

Paramount Unified School District



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BOARD OF EDUCATION

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STUDY SESSION MEETING OF BOARD OF EDUCATION

MINUTES

September 16, 2019

The meeting was called to order at 5:30 p.m. by President Carmen Gomez in the Boardroom at the District Office, 15110 California Avenue, Paramount, California.

Roll Call	Carmen Gomez Yesenia Cuarenta Sonia De Leon	Linda Garcia-ill Vivian Hansen
Administrators Present	Ruth Pérez, Superintendent Ruben Frutos, Assistant Superintendent-Business Services Myrna Morales, Assistant Superintendent-Human Resources Ryan Smith, Assistant Superintendent-Secondary Educational Services Debbie Stark, Assistant Superintendent-Educational Services Cindy DiPaola, Director-Maintenance & Operations Greg Francois, Director-Secondary Education Renee Jeffrey, Director-K-5 Innovative Programs Manuel San Miguel, Director-Student Services Jim Wolff, Director-Technology Kelly Morales, Facilitator/Supervisor Keith Nuthall, Principal-Odyssey STEM Academy Yvonne Rodriguez, Principal-Paramount Adult School Becky Perez, Assistant Principal-Odyssey STEM Academy	
Pledge of Allegiance	Dr. Debbie Stark, Assistant Superintendent-Educational Services	
Approve Study Session Meeting Agenda September 16, 2019 1.301	Board Member De Leon moved, Vice President Cuarenta seconded and the motion carried 4-0 to approve the agenda of the Study Session Meeting of September 16, 2019. Ayes: 4 – Board Member Cuarenta, De Leon, Gomez, Hansen Absent: 1 – Board Member Garcia	

HEARING SECTION

There were no speakers during the public hearing section.

INFORMATION ITEMS

General Services

Odyssey STEM Academy

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

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

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

ideation stages all the way to execution.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

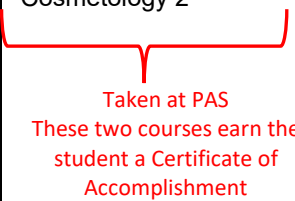
President Gomez asked if he sees an increase from last year to this year because she believes we started last year on the number of students interested in going to Odyssey. Mr. Nuthall responded that there's a little bump, maybe it's a 5% bump, but this is what he would say his experience in building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

Paramount Adult School Cosmetology Program

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

Key details and objectives:

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

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

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

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

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

Approximate cost per semester: = \$558.00

Celebrations:

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

Next Steps:

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

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

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

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

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

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

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

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

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

Next Generation Science Standards

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

The new standards integrate three dimensions of science:

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

Why Next Generation Science Standards (NGSS)?

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

K-5 Implementation Timeline

2018-19

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

2019-2020

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

Summer 2020

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

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

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

2019-20 Meeting Dates and Topics

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

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

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

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

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

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

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

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

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

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

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

Mathematics Initiatives

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

Curriculum and Instruction that Support New Ways of Teaching

Grades K-8

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

Our Work with Teachers Development Group

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

Teaching Routines

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

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

The Studio Cycle

Day 1:

- Leadership coaching
- TDG Coach and studio teacher plan lesson

Day 2:

- Preview Lesson
- Observe Lesson
- Debrief Lesson

Follow Up

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

Carnegie Learning

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

Algebra with Coding

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

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

Algebra 1- Coding Integration

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

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

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

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

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

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

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

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

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

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

State Priorities and Local Indicators in the LCAP

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

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

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

Accountability: Local and State Indicators

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

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

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

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

Districts must:

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

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

Priority 1: Basic Conditions

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

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

Priority 2: Implementation of State Standards

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

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

Priority 3: Parent and Family Engagement

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

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

New legislation requires districts to report on three topics:

Building Relationships between Schools and Families

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

Building Partnerships for Student Outcomes

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

Seeking Input for Decision-Making

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

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

The tool is used to identify:

- Successes
- Needs
- Areas of Growth

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

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

1 – Exploration and Research Phase

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Priority 6: School Climate

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

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

This Local Indicator is measured with a student survey.

Priority 7: Access to Broad Course of Study

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

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

Next Steps:

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

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

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

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

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

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

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

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

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

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

District Facilities Projects Update

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

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

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

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

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

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

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

Funding New Projects

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

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

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

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

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

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

ADJOURNMENT

Board Member Hansen moved, Board Member De Leon seconded, and the motion carried 4-0 to adjourn the Study Session meeting of the Board of Education held on September 16, 2019 at 6:12 p.m.

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

Absent: 1 – Board Member Garcia

Ruth Pérez, Secretary
To the Board of Education

President

Vice President/Clerk

Paramount Unified School District



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BOARD OF EDUCATION

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Member
RUTH PÉREZ
District Superintendent

REGULAR MEETING OF BOARD OF EDUCATION

**MINUTES
October 14, 2019**

The meeting was called to order at 6:04 p.m. by President Carmen Gomez in the Boardroom at the District Office, 15110 California Avenue, Paramount, California.

Pledge of Allegiance	Elida Garcia, Director-Special Education led the Pledge of Allegiance.
Roll Call	Carmen Gomez Yesenia Cuarenta - ill 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 Manuel San Miguel, Director-Student Services Beatriz Spelker-Levi, Director-Personnel Jim Wolff, Director-Technology Lynn Butler, Principal-Alondra Middle School Morrie Kosareff, Principal-Buena Vista High School Keith Nuthall, Principal-Odyssey STEM Academy Yvonne Rodriguez, Principal-Paramount Adult School Andrea Aguilar-Nuno, Assistant Principal-Alondra Middle School Alicia Megofna, Assistant Principal-Paramount High School Hector Lujan, Assistant Principal-Paramount Adult School Marvin Jacobo, Assistant Principal-Paramount High School
Approve Agenda October 14, 2019 1.302	Board Member Garcia moved, Board Member De Leon seconded and the motion carried 4-0 to approve the agenda of the October 14, 2019 Regular Meeting. Ayes: 4 – Board Members De Leon, Garcia, Hansen, President Gomez Absent: 1 – Vice President Cuarenta
Approve Study Session Meeting Minutes August 10-14-19	Board Member Hansen moved, Board Member De Leon seconded and the motion carried 3-1-0 to approve the minutes of the Study Session Meeting

26, 2019
1.303

held on August 26, 2019.

Ayes: 3 – Board Members De Leon, Hansen, President Gomez
Abstain: 1 – Board Member Garcia
Absent: 1 – Vice President Cuarenta

Approve Special Meeting
Minutes August 26, 2019
1.304

Board Member Hansen moved, Board Member De Leon seconded and the motion carried 3-1-0 to approve the minutes of the Special Meeting held on August 26, 2019.

Ayes: 3 – Board Members De Leon, Hansen, President Gomez
Abstain: 1 – Board Member Garcia
Absent: 1 – Vice President Cuarenta

Approve Study Session
Minutes August 28, 2019
1.305

Board Member De Leon moved, Board Member Hansen seconded and the motion carried 3-1-0 to approve the minutes of the Study Session Meeting held on August 28, 2019.

Ayes: 3 – Board Members De Leon, Hansen, President Gomez
Abstain: 1 – Board Member Garcia
Absent: 1 – Vice President Cuarenta

Approve Regular Meeting
Minutes September 9,
2019
1.306

Board Member Garcia moved, Board Member De Leon seconded and the motion carried 4-0 to approve the minutes of the Regular Meeting held on September 9, 2019.

Ayes: 4 – Board Members De Leon, Garcia, Hansen, President Gomez
Absent: 1 – Vice President Cuarenta

Board Meeting Minutes
Format

There was no action taken. Will be brought back to the next meeting.

REPORTS

Board Member Garcia commented that she believed Board Member De Leon needs to have her computer closed and turned off. Board President Gomez asked Board Member De Leon if she was typing notes. Board Member De Leon said no, that she has the information for the Board meeting so she could use her computer. President Gomez commented that if she has the minute's up and she's not looking at any other thing, she believes it is okay because that's the agenda minutes.

President Gomez asked if she had the agenda minutes. Board Member Garcia commented that she was not looking at the computer but you are not supposed to have your phone or your computer on. President Gomez asked if that was in the protocols. Board Member Garcia responded yes. Board Member De Leon commented that from what she understands, we are going to have the agenda online, so we are supposed to use technology. We are in the 21st century. President Gomez added that she would make the decision that we are going to be going to the Board to Board agendas. So if she has the agenda up and not looking at anything else but the agenda, she would say it's okay, but it has to be only the agenda and not anything else.

Student Board
Representatives

Jaime Lopez-Paramount High School, Morgan Clay-Paramount High School-West, Christopher Carrillo -Buena Vista High School, Andres Salcedo-Odyssey STEM Academy and Carlos Gonzalez Paramount Adult School reported on various activities that have been taking place at their school sites.

Employee Representative
Reports

Ms. Kim Goforth, TAP president commented that the bargaining team is back at the table without her fortunately, and they have a lot to discuss. Having the whole contract open makes for a long process. However, they look forward to the district and school working with the district and the school Board for the best contract for our teachers, students and community. However, she is concerned since as she sits here over the past year, she's heard members of this Board and some of the outsiders that come and speak here speak ill of our students are complain about our schools and our teachers. So she wants to challenge them to come and visit our schools, our students, our teachers are amazing and are doing fantastic things for our children. As president, she does get to go and visit schools and at every school she visits she sees the commitment and the love the employees of this district have for this community.

She is not going to lie, this year has, this month has been difficult. We as a district have had some incidences that have not been positive, but as Paramount has done before and we always do, we came together and she wants to thank the district for keeping the lines of communication open. She reached out after our incident at the high school to Dr. Perez and asked her if we can sit down and have a conversation and she was more than willing to find time to sit down with her so she can address the concerns that her members had, ideas and possible solutions that they came up with and she thanked her for that. Her members have also told her at the high school that the principal, Ms. Kraus has communicated with them and they feel informed about the situation and we also appreciate that as well. Last week she went to a leadership conference, a national education leadership conference in DC and she was there with new presidents from all over the nation. There was just two of them from California and she has to say, we have it so much better than anywhere else in this country. And what she got from it was, is that when we work together, when education works best is when we work together.

Board Member Reports

Board Member Garcia congratulated teacher from Paramount Park Ms. Felicia and added that it was just wonderful to see that she was one of the top 16 teachers in the LA County district and is something very special and that just goes to prove how harder teachers do work. She attended the college fair over at Paramount High School and it was great. There was so many students there, it was amazing and we have a lot of awesome students. They were all lined up. What was also nice at the college fair was that they had a census table there for kids to come and get the papers to take to their parents. It was explained to them what census is about, so that was very good and she is sure informative for some of the parents that don't know that they need to do this to keep count of everybody here. She attended the meet and greet at a Starbucks with the Paramount Sheriffs, which was nice. A lot of people turned out there and she was able to talk with of a couple of the sheriffs there and discussed the problem that happened over at Paramount High School and how things went, what went wrong and if there's anything that we can do to change it. She also wished to say that she got a lot of great things about our principal there and how she handled everything. She thinks she's just going to be a super woman there, which we need.

Board Member De Leon wished everyone a good evening and thanked all for being there on a Monday night as she knows it's tough. Usually, nobody likes to go back to work on a Monday, but she is just happy to report that she was able to go visit Alondra middle school for back to school night. She can't say enough about the school, the principal there, everyone's awesome. We know that without you, our students wouldn't succeed and she is just hoping that as

a Board Member, she is here to support you. We want to look at data and see what we need or what we don't need and make those changes based on our data. Tomorrow she will be a guest speaker at the Paramount Adult School, so she is excited to meet our community, members that speak Spanish and they're learning English. Her presentation will be bilingual. So she hopes it goes well. The next time she comes, she hopes to report on how it went. She thanked all for being there. Thank you.

Board Member Hansen shared it's been a really busy month and she can't believe we are in the middle of October and the holidays are fast approaching. She wished to thank the Superintendent for the report on the incidents that took place at the high school campus a couple of weeks ago. After Dr. Pérez met with administration, law enforcement, campus security, and others, we have a clear picture of what transpired other than what was reported on the news and social media. Lessons were learned and the students that were involved, were dealt with. She participated in the lockdown drill at Collins elementary. She was with a class of kindergarten students who handled the exercise very calmly. After the lockdown was lifted, she visited a fifth grade class to see how the students and teachers debriefed after the exercise. The teacher explained and showed the students the emergency kits and the emergency supplies and the students started asking, of course, what happens if this is a real emergency. And so the teacher was answering the questions. She saw the remodel, the office facilities, what a difference. It's always been very congested and it's more welcoming for parents and much better for staff. She thanked Ruben, Cindy and Scott for the hard work. She also attended open house at Keppel and Hollydale. She met with PTA parents and visited classrooms. She spent time in a first grade class and she hasn't done that in a long time. That Mrs. Woods, it was awesome to watch the parents and the students and all the wonderful things that were going to happen. She visited third grade classes and also the remodel at Keppel school is incredible. That place has always been congested and quite ugly and the staff is very proud and very happy with the changes. She attended open house at West campus. She visited the culinary and music appreciation classrooms and talked with the parents and teachers. The culinary program has grown since the beginning and she was pleased to see all the new equipment that's been purchased. She added that Ruben and her sat through a ninth grade math class presentation with a teacher who is using the Carnegie Math Algebra program and heard his enthusiasm for that program and she also talks with students regarding the AVID program. She has been attending the home football games and our team is doing quite well and they're getting a lot of positive press, which is always great news for Paramount, especially our quarterback and our coach. And there's only three more games left and she really feels confident we're headed for a CIF championship. She commented that she always says when you have a woman principal at the high school, the kids do really well. She remembers way back when they won three CIF championships in a row and that was when Maureen Sanders was here. Legislative, she also worked on behalf of the Board bylaws with Yesenia and the California School Board representative. She wished to thank all who gave their time with the project. Legislatively, it has been pretty interesting. She was quite disappointed that the governor vetoed Patrick O'Donnell's bill AB 751 Pathways to College Act to allow school districts to offer free college admission tests like the sat in lieu of the 11th grade state test. She hopes Patrick will bring it back again. She is pleased that Dr. Pérez and the previous Board made the decision to offer free tutoring, preparation and test taking for our students to prepare them for college admission. The SAT results have more relevance for our students in the 11th grade and she hopes we will always preserve the program. The governor did sign a \$15 million

school facilities bond for the 2020 ballot, but he also signed something that may have far reaching effect on districts, teachers, staff, and especially parents. Local control of start times for middle and high schools is now mandated by the state, not by the local districts. This will affect PHS and PHS West and this new law saying that PHS West and PHS High School cannot start before 8:30 it becomes effective July 2022. Staff and parents are going to have to address many issues like childcare and work starting times. She wished to congratulate Felicia and also the thousand dollar check that she got from LA County. That was awesome. And now she goes on state, is that correct? Dr. Stark responded no, and we don't learn more until November. Board Member Hansen commented that she thought that the County ones then went on to state. Dr. Stark commented that her understanding is that they are all pushed forward and some of them, rise to the top of that. That is great. Ultimately though we're so proud of her. That was awesome. She also serves on the health and well welfare committee and we received our renewal rates for health and welfare and they're quite low and that's good. We also had an opportunity to talk with the, the doctor over at our P3 clinic and it's being well used and that's keeping our people healthy.

President Gomez commented that she attended the third annual district wide, K through 12 college fair. There were over 30 college representatives and it was well attended. She stopped at each booth and listened to what they offer and she was very happy to see so many students interested in stopping and finding out and there were parents there. There was a census as Board member Garcia mentioned. She is hoping that we can get the Census young lady she has her card to come in and give us a presentation at a study session so you can find out how important it is to do the census because that's where we get funds for our district also is through the census. So hopefully we can contact her and bring her in. This coming Friday and Saturday she will be attending the Master In Governance course three and four, which covers school finance and human resources and collective bargaining. Then the following Saturday she will be attending course number five, which will be covering community relations and advocacy and governance integration. She plans on learning as much as possible and also networking with as many school districts as possible. Usually other school districts have different programs that we can bring to Paramount and sometimes we have programs that they would take to theirs, so we collaborate. We talk about what's going on in the different districts. Also on October 29th, she will be having a town hall meeting. She hopes everybody can attend. To those listening on YouTube, hopefully you can attend too regarding the incident that happened on Friday. The principal there did an awesome job. I've heard praises on her. Dr. Perez also did an awesome job, but I think we need to get everyone together, which is the whole community, which is parents, students, teachers and administration there in order to talk to see about solutions. Sometimes people have other solutions that we don't know about and some parents or some students don't know exactly what happened. They have a different story. So if we could all just come together and work together, we are a team, we are a village. We need to all collaborate together to make this work and make it a better place. Paramount is a wonderful place. We can make it that much better. She also would like to congratulate Board member De Leon as she finished her five courses in Master in Governance and she is actually highlighted in this Master in Governance from the California School in September 2019 from the California school Board Association for finishing those classes.

Superintendent's Report

Superintendent Dr. Pérez highlighted the following:

Introductions: The following new administrator was introduced to the Board, welcomed and he shared a few words about himself and appreciation to the Board.

- Marvin Jacobo, Assistant Principal-Paramount High School-Senior

Bulletin Boards – Alondra Middle School

Lynn Butler, Principal-Alondra Middle School along with the assistance from students Sherlyn Arzeta, Angeleen Gutierrez, Nataly Martinez, Angelica Rodrigues, Jacob Rodriguez, Rabeka Vallejo and teachers Mr. Garcia, Mrs. Piekenbrock, and Mrs. Sjoberg presented an overview of the Boardroom bulletin boards representing Alondra Middle School's educational program and student work. The bulletin boards reflect the theme of "Alondra Avengers...Team Work Makes the Dream Work" and enhance the educational message sent to visitors and District office employees.

Dr. Pérez continued with her report and shared that she attended an Ad Hoc meeting with the city of Paramount and at this last meeting there was a request made by the city of Paramount that she would like to read to the Board for their consideration. The city of Paramount is requesting use of the PHS West softball fields for an eight week period to conduct a pilot adult softball program. The PHS West fields are essential to operate this program. The city's current ball fields, while large enough for youth baseball and youth softball are not large enough to accommodate adult softball. The city would operate the program during the months of February and March, only games, not practices. Only games would be conducted at the PHS West fields and all games would be on Thursday evenings after 5:00 PM. City staff would be present pregame for field set up during games for supervision and post-game cleanup, which would include field maintenance such as field dragging initially due to the need for ball field light.

All games in February will be on the baseball field at PHS West, but we'll move over to the softball fields in March. We anticipate the city establishing a minimum of five teams to operate the league. There will be a \$300 charge per team that will offset the city staff and equipment costs to start and operate. The lead alcohol use or aggressive behavior by any players will result in the forfeit by the team with the players engaged in this behavior. She asked for clarification and also alcohol will not be allowed for anyone that may go to enjoy the game. All players will be required to wear turf shoes or shoes with plastic cleat. Metal cleats will not be allowed. She asked as well about bathrooms and apparently in the past there is a bathroom in the back that has been utilized as students do not utilize it.

That would be the bathroom that the city would use. So again, this is a request for adults in our community to play softball and the city would like to do a pilot to see how that would work on our site. She shared that she would bring that to the Board of Education for your consideration if the Board wishes to approve this request by the city, she would direct Mr. Frutos to work with the city to change our MOU with the city or JPA that would allow them to conduct these games on site. My only recommendation as your superintendent is that the Board wishes to allow this to happen that we explicitly state in the JPA that our youth needs and our youth programs are first and foremost.

Board Member Hansen asked if the players would be the majority of them would be Paramount residents or Paramount Unified School District residents. Superintendent Perez responded yes. Board Member Hansen added that she has no problem with it. She thinks that anytime we have a partnership with the

city and our residents, she think it's a good thing and it's a pilot and we'll see how it goes. President Gomez added that absolutely and she feels the same. Board Members Garcia and De Leon commented that they are fine with it. So we will make a motion and it's been approved 4-0. Fantastic. President Gomez commented that she is looking forward to seeing softball team.

Superintendent Pérez also shared that there was a bill that was signed by the governor on early morning start time that starts in two years. She received a call in the morning from Patrick O'Donnell and was able to ask him a few questions about the bill. What this bill entails is that high schoolers would not be able to start school any earlier than 8:30 a.m. in the morning and middle school would not be able to start school any earlier than 8:00 a.m. o'clock in the morning. For our district, it's not that much of an adjustment because currently, we have 8:00 a.m. o'clock as a start time overall, so it's about a 25 minute difference that we'll have to adjust with our high school students.

There are other districts that start school as early as 7:15, 7:30, so they're going to have some major changes. But we do have two years to make those adjustments. And another thing is that the zero morning period classes for students that are optional at the high school level will still be allowed. So because that is something voluntary, and as you know, that's an important piece to this because we have many students that take an early class or a late class after six period in order to accommodate certain classes during the day, like an extra art class or some type of pathway class that they want to participate in, but they can't fit it into their schedule. So they move other classes that may be offered during zero period. So they have time during the school day to be able to take those classes.

Dr. Pérez also mentioned that Patrick was very disappointed as was she, that the governor did not sign the SAT bill, but we're not giving up on this. We are going continue to move forward. And there are many, many reasons why we advocate to replace the SAT with the SBAC. One of them is the meaningfulness of the SBAC to 11th graders. Obviously the SAT for our students is more meaningful and impactful for them. So our students put more time and heart and soul into doing well on the SAT versus the SBAC which doesn't have that much significance for them to do well. And the other reason is because having just one measure of assessment for students, for colleges and universities to look at whether students are qualified or career ready, brings forward an equity issue with our students. Because if you just look at grades at GPA, we may have students that may not have high GPAs, we may have students that may not do well on the SBAC, but you give them an SAT and they do extremely well. So you have a broader picture of students that have the potential to do well in college. So we are going to continue to advocate for the SAT and she encouraged assembly member Patrick Odonell to continue to fight for us in that arena. Dr. Pérez shared that we had a wonderful college fair. She wished to do a great shout out to our counselors, teachers that participated. This event, Dr. Francois who coordinates this with the counselors, we had almost 30 or more universities and colleges represented in the gym and unlike other districts, we opened it up to kindergarten through 12th grade and she had to provide a shout out to our teachers that are so creative. Elementary teachers and middle school teachers who give their students an assignment that if they go and they get brochures from all the colleges and universities there and they seek out the superintendent, take a picture for verification that they were there, they receive extra credit and that is so creative. We had elementary students there at the college fair as well as middle school students. This was our third annual

And finally, she met with Ms. Ochoa. She shared with the Board in the Wednesday report who represents the US Census and Paramount. This lovely young lady is actually a resident here in Paramount. She went to the Catholic school here in Paramount and has a heart for paramount. Dr. Perez met with her and she was at the open house at the senior campus and at the college fair. She is going to be at the principal meeting speaking to all of our principals and we're going to book her to be at every school, have a representative there and have all of the materials that she has available sent home and put on the website. Dr. Pérez has a personal and passionate commitment to engage as many parents as we can on this U S census because, it is money that comes back to this community and it's also money that is available to students and Pell grants, believe it or not. So it is really critical that our families know and have access to a computer or they want to use a computer to fill out the census form. We want to open our schools to make that possible for parents and make them feel safe in the process that nobody is going to follow up and hurt them in any way or provide information that we're not allowed to provide. She is saying that on purpose since we are having this meeting aired that it is very important for parents, families to fill out the census and also to record their, their babies, their children. Because one of the things that Ms. Ochoa shared with me is that a lot of families that do not report their babies in the census for whatever reason. But each member of a family is worth about \$1,800. So over 10 years, that is a family of four could be worth \$80,000. That eventually would all come back to that community and would come back to our students. So that's why she thinks this is something very critical and we will continue to send that message to our families.

COMMUNICATIONS

Adventist Health Glendale Foundation

Ms. Alicia Tamayac and Freddie Velasquez with Adventist Health Glendale Foundation along with a partnership with the department of public health, presented the Board with information and bringing awareness about the increasing epidemic of youth awareness about access to tobacco products. They provided an overview of a presentation that they would like to take to the schools, to the kids and also to parents.

Ms. Tamayac shared a video to give the Board an idea of the marketing that is going on and commented that what was seen was an example of the different flavor they are using right now to hook kids into different type of products that are in the market right now. And why does it matter that we are talking about this. Because like she mentioned before, there is an epidemic and you probably have seen it in TV right now. There is a lot of kids and teens that are getting into the hospitals, there's a lot of problems going on, health problems that we have to consider. And so we are going show the teens and the schools and also parents the different flavors that the different products are in the market right now. So the surgeon general call for it and the rest of the steps to protect the children from this highly potent products that are risks. A risk is pushed exposing a new generation of young people to nicotine. Well also the race and high schools that are increasing the minority of people that are using Vape use flavor tobacco. Because it hides the harsh from tobacco, so now it's becoming more trendy. Also, there are approximately 1500 different flavors in the market today and you can see the different type of flavor products like the electronic cigarettes, the vape pods which are very easy to hide from parents.

Mr. Velasquez commented that the one he wants to focus more on is the one that's called the pods Juul. That's the one that's been found in the high schools more because it looks like a USB and is for the teachers and the principal. Those are not really something that you see and right away and say

that's something that they're using. He shared that there is a thing going on in school where there's a little game that the students play with the teacher. He thinks you get the students to have the teacher to charge you for by saying, can you please charge my USB? I have a presentation on there. It's a little game, a little like a way to kind of like poke fun at it.

Ms. Tamayac referenced a slide about cigarias chewing tobacco or hookah tobacco, which is also in a different form. And these are the ones that are more concerning because it's like candy like the nerd candy and that the kids are buying in the store. So it looks similar to it that it's very easy to hide. She added that so many of those flavors are on targeting kids. Usually we can hear some of them are candy, some other bubble gum. You see the video before with dulce de leche. What do you think is targeting? So those are the things that you can see the flavored tobacco.

