to Education Code Section 44462, **University** and/or **District** reserves the right to request an adjustment of up to 1/8 or 12.5% of the Interns' salary to cover supervision services pursuant to this Agreement.

Advisory Committees

District and **University** will collaborate through the Cal Poly Pomona Intern Advisory Committee comprised of community members, institutional administrators, teachers, faculty members, and at least one Intern representative, which will serve to provide guidance and support for the Program. In lieu of meetings, online communications/emails requesting or discussing information may be used.

Program Support

To support Interns, **District** and **University** will each provide a qualified "Support Provider"/"Site Coach" to assist each Intern in the Program. The **District's** support provider is also referred to as the "Site Coach", and the **University's** support provider is also referred to as the "**University** Field Supervisor". A minimum of 144 hours of support/mentoring and supervision shall be provided to each intern teacher per school year with an additional 45 hours of support and supervision provided to an intern who enters the program without a valid English Learner authorization. The support and supervision will be a shared responsibility of the **District** and **University**. It is understood that the Intern, due to the nature of being the teacher of record the vast majority of these support/mentoring hours would through the school site and employing district opportunities.

Each "Site Coach" must: possess a valid credential to teach, supervise, and/or administer in the grade level supervised; have three (3) years' experience as a successful practitioner or administrator; hold EL Authorization; be able to demonstrate effective instruction of adult populations; and understand and support the policies and philosophy of the **University** Program. **District** "Site Coaches" are to meet with the Intern at least weekly to discuss/review the Interns progress and respond to questions to enhance the Interns knowledge and skill.

District's "Site Coaches" and the **University's** "Field Supervisors" will meet with Interns regularly throughout each semester of their Clinical Practice (Intern Supervision). They will:

- 1) Offer constructive suggestions on improving teaching skills, including written and oral observations about classroom performance; and
- 2) Review lesson plans both before and after classroom activities take place, teaching Interns how to design and implement lesson plans with an emphasis on accommodations and/or modifications for English Learners or students with special needs; and
- 3) Assist Interns with curriculum selection and design appropriate to the diverse student population in the classrooms; may include assessing language needs and progress of EL learners in the intern classroom and support for language accessible instruction; and
- 4) Ensure Interns obtain knowledge of State frameworks and Common Core State standards in appropriate academic disciplines and how to adapt them for K-12 content, English Learners and students with special needs; and
- 5) Assist Interns with the rudiments of teaching; may include in-class modeling and coaching as needed; and
- 6) Assist Interns with classroom management techniques and classroom organization; and
- 7) Assist Interns with various approaches to discipline and how to maintain a positive climate for learning and a safe classroom environment; and
- 8) Verify contacts with Interns and complete any surveys about the Intern or the Intern Program.

District's "Site Coach" and **University's** "University Field Supervisor" will meet without the Intern periodically, as needed, during an Intern's Program to discuss the Intern's progress.

Prior to the Intern teaching experience, the **University** will conduct program orientation seminars for Interns, typically during Intern Interviews and training opportunities for **District** Support Providers/Site Coaches (in-person meetings, phone or an online format will be available), in addition to any training/orientations the **District** might provide. Support Providers may need to participate in annual or periodic training/orientations for their role as a Support Provider and complete a university and a state intern support provider survey and any requested reviews of the Intern they are supporting.

District will include Interns in appropriate **District** support programs and provide training in regularly scheduled staff development activities.

District will provide appropriate release time from teaching responsibilities for Interns to complete necessary classroom observations of credentialed teachers, and provide appropriate release time for Interns to attend classes at Cal Poly Pomona, to complete their credential and program requirements.

District will allow video capture or synchronous video observation by the **University** field supervisor as part of or in lieu of on-site observations.

University Field Supervisors will visit Interns in their classrooms on a regularly scheduled basis to monitor each Intern's progress. The Field Supervisors will complete required Clinical Practice procedures and an additional Supervision Log if the intern continues in placement beyond required Clinical Practice to complete credential program requirements.

Academic Responsibility

University shall have exclusive control over all academic issues, which shall include, without limitation: selection of course content and required textbooks; delivery of instructional programs; selection and approval of faculty; admission, registration, and retention of Interns; evaluation of Interns' prior education; evaluation of Interns' academic progress; scheduling courses; awarding academic credit; and conferring degrees.

Duration of Internship

Once a student has been accepted as an Intern by **District**, and if the student remains in good standing in the Program at **University** and within the **District's** policies and performance standards, the Intern will be allowed to finish his/her internship at the **District**. However, an Intern who performs below acceptable **District** or **University** standards, after appropriate support and advice efforts have been conducted, may be removed from the paid internship position by the **District** or removed from the Program by the **University** in consultation with the **District**. All services provided by **University** and **District** pursuant to this Agreement shall terminate upon an Intern's termination of participation in the **University's** Program or upon **University** discontinuing the Program.

Assessment

Assessment of Intern competence is a joint responsibility of **University** and **District**. Each Intern will receive informal performance assessment/consultation by the **District** Support Provider and formal performance assessment/consultation from the **University** Field Supervisor throughout the period of the internship. At the end of the internship program, the **University** Field Supervisor may consult with the **District** Support Provider and **University** Intern Program may request the Support Provider to complete a summary of progress of the Intern to assist in the determination of the **University** in making a recommendation as to whether the Intern is ready for independent teaching. The **University** Field Supervisor will provide their recommendation to **University's** Credential Services Office which will determine the Intern's competence relative to the California Commission on Teacher Credentialing program standards for the specific credential the Intern is seeking to obtain. The final recommendation of competence of an Intern for applying for a teaching credential is by the **University**. Any forms completed by the **District** or Support Provider will belong to **University** as student records and will be kept on file in the CEIS Credential Services Office at the **University**.

Indemnification

The **District** shall defend, indemnify and hold the **University**, its officers, employees, and agents harmless from and against any and all liability, loss, expense or claims for injury or damages caused by or result from the negligent or intentional acts or omissions of the **District**, its officers, employees, or agents arising out of the performance of this Agreement

The **University** shall defend, indemnify and hold the **District**, its officers, employees, and agents harmless from and against any and all liability, loss, expense or claims for injury or damages caused by or result from the negligent or intentional acts or omissions of the **University**, its officers, employees, or agents arising out of the performance of this Agreement

Relationship of the Parties

Nothing in this Agreement is intended nor shall be construed to create an employer/employee relationship, or a joint venture, partnership or agency relationship between parties.

Publicity

Neither **University** nor **District** shall cause to be published or disseminated any advertising materials, either printed or electronically transmitted, which identifies the other party or its facilities with respect to this Agreement, without the prior written consent of the other party. In addition, neither party may use the names, logos, or trademarks of the other party without its prior written consent.

Records

It is understood and agreed that all records, other than Intern evaluation records and information, shall remain the property of **District**. Interns' student records shall remain the property of **University**.

Entire Agreement and Severability

If a court or arbitrator holds any provision of this Agreement to be illegal, unenforceable, or invalid, the remaining provisions will not be affected. This Agreement contains the entire Agreement between the parties pertaining to the transaction and may not be amended unless in writing, signed by both parties.

Assignment

Neither party shall assign its rights or delegate its duties under this Agreement without the prior written consent of the other party.

District will designate a **District** Coordinator/Contact Person to ensure supervisory and support assistance to Interns prior to finalizing this Agreement. The designated **District** Coordinator for the purposes of this Agreement will be:

Name: Dr. Myrna Morales
Title: Assistant Superintendent of Human Resources
Email: mmorales@paramount.k12.ca.us
Phone: 562-602-6006
Fax:

Notices

All notices or other communications given under this Agreement will be in writing and sent to the addressee listed below (unless a party has changed its address by giving notice), and will be effective upon receipt if delivered personally or by overnight mail, or effective three days after mailing if by certified mail, return receipt requested.

To University:

Procurement and Support Services
Cal Poly Pomona
3801 West Temple Avenue, Bldg. 75
Pomona, CA. 91768
Telephone (909) 869-3383
Facsimile (909) 869-5475
Email:

To District:

Name: Dr. Myrna Morales
Title: Assistant Superintendent of Human Resources

Paramount Unified School District

Address: 15110 California Ave.
Paramount, CA 90723
Phone: **(562) 602-6006**
Fax: **(562) 602-8118**
Email: mmorales@paramount.k12.ca.us

Representations

Each party represents that: (a) it will abide by all applicable federal, state, or local statutes or regulations; (b) the individual signing this Agreement has the authority to do so; and (c) it has the ability and authority to perform each of its obligations under this Agreement. These representations will continue after the Agreement terminates.

Insurance

1. The **University** and **District** shall secure and maintain at all times during the term, at their respective sole expense, professional general liability insurance covering themselves and their respective employees.
 - Such coverage provided by the **University** and **District** may be afforded via commercial insurance, self-insurance, a captive, or some combination thereof at limits of at least \$1,000,000 per occurrence. Such insurance shall not be cancelable except upon 30 days prior written notice to the other party. Such coverage shall be primary and non-contributory. Upon either party’s request, the other party shall provide a certificate of insurance evidencing such coverage.
 - Comprehensive or Commercial Form General Liability Insurance (contractual liability included) with limits as follows:

1)	Each Occurrence	\$1,000,000
2)	General Aggregate	\$3,000,000

- The **University** and **District** shall each secure and maintain at all times during the term of their Agreement, at their respective sole expense, workers' compensation and employers' liability insurance covering their respective employees. **University** CSURMA provides Workers' Compensation coverage for all registered CSU students who are pursuing a professional credential in Education (including teaching) while participating in this program. Such coverage provided by either the **University** and/or **District** may be afforded via commercial insurance or self-insurance.
 - Business Liability Insurance for owned, scheduled, non-owned or hired automobiles with a combined single limits no less than One Million Dollars (\$1,000,000) per occurrence.
 - The **University** and **District** shall further provide for thirty-day (30) advance written notice of any modification, change or cancellation of any of the above insurance coverage's.
2. The **University** shall self-insure its activities in connection with this Agreement by maintaining programs of self-insurance as follows:

THE CALIFORNIA STATE UNIVERSITY GENERAL LIABILITY, WORKERS' COMPENSATION, PROPERTY, PROFESSIONAL LIABILITY, AND AUTOMOBILE LIABILITY SELF-INSURANCE PROGRAM

The State of California has elected to be self-insured for its general liability, workers' compensation, professional liability, motor vehicle liability, and property exposures through an annual appropriation from the General Fund. As a State agency, the California State **UNIVERSITY**, Office of the Chancellor, the Trustees, and its system of campuses are included in this self-insured program.

The Office of Risk Management in the Chancellor's Office administers the general liability, workers' compensation, property, and professional liability programs. The State Office of Risk and Insurance Management administers the motor vehicle liability program.

Under this form of insurance, the State and its employees (as defined in Section 810.2 of the Government Code) are insured for any tort liability that may develop through carrying out official activities, including state official operations on non-state owned property. Should any claims arise by reason of such operations or under an official contract or license Agreement, they should be referred to the California State University, Office of Risk Management, 401 Golden Shore, 5th Floor, Long Beach, CA 90802-4210.

Governing Law

This Agreement will be governed by the laws of the State of California and shall in all respects be interpreted enforced and governed by California laws.

Fingerprinting/Background Checks

In accordance with California Education Code Section 44320 (d), each credential candidate prior to assignment to **District** must obtain at their sole expense a "Certificate of Clearance," which includes a complete Live Scan Service. The State **University** will ensure that student's receive a Certificate prior to beginning their assignment in the **District**.

Tuberculosis

In accordance with California Education Code Section 49406, each credential candidate prior to assignment to **District** must obtain at their sole expense an examination within the **District** timeframe to determine that he or she is free of active tuberculosis, by a licensed physician or surgeon prior to beginning their assignment in the **District**.

General Provisions

The Agreement: (a) will be binding and enforceable by the parties and their respective successors or assigns, but not by any individual or organization not a party to this Agreement; (b) may be executed in counterparts and effective with original or facsimile signatures; (c) will be governed by California law; and (d) has been executed at Pomona, California.

IN WITNESS WHEREOF, this Agreement has been executed by the **parties** hereto, effective the date above written.

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

BY: _____

Joseph Simoneschi, Associate Vice President
Finance and Administrative Services

DATE: _____

PARAMOUNT UNIFIED SCHOOL DISTRICT

BY: _____

Signature of Authorized District Official

Ruben Frutos, Assistant Superintendent - Business Services

Print name and title of Authorized District Official

DATE: _____

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Deborah Stark, Assistant Superintendent-Educational Services
DATE: October 14, 2019
SUBJECT: Memorandum of Understanding with Public School Arts

BACKGROUND INFORMATION:

Paramount Unified School District continues to commit to the performing arts. As part of this commitment, the Arts Education Collective Advancement Grant Award which includes a performing arts residency, was accepted at the August 12, 2019 Board meeting. Public School (P.S.) Arts provides professional development, coaching and a family art night through a residency model. Art coaches engage with classroom teachers through planning and communication. Lessons are designed as an integrated approach to support California's State Standards and the District's curriculum.

P.S. Arts will provide coaching for Los Cerritos and Zamboni Schools. Each site will participate in one school wide professional development and one family art night. In addition, eighteen classroom teachers will receive four coaching sessions and follow-up sessions. The performing arts residency will support the Turnaround Arts Model that is currently in place at Zamboni and will be extended to include Los Cerritos in 2019-20.

POLICY/ISSUE:

Board Policy 4126 – Consultants and Independent Contractors Provide Specialized Services

FISCAL IMPACT:

Not to exceed \$30,000 from LCAP funds

STAFF RECOMMENDATION:

Approve the Memorandum of Understanding with Public School Arts to provide a performing arts residency at Los Cerritos and Zamboni Schools.

PREPARED BY:

Renée Jeffrey, Director – K-5 School Support and Innovative Programs

STRATEGIC PLAN FOCUS AREAS AND GOALS:

Focus Area 1: College and Career Ready Graduates

- Goal 3: All students will possess the skills necessary to be successful in any career path

ACTION ITEM: 3.1-A



Memorandum of Understanding (MOU) for Academic Year 2019-20

About P.S. ARTS

About the P.S. ARTS Program Model:

At P.S. ARTS, we believe that all teachers have the freedom to imagine and the power to create. The truest commitment a teacher can make to their students and personal self-discovery is seeing new perspectives and trying new strategies. The P.S. ARTS education model is derived from research-based frameworks for quality in arts education and overall school improvement. It outlines goals in four categories: Student Learning, Effective Teaching, Positive School Climate, and Community Engagement. We have designed coaching residencies in arts integration to drive progress in all four areas in *Paramount Unified School District*.

P.S. ARTS Coaches:

P.S. ARTS coaches are professional artist educators with training and skills in working with classroom teachers. Arts integration coaches possess the skills, knowledge, and dedication necessary to work with classroom teachers to create and deliver high-quality, authentic and engaging curriculum, become a trusted part of the school community, and contribute to a school climate and classroom environment that is inclusive, creative, and aspirational.

P.S. ARTS Professional Development:

Professional development for our coaches focuses on the accepted best practices in arts education, classroom instruction, and adult learning. Coaches receive at least 20 hours of professional development each year and are skilled at designing and delivering professional development workshops for teachers.

P.S. ARTS and the School Community

Communication, Collaboration and Classroom Supervision:

- P.S. ARTS requires that a credentialed teacher be present during coaching. Coaching is an interactive PD model that requires classroom teachers take an active role in the class and be prepared to debrief as a cohort immediately following coaching session.
- The P.S. ARTS Coach is responsible for creating arts integrated lessons for modeling and coteaching sessions. Classroom teachers are welcome to co-write a lesson with the coach but it is not required. The final Arts Integrated lesson must be created by the classroom teachers as a grade-level and reviewed by the arts integration coach before the final visit takes place.



- Each school site must provide a safety plan to P.S. ARTS at the start of the school year and keep P.S. ARTS abreast of any safety or security concerns and policies.
- P.S. ARTS coaches are expected to engage in ongoing planning and communication with classroom teachers.
- Collaboration between the school and P.S. ARTS is integral to the process of evaluating and improving the quality of all aspects of the program throughout the year.
- Surveys: P.S. ARTS provides teacher participants with surveys to gather feedback on program quality and logistics. Participation in the surveys by school faculty and administration is a requirement of the program.
- Check-in Meetings: P.S. ARTS administration conducts formal and informal school site check-ins throughout the year.
- Partnership Evaluation: P.S. ARTS drafts a partnership evaluation report at the close of each program year. The evaluation examines 1.) The school's/district's ability to fulfill the partnership requirements as detailed in the section below, and 2.) How P.S. ARTS may continue to improve its programs.

Program Scope of Work

P.S. ARTS will provide:

- *Coaching for two school sites (one elementary, one middle), up to 18 classroom teachers total*
- *The 18 classroom teachers receive a total of four coaching sessions each and three follow up sessions as scheduled (on-site coaching, off-site preparation, and follow up)*
- *Two whole school professional development workshops, one at each site*
- *One family night at each site (two total)*
- All supplies necessary to execute the P.S. ARTS coaching curriculum

See "Appendix A" for a detailed breakdown of costs.

Any requests for changes to the Scope of Work must be made in writing and approved by P.S. ARTS prior to implementation.

Substitutes/Missed Classes/Holidays:

- In the event of a coach's absence due to illness, P.S. ARTS will reschedule coaching at a later date.
- Coaching visits should be scheduled with consideration to district/school holidays, minimum days, school assemblies, testing, field trips, or any other disruption to regular classes due to changes in school schedule.
- See "Scheduling and Class Time" for further information.

Program Supplies:

- P.S. ARTS will provide arts integration coaches with an adequate budget for regular program related supplies.
- The school is not expected to provide any additional supplies unless a special project outside of the normal P.S. ARTS scope of programs and curriculum is requested.

Lesson Plans and Curriculum Maps:

- Lesson plans will be made available to school administration and faculty via Google Drive, or emailed as a PDF by request.

Family Nights:

- P.S. ARTS provides partner schools with a Family Art Night for students and their families. We believe that the best way for parents to gain an appreciation for the benefits of arts education is through participation in art-making with their children. P.S. ARTS will provide:
 - A teaching artist (Spanish-speaking teaching artists available upon request) to facilitate the lesson
 - All necessary art supplies
 - A staff member to run the event
- The school must be able to:
 - Promote the event through the PTA, school bulletin, etc.
 - Provide enough tables and chairs for participants. The tables and chairs must be set up prior to P.S. ARTS' arrival, approximately 45 minutes before the event.
 - Provide use of a screen, LCD projector, and microphone.
- Family nights can accommodate a maximum of 200 guests.



Partnership and Program Requirements

Scheduling and Class Time:

- Scheduling guidelines:
 - 30 minutes minimum instructional time for TK and kindergarten
 - 45 minutes minimum instructional time for grades 1st thru 8th grade
 - 20 minutes minimum grade level or subject area debrief time must be provided for each day of coaching
 - Coach must have at least a 30-minute lunch period
- When the P.S. ARTS coach is present, all students should participate in the lesson.
- P.S. ARTS requires at least two weeks of advanced notice of any scheduling alterations due to changes in the school calendar such as: field trips, testing pullout, and shortened/banked days.

Program Support:

- Schools will give Teaching Artists access to office equipment, such as the copier and fax machine.
- P.S. ARTS encourages open and frequent communication between P.S. ARTS staff, arts integration coaches, the school principal, assistant principal, teachers, and support staff. The school will notify P.S. ARTS staff of any concerns or issues in a timely manner.
- P.S. ARTS will distribute and collect parent release forms in order to use of the child's image, voice, or artwork by P.S. ARTS for archival or fundraising purposes.

PR and Media Releases:

- Any press releases, promotional, or marketing materials that include P.S. ARTS name, logo, or program content must be approved by P.S. ARTS.



Program Cost & Payments

- Total program cost for programming is: \$29,706.03.
- See "Appendix A" for detailed breakdown of services and costs.
- P.S. ARTS will invoice Paramount Unified as indicated on the billing schedule below.

Payment Plan:

Payments to P.S. ARTS	Amount	Date of Invoice	Payment Due
Payment #1	9,902.01	11/1/19	Within 30 days
Payment #2	9,902.01	2/1/20	Within 30 days
Payment #3	9,902.01	4/1/20	Within 30 days

DISTRICT Signatory

Date

Printed Name & Title

Dr. Kristen Paglia
Chief Executive Officer, P.S. ARTS

Date

**Please retain a copy for your records and return a signed copy to P.S. ARTS' offices:
P.S. ARTS / 6701 Center Drive West, Suite 550 / Los Angeles, CA 90045*



Appendix A: Service Costs

Budget Breakdown

Cost Category	Amount (\$)
Program Salaries, Benefits, and Taxes	22,463.12
Program Supplies	1,000.00
Family Art Nights	493.36
Total Direct Costs	23,956.48
Indirect Cost	5,749.55
Total Program Cost	29,706.03

Paramount Unified Schools District

TO: Ruth Pérez, Superintendent
FROM: Deborah Stark, Assistant Superintendent-Educational Services
DATE: October 14, 2019
SUBJECT: Barona Education Grant Award

BACKGROUND INFORMATION:

The Barona Band of Mission Indians, as endorsed by Assemblyman Anthony Rendon, offers grants to promote academic improvement. Theodore Roosevelt School applied and was approved by the Barona Education Grant to purchase and implement the Literacy Footprints Intervention Partner Kit to support English Learners in English Language Arts. Roosevelt's intervention teacher will use the program during small group instruction as a supplement to the District-adopted Language Arts curriculum.

Ratification of the grant application is necessary as the deadline for submission has passed. Roosevelt School received notification that they were awarded \$5,000 to purchase the Literacy Footprints Intervention Partner Kit.

POLICY/ISSUE:

Board Policy 3280 – Gifts, Grants and Bequests

FISCAL IMPACT:

Income of \$5,000 to restricted funds

STAFF RECOMMENDATION:

Accept the Barona Education Grant Award for the purchase of the Literacy Footprints Intervention Partner Kit for Theodore Roosevelt School.

PREPARED BY:

Renée Jeffrey, Director – K-5 School Support and Innovative Programs

STRATEGIC PLAN FOCUS AREAS AND GOALS:

Focus Area 4: Parent and Community Partnerships

- Goal 3: Establish, expand, and maintain partnerships with community based organizations, colleges and universities, and businesses and industries.