Mr. Velasquez commented that Juul is one of the main concerns right now, because there's just the sleekness of the design that is presented to people. The way it works is that it uses a battery and a special electric cord that heats up the E liquid. So some of them are non-flavored, but most of them are flavored because the underlining of these, these products is that nicotine. A lot of people forget that it contains the nicotine. And the reason why people do is because they want the nicotine affects in their body. And the nicotine literally starts irritating the throat. All the flavors, the menthol, bubblegum flavors, those flavors hide the bad effects in your throat. It makes it more and more tolerable, more pleasant.

Ms. Tamayac shared that actually, the part of this Juul, it contains one of those pads equal to a package of a whole package of cigarettes. It also contains a 28 carcinogens that can affect your lungs. There's cancers, different cancers of the mouth that down the cheeks, the stomach, pancreas and bladder. So there's other types of cancers that can be affected because of the use of this type of products. Hookah as she mentioned is also associated with cancers and a lot of lot of the people that start usually as parents with mental, just because of, what we mentioned the flavor and those are like just some of the chemicals that we will also introduce information to the kids that is contained and all this type of flavors.

Mr. Velasquez added that like for example, it's pretty small, but it gives an idea of what they put in those Juul pods and the flavorings are equivalent to Coca-Cola, jelly ranchers, lifesavers. They try their best to get as close as possible to those because again, they try to tap into, our memories of flavor when we were growing up.

Ms. Tamayac shared that also tobacco manufacturers use a price point in a smaller packages sizes to make tobacco products affordable and intriguing to youth. You can easily find little cigars in a pack of slides with like two or three for sale, two under \$1 or a dollar. A one thing cities can do to protect the use is to require minimum prices for tobacco products and a minimum of pack sizes for products and their tobacco retail license.

Mr. Velasquez added that this is a cheaper alternative to reduce flavor because Juul can start at around 30, \$40 a kit and then onto it though they cost upwards of \$20 each. Kids have jobs or get money, they go for that or they buy an underground. Another thing that we really want to make sure that we let the kids know is about the harms to the brain. So we know that the kid's brains are developing until they're 25, so it's easier for them to become addicted to any of these products. If they're starting to use these before

they're 25, it's very important for them to learn how this nicotine works for their brain. So in simpler terms, nicotine hijacks the reward center in your brain when you exercise, when you get food, the reward system that your brain acquires. So the nicotine hijacks that and gives you that weight. And that's the dangerous part because they will continue to do that until the health effects later in life will affect that because this whole vaping and the flavors are so new areas we still have not been fully studied. So we still don't know the effects. But there's a lot in the news about the lung collapsing from recent teens. There's been a lot of reports of these happening. So we're trying our best here to get this started cause we don't want to wait like the tobacco interview from the fifties where now adults have holes in their lungs.

Ms. Tamayac shared that it also affects the mood swings. It's not easy with a teenager already, then a teenager with an addiction. It give faster heart rate, damages lungs, and acid reflex.

Mr. Velasquez shared that Diacetyl is a chemical that they use in the popcorn. So a lot of the workers were getting a lot of scarring in their lungs because of this chemical. They use Chardonnay and butter popcorn. So it does harm the lungs and it gives you that effective again popcorn lung. Harvard did a study in 2015 that showed about 75% of almost all flavored deep liquids tested contain that chemical.

Mr. Velasquez shared that studies of US from 2017 found that 80% of middle and high school students who have ever used tobacco started with the flavored product. 80% of current use users have used if they privy cigarette and they found that 70% current cigar users have used a sticker, but 79% of their current hookah users have used flavored. So the main thing here is a flavored smoke. Anything are burning in your lung is literally just smoking hard nasty effects of it. The flavor is what gives it that mass and makes it easier to use.

Ms. Tamayac asked how can we protect the kids from flavored tobacco? This is one of the things that we are coming here for to you to make you aware and also by teaching the community about this problem. They are asking for tobacco licenses to prohibit the sale of tobacco products or establishing a minimum cost. Then the packet sizes for tobacco products in restricted near schools or parks. So these are just some ideas of things that we can do. And especially in the schools, it's very important to bring the information not just to the kids but to the parents.

Mr. Velasquez shared this is just one of many slides that he presented and information with the partnership with the public health department that they can provide this information more to the community and to the school and hopefully they can work with the students and with the teachers and grow more awareness and stronger regulations, rules. He was told in another district they are working in that the sheriffs have no power to do anything in the streets. But in schools they think they suspend them, they take away their tools. But it's not really a solution because education is the most important part is to let them be aware and make their own decisions and the consequences that come with. So with your support in the company, we could continue these efforts and see what we can do. And they can see the inner workings of policy change and the systematic work of the public health department and how they work and how they bring these issues and learn.

Ms. Tamayac added that in the Hispanic community, we also need to be aware that a lot of our kids are with the grandparents. And a lot of times the

grandparents really haven't seen this product. So they're really not aware that things that happened a lot of times they're being taken care of by grandparents. So these are the things that we also have to be aware. It's just not just the parents, it's a family, it's a community that needs to be aware of the problem.

Board Member Hansen commented that Juul is spending a lot of money on advertising. She recently heard on the news and read in the newspaper that there are now 28 deaths associated with Juul. That's very scary She asked if they have approached the city because they're the folks that could make the regulations that we're talking about here. Mr. Velasquez and Ms. Tamaya responded correct. They are new into the city where they are gathering information to bring forward to the city council and they have talked to the residents and gathering their opinions and their concerns over this issue. Hopefully in a few months or next year they will gather more information. We will have a stronger presentation with the support of the community and hoping with the support of the Board.

Board Member Hansen asked if we have come up with any plans on how we are going to present this information. Superintendent Perez responded that what we have at this time is a list of resources that the Los Angeles County Office of Education has recently provided. We do have a timeline of when we are presenting to several groups within the system and Dr. San Miguel can discuss the timeline. Dr. San Miguel shared that he has received a lot of information or some of it not all of it in a LACOE meeting he attended. He put together a communication plan that we intend to send out to our parents, our students and our staff. And to also make sure that we look into the possibility of having LACOE staff come out and do some presentations for our staff, our counselors, our social workers, and even our administrators. We have put together a plan. He provided that plan to Dr. Pérez who asked him to put it together. We are actually starting as early as tomorrow. To go out to our principals and give them some of the resources that we received from LACOE.

Board Member Hansen asked if he would be working with them as well. Dr. Manuel San Miguel responded that they can work together and make sure that we're getting this information out to our parents, to our students, and to our administrators. Mr. Velasquez added that we have to build a bond, respond to the voice of the community.

President Gomez commented that we actually need to look into doing an RFP for a certified translator because our district translators informed us that they do not wish to translate for the board meetings. So we can have that discussion after the speakers tonight and then I also would like to bring up that I also believe that we need an RFP for the childcare services during board meetings whenever requested by the public. So we can talk about those two after we hear from our speakers tonight.

BOARD MEETING
CALENDAR
0.307

Board Member Garcia moved, Board Member Hansen seconded, and the motion carried 4-0 to schedule a Special Meeting Board of Education and Superintendent Retreat on November 6, 2019 at 5:30 p.m.

Ayes: 4 – Board Members De Leon, Garcia, Hansen, President Gomez
Absent: 1 – Vice President Cuarenta

HEARING SECTION

During the public hearing section the following speakers addressed the Board and provided public comment: Silvia Diaz, Maria Parkins, Gerald Cerda,

Speaker Silvia Diaz spoke in regards to the safety of students in Special Education. In the Special Board Meeting held on September 9 there was a presentation on services being provided to students of Special Education. Ms. Diaz focused on this section, especially on the part that spoke about two instructors working jointly (co-teaching). Her son attends Los Cerritos Elementary. She has not been to the school to speak about this program, although she is very involved or as much as possible. She commented on the PowerPoint presentation in 2014 concerning education along with the vision statement, which stated, "The Paramount Unified School District strives to be an exemplary district. In order to achieve this, all stakeholders of the District must have a clear sense of its goals. They must seek out, understand, and emulate the characteristics of exemplary schools and be ready to contribute their knowledge and talents to transform this vision into a reality." Ms. Diaz would like to know how many workshops relating to Special Education has the District provided to the parents since 2014? She commented that PUSD did not provide any information about the ninth annual parent conference of last year. She mentioned that according to the United States Department of Education, the students that were segregated in the classrooms did not do better. They got worse. In a previous Board meeting, some speakers mentioned that students were in a room without out a structured academic plan. The students were allowed to distract themselves by using their cell phones. She would like to be part of the solution not part of the problem. She mentioned that one of the Board members talked about being happy because her grandson was instructed to go under the desk when there was an earthquake. She will like to know if other students know how to place themselves under a desk in case of an earthquake. How do you prepare our students that have special needs for an emergency when they in turn require assistance and only one teacher is in the classroom? How will students in wheelchairs be protected? And other students that have physical limitations or unique challenges?

Speaker Maria Parkin shared that she is in attendance to speak about all the great things that are happening at Jefferson school. She had a video to show about Jefferson's weekly announcements on Schoology, but she was not able to show it. Teachers can show the video throughout the day. They like it so much that she uses it as a good behavioral tool. She mentioned that you can literally hear a pin drop as soon as she starts it. The students like seeing their siblings, teachers and friends on the big screen. They often say, Oh, look at Mrs. Law, Kindergarten teacher; she's famous. They value their students and projecting videos for them on Schoology is just one way. They work for the educational, social and emotional development of the students at Jefferson.

Speaker Gerald Cerda thanked Ms. Felicia for that award that she received, he hopes that she'll get the VIP parking in the front. Also, the students from Alondra, that was really nice to have the students come out and have exposure to the Governing Board. He commented that Paramount Unified School District campuses have had many student altercations, which were mentioned taking place at the West Campus and Senior Campus. The most serious took place on September 20th at Paramount High School where dozens of students participated or became bystanders. This fight required multiple campus security, sheriff deputies, fire department and paramedics. First responders addressed the students, staff who had the OC agent sprayed when deployed by deputy to control the right crowd control very effective. These incidents have been more common throughout many districts with

shootings taking place when issues are not addressed properly, the district has the talent, resources and funds to plan ahead and develop a safe environment through policy, procedures and regulations. Unfortunately, the system needs an overhaul. Since many administration policies are 30 years old, misunderstood by staff and, or lack of leadership. Mr. Cerda commented that it's the parents due diligence to come out here and participate with these meetings. But he also would like to request a town hall meeting; like it was mentioned earlier by Ms. President this way information can be exchanged on how to improve and make it better and to avoid these mishaps. The district office may take a stance and put all the responsibility on the parents instead of taking responsibility and being more efficient. He mentioned that we have the students representatives that came out of here and mentioned the students encourage the teachers to bring their lunch and sit down with lawn chairs. That's participation and that's mingling together. That's something positive. And if the students are mentioning it, it's something for this administrators to acknowledge. He stated that one of the Board members mentioned about cancer awareness month and mentioned the breast cancer but it would be wise to inform the males about testicular cancer. They start at a teenage where they need to get examinations as well. Mr. Cerda moved commented that these shakeouts coming out this October 17th, which is really good to have a practice like one of the moms mentioned on what to do in case there's an earthquake. Mr. Cerda responded to the TAP leadership about some parents coming out here and maybe not being too appealing to their standards. But it's their due diligence as taxpayers, constituents, parents to come here and exchange this information. The perception may be different from administrators. Mr. Cerda thanked the Board.

Speaker Carmen Vela mentioned some concerns that they as parents have observed and have some have experienced at the beginning of the school year. More specifically in Alondra Middle School orientation for sixth grade, welcoming for parents. Ms. Vela and other parents noticed that that information was guided specifically towards general education students. She asked, "What about students with special needs?" She commented that it's understood that students have individual education plans. 504's are generated for classroom accommodations, specific curriculum learning assistance, co-taught classes and other plans to better meet the students with needs. She asked, "Why not provide this information?" Also, other school districts organize and have workshops to inform parents on special needs services. For example, regional center, social security benefits, Los Angeles County Office of Education and Special Education local plan areas. She asked, "Then why is Paramount Unified School District not informing parents of such events?" and "Are parents of special needs students and special needs students being segregated and are services being provided in the least restrictive environment, if these students are not being considered?" Ms. Vela spoke about another incident of August 8, 2019 in the enrollment process, where there was an emergency that a parent went through and there was no principal at the time to help with that emergency. She stated that as a parent, one has to question how confident we are in sending our special needs students to school when we see that there's loopholes in the district that is supposed to cover basic aspects of education, safe learning environment, and trained administrators, educators and aides. She asked, "If an emergency arises during this process, who is in charge if the principal is not on campus?" She stated that lately we have spoken about how Paramount Unified School District has been in the news. It would be beneficial to have a clear understanding of what students, staff, outside agencies responsibilities consists of when the following occurs: Earthquakes, facility fires, large scale fights, most concerning an active shooter and other problems that may arise

and expect unexpectedly. These are incidents that can conclude with not casualties, but they can also go dire affecting students, staff and parents permanently. They would like to know what approved district procedures and responses are for students with special needs. Who would be responsible for a child from start to finish during on an unscheduled event? Most important, how many trained CPR, automatic external defibrillators, life support and nurses does the district currently have in each of the 19 campuses?

Speaker Heather Van Eede said Happy Monday is what she likes to always tell the kids cause Mondays are supposed to be happy. She commented that she is in attendance to talk a little bit about some of the really awesome things that happened at Jackson. She is a sixth grade middle school teacher at Jackson Middle School, which is kind of an elementary school, because they have grades four through eight. One of the things that they have at Jackson that was started a few years ago is a program called Capturing Kids' Hearts, which led them to implement another program called Breaking Down the Walls. Breaking Down the Walls is kind of like what it sounds, where you are able to communicate with each other and break down the walls not only inside ourselves but to be vulnerable with one another and be able to be open. Last week, over three days they went on block schedule and they managed to survive it. The Breaking Down the Walls sessions went really well. They had several over the three days. They went on block sessions that consisted of three and three. The sixth graders and their teachers went to an all-sixth grade assembly, because some of information that the seventh and eighth graders get is more advanced. The sixth graders have to wait until their seventh grade to obtain the additional information. In the seventh and eighth grade session, there were many things where the kids stood up and apologized to each other about wrongs they had committed and they aired out their dirty laundry and just kind of worked through the process. In the sixth grade assembly, Dean the presenter worked with the students to get them interested and on board with their activity. He allowed them to come up and instead of saying sorry to someone, he asked them to thank someone. So they were given the opportunity to thank an adult, a friend, anyone. There were several students, sixth graders who stood up in front of the entire class of sixth graders, speak, and thank one of their teachers. One of the history teachers was thanked and then, a student was thanked. It was a great process for the students and for the staff to see the kids open up to each other in such an amazing way. So, if you're ever around Jackson, Leona Jackson Middle School, please feel free to join them. They love visitors there. Don't tell them that Ms. Van Eede said that. She thanked the Board.

Speaker Shelly Letteer shared that she is a teacher at the Paramount High School Senior Campus and commented that she is coming with some regards she has about the safety on campus. Recently they have had a few of events on that campus that have placed all of them at risk, teachers, students and administration. She referred to the incident as the riot on September 20th. She mentioned a gun that was found on campus and removed by the resource officers from the Paramount police department, other fights and altercations that according to her are happening with some regular regularity right now. She also mentioned that there has been teachers who have been body checked by students, pushed down steps, threatened with scissors, scratched, grabbed and intimidated. They have been physically and verbally threatened. They have broken up fights, put out fires, discouraged students who are drinking, smoking, and using drugs on campus. They are in the midst of all of this and continue to persist. Their roles as teachers, counselors, support staff and administration has greatly changed. They are now acting as parents, therapists, security, personnel who need to learn how to deal with

angry and uncontrollable mobs, and students who need to learn how to act within societal norms. She has colleagues who are afraid to participate in regular school events such as things during school, such as; wacky Olympics or pep rallies. They are concerned about doing afterschool events such as chaperoning dances, sports events, because they want to make sure that they are going to be safe. Ms. Letteer thanked the new administration at the school this year for the Herculean effort that they've put in regarding the challenges they all have faced. They have been very responsive, proactive, and professional. She gave a shout out to Ms. Leonard with whom she works with more often than with any of the other security or discipline people. Ms. Leonard has really been tremendous, but she wanted to say that they can't do it alone. Ms. Letteer commented that they do need more support from everyone. That's including the district and parents. They have received more CSPs and she thanked Dr. Pérez for that. They are getting more CSPs on campus and it's something that they definitely need. She knows as a teacher, counselors, support staff, at administration that they are responsible for the students on the campus and in the classes. But she feels they need more support. She asked the Board to consider this and help them get back on track. She wants everyone to be comfortable going to work, to teaching in classes, in participating in all school events. It's something that will benefit all. She thanked everybody for listening.

Speaker Reno Redula commented that it is so sad for the community there are a long ways to have a term limits for the school Board. Unfortunately it failed. It was supposed to be the opportunity to let other would be talented and well qualified newcomers to sit in the board and do some significant changes in school, academics and structures. Letting other new comers to mix called changes for the good of the children. It's very vital exercising constitutional rights to freedom of expression to be in the seat of the board and that is part of it. Based on this school board measure and the qualified superintendent contract renewal. First and foremost must be completely away. It's controlled from local politics. The role of the superintendent must be tightly controlled by the school Board. Solely and entirely instructional and down to principals and teachers based on greater centralization along with the satisfied and enjoyed relations with the public and parents. Mr. Redula commented why superintendents and school Boards must enjoy the close ties with the public and parents? Because they agreed to pay taxes in return. The school must perform good education to all kids and the children. It can't be denied. The maturity of the superintendents are in crisis. You took collaborative relationship with the school board, therefore, limit their effectiveness and it must be stopped. Public complaints and dissatisfaction are often in at elected school Boards and superintendents for failing to address new models and structures to better children's education. Now we all know that California quietly published a list of the poorest performing schools and hopefully Paramount is not one of those.

Speaker Elevera Puletasi commented that she is in attendance about a matter that concerns the whole community. In recent months, she has heard the residents of Paramount being addressed as my people, my community, my gente, or mi gente, mi pueblo. Specifically from one Board member in particular. She would like to remind the Board that families served by the district are Latinos, Whites, African American, Pacific Islanders and Asians. They are not your people. They are the people. They are the community and many of them are a mixture of some of all of those or some all of those mixtures. Many of them are a mixture of some or all of those communities and added that this is also true of the employees who serve with the district. As their elected leaders, she would appreciate it if the Board would use language

that unites them and focuses on the multicultural children that they are here to serve. Like her sister, who is a student in the high school. Although they are a largely Latino community, she feels that they are more than that and your comments should not make them or make any families served by the district, feel this disenfranchised; disenfranchised because of the color of their skin or the language that they speak. She added that the voters in the city, the people that live here are their people and asked that they address all of them accordingly. She thanked the Board.

Speaker Adrian Alvarez commented that the fact that people get to vote for different districts inherently recognizes that whoever gets elected serves different constituents. That's just the nature of having districts. It would be nice, you know, if you're, everybody saw everything the same way and we didn't need to have different districts or represent different constituency, but just that's just the fact that life. Right now with the President, you know, have the Congress trying to impeach him and the other half doesn't see anything wrong with what he's doing. That's just the nature of politics and the democratic process and it's a good thing. It's not a bad thing. For some reason what goes on here, it seems as if we're in kindergarten or in the classroom. It's a democratic process, not for kids. This is an adult thing and things are very serious, like evictions, like a chromium in the air, like undocumented student. And those are things that cannot be discussed as we're talking between first graders. A lot of the things you mentioned your policies, they're just that their policy, but there's a constitution, the United States and that's above everything. People have the right to express themselves in any which way they can, whether people like it or not. The first thing that it gives you the right to offend people. You know, some people get offended, for example, if women wear pants, okay, but so what? That's your problem. It's not everybody's problem. Freedom of speech means you can say things that would offend people that people don't like if that's the nature, what's happening here. So for example, some would prefer if the superintendent didn't sit up there, not because they disliked her, not because they think she's incompetent, but because it confuses a fundamental difference between those that get elected and those that get hired to implement. But the elected people legislate. It just confuses people. And the thing is that he is a teacher, he is married to a teacher, his kids are teachers. He hunger strikes for teachers, but our people, his people, the one he is talking about just speaking for himself, he is Mexican, but he has hunger strike for African American people, Palestinians for Irish people. They represent everybody. But they only get to represent their communities if they are going to be true to who they are. And their community is not limited, just like Chromium six is not limited to Paramount, Chromium is all over the place. So some of get organized everywhere, get used to do it. They are not going to go away. So they are here to fight for democracy. It's not a personal thing. It's a question of justice. He thanked the Board.

Speaker Griselda Martinez shared that she is a parent to a 12th grader, 10th grader, eighth grader and a third grader. She is also an alumni of class of 2000. She has lived here practically her entire life. Her kids as well. They have all gone here to school. Her last one is graduating this year. She really doesn't think the school district is a bad district. She just thinks that the problem in general is a lot of that represents the technology nowadays. And added that sometimes they as parents, fail. They don't teach their kids how to behave because they're always on their electronics. She does think that her kids are safe in school. She has noticed it every time those incidents have happened at the high school; she has two of them at the high school. One was in the audience. They're not going to be her perfect straight A's students.

But she does consider her kids good students. She has never had any issues with them in school. Her daughter was bullied her entire middle school years. Ms. Martinez did have a lot of help from Ms. Butler as much as she did from Ms. Hammond. They all helped Ms. Martinez once they found out her daughter was diagnosed with anxiety and depression. They helped her above and beyond. Ms. Roberts also helped her a lot during those years; Ms. Martinez confided on her. She was able to let her know how to go about with her daughter. Just the other day, October 10th, Ms. Aguilar called her from Alondra. Her son was in the office. There was a conflict going on during lunchtime and she doesn't know what happened. His name popped out in the conversation, Ms. Aguilar called Ms. Butler, she didn't know why his name came up, because he's a very popular kid in school. They did try to help her. One of them walked her son all the way to class when she didn't need to. And that's one of her prime examples of how much our staff goes above and beyond for her kids and not only her kids, but the rest of the kids. Ms. Martinez thanked everyone, especially the teachers for everything that they do; she really appreciates it. She thanked the Board.

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.

A speaker had a question on the school campus that had a student jumping off the awning roof as follows, "What has been done avoid students from climbing or having access to the roof and jumping off the roof or in all campuses for safety?" *All district schools have student policies about locations on campus where students can congregate at different times of the school day, including class time and recess. Additionally, all schools have locations for staff to provide supervision during the school day. When a student circumvents the rules and goes to a location that is not authorized, staff evaluate their process and procedures to assure that the plan is current and enforceable, and implement disciplinary actions as appropriate.*

A speaker had a question on a report about Lincoln school using a filter system number 10 as follows, "Lincoln school is using a filter system number 10 but in reality it is filter system number eight and how true is this?" *The District's Maintenance & Operations department confirmed that the District uses filters with a 10 rating.*

A speaker had another question about Chromebooks that was not pertinent to any Board item as follows, "Are these brought to the district with the grant or did the district use funds to purchase these Chromes, because some parents have to pay insurance?" *The District implemented the Chromebook deployment for students using district funds. In addition to the provided Chromebooks, for which the student/parent are responsible (similar to books and other instructional materials), the District implemented two vehicles for voluntary device protection, an optional insurance program that covers the device against damage and loss, and a discounted price for repairs if the device is damaged and no insurance was acquired.*

CONSENT ITEMS 0.308

Board Member Garcia motioned, Board Member De Leon seconded and the motion carried 4-0 to approve the consent items.

Ayes: 4 – Board Members De Leon, Garcia, Hansen, President Gomez
Absent: 1 – Vice President Cuarenta

The following questions were received from the Board:

President Gomez referenced page 79 and asked why are we paying stipend payments so late, Because it shows that it was from August 22, 2018 through June 13, 2019. Dr. Myrna Morales answered that they would've seen AVID Site Coordinator stipends go through earlier. What we're assuming is that these were left off, so this is a catch-up if they were not paid, but we will check into that, but that is what it looks like.

President Gomez referenced pages 84, 85 and 88 and added that she had a curiosity as to why we have so many short term classified personnel. Dr. Myrna Morales responded that we have short term classified personnel for a variety of reasons. Some are to cover leaves of our employees, so they're back going for employees. Some are short term during busy seasons when the volume of work has increased and some are short term filling in assisting on temporary assignments.

President Gomez referenced page 86 and asked why are College Tutors only effective dates are from September through January. Dr. Myrna Morales responded that College Tutors who work with the AVID Program and, or offer intervention, part of being a college tutors that you have to carry college units. So their fall schedule allows them to work this time. If we hired them back in the spring semester, they would need to provide a proof of enrollment in college at that time as well.

President Gomez referenced page 92 and 93 and asked why do we have so many classified employees leaving the district. Dr. Myrna Morales responded that they have a variety of reasons that they share with us, we have a lot of instructional assistants that are in college, so their schedule may change and they're going to school at a different time. So they're not able to keep the job. They are in school; they're upwardly mobile. They may come in at as a substitute. Several times they'll give reasons, they get a job closer to home if they're traveling far to get here and or they might just get a promotion or a different job elsewhere. Superintendent Perez added that two items for your understanding Board members. Another is that these are classified individuals; we have employees and we have about a thousand of them in the district. So it looks like a lot on the page; it's about 30 individuals, but that's 30 out of a thousand employees. The question is most appropriate and that's why also, if they will note on the Wednesday Report, we provide the Board an explanation for each resignation.

Board Member Hansen asked if we are sending exit interviews to everyone, are we providing that to everyone now as they leave the district and are we getting some returns. Dr. Myrna Morales responded that it hasn't been a big participation in doing that. There is, as she stated, a reason for leaving. You know they are moving closer to a home or a school schedule. Mainly what we're getting back are the responses on the actual form as far as the reason. Board Member Hansen asked that a copy of the form be shared with them in the Wednesday Report. They didn't see a copy of what she came up with and asked if she is doing it with certificated and classified. Superintendent Perez responded that yes and we did implement something that we added something new at the request of a Board Member so that we could capture more information them as well as ideas and constructive criticism that would help us to improve our services.