ACTION ITEM: 3.2-A



July 26, 2019

The Honorable Anthony Rendon
Speaker of the Assembly, District 63
4909 Lakewood Boulevard, Suite 400
Lakewood, CA 90712

Dear Speaker Rendon:

The Barona Band of Mission Indians is proud to announce that the following school in your Legislative District has been awarded the Barona Education Grant:

**Theodore Roosevelt School
13451 Merkel Avenue
Paramount, CA 90723**

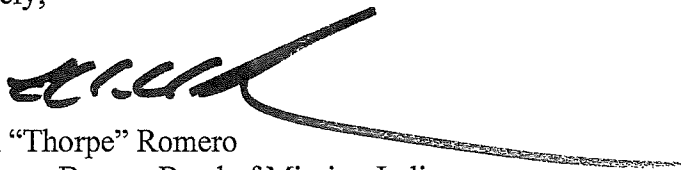
Your nomination of this school helped the students receive a \$5,000 grant to purchase of the Literacy Footprints Intervention Partner Kit to assist the English language learners build foundational reading skills.

In 2002, we established the Barona Indian Charter School to serve our Tribal children and the children of our employees and neighbors. Our goal is to build strong educational opportunities for the children of California as we have with the children at the Barona Indian Charter School. Education has always been an important part of the Barona tradition. We are truly proud to consider ourselves "**California's Education Tribe.**"

Please note that upon payment to the school, the law requires elected officials to fill out the form titled "Report of Payment for Legislative, Government, or Charitable Purposes." These forms are available from the Senate and Assembly Rules Committee.

Barona's Director of Government Affairs, Sheilla Alvarez, will be in contact with your office to coordinate the delivery of the grant award.

Sincerely,



Edwin "Thorpe" Romero
Chairman, Barona Band of Mission Indians

Cc: Margie A. Domino, Principal

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Deborah Stark, Assistant Superintendent–Educational Services
DATE: October 14, 2019
SUBJECT: Memorandum of Understanding with MIND Research Institute

BACKGROUND INFORMATION:

ST math is a supplemental, visual instructional program that builds conceptual understanding of math through creative problem solving. This web based program is implemented in all of the District’s elementary schools. Students have access to the program at school and at home and it is included in the curriculum guide to support concepts in K-5 math.

After implementing ST math for the past four years we have the opportunity to partner with the MIND Research Institute, which provides ST Math, to conduct a study to determine the correlation between the amount of content completed in ST math and outcomes on the state SBAC test. In order to complete the study an MOU that allows the District to share data for students in grades 3-5 is required. The results of the study will be used to inform how ST math is used in K-5 schools.

POLICY/ISSUE:

Board Policy 6141 – Curriculum Development

FISCAL IMPACT:

No Cost

STAFF RECOMMENDATION:

Approve the MOU with the MIND Research Institute to conduct a study of ST math completion and SBAC math outcomes.

PREPARED BY:

Deborah Stark – Assistant Superintendent, Educational Services

STRATEGIC PLAN FOCUS AREAS AND GOALS:

Focus Area 2: High Quality Teaching and Learning

- Goal 1: All students will be held to high expectations for achievement and will meet or exceed the standards.

ACTION ITEM: 3.3-A

MEMORANDUM OF UNDERSTANDING REGARDING DATA SHARING

This Memorandum of Understanding, (hereinafter referred to as “MOU”), is made by and between Paramount Unified School District a legal California entity, (hereinafter referred to as “the District”), located at 15110 California Ave., Paramount CA, 90723, and MIND Research Institute, a California corporation (hereinafter referred to as “Contractor”), located at 111 Academy, Suite 100, Irvine, CA 92617.

RECITALS

WHEREAS, certain District teachers and students have been using Contractor’s ST Math supplemental math instructional software (hereinafter referred to as “Program”); and

WHEREAS, District seeks to have Contractor provide an analysis of student usage of Contractor’s Program as compared to District’s student outcomes; and

WHEREAS, Contractor is therefore seeking access to confidential pupil records of certain pupils of the District; and

WHEREAS, the District has specific policies in place, in accordance with federal and state law, which regulate when such records are released; and

WHEREAS, more specifically, the District’s Policy on Student Records incorporates a the requirements of the Family Educational Rights and Privacy Act (20 U.S.C § 1232g; 34 C.F.R. Part 99); and

WHEREAS, the District’s Policy permits the release of confidential pupil records to “school officials” with “legitimate educational interests”; and

WHEREAS, the District has determined that Contractor is a school official with legitimate educational interests in the confidential pupil records to be disclosed pursuant to this MOU; and

NOW, THEREFORE, in consideration of the foregoing herein and the mutual promises and covenants set forth herein, the parties agree as follows:

1. OBLIGATIONS OF THE District

- a. The District will disclose the following confidential pupil records to Contractor for the purpose of correlating ST Math data with District records and then performing analysis:
 - i. Schools & Grades & School Years & Cohorts
 1. Schools: all using ST Math; see associated ST Math user file
 2. Grades 3,4 that used ST Math in 16/17
 3. Grades 3, 4, 5 that used ST Math in 17/18
 4. Grades 4, 5 that used ST Math in 18/19
 - ii. Data Elements
 1. student name (first, last)
 2. student ID
 3. teacher name or other teacher identifier (used to group students)

4. grade level
 5. school name
 6. 1617, 1718 and 1819 SBAC Math Scores
 - a. Math Scale Scores and Proficiency Level
 - b. At District option, can include ELA scores for comparison
 7. Student Attributes: District may include in the data file any student attributes that District would like to have sub-studies performed on
- b. Unless otherwise agreed to by the parties, the District will transfer the data to Contractor via secure FTP.
 - c. The District will comply with all of its internal policies and federal and state laws regarding the disclosure of confidential pupil records.

2. OBLIGATIONS OF CONTRACTOR

- a. Contractor will accept the confidential pupil records for the specific purpose of: correlating the ST Math results stored within Contractor's system under unique identifiers with the data provided by the District set forth in ¶ 1a above, and evaluating and reporting upon the relationships between ST Math use and test scores.
- b. Contractor will send correlated data tables back to the District via secure FTP, unless another format is agreed to by the parties.
- c. Contractor agrees that the confidential pupil records, and any personally identifiable information contained therein, will only be used for the specific purpose identified in ¶ 2a of this MOU. This obligation will survive the termination of the MOU.
- d. In accordance with the provisions of FERPA, Contractor will not permit any other party to have access to the identifiable information contained in the confidential pupil records. This obligation will survive the termination of the MOU.
- e. Contractor will de-identify or destroy all confidential pupil records disclosed pursuant to this MOU when the records are no longer needed for the specific purpose identified in ¶ 2a of this MOU.
- f. Contractor has a duty, under this MOU, to be familiar with, and abide by, all provisions of FERPA, relevant California statutes and the District's policies, even if not specifically mentioned herein.
- g. Contractor will not be charged for the confidential pupil records disclosed pursuant to this MOU.

3. INDEMNITY

- a. Contractor shall indemnify and hold harmless the District, its agents, employees and officers against any and all claims, demands, actions and causes of action and resulting liability, loss, damages, costs and expenses arising out of the disclosure of records pursuant to this MOU for injury to persons and damages to the extent caused directly or proximately by any wrongful, intentional or negligent act or omission of Contractor or Contractor's officers, employees or agents. This obligation shall not extend to wrongful, intentional or negligent acts or omissions of Contractor, its officers, employees and agents, if and only if, such acts or omissions are in response to a grossly negligent directive, policy or instruction directly issued to Contractor by the District or its employees.
- b. To the extent permitted by the laws of the State of California, the District shall indemnify and hold harmless Contractor, its officers, employees and agents against any and all claims, demands, actions and causes of action and resulting liability, loss, damages, costs and expenses for injury to persons and damages to the extent caused directly or proximately by any wrongful, intentional, or negligent act or omission of the District and its employees so long as such act or omission is within the scope of employment.
- c. The obligations identified in ¶ 3 of this MOU will survive the termination of the MOU.

4. TERMINATION

- a. If, in its sole discretion, the District determines that Contractor has failed to comply with FERPA, California law or regulations, or the District's policies on student records, or the provisions of this MOU, the District has the right to immediately terminate this MOU by written notice. Such a termination will constitute notice to Contractor to de-identify or destroy the records disclosed pursuant to this MOU immediately.
- b. The District has the right to terminate this MOU at any time, for any reason, by giving Contractor ten (10) days written notice of such termination. Such a termination will constitute notice to Contractor to de-identify or destroy the records disclosed pursuant to this MOU immediately.

5. NOTICE

- a. Notice to Contractor will be sufficient if sent by Certified or Registered mail to Andrew Coulson, 111 Academy, Suite 100, Irvine, CA 92617, or to such other address as Contractor may designate to the District in writing, with an electronic copy to acoulson@mindresearch.org.
- b. Notice to the District will be sufficient if sent by Certified or Registered mail to 15110 California Ave., Paramount, CA 90723 or to such other address as District may designate to Contractor in writing, with an electronic copy to mfrodriguez@paramount.k12.ca.us

6. TERM

This MOU will be in effect from July 1 2019 through June 30 2020 unless terminated pursuant to ¶ 4 or until the confidential pupil records are no longer needed for the specific purpose identified in ¶ 2a and are de-identified or destroyed by Contractor.

7. MODIFICATION

No modification, expansion or amendment of this MOU will be of any force or effect unless in writing and signed by the parties hereto.

8. SEVERABILITY

All terms and covenants herein are severable. In the event any single term or covenant is found invalid by an agency or court of competent jurisdiction, this MOU will be interpreted as if such invalid terms or covenants were not contained herein.

9. CHOICE OF LAW & FORUM

This MOU will be governed in all respects by, and construed in accordance with, the laws of the State of California. The venue of any action hereunder will be in Orange County, California.

10. FINAL EXPRESSION

This MOU is intended by Contractor and District as a final expression of their agreement and as a complete and exclusive statement of its terms. This MOU supersedes all prior proposals, negotiations, conversations, discussions and agreements among the parties concerning the subject matter hereof.

IN WITNESS WHEREOF, the parties have signed this Memorandum of Understanding.

Paramount Unified School District

MIND RESEARCH INSTITUTE

BY: _____
Authorized Signatory

BY: _____
Authorized Signatory

Title: Director Research, Assessment,
and Student Information

Title: Chief Data Science Officer

9/18/2019

Date

Date

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Deborah Stark, Assistant Superintendent - Educational Services
DATE: October 14, 2019
SUBJECT: Attorney Fees and Settlement Agreement for a Special Education Student

BACKGROUND INFORMATION:

On July 26, 2019, the District received notice from the parents of a special education student (2007001288) who filed a request for a due process hearing with the Office of Administrative Hearings. Through mediation, the District, parents and attorneys for both sides agreed on a tentative settlement to provide:

- Continued placement at Paramount High School for the 2019-20 school year.
- A comprehensive psychoeducational assessment by a District psychologist.
- An educationally related mental health services assessment.
- Eighty-five hours of compensatory education academic tutoring services to be provided by Club Z, a non-public agency.
- Attorney fees incurred as the result of the mediation.

Payment of these fees finalizes the agreement and resolves all claims related to this case.

POLICY/ISSUE:

Board Policy 3330 – Payment of Judgment/Settlement of Claims

FISCAL IMPACT:

\$6,900 from Special Education funds

STAFF RECOMMENDATION:

Approve and authorize payment for attorney fees and settlement agreement for a special education student.

PREPARED BY:

Elida Garcia, Director – Special Education

STRATEGIC PLAN FOCUS AREAS AND GOALS:

Focus Area 2: High Quality Teaching and Learning

- Goal 3: Instruction will be standards-based, relevant, personalized, and rigorous.

ACTION ITEM: 3.4-A

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Deborah Stark, Assistant Superintendent-Educational Services
DATE: October 14, 2019
SUBJECT: Nonpublic School Placement for Special Education Students for 2019-20

BACKGROUND INFORMATION:

In order to facilitate appropriate educational progress some students require programs not available in the District. These students receive services from residential treatment centers, nonpublic schools (NPS) and agencies which provide the necessary programs. The District contracts on an as needed basis for services based on needs identified in the Individual Education Plan (IEP) process.

A Paramount Unified School District high school student (2010005011) per their IEP, with an eligibility of emotional disturbance was attending Beach Cities Learning Center in Long Beach. Due to the closure of the Long Beach campus, the IEP team recommends placement at the Manhattan Beach location with designated instructional services (DIS) counseling and parent counseling as the least restrictive environment for the 2019-20 school year. The estimated cost not to exceed \$53,600.

A Paramount Unified School District high school student (2019001405) per their IEP, with an eligibility of other health impairment transferred into the District with NPS placement. the IEP team recommends placement at the Epiphany Academy with DIS counseling as the least restrictive environment for the 2019-20 school year. The estimated cost not to exceed \$32,000.

A Paramount Unified School District high school student (2010002435) per their IEP, with an eligibility of emotional disturbance currently attends Olive Crest Academy. The IEP team recommends behavior intervention implementation and behavior intervention development services for the 2019-20 school year. The estimated cost not to exceed \$13,500.

A Paramount Unified School District high school student (2008002538) per their IEP, with an eligibility of specific learning disability was unsuccessful at Beach Cities Learning Center. The IEP team recommends placement at Epiphany Academy with DIS counseling, parent counseling and speech services as the least restrictive environment for the 2019-20 school year. The estimated cost not to exceed \$33,400

ACTION ITEM: 3.5-A

POLICY/ISSUE:

Education Code 56020-56040 - Education of Exceptional Children in Non-Public Schools

FISCAL IMPACT:

Estimated cost not to exceed \$49,500 from special education funds \$49,600 from mental health funds and \$33,400 from previously allocated funds.

STAFF RECOMMENDATION:

Approve the placement for special education students in nonpublic schools as determined by the students' Individual Education Plan for the 2019-20 school year.

PREPARED BY:

Elida Garcia, Director – Special Education

STRATEGIC PLAN FOCUS AREAS AND GOALS:

Focus Area 1: College and Career Ready Graduates

- Goal 3: All students will possess the skills necessary to be successful in any career path.

Paramount Unified Schools District

TO: Ruth Pérez, Superintendent
FROM: Deborah Stark, Assistant Superintendent-Educational Services
DATE: October 14, 2019
SUBJECT: Arts Education Collective Advancement Grant Award

BACKGROUND INFORMATION:

In recognition of the District's commitment to the performing arts, the District has received notice of the Arts Education Collective Advancement Grant Award from the Los Angeles County Arts Commission. This grant provides support for districts by placing artists directly in classrooms to support Visual and Performing Arts standards.

The Arts Education Collective Advancement Grant Award will provide \$24,200 for performing arts instruction. Paramount Unified School District will match funds awarded through the grant to provide a performing arts coaching residency at Los Cerritos School, following the Zamboni Middle School model as implemented through Turnaround Arts. The residency includes professional development, coaching and a family art night.

Approval for this grant, which was previously approved on August 12, 2019, is being brought back to the Board with supporting documents.

POLICY/ISSUE:

Board Policy 3280 – Gifts, Grants and Bequests

FISCAL IMPACT:

Income of \$24,200 to restricted funds

STAFF RECOMMENDATION:

Accept supporting documents for previously approved Arts Education Collective Advancement Grant Award, previously approved on August 12, 2019, to provide K-5 students with Performing Arts instruction from September 2019 through June 2020.

PREPARED BY:

Renée Jeffrey, Director – K-5 School Support and Innovative Programs

STRATEGIC PLAN FOCUS AREAS AND GOALS:

Focus Area 4: Parent and Community Partnerships

- Goal 3: Establish, expand, and maintain partnerships with community based organizations, colleges and universities, and businesses and industries.

ACTION ITEM: 3.6-A



CONTRACT #: AG-20 4054
Advancement Grant Program Agreement



This Agreement made this 12th day of August 2019, by and between the County of Los Angeles ("County"), a body corporate and politic and a political subdivision of the State of California, and:

Organization ("Grantee"): **Paramount Unified School District**
Address: **15110 California Ave.**
City, State, Zip: **Paramount, CA 90723**
Primary Contact: **Joyce Taylor**
Email Address: **JTaylor@paramount.k12.ca.us**
Los Angeles County Vendor #: **50371401**

LOS ANGELES COUNTY ARTS EDUCATION COLLECTIVE ADVANCEMENT GRANT

The County, through the Los Angeles County Department of Arts and Culture ("Arts Department"), provides grants to Los Angeles County School Districts to support quality arts education programming for public school students.

Grantee is a Los Angeles County School District that is part of the Arts Ed Collective network and is currently implementing a board approved strategic plan for arts education.

Section 1. AGREEMENT DOCUMENTS. This Agreement is comprised of this three-page document, the Standard Terms and Conditions attached hereto as Exhibit A, and the General Terms and Instructions attached hereto as Exhibit B. Grantee affirms it has reviewed the entire Agreement, including the attached exhibits, and understands and will comply with the terms and conditions contained therein.

Section 2. PURPOSE AND SCOPE OF GRANT. The County desires to provide a grant to support Grantee in addressing and achieving key action items that move them toward their long term vision for arts education within their school district, as described in the application materials submitted to the County in connection with this grant. Specifically, this grant award will be used for the following purposes only ("Project"): ***to support the expansion of arts integration coaching and student field trips.***

Section 3. AGREEMENT TERM. The term of this Agreement will commence on the date this Agreement is executed by all parties hereto and will expire on: **June 30, 2020.**

Section 4. MAXIMUM GRANT AMOUNT. The maximum grant amount payable by the County to the Grantee under this Agreement may not exceed: **\$24,200.**

Section 5. ADDITIONAL TERMS AND CONDITIONS.

A. **Matching Funds.** As a condition of this grant award, Grantee must provide, at a minimum, matching funds equal to or exceeding the amount set forth in Section 4, above, for the purposes of funding the Project. If for any reason Grantee fails to contribute any or all of the required matching funds, the grant award will be reduced in an amount equal to the amount of matching funds Grantee fails to contribute. Grantee must reimburse the County any grant amount forfeited pursuant to this paragraph within 10 business days of a demand by the County for reimbursement, or within 30 days of expiration of the term of this Agreement, whichever is earlier. Grantee will follow those procedures and requirements established in the General Terms and Instructions (Exhibit B) for the acquisition and reporting of matching funds.

B. The County will pay the grant allocations set forth in Section 4, above, to Grantee in up to three installments. The County will not pay any interest or other charges on any grant allocation. Grantee must submit invoices as follows:

CONTRACT #: AG-20 4054
Advancement Grant Program Agreement

- (i) Grantee may submit one (1) invoice for a maximum of 25% of the grant award following successful completion of all project planning and attendance at a County-scheduled grantee convening or a countywide network event. This invoice is optional.
- (ii) Grantee may submit one (1) invoice for a maximum of 50% of the grant award following successful completion of a mid-project check-in and site visit with County staff. This invoice is optional.
- (iii) Grantee must submit one (1) invoice for all unpaid grant funds on or before May 15, 2020. This invoice is mandatory and must be accompanied by a completed Final Report, as described in the General Terms and Instructions (Exhibit B). Payment pursuant to this invoice is contingent upon submission of the Final Report.

Grantee's failure or election not to submit an optional invoice pursuant to (i) or (ii), above, will not limit, reduce, or otherwise affect the Grantee's obligations under this Agreement.

C. Any funds allocated by the County to Grantee pursuant to this Agreement which are not used by Grantee in support of the Project must be returned to the County within 30 days of the expiration of the term of this Agreement. Grantee will forfeit any grant funds which remain unused upon the expiration of this Agreement.

D. Grantee agrees to comply with the terms of this Agreement, including the terms set forth in the attached Exhibits A and B, all applicable local, state and federal laws, and all applicable current and future guidelines issued by the Arts Department.

E. Signatures. Grantee represents and warrants that the person or persons executing this Agreement for Grantee is/are authorized agent(s) who have actual authority to bind Grantee to each and every provision of this Agreement, and that all requirements of Grantee have been fulfilled to provide such actual authority.

F. Counterparts. This Agreement may be executed in any number of counterparts, each of which so executed will be deemed to be an original and will together constitute one and the same Agreement. Manual signatures may be provided by facsimile, or digitally scanned and provided by electronic mail. Grantee will maintain on file and, upon the County's request, agrees to provide the County with an original of a signature provided by facsimile or electronic mail. Alternatively, grantee may provide electronic signatures of authorized signors via Adobe Sign.

CONTRACT #: AG-20 4054
Advancement Grant Program Agreement

IN WITNESS WHEREOF, the County has executed these presents by causing them to be subscribed by the Director of its Arts Department, and Grantee has caused these presents to be executed by its duly authorized representatives, the date first above written.

COUNTY OF LOS ANGELES

By: _____ Date: _____
Kristin Sakoda, Director
Los Angeles County Department of Arts and Culture

GRANTEE

By: _____ Date: _____
BOARD PRESIDENT/OFFICER
Name: Carmen Gomez

By: _____ Date: _____
SUPERINTENDENT
Name: Dr. Ruth Pérez

APPROVED AS TO FORM:

MARY C. WICKHAM
County Counsel

By: _____
Deputy



School District Advancement Grant

General Terms and Instructions

Exhibit B

Congratulations on your Advancement Grant award! This General Terms and Instructions document contains all the information you will need to manage your grant, meet grantee requirements and receive payments.

Please read this entire document thoroughly and visit our website at lacountyartsedcollective.org/initiatives/school-district-support/manage-your-grant to access up-to-date resources and information about managing your grant award.

CONTRACT OVERVIEW

Grant Period

The period of the grant is from the date of contract execution through June 30, 2020. *Please note that the invoicing and reporting deadline is May 15, 2020. All funds must be expended prior to the May 15 deadline.*

Contract Project Budget and Target Participation

Advancement Grant awards are less than the original grant request. As a result, the project budget must be revised accordingly in the *Adjusted Grant Budget and Participation* form via our online grant management system. More details about this requirement can be found in the *Requirements for Contracting* section of this document. If the award amount seriously impacts the scope of work or project budget, please refer to the Project Amendment section of this document for further instructions.

Matching Funds

Grantees must demonstrate and report matching funds that ensure Los Angeles County grant funds do not exceed fifty percent (50%) of the total cost of the project. Please note that the contract provides that you may forfeit some or your entire grant award if you do not comply with this requirement.

Signing the Contract

The contract must be executed with two signatures:

- The district's superintendent, and
- A School Board President or an officer.

Credit/Recognition

Grantees are asked to recognize support from Los Angeles County by placing the Los Angeles County Arts Ed Collective logo on materials created and disseminated as part of the project funded by the Advancement Grant. The Arts Ed Collective Logo can be downloaded at lacountyartsedcollective.org/initiatives/school-district-support/manage-your-grant. More details about this requirement can be found in the *Credit and Acknowledgement* section of this document. Contact us at artsedcollective@arts.lacounty.gov for assistance with acknowledging Los Angeles County support.

It is your responsibility as a grantee to meet all award requirements. If you fail to comply with requirements, your contract may be suspended or terminated, and you may forfeit some or your entire grant award.