Board Member Hansen commented that maybe quarterly they could get a compilation of the reasons.

President Gomez referenced page 98 which has for 3.1-C for the speech

pathologist, we are going into our third month of school. The concern is having to address this issue over and over again. Agencies, SPL, which is speech language pathology hires were made in May, June and again in last month in September. To address this continuously makes her think that we are spinning our wheels on a problem and not getting to the bottom of the outsourcing issue at all. There are monies already allotted for agencies for services, for speech pathology in May through June four, 2019 and 2020, then a new request was made in September, and now again there is another request for more monies in October. She is assuming that the monies already allotted for a certain number of positions before. If speech language pathology people came and left between this period, why isn't the remaining monies being used. Why is there a request for more money. Superintendent Perez responded that if they Board recalled, there was a question that came up about the availability of speech pathologist in the past as well at others. She would like to be able to bring that information to you all so that maybe it can be read out. If it is a concern in the community about our need to be able to fulfill the Individual Education Plans for our special needs students. As you see students come to us during the year at different times, they move into the district. Some come to us from NPS schools and we have to find an NPS schools. It's so varied the need of our students, so, we focus on being able to immediately provide for the needs of our students. And if we do not have the personnel in place, we will definitely go to a service that will be able to provide those services for our students. Dr. Deborah Stark added that she believes this is just a transfer of services, not additional services. Dr. Garcia added that she thinks when we first do the contracts in the spring for the 19-20 school year, it was based on the speech therapists from the agencies that we were in place then. Since then, agencies, the speech and language pathologist that may have been through that agency are no longer with us or they're not able to provide the speech and language at the grade levels or the schedule that we need. So then therefore the agency or other agencies provide their speech and language candidates.

President Gomez asked if they're no longer with us, can we know which agency is no longer with us, that way we can at least know who they are. Dr. Garcia responded that they are not necessarily; they're the speech therapists that are contracted out by that agency.

President Gomez asked if she knows how many speech language pathologist from agencies do we need in our district. Board Member Hansen responded that it always depends on the number of students that need the services. Dr. Garcia added that she can get those numbers. Board Member Hansen added that she thinks they have already received those numbers recently and asked did they not. Superintendent Perez responded yes. Dr. Garcia shared that the other thing is with speech and language services, as the year progresses, we also get referrals coming in so the case load may increase.

Board Member De Leon commented that regarding the speech and language pathologist. That's a really great question President Gomez as to how many SLPs do we actually need. We know we've gone through litigation, due process and having to reimburse parents for services that their students are required. And so it concerns me, because the last time I asked, as for when are we flying this position? It was on EdJoin for two weeks. In two weeks you're not going to get a lot of people to partake and try to fill out an application. How much would it cost to fly the position as long as you know the position isn't filled or the positions, how many SLPs do we actually need. Board Member Hansen responded that as many as students who have need for one.

Board Member De Leon asked well then what is that, 10, 20, 30. Board Member Hansen responded that it doesn't matter. It's how many students need the services. You can't put a number on the number we need. Board Member De Leon commented that you do put a number on the number of students that have the need because then you have a caseload. Each at SLP will then have caseloads. Board Member Hansen responded that is true but you can't just say we need 10 or 15 or 20 you can't put a limit. Board Member De Leon responded that you do. You do have a number. You actually do have a number.

Board Member Hansen asked if this can be run all the time, can the ad run constantly. Superintendent Perez asked Dr. Morales to address that because it was addressed before. Board Member Hansen commented that it has been done over and over. Dr. Morales responded that right, we've run it several times. We may get interested parties, they may not be qualified or we've interviewed and they're not the caliber of people that would serve our students well based on references of how they currently perform in other places. We try to run it a couple times of year. We don't want to be oversaturated in the market, but we find that running it several times a year to see if we can get any one to come on board is effective. That's what we've done. We do get interest. It's just hasn't worked out as far as the caliber or someone realizing where Paramount's located and how far it is for that.

Board Member De Leon commented that so in other words, is not very effective. So if we run it until it's filled, there's a possibility that we could fill the position versus running it here and there. Superintendent Pérez responded that we can. But what you will find, she certainly understands and appreciate her concern. This particular area in special education is an area that overall there's just a lack of qualified people that are coming from the colleges. There aren't many programs that are offered. She knows there's one in Northridge that is being offered and the number of applicants that are accepted into this program is so little. And then, in addition to that, what we have found, because we have done some extensive research on this, it is our desire to have employees of this caliber, working with us. But we are in competition with these service agencies because they first of all provide their own speech pathologists with number one flexible hours that they can work. they're not employees of the district. So they come in and they can leave at the time, they just come in, provide the service and leave. They don't have to go to meetings. They don't have to be participant of anything else except the service that they provide the students. In addition to that, they receive a health and welfare benefits. As well and they receive a lot more money than what the public school systems are paying them. So it is an area that has many challenges for us to be able to grab the amount of employees that we need. And that's why we have to rely on these agencies to be able to meet the needs of our students. But we had done some research on this, as it has come up before and we'll be happy to provide it again for you, in the Wednesday report so that you can see that. But she does want to assure them that as a district, that is our desire to have such employees. To meet the needs of our students. When a student has an individual education plan, it is our responsibility to meet the needs of our students. If we can't do it with an employee, we will go to a service, which is what other districts do as well. When you don't have that. But there is nothing like having your own employee that could provide consistency of services that could be a part of the school culture and the school system that parents could get to know. We realize the value in having an employee like that in is our desire to do that. We will continue to do everything that we can to try to get these individuals but not

remembering exactly what we said about flying that position. We will get that information for you board members and send it again. We will make sure that we continuously advertise for this position because we do share your concern. President Gomez commented that she was wondering if we do put it on EdJoin, can we leave at least one of them for the whole year. Superintendent Pérez responded that absolutely and we will do that.

President Gomez referenced 4.1-C on page 114 the 14,000 for the fire alarm testing, and asked if that is district-wide or is that only for certain schools. Mr. Ruben Frutos responded that this is the annual for the entire district and it is mandated.

Board Member Garcia asked for a reminder of the time that that it is going to happen on Thursday. The time that the alarm testing. Dr. Manuel San Miguel, Director-Student Services responded that it would be at 10:17 on the 17th.

Human Resources

Personnel Report 19-04
2.308 Accepted 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.

Educational Services

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

Memorandum of
Understanding with the
Los Angeles County
District Attorney Abolish
Chronic Truancy Program
3.308 Accepted the Memorandum of Understanding with the Los Angeles County District Attorney for the Abolish Chronic Truancy Program (ACT) for the 2019-20 school year to provide assistance to students with attendance and tardy problems.

Overnight and/or Out-of-
County Study Trips
3.308 Approved the overnight and/or out-of-county study trips for students consistent with the District policies and instructional programs

Business Services

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

Consultant Services
4.308 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
4.308 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
September 2019
4.308 Approved warrants for all funds through September with a total of \$14,859,170.76.

ACTION ITEMS

General Services

Revised Board Policy
3510 – Maintenance and
Operation of District
Facilities
1.309

Board Member Hansen moved, Board Member De Leon seconded, and the motion carried 4-0 to accept for second reading and adopt proposed revised Board Policy 3510 – Maintenance and Operation of District Facilities renamed Green School Operations.

Ayes: 4 – Board Members De Leon, Garcia, Hansen, President Gomez
Absent: 1 – Vice President Cuarenta

Human Resources

2019-20 Declaration of
Need for Fully Qualified
Educators
2.310

Board Member Garcia moved, Board Member De Leon seconded, and the motion carried 4-0 to 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.

Ayes: 4 – Board Members De Leon, Garcia, Hansen, President Gomez
Absent: 1 – Vice President Cuarenta

Internship Program
Agreement with California
State Polytechnic
University, Pomona
2.311

Board Member Hansen moved, Board Member Garcia seconded, and the motion carried 4-0 to ratify the agreement with California State Polytechnic University, Pomona for participation in the internship program.

Ayes: 4 – Board Members De Leon, Garcia, Hansen, President Gomez
Absent: 1 – Vice President Cuarenta

Educational Services

Memorandum of
Understanding with Public
School Arts
3.312

Board Member Hansen moved, Board Member Garcia seconded, and the motion carried 4-0 to approve the Memorandum of Understanding with Public School Arts to provide a performing arts residency at Los Cerritos and Zamboni Schools.

Ayes: 4 – Board Members De Leon, Garcia, Hansen, President Gomez
Absent: 1 – Vice President Cuarenta

Barona Education Grant
Award
3.313

Board Member Garcia moved, Board Member Hansen seconded the motion carried 4-0 to accept the Barona Education Grant Award for the purchase of the Literacy Footprints Intervention Partner Kit for Theodore Roosevelt School.

Ayes: 4 – Board Members De Leon, Garcia, Hansen, President Gomez
Absent: 1 – Vice President Cuarenta

Board Member Hansen referenced page 152, number 6, the numbers 1617, 1718, and 1819 and asked that be explained and what those meant. Dr. Debbie Stark, Assistant Superintendent-Educational Services responded that those three years of test scores so that they can do a correlation study to see if the amount of time the students completed as 1617 there's a dash. There should be a dash, its missing.

Memorandum of
Understanding with MIND
Research Institute
3.314

Board Member De Leon moved, Board Member Garcia seconded, and the motion carried 4-0 to approve the MOU with the MIND Research Institute to conduct a study of ST math completion and SBAC math outcomes.

Ayes: 4 – Board Members De Leon, Garcia, Hansen, President Gomez
Absent: 1 – Vice President Cuarenta

<p>Attorney Fees and Settlement Agreement for a Special Education Student 3.315</p>	<p>Board Member Garcia moved, Board Member Hansen seconded, and the motion carried 4-0 to approve and authorize payment for attorney fees and settlement agreement for a special education student.</p> <p>Ayes: 4 – Board Members De Leon, Garcia, Hansen, President Gomez Absent: 1 – Vice President Cuarenta</p>
<p>Nonpublic School Placement for Special Education Students for 2019-20 3.316</p>	<p>Board Member Garcia moved, President Gomez seconded, and the motion carried 4-0 to approve for special education students in nonpublic schools as determined by the students' Individual Education Plan for the 2019-20 school year.</p> <p>Ayes: 4 – Board Members De Leon, Garcia, Hansen, President Gomez Absent: 1 – Vice President Cuarenta</p> <p>President Gomez asked if we know why one of these is closing; due to the closure of Long Beach campus and if we know why Long Beach Cities Learning Center closed. Dr. Elida Garcia, Director-Special Education responded that it is a separate contract with the agency and for whatever reason they decided to consolidate their locations and just operate one of them. They do operate several different ones throughout Southern California from what we understand.</p>
<p>Arts Education Collective Advancement Grant Award 3.317</p>	<p>Board Member Hansen moved, Board Member Garcia seconded, and the motion carried 4-0 to 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.</p> <p>Ayes: 4 – Board Members De Leon, Garcia, Hansen, President Gomez Absent: 1 – Vice President Cuarenta</p>
<p>Saturday School Program for 2019-2020 School Year 3.318</p>	<p>Board Member Hansen moved, Board Member Garcia seconded, and the motion carried 4-0 to approve the Saturday School Program in grades 6-12 for the 2019-2020 school year to recapture lost instructional time.</p> <p>Ayes: 4 – Board Members De Leon, Garcia, Hansen, President Gomez Absent: 1 – Vice President Cuarenta</p> <p>Board Member Garcia asked if the Saturday school instructional program, will they be actually studying something because we've had incidences before where they just go into the cafeteria and they're watching a movie or they're on their phones. They're not actually doing any type of work, makeup work.</p> <p>Board Member Hansen commented that she thinks it might be a good idea to just kind of pop in on Saturday.</p> <p>Board Member Garcia commented that she has popped in and that's why she knows that.</p> <p>Board President Gomez commented that she has heard the same thing.</p> <p>Board Member Garcia commented that if not, there's no sense in having it.</p> <p>Dr. Ryan Smith responded that the expectation would be that they're working on schoolwork and other academic pursuits. So, they shouldn't be watching movies or playing around their phone.</p>

Board Member Garcia asked how will we be reassured of that? Dr. Smith responded that they will speak with administration about monitoring them and if that's a concern we will address it.

Board President Gomez asked if there is any other supervision that we can make sure that that doesn't happen. She has heard the same thing. And so that is her concern also and she heard Board member Hansen just say it also. That's three Board members. She thinks she's worried.

Board Member Hansen commented that she popped in. Board Member Garcia commented that she happened to pop in and they were having a good time on a Saturday morning. Superintendent shared that we will ensure that there is academic instruction or work that is being done in there, she can assure the Board of that. We are working with the new administration and leadership there, we will ensure that that is taking place.

President Gomez commented that she would like to see that data for over the last five years of Saturday schools, the attendance for the Saturday school. Dr. Ryan Smith, asked what specific data would she like to see? Board President Gomez responded the same data here, how many makeup days are we having. Superintendent Perez confirmed that it's the number of attendance makeup days for this for the year. Board President commented that for five years.

Board Member De Leon asked what is the teacher ratio per student; like is it thirty students per one teacher. Dr. Ryan Smith, asked what ratio do we currently work with. Dr. Manuel San Miguel responded that 25 to 40 students and they are asked to bring their work with them. Two to three teachers, depending on the number that we get, because they have to do the count before the kids will be attending and we get a list from the schools and they go out and staff it. Superintendent Pérez added that in addition to the teachers she believes that we need to just ensure that there is an administrator on campus. Dr. Ryan Smith added that there is. Board Member Hansen commented that there is. There has always been one.

A-G Edgenuity On-line Courses
3.319

Board Member Garcia moved, Board Member Hansen seconded, and the motion carried 4-0 to 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.

Ayes: 4 – Board Members De Leon, Garcia, Hansen, President Gomez
Absent: 1 – Vice President Cuarenta

Workforce Investment Act, Title II: Adult Education and Family Literacy Act Grant Award
3.320

Board Member Hansen moved, Board Member Garcia seconded, and the motion carried 4-0 to accept the Workforce Investment Act, Title II: Adult Education and Family Literacy Act Grant Award for the 2019-20 Fiscal Year

Ayes: 4 – Board Members De Leon, Garcia, Hansen, President Gomez
Absent: 1 – Vice President Cuarenta

Memorandum of Understanding with Los Angeles County Office of Education for Participation in Community Schools Initiative
3.321

Board Member De Leon moved, Board Member Garcia seconded, and the motion carried 4-0 to approve the Memorandum of Understanding with Los Angeles County Office of Education for Participation in Community Schools Initiative.

Ayes: 4 – Board Members De Leon, Garcia, Hansen, President Gomez
Absent: 1 – Vice President Cuarenta

Board Member Hansen commented that its incredible. She is so looking forward to this and she wishes want to thank Manuel for all the hard work he has done. Dr. San Miguel, thank you ever so much. She is really looking forward to this.

President Gomez asked that Out of the ten million, do we know how much money each school will be receiving district? Our district? I know they don't spend it equally, but I was wondering how much Paramount is getting. Dr. San Miguel responded that we don't know, but he can certainly ask.

Contract Amendment
Agreement with Juliana
Maidana (LIFE Mentor
Program Consultant)
3.322

Board Member Hansen moved, Board Member Garcia seconded, and the motion carried 4-0 to 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.

Ayes: 4 – Board Members De Leon, Garcia, Hansen, President Gomez
Absent: 1 – Vice President Cuarenta

Business Services

Notices of Completion –
Field Service Contracts
4.323

Board President Gomez moved, Board Member Garcia seconded, and the motion carried 4-0 to accept 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.

Ayes: 4 – Board Members De Leon, Garcia, Hansen, President Gomez
Absent: 1 – Vice President Cuarenta

Ratification - Bid
Summary – Kitchen
Supplies
4.324

Board Member De Leon moved, Board Member Garcia seconded, and the motion carried 4-0 to approve the mentioned contracts to the lowest responsive bidders as identified.

Ayes: 4 – Board Members De Leon, Garcia, Hansen, President Gomez
Absent: 1 – Vice President Cuarenta

President Gomez asked how long is the contract for? Mr. Ruben Frutos, Assistant Superintendent-Business Services responded that this is an annual contract. We go as far as the supplies will last us, because this is for a specific department and it's part of their inventory; and for whatever reason, the meal count goes up, which we would like, we'll come to you sooner if our meal count goes down and the utilization is reduced, It'll last longer.

The Active Network (Blue
Bear Cloud) Annual
Maintenance & Software
4.325

Board Member Hansen moved, Board Member Garcia seconded, and the motion carried 4-0 approve The Active Network agreement effective July 1, 2019 through June 30, 2020 for all high school ASBs and other campuses as appropriate within Paramount Unified School District.

Ayes: 4 – Board Members De Leon, Garcia, Hansen, President Gomez
Absent: 1 – Vice President Cuarenta

Board Member Hansen commented that last year's audit, first time ASB didn't have conditions put on it of some kind. It was because of this and because of the training that was provided to staff. Thank you.

Agreement –
Transportation Services
Study (Taxi services)

Board Member Garcia moved, Board President Gomez seconded, and the motion failed 4-0 to authorize staff to conduct study of transportation services and authorize the Superintendent or designee to execute all necessary

Nayes: 4 – Board Members De Leon, Garcia, Hansen, President Gomez
Absent: 1 – Vice President Cuarenta

Board President Gomez asked how long is the research and when is the due date on the research. Mr. Frutos responded that he believed they can do this research in as little as a few weeks. We don't have a date because once we give them scope, we are going to talk about a few items. For example, they would need to be guided as to how many samples of parents and clients we would want and how many companies they would contact. There's a little bit of flexibility, but normally these type of studies are done and presented back as a report. Like others we have do. Within a couple of weeks. Superintendent Perez added that once we have those meetings with them, and asked Mr. Frutos to establish a timeline for this study to send to the Board in a Wednesday report.

President Gomez commented that she is assuming we received three bids for the research. Mr. Frutos responded that two bids were received.

President Gomez asked what made this one stand out versus the other one. Mr. Frutos responded that we got two companies out of three or four that we contacted that are all have experience in transportation planning, transportation program review. Basically looking at not just the logistics of routing but all the aspects of a transportation program. This company appear have more in depth analysis; just what appeared to be better research methods to provide us an analysis of our current program, comparative analysis to other programs and a surveying of our current and future needs as we had discussed before.

Board Member Hansen asked if this is just taxi service they're going to review, correct. Mr. Frutos responded that bus and taxi for the entire, the transportation program. Ms. Cindy DiPoala Director Operations commented that the program is an evaluation of the taxi versus big bus for Special Ed.

Board Member Hansen asked that for PAT, Pre-K, and Special Ed. That's what we're reviewing. For \$32,000 and adult transition for \$32,000 because we've gotten complaints from two parents. Thank you.

Board Member Garcia commented that it is a lot of money. Ms. Di Paola added that as to the question about why did the vendor stand out; we may remember long ago, prior to 2011, we had a transportation services company that did our routing and this company is that company. And so they have familiarity with our district. We actually received a discounted price as a result of that because the footwork and knowing our ins and outs, our expectations, ended up having them peak and prevailing as a provider and recommended.

President Gomez shared that she has one concern. She means we do need the research, because it was done in 2012. However, it states on the last sentence here on the page 200, R&D may provide additional consulting services after report is presented to the district for hourly rate noted at \$150 extra per hour. Now what would that consist of/ Why would we bring them back. Mr. Frutos responded that when you have a transportation consultant, the Board might look at a report and let's say that there is something additional that needs to be done. Just to throw an example that we manage the routes, through a geographic system, which some transportation authorities do, that's not included. You have to add. So it's like any other consultant. If more is asked, they typically give you a cost per hour for any additional services.

President Gomez asked if this is the best they can do for us. Since this is the discounted price. Ms. DiPaola responded that we actually had a pretty firm discussion with them about familiarity is there something better that they can do and Ruben was going to finish up. We're able to get a price reduction from the \$32,000 down to \$29,300, recognizing that some of that basic foot work is done. So I do want to share with you that that is a little bit of I think cooperation from the vendor, recognizing their relationship with this school district. They worked with us for over 10 years.

Board Member Hansen asked if the last time they reviewed something was not 2012 that they reviewed this as she thought maybe there was a time since 2012 this has been looked at by this company. It has not. Ms. DiPaola responded no. Not actually. Not ever. We had had the program that they supported us with this, they actually did the routing of this to begin. Ms. DiPaola added that for the large buses because that takes a lot more sophistication, means the software and they were also acting as our call center. And then they also did one other piece of that was to try to look at efficiencies and then they had a shared savings agreement with the district. And so they do have a keen eye on being efficient. And so that's what somewhat led us to have the discussion about capable folks. There's a small group of them and many districts are looking at things right now. So the third company and fourth company couldn't participate cause they're over committed. It's a small growth but a good return.

Board Member Hansen asked Ms. DiPaola if there were complaints coming in from parents, they would come into her office first. Correct. Ms. DiPaola responded sometimes. Board Member Hansen asked where else would they be. Ms. DiPaola responded that it could be to Special Ed because it's a Special Ed parent. It usually escalates to me and we have a discussion and it's very, very small.

Board Member Hansen asked that she would ask the same thing of Dr. Garcia then. Dr. Elida Garcia, Director-Special Education responded that there may be issues about pick up and drop offs time, but in terms of actual complaints we would refer them to transportation.

Board Member Hansen asked Ms. DiPaola if what she is saying is that there aren't a lot of complaints. Or are you saying there are many complaints or concerns. Ms. DiPaola responded that to be very honest with you, there are very few.

Board Member Hansen so for a parent who's concerned that a van or a car is not large enough, if they were to point that out to you, would you take care of something like that. Ms. DiPaola responded absolutely. We have the flexibility to make these changes over time. It's close to central and we're able to make changes. In under example, there might be two children that just don't sit well together and we will make the change. We have gone such an extent that let's say a parent has said that they would, ask if we can take that their child in the afternoon to grandma's house and she lives in Paramount school district. In other words, you'd probably be super flexible in this very small program. Allows us to do that.

Board Member Hansen commented that another parent made a comment that there was not door to door service any longer and asked if that was true and if it isn't door to door house, would it be handled. Dr. Garcia responded that it depends on the child. Well if they are at their home to school to wherever the service would be provided. Ms. DiPaola added that there's one other places as well. We also have corner of bus stops and taxi stops. And so she thinks

that increased independence, might lend you to having four children at one stop. There's remarkable fellowship that happens in those small groups.

Board Member Hansen asked if the IEP could say that the student could go to the corner. It would be approved by the parent. Ms. DiPaola responded that there would be somebody there immediately that would be with those students.

Board Member Hansen asked if they have an aide, how would that work. Dr. Garcia responded that if it's picked up at the bus, it depends. If it's to be this old enough in development, if they can handle that kind of responsibility, the parent does need to do a release form saying that they can leave, if that taxi, wouldn't take them to the house if there's an adult that needs to be picked up by a taxi driver, the student can just go on their own the can sign that release.

President Gomez commented that the question we had here at the last study session was like Board Member Hansen mentioned that there was a parent that say that he had home to home, but for some reason, the beginning of the school year, they didn't send them home. They sent them to the corner. And so the parent was very upset that they didn't bring him home because his IEP did say home to home. Dr. Garcia responded that is something that we would look into. And she thinks we've resolved any of that from the year and maybe could have been miscommunication.

Board Member Garcia commented that here is a student down the street from me where they pick him up at his home.

Board Member Hansen asked if we ever done a survey of parents to find out if they have concerns. Have we ever done anything like that. Just wondering. Ms. DiPaola responded that actually, we haven't done a survey but the contrary actually occurred, that parents really have come to me, have a sense of belonging to this program because it's so much different than a mini bus. We made a presentation that ASCIP loss control folks because other school districts like Downey, like Bellflower much of the South Bay does a hundred percent taxing as we do. And the reason why is because it just took so long to get there. And you guys know the details of 17 children on a bus and all of the stops hot, et cetera, et cetera. Here we have much smaller groups and when we did the presentation and ASCIP. Besides it being 15 minutes or less. The children are calm, air conditioned, seat belted and they have a relationship and rapport. The parents actually have a cell phone number of the driver so they can make a connection. So that safety comfort has really gone very far. When we did a presentation based on prior to Dr. Garcia joining Special Ed, she talked to David Daley our former director and as he shared about teachers don't have the problems. Principals don't have the discipline issues in the office. The kids actually get to get home and there's not fights. But the last thing that he said was we would have a hard time taking away this service because that's how much parents really appreciate that communication, and the communication is, they get the notification if their time's going to change, she has a connection with her taxi driver or Special Ed texted me. Of course they can't do any texting while they're driving. But there's some good safety in place that we've also learned and refined from our summer pilot that we did.

President Gomez asked if we could probably put this on hold and do a survey for with the parents because she has had five parents already call her. Especially one very angry, which she was like, Oh my God, this time, the parent stood an hour on the phone with her and she is like, okay, wonder what I did to what I did, what I do and all this is on transportation. So I would feel more comfortable before we approve this or she means take it to vote rather we're not approving anything. We're taking a vote, is to do a survey to

the parents and then bring it back to the Board and tell us what the results were.

Board Member Hansen asked President Gomez that when somebody calls her with a complaint like that, do she go to the superintendent to check, follow up on it. President Gomez responded absolutely. Absolutely.

Board Member Hansen asked President Gomez if she did that with the five parents. President Gomez responded that no, because she told them.

Board Member Hansen asked President Gomez if she did that with the five parents. President Gomez responded to let her answer.

Board Member Hansen responded go ahead. Board President Gomez Responded that she told them just like we were here at the last meeting that they need to go to the teacher, the vice principal, the principal and then Dr. Pérez.