PANEL COMMENTS

Knowledgeable members of the arts education community assessed your funding request as part of the review process. To schedule a time to discuss panel feedback with staff, contact Keelia Postlethwaite, Program Manager, at artsedcollective@arts.lacounty.gov or 213-202-5858.

REQUIREMENTS FOR CONTRACTING

The following requirements must be met by your school district prior to the signing of your contract:

Adjusted Grant Budget and Target Participation

Grantees must provide the Department of Arts and Culture (Arts Department) with an updated target participation and grant budget, including all expenses and matching funds related to the scope of your project and reflective of your final award amount. To complete and submit the form, visit the grant management system: www.lacountyarts.org/apply.

Forms must be completed accurately and in full:

- Grant budget table tabulates correctly and includes sufficient matching funds
- Adjusted scope of activities within the form aligns with the project as stated in Section 2 of the Program Agreement
- All questions are completed and changes in scope described clearly

The Arts Department must confirm acceptable completion of the form prior to final execution of the contract; any delays in submission of a complete and accurate form may delay final execution of the grant contract and consequently the distribution of the grant award.

Los Angeles County Vendor Number

Grantees must have a current vendor number registered with Los Angeles County. To obtain a vendor ID visit camisvr.co.la.ca.us/webven/. If you have questions relating to your vendor number, please contact vendor relations at (323) 267-2725.

Optional:

Once a vendor number has been created grantees are encouraged to register for Vendor Self-Service (VSS) to support and ease account management. Upon registration in VSS, grantees have the option of enrolling in Direct Deposit. If interested, please follow the instructions listed online at directdeposit.lacounty.gov/.

Assignment of a Project Lead

A district must assign a project lead who will manage the coordination, implementation and assessment of the project and all elements of the contract between the district and the County. If the project lead listed in the contract changes, the district must notify the Arts Department and identify the name and contact information of the new project lead. Notification should occur before the existing project lead's responsibilities change so that a transition meeting can be scheduled between the former and future district project lead and the Arts Department staff.

ROLES AND RESPONSIBILITIES DURING IMPLEMENTATION

The following requirements must be met by your school district during implementation of the Project:

- Project lead attends a County-scheduled grantee convening or a countywide network event on a date to be announced.
- Project lead participates in a mid-project check in and site visit with County staff.
- Project lead completes a Final Report that includes a brief narrative on project outcomes, participation data, a final budget and at least one work sample.

CREDIT AND ACKNOWLEDGEMENT

Grantee will acknowledge the ("Project") as stated below in all digital and print communications, promotional, press and product materials:

[PROJECT] is supported by the LA County Arts Ed Collective, the initiative dedicated to making the arts core in K-12 public education.

In addition,

- Grantee will include the above acknowledgement and the Arts Ed Collective logo on all Project digital and print communications, promotional and product materials. The Arts Ed Collective logo must be no smaller than half an inch in height, no smaller than the Grantee logo, and be placed as a standalone. Grantee will submit all digital and print materials featuring the Arts Ed Collective logo to the Arts Department's Director of Communications for review and approval before finalizing, printing or distributing.
- Grantee will include the above acknowledgement and the Arts Ed Collective logo on all Project web pages and will hyperlink the Arts Ed Collective logo to the Arts Ed Collective website at LACountyArtsEdCollective.org.
- Grantee will include the above acknowledgement and the Arts Ed Collective logo on all Project email blasts.
- Grantee will verbally share the above acknowledgement in all events and presentations of the Project.
- Grantee will include the above acknowledgement in all press materials and releases. Grantee will submit draft press releases announcing the Project to the Arts Department's Director of Communications for review and approval before finalizing or distributing the release.
- Grantee will provide a minimum of 48 hours' notice for review and approval of credit and acknowledgment in all digital and print communications, promotional, press and product materials.
- This provision shall survive termination or expiration of this Agreement.

INVOICING AND REPORTING

Advancement Grant awards shall be paid in three installments.

Final payment requests and required reporting documentation are due by May 15, 2020.

- You may submit one (1) invoice for a maximum of 25% of the grant award following successful completion of all project planning and attendance at a County-scheduled grantee convening or a countywide network event. *This invoice is optional.*
- You may submit one (1) invoice for a maximum of 50% of the grant award following successful completion of a mid-project check-in and site visit with County staff. *This invoice is optional.*
- You must submit one (1) invoice for all unpaid grant funds on or before May 15, 2020. This invoice is mandatory and must be accompanied by a completed Final Report. Payment pursuant to this invoice is contingent upon submission of the Final Report.

Payment requests and the Final Report must be submitted through the online grant management system <http://www.lacountyarts.org/apply>.

PROJECT AMENDMENTS

Grant activities and expenses must be consistent with those approved for funding. If changes in the contracted project are necessary, you must:

1. Contact the Arts Department's Arts Education staff and set up a project amendment phone appointment;
2. Complete and submit the Project Amendment form found via www.lacountyarts.org/apply;
3. In the Project Amendment form provide the following information at a minimum:
 - a. Advancement Grant contract number,
 - b. Specific change(s) requested,
 - c. Justification for each requested change(s),
 - d. Revised project budget, if applicable, or else a statement that, "No revised project budget has been included in this amendment,"
 - e. Contact information, including a phone number, fax number and e-mail address.

No project amendment is effective unless and until grantee receives approval from the Arts Department in the form of a signed project amendment form. Until such time as grantee receives such written approval, grantee shall only incur costs and shall only carry out its project in a manner consistent with the terms and conditions of the original contract.

CONTACT ARTS ED COLLECTIVE STAFF

For questions regarding your Advancement Grant award or project, project amendments, applications, eligibility, or invoicing and reporting inquiries please contact Keelia Postlethwaite, Program Manager, at artsedcollective@arts.lacounty.gov.

Los Angeles County Department of Arts and Culture
1055 Wilshire Blvd., Suite 800
Los Angeles, CA 90017
(213) 202-5858
artsedcollective@arts.lacounty.gov
www.LACountyArtsEdCollective.org
www.LACountyArts.org

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Ryan Smith, Assistant Superintendent-Secondary Educational Services
DATE: October 14, 2019
SUBJECT: Saturday School Program for 2019-20

BACKGROUND INFORMATION:

The District provides a Saturday School program for students in grades 6-12. This voluntary program is a viable means for truant students to recapture lost instructional time while learning the value of regular school attendance. Students attend class for four hours. Students in grades 6-9 will attend Saturday School at Paramount High School-West Campus and grades 10-12 will attend Paramount High School-Senior Campus. Revenue generated by Saturday School attendance is expected to exceed the personnel and security costs to operate the program.

Saturday School attendance data for the 2018-19 school year is shown in the following table:

Grade Level	Attendance Make-up Days
6-8	940
9	1,537
10-12	4,929
TOTAL	7,406

POLICY/ISSUE:

Board Policy 5113.2 - Failure to Attend/Truancy

FISCAL IMPACT:

Anticipated revenue of approximately \$65,000 to General funds

STAFF RECOMMENDATION:

Approve the Saturday School program in grades 6-12 for the 2019-20 school year to recapture lost instructional time.

PREPARED BY:

Manuel San Miguel, Director – Student Services

STRATEGIC PLAN FOCUS AREAS AND GOALS:

Focus Area 3: Positive School Climate and Environments Conducive to Learning

ACTION ITEM: 3.7-A

- Goal 1: Decrease overall suspension, truancy, and chronic absentee rates for all students, and ensure no student group is overrepresented in them

Focus Area 4: Parent and Community Partnerships

- Goal 1: Expand community outreach efforts and increase opportunities for involvement
- Establish and maintain meaningful, regular, and open two-way communication with all stakeholders

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Ryan Smith, Assistant Superintendent-Secondary Educational Services
DATE: October 14, 2019
SUBJECT: Approval of A-G Edgenuity On-line Courses

BACKGROUND INFORMATION:

The Edgenuity online learning platform currently offers high school students the opportunity to make up coursework in the Adult School Diploma Lab, Buena Vista Independent Study Program and Paramount High School. In an effort to expand opportunities at all high schools, A-G approved Edgenuity courses will be open for all 9-12 students. The offering of additional on-line A-G and electives approved courses will help create flexibility in student’s course schedules and allow more students to complete additional course work to meet University admittance requirements. The following Edgenuity courses will now be offered:

Subject	Course Title	Location for New Courses
Language Arts	CA- English Language Arts 10 Honors (A-G)	Buena Vista, Adult School, Paramount High School-West Campus and Paramount High School
	CA-Expository Reading and Writing (A-G)	
Math	CA-Pre Calculus (A-G)	Buena Vista, Adult School, Paramount High School-West Campus and Paramount High School
	CA-Trigonometry (A-G)	
	CA-Concepts in Probability and Statistics (A-G)	
Science	CA-Chemistry Honors (A-G)	Buena Vista, Adult School, Paramount High School-West Campus and Paramount High School
Electives	CA-Spanish I (A-G)	Buena Vista, Adult School, Paramount High School-West Campus and Paramount High School
	CA-Spanish II (A-G)	
	CA-Spanish III (A-G)	
	CA-French I (A-G)	
	CA-French II (A-G)	
	CA-French III (A-G)	

POLICY/ISSUE:

Board Policy 6141 – Curriculum Development

FISCAL IMPACT:

None

ACTION ITEM: 3.8-A

STAFF RECOMMENDATION:

Approve A-G Edgenuity on-line courses at Adult School Diploma Lab, Buena Vista High School Independent Study Program, Paramount High-West Campus and Paramount High School.

PREPARED BY:

Manuel San Miguel, Director – Student Services

STRATEGIC PLAN FOCUS AREAS AND GOALS:

Focus Area 2: High Quality Teaching and Learning

- Goal 4: Technology will be used as a tool for enhancing, personalizing, and improving learning

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Ryan Smith, Assistant Superintendent-Secondary Educational Services
DATE: October 14, 2019
SUBJECT: Workforce Investment Act, Title II: Adult Education and Family Literacy Act Grant Award

BACKGROUND INFORMATION:

On March 14, 2012, the Board approved the application for the Workforce Investment Act, Title II: Adult Education and Family Literacy Act program. These funds provide English as a Second Language and Citizenship classes at Paramount Adult School. The California Department of Education has approved funding in the amount of \$439,365 for 2019-2020.

POLICY/ISSUE:

Board Policy 3280 – Gifts, Grants and Bequests

FISCAL IMPACT:

\$439,365 to restricted funds

STAFF RECOMMENDATION:

Accept the Workforce Investment Act, Title II: Adult Education and Family Literacy Act Grant Award for the 2019-20 Fiscal Year.

PREPARED BY:

Manuel San Miguel, Director– Student Services

STRATEGIC PLAN FOCUS AREAS AND GOALS:

Focus Area 4: Parent and Community Partnerships

- Goal 1: Increase opportunities for parents to participate in meaningful high impact activities that support teaching and learning.
- Goal 4: Establish and maintain meaningful, regular and open two-way communication with all stakeholders

ACTION ITEM: 3.9-A

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Ryan Smith, Assistant Superintendent-Secondary Educational Services
DATE: October 14, 2019
SUBJECT: Memorandum of Understanding with Los Angeles County Office of Education for Participation in Community Schools Initiative

BACKGROUND INFORMATION:

On January 15, 2019, the Los Angeles County Board of Supervisors approved Motion 22-B to provide \$10 million dollars to enhance mental health and student well-being throughout Los Angeles County. Ten Los Angeles County School Districts were invited to participate in the initial phase of this countywide Community Schools Initiative. Paramount Unified School District was one of Districts selected to participate in the Community Schools Initiative. The goal would be to increase collaboration between school districts and community agencies, and allocate resources, to provide an integrated focus on academics, health and social services, youth and community development, and community engagement.

POLICY/ISSUE:

Board Policy 6141.1 – Experimental/Innovative Programs
Board Policy 1210 – Community Relations

FISCAL IMPACT:

None

STAFF RECOMMENDATION:

Approve the Memorandum of Understanding with Los Angeles County Office of Education for Participation in Community Schools Initiative.

PREPARED BY:

Manuel San Miguel, Director– Student Services

STRATEGIC PLAN FOCUS AREAS AND GOALS:

Focus Area 2: High Quality Teaching and Learning

- Goal 3: Instruction will be standards-based, relevant, personalized, and rigorous

Focus Area 4: Parent and Community Partnerships

- Goal 2: Expand community outreach efforts and increase opportunities for involvement

ACTION ITEM: 3.10-A

- Goal 3: Establish, expand, and maintain partnerships with community based organizations, colleges and universities, and businesses and industries
- Goal 4: Establish and maintain meaningful, regular, and open two-way communication with all stakeholders

**MEMORANDUM OF UNDERSTANDING
BETWEEN
LOS ANGELES COUNTY OFFICE OF EDUCATION
AND
PARAMOUNT UNIFIED SCHOOL DISTRICT
FOR PARTICIPATION IN COMMUNITY SCHOOLS INITIATIVE**

This Memorandum of Understanding, herein referred to as “MOU”, is entered into by and between the Los Angeles County Office of Education (“LACOE”) and the Paramount Unified School District (“District”). LACOE and District may be referred to collectively as the “Parties.”

RECITALS

WHEREAS, LACOE has entered with an MOU with the Department of Mental Health (DMH) through which LACOE will operate the Community Schools Initiative (CSI), included as Exhibit 1, attached hereto and made a part hereof; and

WHEREAS, the purpose of the Community Schools Initiative is to build equity for students by highlighting areas of need and leveraging community resources so that students are healthy, prepared for college, and career and civic ready; and

WHEREAS, using public schools as hubs, the CSI shall offer a range of supports and opportunities to children, youth, families, and communities to improve student outcomes, support trauma and resiliency-informed practices, and strengthen community partnerships by building new alliances and networks; and

WHEREAS, the purpose of this MOU is for District to participate in the CSI, to provide the CSI’s supports and opportunities to the District’s community; and

WHEREAS, the Parties acknowledge and agree that without District’s commitment to the terms and conditions set forth herein, LACOE will not include the District in the CSI.

NOW, THEREFORE, in consideration of the terms, conditions and mutual covenants contained herein, the sufficiency of which are hereby acknowledged, the Parties agree as follows:

1. Basis of Agreement

This MOU sets forth the District’s rights and responsibilities as a participating member of the CSI, including the facilities and services made available by the District in support of the CSI and data sharing necessary for implementation of the CSI. The District and LACOE agree to work collaboratively to ensure the effective implementation of the CSI. The facilities to be utilized by

LACOE are indicated on Exhibit 2, attached hereto and made a part hereof. These facilities are to be used only during the pendency of the CSI and solely for those purposes.

2. Term of MOU.

Subject to the availability of funds, this MOU is effective from July 1, 2019 and shall remain in effect through June 30, 2022 and may be amended only by mutual written consent of the parties.

- a. If LACOE receives written notice from DMH that DMH will not be renewing its agreement (Exhibit 1) for the next fiscal year, or if the agreement between DMH and LACOE is terminated upon a date prior to the end of a fiscal year, LACOE shall provide written notice to the District of such non-renewal or termination, within fifteen (15) days of LACOE receiving notice of the termination/non-renewal.
- b. District shall notify LACOE in writing at least one hundred and twenty (120) days in advance of the end of the fiscal year if District will not renew the MOU for the next fiscal year.
- c. LACOE shall notify District in writing at least one hundred and twenty (120) days in advance if LACOE will not renew the MOU for the next fiscal year, if the non-renewal is for reasons other than unavailability of funds or other than as set forth in Section 2(a).

3. No Cost to Either Party

The services provided by LACOE to District under this MOU shall be without cost to the District. The facilities and services provided by District to LACOE under this MOU shall be without cost to LACOE.

4. Facilities

District shall provide the following at the facilities indicated on Exhibit 2:

- a. Custodial Services – District shall provide custodial service at the same level as the District provides to regular office space not occupied by LACOE or CSI staff.
- b. Normal Building Maintenance – District shall be responsible for maintaining the facilities provided under this MOU in a manner generally accepted for office use. District shall immediately correct any and all deficiencies noted by LACOE, or shall provide suitable, acceptable alternative facilities.
- c. Utilities – In addition to customary utilities, District shall provide telephone service and internet access, including Wi-Fi, at the same level as the District provides to regular office space not occupied by LACOE or CSI staff.

d. Other expenses inherent in the rental of office space.

5. Use of Facilities by Community Based Organizations

LACOE's CSI staff shall be permitted to allow District-approved Community Based Organizations (CBOs) to provide and deliver appropriate services at the District school site, as identified by school needs assessments. District, in its sole discretion, shall determine which CBOs shall be permitted to provide and deliver services to District students. In accordance with Education Code § 45125.1, District shall determine whether a CBO's employees will have more than limited contact with District pupils in the performance of work under the CSI. District shall fingerprint in compliance with Education Code section 45125.1 any CBO employees who are determined to have more than limited contact with District pupils.

6. Indemnification

a. LACOE's Indemnification

LACOE agrees to defend, indemnify, and hold harmless District from and against any and all demands, debts, liens, claims, losses, damages, liability, cost, expenses (including, but not by way of limitation, attorneys fees and costs actually incurred, whether or not litigation has commenced), judgments or obligations, actions, or causes of action whatsoever, for or in connection with injury or damage (including, but not limited to death) to any person or property to the extent that such injury or damage results from negligent acts by LACOE or LACOE's officers, employees, contractors or agents. LACOE shall have no obligations under this section for any acts of CBOs on District property, and such CBOs shall not be considered officers, employees, contractors or agents of LACOE.

b. District's Indemnification

District agrees to defend, indemnify, and hold harmless LACOE from and against any and all demands, debts, liens, claims, losses, damages, liability, cost, expenses (including, but not by way of limitation, attorneys fees and costs actually incurred, whether or not litigation has commenced), judgments or obligations, actions, or causes of action whatsoever, for or in connection with injury or damage (including, but not limited to death) to any person or property to the extent that such injury or damage results from negligent acts by District or District's officers, employees, contractors, agents or District-approved CBOs.

7. Insurance

Both LACOE and District shall maintain programs of insurance including general liability, property damage, workers' compensation, and automobile protection in amounts adequate to protect LACOE and District as their interests may appear. Insurance may be by a self-insurance

program. District's insurance policy under this section shall name LACOE as additional insured, and LACOE's insurance policy under this section shall name District as additional insured.

8. Data Sharing

District agrees to provide LACOE with personally identifiable information from student education records. For purposes of implementing the CSI, LACOE shall be considered a school official with legitimate educational interests performing an institutional service or function for which the District would otherwise use employees, allowing the District to disclose personally identifiable information from education records of students without the consent required by 34 C.F.R. § 99.30 and Education Code § 49076(a). Data will be shared between District and LACOE via the Educational Passport System (EPS), in addition to other mutually agreed upon methods. An amendment to the EPS is attached as Exhibit 3.

9. Sharing of Student Data by LACOE with Third Parties

LACOE shall provide DMH with de-identified information and shall assign unique identification numbers to participating students to allow program monitoring. LACOE shall only share District-provided student data with other third-party entities if LACOE first determines that such disclosure is permissible under state and federal law, or a specific release form from the educational rights holder is presented via EPS.

10. District to Obtain Parental Consent

District shall obtain written consent from the parent or education rights holder of each student who shall participate in the CSI program. Such consent shall authorize the disclosure of data as provided in this MOU.

11. Confidentiality of Student Data

Other than as otherwise specified in this MOU, the Parties will maintain the confidentiality of any and all student data exchanged by each as a part of this MOU. The confidentiality requirements under this paragraph shall survive the termination or expiration of this MOU or any subsequent agreement intended to supersede this MOU. To ensure the continued confidentiality and security of the student data processed, stored, or transmitted under this MOU, the Parties shall establish a system of safeguards that will at minimum include the following:

- a. Procedures and systems that ensure all student records are kept in secured facilities and access to such records is limited to personnel who are authorized to have access to said data under this section of the MOU.

- b. All designated staff at the educational institutions involved in the handling, transmittal, and/or processing of data as part of this MOU are bound under this MOU to maintain the confidentiality of all student related personally identifiable information.
- c. Assurances that each Party shall comply with the access log requirements of Education Code section 49064.
- d. Procedures and systems shall require the use of secured passwords to access computer databases used to process, store, or transmit data provided under this MOU.
- e. Procedures and systems, such as good practices for assigning passwords, shall be developed and implemented to maintain the integrity of the systems used to secure computer databases used to process, store, or transmit data provided under this MOU.
- f. Procedures and systems that ensure that all confidential student data processed, stored, and/or transmitted under the provisions of this MOU shall be maintained in a secure manner that is reasonably designed to prevent the interception, diversion, or other unauthorized access to said data.
- g. The right of access granted shall not include the right to add, delete, or alter data without the written permission of the agency holding the data.
- h. The procedures and systems developed and implemented to process, store, or transmit data provided under this MOU shall ensure that any and all disclosures of confidential student data comply with all provisions of the “Family Educational Rights and Privacy Act” and California law relating to the privacy rights of students, such as but not limited to, the Information Practices Act and the California Public Records Act insofar as such laws are applicable to the parties to this MOU.

12. Independent Contractor Status of LACOE

LACOE is an independent entity and not an agent or representative of the District. LACOE and its staff performing work under this MOU shall not at any time or in any manner represent that LACOE or any of its officers, employees, or agents are employees of the District. LACOE shall have sole responsibility for supervising and assigning work to LACOE employees performing work under this MOU, and for complying with all applicable labor laws. LACOE may, at its own expense, employ consultants or additional support staff as LACOE deems necessary to perform the services required by this agreement.

13. Independent Contractor Status of District

District is an independent entity and not an agent or representative of LACOE. District and its staff performing work under this MOU shall not at any time or in any manner represent that District or any of its officers, employees, or agents are employees of LACOE. District shall have

sole responsibility for supervising and assigning work to District employees performing work under this MOU, and for complying with all applicable labor laws.

14. District Assistance in Hiring Local CSI Staff

LACOE and the District agree that CSI staff must have a unique understanding and knowledge of each participating District's local community. As such, District feedback shall be sought and provided in the evaluation of each CSI candidate's local knowledge, but all CSI staff shall be employees of LACOE, LACOE shall be solely responsible for determining whether to hire a specific candidate, and District shall not be considered a joint employer of CSI staff. Prior to LACOE hiring, District shall inform LACOE of non-private information regarding any previous or existing employment relationship between a candidate and District.

15. Role of CSI Staff in Developing and Implementing District CSI Model

CSI staff assigned to support the CSI shall support the District's development and implementation of the CSI model. CSI staff shall be supervised by LACOE's Director of Community Schools, and the primary duty of CSI staff is to perform CSI-related work. District shall have no authority to assign other duties to CSI staff or to direct the performance of CSI staff.