Board Member Hansen asked if they did that. Board President Gomez responded that she is assuming they did.

Board Member Hansen commented yes. Board President Gomez responded thank you and that's why they didn't call her back. Board Member Hansen commented yes.

Mr. Frutos offered one recommendation. If the Board were to direct the Superintendent to do a survey, we would recommend that we look at these companies to frame the survey just to make sure that staff does not ask the questions that are not necessary. We would probably come back to the Superintendent like we did with the other survey with some sample questions to make sure that everything is addressed.

Board Member Hansen commented that she thinks it is a waste of time. She thinks that the District could come up with a quick survey and give it to all parents. You know what you want to know. It costs money. Superintendent Pérez commented that whatever is the Board's pleasure we will do.

President Gomez commented that we can make up the questions, that's fine but she would like a survey done. Governing Board Member De Leon added that it doesn't have to cost anything. There's Survey Monkey. Board Member Garcia commented yeah, she was just going to say that, there is Survey Monkey.

President Gomez commented that is absolutely right. So she would make the recommendation that they not vote on this tonight and do a survey monkey or what are some type survey, there's Qualtrics, there's all these other ways to do surveys, our own survey and then bring it back to the Board and let us know what the results were.

Board Member Hansen commented that her suggestion though, before we do that, we have a second, we have a motion and a second. She thinks we should vote on this.

President Gomez commented that the motion did not pass zero to four. However, she would like to make a motion that a survey be done, our own survey and then for the administration to bring it to the Board.

4.327

President Gomez motioned, Board Member De Leon seconded and the motion carried 4-0 for the District to do their own survey and bring back the results to the Board.

Ayes: 4 – Board Members De Leon, Garcia, Hansen, President Gomez
Absent: 1 – Vice President Cuarenta

2019-20 Budget
Adjustments as of August
31, 2019
4.328

Board Member Hansen moved, Board Member Garcia seconded, and the motion carried 4-0 to 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.

Ayes: 4 – Board Members De Leon, Garcia, Hansen, President Gomez
Absent: 1 – Vice President Cuarenta

Mike Crass –
Organizational Consultant
4.329

Board Member Hansen moved, Board Member Garcia seconded, and the motion carried 4-0 to authorize the agreement with Mike Crass, Consultant and authorize the Superintendent or designee to execute all necessary documents.

Ayes: 4 – Board Members De Leon, Garcia, Hansen, President Gomez
Absent: 1 – Vice President Cuarenta

INFORMATION ITEMS

Educational Services

Report on Local Indicators
in LCAP

The Board received as information on local indicators in the LCAP that will be uploaded to the California Dashboard.

Williams Settlement
Quarterly Uniform
Complaint Summary

The Board received as information the required Williams Settlement Quarterly Uniform Complaint Summary for the first quarter July 1 – September 30, 2019.

Business Services

Monthly Financial
Statements, September
2019

The Board received as information in J-200 format a Financial Statement for each fund for the month of September 2019.

Monthly Financial
Statements, September
2019 – Special Education

The Board received as information in J-200 format a Financial Statement for Special Education for the month of September 2019.

Monthly Financial
Statements, September
2019 – Self-Insurance
Fund – Health and
Welfare

The Board received as information in J-200 format a Financial Statement for the Self-Insurance Fund – Health and Welfare for the month of September 2019.

ANNOUNCEMENTS

Board President Gomez announced that the next Regular Meeting would be on Tuesday, November 12, 2019 at 6:00 p.m. in the Boardroom of the District Office.

Staff Employee
Comments Per
Government Code 54957

There were no staff employee comments.

CLOSED SESSION

The Board of Education adjourned to Closed Session at 9:07 p.m. to discuss Conference with Labor Negotiator, Conference with Legal Counsel-Anticipated Litigation (1 case), Public Employee Discipline/Dismissal/Release and Public Employee Performance/Evaluation (Superintendent).

OPEN SESSION

The Board of reconvened from Closed Session at 10:11 p.m. President Gomez reported that the Board discussed Conference with Labor Negotiator, Conference with Legal Counsel-Anticipated Litigation (1 case), Public Employee Discipline/Dismissal/Release and Public Employee Performance/Evaluation (Superintendent).

There was no action taken in Closed Session.

ADJOURNMENT

Board Member Hansen moved, Board Member Garcia seconded, and the motion carried 4-0 to adjourn the Regular Meeting of the Board of Education held on October 14, 2019 at 10:11 p.m.

Ayes: 4 – Board Members De Leon, Garcia, Hansen, President Gomez
Absent: 1 – Vice President Cuarenta

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: November 12, 2019
SUBJECT: Personnel Report 19-05

BACKGROUND INFORMATION:

Following is Personnel Report 19-05, 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 19-05 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 19-05
NOVEMBER 12, 2019
CERTIFICATED PERSONNEL**

NAME	POSITION	LOCATION	CLASS RANGE STEP	RATE	EFFECTIVE	
					FROM	TO
<u>EMPLOYMENT</u>						
*Holman, Erin	Behavior Intervention Specialist	Special Education	Sch. Q III-6	<u>ANNUAL</u> \$109,597 LCAP**	10-11-19	
*Grace, Keelan	Teacher Temporary	Buena Vista	A-1	\$55,659 General Fund	10-10-19	06-30-20
*Villalobos, Cindy	Teacher Temporary	Buena Vista	A-1	\$55,659 General Fund	10-21-19	06-30-20
*Whittenbury, Beverly	Teacher Temporary	Collins	E-13	\$97,962 LCAP	09-24-19	06-30-20
*Calton, Kelli	Teacher Temporary	Hollydale	A-1	\$55,659 General Fund	10-04-19	06-30-20
*Platt, David	Teacher Temporary	Paramount High-Senior	A-1	\$55,659 LCAP	10-07-19	06-30-20
<u>EMPLOYMENT</u>						
*Araniva, Suzette	Substitute Teacher On-call, as needed	District		<u>DAILY</u> \$150 General Fund	10-14-19	
*Barragan, Judith					10-15-19	
*Camargo, Elizabeth					09-27-19	
Flora, Katlyn					01-06-20	
*Lopez, Cristian					10-10-19	
*Razo, Michelle					10-28-19	
*Rowe, Patricia					10-16-19	
*Sahlomon, Shirfaye					10-14-19	
*Tumaque, Joan					10-21-19	
<u>Adult Education Fall Session</u>						
*Bautista, Teresita	ESL***	Adult Education		<u>Hourly per contract</u> \$49.79 \$49.79 \$49.79 \$47.42 \$49.79 \$49.79 Adult Education	09-03-19	02-21-20
*Del Rosario, Romichelle						
*Holdeman, Angie						
*Lalude-Davies, Olukemi						
*Ludwig, Lana						
*Okeke, Jacqueline						

*Ratification

**Local Control Accountability Plan

***English as a Second Language

**PERSONNEL REPORT 19-05
NOVEMBER 12, 2019
CERTIFICATED PERSONNEL**

NAME	POSITION	LOCATION	CLASS RANGE STEP	RATE	EFFECTIVE	
					FROM	TO
<u>EMPLOYMENT</u>						
<u>Adult Education Fall Session continued</u>						
*Poole, Janis	ESL	Adult Education		<u>Hourly per contract</u> \$49.79	09-03-19	02-21-20
*Ruiz, Noelia			\$49.79			
*Sanchez, Margarita			\$49.79			
*Sasaki, Colleen			\$47.42			
*Schmidt-Mowrey, James			\$49.79			
*Scott, Angela			\$49.79			
*Tovar, Manuel			\$49.79			
*Tribe, Jennifer			\$49.79			
			Adult Education			
			Adult Education			
*Bark, Samuel	High School Diploma	Adult Education		\$49.79	09-03-19	02-21-20
*Dunn, Marie			\$49.79			
*Duran, Curtis			\$49.79			
*Santos-David, Maria			\$49.79			
*Scott, Angela			\$49.79			
*Vargas, Jose			\$49.79			
		Adult Education				
		Adult Education				
*Lalude-Davies, Olukemi	ABE**	Adult Education		\$47.42	09-03-19	02-21-20
*Okeke, Jacqueline			\$49.79			
*Romero, Gabriela			\$42.97			
		Adult Education				
		Adult Education				
*Del Rosario, Romichelle	IET***	Adult Education		\$49.79	09-03-19	02-21-20
*Whitaker, Anita			\$49.79			
		Adult Education				
		Adult Education				
*Cabrera, Karen	CTE	Adult Education		\$44.92	09-16-19	02-21-20
		Adult Education				
		Adult Education				

*Ratification

**Adult Basic Education

*** Integrated Education & Training

**PERSONNEL REPORT 19-05
NOVEMBER 12, 2019
CERTIFICATED PERSONNEL**

NAME	POSITION	LOCATION	CLASS RANGE STEP	RATE	EFFECTIVE	
					FROM	TO
<u>ADDITIONAL ASSIGNMENT</u>				<u>HOURLY per contract</u>		
*Wade, Veronica	Compensatory time NTE 35 hrs.	Special Education		\$38.00 Special Education	08-21-19	12-13-19
*Thrasher, Jamica	Home Hospital	Special Education		\$38.00 Special Education	10-07-19	06-11-20
*Alfaro, Maria	Home Hospital	Student Services		\$38.00 General Fund	09-24-19	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
*Tovar, Manuel	Assist Spanish Speaking Students NTE 15 hrs.	Adult Education		\$49.79 General Fund	09-04-19	02-21-20
*Luatua, Isaac *Munoz, Aracely	Back to School Night and Parent Conferences NTE 3 hrs. each	Alondra		\$38.00 Per-Pupil	09-19-19	12-13-19
*Barton, Amie *Brainard, Richard *Enciso, Maria *Felipe, Jeremy *Garcia, Gabriel *Haro, Roxanne *James, Richard *Martin, Tina *Monroe, Shelley *Tilson, Courtney *Valdez, Veronica *Wade, Veronica	Math Intervention NTE 200 hrs. total	Alondra		\$38.00 LCAP	09-23-19	12-13-19
*Barton, Amie *Brainard, Richard *Carser, David *Colenzo, Rocco *Colenzo, Sydney *Felipe, Jeremy *Gonzales, Jason	After School Team Building and Collaboration NTE 300 hrs. total	Alondra		\$38.00 LCAP	09-23-19	12-13-19

*Ratification

**PERSONNEL REPORT 19-05
NOVEMBER 12, 2019
CERTIFICATED PERSONNEL**

NAME	POSITION	LOCATION	CLASS RANGE STEP	RATE	EFFECTIVE	
					FROM	TO
<u>ADDITIONAL ASSIGNMENT continued</u>						
*Garcia, Gabriel *Griffith-Wu, Isela *Haro, Roxanne *Hunt, Anjanett *James, Richard *Krakower, Jenna *Latorre, Claudia *Mc Cormick, Laura *Marsh, Erin *Monroe, Shelley *Muller, Monserrat *Nasouf, Mutah *Otte, John *Rice, Christopher *Uriarte, Jose *Wade, Veronica *Wolf, Christina	After School Team Building and Collaboration NTE 300 hrs. total	Alondra		<u>HOURLY per contract</u> \$38.00 LCAP	09-23-19	12-13-19
*Arambula, Matthew *Carser, David *Cooks, Jill *Granados, Veronica *Griffith-Wu, Isela *Hunt, Anjanett *Lussman, John *Marsh, Erin *Mora, Melissa *Morgan, Sara *Muller, Monserrat *Neri-Cervantes, Auria *Sjoberg, JoAnna *Uriarte, Jose *Veith, Kirsan *Wade, Veronica	Language Arts Intervention NTE 200 hrs. total	Alondra		\$38.00 LCAP	09-23-19	12-13-19
*Ingram, Jazmin *Marshall, Kendrick *Osuna, Daniel	Back to School Night NTE 2 hrs. each	Collins		\$38.00 LCAP	09-12-19	09-12-19

*Ratification

**PERSONNEL REPORT 19-05
NOVEMBER 12, 2019
CERTIFICATED PERSONNEL**

NAME	POSITION	LOCATION	CLASS RANGE STEP	RATE	EFFECTIVE	
					FROM	TO
<u>ADDITIONAL ASSIGNMENT</u> <u>continued</u> *Armenta, Margaret *Baltazar, Kristine *Espina, Tracy *Leal, Claudia *Meyer, Stephanie *Ono, Kailyn *Poole, Yvonne *Silva, Sofia *Varela, Fanny	ELA** and Math Intervention / Tutoring NTE 20 hrs. each	Gaines		<u>HOURLY per contract</u> \$38.00 LCAP	09-23-19	12-13-19
*Siordia, Stephanie	Classroom Coverage NTE 50 hrs.	Gaines ECE***		\$33.16 State Preschool	09-23-19	12-13-19
*Arias, Olivia *Chacon, Susana *Figueroa, Anna *Garnett, Clauhdet *Landry, Charlene *Madrigal, Imelda *Siordia, Margarita *Valle, Monica	Additional Hours for late pickups and meetings with parents NTE 150 hrs. total	Gaines ECE		\$27.46 \$30.56 \$38.18 \$35.90 \$33.87 \$30.12 \$33.16 \$30.12 Sate Preschool	09-30-19	12-13-19
*Arias, Olivia	Classroom Coverage NTE 50 hrs.	Gaines ECE		\$27.46 State Preschool	10-01-19	12-13-19

*Ratification
 **English Language Arts
 ***Early Childhood Education

**PERSONNEL REPORT 19-05
NOVEMBER 12, 2019
CERTIFICATED PERSONNEL**

NAME	POSITION	LOCATION	CLASS RANGE STEP	RATE	EFFECTIVE	
					FROM	TO
<u>ADDITIONAL ASSIGNMENT continued</u> *Archuleta, Justine *Choung, Becky *Kochanowski, Malgorzata *Murphy, Kelly *Parkin, Maria *Ruiz, Virginia *Rupp-Law, Anne *Soshnik, Sheri *Um, Angela	Intervention NTE 2 hrs. each	Jefferson		<u>HOURLY per contract</u> \$38.00 LCAP	09-16-19	09-20-19
*Cianci, Anna *Guggiana, John *Klimpfinger, Elizabeth *Lopez, Luis *Salido, Jennifer	Extended Day NTE 60 hrs. each	Paramount High-Senior		\$38.00 LCAP	09-30-19	12-12-19
*Schoonover, Kristen	Extended Day Special Studies NTE 60 hrs.	Paramount High-Senior		\$38.00 Special Education	09-30-19	12-12-19
*Galvan, Laura	Health Careers "On the Job Training" NTE 100 hrs.	Paramount High-Senior		\$49.79 LCAP	10-07-19	06-12-20
*Abarca, Daniel *Acosta, Alexander *Alcala-Jacobo, Patricia *Aldave, Elizabeth *Allen, Clarinda *Amezcua, Maria *Anctil, Gwendolyn *Anctil, Paul *Aparicio, Michelle *Ashenden, Alicia *Barboza, Christine *Barboza, Ysamar *Barcena, Fabiola *Bates, Ariana	Saturday School NTE 4 hrs. per Saturday each	Paramount High-Senior		\$38.00 LCAP / Title I	09-21-19	06-06-20

*Ratification

**PERSONNEL REPORT 19-05
NOVEMBER 12, 2019
CERTIFICATED PERSONNEL**

NAME	POSITION	LOCATION	CLASS RANGE STEP	RATE	EFFECTIVE	
					FROM	TO
<u>ADDITIONAL ASSIGNMENT continued</u> *Beach, Melissa *Beahn, Jeffrey *Bellomo, Matthew *Bergamini-Guerrero, Roberto *Bignami, Frank *Brayboy, Dannie *Brown, Scott *Burrows, Daniel *Caldera, Ricardo *Carmona, Angel *Cavaness, Dylana *Choi, Mina *Chung, Minyong *Cianci, Anna *Cobarrubia, Mark *Cole, Thomas *Contreras, Sergio *Cordoba, Vanessa *Cuevas, Betsy *Cuneo, Lynne *Curtius, Diana *De La Cruz, Maria *Dominguez, Rachel *Eagen, Elizabeth *Esnayra, Brittany *Felix, Josefina *Fernandez, Gloria *Fierro, Annette *Fierro-Garcia, Krystal *Figueroa, Sindy *Frantz, Sunthary *Franz, Christina *Funkhouser, Stephan *Garcia, Luis *Garcia, Moises *Gonzalez, Patricia *GoodLink, James	Saturday School NTE 4 hrs. per Saturday each	Paramount High-Senior		<u>HOURLY per contract</u> \$38.00 LCAP / Title I	09-21-19	06-06-20

*Ratification

**PERSONNEL REPORT 19-05
NOVEMBER 12, 2019
CERTIFICATED PERSONNEL**

NAME	POSITION	LOCATION	CLASS RANGE STEP	RATE	EFFECTIVE	
					FROM	TO
<u>ADDITIONAL ASSIGNMENT continued</u> *Granillo, Sean *Guerrero, Andrea *Guevara, Maribel *Guggiana, John *Guild, John *Gutierrez, George *Gwardys, Brandon *Harter, Tammy *Hasheminejad, Daniel *Haynes, Jeremiah *Hernandez, Meghan *Herrera, Ricardo *Ho, Michael *Hoang, Thao *Hornback, Jon *Howard, Matthew *Hritz, Karin *Humes, Ryan *Hyun, Alexander *Ing, Scott *Jackson, Joita *Jacob, Ernesto *Jeffcoat, Douglas *Juarez, Maria *Kang, Howard *Kang, Jennifer *Kinsey, Benjamin *Klimpfinger, Elizabeth *Lam, Dung *Lee, Jun *Letteer, Rochelle *Lindshield, Erik *Liwanag-Polk, Rosheka *Lopez, Betsaida *Lopez, Joe *Lopez, Luis *Lopez, Nancy *Lopez, Rocio	Saturday School NTE 4 hrs. per Saturday each	Paramount High-Senior		<u>HOURLY per contract</u> \$38.00 LCAP / Title I	09-21-19	06-06-20

*Ratification

**PERSONNEL REPORT 19-05
NOVEMBER 12, 2019
CERTIFICATED PERSONNEL**

NAME	POSITION	LOCATION	CLASS RANGE STEP	RATE	EFFECTIVE	
					FROM	TO
<u>ADDITIONAL ASSIGNMENT</u> <u>continued</u> *Louie, Keith *Lucchesi, Ashley *Lucero, Lindsey *Luna, Tracy *Magera, Colleen *Mai, Melina *Marchesini, Melissa *Martinez, Anna *McCarthy, Michael *McCullough, Jerome *McDonald, Kelsey *McGarry, Mark *Mendez, Nicholas *Merickel, Stephen *Merickel, Taylor *Morales, Benjamin *Morelli, Anthony *Mueller, Kristine *Na, Sun Hui *Nastase, Brian *Navarrete, Randi *Navarro, Juan *Olson, Natalie *Orozco Franco, Manuel *Paliani, Sarah *Park, Charles *Perez-Corona, Sonia *Phan, Kristy *Polhemus, Douglas *Pope, Jason *Price, Samuel *Ramirez, Elisa *Rankin, Carrie *Reed, Kevin *Reed, Monique *Rios, Santiago	Saturday School NTE 4 hrs. per Saturday each	Paramount High-Senior		<u>HOURLY</u> <u>per contract</u> \$38.00 LCAP / Title I	09-21-19	06-06-20
<hr/> *Ratification						

**PERSONNEL REPORT 19-05
NOVEMBER 12, 2019
CERTIFICATED PERSONNEL**

NAME	POSITION	LOCATION	CLASS RANGE STEP	RATE	EFFECTIVE	
					FROM	TO
<u>ADDITIONAL ASSIGNMENT continued</u> *Roberts, Amber *Rocha, Desiree *Rodriguez, Brian *Rodriguez, Yvette *Salido, Jennifer *Schoonover, Kristen *Schultz, Michael *Sellars, Katherine *Sevilla, Maria *Sewell, Jason *Stewart, Camille *Stinton, William *Stoddard, Han *Tague, Mark *Talamantes, Lourdes *Tanimoto Matsuura, Aileen *Taracena, Lauren *Teeples, John *Tellez, Raymundo *Thompson, Charity *Tilney, Julie *Tran, Annemarie *Vargas, Jimena *Vasquez, Anna *Villanueva, Alejandro *Villasenor, Rafael *Walker, Jessica *Wojciechowski, Carolyn *Wolf, Christopher *Wuchner, Charles *Xiong, Vicki *Yap, Kristell *Yepes Garcia, Maria *Yonaki, Andrew	Saturday School NTE 4 hrs. per Saturday each	Paramount High-Senior		<u>HOURLY per contract</u> \$38.00 LCAP / Title I	09-21-19	06-06-20

*Ratification

**PERSONNEL REPORT 19-05
NOVEMBER 12, 2019
CERTIFICATED PERSONNEL**

NAME	POSITION	LOCATION	CLASS RANGE STEP	RATE	EFFECTIVE	
					FROM	TO
<u>ADDITIONAL ASSIGNMENT</u> <u>continued</u>				<u>HOURLY</u> <u>per contract</u>		
*Zelaya, Erick *Zwart, Michael	Saturday School NTE 4 hrs. per Saturday each	Paramount High-Senior		\$38.00 LCAP / Title I	09-21-19	06-06-20
*Lara, Luis	Back to School Night NTE 2 hrs.	Paramount Park		\$38.00 LCAP	09-19-19	09-19-19
<u>PER DIEM</u>				<u>PER DIEM</u>		
*Cruz, Rita	Curriculum Specialist NTE 3 days	Human Resources		\$555.02 LCAP	07-29-19	07-31-19
<u>STIPEND</u>				<u>STIPEND</u> <u>per contract</u>		
*Kirkpatrick, Ryan *Macias, Marissa *Patel, Binal	Football Coach Volleyball Coach Football Coach	Jackson		\$177.16 LCAP	09-02-19	10-31-19
*Dominguez, Rachel	Boys Water Polo	Paramount High-Senior		\$3,251	08-12-19	11-09-19
*Guggiana, John	Girls Tennis			\$2,332		
*Ho, Michael	Cross Country			\$2,332		
*Howard, Matthew	Football			\$3,801		
*Morelli, Anthony	Football			\$2,332		
*Nastase, Brian	Football			\$2,332		
*Orozco Franco, Manuel	Cross Country			\$3,251		
*Park, Charles	Girls Volleyball			\$2,332 State Lottery		
*Lozano, Christopher	Sports Advisor	Paramount Park		\$712.76 LCAP	08-26-19	06-05-20
*Prepuk, Ronica *Torres, Natalie	Cheerleading Cheerleading					
*Fernandez, Pamela	Girls Volleyball	Paramount Park		\$177.16 LCAP	08-26-19	10-31-19
*Fernandez, Robert	Football					

*Ratification

**PERSONNEL REPORT 19-05
NOVEMBER 12, 2019
CERTIFICATED PERSONNEL**

NAME	POSITION	LOCATION	DESCRIPTION	EFFECTIVE	
				FROM	TO
<u>TERMINATION</u> Baltazar, Joanne	Teacher	Roosevelt	Deceased	09-27-19	
<u>LEAVE OF ABSENCE WITH PAY</u> Mora, Melissa	Teacher	Alondra	Parental Leave	10-21-19	12-13-19
Diaz, Ligia-Elena	Teacher	Collins	Parental Leave	09-09-19	12-09-19
Espericueta, Angela	Teacher	Paramount High-West	Parental Leave	09-23-19	01-10-20
Rodriguez Gratelli, Claudia	Teacher	Zamboni	Parental Leave	09-03-19	11-04-19
<u>LEAVE OF ABSENCE WITHOUT PAY</u> Rodriguez, Angelica	Teacher	Gaines ECE	Family and Medical Leave Act	09-16-19	12-13-19

**PERSONNEL REPORT 19-05
NOVEMBER 12, 2019
CLASSIFIED PERSONNEL**

NAME	POSITION	LOCATION	CLASS RANGE STEP	RATE	EFFECTIVE	
					FROM	TO
<u>EMPLOYMENT</u>				<u>Monthly</u>		
*Langer, Amanda	Office Assistant 8 hrs. per day/12 mo.	Business	116-III	\$3,453 General Fund/ LCAP**	10-14-19	
*Cerda, Yvette	Senior Office Assistant 8 hrs. per day/12 mo.	Operations	118-III	\$3,626 General Fund	10-14-19	
*Garcia, Anthony	Custodian 8 hrs. per day/12 mo.	Operations	117-I	\$3,205 General Fund	10-07-19	
*Brooks, Jesse	Instructional Assistant – SE/SH 3 hrs. per day/10 mo.	Special Education	115-I	37.5% of \$3,050 Special Education	10-01-19	
*Castillo, Maritza	Instructional Assistant – SE/SH 3 hrs. per day/10 mo.	Special Education	115-II	37.5% of \$3,205 Special Education	10-16-19	
*Mendoza, Liz	Instructional Assistant – SE/SH 3 hrs. per day/10 mo.	Special Education	115-I	37.5% of \$3,050 Special Education	10-16-19	
*Valencia, Paloma	Instructional Assistant – SE/SH 3 hrs. per day/10 mo.	Alondra	115-III	37.5% of \$3,367 Special Education	10-16-19	
*Guardian, Crystal	School Office Assistant 3 hrs. per day/10 mo.	Buena Vista	116-I	37.5% of \$3,126 General Fund	10-14-19	
*Landeros, Melissa	Noon Duty Aide Elementary 3.5 hrs. per day/ 10 mo.	Collins	100-I	43.75% of \$2,112 General Fund	09-11-19	

* Ratification

** Local Accountability Plan

**PERSONNEL REPORT 19-05
NOVEMBER 12, 2019
CLASSIFIED PERSONNEL**

NAME	POSITION	LOCATION	CLASS RANGE STEP	RATE	EFFECTIVE	
					FROM	TO
<u>EMPLOYMENT</u>						
<u>continued</u>						
*Martinez, Aurora	Noon Duty Aide Elementary 2 hrs. per day/10mo.	Collins	100-I	Monthly 25% of \$2,112 General Fund	09-13-19	
*Sanchez, Daniela	Instructional Assistant – Sp. Ed. 3 hrs. per day/10 mo.	Collins	112-III	37.5% of \$3,126 Special Education	10-07-19	
*Bedolla, Teresa	Instructional Assistant – Sp. Ed. 3 hrs. per day/10 mo.	Hollydale	112-III	37.5% of \$3,126 Special Education	10-16-19	
*Castro, Beatriz	Instructional Assistant – Sp. Ed. 3 hrs. per day/10 mo.	Hollydale	112-III	37.5% of \$3,126 Special Education	10-16-19	
*Garibay Ochoa Alejandra	Instructional Assistant – Sp. Ed. 3 hrs. per day/10 mo.	Hollydale	112-I	37.5% of \$2,831 Special Education	10-16-19	
*Mendoza Quintero, Sylvia	Instructional Assistant – Sp. Ed. 3 hrs. per day/10 mo.	Hollydale	112-III	37.5% of \$3,126 Special Education	10-16-19	
*Ruiz, Elizabeth	Instructional Assistant – Sp. Ed. 3 hrs. per day/10 mo.	Hollydale	112-III	37.5% of \$3,126 Special Education	10-16-19	
*Trinidad, Ada	Instructional Assistant – Sp. Ed. 3 hrs. per day/10 mo.	Hollydale	112-III	37.5% of \$3,126 Special Education	10-16-19	
*Ramirez, Melissa	Noon Duty Aide Elementary 3 hrs. per day/10 mo.	Jackson	100-I	37.5% of \$2,112 General Fund	09-20-19	

* Ratification

**PERSONNEL REPORT 19-05
NOVEMBER 12, 2019
CLASSIFIED PERSONNEL**

NAME	POSITION	LOCATION	CLASS RANGE STEP	RATE	EFFECTIVE	
					FROM	TO
<u>EMPLOYMENT</u>						
<u>continued</u>						
*Shryock, Catarina	Noon Duty Aide Secondary 3.5 hrs. per day/ 10 mo.	Paramount High-West	105-I	Monthly 43.75% of \$2,388 General Fund	09-24-19	
*Ibarra, Maria	Noon Duty Aide Elementary 3.25 hrs. per day/ 10 mo.	Paramount Park	100-I	40.62% of \$2,112 General Fund	09-11-19	
*Flores-Romero, Guadalupe	Noon Duty Aide Elementary 2.5 hrs. per day/ 10 mo.	Wirtz	100-I	31.25% of \$2,112 General Fund	09-05-19	
<u>Promotion</u>						
*Palomares, Janet	Research Technician 8 hrs. per day/11 mo.	Research & Evaluation	230-I	Monthly \$4,539** Title I	09-10-19	
*Romero, Sandra	Help Desk Technician 8 hrs. per day/12 mo.	Technology	128-IV	\$4,875 General Fund	09-30-19	
*Canela, Andrea	Nutrition Services Manager 8 hrs. per day/11 mo.	Keppel	117-III	\$3,537 SNS***	10-07-19	
*Enriquez, Nancy	Nutrition Services Manager 6 hrs. per day/11 mo.	Zamboni	317-III	75% of \$3,637 SNS	10-07-19	
*Garcia, Brenda	School Office Assistant 8 hrs. per day/11 mo.	Zamboni	116-III	\$3,453 General Fund	10-15-19	

* Ratification

** Includes Professional Growth

*** Student Nutrition Services

**PERSONNEL REPORT 19-05
NOVEMBER 12, 2019
CLASSIFIED PERSONNEL**

NAME	POSITION	LOCATION	CLASS RANGE STEP	RATE	EFFECTIVE	
					FROM	TO
Short Term				Hourly		
*Dorantes-Nieves, Stephany	Instructional Assistant – Sp. Ed.	Special Education	112-I	\$16.33 Special Education	10-07-19	12-13-19
*Fontenot, Jacqueline	NTE 3 hrs. per day each				10-15-19	12-13-19
*Jimenez, Jazmin					10-04-18	12-13-19
*Lugo Diaz, Cynthia					10-09-19	12-13-19
*Machado, Abigail					10-07-19	12-13-19
*Ochoa, Jose					10-02-19	12-13-19
*Varela, Brenda					10-21-19	12-13-19
*Alvarez-Hernandez, Gabriela	Instructional Assistant – SE/SH	Special Education	312-VI	\$22.38	09-01-19	12-13-19
*Galaviz, Elias	NTE 3 hrs. per day each		115-I	\$17.60 Special Education	10-21-19	12-13-19
*Hernandez, Jose					10-11-19	12-13-19
*Ochoa, Jose					10-02-19	12-13-19
*Pompa, Alejandra					10-08-19	12-13-19
*Vargas, Jessica					10-14-19	12-13-19
*Fryer, Maria	Instructional Assistant – SE/SH	Student Services	115-I	\$17.60 Student Services	10-16-19	12-13-19
	NTE 3 hrs. per day each					
*Vidauri, Maribel	Instructional Assistant – Sp. Ed.	Student Services	112-I	\$16.33 Student Services	09-03-19	12-13-19
	NTE 3 hrs. per day each					
*Stallings, Vilma	Office Assistant	Hollydale	116-III	\$19.92 General Fund	09-24-19	09-27-19
	NTE 15 hrs. total					
*Caraveo, Diane	Counseling Assistant	Los Cerritos	123-I	\$21.43 LCAP	10-07-19	12-13-19
	NTE 5.5 hrs. per day					
*Alcala, Elena	Office Assistant	Odyssey	116-I	\$18.03 General Fund	09-03-19	
	NTE 4 hrs. total					
*Lopez Garcia, Claudia	Instructional Assistant – Sp. Ed.	Odyssey	112-I	\$16.33 Special Education	10-17-19	12-13-19
	NTE 3 hrs. per day					
Substitute, on call				Hourly		
*Rodriguez, Anika	Office Assistant	District	116-I	\$18.03 General Fund	10-08-19	

* Ratification

**PERSONNEL REPORT 19-05
NOVEMBER 12, 2019
CLASSIFIED PERSONNEL**

NAME	POSITION	LOCATION	CLASS RANGE STEP	RATE	EFFECTIVE	
					FROM	TO
<u>Substitute, on call</u> <u>continued</u> *Ramirez, Melissa	Noon Duty Aide Elementary	Jackson	100-I	<u>Hourly</u> \$12.18 General Fund	08-30-19	
<u>Student Worker</u> *Cifuentes, Victoria *Espinosa, Christopher *Jimenez, Denisse *Orange, Cairra *Pena, Damion *Rosales, Bryan *Sanchez, Ashley	Student Worker	Paramount High-Senior		<u>Hourly</u> \$12.00 Workability	09-30-19	12-13-19
<u>College Tutor</u> *Carmona Paniagua, Estefana	College Tutor NTE 9 hrs. per week	Paramount High-Senior		<u>Hourly</u> \$13.50 LCAP	10-01-19	12-13-19
*Duran Fuentes, Jocelyne	College Tutor NTE 10 hrs. per week	Paramount High-West		\$13.50 LCAP	10-01-19	12-13-19
*Carmona Paniagua, Estefana	College Tutor NTE 9 hrs. per week	Paramount Park		\$13.50 LCAP	10-02-19	12-13-19
*Castillo, Michael	College Tutor NTE 14 hrs. per week	Zamboni		\$13.50 LCAP	09-16-19	01-31-20
<u>ADDITIONAL ASSIGNMENT</u> <u>Short Term</u> *Mejia, Ashira	Technology Instructional Assistant NTE 3 hrs. per day	Paramount Park		<u>Hourly</u> \$19.92 LCAP	09-01-19	12-13-19
<u>WORKING OUT OF CLASSIFICATION</u> *Barajas, Patricia	Administrative Assistant-Confidential NTE 8 hrs. per day	Human Resources	369-V	<u>Monthly</u> \$5,549 General Fund	09-27-19	12-23-19
*Ochoa, Rosa	Warehouse Worker/ Delivery Driver NTE 8 hrs. per day	Operations	125-III	\$4,310 General Fund	10-01-19	10-31-19

* Ratification

**PERSONNEL REPORT 19-05
NOVEMBER 12, 2019
CLASSIFIED PERSONNEL**

NAME	POSITION	LOCATION	CLASS RANGE STEP	RATE	EFFECTIVE	
					FROM	TO
<u>WORKING OUT OF CLASSIFICATION</u>						
<u>continued</u>						
*Pena, Antonio	Lead Custodian NTE 8hrs. per day	Operations	123-IV	Monthly \$4,310 General Fund	10-07-19	10-18-19
*Renteria Ruiz, Julio	Maintenance Worker NTE 8 hrs. per day	Operations	126-I	\$4,002 General Fund	09-03-19	09-30-19
*Renteria Ruiz, Julio	Maintenance Worker NTE 8 hrs. per day	Operations	126-I	\$4,002 General Fund	10-01-19	10-31-19
*Ruiz, Jose	Grounds Maintenance Worker/Equipment Operator NTE 8 hrs. per day	Operations	121-IV	\$4,102 General Fund	10-01-19	12-31-19
*Rulison, Richard	Lead Maintenance Electrician/HVAC NTE 8 hrs. per day	Operations	235-VI	\$6,276 General Fund	09-09-19	10-31-19
*Vega, Javier	Maintenance Worker NTE 8 hrs. per day	Operations	226-VI	\$5,040 General Fund	09-03-19	09-30-19
*Lozano, Maria	School Health/Office Technician NTE 8 hrs. per day	Tanner	116-II	Hourly \$18.95 General Fund	09-30-19	11-01-19
*Maravilla, Ana	Language Assessment Assistant NTE 3 hrs. per day	Tanner	113-I	\$16.75 General Fund	09-30-19	11-01-19
<u>TEMPORARY ATHLETIC TEAM COACH</u>						
*Hooks, Kevin	Assistant Coach Football	Paramount High-Senior		Stipend per contract \$2,332 General Fund	08-12-19	11-02-19

* Ratification

**PERSONNEL REPORT 19-05
NOVEMBER 12, 2019
CLASSIFIED PERSONNEL**

NAME	POSITION	LOCATION	DESCRIPTION	EFFECTIVE	
				FROM	TO
<u>LEAVE OF ABSENCE</u>					
Rocha, Francisco	Senior Accounting Assistant	K-5 School Support & Innovative Programs	Parental Leave	10-14-19	11-08-19
Valenzuela, Ramona	Nutrition Services Worker	Community Day School	Personal	10-04-19	11-03-19
<u>RESIGNATION</u>					
Maese, Veronica	Substitute Office Assistant	District	Early Retirement	09-13-19	
Pena, Jackeline	Instructional Assistant – Sp. Ed.	Special Education	Personal	10-24-19	
Hernandez Gonzalez, Ana	Instructional Assistant – Sp. Ed.	Alondra	Personal	10-04-19	
Ortiz, Iris	Instructional Assistant – SE/SH	Alondra	Personal	10-04-19	
Barnette, Isabel	Noon Duty Aide	Collins	Personal	06-14-19	
Perez, Isabel	Substitute Noon Duty Aide	Collins	Personal	09-27-19	
Silva, Verkys	Noon Duty Aide	Collins	Personal	10-01-19	
Razo, Michelle	Instructional Assistant – Sp. Ed.	Jefferson	Personal	10-25-19	
Rioz, Sandra	Instructional Assistant – Sp. Ed.	Jefferson	Personal	10-18-19	
Ochoa, Jose	Instructional Assistant – Sp. Ed.	Paramount Park	Personal	10-01-19	
Alvarez, Denise	Instructional Assistant – Sp. Ed.	Roosevelt	Personal	10-25-19	
Lozano-Vallejo, Lizette	Instructional Assistant – Sp. Ed.	Wirtz	Personal	10-25-19	

**PERSONNEL REPORT 19-05
NOVEMBER 12, 2019
CLASSIFIED PERSONNEL**

NAME	POSITION	LOCATION	DESCRIPTION	EFFECTIVE	
				FROM	TO
<u>RESIGNATION</u> <u>continued</u>					
Franklin, Donna	Instructional Assistant – Sp. Ed.	Zamboni	Personal	10-15-19	
Lugo Diaz, Cynthia	Instructional Assistant – Sp. Ed.	Zamboni	Personal	10-11-19	

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Ryan Smith, Assistant Superintendent-Secondary Educational Services
DATE: November 12, 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	STAR Education PC19-20113	Consultant to continue providing two workshops to Gifted and Talented Education students. 120 students grades 3-5	Jefferson School Requested by: Kelly Williams	November 16, 2019, and March 21, 2020	Not to exceed \$6,400 from LCAP site funds
2	Missoula Children's Theatre PC19-20114	Consultant to provide presentations to students on essential skills in theatre arts. 100 students grades Kindergarten-5	Jefferson School Requested by: Kelly Williams	March 30, and April 4, 2020	Not to exceed \$3,625 from Title I site funds
3	STAR Education PC19-20116	Ratify consultant to continue providing workshops to Gifted and Talented Education students. 120 students grades 3-5	Los Cerritos School Requested by: Hilda Mapp	November 2, 2019,	Not to exceed \$3,200 from LCAP site funds

CONSENT ITEM: 3.1-C

#	Consultant	Services to be Provided/ Audience	Site/ Requested by	Time Period	Cost/ Funding Source
4	Dan Krawitz - Science Education Center of California PC19-20117	Consultant to continue providing interactive assemblies that will inspire and educate young minds through engaging science-based programs and exhibits. 365 students grades Kindergarten-5	Jefferson School Requested by: Kelly Williams	December 2-3, 6 and December 9-11, 2019	Not to exceed \$2,010 paid from Title I site funds
5	Dan Krawitz - Science Education Center of California PC19-20118	Consultant to continue providing interactive assemblies that will inspire and educate young minds through engaging science-based programs and exhibits. 60 students grades 3-5	Jefferson School Requested by: Kelly Williams	January 23 and 30, 2020	Not to exceed \$670 paid from Title I site funds
6	Edgenuity, Inc. PC19-20119	In the 2014-15 school year, Edgenuity was adopted by the Board as the software platform for on-line instruction in the District. The success of the program prompted the District to expand this rigorous and engaging program to all 9-12 students enrolled in Paramount High School, Buena Vista High School Independent Study Program and Paramount Adult School Diploma Lab. The purchase of 130 additional licenses would allow Odyssey STEM Academy students access to courses required for graduation. The multi-year license agreement will begin October 1, 2019 and sunset September 30, 2022.	Student Services Requested by: Manuel San Miguel	November 13, 2019 through September 30, 2022	Not to exceed \$239,200 from LCAP funds

#	Consultant	Services to be Provided/ Audience	Site/ Requested by	Time Period	Cost/ Funding Source
7	Endtest Pro Psychology by Mandy Stern PC19-20120	The parent of a student (2017002028) filed for a Due Process Hearing on August 19, 2019 with the Office of Administrative Hearing. Through mediation, the District agreed to an Independent Educational Evaluation in the area of psychoeducation and functional behavior provided by Dr. Mandy Stern an Independent Education Evaluation assessor.	Special Education Requested by: Elida Garcia	November 13, 2019 through June 30, 2020	Not to exceed \$5,500 from Special Education funds
8	Professional Tutors of America PC19-20121	The parent of a student (2014001119) filed for a Due Process Hearing on June 19, 2019 with the Office of Administrative Hearing. Through mediation, the District agreed to 50 hours of compensatory education from <i>Professional Tutors of America</i> , a non-public agency that provides supplemental academic support.	Special Education Requested by: Elida Garcia	November 13, 2019 through June 30, 2020	Not to exceed \$4,000 from Special Education funds
9	Staff Rehab PC19-20122	Consultant to provide applied behavior services, direct supervision and consultation to new and continuing students. 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	November 13, 2019 through June 30, 2020	Not to exceed \$35,000 from Special Education funds

#	Consultant	Services to be Provided/ Audience	Site/ Requested by	Time Period	Cost/ Funding Source
10	Autism Spectrum Therapies PC19-20123	On May 13, 2019, a contract request for Autism Spectrum Therapies was approved to provide applied behavior analysis services, direct supervision and consultation to new and continuing students. An addendum to the contract is requested for an additional \$140,000 due to an increase in student needs per settlement agreements and IEP team recommendations.	Special Education Requested by: Elida Garcia	November 13, 2019 through June 30, 2020	Not to exceed \$140,000 from Special Education funds
11	Learning for Living, Inc. PC19-20124	Consultant to continue providing interactive assembly activities addressing the importance of working as a team, creating a place of respect and safe a learning environment. 900 students in grade 10-12	Paramount High School Requested by: Christiana Kraus	December 2-6, 2019	Not to exceed \$13,050 from LCAP site funds
12	West Shield Adolescent Services PC19-20125	In order to facilitate appropriate educational progress, some students require services not available through the District. These students receive services from residential treatment centers recommended by the Individual Education Plan (IEP) team and AB114 Mental Health assessment. Due to mental health risk factors, supervised transportation services is required to transport student(s) safely to the residential treatment center. Costs may include: airfare, mileage, and travel time.	Special Education Requested by: Elida Garcia	November 13, 2019 through June 30, 2020	Not to exceed \$20,000 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: Ruben Frutos, Assistant Superintendent - Business Services
DATE: November 12, 2019
SUBJECT: Purchase Order Report, 19-05

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. Ratified Orders – Adult Education	5,903.35
2. Ratified Orders – Building Fund Measure I	2,000.00
3. Authorized Orders – Building Fund Measure I	30,936.23
4. Ratified Orders – Deferred Maintenance	3,872.36
5. Ratified Orders – General Fund	64,999.11
6. Authorized Orders – General Fund	410,151.49
7. Ratified Orders – LCAP	50,965.73
8. Authorized Orders – LCAP	268,918.57
	Sub Total \$ 837,746.84
9. Ratified Orders (Under \$1,500)	60,677.37
TOTAL OF ALL ORDERS	\$ <u>898,424.21</u>

POLICY/ISSUE:

Board Policy 3300 - Expenditures and Purchases

Board Policy and Administrative Regulation 3320 - Purchasing Procedures

FISCAL IMPACT:

As indicated above.

STAFF RECOMMENDATION:

Approve Purchase Order Report 19-05 authorizing the purchase of supplies, equipment, and services for the District.

CONSENT ITEM: 4.1-C

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

November 12, 2019

PO Number	Vendor	Site	Description	Total Amount
010 - General Fund				
20-00073	MAJOR CLEANUP, INC.	Maintenance & Operations	Annual: sump pump maintenance (increase purchase order form \$2,000 to \$5,000)	\$3,000.00
20-00523	EAST BAY RESTAURANT SUPPLY	Mokler Elementary School	Mokler: replace kitchen equipment (increase purchase order from \$27,435 to \$38,435)	\$10,999.96 *
20-00752	DESIGN STUDIO GRAPHICS, LLC	Business Services	Quarterly District newsletter and social media support	\$26,060.00 *
20-00864	APPLE, INC.	Special Education	iPads (10)	\$4,423.80
20-00871	RICOH AMERICAS CORPORATION	Maintenance & Operations	Annual: copier repair	\$2,000.00
20-00873	U. S. BANK	Maintenance & Operations	Earthquake Management: water preservers (180)	\$1,992.89
20-00874	KIS COMPUTER CENTER	Paramount High School	CTE: tablet, desktop vinyl cutter & accessories	\$4,176.33
20-00875	BEYNON SPORTS	Jackson Middle School	All weather track repair	\$2,982.00
20-00889	HUDL	Paramount High School	Subscription software renewal football film review	\$1,799.00
20-00894	U. S. BANK	Business Services	Costco: Jackson ice maker	\$1,751.99
20-00907	U. S. BANK	Maintenance & Operations	Amazon: window film (24)	\$4,027.15
20-00912	ANIXTER INC.	Jackson Middle School	P.E. locks (300)	\$1,682.36
20-00917	VISION COMMUNICATIONS	Los Cerritos Elementary School	Two way radios (4) & accessories	\$3,522.10
20-00929	APPERSON PRINT MANAGEMENT SERVICES	Maintenance & Operations	Warehouse stock	\$2,758.31
20-00940	AUDIOVISION INC.	Maintenance & Operations	Annual: repair of low voltage systems	\$8,000.00 *
20-00947	U. S. BANK	Paramount High School	Costco: food supplies	\$2,008.00
20-00960	MCGRAW-HILL/CONTEMPORARY	Lincoln Elementary School	Language Arts instructional materials (Board adopted: 4/27/16)	\$1,622.25
20-00968	SPICERS PAPER INC.	Print Shop	Paper	\$4,739.03
20-00969	TALK TECHNOLOGIES	Jefferson Elementary School	Translation system	\$4,448.44
20-00974	TALK TECHNOLOGIES	Gaines Elementary School	Translation system	\$4,448.44
20-00982	STAPLES BUSINESS ADVANTAGE	Roosevelt Elementary School	Annual: online ordering	\$2,000.00
20-00983	PIONEER CHEMICAL COMPANY	Maintenance & Operations	Warehouse stock	\$16,379.01 *
20-00984	RIVERSIDE INSIGHTS	Special Education	Psychological assessments	\$2,691.38
20-01010	KIS COMPUTER CENTER	Secondary Ed/CTE	Surface notebook	\$3,070.38
20-01019	SOUTH BAY HEATING & AIR CONDITIONING INC	Maintenance & Operations	Replace HVAC systems (25) various locations (BID #4-18-19)	\$256,400.00 *
20-01021	U. S. BANK	Paramount High School	Costco: CTE TV's (2) & accessories	\$2,795.26
20-01030	STOTZ EQUIPMENT	Maintenance & Operations	Replace utility cart with hydraulic dump	\$11,481.08 *
20-01089	FC & SONS ROOFING INC.	Maintenance & Operations	Collins/District Office: roof & gutter repair (Bid #4-15-16)	\$83,891.44 *

* 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

November 12, 2019

PO Number	Vendor	Site	Description	Total Amount
010 - General Fund - LCAP				
20-00855	TEXTBOOK WAREHOUSE	Paramount High School	Language arts novels (1050) (Board adopted: 4/9/14)	\$4,989.92
20-00862	LEARNING A-Z	Wirtz Elementary School	Software licenses (18)	\$3,167.10
20-00883	BELLFLOWER MUSIC CENTER	Paramount High School West	Annual: instrument repairs	\$3,800.00
20-00888	ULINE	Secondary Ed	Office furniture	\$2,278.94
20-00891	U. S. BANK	Odyssey STEM Academy	Home Depot annual: green house supplies	\$6,000.00 *
20-00922	BELLFLOWER MUSIC CENTER	Jackson Middle School	Annual: music supplies	\$4,500.00
20-00930	MOBY MAX	Hollydale K-8 School	Computer learning program software licenses -1000 students	\$5,469.53 *
20-00935	U. S. BANK	Paramount High School West	Amazon: office supplies	\$1,600.61
20-00942	JOURNEYED.COM, INC	Secondary Ed	Adobe K-12 software licenses (2500)	\$12,325.00 *
20-00948	TEXTBOOK WAREHOUSE	Paramount High School	Language arts novels (1050) (Board adopted: 4/9/14)	\$13,762.51 *
20-00951	RENAISSANCE LEARNING, INC.	Wirtz Elementary School	Accelerated Reader & Star Reader subscription renewal (1000)	\$6,675.00 *
20-00952	JW PEPPER	Paramount Park Middle School	Annual: music supplies	\$2,000.00
20-00959	THE SPARK PROGRAMS	Ed Services - K-8	Instructional materials	\$2,184.53
20-00962	ECOLAB	Secondary Ed/CTE	Annual: cleaning supplies	\$2,000.00
20-00965	MIND RESEARCH INSTITUTE	Ed Services - K-8	Supplemental online math program (6-8)	\$22,768.97 *
20-00967	CYBERTEK	Technology	Annual software renewal & warranty (CMAS 3-16-70-2387K)	\$155,100.46 *
20-00977	STEM CENTER USA	Alondra Middle School	Instructional materials	\$3,921.92
20-00979	EdClub Inc.	K-5 Schools & Innovative Programs	K-5 Typing club student licenses (10,562)	\$15,209.28 *
20-00981	STEM CENTER USA	Jackson Middle School	Instructional materials	\$4,821.29
20-00986	GOPHER SPORTS EQUIPMENT	Lincoln Elementary School	P.E. supplies	\$1,861.87
20-00987	GOPHER SPORTS EQUIPMENT	Gaines Elementary School	P.E. supplies	\$1,990.47
20-01001	PROJECT LEAD THE WAY	Jackson Middle School	Instructional materials	\$1,756.38
20-01002	STEM CENTER USA	Jackson Middle School	Instructional materials	\$3,537.10
20-01003	BIRDBRAIN TECHNOLOGIES	Paramount Park Middle School	Instructional materials	\$2,462.76
20-01026	FOLLETT LIBRARY BOOK COMPANY	Odyssey STEM Academy	Library books (267)	\$6,066.64 *
20-01027	KIS COMPUTER CENTER	Paramount High School West	Printing supplies	\$7,265.33 *
20-01028	MY SBAC COACH GET AHEAD WRITTING, LLC	Tanner Elementary School	Online subscription - English Language Arts & Math	\$8,995.00 *
20-01029	KIS COMPUTER CENTER	Hollydale K-8 School	Probooks (10) (Bid # 8-17-18)	\$9,280.85 *
20-01054	562 GRAPHICS	Secondary Ed/CTE	Mesa shirts (417)	\$5,029.11 *

* 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

November 12, 2019

PO Number	Vendor	Site	Description	Total Amount
110 - Adult Education Fund				
20-00895	DIGICAL	Adult Education	Website hosting & maintenance	\$2,400.00
20-00898	ELSEVIER	Adult Education	Medical Assistant textbooks (30)	\$3,503.35
140 - Deferred Maintenance Fund				
20-00911	R TURNER ASSOCIATES LLC	Maintenance & Operations	Waterless cartridges & supplies	\$3,872.36
211 - Building Fund - Measure I				
20-00924	ALLWOOD	Odyssey STEM Academy	Furnish base cabinets & tops for rooms 21 & 23	\$6,838.00 *
20-00936	TREN CAPITAL	Odyssey STEM Academy	Annual: architectural acoustical design services for all sites	\$2,000.00
20-00954	DEPARTMENT OF GENERAL SERVICES	Odyssey STEM Academy	Structural plan, access compliance, fire & life safety fees	\$15,898.10 *
20-00961	ARETE DIGITAL IMAGING	Lincoln Elementary School	Wall graphics (4)	\$8,200.13 *

* 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

November 12, 2019

PURCHASE ORDER SUMMARY BY FUND

168 Purchase orders for a total of **\$898,424.21**

010 - General Fund	To Be Authorized	\$410,151.49
	To Be Ratified Over \$1,500	\$64,999.11
	To Be Ratified Under \$1,500	\$29,932.83
	Fund Total	\$505,083.43
010 - General Fund - LCAP	To Be Authorized	\$268,918.57
	To Be Ratified Over \$1,500	\$50,965.73
	To Be Ratified Under \$1,500	\$25,219.56
	Fund Total	\$345,103.86
110 - Adult Education Fund	To Be Ratified Over \$1,500	\$5,903.35
	To Be Ratified Under \$1,500	\$2,420.84
	Fund Total	\$8,324.19
120 - Child Development Fund	To Be Ratified Under \$1,500	\$27.79
	Fund Total	\$27.79
130 - Cafeteria Fund	To Be Ratified Under \$1,500	\$513.00
	Fund Total	\$513.00
140 - Deferred Maintenance Fund	To Be Ratified Over \$1,500	\$3,872.36
	Fund Total	\$3,872.36
211 - Building Fund - Measure I	To Be Authorized	\$30,936.23
	To Be Ratified Over \$1,500	\$2,000.00
	To Be Ratified Under \$1,500	\$1,575.85
	Fund Total	\$34,512.08
671 - Worker's Comp - Self Ins Fund	To Be Ratified Under \$1,500	\$987.50
	Fund Total	\$987.50

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Ruben Frutos, Assistant Superintendent – Business Services
DATE: November 12, 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 \$370.00 from Pictures With Class. Mokler Elementary School used this donation to purchase additional class supplies and student incentives.