16. Local Trainings

As described in LACOE's master agreement with DMH, CSI staff shall support District in developing staff training that is applicable to each District host school site based on the needs of the school community and awareness around the community schools framework.

17. Local Services

A variety of services may be delivered at the community school site, which shall be identified through a needs-based assessment and subject to approval by the District Superintendent or designee. Examples of services that may be provided include, but are not limited to:

- Transcendental Meditation
- Crisis Prevention
- Family Therapy
- Family Counseling
- Family Engagement
- Arts Education
- Mental Health

18. District Notification of CSI Staff Absence

All LACOE staff assigned to this initiative will participate in professional development trainings and meetings. LACOE may also require CSI staff to attend and/or present at trainings, meetings,

or other events. LACOE will, in a timely manner, notify the District school site administrator of dates that CSI staff will be absent from the District site to participate in such trainings, meetings, or other events.

19. Outcome Measuring Tools

Ongoing assessment and monitoring of the CSI project is essential to determine the impact of its services in reducing risk factors and increasing protective factors for participating children and families. CSI staff will review information collected from teachers, students, and parents/guardians, as well as LACOE reports to evaluate and track program outcomes. District input shall be sought and provided for purposes of evaluating the local CSI program, including outcomes, and CSI staff.

20. District Cooperation with CSI Reporting

District acknowledges that per the master agreement between LACOE and DMH, LACOE must submit reports and data to meet specific DMH deadlines. When applicable, District shall provide LACOE with information and assistance to allow LACOE to meet those deadlines.

21. Communication Regarding CSI

It is expected that participating schools and Districts will support LACOE in communication around the CSI. District support may be requested, such as by adding links to a school's website, displaying banners associated with the CSI, and providing support with the use of established school communication systems. LACOE shall submit any such requests to the school site administrator for review in accordance with District policy.

22. School Climate Survey

To measure school climate change, LACOE will utilize a Climate Survey that allows the District to document, track, and advance District quality and sustainability improvement goals, and assess trauma responsiveness. Any surveys administered will comply with all legal obligations under state and federal law. The survey will be administered at both the beginning and end of the school year to educators, students, and parents.

23. Community School Advisory Boards

Each community school site will create a Community School Advisory Board that will meet at least bi-monthly. The Advisory Board will support the work and the integration of the community school practices. The Advisory Board will collaborate, by being actively involved in the work and vision of the school community. Membership will include but not be limited to the following: host school site administrator (or designee), CSI staff, parents, school staff and students, as well as members of the local community. The Advisory Board will work to contribute to the Initiative, in supporting and ensuring program messaging, program integration and program success, while advising on the needs of the school community. Ongoing program

data and outcomes will be provided to the Advisory Board on a regular basis to help the Advisory Board assess community school needs and review program implementation. LACOE's Community Schools Program, with the support of the school site administration, shall identify Community School Advisory Board Members.

24. Dispute Resolution/Attorneys' Fees

The Parties agree to submit to binding arbitration to address any controversy or claim rising out of, or relating to this MOU. The arbitration award shall be binding upon the Parties and shall be enforceable in any court of competent jurisdiction. Both Parties shall share the cost of the dispute resolution process equally although attorneys and witnesses or specialists and their fees and expenses shall be the direct responsibility of each party who calls them and/or retains their services. Each party shall bear their own attorneys' fees. This MOU shall be governed by the laws of the State of California with venue in Los Angeles County.

25. Entire Agreement

This document states the entire agreement between the Parties with respect to its subject matter and supersedes any previous and contemporaneous or oral representations, statements, negotiations, or agreements.

26. Execution

Each of the persons signing this MOU on behalf of a party or entity other than a natural person represents that he or she has authority to sign on behalf and to bind such party. If governing board ratification is required to bind District, District shall provide evidence of such ratification to LACOE.

27. Severability

If any provision of this MOU is held to be illegal, invalid, or unenforceable by a court of competent jurisdiction, or under present or future laws effective during the term of this MOU, such provision shall be fully severable. This MOU shall remain in full force and effect unaffected by such severance, provided that the severed provision(s) are not material to the overall purpose and operation of this MOU.

28. Waiver

Waiver by any signatory to this MOU of any breach of any provision of this MOU or warranty of representation set forth herein shall not be construed as a waiver of any subsequent breach of the same or any other provision. The failure to exercise any right under this MOU shall not operate as a waiver of such right. All rights and remedies provided for in this MOU are cumulative.

29. Modification and Amendments

This MOU may be amended or modified at any time by written mutual agreement of the authorized representatives of the signatories to this MOU. LACOE and the District further agree to amend this MOU to the extent amendments are required by an applicable law or policy issued by an appropriate regulatory authority if the amendment does not materially affect the provisions of this MOU. However, if new laws, policies, or regulations applicable to the educational institutions are implemented which materially affect the intent of a provision of this MOU, the authorized representatives of the signatories to this MOU shall meet within a reasonable period of time, e.g. 20 business days from the date of notice of such change of law, policy, or regulations, to confer regarding how and/or if those laws, policies, or regulations will be applied or excepted.

LOS ANGELES COUNTY
OFFICE OF EDUCATION

PARAMOUNT UNIFIED
SCHOOL DISTRICT

By _____
Patricia Smith
Chief Financial Officer

By _____

Ruben Frutos

Typed or Printed Name

Title Assistant Superintendent - Business

Date _____
ab Revised 8/12
Report - 5/6/19

Date _____

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Ryan Smith, Assistant Superintendent-Secondary Educational Services
DATE: October 14, 2019
SUBJECT: Contract Amendment: Agreement with Juliana Maidana (LIFE Mentor Program consultant)

BACKGROUND INFORMATION:

At the July 8, 2019 Board meeting, staff requested and received Board approval to enter into an agreement with a LIFE Mentor Program consultant. The consultant is to provide support, guidance and oversight through a mentoring program initially adopted by the Board of Education in the winter of 2018. Ms. Juliana Maidana was selected to be the consultant, but the original Board approval needs to be amended to allow for direct district payment made out to Ms. Maidana as a consultant, and not as a company.

POLICY/ISSUE:

Board Policy 6141.1 – Experimental/Innovative Programs
Board Policy 1210 – Community Relations

FISCAL IMPACT:

\$20,000 – from LCAP funds

STAFF RECOMMENDATION:

Approve the contract amendment for LIFE Mentor Program consulting, updated to reflect Juliana Maidana (instead of LIFE Mentor Program) as the consultant and authorize business staff to update and finalize all necessary documents.

PREPARED BY:

Manuel San Miguel, Director– Student Services

STRATEGIC PLAN FOCUS AREAS AND GOALS:

Focus Area 3: Parent and Community Partnerships

- Goal 3: Establish, expand, and maintain partnerships with community based organizations, colleges and universities, and businesses and industries

Focus Area 4: Parent and Community Partnerships

- Goal 3: Establish, expand, and maintain partnerships with community based organizations, colleges and universities, and businesses and industries

ACTION ITEM: 3.11-A



Paramount Unified School District

Agreement for Consultant Services

This is an AGREEMENT between the PARAMOUNT UNIFIED SCHOOL DISTRICT, hereinafter referred to as the "DISTRICT," and LIFE Mentor Program Consultant, 6002 Coke Avenue, Long Beach, CA 90805 hereinafter referred to as "CONSULTANT," entered into as of the date of its execution.

WHEREAS, DISTRICT is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters, if such persons are specially trained and experienced and competent to perform the special services required;

WHEREAS, DISTRICT is in need of such special services and advice; and

WHEREAS, CONSULTANT is specially trained and experienced and competent to perform the special services required by the DISTRICT, and such services are needed on a limited basis;

NOW, THEREFORE, the parties agree as follows:

1. CONSULTANT agrees to render all necessary and reasonable services to the DISTRICT regarding Teaching Strategies in accordance with directions as stipulated by the DISTRICT during the period beginning August 1, 2019, and ending June 30, 2020. Said duties shall include, but not be limited to:

The CONSULTANT will provide high school age youth the opportunity to examine and experience life-ready principles through small group discussion.

In the performance of consulting services, the CONSULTANT will provide the DISTRICT (prior to the commencement of the services) with an outline of the proposed services indicating objectives, procedure, cost and evaluation.

Written progress reports by the CONSULTANT will be furnished if such services are performed over a period of time and such reports would be appropriate with the activities.

After all services have been performed, the Board of Education may request a written summary report of the service, including comments on the degree of the objective achievement, evaluation of the program as well as any recommendations by the CONSULTANT. CONSULTANT should be prepared, if requested, to provide this information.

2. CONSULTANT affirms awareness of all Federal, State and local licensure requirements for performing the tasks described in this contract and that all such licenses, permits, certifications or other regulatory requirements have been met and are currently valid. CONSULTANT further acknowledges compliance with California statutes pertaining to workers' compensation insurance and provisions of the California Labor Code and affirms that all activities carried out pursuant to this contract shall be in compliance with said workers' compensation statutes and regulations.
3. ~~CONSULTANT agrees to provide evidence of General Liability Insurance with a minimum limit of \$1,000,000 per occurrence and \$2,000,000 general aggregate. CONSULTANT shall name DISTRICT as an additional insured (by a separate endorsement) on the above policies. In addition, CONSULTANT agrees to provide an endorsement to this policy stating, "Such insurance as is afforded by this policy shall be primary, and any insurance carried by DISTRICT shall be excess and noncontributory."~~ Refer to Addendum I

CONSULTANT agrees to provide DISTRICT with proof of insurance no fewer than five (5) working days prior to commencement of duties described in this contract. Each insurance policy shall be endorsed to state that coverage shall not be suspended, voided, canceled, reduced in coverage or in limits except after thirty (30) days prior written notice to DISTRICT. CONSULTANT further agrees to notify DISTRICT immediately of any change in status affecting CONSULTANT's licensing and/or ability to perform duties described herein.

4. In relation to this contract and in respect to carrying out any of the activities associated with the performance of this contract, CONSULTANT agrees to hold harmless and indemnify the DISTRICT, its officers, agents and employees from every claim or demand against the DISTRICT associated with alleged liability, loss, damage or expense of any nature whatsoever, which may be incurred by reason of any injury to or death of persons or damage to property, sustained or claimed to have been sustained by any person or property arising out of or in any way connected with the activities of the CONSULTANT arising out of this Agreement. However, this indemnification and hold harmless do not apply to any liability for damages which results from the sole negligence or willful misconduct of the DISTRICT, its officers, agents, or employees. DISTRICT assumes no liability whatsoever for any property/equipment placed on DISTRICT premises by CONSULTANT.
5. DISTRICT agrees to pay the CONSULTANT for services satisfactorily rendered pursuant to this AGREEMENT at rate of not to exceed the sum of \$20,000, payable at the commencement of services.

DISTRICT shall not be liable to CONSULTANT for any costs or expenses paid or incurred by CONSULTANT in performing services for DISTRICT, except when the DISTRICT, upon presentation of appropriate invoices, shall reimburse non-clerical expenses incurred by the CONSULTANT in the performance of activities pre-approved by the DISTRICT in writing.

6. CONSULTANT, in the performance of this AGREEMENT, shall be and act as an independent contractor. CONSULTANT understands and agrees that he/she and all of his/her employees shall not be considered officers, employees or agents of the DISTRICT, and are not entitled to benefits of any kind or nature normally provided employees of the DISTRICT and/or to which DISTRICT's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. CONSULTANT assumes the full responsibility for the acts and/or omissions of his/her employees or agents as they relate to the services to be provided under this AGREEMENT. CONSULTANT shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to CONSULTANT's employees.
7. CONSULTANT shall furnish, at its own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this AGREEMENT.

CONSULTANT's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession.

8. DISTRICT may, at any time, with or without reason, terminate this AGREEMENT and compensate CONSULTANT only for services satisfactorily rendered to the date of termination. Written notice by DISTRICT shall be sufficient to stop further performance of services by CONSULTANT. Notice shall be deemed given when received by the CONSULTANT or no later than three days after the date of mailing, whichever is sooner.

THIS AGREEMENT IS ENTERED INTO THIS 7th DAY OF July 2019.

Paramount Unified School District
Name of District

Juliana Maidana
Consultant Name

By: _____

By: _____

Ruben Frutos

Juliana Maidana
Typed Name

Assistant Superintendent

LIFE Program Consultant
Title

776-24-9249
Taxpayer Identification Number

6002 Coke Ave
Street Address

Long Beach, CA 90805
City, State, Zip Code

Please review, sign and return in the enclosed postage-paid envelope.

Board Approved: 7/8/19

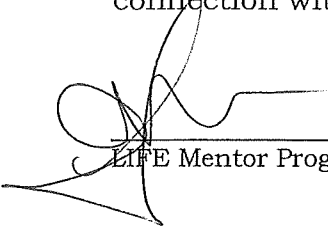
Funding: LCAP funds

Account Number:

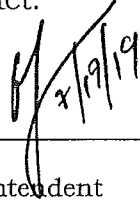
PC Number: 19-2057

Addendum 1

To the fullest extent of the law, Consultant shall indemnify, defend and hold harmless the Paramount Unified School District, its officers, employees, agents, representatives, consultants, and contractors from and against any and all loss, costs, penalties, fines, damages, claims, expenses (including attorney's fees) or liabilities arising out of, resulting from, or in connection with the services contemplated by this Contract.



LIFE Mentor Program Consultant



Ruben Frutos
Assistant Superintendent
Business Services
Paramount Unified School District

7/31/2019
Date

Date

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Ruben Frutos, Assistant Superintendent – Business Services
DATE: October 14, 2019
SUBJECT: Notices of Completion – Field Service Contracts

BACKGROUND INFORMATION:

At the meeting of May13, 2019, the Board of Education authorized the renewal of field service contracts. Individual projects over \$15,000 require formal notice of completion and a five (5%) percent retention for each contract be held until the Board has accepted completion of the project.

The following projects are complete:

Vendor	Project Description	Contract Amount	5% Retention Amount
West Co.	Zamboni: utilities upgrade – band room (Bid #3-17-18) P.O. 19-02566	\$ 56,381.00	\$ 2,819.00
Rem Custom Builders, Inc.	Gaines: install portable classroom building (Bid #2-16-17) P. O. 19-02623	\$ 170,450.00	\$ 8,522.50
Rem Custom Builders, Inc.	Wirtz: set up & renovate portable classroom building (Bid #2-16-17) P. O. 19-02630	\$ 147,900.00	\$ 7,395.00
Rem Custom Builders, Inc.	Roosevelt: set up & renovate portable classroom building (Bid #2-16-17) P, O. 19-02642	\$ 197,100.00	\$ 9,855.00
Rem Custom Builders, Inc.	Odyssey: interior carpentry & glass work: carpentry shop (Bid #2-16-17) P.O. 20-00414	\$ 22,725.00	\$ 1,136.25
Floor Tech	Wirtz: remove & replace carpet (8) classrooms (Bid #10-17-18) P. O. 20-00254	\$ 63,826.00	\$ 3,191.30
Floor Tech	Lincoln: replace carpet (9) classrooms (Bid #10-17-18) P.O. 20-00322	\$ 24,463.98	\$ 1,223.20

Once the project is deemed complete, it is the responsibility of the District’s Board to formally accept the project, file a Notice of Completion and authorize payment to all contracted parties as allowed by contract.

POLICY/ISSUE:

Board Policy 7430 – Acceptance of Completed Projects

ACTION ITEM: 4.1-A

FISCAL IMPACT:

None

STAFF RECOMMENDATION:

Accept as completed the Field Service Contracts as listed above and authorize the Superintendent or designee to file the Notice of Completions and make payment to all contracted parties upon expiration of the lien period and determination that no liens are outstanding.

PREPARED BY:

Ruben Frutos, Assistant Superintendent – Business Services
Cindy DiPaola, Director – Operations

STRATEGIC PLAN FOCUS AREAS AND GOALS:

Focus Area 3: Positive School Climate and Environment Conducive to Learning

- Goal 4: All school facilities will be clean, orderly, well maintained, and modern

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Ruben Frutos, Assistant Superintendent – Business Services
DATE: October 14, 2019
SUBJECT: Ratification – Bid Summary – Kitchen Supplies

BACKGROUND INFORMATION:

At the meeting of May 13, 2019, the Board of Education authorized staff to seek bids and award contract for kitchen supplies. The Board of Education further authorized the Superintendent or designee to advertise, review, award, and execute all documents to the lowest responsive bidder. The bid process is now complete, and the contracts have been awarded to the lowest responsive bidder. The summary below reflects the pricing:

Kitchen Supplies

Vendor	Bid Price	
P&R Paper	\$	163,439.45
Individual Food Service**	\$	166,548.49
Southwest School & Office Supply**	\$	66,929.18

The company listed above in bold is awarded the RFP.

**Did not bid on all items

The above-listed contracts are renewable upon District approval.

POLICY/ISSUE:

Board Policy 3313 Bids and Quotations

FISCAL IMPACT:

\$163,439.45 from Cafeteria Fund 13

STAFF RECOMMENDATION:

To approve the above-mentioned contracts to the lowest responsive bidders as identified above.

PREPARED BY:

Ruben Frutos, Assistant Superintendent – Business Services
Cindy DiPaola, Director – Operations

STRATEGIC PLAN FOCUS AREAS AND GOALS:

Focus Area 3: Positive Climate and Environments Conducive to Learning

- Goal 2: Create positive, supportive, and caring relationships between all students, teachers, site leaders and District leadership

ACTION ITEM: 4.2-A

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Ruben Frutos, Assistant Superintendent – Business Services
DATE: October 14, 2019
SUBJECT: The Active Network (Blue Bear Cloud) Annual Maintenance & Software

BACKGROUND INFORMATION:

Blue Bear Cloud is an online school accounting software customized especially for K-12 Associated Student Bodies (ASB), clubs, and other school connected organizations to help manage and simplify their fund accounting activities. The software allows student organizations to track amounts paid; print receipts; create bank deposit entries; and perform bank reconciliations. The software also allows student organizations to accept credit cards as a form of payment and create an online store. The software provides the additional convenience of browsing and paying online to parents. Incorporating credit cards and an online school store will also consolidate and streamline the way the student organization handles money, is a more efficient way to collect payments, and more secure for students and parents instead of carrying cash or checks. A standardized accounting software also ensures an audit trail of revenue, expenditures, transfers and adjustments for all student activity accounts.

Currently, only Paramount High School uses Blue Bear. The District would like to expand the software to Paramount High School – West Campus, Odyssey STEM Academy and other campuses as appropriate.

POLICY/ISSUE:

Board Policy 3322 – Contracts

FISCAL IMPACT:

Not to exceed \$11,500 for 2019-20 – General Fund
Not to exceed \$5,000 for subsequent years – General Fund

STAFF RECOMMENDATION:

Approve The Active Network agreement effective October 15, 2019 through June 30, 2020 for all high school ASBs and other campuses as appropriate within Paramount Unified School District.

PREPARED BY:

Ruben Frutos, Assistant Superintendent – Business Services
Patricia Tu, Director – Fiscal Services

ACTION ITEM: 4.3-A

STRATEGIC PLAN FOCUS AREAS AND GOALS:

Focus Area 3: Positive School Climate and Environments Conducive to Learning

- Goal 2: Create positive, supportive, and caring relationships between all students, teachers, site leadership and District leadership

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Ruben Frutos, Assistant Superintendent – Business Services
DATE: October 14, 2019
SUBJECT: Agreement – Transportation Services Study (Taxi services)

BACKGROUND INFORMATION:

In July of 2012, the District began a district-wide initiative to provide taxi transportation services. Students riding in taxis would include special education students, Program Improvement Permit (PIP) riders, newcomers, and over-enrollment riders. Prior to 2012, taxi services were used for students that attended school outside the District boundaries. The program can offer students shorter ride times and has been used in the regular school year and extended school year for the last six years.

We are submitting for Board review and approval conducting a study of the transportation and taxi program. This study will evaluate the service and assess that the program meets today's needs. R & D Transportation Services is a consulting firm that assists agencies in evaluating their transportation needs with a goal of safe, reliable, efficient and effective transportation systems. R & D was a transportation program management provider to the District prior to 2012, and is familiar with the school district and the expectations for quality of service.

POLICY/ISSUE:

Board Policy 4126 – Consultants

FISCAL IMPACT:

\$32,000 from District transportation funds

STAFF RECOMMENDATION:

Authorize staff to conduct study of transportation services and authorize the Superintendent or designee to execute all necessary documents.

PREPARED BY:

Ruben Frutos, Assistant Superintendent – Business Services
Cindy DiPaola, Director – Operations

STRATEGIC PLAN FOCUS AREAS AND GOALS:

Focus Area 3: Positive School Climate and Environments Conducive to Learning

- Goal 3: Create a safe and civil learning environment for all stakeholders that incorporates restorative practices

ACTION ITEM: 4.4-A

*A Proposal for Transportation Consulting Services
Submitted to
Paramount Unified School District*

September 23rd, 2019



Presented by:

R&D Transportation Services, Inc.

Contact Information:

Myra Montejano, Operations Manager
4036 Adolfo Road Camarillo, CA 93012

Phone: (800) 966-7114 Ext. 208 | E-mail: myram@rdtsi.com

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BACKGROUND

R&D Transportation Services, Inc. (R&D) is a full-service transportation management firm, offering transportation management and related consulting services to a variety of customers. At the forefront of R&D's success are transportation system contracts with California school districts and several regional centers. Additionally, R&D provides full-scope transportation management and broker services to several California Regional Centers including the North Los Angeles County, Tri-Counties, Golden Gate and North Bay Regional Centers.

R&D's success with its customers has been based on a philosophy of partnering with the customer to provide safe, reliable, cost effective and efficient transportation solutions. The scope of services offered in this proposal will provide Paramount Unified School District with: i) a general review of the current program, ii) an assessment of taxi service compared to bus transportation, iii) cost-benefit impact analysis, iv) an evaluation of comparable programs, and v) a survey of other districts that have incorporated the taxi-service model.

COMPANY LEADERSHIP

Charles J. Devlin, MPA | President and Chief Executive Officer

Mr. Devlin is the President, CEO and Founder of R&D Transportation Services, Inc. (R&D). In 1975, after completing a tour of duty with the U.S. Air Force, he began his transportation career as a part-time special education school bus driver for San Diego City Schools, while pursuing a college degree. He quickly rose through the San Diego City School ranks to ultimately become Assistant to the Director. In 1982 he was appointed to direct transportation services for the Los Angeles County Office of Education. In 1991, he founded R&D Transportation Services in order to provide specialized transportation services to local education, human service and transit/paratransit agencies throughout California. Charles holds bachelor's and master's degrees in public administration from San Diego State University, received post-graduate training in transportation management from the University of California at Irvine's Transportation Institute, and in 2017 he was selected to attend Harvard Business School's "Governing for Non-Profit Excellence" on-campus program.