For the current 2019-20 fiscal year through September 30, 2019 the District has received an estimated total, which includes the above amounts, of \$7,387.55 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: 4.2-C

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Ruben Frutos, Assistant Superintendent - Business Services
DATE: November 12, 2019
SUBJECT: Warrants for the Month of October 2019

BACKGROUND INFORMATION

The following warrants were issued during the month of October:

FUNDS	REGISTER NO.		AMOUNT
<u>GENERAL FUND (01)</u>			
Certificated Salaries	C1C/289	\$	7,900,914.49
Classified Salaries	270/297	\$	3,480,836.51
Commercial Warrants	20021293/20032762	\$	4,805,767.99
TOTAL GENERAL FUND		\$	<u>16,187,518.99</u>
<u>ADULT EDUCATION FUND (11)</u>			
Certificated Salaries	C1C/C3C	\$	127,370.46
Classified Salaries	E4F/H1G	\$	54,954.37
Commercial Warrants	20021293/20032762	\$	21,949.01
TOTAL ADULT EDUCATION FUND		\$	<u>204,273.84</u>
<u>CHILD DEVELOPMENT FUND (12)</u>			
Certificated Salaries	C1C/C5C	\$	41,574.89
Classified Salaries	E4F/H1G	\$	63,097.48
Commercial Warrants	20021293/20032762	\$	1,174.79
TOTAL CHILD DEVELOPMENT FUND		\$	<u>105,847.16</u>
<u>CAFETERIA FUND (13)</u>			
Classified Salaries	E4F/297	\$	291,065.94
Commercial Warrants	20021293/20032762	\$	290,542.15
TOTAL CAFETERIA FUND		\$	<u>581,608.09</u>
<u>DEFERRED MAINTENANCE FUND (14)</u>			
Classified	E4F	\$	10,806.70
Commercial Warrants	20021293/20032762	\$	491,964.78
TOTAL DEFERRED MAINTENANCE FUND		\$	<u>502,771.48</u>

CONSENT ITEM: 4.3-C

BUILDING FUND (21.0)

Commercial Warrants	20021293/20032762	\$	0.00
TOTAL BUILDING (BOND) FUND		\$	<u>0.00</u>

BUILDING MEASURE I FUND (21.1)

Commercial Warrants	20021293/20032762	\$	387,834.27
TOTAL BUILDING (BOND) FUND		\$	<u>387,834.27</u>

CAPITAL FACILITIES FUND (25)

Certificated Salaries	C1C	\$	6,714.54
Classified Salaries	E4F	\$	5,576.00
Commercial Warrants	20021293/20032762	\$	7,290.00
TOTAL CAPITAL FACILITIES FUND		\$	<u>19,580.54</u>

COUNTY SCHOOL FACILITIES FUND (35)

Commercial Warrants	20021293/20032762	\$	13,840.00
TOTAL COUNTY FACILITIES FUND		\$	<u>13,840.00</u>

SELF-INSURANCE FUND - H & W (67.0)

Commercial Warrants	20021293/20032762	\$	38,408.25
TOTAL SELF-INSURANCE FUND - H & W		\$	<u>38,408.25</u>

SELF-INSURANCE FUND - Workers' Comp (67.1)

Commercial Warrants	20021293/20032762	\$	19,637.09
TOTAL SELF-INSURANCE FUND - Workers' Comp		\$	<u>19,637.09</u>

SELF-INSURANCE FUND - Early Retirees (67.2)

Commercial Warrants	20021293/20032762	\$	4,915.82
TOTAL SELF-INSURANCE FUND - Early Retirees		\$	<u>4,915.82</u>

REVOLVING CASH FUND

Commercial Warrants	10643/10658	\$	7,738.84
TOTAL REVOLVING CASH FUND		\$	<u>7,738.84</u>

TOTAL WARRANTS ALL FUNDS \$ 18,073,974.37

POLICY/ISSUE:

Education Code, Section 42643 - Keeping a Register of Warrants Open to Public
Board Policy 3326.1 - Inspection Required
Warrants

FISCAL IMPACT:

As shown above

STAFF RECOMMENDATION:

Approve warrants for all funds through October with a total of \$ 18,073,974.37

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: November 12, 2019
SUBJECT: Employment Agreement Amendment between Paramount Unified School District and Dr. Ruth Pérez

BACKGROUND INFORMATION:

Upon the completion of the Superintendent's evaluation, the Board of Education will extend Superintendent Dr. Pérez's employment agreement by an additional year, making for a new expiration date of June 30, 2022.

POLICY/ISSUE:

Board Policy 4300 – Management Positions/Management Team
Board Bylaw 9000 – Role of the Board and Members (Powers, Purposes, Duties)

FISCAL IMPACT:

None

STAFF RECOMMENDATION:

Approve the amendment to extend the employment agreement between Paramount Unified School District and Superintendent Dr. Ruth Pérez to reflect a new expiration date of June 30, 2022.

PREPARED BY:

Ruth Pérez, Superintendent

STRATEGIC PLAN FOCUS AREAS AND GOALS:

Focus Area 1: College and Career Ready Graduates

- Goal 1: All students will graduate on time

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

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

Focus Area 4: Parent and Community Partnerships

- Goal 2: Expand community outreach efforts and increase opportunities for involvement

ACTION ITEM: 1.1-A

**AMENDMENT TO EMPLOYMENT AGREEMENT
BETWEEN
PARAMOUNT UNIFIED SCHOOL DISTRICT
AND
DR. RUTH PEREZ, SUPERINTENDENT OF SCHOOLS**

The Paramount Unified School District and Dr. Ruth Perez agree to amend her existing employment agreement (“Agreement”) by extending the term of the Agreement by one additional year, thereby continuing its provisions to June 30, 2022. This amendment shall supersede and replace the contents of Section 1 of the Agreement.

Date: _____

Carmen Gomez
Board President
Paramount Unified School District

Date: _____

Dr. Ruth Pérez
Superintendent

Approved as to Form

James C. Romo
District Counsel

Paramount Unified School District

TO: Board of Education
FROM: Ruth Pérez, Superintendent
DATE: November 12, 2019
SUBJECT: Resolution 19-15, Education Practices for Students with Individualized Education Plans

BACKGROUND INFORMATION:

On November 29, 1975, President Gerald Ford signed into law the Education for All Handicapped Children Act (Public Law 94-142), now known as the Individuals with Disabilities Education Act (IDEA). The law guarantees access to a free appropriate public education (FAPE) in the least restrictive environment (LRE) to every child with a disability.

It is a primary goal of the Paramount Unified School District to create schools that are inclusive of all students and the diversity of needs that exist in our region. Paramount USD will continue to prioritize the full implementation of Special Education laws in order to guarantee that students with special needs enjoy a truly equal education in a safe learning environment.

POLICY/ISSUE:

Education Code 35166, Powers of Unified School District Governing Board

FISCAL IMPACT:

None

STAFF RECOMMENDATION:

Adopt Resolution 19-15, Education for Students with Individualized Education Plans.

PREPARED BY:

Ruth Pérez, Superintendent

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.

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

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.

ACTION ITEM: 1.2-A

PARAMOUNT UNIFIED SCHOOL DISTRICT

RESOLUTION 19-15 EDUCATION PRACTICES FOR STUDENTS WITH INDIVIDUALIZED EDUCATION PLANS

WHEREAS, in 1975 Congress enacted the Education for All Handicapped Children Act (P.L; 94-142) now known as The Individuals with Disabilities Act (IDEA) to: Improve access to education for children with disabilities by guaranteeing a Free Appropriate Public Education (FAPE) in the least restrictive environment (LRE); assure that the Rights of children with disabilities and their parents are protected; assist states and school systems to provide for the education of all children with disabilities; and to assess and assure the effectiveness of efforts to educate all children with disabilities; and

WHEREAS, when IDEA became law in 1975, the federal Government promised to fund 40 percent of the additional costs of educating children with disabilities; and yet the federal government has failed to adequately fund the mandated programs and services arising under IDEA; and

WHEREAS, it is a primary goal of the Paramount Unified School District to create schools that are inclusive of all students and the diversity of needs that exist in our region, and we give particular focus to the inclusion of students with disabilities, and

WHEREAS, our school district believes that, for the majority of our students, there is a need for an opportunity to have access to maximal time in general education setting.

THEREFOR BE IT RESOLVED, that the PUSD Board of Education hereby endorses the following school practices for every child:

- All students will have the opportunity to participate with same-aged typical peers to the maximum extent that they are able.
- School programs, including extracurricular activities and interventions, shall include all students regardless of the supports and services that they receive.
- School staff will make every effort to use language that describes the person first, without reference to a disability (“people first language”), when referring to students, families, and programs for individuals who have special needs.

BE IT FURTHER RESOLVED, that the PUSD will continue to prioritize the full implementation of Special Education laws in order to guarantee that students with special needs enjoy a truly equal education in a safe learning environment.

BE IT FURTHER RESOLVED, that the PUSD will direct the proper directors and staff to seek grants and additional funding for the Special Education program.

With these education practices in mind, now be it resolved, that the Paramount Unified School District celebrates all students and strives to model professionalism, respect, empathy and high expectations for every student in every setting.

Adopted by the Paramount Unified School District Governing Board of Education on this 12th day of November 2019.

VOTE: AYE: _____
 NAY: _____
 ABSENT: _____
 ABSTAIN: _____

Board President

Board Clerk

Paramount Unified School District

TO: Board of Education
FROM: Ruth Pérez, Superintendent
DATE: November 12, 2019
SUBJECT: Resolution 19-16, LGBTQ+ Support, Empowerment, and Resources

BACKGROUND INFORMATION:

Assembly Bill 493 encourages each school operated by a school district or county office of education and each charter school to use resources developed by the State Department of Education to provide training at least once every 2 years to teachers and other certificated employees at that school that serve pupils in grades 7 to 12, inclusive, and to other certificated employees at that school, on school site and community resources for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils, and strategies to increase support for LGBTQ pupils and thereby improve overall school climate, as specified.

Paramount Unified School District believes in creating supportive learning environments for LGBTQ pupils and all pupils deserve and need a safe and supportive school environments in which to learn.

POLICY/ISSUE:

Education Code 35166, Powers of Unified School District Governing Board

FISCAL IMPACT:

None

STAFF RECOMMENDATION:

Adopt Resolution 19-16 LGBTQ+ Support, Empowerment, and Resources.

PREPARED BY:

Ruth Pérez, Superintendent

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.

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

Focus Area 4: Parent and Community Partnerships

- Goal 4: Establish and maintain meaningful, regular, and open two-way communication with all stakeholders.

ACTION ITEM: 1.3-A

PARAMOUNT UNIFIED SCHOOL DISTRICT

RESOLUTION 19-16

LGBTQ+ SUPPORT, EMPOWERMENT, AND RESOURCES

WHEREAS, Gay, Lesbian, Straight Education Networks (GLSEN) survey data shows that the average grade point average for LGBTQ pupils who experience higher levels of harassment is significantly lower than for LGBTQ pupils who experience lower levels of harassment, and that over 30 percent of LGBTQ pupils report missing school because they felt unsafe, with 10 percent missing four or more full days in the month immediately preceding the survey; and

WHEREAS, according to the 2017 National School Climate Survey, 82% of LGBTQ students report hearing anti-LGBTQ remarks, 7 in 10 report being called names or threatened based on sexual orientation, more than one-third report missing at least one day of school because of feeling unsafe, and 49% report cyberbullying. This can negatively affect their academic achievement, as well as their mental and physical health; and

WHEREAS, despite an overwhelming increase in harassment, many LGBTQ students do not report their troubles to school staff because they question whether or not effective intervention will occur. This creates an environment where students do not feel safe and where teachers are not equipped with all the tools they need to help these students succeed; and

WHEREAS, schools should be instrumental in providing a safety net against the effects of discrimination and lack of acceptance for the LGBTQ community, which can result in higher dropout rates, lower economic success, higher rates of homelessness, higher rates of substance abuse and suicide; and

WHEREAS, creating supportive learning environments for LGBTQ pupils improves their performance in school. Pupils in schools with peer support clubs report lower levels of victimization, are more likely to report that school personnel intervened when they witnessed harassment, and are less likely to miss school because of safety concerns; and

WHEREAS, all pupils deserve and need safe and supportive school environments in which to learn.

NOW BE IT RESOLVED THAT, the that in full compliance with recently enacted Assembly Bill No. 493, Paramount Unified School District will offer annual training to all teachers and certificated employees, as well as resources and strategies to increase support for LGBTQ+ students and thereby improve overall school climate.

BE IT FURTHER RESOLVED, that in full compliance with recently enacted Assembly Bill No. 493 school site resources for the support of LGBTQ students will include, but are not limited to, all of the following:

- 1) Peer support or affinity clubs and organizations
- 2) Safe spaces for LGBTQ pupils

- 3) Board of Education policies on Anti-Bullying and harassment and related complaint procedures
- 4) Counseling services
- 5) School staff who have received anti-bias or other training aimed at supporting LGBTQ youth
- 6) Health and other curriculum materials that are inclusive of, and relevant to, LGBTQ youth
- 7) Community-based organizations that provide support to LGBTQ youth
- 8) Physical and mental health providers with experience in treating and supporting LGBTQ youth

NOW BE IT RESOLVED THAT, that the Paramount Unified School District sets the example to other school districts to be in the forefront in providing LGBTQ+ support and provide resources and training to teachers and staff.

Vote: AYE: _____
NAY: _____
ABSENT: _____
ABSTAIN: _____

Board President

Board Clerk

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Myrna Morales, Assistant Superintendent – Human Resources
DATE: November 12, 2019
SUBJECT: Hourly Rate Increase for Non-Classified and Classified Positions

BACKGROUND INFORMATION:

On September 12, 2016, the Board approved the new minimum wage for the state of California. Senate Bill 3 was voted in by legislation in order to phase-in, on a gradual basis, minimum wage requirements that were approved by the Governor on April 4, 2016. The Governor of California approved an increase to the minimum wage from \$12.00 per hour to \$13.00 per hour effective January 1, 2020.

The increase in the minimum wage currently impacts non-classified Student Workers and Child Care Providers. As well as classified workers on schedule L.

Non-Classified Jobs	Current Hourly Rate	Recommended Hourly Rate Effective January 1, 2020
Student Worker	\$12.00	\$13.00
Child Care Provider	\$12.50	\$13.50

New and current classified employees on range 100, 101, and 102 will be placed on the first column that is above the minimum wage.

POLICY/ISSUE:

Education code Section 45162 – Salary of Employees Not Requiring Certification Qualifications

Board Policy 4241 – Salary Guidelines

FISCAL IMPACT:

Approximately \$8,486 from the Unrestricted General Fund.

STAFF RECOMMENDATION:

Approve an increase to the hourly rate for non-classified and classified positions effective January 1, 2020.

ACTION ITEM: 2.1-A

PREPARED BY:

Beatriz Spelker-Levi, Director of Personnel

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: Myrna Morales, Assistant Superintendent-Human Resources
DATE: November 12, 2019
SUBJECT: Student Teaching Agreement with Western Governors University

BACKGROUND INFORMATION:

Periodically, the District enters into student teaching agreements with accredited universities and colleges to provide practice teaching for students enrolled in such institutions. Western Governors University has requested that the District participate in such an agreement. The agreement, if approved, would commence November 13, 2019 and terminate in three years, unless previously terminated, in writing, by either party.

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

POLICY/ISSUE:

Board Policy 4122 – Student Teachers

FISCAL IMPACT:

None

STAFF RECOMMENDATION:

Approve the agreement with Western Governors University for participation in the student teaching 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



Western Governors University

4001 South 700 East, Suite 700, SLC, UT 84107

STUDENT TEACHING LETTER OF AGREEMENT - CALIFORNIA

Tier 1: Primary Partner

This Student Teaching Letter of Agreement (Agreement) is made between Western Governors University, a Utah nonprofit corporation (WGU), and Paramount Unified School District ("District"), and is effective as of the date of signature below ("November 13, 2019").

Thank you for working with Western Governors University (WGU) for the placement of student teachers. Our goal is to establish a relationship of collaboration that benefits your district/school and WGU Teacher Candidates, and that allows us to work together for continuous improvement. We look forward to working together for the benefit of your future educators.

WGU is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU), and the WGU Teacher Education programs are further accredited by the Council for the Accreditation of Educator Preparation (CAEP). WGU represents that each Teacher Candidate assigned to the District for Student Teaching is validly enrolled in an approved WGU credentialing program and meets the District's background requirements.

A. Definitions

For the purposes of this Agreement, capitalized terms will have the following meanings:

- Teacher Candidate refers to a student enrolled in a WGU program leading to an education credential.
- Cooperating Teacher (or host teacher) refers to a district employee who is the teacher-of-record in the classroom where the Teacher Candidate is assigned. A Cooperating Teacher may or may not be a Clinical Supervisor.
- Clinical Supervisor refers to a present or former employee of District, retired educator, or any other individual meeting the criteria of "supervisor" established by WGU for this position, and engaged by WGU or District, to supervise a Teacher Candidate's progress during a minimum of six observations. WGU shall be responsible for the selection, assignment, training, and compensation of Clinical Supervisors. WGU welcomes nominations of Clinical Supervisors by the District/school.
- Preclinical Experience refers to the active participation by a Teacher Candidate in a wide range of in-classroom experiences in order to develop the skills and confidence necessary to be an effective teacher and prepare for Student Teaching. Students reflect on and document at least 75 hours of in-classroom observations (15 hours of which must involve direct engagement with students in a classroom) leading up to Student Teaching.
- Student Teaching (or demonstration teaching) refers to the greater of the then-current WGU full-time and continuous requirement in California (currently 13 weeks, or 16 weeks for special education) or the State's and/or District's minimum requirement for Student Teaching. Student Teaching shall satisfy all applicable WGU and State requirements.
- Field Experience refers collectively to the Preclinical Experience and Student Teaching.

B. Mutual Expectations

A Primary Partner is a district/school where WGU places Teacher Candidates for a Field Experience with Cooperating Teachers, with an aim to co-construct a mutually beneficial arrangement for clinical preparation and the continuous improvement of Teacher Candidates, and to share accountability for Teacher Candidate outcomes. The school administrator and Cooperating Teacher will have the opportunity to provide critical feedback to inform program improvement through surveys at the end of each cohort and may receive an invitation to participate in an annual focus group.

C. Cooperating Teacher Standards

District, with the input of WGU, will provide the Teacher Candidate with a Student Teaching assignment in a school and classes of District under the direct supervision and instruction of a Cooperating Teacher that meets the following minimum requirements:

- Has documented completion of training/professional development equivalent to 10 hours that includes: a two-hour orientation to the program curriculum, and eight hours of training in effective supervision approaches such as cognitive coaching, adult learning theory, and current content specific pedagogy and instructional practices, as required by the California Commission on Teacher Credentialing (CTC);
- Holds a clear credential in the content area in which the Cooperating Teacher is providing supervision;
- Has a minimum of three years of teaching experience (five years preferred) of content area K-12 teaching experience, with two or more years teaching in the current school, and has demonstrated exemplary teaching practices as determined by the employer and the preparation program;
- Demonstrates a positive impact on student learning in the classroom;
- Demonstrates ability to serve as a positive role model and mentor;
- Demonstrates actions related to leadership qualities and collaborating with others;
- Has successfully and with positive impact mentored teacher candidates, colleagues, and/or adults;
- Uses a computer to correspond with WGU staff and complete online evaluation forms; and
- Models consistently the dispositions and ethical considerations expected of WGU Teacher Candidates:
 - caring and considerate
 - affirming of diversity and cross-culturally competent
 - a reflective practitioner
 - equitable and fair
 - committed to the belief that all students can learn
 - collaborative
 - technologically proficient
 - professional in leadership

D. WGU Responsibilities

WGU will:

- Select qualified Teacher Candidates who have been prepared with the appropriate educational background, knowledge, skills, and professional disposition to participate in Field Experiences.
- Pay an honorarium per Teacher Candidate, either directly to the Cooperating Teacher or to the District, for the Cooperating Teacher's services. The Cooperating Teacher may also receive professional development hours connected to the successful completion of WGU Cooperating Teacher training.
- Require Teacher Candidates to have completed a background check acceptable to District prior to participating in Field Experience activities.
- Provide opportunities for feedback regarding improvement of WGU Teacher Candidate preparation.
- Provide professional development training to Cooperating Teachers regarding WGU processes and procedures.

- Maintain an online site for support, resources, and training for Cooperating Teachers.
- Facilitate a Cohort Seminar in which Teacher Candidates will participate with a community of peers to receive support during Student Teaching and the final performance assessment.

E. District Responsibilities

District, or school administrator, will:

- Nominate one or more qualified Cooperating Teacher(s) by providing a completed copy of the Student Teacher Acceptance Form to the WGU Field Placement Team.
- Allow the Clinical Supervisor access to the host school and classroom for the specific purpose of observing Teacher Candidates. Clinical supervision may include an in-person site visit, video capture, or synchronous video observation.
- Provide Teacher Candidates with any District policies and procedures to which they are expected to adhere to during the Field Experience and while on District premises.
- Through the involvement of the Cooperating Teacher, participate with the Clinical Supervisor and Teacher Candidates in two evaluations: one mid-way through Student Teaching, and a Final Evaluation at the end of Student Teaching. WGU shall be responsible for the format of the evaluations.
- Provide Teacher Candidates opportunities to observe, assist, tutor, instruct, implement effective teaching strategies, and conduct research, as appropriate, during the Field Experience.
- Provide, when possible, opportunities for Teacher Candidates to use technology to enhance student learning and monitor student progress and growth.
- Provide, when possible, opportunities for Teacher Candidates to experience working with diverse student populations including English Language Learners and Students with Exceptional Learning Needs.
- Require Cooperating Teachers to complete and document training/professional development equivalent to 10 hours that includes: a two-hour orientation to the program curriculum, and eight hours of training in effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices, as required by the California CTC.
- Encourage Cooperating Teachers to participate annually in WGU's Evaluation Form Calibration.
- Encourage administrators and Cooperating Teachers to participate in WGU's Feedback Surveys (offered at the end of the Spring and Fall Cohorts) to report on Teacher Candidate quality and preparation and to provide program feedback to WGU for continuous improvement.

F. Additional Terms

- **Term.** This Agreement shall commence on the Effective Date and shall continue for three (3) years from the Effective Date, or until such time as either party gives the other party thirty (30) days advance written notice of its intent to terminate the Agreement; provided, however, that all Teacher Candidates at District as of the date of such notice shall be permitted to complete their Student Teaching.
- **Points of Contact.** Each party shall designate a point of contact between the parties for communication and coordination of Student Teaching. Contact information is set forth following the signature block.
- **Education Records.**
 - District acknowledges that the education records of assigned Teacher Candidates are protected by the Family Educational Rights and Privacy Act (FERPA), and agrees to comply with FERPA and limit access to those employees or agents with a need to know. Pursuant to FERPA, and for the purposes of this Agreement, WGU hereby designates District as a "school official" with a legitimate educational interest in such records.
 - WGU shall instruct Teacher Candidates of the necessity of maintaining the confidentiality of all District student records. District shall not grant Teacher Candidates or WGU employees access to

individually identifiable student information unless the affected student's parent or guardian has first given written consent using a form approved by District that complies with FERPA and other applicable law.