Leticia León, MBA | Vice President

Ms. Leticia León (Letty) serves as the Vice President and is responsible to direct operations for R&D. Letty completed her Bachelor of Science degree in Business Management at California Lutheran University and her MBA with a specialization in Leadership and Managing Organizational Change at the Pepperdine University Graziadio Business School. With over 20 years of service experience, Letty brings a comprehensive understanding of intelligent transportation technologies, planning, contracts/billing administration, quality assurance and customer service. In September 2011, Letty was recognized in Mass Transit Magazine as one of the 2011 *Top 40 Under 40* for her contributions in the field. Most recently in 2019, Letty was selected by Pepperdine University to participate in the global business intensive program at Oxford University.

PROPOSED PROJECT TEAM

Myra Montejano | Operations Manager

Ms. Montejano, R&D's Planning Manager, will manage the route scheduling and planning component of the project. Myra has an extensive background in FTA compliance, contract management and negotiations, having previously served as the Transit Analyst for the Ventura County Transportation Commission. At R&D, Myra is responsible for leading a team of scheduling experts and billing/contracts administration specialists to deliver on the company's high standard of excellence to its customers. Myra and her team are responsible to monitor contractual compliance, transportation planning and billing administration services for approximately \$70 Million in state transportation funds annually.

Michael Culver, CCTM | Project Consultant

Mr. Culver is a seasoned professional with over 35 years of experience in the transportation industry. He has worked as a bus driver and supervisor for Pasadena Unified School District, 10 years as a transportation scheduler for the Los Angeles County Office of Education, and 10 years as a management analyst for R&D Transportation. In addition, Mr. Culver spent five years as the Manager of Transportation and Safety for Torrance Unified School District, and five years as the Transit Manager and Public Works Director for the City of Ojai in Ventura County. Most recently, Mr. Culver rejoined the ranks of R&D Transportation, bringing with him his extensive background in operations, project management and consulting. He is an expert in the use of computerized routing and scheduling systems and in transportation systems analysis. Mr. Culver holds a degree in business management, is a Certified Community Transportation Manager (CCTM), holds a professional certificate in Project Management from the University of California at Santa Barbara, and a transit management certificate from the University of the Pacific's Eberhardt School of Business.

Jim Stone, B.S. Policy, Planning, and Development | Planning Supervisor

Mr. Jim Stone serves as the Planning Supervisor for R&D. Jim consistently upholds R&D's person-centered philosophy to support students with special needs both in K-12 education and in specialized transportation systems. Formerly, Jim served at the Burbank Transportation Management Organization where he assisted with daily operations of a project that provided transportation and rideshare services to 25,000 employees from 71 companies; Part of his responsibilities required compliance monitoring and enforcement consistent with annual AVR goals set by the Air Quality Management District and the City. Jim holds a Bachelor of Science degree in Policy, Planning, and Development from the University of Southern California (USC) and is extremely knowledgeable in the applications of GIS mapping, route design and planning software to optimize transportation systems.

Sean Smith, B.A. Geography and Environmental Science | Scheduler

Mr. Sean Smith will be appointed as the Scheduler for Paramount Unified School District to support this project. Mr. Smith brings extensive knowledge of planning and GIS software which he has applied in his former R&D assignments focused in the Los Angeles County region. Before joining R&D, Mr. Smith completed extensive coursework in the area of public transportation emergency and contingency planning. One of his notable accomplishments was a project to design alternate routes for a public transit agency for contingency planning purposes to prepare for unanticipated events that included natural disasters or construction barriers. This effort required extensive planning and coordination with the city, the county and the general public. Mr. Smith holds a Bachelor of Science degree in Geography and Environmental Science from the University of California Los Angeles (UCLA) and is extremely knowledgeable in the GIS systems.

PROJECT UNDERSTANDING

R&D understands that Paramount Unified School District is interested in a fiscal impact analysis of the current taxi transportation service configuration and routing in order to evaluate the cost-effectiveness of this model. Since 2012, the District has contracted with Associated Cooperative Services, Inc. of Gardena (Taxi) to operate taxi service that currently serves approximately 350 students and at the highest level has served approximately 380 students. At the District's request the project will focus on this group of [K-12] students who are served by taxi service to attend various school sites throughout the District.

PROPOSED SERVICES

Transportation Fiscal & Impact Analysis

At the request of the District, R&D's proposed scope of work will be limited to a transportation fiscal and impact analysis focused on the District's taxi-cab service that transports students to and from school. As part of this effort, R&D will evaluate costs and examine if the service meets the goal to reduce travel time, improve safety and enhance the educational experience. However, should the District require a comprehensive review of home-to-school or special education transportation services in the future, R&D does have the capability to meet that need as a separate or expanded scope of work.

R&D proposes the following services to support the *Transportation Fiscal and Impact Analysis*:

- I. General Review of Current Program. This will require site visit(s) to observe the current processes; and
- II. Assessment of taxi service versus bus transportation system. This will include a general comparison of costs and ride times; and
- III. Study of the positive and negative aspects of both transportation systems; and
- IV. Evaluation of similar transportation programs such as Zum; and
- V. Survey other Districts that have incorporated the taxi-service model.

COST PROPOSAL

R&D will provide the services as proposed based on the fixed service fee identified in the following table. After the complete report is produced and delivered to the District, any additional services will be provided for an hourly consulting rate as noted below.

The project cost will be \$32,000 for the proposed scope of work. The following table details the service, the corresponding fixed service fee and the additional hourly rate for any hours incurred after the report is presented to the District.

Transportation Fiscal & Impact Analysis

Service	Description	Fixed Service Fee
Review of Current Program	This will require site visit(s) for field observations of the current processes with a report of findings and recommendations; and	\$5,000.00
Assessment of Taxi Service Vs. Bus Transportation	This will require a route design component, in order to perform the general comparison of costs and ride times.	\$12,000.00
Impact Analysis	Study of the positive and negative aspects of both transportation systems; and	\$5,000.00
Evaluation of Comparable Programs	Evaluation of similar transportation programs such as Zum; and	\$5,000.00
Survey	Survey other Districts that have incorporated the taxi service model.	\$5,000.00
Total Fixed Fees for Proposed Scope of Work		\$32,000.00
R&D may provide additional consulting services after the report is presented to the District for the hourly rate noted.		\$150.00 Per Hour

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Ruben Frutos, Assistant Superintendent – Business Services
DATE: October 14, 2019
SUBJECT: 2019-20 Budget Adjustments as of August 31, 2019

BACKGROUND INFORMATION:

Requests for budget adjustments are submitted for Board approval for various funds. The budget adjustments are self-balancing.

GENERAL FUND (01.0) - UNRESTRICTED – TRANSFER FROM

<u>Object</u>	<u>Description</u>	<u>Amount</u>
4000-4999	Books and Supplies	\$ 1,772,886
9790	Reserves	857,908
Total Transfer From:		\$ 2,630,794

GENERAL FUND (01.0) - UNRESTRICTED - TRANSFER TO

<u>Object</u>	<u>Description</u>	<u>Amount</u>
1000-1999	Certificated Salaries	\$ 619,949
2000-2999	Classified Salaries	415,306
3000-3999	Employee Benefits	281,470
5000-5999	Services, Other Operating Expenses	1,279,765
6000-6999	Capital Outlay	34,304
Total Transfer To:		\$ 2,630,794

GENERAL FUND (01.0) - RESTRICTED – TRANSFER FROM

<u>Object</u>	<u>Description</u>	<u>Amount</u>
4000-4999	Books and Supplies	\$ 1,094,414
8100-8299	Federal Revenues	172,442
8300-8599	Other State Revenues	390,297
9790	Reserves	122,161
Total Transfer From:		\$ 1,779,314

ACTION ITEM: 4.5-A

GENERAL FUND (01.0) - RESTRICTED - TRANSFER TO

<u>Object</u>	<u>Description</u>		<u>Amount</u>
1000-1999	Certificated Salaries	\$	492,450
2000-2999	Classified Salaries		12,964
3000-3999	Employee Benefits		123,458
5000-5999	Services, Other Operating Expenses		723,033
6000-6999	Capital Outlay		400,000
7300-7399	Indirect Costs		27,409
	Total Transfer To:	\$	1,779,314

ADULT EDUCATION FUND (11.0) - TRANSFER FROM

<u>Object</u>	<u>Description</u>		<u>Amount</u>
1000-1999	Certificated Salaries	\$	78,815
3000-3999	Employee Benefits		5,926
9790	Reserves		46,433
	Total Transfer From:	\$	131,174

ADULT EDUCATION FUND (11.0) - TRANSFER TO

<u>Object</u>	<u>Description</u>		<u>Amount</u>
2000-2999	Classified Salaries	\$	5,300
4000-4999	Books and Supplies		43,055
5000-5999	Services, Other Operating Expenses		82,819
	Total Transfer To:	\$	131,174

CHILD DEVELOPMENT FUND (12.0) - TRANSFER FROM

<u>Object</u>	<u>Description</u>		<u>Amount</u>
9790	Reserves	\$	2,041
	Total Transfer From:	\$	2,041

CHILD DEVELOPMENT FUND (12.0) - TRANSFER TO

<u>Object</u>	<u>Description</u>		<u>Amount</u>
4000-4999	Books and Supplies	\$	1,799
5000-5999	Services, Other Operating Expenses		242
	Total Transfer To:	\$	2,041

CAFETERIA FUND (13.0) – TRANSFER FROM

<u>Object</u>	<u>Description</u>		<u>Amount</u>
9790	Reserves	\$	131,270
	Total Transfer From:	\$	131,270

CAFETERIA FUND (13.0) – TRANSFER TO

<u>Object</u>	<u>Description</u>		<u>Amount</u>
4000-4999	Books and Supplies	\$	131,270
	Total Transfer To:	\$	131,270

DEFERRED MAINTENANCE FUND (14.0) – TRANSFER FROM

<u>Object</u>	<u>Description</u>		<u>Amount</u>
3000-3999	Employee Benefits	\$	2,023
4000-4999	Books and Supplies		1,460
5000-5999	Services, Other Operating Expenses		322,182
	Total Transfer From:	\$	325,665

DEFERRED MAINTENANCE FUND (14.0) - TRANSFER TO

<u>Object</u>	<u>Description</u>		<u>Amount</u>
6000-6999	Capital Outlay	\$	325,665
	Total Transfer To:	\$	325,665

BUILDING FUND – MEASURE I (21.1) – TRANSFER FROM

<u>Object</u>	<u>Description</u>		<u>Amount</u>
6000-6999	Capital Outlay	\$	1,768,998
	Total Transfer From:	\$	1,768,998

BUILDING FUND – MEASURE I (21.1) - TRANSFER TO

<u>Object</u>	<u>Description</u>		<u>Amount</u>
4000-4999	Books and Supplies	\$	34,990
5000-5999	Services, Other Operating Expenses		1,734,008
	Total Transfer To:	\$	1,768,998

POLICY/ISSUE:

Board Policy 3150 - Budget as Spending Plan

FISCAL IMPACT:

As reflected in the 2019-20 Revised Budget as shown above.

STAFF RECOMMENDATION:

Approve the 2019-20 Budget Adjustments for the General Funds, Unrestricted and Restricted, Adult Education Fund, Child Development Fund, Cafeteria Fund, Deferred Maintenance Fund and Measure I Fund.

PREPARED BY:

Ruben Frutos, Assistant Superintendent – Business Services

Patricia Tu, Director – Fiscal Services

STRATEGIC PLAN FOCUS AREAS AND GOALS:

Focus Area 3: Positive School Climate and Environments Conducive to Learning

- Goal 2: Create a safe and civil learning environment for all stakeholders that incorporates restorative practices

PARAMOUNT UNIFIED SCHOOL DISTRICT
UNRESTRICTED GENERAL FUND (01)
BUDGET REVISIONS
2019-2020

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
			Adopted Budget	Unaudited Actuals Board Date 9/9/19	07/01 - 08/31 Board Date 10/14/19	09/01 - 09/30 Board Date	10/01 - 10/31 Board Date	1st Interim Board Date	12/01-12/31 Board Date	1/1-1/31 Board Date	2nd Interim Board Date	3/1-3/31 Board Date	04/01 - 04/31 Board Date	5/1-5/31 Board Date	Final Budget
2	Revenues:														
3	Revenue Limit Sources	8010-8099	170,955,105												\$ 170,955,105
4	Federal Revenues	8100-8299	52,820												\$ 52,820
5	Other State Revenues	8300-8599	2,896,636												\$ 2,896,636
6	Other Local Revenues	8600-8799	647,399												\$ 647,399
7	A.Total Revenues		\$ 174,551,960	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 174,551,960
8	Expenditures:														
9	Certificated Salaries	1000-1999	77,184,286		619,949										\$ 77,804,235
10	Classified Salaries	2000-2999	17,841,007		415,306										\$ 18,256,313
11	Employee Benefits	3000-3999	37,231,439		281,470										\$ 37,512,909
12	Books and Supplies	4000-4999	14,272,813		(1,772,886)										\$ 12,499,927
13	Services, Other Operating Expenses	5000-5999	16,042,347		1,279,765										\$ 17,322,112
14	Capital Outlay	6000-6999	2,384,000		34,304										\$ 2,418,304
15	Other Outlay	7100-7299	88,000												\$ 88,000
16	Indirect Costs	7300-7399	(891,976)												\$ (891,976)
17	B.Total Expenditures		\$ 164,151,916	\$ -	\$ 857,908	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 165,009,824
18	C. Excess (Deficiency) of Revenues		\$ 10,400,044	\$ -	\$ (857,908)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,542,136
19	Over Expenditures														
20	Other Financing Sources/Uses														
21	D. Transfers In	8910-8929													\$ -
22	E. Transfers Out	7610-7629	\$ 5,750,148												\$ 5,750,148
23	F. Financing Sources	8930-8979													\$ -
24	G. Financing Uses	7630-7699													\$ -
25	H. Flexibility Transfers	8997													\$ -
26	I. Flexibility Transfers	8998													\$ -
27	J. Contributions to Res. Programs	8980-8999	(26,819,633)												\$ (26,819,633)
28	K.Total, Other Sources/Uses		\$ (32,569,781)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (21,069,465)
29	Net Increase (Decrease) in Fund Balance		\$ (22,169,737)	\$ -	\$ (857,908)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (23,027,645)
30	Beginning Balance		\$ 50,227,221	\$ 52,093,310	\$ 29,923,573	\$ 29,923,573	\$ 29,923,573	\$ 29,923,573	\$ 29,923,573	\$ 29,923,573	\$ 29,923,573	\$ 29,923,573	\$ 29,923,573	\$ 29,923,573	\$ 29,923,573
31	Ending Balance		\$ 28,057,484	\$ 29,923,573	\$ 29,065,665	\$ 29,065,665	\$ 29,065,665	\$ 29,065,665	\$ 29,065,665	\$ 29,065,665	\$ 29,065,665	\$ 29,065,665	\$ 29,065,665	\$ 29,065,665	\$ 6,895,928
32															
33															
34															
35															
36															
37															
38															
39															

PARAMOUNT UNIFIED SCHOOL DISTRICT
RESTRICTED GENERAL FUND (01)
 BUDGET REVISIONS
 2019-2020

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1															
			Adopted Budget	Unaudited Actuals Board Date 9/9/19	07/01 - 08/31 Board Date 10/14/19	09/01 - 09/30 Board Date	10/01 - 10/31 Board Date	1st Interim Board Date	12/01-12/31 Board Date	1/1-1/31 Board Date	2nd Interim Board Date	3/1-3/31 Board Date	04/01 - 04/31 Board Date	5/1-5/31 Board Date	Final Budget
2			\$ 5,660,208	\$ 5,660,208											\$ 5,660,208
3		8010-8099	\$ 8,966,317	172,442											\$ 9,138,759
4		8100-8299	1,738,059	390,297											\$ 2,128,356
5		8300-8599	1,934,708												\$ 1,934,708
6		8600-8799													
7			\$ 18,319,292	\$ -	\$ 562,739	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 18,882,031
8															
9															
10		1000-1999	14,672,966	492,450											\$ 15,165,416
11		2000-2999	10,386,244	12,964											\$ 10,399,208
12		3000-3999	9,319,704	123,458											\$ 9,443,162
13		4000-4999	4,546,278	(1,094,414)											\$ 3,451,864
14		5000-5999	5,330,337	723,033											\$ 6,053,370
15		6000-6999	-	400,000											\$ 400,000
16		7100-7299	-	-											\$ -
17		7300-7399	697,845	27,409											\$ 725,254
18			\$ 44,953,374	\$ -	\$ 684,900	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 45,638,274
19															
20															
21			\$ (26,634,082)	\$ -	\$ (122,161)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (26,756,243)
22															
23															
24		8910-8929	\$ -	-											\$ -
25		7610-7629	\$ -	-											\$ -
26		8930-8979	\$ -	-											\$ -
27		7630-7699	\$ -	-											\$ -
28		8997	\$ -	-											\$ -
29		8998	\$ -	-											\$ -
30		8980-8999	\$ 26,819,633	-											\$ 26,819,633
31			\$ 26,819,633	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 26,819,633
32															
33			\$ 185,551	\$ -	\$ (122,161)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 63,390
34															
35															
36			\$ 4,140,386	\$ 4,093,415	\$ 4,278,966	\$ 4,278,966	\$ 4,278,966	\$ 4,278,966	\$ 4,278,966	\$ 4,278,966	\$ 4,278,966	\$ 4,278,966	\$ 4,278,966	\$ 4,278,966	\$ 4,278,966
37			\$ 4,325,937	\$ 4,278,966	\$ 4,156,805	\$ 4,156,805	\$ 4,156,805	\$ 4,156,805	\$ 4,156,805	\$ 4,156,805	\$ 4,156,805	\$ 4,156,805	\$ 4,156,805	\$ 4,156,805	\$ 4,342,356
38															

PARAMOUNT UNIFIED SCHOOL DISTRICT
ADULT EDUCATION FUND (11)
 BUDGET REVISIONS
 2019-2020

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
				Unaudited Actuals Board Date 9/9/19	07/01 - 08/31 Board Date 10/14/19	09/01 - 09/30 Board Date	10/01 - 10/31 Board Date	1st Interim Board Date	12/01-12/31 Board Date	1/1-1/31 Board Date	2nd Interim Board Date	3/1-3/31 Board Date	04/01 - 04/31 Board Date	5/1-5/31 Board Date	Final Budget
2	Revenues:		Adopted Budget												
3	Revenue Limit Sources	8010-8099	-												
4	Federal Revenues	8100-8299	730,868												730,868
5	Other State Revenues	8300-8599	6,290,497												6,290,497
6	Other Local Revenues	8600-8799	141,050												141,050
7	A. Total Revenues		\$ 7,162,415	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,162,415
8	Expenditures:														
9	Certified Salaries	1000-1999	1,487,722		(78,815)										1,408,907
10	Classified Salaries	2000-2999	580,238		5,300										585,538
11	Employee Benefits	3000-3999	749,587		(5,926)										743,661
12	Books and Supplies	4000-4999	214,531		43,055										257,586
13	Services, Other Operating Expenses	5000-5999	4,365,743		82,819										4,448,562
14	Capital Outlay	6000-6999	-												-
15	Other Outgo	7100-7299	110,271												110,271
16	Indirect Costs	7300-7399	-												-
17	B. Total Expenditures		\$ 7,508,092	\$ -	\$ 46,433	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,554,525
18	C. Excess (Deficiency) of Revenues		\$ (345,677)	\$ -	\$ (46,433)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (392,110)
19	Over Expenditures														
20	Other Financing Sources/Uses														
21	D. Transfers In	8910-8929	-												-
22	E. Transfers Out	7610-7629	-												-
23	F. Financing Sources	8930-8979	-												-
24	G. Financing Uses	7630-7699	-												-
25	H. Contributions to Res. Programs	8980-8999	-												-
26	I. Total, Other Sources/Uses		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
27	Net Increase (Decrease) in Fund Balance		\$ (345,677)	\$ -	\$ (46,433)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (392,110)
28	Beginning Balance		\$ 1,594,765	\$ 1,788,824	1,443,147	1,443,147	1,443,147	1,443,147	1,443,147	1,443,147	1,443,147	1,443,147	1,443,147	1,443,147	1,443,147
29	Ending Balance		\$ 1,249,088	\$ 1,443,147	\$ 1,396,714	\$ 1,396,714	\$ 1,396,714	\$ 1,396,714	\$ 1,396,714	\$ 1,396,714	\$ 1,396,714	\$ 1,396,714	\$ 1,396,714	\$ 1,396,714	\$ 1,051,037

PARAMOUNT UNIFIED SCHOOL DISTRICT
CHILD DEVELOPMENT FUND (12)
 BUDGET REVISIONS
 2019-2020

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
			Adopted Budget	Unaudited Actuals Board Date 9/9/19	07/01 - 08/31 Board Date 10/14/19	09/01 - 09/30 Board Date	10/01 - 10/31 Board Date	1st Interim Board Date	12/01-12/31 Board Date	1/1-1/31 Board Date	2nd Interim Board Date	3/1-3/31 Board Date	04/01 - 04/31 Board Date	5/1-5/31 Board Date	Final Budget
2	Revenues:														
3	Revenue Limit Sources	8010-8099	\$ -												\$ -
4	Federal Revenues	8100-8299	\$ 119,000												\$ 119,000
5	Other State Revenues	8300-8599	\$ 1,550,406												\$ 1,550,406
6	Other Local Revenues	8600-8799	\$ 12,000												\$ 12,000
7	A. Total Revenues		\$ 1,681,406	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,681,406
8															
9	Expenditures:														
10	Certificated Salaries	1000-1999	\$ 464,032												\$ 464,032
11	Classified Salaries	2000-2999	\$ 576,062												\$ 576,062
12	Employee Benefits	3000-3999	\$ 427,852												\$ 427,852
13	Books and Supplies	4000-4999	\$ 15,047	1,799											\$ 16,846
14	Services, Other Operating Expenses	5000-5999	\$ 154,875	242											\$ 155,117
15	Capital Outlay	6000-6999	\$ -												\$ -
16	Other Outgo	7100-7299	\$ -												\$ -
17	Indirect Costs	7300-7399	\$ 83,860												\$ 83,860
18	B. Total Expenditures		\$ 1,721,728	\$ -	\$ 2,041	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,723,769
19															
20	C. Excess (Deficiency) of Revenues		\$ (40,322)	\$ -	\$ (2,041)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (42,363)
21	Over Expenditures														
22															
23	Other Financing Sources/Uses														
24	D. Transfers In	8910-8929	\$ -												\$ -
25	E. Transfers Out	7610-7629	\$ -												\$ -
26	F. Financing Sources	8930-8979	\$ -												\$ -
27	G. Financing Uses	7630-7699	\$ -												\$ -
28	H. Contributions to Res. Programs	8980-8999	\$ -												\$ -
29	I. Total, Other Sources/Uses		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
30															
31	Net Increase (Decrease) in Fund Balance		\$ (40,322)	\$ -	\$ (2,041)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (42,363)
32															
33															
34	Beginning Balance		\$ 711,015	\$ 723,137	\$ 723,137	\$ 723,137	\$ 723,137	\$ 723,137	\$ 723,137	\$ 723,137	\$ 723,137	\$ 723,137	\$ 723,137	\$ 723,137	\$ 723,137
35	Ending Balance		\$ 670,693	\$ 723,137	\$ 721,096	\$ 721,096	\$ 721,096	\$ 721,096	\$ 721,096	\$ 721,096	\$ 721,096	\$ 721,096	\$ 721,096	\$ 721,096	\$ 660,774

PARAMOUNT UNIFIED SCHOOL DISTRICT
CAFETERIA FUND (13)
BUDGET REVISIONS
2019-2020

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
			Adopted Budget	Unaudited Actuals Board Date 9/9/19	07/01 - 08/31 Board Date 10/14/19	09/01 - 09/30 Board Date	10/01 - 10/31 Board Date	1st Interim Board Date	12/01-12/31 Board Date	1/1-1/31 Board Date	2nd Interim Board Date	3/1-3/31 Board Date	04/01 - 04/31 Board Date	5/1-5/31 Board Date	Final Budget
2	Revenues:														
3	Revenue Limit Sources	8010-8099	\$ -												\$ -
4	Federal Revenues	8100-8299	\$ 7,744,000												\$ 7,744,000
5	Other State Revenues	8300-8599	\$ 626,000												\$ 626,000
6	Other Local Revenues	8600-8799	\$ 10,000												\$ 10,000
7	A. Total Revenues		\$ 8,380,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,380,000
8	Expenditures:														
9	1000-1999		\$ -												\$ -
10	Certificated Salaries	2000-2999	\$ 3,380,175												\$ 3,380,175
11	Classified Salaries	3000-3999	\$ 1,631,856												\$ 1,631,856
12	Employee Benefits	4000-4999	\$ 3,238,090	131,270											\$ 3,369,360
13	Books and Supplies	5000-5999	\$ 36,666												\$ 36,666
14	Services, Other Operating Expenses	6000-6999	\$ 50,000												\$ 50,000
15	Capital Outlay	7000-7299	\$ -												\$ -
16	Other Outgo	7300-7399	\$ -												\$ -
17	Indirect Costs		\$ -												\$ -
18	B. Total Expenditures		\$ 8,336,787	\$ 131,270	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,468,057
19															
20	C. Excess (Deficiency) of Revenues		\$ 43,213	\$ -	\$ (131,270)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (88,057)
21	Over Expenditures														
22															
23	Other Financing Sources/Uses														
24	D. Transfers In	8910-8929	\$ -												\$ -
25	E. Transfers Out	7610-7629	\$ -												\$ -
26	F. Financing Sources	7930-8979	\$ -												\$ -
27	G. Financing Uses	7630-7699	\$ -												\$ -
28	H. Contributions to Res. Programs	8980-8999	\$ -												\$ -
29	I. Total, Other Sources/Uses		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
30															
31	Net Increase (Decrease) in Fund Balance		\$ 43,213	\$ -	\$ (131,270)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (88,057)
32															
33															
34	Beginning Balance		\$ -	\$ 79,423	\$ 122,636	\$ (8,634)	\$ (8,634)	\$ (8,634)	\$ (8,634)	\$ (8,634)	\$ (8,634)	\$ (8,634)	\$ (8,634)	\$ (8,634)	\$ (8,634)
35	Ending Balance		\$ 43,214	\$ 122,636	\$ (8,634)	\$ (8,634)	\$ (8,634)	\$ (8,634)	\$ (8,634)	\$ (8,634)	\$ (8,634)	\$ (8,634)	\$ (8,634)	\$ (8,634)	\$ (96,691)

PARAMOUNT UNIFIED SCHOOL DISTRICT
DEFERRED MAINTENANCE FUND (14)
 BUDGET REVISIONS
 2019-2020

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
			Adopted Budget	Unaudited Actuals Board Date 9/9/19	07/01 - 08/31 Board Date 10/14/19	09/01 - 09/30 Board Date	10/01 - 10/31 Board Date	1st Interim Board Date	12/01-12/31 Board Date	1/1-1/31 Board Date	2nd Interim Board Date	3/1-3/31 Board Date	04/01 - 04/31 Board Date	5/1-5/31 Board Date	Final Budget
2	Revenues:														
3	Revenue Limit Sources	8010-8099	\$ -												\$ -
4	Federal Revenues	8100-8299	\$ -												\$ -
5	Other State Revenues	8300-8599	\$ -												\$ -
6	Other Local Revenues	8600-8799	\$ -												\$ -
7	A. Total Revenues		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8															
9	Expenditures:														
10	Certificated Salaries	1000-1999	\$ -												\$ -
11	Classified Salaries	2000-2999	\$ 285,932												\$ 285,932
12	Employee Benefits	3000-3999	\$ 114,751		(2,023)										\$ 112,728
13	Books and Supplies	4000-4999	\$ 289,935		(1,460)										\$ 288,475
14	Services, Other Operating Expenses	5000-5999	\$ 2,210,012		(322,182)										\$ 1,887,830
15	Capital Outlay	6000-6999	\$ 1,099,370		325,665										\$ 1,425,035
16	Other Outgo	7100-7299	\$ -												\$ -
17	Indirect Costs	7300-7399	\$ -												\$ -
18	B. Total Expenditures		\$ 4,000,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,000,000
19															
20	C. Excess (Deficiency) of Revenues		\$ (4,000,000)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (4,000,000)
21	Over Expenditures														
22															
23	Other Financing Sources/Uses														
24	D. Transfers In	8910-8929	\$ 4,000,000												\$ 4,000,000
25	E. Transfers Out	7610-7629	\$ -												\$ -
26	F. Financing Sources	8930-8979	\$ -												\$ -
27	G. Financing Uses	7630-7699	\$ -												\$ -
28	H. Contributions to Res. Programs	8980-8999	\$ -												\$ -
29	I. Total, Other Sources/Uses		\$ 4,000,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,000,000
30															
31	Net Increase (Decrease) in Fund Balance		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
32															
33															
34	Beginning Balance		\$ 81,858	\$ 2,710,771	\$ 2,710,771	\$ 2,710,771	\$ 2,710,771	\$ 2,710,771	\$ 2,710,771	\$ 2,710,771	\$ 2,710,771	\$ 2,710,771	\$ 2,710,771	\$ 2,710,771	\$ 2,710,771
35	Ending Balance		\$ 81,858	\$ 2,710,771	\$ 2,710,771	\$ 2,710,771	\$ 2,710,771	\$ 2,710,771	\$ 2,710,771	\$ 2,710,771	\$ 2,710,771	\$ 2,710,771	\$ 2,710,771	\$ 2,710,771	\$ 2,710,771

PARAMOUNT UNIFIED SCHOOL DISTRICT
BUILDING MEASURE I FUND (21.1)
 BUDGET REVISIONS
 2019-2020

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1															
2	Revenues:		Adopted Budget	Unaudited Actuals Board Date 9/9/19	07/01 - 08/31 Board Date 10/14/19	09/01 - 09/30 Board Date	10/01 - 10/31 Board Date	1st Interim Board Date	12/01-12/31 Board Date	1/1-1/31 Board Date	2nd Interim Board Date	3/1-3/31 Board Date	04/01 - 04/31 Board Date	5/1-5/31 Board Date	Final Budget
3	Revenue Limit Sources		\$ -												\$ -
4	Federal Revenues	8010-8099	\$ -												\$ -
5	Other State Revenues	8100-8299	\$ -												\$ -
6	Other Local Revenues	8300-8599	\$ -												\$ -
7		8600-8799	\$ 300,000												\$ 300,000
8	A.Total Revenues		\$ 300,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 300,000
9	Expenditures:														
10	Certificated Salaries	1000-1999	\$ -												\$ -
11	Classified Salaries	2000-2999	\$ -												\$ -
12	Employee Benefits	3000-3999	\$ -												\$ -
13	Books and Supplies	4000-4999	\$ 250,000		34,990										\$ 284,990
14	Services, Other Operating Expenses	5000-5999	\$ -		1,734,008										\$ 1,734,008
15	Capital Outlay	6000-6999	\$ 29,750,000		(1,768,998)										\$ 27,981,002
16	Other Outgo	7100-7299	\$ -												\$ -
17	Indirect Costs	7300-7399	\$ -												\$ -
18	Debt Service	7400-7499	\$ -												\$ -
19	B.Total Expenditures		\$ 30,000,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 30,000,000
20															
21	C. Excess (Deficiency) of Revenues		\$ (29,700,000)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (29,700,000)
22	Over Expenditures														
23															
24	Other Financing Sources/Uses														
25	D. Transfers In	8910-8929	\$ -												\$ -
26	E. Transfers Out	7610-7629	\$ -												\$ -
27	F. Financing Sources	8930-8979	\$ -												\$ -
28	G. Financing Uses	7630-7699	\$ -												\$ -
29	H. Contributions to Res. Programs	8980-8999	\$ -												\$ -
30	I.Total, Other Sources/Uses		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
31	Net Increase (Decrease) in Fund Balance		\$ (29,700,000)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (29,700,000)
32															
33															
34															
35	Beginning Balance		\$ 13,689,064	\$ 38,323,936	8,623,936	8,623,936	8,623,936	8,623,936	8,623,936	8,623,936	8,623,936	8,623,936	8,623,936	8,623,936	\$ 8,623,936
36	Ending Balance		\$ (16,010,936)	\$ 8,623,936	\$ 8,623,936	\$ 8,623,936	\$ 8,623,936	\$ 8,623,936	\$ 8,623,936	\$ 8,623,936	\$ 8,623,936	\$ 8,623,936	\$ 8,623,936	\$ 8,623,936	\$ (21,076,064)

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Ruben Frutos, Assistant Superintendent – Business Services
DATE: October 14, 2019
SUBJECT: Mike Crass – Organizational Consultant

BACKGROUND INFORMATION:

Mike Crass is an Organizational Consultant who works with Board of Trustees in Governance and Goal Setting. He brings vast experience in working with groups to outline and define goals and objectives for the organization.

POLICY/ISSUE:

Board Policy 3322 – Contracts

FISCAL IMPACT:

Not to exceed \$1,000 – General Fund

STAFF RECOMMENDATION:

Authorize the agreement with Mike Crass, Consultant and authorize the Superintendent or designee to execute all necessary documents.

PREPARED BY:

Ruben Frutos, Assistant Superintendent – Business Services

STRATEGIC PLAN FOCUS AREAS AND GOALS:

Focus Area 3: Positive School Climate and Environments Conducive to Learning

- Goal 2: Create positive, supportive, and caring relationships between all students, teachers, site leadership and district leadership

ACTION ITEM: 4.6-A

SERVICES AGREEMENT

THIS SERVICES AGREEMENT (the "Agreement") between Paramount Unified District (the "District") and Mike Crass (the "Consultant") is entered into as of October 14, 2019 (the "Effective Date"). The Parties hereby agree as follows:

- Performance of Services. Consultant agrees to perform consulting services for the District as described in the Description of Services set forth in Appendix A (the "Services"). The Services may be performed at Consultant's offices or such other location as Consultant chooses except as otherwise provided in Appendix A. Consultant will determine the methods and means of performing the Services; Academy retains the right to monitor Consultant's work to ensure its conformity with the terms of this Agreement. District designates the person listed on Appendix A as the "District Contact" from whom Consultant shall receive any information, consents or approvals required by Consultant to perform the Services. Consultant designates the person listed on Appendix A as the "Consultant Contact" as the person primarily responsible for causing the Services to be performed.
- Term and Termination. This Agreement shall become effective on October 14, 2019 and shall continue through June 30, 2020 (the "Consulting Term") unless the Agreement is earlier terminated by either party in accordance with this section. Either party may terminate this Agreement by providing the other party with seventy two (72) hours written notice of termination. If one party has materially breached this Agreement and has failed to cure such breach within ten (10) days of receiving written notice of such breach, the nonbreaching party may immediately terminate this Agreement.
- Payment Terms. District agrees to pay Consultant the compensation set forth on Appendix B for the Services. Consultant shall submit to District an invoice for the portion of the Services rendered in each month in the Consulting Term promptly after the end of such month. District shall pay such invoice within thirty (30) days of the invoice date. No payroll or employment taxes of any kind shall be withheld or paid with respect to payments to Consultant.
- Expenses. Consultant shall be reimbursed for its reasonable, actual out-of-pocket expenses incurred in the performance of the Services. Such expenses shall include automobile expenses at the current IRS rate, delivery and messenger services, copying, faxes, meals and lodging when applicable and any other out-of-pocket expenses incurred by Consultant. Consultant shall supply all materials and equipment required to perform the Services except as specified in Appendix A.
- Changes to Services. If District requests insubstantial changes to the Services, the compensation payable to Consultant for Services shall be fairly adjusted upward or downward based on the change in the Services. If District requests substantial changes to the Services, District shall provide a written change request which shall state the changes and any change in compensation payable to Consultant. Consultant may approve or disapprove the requested change in its reasonable discretion. Consultant shall advise District in writing of its approval or disapproval of the requested change.

IN WITNESS WHEREOF, the parties executed this Agreement as of the date above. **District agrees that the Other Terms and Conditions listed on the reverse side of this Agreement are incorporated in and are a part of this Agreement.**

THE District: Paramount Unified School District

CONSULTANT:

By: Ruben Frutos

By: Mike Crass

Address: 15110 S. California Avenue
Paramount, CA 90723

Address: 3116 Willow Run Dr.
Merced, CA. 95340

Email: rfrutos@paramount.k12.ca.us

Email: whmjc@comcast.net

Telephone: (562) 602-6025

Telephone: (209) 761-2839

OTHER TERMS AND CONDITIONS

1. Amendments. The Agreement may not be altered or modified except by a writing signed by the Parties.
2. Arbitration. Disputes arising from this Agreement are subject to arbitration pursuant to the Commercial Industries Rules of the American Arbitration Association and shall be conducted by a neutral arbitrator. The arbitration shall allow for reasonable discovery as agreed to by the parties or as directed by the arbitrator. The results of such arbitration shall be reduced to writing and will be binding upon both the District and Consultant. The prevailing party in the arbitration proceeding shall be entitled to recover reasonable costs, including attorney's fees, as determined by the arbitrator. The Parties further agree that in any dispute resulting in arbitration or litigation venue shall be Los Angeles County, California.
3. Attorneys' Fees and Interest; Governing Law. This Agreement shall be governed by and construed according to the laws of the State of California that would apply if all parties were residents of California and the Agreement was made and performed in California. In any dispute between the Parties, whether or not resulting in litigation, the party substantially prevailing shall be entitled to recover from the other party all reasonable costs, including, without limitation, reasonable attorneys' fees. In addition, such prevailing party shall be entitled to interest at ten percent (10%) per year from the date any amount should have been paid until the date such amount is paid.
4. Notices. All notices and demands between the Parties hereto shall be in writing and shall be served either personally or by registered or certified mail. Such notices or demands shall be deemed given when personally delivered or seventy-two (72) hours after the deposit thereof in the United States mail, postage prepaid, addressed to the party to whom such notice or demand is to be given or made. Such notices and demands may also be sent by telex, telegraph, telecopier or other similar electronic transmission device providing for a permanent record of the notice or demand, and, if so served, such notice or demand shall be deemed given and made at the time the device confirms to the sender delivery thereof to the addressee. All notices and demands shall be given to the person listed on the first page at the address or using the facsimile number set forth under his or her name. Each party may designate in writing such other place or places that notices and demands may be given.
5. Confidentiality. During the term of this Agreement, the District may obtain and have access to certain proprietary or confidential information, knowledge, technology, data, methods, files, records, and client lists relating to Consultant's business (collectively, the "Confidential Information"), which the District and Consultant agree are proprietary or confidential in nature. The District acknowledges that: (a) the Confidential Information will be developed and acquired by Consultant at great expense, is of great significance and value to Consultant, and constitutes trade secrets; (b) the Confidential Information will be made known to the District in full reliance on this Agreement; (c) The Confidential Information is material and critically important to the effective and successful conduct of Consultant's business operations and activities; and (d) any use of the Confidential Information by the District other than for Consultant's benefit in connection with the business relationship between Consultant and the District established by this Agreement will constitute a wrongful usurpation of the Confidential Information by the District. The District agrees to forever hold the Confidential Information in strict confidence and secret; provided, however, that the District may disclose any or all of the Confidential Information to any corporation, partnership, trust, firm or other business entity not affiliated with Consultant if prior written consent of Consultant is obtained by the District.
6. Indemnification. District shall indemnify, defend and hold harmless Consultant, its employees, agents and independent contractors from claims, demands, causes of actions and liabilities of every kind and nature whatsoever arising out of or in connection with this Agreement (the "Claims"), other than Claims resulting from the gross negligence or intentional misconduct of Consultant. This indemnification shall extend to claims occurring after this Agreement is terminated as well as while it is in force.
7. Nonsolicitation of Employees, Agents and/or Independent Contractors. District acknowledges that Consultant's employees, agents and/or independent contractors are a valuable asset in the operation of Consultant's business. During the term of this Agreement and for a period of three years immediately following the termination of this Agreement, District shall not directly or indirectly solicit, hire, recruit, or encourage any employee, agent or independent contractor of Consultant to cease providing services to Consultant and/or to work for the District or any other person or entity.
8. Employment of Assistants and Nonexclusive Services. Consultant may, at Consultant's own expense, employ such employees, agents and independent contractors as Consultant deems necessary to perform the Services required of Consultant by this Agreement. District may not control, direct, or supervise Consultant's employees, agents and/or independent contractors or Consultant in the performance of the Services provided under this Agreement. Consultant and its employees, agents and/or independent contractors may represent, perform services for, and/or be employed by such additional companies, persons, or clients as Consultant, in Consultant's sole discretion, chooses.
9. Fingerprinting. To the extent required by California Education Code section 45125.1, Consultant shall submit to the Department of Justice the fingerprints of all employees, agents and independent contractors of Consultant who may, in the course of providing Services under this Agreement, have contact with pupils of the District. Consultant certifies that neither the employees, agents nor independent contractors of Consultant who are providing Services to the District and who are subject to the fingerprinting requirements of California Education Code section 45125.1 have been convicted of a felony as defined in California Education Code section 45122.1.
10. Status of Consultant. Consultant will remain an independent contractor. Neither Consultant nor its agents or employees shall become an employee, joint venturer, partner, agent or principal of the Academy during the term of this Agreement.

APPENDIX A
DESCRIPTION OF SERVICES

Services to Be Rendered:

Consultant will provide Board of Trustee Governance and Goal Setting Workshop

Estimated Date Services to Commence:

October 2019

Estimated Date of Completion of Services:

October 2019

District Contact:

Name:	Ruben Frutos, Asst. Supt., Business Svcs.
Telephone No.	(562) 602-6025
Email Address:	rfrutos@paramount.k12.ca.us
Office Address:	15110 California Ave., Paramount, CA 90723

Consultant Contact:

Name:	Mike Crass
Telephone No. (office):	209-761-2839
Email Address:	whmjc@comcast.net

THE District:

CONSULTANT

By: _____
Ruben Frutos
Assistant Superintendent – Business Services

By: _____

APPENDIX B
COMPENSATION

Consultant shall be compensated at a daily rate of \$120 per hour plus expenses.

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Deborah Stark, Assistant Superintendent-Educational Services
DATE: October 14, 2019
SUBJECT: Report on Local Indicators in LCAP

BACKGROUND INFORMATION:

The LCAP includes targets for measuring progress toward state and local outcomes that address eight required priorities. Each year districts are required to report progress on five of these priorities, which are measured with local targets and outcomes that are unique to each district. They are:

Local Indicators Priority Number	Description
1	Basic Services :Appropriately Assigned Teachers, Access to Standards Aligned Curriculum, Safe, Clean School Facilities
2	Implementation of State Standards
3	Parent and Family Engagement
6	School Climate
7	Access to a Broad Course of Study

Districts report their progress on these measures with narrative text; or a reflection tool. Results on local indicators must be reported at a regularly scheduled Board meeting and entered in the California Dashboard by November 1, 2019. If these two things are done, local targets are considered to be “Met”. The text on the attached pages will be uploaded to the Dashboard by November 1, 2019, which will result in all local indicators being “Met”.

PREPARED BY:

Deborah Stark – Assistant Superintendent, Educational Services
Margarita Rodriguez – Director, Research and Assessment

STRATEGIC PLAN FOCUS AREAS AND GOALS:

Focus Area 2: High Quality Teaching and Learning

- Goal 1: All students will be held to high expectations for achievement and will meet or exceed the standards.

Local Indicator Priority 1: Basic Services

Appropriately Assigned Teachers, Access to Standards Aligned Curriculum, Safe, Clean School Facilities

Number/percentage of misassignments of teachers of English Learners, total teacher misassignments and vacant teacher positions:

0 – All teachers are appropriately assigned.

Number/percent of students without access to their own copies of standards aligned instructional materials for use at school and home:

0 – All students have access to standards aligned materials.

Number of identified instances where facilities do not meet the “good repair” standard:

0 – All facilities meet the standard for “good repair”.

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.

PUSD uses resources to assure that teachers are appropriately credentialed and all students have access to standards aligned instructional materials. To assure equal and equitable access to instructional technology, students in grades 3-12 are provided Chromebooks for school and home use.

Local Indicator Priority 2: Implementation of State Standards

Paramount Unified School District’s LCAP includes a wide range of activities and services to support the implementation of state academic standards. These include professional development in Language Arts, ELD, mathematics, NGSS/science, History Social Science, Health, Career Technical Education and Instructional Technology to develop the capacity of teacher leaders, academic coaches and principals. Teacher teams write high quality curriculum guides and assessments to guide the implementation of standards based instruction and monitor academic progress throughout the year. PUSD’s LCAP includes two measures to assess this priority: 1) the number of Lead Teachers who support professional development and 2) the percent of Lead Teachers who participate in professional development. These measures align with the district’s emphasis on developing the capacity of teachers to implement state standards.