- **Video Recordings.** During Student Teaching, Teacher Candidates may be required to submit video recordings of their classroom teaching performance (recordings). Such recordings are designed to assist Teacher Candidates in improving their instruction and allow WGU to evaluate Teacher Candidate performance. Although student images may appear in the recordings, the primary focus is on the instruction and not the students or other adults in the classroom. The recordings will not be made public and will be uploaded to a secure site to be scored by WGU evaluators. WGU will instruct Teacher Candidates: (i) on appropriate protocol to submit recordings for evaluation; (ii) that no part of the recordings should be used for any personal or professional purposes outside of performance evaluation; and (iii) that recordings be destroyed once the evaluation is completed. District understands that Teacher Candidates are not employees or agents of WGU and that any further precautions regarding the privacy of District's students should be agreed directly between the District and Teacher Candidates.
- **Right to Accept or Terminate a Placement.** District may refuse to accept for placement, or may terminate the placement, of any Teacher Candidate based upon its good faith determination that the Teacher Candidate is not meeting performance standards or is otherwise deemed unacceptable to District. In such cases, District shall notify WGU in writing and shall state the reasons for such decision.
- **WGU Insurance.** WGU warrants and represents that it provides and maintains general liability insurance with limits of at least \$1,000,000 per occurrence and \$2,000,000 annual aggregate and, upon District's request, shall provide a certificate of insurance as evidence of coverage. WGU shall maintain, at its sole expense, workers' compensation insurance as required by law.
- **Professional Liability Insurance.** Teacher Candidates will be responsible for procuring and maintaining, at their own expense, professional liability insurance for the duration of the Field Experience with limits of at least \$1,000,000 per occurrence and \$3,000,000 annual aggregate.
- **Status of Parties.** Nothing in this Agreement is intended to or shall be construed to constitute an agency, employer/employee, partnership, or fiduciary relationship between the parties.
- **Non-Discrimination.** Both parties agree to fully comply with all applicable non-discrimination laws of District's state and municipality, and of the United States. Both parties will accept, assign, supervise and evaluate qualified Teacher Candidates regardless of race, sex, sexual orientation, creed, national origin, age, disability, Vietnam-era veteran status, or any other basis protected by law.
- **Entire Agreement.** This Agreement represents the entire understanding between the parties and supersedes all prior oral or written agreements, and no modification shall be valid unless in writing and signed by both parties. No Teacher Candidate or other third party shall be a beneficiary of or have any right to enforce the terms of this Agreement.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the Effective Date.

WGU

By: Stacey Ludwig Johnson
Title: VP, Academic Operations

Point of Contact:

Email: fieldplacement@wgu.edu
Phone: 866-889-0132 (Option 1)

For legal notices:

General Counsel
Western Governors University
4001 South 700 East, Suite 700
Salt Lake City, UT 84107-2533

DISTRICT

By: _____
Title: _____
Date: _____

Point of Contact:

Email:
Phone:

For legal notices:

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Myrna Morales, Assistant Superintendent-Human Resources
DATE: November 12, 2019
SUBJECT: Revision to the Substitute Administrators' Daily Rate

BACKGROUND INFORMATION:

Historically, the District has had a small group of retired administrators who have served in a substitute role when an administrator is out for a period of time and a position becomes suddenly vacant.

In 2001, the daily rate of \$330 was established to pay administrators when there is a short term need for them to substitute when an administrator is out or leaves at an inopportune time.

In a survey of surrounding districts, we were found to be the lowest paying district of substitute administrators. There is a need to adjust the rate that hasn't been changed in 18 years. It appears that \$550 daily rate is fair rate and is the daily rate of our starting administrative position of Dean.

This change will allow us to be competitive and attract administrators to serve in these positions when there is a need in the District.

POLICY/ISSUE:

Education Code 45030 – Salaries

FISCAL IMPACT:

To be determined by use from the general fund

STAFF RECOMMENDATION:

Approve the revision to the substitute administrators' daily rate.

PREPARED BY:

Myrna Morales, Assistant Superintendent – Human Resources

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: 2.3-A

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Myrna Morales, Assistant Superintendent – Human Resources
DATE: November 12, 2019
SUBJECT: Employment Authorization for Three Campus Security, Two at Paramount High School and One for Patrol, Three Positions at 8 hours per day, 10.5-months

BACKGROUND INFORMATION:

As the District continues to assess safety and security, it is determined that because of the large area that needs to be covered and the large number of students to supervise, that Paramount High School will benefit by adding two Campus Security Personnel.

Adding two campus security positions to Paramount High School will allow for additional supervision for safety of students. One position will be located at the back of the school in order to provide additional supervision in an area that has a limited amount of supervision. The second campus security will be added to provide more coverage and supervision than we previously had.

As the District continues to monitor traffic patterns and valet procedures that have been implemented throughout the District, the District would benefit from adding an additional Campus Security for Patrol.

Staff recommends that three additional campus security be employed and placed around campus where students congregate at Paramount High School.

POLICY/ISSUE:

Board Policy 4200 – Classified Personnel

Board Policy 4211 – Recruitment and Selection - Classified

FISCAL IMPACT:

Cost of approximately \$165,000 - \$175,000 to the general fund.

STAFF RECOMMENDATION:

Approve the employment authorization for three Campus Security, at 8 hours per day, 10.5-months.

ACTION ITEM: 2.4-A

PREPARED BY:

Beatriz Spelker-Levi, Director of Personnel

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: Ruth Pérez, Superintendent
FROM: Deborah Stark, Assistant Superintendent - Educational Services
DATE: November 12, 2019
SUBJECT: Attorney Fees and Settlement Agreement for a Special Education Student

BACKGROUND INFORMATION:

On August 19, 2019, the District received notice from the parents of a special education student (2017002028) 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:

- Independent Educational Evaluations in the areas of psychoeducation and functional behavior by Dr. Mandy Stern, Ed.D. Independent Education Evaluation assessor.
- A social/emotional development assessment by the District.
- Thirty minutes per week of general education counseling.
- One hour per week/4 hours per month of support from a District Behavior Intervention Specialist.
- 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:

\$5,000 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: 3.1-A

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Deborah Stark, Assistant Superintendent-Educational Services
DATE: November 12, 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 elementary school student (2019000874) per their IEP, with an eligibility of specific learning disability was unsuccessful in a district placement. The IEP team recommends placement at Spectrum Center Academy with designated instructional services (DIS) counseling as the least restrictive environment for the 2019-20 school year. The estimated cost not to exceed \$29,500

A Paramount Unified School District elementary school student (2014001119) per their IEP, with an eligibility of other health impairment was unsuccessful in a NPS placement. The IEP team recommends placement at San Diego Center for Children, a Residential Treatment Center to provide room and board, mental health and occupational therapy services as the least restrictive environment for the 2019-20 school year. The estimated cost not to exceed \$151,000

A Paramount Unified School District elementary school student (2011000302) per their IEP, with an eligibility of emotional disturbance was unsuccessful in a NPS placement. The IEP team recommends placement at Epiphany Academy with DIS counseling as the least restrictive environment for the 2019-20 school year. The estimated cost not to exceed \$23,500

POLICY/ISSUE:

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

ACTION ITEM: 3.2-A

FISCAL IMPACT:

Estimated cost not to exceed \$59,000 from special education funds, \$121,500 from mental health funds and \$23,500 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 School District

TO: Ruth Pérez, Superintendent
FROM: Deborah Stark, Assistant Superintendent-Educational Services
DATE: November 12, 2019
SUBJECT: Residential, Nonsectarian School/Agency Services Master
Contracts for a Special Education Student, 2019-20 School Year

BACKGROUND INFORMATION:

To facilitate appropriate educational progress, some special education students require programs not available in the District. These students are placed in nonpublic schools (NPS) or residential treatment centers (RTC) which provide the necessary programs and services. The District contracts on an as-needed basis or annually based on needs identified through the Individual Education Plan process. The IEP team recommends an NPS or RTC placement when a student with a disability has exhausted all possible interventions and supports available at the school or district.

Residential Treatment Center	Location	Number of Students at this time
San Diego Center for Children Academy	San Diego, CA	1

POLICY/ISSUE:

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

Education Code 59300 – Cost to District of Pupils Attending a State-Operated School

FISCAL IMPACT:

Estimated cost not to exceed \$151,000 for the 2019-20 school year.

STAFF RECOMMENDATION:

Approve the Nonpublic, Nonsectarian School/Agency Services Annual Master Contract for the placement of a Special Education student in a residential treatment center, as determined by the student's Individual Education Plan for the 2019-20 school year.

PREPARED BY:

Elida Garcia, Director – Special Education

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

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Deborah Stark, Assistant Superintendent-Educational Services
DATE: November 12, 2019
SUBJECT: Amended Contract Amount for the California State Preschool Program, 2019-20

BACKGROUND INFORMATION:

Resolution 19-07, Contract for the California State Preschool Program (CSPP), 2019-20 was approved by the Board of Education on July 8, 2019. The contract, CSPP-9241, was in the amount of \$2,273,308. The California Department of Education issued a contract amendment due to an increase in the daily reimbursement rate. The original amount was increased by \$75,438 bringing the new total allocation to \$2,348,746. State Preschool services are provided at Collins, Gaines, Hollydale, Keppel, Mokler, Tanner, and Wirtz (Jackson). The District is reimbursed at a maximum rate of \$49.85 per child per day of full day enrollment.

POLICY/ISSUE:

Board Policy 3230 - Categorical Funds

FISCAL IMPACT:

Income of an additional \$75,438 to restricted funds.

STAFF RECOMMENDATION:

Approve the amended amount for the California State Preschool Contract, CSPP-9241.

PREPARED BY:

Rita Cruz, Director-Early Childhood Education Programs

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: 3.4-A

Paramount Unified School District

RESOLUTION 19-07

BE IT RESOLVED that the Governing Board of Paramount Unified School District authorizes entering into local agreement number CSPP-9241 and that the person who is listed below, is authorized to sign the transaction for the Governing Board.

The person listed below subject to availability:

NAME	TITLE	SIGNATURE
Deborah Stark	Assistant Superintendent - Educational Services	_____
Ruben Frutos	Assistant Superintendent - Business Services	_____

PASSED AND ADOPTED THIS 12th day of November, 2019 by the Governing Board of Paramount Unified School District of Los Angeles County, California.

I, Carmen Gomez, President of the Governing Board of Paramount Unified School District, of Los Angeles County, California, certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at the November 12, 2019 meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

Board President

Date



CALIFORNIA DEPARTMENT OF EDUCATION

1430 N Street

Sacramento, CA 95814-5901

F.Y. 19 - 20

Amendment 01

LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES

Budget Act/Rate Change

DATE: July 01, 2019

CONTRACT NUMBER: CSPP-9241

PROGRAM TYPE: CALIFORNIA STATE
PRESCHOOL PROGRAM

PROJECT NUMBER: 19-6487-00-9

CONTRACTOR'S NAME: PARAMOUNT UNIFIED SCHOOL DISTRICT

This agreement with the State of California dated July 01, 2019 designated as number CSPP-9241 shall be amended in the following particulars but no others:

The Maximum Reimbursable Amount (MRA) payable pursuant to the provisions of this agreement shall be amended by deleting reference to \$2,273,308.00 and inserting \$2,348,746.00 in place thereof.

The Maximum Rate per child day of enrollment payable pursuant to the provisions of the agreement shall be amended by deleting reference to \$48.28 and inserting \$49.85 in place thereof.

SERVICE REQUIREMENTS

The minimum Child Days of Enrollment (CDE) Requirement shall be amended by deleting reference to 47,084.0 and inserting 47,116.3 in place thereof.

Minimum Days of Operation (MDO) Requirement shall be 180. (No Change)

EXCEPT AS AMENDED HEREIN all terms and conditions of the original agreement shall remain unchanged and in full force and effect.

STATE OF CALIFORNIA		CONTRACTOR				
BY (AUTHORIZED SIGNATURE)		BY (AUTHORIZED SIGNATURE)				
PRINTED NAME OF PERSON SIGNING Jaymi Brown,		PRINTED NAME AND TITLE OF PERSON SIGNING Dr. Ruth Pérez, Superintendent				
TITLE Contract Manager		ADDRESS 15110 S. California Ave. Paramount, Ca 90723				
AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 75,438	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs	FUND TITLE General		Department of General Services use only		
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT \$ 2,273,308	(OPTIONAL USE) 0656 23038-6487					
TOTAL AMOUNT ENCUMBERED TO DATE \$ 2,348,746	ITEM 30.10.010. 6100-196-0001	CHAPTER B/A	STATUTE 2019			FISCAL YEAR 2019-2020
	OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-6105 Rev-8590					
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.		T.B.A. NO.	B.R. NO.			
SIGNATURE OF ACCOUNTING OFFICER		DATE				

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Deborah Stark, Assistant Superintendent-Educational Services
DATE: November 12, 2019
SUBJECT: K-12 School Plans for Student Achievement

BACKGROUND INFORMATION:

School Plans for Student Achievement (SPSA) describe activities, services and expenditures to improve student achievement. Each School Site Council examines data, reviews site allocations of state and federal funds, and recommends expenditures to address student achievement needs. SPSAs support implementation of state standards and District priorities. All Single Plans for Student Achievement are on the State approved template fulfilling all requirements as mandated by the State. The SPSAs are available for review at schools, in Educational Services and on the Paramount Unified School District website.

POLICY/ISSUE:

Board Policy 3230 – Categorical Funds

FISCAL IMPACT:

None

STAFF RECOMMENDATION:

Approve the K-12 School Plans for Student Achievement which are updated to authorize expenditures of the 2019-20 budget.

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 1: All students will graduate on time.

ACTION ITEM: 3.5-A

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Deborah Stark, Assistant Superintendent-Educational Services
DATE: November 12, 2019
SUBJECT: Defined Learning, LLC License Agreement

BACKGROUND INFORMATION:

As part of Title IV requirement, the District provides funding for supplemental programs to private school children from low-income families who reside in Paramount Unified School District attendance areas. St. Pancratius School is a private school that serves Paramount Unified School District Title I students.

Defined STEM is a technology-based program that supports real-world, project-based learning. This supplemental program includes online access to lessons and tasks that support literacy through interdisciplinary performance tasks, research resources, and literacy tasks.

POLICY/ISSUE:

Board Policy 3230 - Categorical Funds

FISCAL IMPACT:

Not to exceed \$850 from site Title IV funds

STAFF RECOMMENDATION:

Approve a one-year *Defined STEM* license for identified Paramount Unified School District students attending St. Pancratius School during the 2019-20 school year.

PREPARED BY:

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

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: 3.6-A

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Deborah Stark, Assistant Superintendent-Educational Services
DATE: November 12, 2019
SUBJECT: Turnaround Arts Integration Plan and Award for Zamboni Middle School

BACKGROUND INFORMATION:

As a Turnaround Arts School, Zamboni is eligible for up to \$10,000 to support high impact teacher training and coaching in Arts Integration. Zamboni's Arts Integration Plan includes professional development through the UCLA Arts and Healing program, Beat the Odds. Turnaround Arts accepted Zamboni's plan and will provide the school with \$6,250 for arts materials and related professional development costs. The agreement includes matching funds of \$2,500, which Zamboni will provide with site LCAP funds. Since Turnaround Arts accepted the Arts Integration plan on October 9, 2019, ratification is necessary.

POLICY/ISSUE:

Board Policy 3280 - Gifts, Grants, and Bequests

FISCAL IMPACT:

Income of up to \$6,250 to site funds, if funded

STAFF RECOMMENDATION:

Ratify the submission of the *Turnaround Arts Integration Plan* and accept the award for Zamboni Middle School to support Visual and Performing Arts.

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: 3.7-A

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Deborah Stark, Assistant Superintendent-Educational Services
DATE: November 12, 2019
SUBJECT: *Carlos A. Flores, Psy.D.* Consultant

BACKGROUND INFORMATION:

The parent of student (2014000433) requested *Carlos A. Flores, Psy.D.* to provide an independent educational evaluation in the area psycho-education, which has been agreed to by the Individual Education Plan team and the District. *Carlos A. Flores, Psy.D.* is an Independent Education Evaluation assessor which provides psychological assessments. Assessments include school observation, testing, record review, report writing, IEP attendance and traveling time.

POLICY/ISSUE:

Board Policy 4126 – Consultants

FISCAL IMPACT:

Not to exceed \$5,000 from Special Education funds

STAFF RECOMMENDATION:

Approve *Carlos A. Flores, Psy.D.* consultant to provide an Independent Educational Evaluation in the area psycho-education for a 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: 3.8-A

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Ryan Smith, Assistant Superintendent-Secondary Educational Services
DATE: November 12, 2019
SUBJECT: SchoolMint Online Registration Addition of K-5 Schools

BACKGROUND INFORMATION:

SchoolMint is a system that allows us to streamline all aspects of our student enrollment and other form submission processes. The system is efficient as it reduces the time parents/guardians spend annually completing required forms for one or more students as well as the staff time spent tracking and receiving those forms.

In 2017-18, we implemented SchoolMint in grades 9 through 12 to replace the manual entry, pen-paper based system for enrolling new and returning students. In 2019-2020, we expanded the use of SchoolMint to include grades 6 through 12. For 2020-2021, we are expanding the use of SchoolMint to K-5 schools and will be completely online going forward.

The system continues our efforts to reduce paper consumption, as well as, the district move towards increasing technology across all of our campuses. Parents/guardians can access SchoolMint on the web and their iOS or Android phones and devices

POLICY/ISSUE:

Board Policy 6163.4 – Student Use of Technology

FISCAL IMPACT:

Not to exceed \$10,200.00 from LCAP Funds

STAFF RECOMMENDATION:

Approve the SchoolMint Online Registration agreement. The contract will be in effect November 13, 2019 through June 04, 2020 for all schools in Paramount Unified School District.

PREPARED BY:

Margarita F. Rodriguez, Director, Research, Assessment, Student Information

ACTION ITEM: 3.9-A

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

Focus Area 4: Parent and Community Partnerships

- Goal 4: Establish and maintain meaningful, regular, and open two-way communication with all stakeholders



Addendum 2019 to the Software as a Service Agreement

This Addendum **2019** ("Addendum") is entered into by **SchoolMint, Inc.** ("SchoolMint") and Paramount Unified School District ("Customer") as of 2019-10-09 ("Addendum Effective Date") through 2020-06-03 pursuant to the terms of the agreement between the parties . The terms of the Agreement are incorporated by reference, as modified and supplemented hereby the terms of this Addendum. Except as expressly amended and supplemented hereby, the terms of the Agreement shall remain in full effect. The parties agree as follows:

1. **Term.** This Addendum shall remain in effect for a period of 8 MONTHS ("Addendum Term"), unless earlier terminated in accordance with the Agreement.

2. **License Limitations and Fees**
 - a. **Usage Limitations and License Fees are as follows:**

Product	Enrollment	Subtotal
New Student Registration Management - Student Licenses	5,158	\$3,266.73
Re-Enrollment Management - Student Licenses	5,158	\$5,158.00
Year Round Forms General Packets	5,158	\$1,719.33

Total \$10,144.06

Paramount Unified School District	SchoolMint Inc.
Name: Margarita Rodriguez	Name: Elva M. Resillez
Title:	Title: Director of Operations



Personnel authorized to sign on behalf of the organization	
Date:	Date:

Bill to Information (Where the SchoolMint invoice/s should be sent to)

Name: _____

Phone: _____

Email Address: _____

Address: _____

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Ryan Smith, Assistant Superintendent-Secondary Educational Services
DATE: November 12, 2019
SUBJECT: Memorandum of Understanding with Los Angeles Department of Children and Family Services, Los Angeles County Office of Workforce Development, Aging and Community Services, Los Angeles County Office of Education for Long-Term Transportation Plan to Ensure School Stability for Foster Care Youth

BACKGROUND INFORMATION:

The District is seeking to enter into an agreement with Los Angeles Department of Children and Family Services (DCFS), Los Angeles County Office of Workforce Development, Aging and Community Services (WDACS) and the Los Angeles County Office of Education (LACOE) for long-term transportation to ensure school stability for Foster Care Youth, as required by Federal Law. The terms of this agreement establishes the provisions for the scope, funding, identification, stop-gap transportation, identification of the Educational Rights Holder, Best Interest Determinations, long-term methods of transportation, timing of implementing long-term transportation, duration of transportation, arrangements for Foster Youth placed outside of Los Angeles County, data and evaluation and dispute resolution methods. Currently the District transports one Foster Youth student who attends Paramount Unified School District under school stability. Transportation costs are split between DCFS and the District and currently costs the District approximately \$500.00 a month. This new agreement would ensure that both DCFS and Paramount Unified School District investigate and secure the most cost efficient transportation for Foster Youth students. The 50/50 cost agreement requires that the District place \$39,481.21 in a reserve account with LACOE to be used for the District's 50% split costs, and periodically replenished as the funds are consumed. The program cost, liability and responsibility sharing appear beneficial to the District and the student transportation clientele.

POLICY/ISSUE:

Board Policy 6141.1 – Experimental/Innovative Programs
Board Policy 1210 – Community Relations

FISCAL IMPACT:

\$39,481.28 from General funds

ACTION ITEM: 3.10-A

STAFF RECOMMENDATION:

Approve the Memorandum of Understanding with Los Angeles Department of Children and Family Services, Los Angeles County Office of Workforce Development, Aging and Community Services, Los Angeles County Office of Education for Long-Term Transportation Plan to Ensure School Stability for Foster Care Youth.

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
- 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

**Interagency Agreement Between the
Los Angeles County Department of Children and Family Services (DCFS),
the Los Angeles County Office of Workforce Development, Aging and Community
Services (WDACS), the Los Angeles County Office of Education (LACOE), and the
Undersigned Los Angeles County School Districts and their Affiliated Charter Schools
for a Long-Term Transportation Plan to Ensure School Stability
for Foster Care Youth**

It is the intent of the parties that this agreement establish procedures to provide and fund¹ the necessary transportation for foster youth to remain in their school of origin² (SOO) as required by the Every Youth Succeeds Act ("ESSA") (20 U.S.C. 6311-12). The agreement is in effect until otherwise agreed upon by the parties.

1. Definitions

The parties agree to the definitions included in Appendix A as part of this agreement.

2. Scope

The provisions of this agreement cover all youth from preschool³ to 12th grade who are entering foster care, placed in out-of-home care (OHC), or changing placements under the supervision of DCFS (herein after referred to as "youth" or "foster youth") within all of the undersigned Los Angeles County School Districts (herein after referred to as "Districts" or "School Districts").

3. Funding⁴

- A. DCFS will administer Education Travel Reimbursement Payments to resource families and Metro TAP cards to eligible youth as appropriate. DCFS will be responsible for any costs associated with these methods for SOO transportation.
- B. DCFS contracted Short-Term Residential Therapeutic Programs (STRTPs) will be responsible for providing transportation to SOO for foster youth within their care⁵.

¹ Contingent upon available funding

² See Appendix A for definition

³ Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care issued by the U.S. Department of Education and the U.S. Department of Health and Human Services on June 23, 2016 (Question 7, Page 8): If an LEA offers a public preschool education, an LEA must meet the Title I requirements for children in foster care in preschool, including ensuring that a child in foster care remains in his or her preschool of origin, unless a determination is made that it is not in the child's best interest. (See ESEA section 1111(g)(1)(E))

⁴ Please see Appendix E as well as Sections 5-9 below to determine when a given method of transportation will be utilized

⁵ California Department of Social Services Short-Term Residential Therapeutic Program Interim Licensing Standards, (Cal. Dept. of Social Services, STRTP ILS), Version 3.

- C. School Districts will be responsible for any costs associated with utilizing or re-routing bus routes for SOO transportation or for any Metro TAP cards they provide to foster youth as appropriate.
- D. DCFS and School Districts of Origin shall split transportation costs evenly (50% each) for both stop-gap and long-term private transportation (see Section 5 & 8)⁶. School districts participating in this shared transportation cost component will be added as indemnified parties to the private transportation agreement.
1. Appendix E, Estimated Private Vendor Costs, have been projected based on the data from the pilot project, broken down by school district, and includes an estimated growth rate of 100% and a contract administrative fee of 10%. Annual changes or adjustments to the amounts identified in Appendix E will be distributed to all affected parties and incorporated into this agreement through a change notice.
 2. School Districts
 - a. School Districts that wish to participate may sign on at any time and provide monies as outlined in Appendix E, Estimated Private Vendor Cost, or at an agreed upon pro-rated rate.
 - b. Participating school districts will issue a check to the County of Los Angeles and send it to the attention of:
Dennis Conte
County of Los Angeles
Workforce Development, Aging & Community Services
3175 W. Sixth Street
Los Angeles, CA 90020
 - c. Separate accounts will be established for each participating school district in a non-interest bearing trust fund for the private transportation vendor services. Initial establishment of the account may take up to 30 days. Notice of the account, once established, and invoice copies will be sent to the individual identified in Appendix D, Points of Contact.
 - i. When the account balance falls below 60%, notice shall be provided to the individual identified in Appendix D, Points of Contact.
 - ii. If additional funds are not available, private transportation services will cease when funds fall below 2%.

⁶ Pending available funding

- iii. Following the initial signing year, School Districts must provide their shared cost allocation as shown in Appendix E, Estimated Private Vendor Cost, no later than July 15th for the upcoming academic year.
 3. DCFS shall establish a departmental service order, or other agreed upon payment method in the amounts identified in Appendix E, Estimated Private Vendor Costs, to match the costs for those School Districts participating under this agreement.
4. **Identifying Youth Entering Foster Care Who Will Be Placed In Out-of-Home-Care (OHC) or Who Are Changing Placement⁷**
 - A. DCFS Children's Social Worker (CSW) will utilize the Form 1399⁸ to notify the school and school district's Foster Youth Liaisons following a determination that a youth will be or has been placed into OHC or is moving to a new OHC placement. If the youth has an active Individualized Education Plan (IEP), rules of court require that any local education agencies involved receive notice at least 10 days in advance of the school change (CA Rule of Ct. 5.651(e)(1)(B)). The notification shall also remind the school district of origin's District Foster Youth Liaison of a potential need for a best interest determination⁹ (BID)(see Section 7).
 - B. School districts shall ensure that there is a designated District Foster Youth Liaison (or other designee) to receive and respond to these notifications in a timely manner. School districts shall provide updated contact information for this individual and send it to LACOE Foster Youth Services Coordinating Program (FYSCP). LACOE FYSCP will update this list on their website and email the DCFS Education Section YES email box at youth.education.support@dcfs.lacounty.gov.
 - C. DCFS will share the youth's CSW information through the DCFS 1399 form that they provide to the school as well as through weekly data sharing between California Department of Education (CDE) and California Department of Social Services (CDSS). If a school district would like to make a transportation referral, they can email the CSW assigned to the youth's case who will then connect the school district with the appropriate Education Specialist.
 - D. If LACOE FYSCP receives any transportation referrals, they will forward them to the DCFS Education Unit YES email box at youth.education.support@dcfs.lacounty.gov.