Lead Teachers

PUSD has a long standing commitment to developing teacher leadership. Lead Teachers play a leadership role at all schools by supporting implementation of professional development and providing collegial support for implementing instruction based on standards. The role of the Lead Teacher has developed the capacity of each school to support teachers as they apply inquiry, questioning and increased rigor for all.

Target	Outcome	Met or Not Met
40 Lead Teachers	58 Lead Teachers	Met

Lead Teachers Participating in Professional Development

The transition to new standards in ELA, ELD, math and science and a new History Social Science Framework all speak to the need for high quality professional development. In person and on line professional development is offered in summer, during winter break and throughout the school year. When new textbooks are adopted, PUSD provides professional development to assure teachers understand the new materials and are confident in using them. As an example, new, Integrated Science texts are being implemented in grades 6-8 in 2019-20; in preparation, all middle school science teachers were invited to attend a two-day science institute in summer, 2019.

Lead Teachers attended sessions with principals to learn about a K-12 Instructional Framework, *The Five Dimensions of Teaching and Learning*. Each year we survey teachers on how professional development helps them deliver standards based instruction. Over 85% of K-8 teachers surveyed stated that professional development provided supported their instruction. In grades 9-12, between 68-78%, depending on the content area, stated professional development supported the implementation of standards. 100% of Lead Teachers attended professional development sessions related to their content area; however, due to the fact that some sessions took place after school, 85% of Lead Teachers met the target of attending 95% of all meetings.

Target	Outcome	Met or Not Met
95% of Lead Teachers attend all professional development	85% of Lead Teachers attended all professional development	Not Met

Local Indicator Priority 3: Parent and Family Engagement

Parents and site principals provided input into the following topics by completing the Parent and Family Engagement Tool at meetings. Participants used the Parent Engagement Tool to rate each area and provided evidence to support the rating. Trends were identified to determine strengths and focus areas for improvement, which are reflected in the narrative below each table. The final ratings for each topic in the Parent and Family Engagement Tool are based on an average from all participants.

Building Relationships

1. Rate the LEA’s progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	2. Rate the LEA’s progress in creating welcoming environments for all families in the community.	3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.	4. Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.
Rating 3 – <i>Initial Implementation</i>	Rating 4 – <i>Full Implementation</i>	Rating 2 – <i>Beginning Development</i>	Rating 4 – <i>Full Implementation</i>

▪ **Strengths and Progress**

In the area of “Building Relationships”, *engaging in two-way communication between families and educators using language that is understandable and accessible* to families was identified as a strength. Two-way communication includes phone calls via a district wide system, written materials, conferences and meetings. PUSD has made progress in two-way communication by purchasing headsets for in-the-moment translation at meetings and presentations. This allows parent participants and presenters to interact during the presentation without the delay of listening to messages twice before responding. Such practices encourage parents to participate and validate their participation.

▪ **Focus Area for Improvement**

PUSD has identified *learning about each family’s strengths, cultures, languages, and goals for their children* as an area for growth. Some schools offer family workshops that address this topic; during annual parent-teacher conferences, parents and teachers discuss student goals. While these are meaningful opportunities, the district recognizes the importance of developing deeper relationships with families to create meaningful goals for students based on the strengths of each child’s language and cultural background.

Building Partnerships for Student Outcomes

5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.	6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.	7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.
Rating 3 – <i>Initial Implementation</i>	Rating 3 – <i>Initial Implementation</i>	Rating 3 – <i>Initial Implementation</i>	Rating 2 – <i>Beginning Development</i>

▪ **Strengths and Progress**

The topic identified as a strength for PUSD was rated 3.48, which was higher on the scale than the other two topics, which were rated 3. *Implementing policies and programs for the teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes* is a strength for PUSD. Annual parent conferences provide opportunities for parents and teachers to work together to support student outcomes. Recently, middle school conferences were redesigned to increase outreach to parents of students who receive grades below a “C” to promote academic success.

Parents are presented with student assessment data throughout the school year. PUSD recognizes the importance of ongoing communication with families and understands that time constraints can prevent parents and teachers from meeting throughout the year. As a result, the district provides Schoology, an online platform, for parents and school staff to communicate. Schoology also provides a platform where parents can access student achievement data. Parent Vue is another platform for parent information that is currently in the beginning stages of implementation.

In addition to the meetings and platforms to share student data, each school holds parent meetings and workshops that support parents as partners in education. Workshops topics are AVID, literacy, math, progress reports, A-G requirements, and the college application process, among others. Topics are determined based on parent interest.

▪ **Focus Area for Improvement**

PUSD has identified *supporting families to understand and exercise their legal rights and advocate for their own and all students* as an area of need. Information on this topic is presented at School Site Council, English Language Advisory Committee, Individualized Education Plan and Multi-Tiered System of Support meetings. Parent rights are disseminated annually through Student/Parent Handbook and annual notification letters. Additionally, some schools offer parent classes/workshops that focus on parents’ legal rights. While information is disseminated annually and at various meetings and workshops, PUSD recognizes the benefit of supporting more families in this area.

Seeking Input for Decision Making

<p>9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.</p>	<p>10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.</p>	<p>11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.</p>	<p>12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.</p>
<p>Rating 3 – <i>Initial Implementation</i></p>	<p>Rating 3 – <i>Initial Implementation</i></p>	<p>Rating 2 – <i>Beginning Development</i></p>	<p>Rating 2 – <i>Beginning Development</i></p>

▪ **Strengths and Progress**

In the area of “Seeking Input for Decision Making,” *building capacity and support for family members to effectively engage in advisory decision-making* was identified as a strength. Training for members of School Site Council, English Language Advisory Committee, District English Language Advisory Committee, and Parent Teacher Association is offered at each school. Annually, the district provides professional development for key school site staff on requirements for School Site Council, English Language Advisory Committee, and District English Language Advisory Committee. The LCAP Committee and Parent Advisory Committee receive information on how the LCAP is used for services that address the eight state priorities.

▪ **Focus Area for Improvement**

PUSD identified *providing all families with opportunities to provide input on policies and programs, and implement strategies to reach and seek input from underrepresented groups* as an area of need. Currently input from families includes participation in School Site Council, English Language Advisory Committee, District English Language Advisory Committee, Parent Advisory Committee and annual parent surveys. PUSD recognizes the need to broaden outreach for parents to provide input and will investigate and implement other approaches to get meaningful input in 2019-20.

Local Indicator Priority 6: School Climate

This Local Indicator is measured by students' responses on a survey that includes questions about students' perceptions of school safety. This on line survey was administered to all 5th, 7th and 12th grade students.

Summary of Data and Key Findings

PUSD's target for perception of school safety was based on the baseline from the PUSD Student Survey, administered in 2018-19. The statement on the survey that students respond to is: "I feel safe when I am at school." Students responded with one of four responses: Strongly Agree, Agree, Disagree, Strongly Disagree. The outcomes below reflect the percent of responses stating "Agree" and "Strongly Agree".

	Target	Outcome	Met or Not Met
Grade 5	73%	86%	Met
Grade 7	57%	83%	Met
Grade 12	57%	82%	Met

Support and Next Steps

For the past seven years, schools have implemented Safe and Civil Schools, a nationally recognized PBIS approach for creating positive relationships between students and adults. Middle and high schools use restorative practices and selected schools have provided training in *Capturing Kids' Hearts*. Middle schools implement *Where Everyone Belongs* and high schools have active *Link Crew* teams; all of these approaches foster a positive, caring school climate and increase students' connectedness with school. To further strengthen the social emotional support system for students, two elementary schools and every middle and high school has a full time Social Worker who works with counselors to provide mental health support and community resources for students and families. In response to a need for a district wide social emotional learning curriculum, the district adopted and purchased *Second Step* for all K-8 schools. Counselors and social workers will launch these materials in 2019-20.

Survey results on students' perception of school safety were shared with school principals. Principals will analyze site data to plan action steps specific to their school, which are included in annual goals.

Local Indicator Priority 7: Access to a Broad Course of Study

Measures and Tools to Monitor Access to Broad Course of Study

Paramount Unified School District analyzes students' access and participation in courses that reflect a broad course of study with reports showing course enrollment overall and for student groups. Grades are used to analyze progress by course and classroom for students overall and student groups in grades 6-12. This analysis will be expanded to include data showing student group enrollment in specific courses in grades 6-12, including Accelerated Math, Advanced Placement, CTE and AVID. District staff and principals monitor progress with these reports, which are provided by the Research and Evaluation Office.

Analysis: Extent to which all Students have Access to a Broad Course of Study

All K-8 students have core courses in Language Arts, math, science, social science and PE. In addition to academics, K-5 students participate in structured PE, music, dance and art. Music is offered during the school day by district music teachers and after school through the Harmony Project, a service included in the LCAP. To provide English Learners greater access to AVID, AVID Excel, an elective for 7th and 8th grade that teaches AVID strategies and provides language support, is offered at each middle school for long term English Learners.

To increase access to general education curriculum for students with disabilities, co-teaching has recently been expanded to include students formerly assigned to self-contained SDC classes. CTE, A-G and AP courses are open to all students and Odyssey High School, a STEM high school is open to all 9th and 10th grade students.

After analyzing how student groups are represented in AVID and advanced math, there is equitable representation of Hispanic students. However, there is a gap in representation of African American students in accelerated math classes in grades 6-8 and AP math courses in high school. The data shows African American students are represented in AVID--a college preparation elective-- but there is a gap in participation in math.

Barriers Preventing Access

After analyzing student group enrollment in specific courses in middle and high school, we need to identify the factors that may prevent African American students from being included in challenging math courses. These discussions and input from focus groups of students will inform our understanding of what may prevent students from participating in specific courses.

Revisions, Decisions and Actions

Reports on student group enrollment will be discussed with principals to identify what we can do to increase enrollment in courses for African American students and other groups who are underrepresented, beginning in elementary school. PUSD is committed to continuing to find new ways to increase representation of student groups in all courses.

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Ryan Smith, Assistant Superintendent-Secondary Educational Services
DATE: October 14, 2019
SUBJECT: Williams Settlement Quarterly Uniform Complaint Summary

BACKGROUND INFORMATION:

Submitted for the Board's information is the required Williams Settlement Quarterly Uniform Complaint Summary for the first quarter July 1 – September 30, 2019.

PREPARED BY:

Manuel San Miguel, Director - Student Services

STRATEGIC PLAN FOCUS AREAS AND GOALS:

Focus Area 2: High Quality Teaching and Learning

- Goal 3: Instruction will be standards-based, relevant, personalized, and rigorous

Focus Area 3: Positive School Climate and Environments Conducive to Learning

- Goal 3: Create a safe and civil learning environment for all stakeholders that incorporates restorative practices
- Goal 4: All school facilities will be clean, orderly, well maintained, and modern



**Los Angeles County
Office of Education**
Serving Students • Supporting Communities
Leading Educators

Williams Lawsuit Settlement Quarterly Report on Uniform Complaints 2019-2020

District Name: _____

Date: _____

Person completing this form: _____

Title: _____

Quarter covered by this report (Check One Below):

- | | | | |
|--------------------------|---------|--------------------------|------------------|
| <input type="checkbox"/> | 1st QTR | July 1 to September 30 | Due 18-Oct 2019 |
| <input type="checkbox"/> | 2nd QTR | October 1 to December 31 | Due 17- Jan 2020 |
| <input type="checkbox"/> | 3rd QTR | January 1 to March 31 | Due 17-Apr 2020 |
| <input type="checkbox"/> | 4th QTR | April 1 to June 30 | Due 17-Jul 2020 |

Date for information to be reported publicly at governing board meeting: _____

Please check the box that applies:

- No complaints were filed with any school in the district during the quarter indicated above.

- Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

	Number of Complaints Received in Quarter	Number of Complaints Resolved	Number of Complaints Unresolved
Instructional Materials			
Facilities			
Teacher Vacancy and Misassignment			
TOTAL			

Print Name of District Superintendent _____

Signature of District Superintendent _____

Date _____

Return the **Quarterly Summary** to:
Williams Legislation Implementation Project
Los Angeles County Office of Education
c/o Kirit Chauhan, Williams Settlement Legislation
9300 Imperial Highway, ASM/Williams ECW 284
Downey, CA 90242

Telephone: (562) 803-8382
FAX: (562) 803-8325
E-Mail: Chauhan_Kirit@lacoed.edu

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Ruben Frutos, Assistant Superintendent – Business Services
DATE: October 14, 2019
SUBJECT: Monthly Financial Statements, September 2019

BACKGROUND INFORMATION:

Business Services provides a financial statement each month. Staff has prepared a financial statement for each fund in the state-required J-200 format. The information provided includes the Adopted Budget, Revised Budget, Expenditures through September 30, 2019 and the percentage of the budget remaining. Highlights include revenues received in excess of \$100,000.

HIGHLIGHTS

Fund 01 – General Fund Revenues

- Received revenue of \$6,711,167 for 19-20 July Advance apportionment – LCFF State Aide
- Received revenue of \$6,711,167 for 19-20 August Advance apportionment – LCFF State Aide
- Received revenue of \$314,545 for 19-20 for 18-19 Final 4th quarter Interest
- Received revenue of \$6,062,746 for 1st quarter apportionment for Education Protection account
- Received revenue of \$107,102 for Property Taxes

Fund 11 – Adult Education Fund Revenues

- Received revenue of \$155,503 for 18-19 Career Tech/Carl Perkins account
- Received revenue of \$122,305 for 18-19 Title II Adult Ed English Literacy & Civics Ed.
- Received revenue of \$506,677 for 18-19 Title II Adult Education Block Grant Program June 2019 Payment

Fund 12 – Child Development Fund Revenues

- No highlights to report

Fund 13 – Cafeteria Fund Revenues

- No highlights to report

**Fund 21 – Building Fund
Revenues**

- No highlights to report

**Fund 21.1 – Building Fund Measure I
Revenues**

- Received revenue of \$185,831 for 18-19 Final 4th quarter Interest

**Fund 25 – Capital Facilities Fund
Revenues**

- No highlights to report

**Fund 35 – County School Facilities Fund
Revenues**

- No highlights to report

**Fund 40 – Special Reserve Fund for Capital Outlay Projects
Revenues**

- No highlights to report

**Fund 67.1 – Worker’s Compensation Fund
Revenues**

- Received revenue of \$290,464 from District contributions for Worker’s Compensation

**Fund 67.2 – Early Retirees Health and Welfare Fund
Revenues**

- Received revenue of \$582,826 from Early Retirees and the District for Health and Welfare premium contributions

PREPARED BY:

Ruben Frutos, Assistant Superintendent – Business Services
Patricia Tu, Director – Fiscal Services

STRATEGIC PLAN FOCUS AREAS AND GOALS:

Focus Area 3: Positive School Climate and Environments Conducive to Learning

- Goal 3: Create a safe and civil learning environment for all stakeholders that incorporates restorative practices

Paramount Unified School District
Financial Summary for Period Ending: 09/30/2019
(01) General Fund
 (Restricted and Unrestricted)

	Adopted Budget	Current Budget	Income / Expense	% Remaining
YTD Revenues				
8000-8099 Revenue Limit Sources	176,635,313.00	176,635,313.00	19,744,327.17	88.82
8100-8299 Federal Revenue	9,019,137.00	9,191,579.00	1,669,986.00	81.83
8300-8599 Other State Revenue	4,634,695.00	5,024,992.00	288,720.00	94.25
8600-8799 Other Local Revenue	2,582,107.00	2,584,283.00	70,219.14	97.28
Total YTD Revenues	192,871,252.00	193,436,167.00	21,773,252.31	88.74
Expenditures				
1000 Certificated Salaries	91,857,252.00	93,006,664.00	16,615,862.47	82.13
2000 Classified Salaries	28,227,251.00	28,712,093.00	3,468,636.62	87.92
3000 Employee Benefits	46,551,143.00	46,945,337.00	6,076,686.30	87.06
4000 Books and Supplies	18,819,091.00	14,850,398.00	1,080,522.11	92.72
5000 Other Services and Operations	21,372,684.00	24,473,335.00	4,110,783.79	83.20
6000 Capital Outlay	2,384,000.00	2,794,304.00	2,215,632.34	20.71
7100-7199 Tuition	88,000.00	88,000.00	-	100.00
7200-7299 Interagency Transfers	-	-	-	-
7300-7399 Transfers of Direct/Indirect	(194,131.00)	(166,722.00)	-	100.00
7400-7499 Debt Service	-	-	-	-
Total Expenditures	209,105,290.00	210,703,409.00	33,568,123.63	84.07
Excess(Deficiency) of Revenues Over Expenses	(16,234,038.00)	(17,267,242.00)	(11,794,871.32)	
Other Financing Sources/Uses				
7600-7629 Interfund Transfers Out	5,750,148.00	5,750,148.00	-	
7630-7699 Uses	-	-	-	
8900-8929 Interfund Transfers In	-	-	-	
8930-8979 Sources	-	-	-	
8980-8999 Contributions	-	42,129.00	-	
Total Other Financing Sources/Uses	(5,750,148.00)	(5,708,019.00)	-	
Net Increase(Decrease) in Fund Balance	(21,984,186.00)	(22,975,261.00)	(11,794,871.32)	
Adjustments for Restatements	-	-	-	
Total Ending Balances	34,202,539.13	33,211,464.13	44,391,853.81	

Paramount Unified School District
Financial Summary for Period Ending: 09/30/2019

(11) Adult Education Fund

(Restricted and Unrestricted)

	Adopted Budget	Current Budget	Income / Expense	% Remaining
YTD Revenues				
8000-8099 Revenue Limit Sources	-	-	-	-
8100-8299 Federal Revenue	730,868.00	659,772.00	478,683.97	27.45
8300-8599 Other State Revenue	6,290,497.00	6,452,979.00	605,023.00	90.62
8600-8799 Other Local Revenue	141,050.00	141,050.00	8,066.18	94.28
Total YTD Revenues	7,162,415.00	7,253,801.00	1,091,773.15	84.95
Expenditures				
1000 Certificated Salaries	1,487,722.00	1,466,433.00	118,031.90	91.95
2000 Classified Salaries	580,238.00	590,750.00	74,308.35	87.42
3000 Employee Benefits	749,587.00	735,333.00	55,482.05	92.45
4000 Books and Supplies	214,531.00	516,507.00	24,225.86	95.31
5000 Other Services and Operations	4,365,743.00	4,570,592.00	106,260.06	97.68
6000 Capital Outlay	-	-	-	-
7100-7199 Tuition	-	-	-	-
7200-7299 Interagency Transfers	-	-	-	-
7300-7399 Transfers of Direct/Indirect	110,271.00	132,432.00	-	100.00
7400-7499 Debt Service	-	-	-	-
Total Expenditures	7,508,092.00	8,012,047.00	378,308.22	95.28
Excess(Deficiency) of Revenues Over Expenses	(345,677.00)	(758,246.00)	713,464.93	
Other Financing Sources/Uses				
7600-7629 Interfund Transfers Out	-	-	-	
7630-7699 Uses	-	-	-	
8900-8929 Interfund Transfers In	-	-	-	
8930-8979 Sources	-	-	-	
8980-8999 Contributions	-	-	-	
Total Other Financing Sources/Uses	-	-	-	
Net Increase(Decrease) in Fund Balance	(345,677.00)	(758,246.00)	713,464.93	
Adjustments for Restatements	-	-	-	
Total Ending Balances	1,443,147.49	1,030,578.49	2,502,289.42	

Paramount Unified School District
Financial Summary for Period Ending: 09/30/2019
(12) Child Development Fund
 (Restricted and Unrestricted)

	Adopted Budget	Current Budget	Income / Expense	% Remaining
YTD Revenues				
8000-8099 Revenue Limit Sources	-	-	-	-
8100-8299 Federal Revenue	119,000.00	119,000.00	-	100.00
8300-8599 Other State Revenue	1,550,406.00	1,550,406.00	-	100.00
8600-8799 Other Local Revenue	12,000.00	12,000.00	0.03	100.00
Total YTD Revenues	1,681,406.00	1,681,406.00	0.03	100.00
Expenditures				
1000 Certificated Salaries	464,032.00	464,032.00	77,308.78	83.34
2000 Classified Salaries	576,062.00	576,062.00	61,476.71	89.33
3000 Employee Benefits	427,852.00	427,852.00	45,618.19	89.34
4000 Books and Supplies	15,047.00	16,846.00	461.44	97.26
5000 Other Services and Operations	154,875.00	155,117.00	1,717.83	98.89
6000 Capital Outlay	-	-	-	-
7100-7199 Tuition	-	-	-	-
7200-7299 Interagency Transfers	-	-	-	-
7300-7399 Transfers of Direct/Indirect	83,860.00	83,860.00	-	100.00
7400-7499 Debt Service	-	-	-	-
Total Expenditures	1,721,728.00	1,723,769.00	186,582.95	89.18
Excess(Deficiency) of Revenues Over Expenses	(40,322.00)	(42,363.00)	(186,582.92)	
Other Financing Sources/Uses				
7600-7629 Interfund Transfers Out	-	-	-	
7630-7699 Uses	-	-	-	
8900-8929 Interfund Transfers In	-	-	-	
8930-8979 Sources	-	-	-	
8980-8999 Contributions	-	-	-	
Total Other Financing Sources/Uses	-	-	-	
Net Increase(Decrease) in Fund Balance	(40,322.00)	(42,363.00)	(186,582.92)	
Adjustments for Restatements	-	-	-	
Total Ending Balances	723,137.16	721,096.16	576,876.24	

Paramount Unified School District
Financial Summary for Period Ending: 09/30/2019

(13) Cafeteria Fund
 (Restricted and Unrestricted)

	Adopted Budget	Current Budget	Income / Expense	% Remaining
YTD Revenues				
8000-8099 Revenue Limit Sources	-	-	-	-
8100-8299 Federal Revenue	7,744,000.00	7,744,000.00	-	100.00
8300-8599 Other State Revenue	626,000.00	626,000.00	-	100.00
8600-8799 Other Local Revenue	10,000.00	10,000.00	-	100.00
Total YTD Revenues	8,380,000.00	8,380,000.00	-	100.00
Expenditures				
1000 Certificated Salaries	-	-	-	-
2000 Classified Salaries	3,380,175.00	3,375,015.00	388,752.31	88.48
3000 Employee Benefits	1,631,856.00	1,612,372.00	127,604.03	92.09
4000 Books and Supplies	3,238,090.00	3,394,004.00	369,374.60	89.12
5000 Other Services and Operations	36,666.00	36,666.00	65,474.07	-78.57
6000 Capital Outlay	50,000.00	50,000.00	6,440.00	87.12
7100-7199 Tuition	-	-	-	-
7200-7299 Interagency Transfers	-	-	-	-
7300-7399 Transfers of Direct/Indirect	-	-	-	-
7400-7499 Debt Service	-	-	-	-
Total Expenditures	8,336,787.00	8,468,057.00	957,645.01	88.69
Excess(Deficiency) of Revenues Over Expenses	43,213.00	(88,057.00)	(957,645.01)	
Other Financing Sources/Uses				
7600-7629 Interfund Transfers Out	-	-	-	
7630-7699 Uses	-	-	-	
8900-8929 Interfund Transfers In	-	-	-	
8930-8979 Sources	-	-	-	
8980-8999 Contributions	-	-	-	
Total Other Financing Sources/Uses	-	-	-	
Net Increase(Decrease) in Fund Balance	43,213.00	(88,057.00)	(957,645.01)	
Adjustments for Restatements	-	-	-	
Total Ending Balances	122,635.82	(8,634.18)	(878,222.19)	

Paramount Unified School District
Financial Summary for Period Ending: 09/30/2019

(14) Deferred Maintenance Fund
 (Restricted and Unrestricted)

	Adopted Budget	Current Budget	Income / Expense	% Remaining
YTD Revenues				
8000-8099 Revenue Limit Sources	-	-	-	-
8100-8299 Federal Revenue	-	-	-	-
8300-8599 Other State Revenue	-	-	-	-
8600-8799 Other Local Revenue	-	-	-	-
Total YTD Revenues	-	-	-	0.00
Expenditures				
1000 Certificated Salaries	-	-	-	-
2000 Classified Salaries	285,932.00	285,932.00	34,016.10	88.10
3000 Employee Benefits	114,751.00	112,728.00	11,201.00	90.06
4000 Books and Supplies	289,935.00	288,475.00	18,499.47	93.59
5000 Other Services and Operations	2,210,012.00	1,887,830.00	179,790.86	90.48
6000 Capital Outlay	1,099,370.00	1,425,035.00	706,826.65	50.40
7100-7199 Tuition	-	-	-	-
7200-7299 Interagency Transfers	-	-	-	-
7300-7399 Transfers of Direct/Indirect	-	-	-	-
7400-7499 Debt Service	-	-	-	-
Total Expenditures	4,000,000.00	4,000,000.00	950,334.08	76.24
Excess(Deficiency) of Revenues Over Expenses	(4,000,000.00)	(4,000,000.00)	(950,334.08)	
Other Financing Sources/Uses				
7600-7629 Interfund Transfers Out	-	-	-	
7630-7699 Uses	-	-	-	
8900-8929 Interfund Transfers In	4,000,000.00	4,000,000.00	-	
8930-8979 Sources	-	-	-	
8980-8999 Contributions	-	-	-	
Total Other Financing Sources/Uses	4,000,000.00	4,000,000.00	-	
Net Increase(Decrease) in Fund Balance	-	-	(950,334.08)	
Adjustments for Restatements	-	-	-	
Total Ending Balances	2,710,770.72	2,710,770.72	1,760,436.64	

Paramount Unified School District
Financial Summary for Period Ending: 09/30/2019
(21.0) Building Fund
 (Restricted and Unrestricted)

	Adopted Budget	Current Budget	Income / Expense	% Remaining
YTD Revenues				
8000-8099 Revenue Limit Sources	-	-	-	-
8100-8299 Federal Revenue	-	-	-	-
8300-8599 Other State Revenue	-	-	-	-
8600-8799 Other Local Revenue	60,000.00	60,000.00	0.06	100.00
Total YTD Revenues	60,000.00	60,000.00	0.06	100.00
Expenditures				
1000 Certificated Salaries	-	-	-	-
2000 Classified Salaries	-	-	-	-
3000 Employee Benefits	-	-	-	-
4000 Books and Supplies	-	-	-	-
5000 Other Services and Operations	1,000.00	1,000.00	5,600.00	-460.00
6000 Capital Outlay	-	-	-	-
7100-7199 Tuition	-	-	-	-
7200-7299 Interagency Transfers	-	-	-	-
7300-7399 Transfers of Direct/Indirect	-	-	-	-
7400-7499 Debt Service	-	-	-	-
Total Expenditures	1,000.00	1,000.00	5,600.00	-460.00
Excess(Deficiency) of Revenues Over Expenses	59,000.00	59,000.00	(5,599.94)	
Other Financing Sources/Uses				
7600-7629 Interfund Transfers Out	-	-	-	
7630-7699 Uses	-	-	-	
8900-8929 Interfund Transfers In	-	-	-	
8930-8979 Sources	-	-	-	
8980-8999 Contributions	-	-	-	
Total Other Financing Sources/Uses	-	-	-	
Net Increase(Decrease) in Fund Balance	59,000.00	59,000.00	(5,599.94)	
Adjustments for Restatements	-	-	-	
Total Ending Balances	1,687,284.55	1,687,284.55	1,622,684.61	

Paramount Unified School District
Financial Summary for Period Ending: 09/30/2019
(21.1) Building Fund
 (Restricted and Unrestricted)

	Adopted Budget	Current Budget	Income / Expense	% Remaining
YTD Revenues				
8000-8099 Revenue Limit Sources	-	-	-	-
8100-8299 Federal Revenue	-	-	-	-
8300-8599 Other State Revenue	-	-	-	-
8600-8799 Other Local Revenue	300,000.00	300,000.00	1.18	100.00
Total YTD Revenues	300,000.00	300,000.00	1.18	100.00
Expenditures				
1000 Certificated Salaries	-	-	-	-
2000 Classified Salaries	-	-	-	-
3000 Employee Benefits	-	-	-	-
4000 Books and Supplies	250,000.00	288,290.00	153,771.90	46.66
5000 Other Services and Operations	-	1,718,008.00	216,235.96	87.41
6000 Capital Outlay	29,750,000.00	35,623,246.00	1,571,848.98	95.59
7100-7199 Tuition	-	-	-	-
7200-7299 Interagency Transfers	-	-	-	-
7300-7399 Transfers of Direct/Indirect	-	-	-	-
7400-7499 Debt Service	-	-	-	-
Total Expenditures	30,000,000.00	37,629,544.00	1,941,856.84	94.84
Excess(Deficiency) of Revenues Over Expenses	(29,700,000.00)	(37,329,544.00)	(1,941,855.66)	
Other Financing Sources/Uses				
7600-7629 Interfund Transfers Out	-	-	-	
7630-7699 Uses	-	-	-	
8900-8929 Interfund Transfers In	-	-	-	
8930-8979 Sources	-	-	-	
8980-8999 Contributions	-	-	-	
Total Other Financing Sources/Uses	-	-	-	
Net Increase(Decrease) in Fund Balance	(29,700,000.00)	(37,329,544.00)	(1,941,855.66)	
Adjustments for Restatements	-	-	-	
Total Ending Balances	8,623,935.52	994,391.52	36,382,079.86	

Paramount Unified School District
Financial Summary for Period Ending: 09/30/2019
(25) Capital Facilities Fund
 (Restricted and Unrestricted)

	Adopted Budget	Current Budget	Income / Expense	% Remaining
YTD Revenues				
8000-8099 Revenue Limit Sources	-	-	-	-
8100-8299 Federal Revenue	-	-	-	-
8300-8599 Other State Revenue	-	-	-	-
8600-8799 Other Local Revenue	260,000.00	260,000.00	9,366.32	96.40
Total YTD Revenues	260,000.00	260,000.00	9,366.32	96.40
Expenditures				
1000 Certificated Salaries	80,875.00	80,875.00	20,143.62	75.09
2000 Classified Salaries	71,912.00	71,912.00	11,152.00	84.49
3000 Employee Benefits	52,484.00	52,484.00	8,872.13	83.10
4000 Books and Supplies	-	-	-	-
5000 Other Services and Operations	100,000.00	100,000.00	16,100.66	83.90
6000 Capital Outlay	-	-	-	-
7100-7199 Tuition	-	-	-	-
7200-7299 Interagency Transfers	-	-	-	-
7300-7399 Transfers of Direct/Indirect	-	-	-	-
7400-7499 Debt Service	-	-	-	-
Total Expenditures	305,271.00	305,271.00	56,268.41	81.57
Excess(Deficiency) of Revenues Over Expenses	(45,271.00)	(45,271.00)	(46,902.09)	
Other Financing Sources/Uses				
7600-7629 Interfund Transfers Out	-	-	-	
7630-7699 Uses	-	-	-	
8900-8929 Interfund Transfers In	750,000.00	750,000.00	-	
8930-8979 Sources	-	-	-	
8980-8999 Contributions	-	-	-	
Total Other Financing Sources/Uses	750,000.00	750,000.00	-	
Net Increase(Decrease) in Fund Balance	704,729.00	704,729.00	(46,902.09)	
Adjustments for Restatements	-	-	-	
Total Ending Balances	4,989,112.42	4,989,112.42	4,237,481.33	

Paramount Unified School District
Financial Summary for Period Ending: 09/30/2019
(35) School Facilities Fund
 (Restricted and Unrestricted)

	Adopted Budget	Current Budget	Income / Expense	% Remaining
YTD Revenues				
8000-8099 Revenue Limit Sources	-	-	-	-
8100-8299 Federal Revenue	-	-	-	-
8300-8599 Other State Revenue	-	-	-	-
8600-8799 Other Local Revenue	5,500.00	5,500.00	0.01	100.00
Total YTD Revenues	5,500.00	5,500.00	0.01	100.00
Expenditures				
1000 Certificated Salaries	-	-	-	-
2000 Classified Salaries	-	-	-	-
3000 Employee Benefits	-	-	-	-
4000 Books and Supplies	-	-	-	-
5000 Other Services and Operations	75,000.00	75,000.00	-	100.00
6000 Capital Outlay	-	-	-	-
7100-7199 Tuition	-	-	-	-
7200-7299 Interagency Transfers	-	-	-	-
7300-7399 Transfers of Direct/Indirect	-	-	-	-
7400-7499 Debt Service	-	-	-	-
Total Expenditures	75,000.00	75,000.00	-	100.00
Excess(Deficiency) of Revenues Over Expenses	(69,500.00)	(69,500.00)	0.01	
Other Financing Sources/Uses				
7600-7629 Interfund Transfers Out	-	-	-	
7630-7699 Uses	-	-	-	
8900-8929 Interfund Transfers In	-	-	-	
8930-8979 Sources	-	-	-	
8980-8999 Contributions	-	-	-	
Total Other Financing Sources/Uses	-	-	-	
Net Increase(Decrease) in Fund Balance	(69,500.00)	(69,500.00)	0.01	
Adjustments for Restatements	-	-	-	
Total Ending Balances	190,624.46	190,624.46	260,124.47	

Paramount Unified School District
Financial Summary for Period Ending: 09/30/2019
(40) Special Reserve Fund
 (Restricted and Unrestricted)

	Adopted Budget	Current Budget	Income / Expense	% Remaining
YTD Revenues				
8000-8099 Revenue Limit Sources	-	-	-	-
8100-8299 Federal Revenue	-	-	-	-
8300-8599 Other State Revenue	-	-	-	-
8600-8799 Other Local Revenue	10,000.00	10,000.00	0.01	100.00
Total YTD Revenues	10,000.00	10,000.00	0.01	100.00
Expenditures				
1000 Certificated Salaries	-	-	-	-
2000 Classified Salaries	-	-	-	-
3000 Employee Benefits	-	-	-	-
4000 Books and Supplies	-	-	-	-
5000 Other Services and Operations	-	-	-	-
6000 Capital Outlay	-	-	-	-
7100-7199 Tuition	-	-	-	-
7200-7299 Interagency Transfers	-	-	-	-
7300-7399 Transfers of Direct/Indirect	-	-	-	-
7400-7499 Debt Service	1,000,148.00	1,000,148.00	-	100.00
Total Expenditures	1,000,148.00	1,000,148.00	-	100.00
Excess(Deficiency) of Revenues Over Expenses	(990,148.00)	(990,148.00)	0.01	
Other Financing Sources/Uses				
7600-7629 Interfund Transfers Out	-	-	-	
7630-7699 Uses	-	-	-	
8900-8929 Interfund Transfers In	1,000,148.00	1,000,148.00	-	
8930-8979 Sources	-	-	-	
8980-8999 Contributions	-	-	-	
Total Other Financing Sources/Uses	1,000,148.00	1,000,148.00	-	
Net Increase(Decrease) in Fund Balance	10,000.00	10,000.00	0.01	
Adjustments for Restatements	-	-	-	
Total Ending Balances	296,304.91	296,304.91	286,304.92	

Paramount Unified School District
Financial Summary for Period Ending: 09/30/2019
(67.1) Self Insurance Fund - Workers Compensation
 (Restricted and Unrestricted)

	Adopted Budget	Current Budget	Income / Expense	% Remaining
YTD Revenues				
8000-8099 Revenue Limit Sources	-	-	-	-
8100-8299 Federal Revenue	-	-	-	-
8300-8599 Other State Revenue	-	-	-	-
8600-8799 Other Local Revenue	2,210,000.00	2,210,000.00	290,464.09	86.86
Total YTD Revenues	2,210,000.00	2,210,000.00	290,464.09	86.86
Expenditures				
1000 Certificated Salaries	-	-	-	-
2000 Classified Salaries	-	-	-	-
3000 Employee Benefits	-	-	-	-
4000 Books and Supplies	-	5,000.00	-	100.00
5000 Other Services and Operations	2,210,000.00	2,210,000.00	669,138.00	69.72
6000 Capital Outlay	-	-	-	-
7100-7199 Tuition	-	-	-	-
7200-7299 Interagency Transfers	-	-	-	-
7300-7399 Transfers of Direct/Indirect	-	-	-	-
7400-7499 Debt Service	-	-	-	-
Total Expenditures	2,210,000.00	2,215,000.00	669,138.00	69.79
Excess(Deficiency) of Revenues Over Expenses	-	(5,000.00)	(378,673.91)	
Other Financing Sources/Uses				
7600-7629 Interfund Transfers Out	-	-	-	
7630-7699 Uses	-	-	-	
8900-8929 Interfund Transfers In	-	-	-	
8930-8979 Sources	-	-	-	
8980-8999 Contributions	-	-	-	
Total Other Financing Sources/Uses	-	-	-	
Net Increase(Decrease) in Fund Balance	-	(5,000.00)	(378,673.91)	
Adjustments for Restatements	-	-	-	
Total Ending Balances	5,028,960.93	5,023,960.93	4,650,287.02	

Paramount Unified School District
Financial Summary for Period Ending: 09/30/2019
(67.2) Self Insurance Fund - Early Retirees H&W
 (Restricted and Unrestricted)

	Adopted Budget	Current Budget	Income / Expense	% Remaining
YTD Revenues				
8000-8099 Revenue Limit Sources	-	-	-	-
8100-8299 Federal Revenue	-	-	-	-
8300-8599 Other State Revenue	-	-	-	-
8600-8799 Other Local Revenue	3,677,846.00	3,677,846.00	623,496.51	83.05
Total YTD Revenues	3,677,846.00	3,677,846.00	623,496.51	83.05
Expenditures				
1000 Certificated Salaries	-	-	-	-
2000 Classified Salaries	-	-	-	-
3000 Employee Benefits	-	-	-	-
4000 Books and Supplies	-	-	-	-
5000 Other Services and Operations	1,248,219.00	1,248,219.00	15,386.36	98.77
6000 Capital Outlay	-	-	-	-
7100-7199 Tuition	-	-	-	-
7200-7299 Interagency Transfers	-	-	-	-
7300-7399 Transfers of Direct/Indirect	-	-	-	-
7400-7499 Debt Service	-	-	-	-
Total Expenditures	1,248,219.00	1,248,219.00	15,386.36	98.77
Excess(Deficiency) of Revenues Over Expenses	2,429,627.00	2,429,627.00	608,110.15	
Other Financing Sources/Uses				
7600-7629 Interfund Transfers Out	-	-	-	
7630-7699 Uses	-	-	-	
8900-8929 Interfund Transfers In	-	-	-	
8930-8979 Sources	-	-	-	
8980-8999 Contributions	-	-	-	
Total Other Financing Sources/Uses	-	-	-	
Net Increase(Decrease) in Fund Balance	2,429,627.00	2,429,627.00	608,110.15	
Adjustments for Restatements	-	-	-	
Total Ending Balances	15,907,182.02	15,907,182.02	14,085,665.17	

Paramount Unified School District

TO: Dr. Ruth Pérez, Superintendent
FROM: Ruben Frutos, Assistant Superintendent – Business Services
DATE: October 14, 2019
SUBJECT: Monthly Financial Statements, September 2019 – Special Education

BACKGROUND INFORMATION:

Per the Board's request Business Services is providing a financial statement each month for Special Education. Staff has prepared a financial statement in the state-required J-200 format. The information provided includes the Adopted Budget, Revised Budget, Expenditures through September 30, 2019 and the percentage of the budget remaining.

HIGHLIGHTS

Fund 01 – General Fund – Special Education Revenues

- Received revenue of \$1,602,326 for 18-19 Local Assistance apportionment
- Received revenue of \$ 213,755 for 18-19 Final apportionment State Mental Health

PREPARED BY:

Ruben Frutos, Assistant Superintendent – Business Services
Patricia Tu, Director – Fiscal Services

STRATEGIC PLAN FOCUS AREAS AND GOALS:

Focus Area 3: Positive School Climate and Environments Conducive to Learning

- Goal 2: Create positive, supportive, and caring relationships between all students, teachers, site leadership and district leadership

Paramount Unified School District
Financial Summary for Period Ending: 09/30/2019

(01) Special Education
 (Restricted and Unrestricted)

	Adopted Budget	Current Budget	Income / Expense	% Remaining
YTD Revenues				
8000-8099 Revenue Limit Sources	5,680,208.00	5,680,208.00	-	100.00
8100-8299 Federal Revenue	2,810,479.00	2,810,479.00	1,639,733.00	41.66
8300-8599 Other State Revenue	955,207.00	955,207.00	213,755.00	77.62
8600-8799 Other Local Revenue	1,459,708.00	1,459,708.00	-	100.00
Total YTD Revenues	10,905,602.00	10,905,602.00	1,853,488.00	83.00
Expenditures				
1000 Certificated Salaries	12,184,257.00	12,218,725.00	2,349,870.61	80.77
2000 Classified Salaries	7,322,748.00	7,314,748.00	628,567.67	91.41
3000 Employee Benefits	6,699,411.00	6,704,356.00	884,295.68	86.81
4000 Books and Supplies	84,666.00	78,201.00	5,664.72	92.76
5000 Other Services and Operations	4,657,768.00	4,632,820.00	445,266.96	90.39
6000 Capital Outlay	-	-	-	-
7100-7199 Tuition	-	-	-	-
7200-7299 Interagency Transfers	-	-	-	-
7300-7399 Transfers of Direct/Indirect	108,137.00	108,137.00	-	100.00
7400-7499 Debt Service	-	-	-	-
Total Expenditures	31,056,987.00	31,056,987.00	4,313,665.64	86.11
Excess(Deficiency) of Revenues Over Expenses	(20,151,385.00)	(20,151,385.00)	(2,460,177.64)	
Other Financing Sources/Uses				
7600-7629 Interfund Transfers Out	-	-	-	
7630-7699 Uses	-	-	-	
8900-8929 Interfund Transfers In	-	-	-	
8930-8979 Sources	-	-	-	
8980-8999 Contributions	20,151,385.00	20,151,385.00	-	
Total Other Financing Sources/Uses	20,151,385.00	20,151,385.00	-	
Net Increase(Decrease) in Fund Balance	-	-	(2,460,177.64)	
Adjustments for Restatements	-	-	-	
Total Ending Balances	1,470,115.03	1,470,115.03	(990,062.61)	

Paramount Unified School District

TO: Dr. Ruth Pérez, Superintendent
FROM: Ruben Frutos, Assistant Superintendent – Business Services
DATE: October 14, 2019
SUBJECT: Monthly Financial Statements, September 2019 – Self-Insurance Fund – Health and Welfare

BACKGROUND INFORMATION:

Per the Board's request Business Services is providing a financial statement each month for Fund 67.0. Staff has prepared a financial statement in the state-required J-200 format. The information provided includes the Adopted Budget, Revised Budget, Expenditures through September 30, 2019 and the percentage of the budget remaining. Highlights include revenues received in excess of \$100,000.

HIGHLIGHTS

Fund 67.0 – Self-Insurance Fund Revenues

- Received revenue of \$1,211,090 from Employee and the District for Health and Welfare Premium Contributions

PREPARED BY:

Ruben Frutos, Assistant Superintendent – Business Services
Patricia Tu, Director – Fiscal Services

STRATEGIC PLAN FOCUS AREAS AND GOALS:

- Focus Area 3: Positive School Climate and Environments Conducive to Learning
- Goal 2: Create positive, supportive, and caring relationships between all students, teachers, site leadership and District leadership

Paramount Unified School District
Financial Summary for Period Ending: 09/30/2019
(67.0) Self Insurance Fund - Health & Welfare
 (Restricted and Unrestricted)

	Adopted Budget	Current Budget	Income / Expense	% Remaining
YTD Revenues				
8000-8099 Revenue Limit Sources	-	-	-	-
8100-8299 Federal Revenue	-	-	-	-
8300-8599 Other State Revenue	-	-	-	-
8600-8799 Other Local Revenue	23,594,203.00	23,594,203.00	1,212,400.24	94.86
Total YTD Revenues	23,594,203.00	23,594,203.00	1,212,400.24	94.86
Expenditures				
1000 Certificated Salaries	-	-	-	-
2000 Classified Salaries	-	-	-	-
3000 Employee Benefits	-	-	-	-
4000 Books and Supplies	-	-	-	-
5000 Other Services and Operations	23,594,203.00	23,594,203.00	22,711.58	99.90
6000 Capital Outlay	-	-	-	-
7100-7199 Tuition	-	-	-	-
7200-7299 Interagency Transfers	-	-	-	-
7300-7399 Transfers of Direct/Indirect	-	-	-	-
7400-7499 Debt Service	-	-	-	-
Total Expenditures	23,594,203.00	23,594,203.00	22,711.58	99.90
Excess(Deficiency) of Revenues Over Expenses	-	-	1,189,688.66	
Other Financing Sources/Uses				
7600-7629 Interfund Transfers Out	-	-	-	
7630-7699 Uses	-	-	-	
8900-8929 Interfund Transfers In	-	-	-	
8930-8979 Sources	-	-	-	
8980-8999 Contributions	-	-	-	
Total Other Financing Sources/Uses	-	-	-	
Net Increase(Decrease) in Fund Balance	-	-	1,189,688.66	
Adjustments for Restatements	-	-	-	
Total Ending Balances	473,851.26	473,851.26	1,663,539.92	