⁷ Please see Appendix E for a flowchart of the entire long-term ESSA process.

⁸ DCFS 1399: Notification to School of Pupil's Foster Care Status and/or Request for Transfer of Pupil and Records. This form shall be submitted to the school districts via fax or email, until the LACOE Education Passport System is fully implemented and the DCFS 1399 form can be sent electronically to school districts through that system. The 1399 form also has instructions for the school and district regarding procedures for pursuing an IEP for the student.

⁹ See Appendix A for definition

5. Stop-Gap Transportation

For Newly Detained Youth Not Placed in STRTPs

- A. DCFS CSW will discuss with the Education Rights Holder (ERH) and the DCFS supervised youth both of their education rights as well as the potential for a BID meeting to be called in the future.
- B. DCFS will determine whether immediate stop-gap transportation to the SOO is necessary while a best-interest determination is being made (Section 7) and long-term transportation plans finalized (Section 8).
- C. If an immediate default stop-gap option¹⁰ is feasible, that method will be utilized. DCFS and/or District Foster Youth Liaison, depending on the method of stop-gap transportation, will coordinate with the resource family as needed to facilitate stop-gap transportation.
- D. If an immediate default stop-gap transportation option is not available, DCFS will refer to the contracted private vendor to schedule a ride. The referral will be sent simultaneously to the contracted private vendor and to WDACS. WDACS, as the contract holder, will track the invoices and oversee the fiscal monitoring. The contracted private vendor will set-up the ride and send out a confirmation email to the CSW, District Foster Youth Liaison, and Education Specialist.
- E. All costs will be split according to Section 3.

For Newly Detained Youth Placed in STRTPs

- F. The STRTP will provide immediate stop-gap transportation to the youth's SOO.

6. Identifying the Education Rights Holder

For Newly Detained Youth:

- A. At the initial court hearing, the court must consider who holds the education rights and whether the parental education rights are to be limited or terminated. If they are limited or terminated, then the court may assign a new or co-ERH to make education decisions on behalf of the foster youth, using form JV 535 (Order Designating Education Rights Holder).¹¹
- B. Once an ERH has been determined or newly assigned, the CSW will inform the ERH of their rights, the youth of their educational rights, and the potential for a Best Interest Determination meeting to be called in the future (Section 7).

For Replacements:

¹⁰ An immediate default stop-gap option is an option that can be implemented to ensure the youth can attend their school of origin immediately, this may include caregiver driving the youth to school, child can walk, TAP cards, etc.

¹¹ California Rule of Court 5.651 (b)(1)

- C. If the ERH is listed and reachable, the CSW will call the ERH and inform them of the ERH's rights, the youth's educational rights, and the potential for a Best Interest Determination meeting to be called in the future (Section 7).
- D. If an ERH is not listed or the CSW cannot get a hold of them, the CSW will either 1) bring up this issue at an upcoming Court Hearing or 2) fill out and file a JV-539 (Request for Hearing Regarding Child's Education).
- E. If a CSW uses an existing hearing or walk-ons to address the issue of not being able to reach an ERH, the Court will determine whether or not the current ERH rights are to be limited or terminated or assign a new ERH or co-ERH.
- F. Once an ERH has been determined or newly assigned, the CSW will inform them of their rights as well as the potential for a BID meeting to be called in the future (Section 7).

7. Best Interest Determination (BID)¹²

- A. The SOO is the default school placement. Prior to any school changes, a BID process must occur. The youth may not be unenrolled from school until and unless that determination finds it in his/her best interest to change school placements. The youth must be transported to the SOO through the stop-gap process outlined in Section 5, until the long-term method of transportation is determined (Section 8).
- B. Data will be gathered from DCFS and the School District to track whether the BID is happening in a timely manner. A reminder will be sent to the DCFS CSW and District Foster Youth Liaison to convene a BID with the ERH and youth.
- C. When a BID is convened, the ERH, youth, CSW and District Foster Youth Liaison may use Appendix B: BID Tool to help guide their discussion.
- D. Before recommending that a youth be moved from his/her SOO, the District Foster Youth Liaison shall provide the youth and the ERH with a written explanation stating the basis for the recommendation and how the recommendation serves the youth's best interest. The youth's ERH ultimately decides whether to invoke or waive SOO rights.
- E. If the ERH determines that the best interest of the youth would be served by his/her transfer to a school other than the SOO, the youth shall immediately be enrolled in the new school. If DCFS or any other party disagrees with the ERH's best-interest determination, they should refer to Section 13 for Dispute Resolution procedures.

¹² See Appendix A for definition and Appendix B for tool.

- F. If the ERH determines that the youth will remain in their SOO, the District and DCFS CSW, in consultation with the Education Specialist, shall then move to the Method of Transportation discussion¹³ (Section 8).

8. Long-Term Method of Transportation

For Newly Detained Youth Not Placed in STRTPs

- A. The DCFS CSW, Education Specialist, and the District Foster Youth Liaison will discuss the available long-term transportation options for the student. DCFS and Districts will work to exhaust all resources prior to requesting private transportation (see Appendix C for tool). This conversation only occurs if during the BID, the ERH determines the youth shall remain in the SOO.
- B. DCFS CSW will determine 1) the resource family's capacity to provide transportation (with mileage reimbursement) to the SOO, and/or 2) the possibility of the student's using bus passes or public transportation vouchers.
- C. The District Foster Youth Liaison assesses whether 1) the youth is eligible for transportation services under another entitlement, 2) a related service is included in his/her Individualized Education Plan (IEP) or 504 Plan, or 3) the district is able to incorporate the student into an existing bus route, modify an existing bus route, or other no cost or low-cost options. Transportation is provided and funded by the District if option 3 is available. Districts can collaborate to provide transportation to the SOO when a student in OHC resides outside of the boundaries of the school district of origin. This can include, but is not limited to, districts modifying and connecting cross-district routes, or one district providing transportation to the SOO while the other provides transportation from the SOO. The district of origin can contact the district of residence directly or send an email to request facilitation.
- D. If multiple non-private transportation options are available, DCFS and School Districts should select the most "cost-effective" and "reasonable" which means considering the cost, distance, length, and developmental appropriateness of the mode of transportation.¹⁴ Once a selection is made, this method shall be administered and costs split in accordance with Section 3.
- E. If all non-private vendor transportation options are exhausted, the contracted private vendor is chosen as the long-term method of transportation, and DCFS Education Specialists shall send a referral to the contracted private vendor. A copy of the referral will also be sent to WDACS staff assigned to this contract for monitoring and administration purposes.

¹³ This discussion must be separate and have no bearing on the BID. See Appendix C for tool.

¹⁴ Ibid.

- F. If only one transportation option is available and is cost-effective and reasonable given the youth's developmental needs,¹⁵ this method shall be administered as the long-term transportation plan for the foster youth. Costs shall be split according to the cost-sharing methodology laid out in Section 3.
- G. In setting up transportation plans, best efforts should be made to accommodate for participation in before and after school sponsored activities, education related activities, or child care. School Districts will work with their affiliated after-school programs to create procedures for the contracted private vendor drivers to pick-up foster youth.
- H. If DCFS and School Districts disagree over which options are cost-effective and reasonable and cannot come to an agreement on their own during the Long-Term Transportation Discussion, they will move to Dispute Resolution (Section 13 A&B). For disagreements between the ERH or caregiver regarding the long-term method of transportation, refer to Section 13F. The student must continue to receive stop-gap transportation during the pendency of the dispute (Section 5).

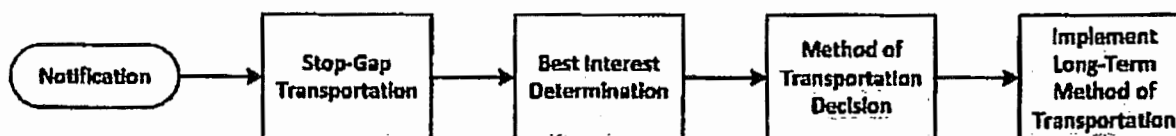
For Newly Detained Youth Placed in STRTPs

- I. The STRTP will provide long-term transportation to the youth's school of origin.

9. Timing of Implementing Long-Term Transportation

- A. DCFS and the school districts have five school days after the best-interest determination is finalized to implement the long-term transportation plan. In the interim, stop-gap transportation is provided as outlined in Section 5.

Figure 1. Overview of SOO Transportation



10. Duration of Transportation

- A. Transportation is provided for the duration of the child's time in OHC, unless the ERH determines it is no longer in the youth's best interest to remain in the SOO.

¹⁵ Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care issued by the U.S. Department of Education and the U.S. Department of Health and Human Services on June 23, 2016.

- B. Stop-gap transportation is intended to be short-term and ends when long-term arrangements determined by DCFS and districts are implemented as outlined in Section 8.
- C. Stop-gap transportation can become the long-term plan if DCFS and District Foster Youth Liaison confirm this by e-mail.
- D. To maintain educational stability, if a youth exits foster care before the end of a school year, transportation to the SOO is maintained by the youth's district of origin through the end of the school year, when possible.¹⁶
- E. While the Federal right to transportation ends when the foster care case closes, under California education law, when a youth in grade 1-8 leaves care, they maintain the right to attend school at their SOO for the remainder of the school year¹⁷. If the youth is in high school, this right extends until high school graduation. Though the District and DCFS no longer have obligations to provide or fund the transportation, districts and DCFS should work with resource families and ERHs in anticipation of the closing of a youth's case to support them in coming up with ideas to support the exercise of this right.¹⁸

11. Transportation Arrangements for Los Angeles County Youth In Foster Care Placed Outside of Los Angeles County

- A. DCFS CSW notifies DCFS Education Specialist via email upon learning that a youth under the jurisdiction of Los Angeles County DCFS will be placed in an OHC placement outside of Los Angeles County.
- B. DCFS CSW immediately notifies the SOO using the DCFS 1399 form.
- C. Whenever possible, the parties in this Agreement will use the procedures provided in this Agreement to provide transportation to the SOO for a youth placed outside of Los Angeles County.

12. Data and Evaluation

- A. School districts, DCFS, and LACOE agree to share relevant data to compile lessons learned and track progress.
- B. School Districts and DCFS will collect data on:
 - Lessons learned,

¹⁶ Non-regulatory Guidance, Pg. 11, Question 11: "SEAs and LEAs should consider adopting policies that allow a child that exited foster care during the school year to continue in the school of origin through at least the end of academic year, if appropriate."

¹⁷ Cal. Educ. Code § 48853.5(f)(5).

¹⁸ Cal. Educ. Code § 48853.5(f).

- Potential barriers to countywide implementation,
 - Numbers of youth served,
 - Modes of transportation used,
 - Average distances traveled,
 - Costs associated with transportation, and
 - Other information that the parties agree is important for understanding lessons learned and program performance, and to develop recommendations for program improvement.
- C. LACOE will work on developing and implementing the Education Passport System to help the exchange and availability of clean education data between child welfare and education which will be helpful to assessing outcomes for school stability in the long-term.

13. Dispute Resolution¹⁹

When DCFS and the District Disagree on the most cost-effective option during the long-term transportation discussion:

- A. Districts and DCFS must make every effort to collaborate in serving children in OHC. When a dispute arises between the agencies over method of transportation or paying the costs of transportation, the district and DCFS must make every effort to resolve the dispute collaboratively at the local level.
- B. If the District Foster Youth Liaison and CSW do not agree on the method of transportation, they must send, by email, details of the dispute to the DCFS manager and school administrator. **Note that the youth must be provided continued transportation through the pendency of the dispute, paid for as per cost-sharing in Section 3.**
- C. The school administrator and DCFS manager should work together to review the case and resolve the dispute. If they reach agreement they will email the line staff their decision to be implemented.
- D. If the school administrator and DCFS manager cannot come to agreement, a request should be sent by email to the school superintendent (or designee) and the DCFS director (or designee) for a review of the case. The school superintendent (or designee) and the DCFS director (or designee) should meet to review the case and resolve the dispute. If they reach agreement they should email their decision to the school administrator and DCFS manager to manage implementation of their decision.

¹⁹ California Rule of Court 5.651(a).

- E. If the school superintendent (or designee) and the DCFS director (or designee) cannot resolve the dispute, then the school superintendent (or designee) and DCFS director (or designee) will initiate proceedings with an independent mediator that is agreed upon by both the DCFS and District. The dispute resolution method may be reviewed one year after the contract is executed and amended if the DCFS and District agree to a different mechanism for dispute resolution.

When the ERH or Caregiver Disagree with the long-term method of transportation chosen by DCFS and the District:

- F. If the ERH or resource family disagrees with the method that the District and DCFS choose as the long-term method of transportation, the ERH or caregiver may file the JV-539 (Request for Hearing Regarding Child's Education) or reach out to their attorney to walk-on this issue to Dependency Court.

Department of Education Uniform Compliant Procedures:

- G. Nothing in this agreement is intended to limit the rights of any person or agency, including but not limited to a youth, ERH, biological parent, foster/resource parent, or another representative of a foster child, to file a complaint with the California Department of Education using the Uniform Complaint Procedures (UCP) authorized by the California Code of Regulations Title 5, Sections 4600-4687 or to pursue other available remedies. Each school district is required to adopt UCP compliant policies and procedures and designate a staff member to be responsible for receiving, investigating, and resolving complaints. This information is commonly found on a district's website, but the district foster-care point of contact can also be contacted to provide the details of that district's policy.
- H. The following applies while the UCP processes referenced in Section 13D is being conducted:
1. The child remains in the SOO as required by ESSA and
 2. Transportation is provided and paid for as outlined in Sections 3 and 5, while the dispute process is pending.²⁰

14. Additional Roles

LACOE FYSCP will facilitate implementation of countywide ESSA transportation by:

- A. Provide materials, tools and training to stakeholders (Child Welfare, Districts, and Caregivers) on BID and SOO rights.
- B. Collect agreed upon data from DCFS and school districts.

²⁰ ESEA section 1111(g)(1)(E)(i)

- C. Provide staffing to maintain data and provide analysis (this can also be a contracted evaluator)
- D. Complete annual reports for California Department of Education and all partners of this agreement on program impacts based on agreed upon outcome goals.

15. Termination

- A. Any party may terminate this agreement without penalty at any time, but must provide 30 school days written notice. Notice is deemed served on the date of mailing to the following address:

Department of Children and Family Services Head Quarters
Bobby D. Cagle, Director
425 Shatto Place
Los Angeles, CA 90020

16. Amendments

- A. This agreement may be amended in writing. For changes that materially affect the scope, term of agreement, and/or funding for the agreement, Amendments to the agreement must be prepared and executed by the parties.
- B. For non-material changes, a written request by e-mail or letter from one party to DCFS shall be made. DCFS will distribute the request to the affected parties for approval. Once approved by the affected parties, a Change Notice may be issued and signed by DCFS.
- C. Changes to the assignment of the County entity administering the Private Transportation Vendor contract can be made through a Change Notice to all concerned parties within 10 business days prior.

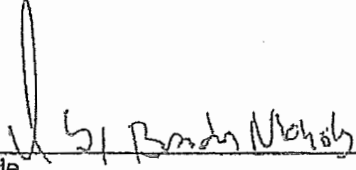
17. Facsimile Representation

Parties to this agreement hereby agree to regard facsimile representations of original signature of authorized officers of each party, when appearing in appropriate places on the amendments prepared pursuant to Section 15, Amendments, and received via communications facilities, as legally sufficient evidence that such original signatures have been affixed to Amendments to this agreement, such that the parties need not follow-up facsimile transmissions of such documents with subsequent (non-facsimile) transmission of "original" versions of such documents.

18. Execution Requirements/Counterparts

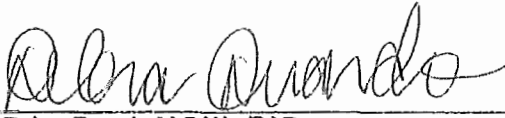
Proper signatures required for execution of this instrument may be by original signature; photocopy; fax/facsimile copy; valid, encrypted, electronic transmission signature; and/or other commonly accepted, widely used, commercially acceptable signature methods. This agreement may be executed in counterparts, each of which so executed shall, irrespective of the date of its execution and delivery, be deemed an original, and all such counterparts together shall constitute one and the same instrument.

Signatures by authorized Department Heads, Superintendents, or designees:



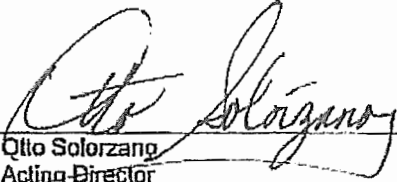
Bobby D. Cagle
Director
Department of Children & Family Services

Date



Debra Duardo M.S.W., Ed.D.
Superintendent
Los Angeles County Office of Education

9-13-19
Date



Otto Solorzano
Acting Director
Workforce Development, Aging and Community Services Department

Date

(Insert Name and School District)
Superintendent
Dr. Ruth Pérez, Paramount Unified School District

Appendix A: Definitions

Additional costs: Costs incurred in providing transportation to the school of origin reflect the difference between what a local education agency (LEA) otherwise would spend to transport a youth to his/her assigned school and the cost of transporting a child in foster care to his/her school of origin. For example, if the LEA provides transportation through an established bus route, there is no additional cost. If the LEA provides special transportation only for the child in foster care (e.g., through a private vehicle or transportation company), the difference between the special transportation costs and the usual transportation costs can be considered additional. If the LEA must re-route buses to transport a child in foster care to one of its schools, the cost of this re-routing can be considered additional cost.

District Foster Youth Liaison: Every school district must appoint an educational liaison to serve foster children. EC §48853.5(b).

Best-Interest determination: Under federal and California law, upon removal of a child into out-of-home care or a child is removed to a new out-of-home care placement, the child shall remain or enroll in his/her school of origin unless a determination is made that it is not in the child's best interest to attend the school of origin. Factors to consider when determining if maintaining school of origin enrollment is in the foster youth's best interest include, but are not limited to preferences of the child; preferences of the child's parent(s) or education decision-maker(s); the child's attachment to the school, including meaningful relationships with staff and peers; the placement of the child's sibling(s); influence of the school climate on the child, including safety; the availability and quality of services in the school to meet the child's educational and socio-emotional needs; the history of school transfers and how they have affected the child; and how the length of the commute would affect the child, based on the child's developmental stage.

Youth in foster care: ESSA provides for transportation for a foster youth placed in out-of-home care to the youth's school of origin. A "youth in foster care" under the LCFF definition, who are living at home with either parent, may be entitled to remain in their school of origin, but are not entitled to the ESSA transportation mandates and provisions.

School of origin: Per California Education Code Section 48853.5 (g), the school of origin is the school that the foster child attended when permanently housed or the school in which the foster child was last enrolled. If the school the foster child attended when permanently housed is different from the school in which the foster child was last enrolled, or if the foster child attended some other school where he/she is connected and that he/she attended within the immediately preceding 15 months, the educational liaison, in consultation with and with the agreement of the foster child and the person holding the right to make educational decisions for the foster child, shall determine, in the best interests of the foster child, the school to be deemed the school of origin.

School district of origin: The district that operates the school of origin.

Appendix B: Best Interest Determination Tool

Step 1: Best Interest Determination

The Education Rights Holder—with input from the student, social worker/probation officer, school district District Foster Youth Foster Youth Liaison, and caregiver—should consider the following factors to assess whether it is in the student's best interest to remain in his or her school of origin. Complete this tool and select the school choice that is in the student's best interest to attend.

Remain at Current School (School of Origin)	Transfer to Other School Attended in Prior 15 Months or School Attended Where Student Last Permanently Resided (School of Origin)	Transfer to New School Near Placement ²¹
<input type="checkbox"/> Student preference Student wants to remain in the same school.	<input type="checkbox"/> Student preference Student wants to attend this school.	<input type="checkbox"/> Student preference Student wants to transfer to new local school.
<input type="checkbox"/> Student safety/school climate Student is safe and feels comfortable in this school environment. (Consider substance use, positive interventions, positive/negative peer relationships, any specific safety concerns for student, etc.)	<input type="checkbox"/> Student safety/school climate Student is safe and feels comfortable in this school environment. (Consider substance use, positive interventions, positive/negative peer relationships, any specific safety concerns for student, etc.)	<input type="checkbox"/> Student safety/school climate Student is safe and feels comfortable in this school environment. (Consider substance use, positive interventions, positive/negative peer relationships, any specific safety concerns for student, etc.)
<input type="checkbox"/> Length of attendance/strong ties Student attended this school for an extended period of time and developed strong positive ties (friends, teachers/staff, extracurricular activities).	<input type="checkbox"/> Length of attendance/strong ties Student previously attended this school and developed strong positive ties; or matriculating into this school would preserve strong positive ties.	<input type="checkbox"/> Length of attendance/strong ties Student does not have strong positive ties to a previous school.
<input type="checkbox"/> Academics School is best able to meet student's academic needs (sustain strong academic performance or help student if underperforming).	<input type="checkbox"/> Academics School is best able to meet student's academic needs (sustain strong academic performance or help student if underperforming).	<input type="checkbox"/> Academics School is best able to meet student's academic needs (sustain strong academic performance or help student if underperforming).
<input type="checkbox"/> Special needs School is best able to meet special needs (e.g., IEP, mental health services, English Learner program, child care, etc.).	<input type="checkbox"/> Special needs School is best able to meet special needs (e.g., IEP, mental health services, English Learner program, child care, etc.).	<input type="checkbox"/> Special needs School is best able to meet special needs (e.g., IEP, mental health services, English Learner program, child care, etc.).
<input type="checkbox"/> Timing of transfer Student would have to change schools mid-year, during testing, etc.	<input type="checkbox"/> Timing of transfer School change would occur at end of school year or end of semester.	<input type="checkbox"/> Timing of transfer School change would occur at end of school year or end of semester.
<input type="checkbox"/> Commute time Commute is not so long as to negatively affect the student, in light of student's age, needs, and activities, and student is willing to commute.	<input type="checkbox"/> Commute time Commute is not so long as to negatively affect the student, in light of student's age, needs, and activities, and student is willing to commute.	<input type="checkbox"/> Commute time Commute time to school(s) of origin will negatively affect the student, in light of student's age, needs, activities and willingness to commute.
<input type="checkbox"/> Extracurricular Activities Student has the ability to participate in extracurricular activities of interest at this school.	<input type="checkbox"/> Extracurricular Activities Student has the ability to participate in extracurricular activities of interest at this school.	<input type="checkbox"/> Extracurricular Activities Student has the ability to participate in extracurricular activities of interest at this school.
<input type="checkbox"/> Length of anticipated stay This school is best option in light of anticipated length of placement and student's permanency plan.	<input type="checkbox"/> Length of anticipated stay This school is best option in light of anticipated length of placement and student's permanency plan.	<input type="checkbox"/> Length of anticipated stay This school is best option in light of anticipated length of placement and student's permanency plan.
<input type="checkbox"/> Other factors <u>Examples:</u> Number of past school changes; siblings' school placement; etc.	<input type="checkbox"/> Other factors <u>Examples:</u> Number of past school changes; siblings' school placement; etc.	<input type="checkbox"/> Other factors <u>Examples:</u> Number of past school changes; siblings' school placement; etc.

Comments:

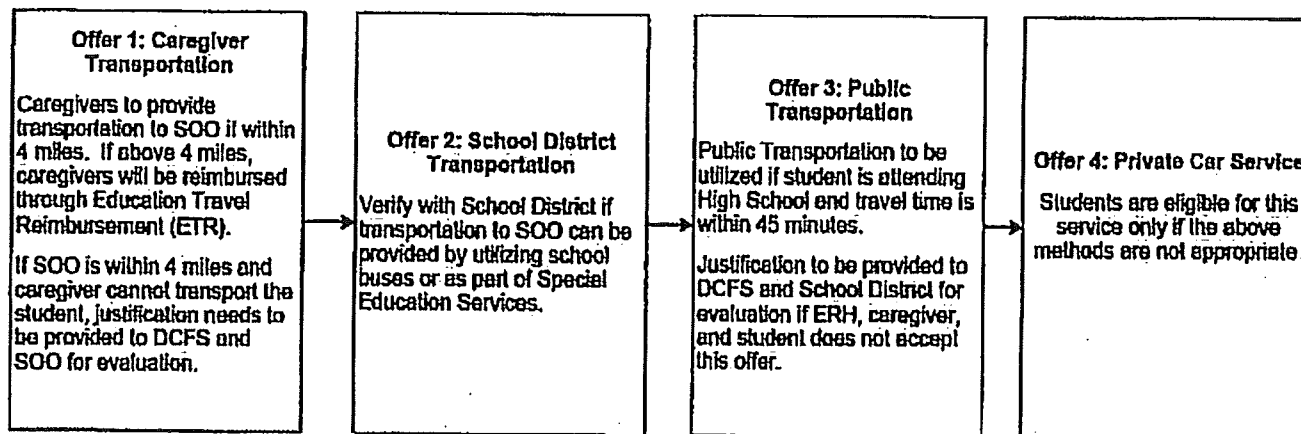
²¹ The school considered must be the local school of the least restrictive environment based on the best interest of the child as determined by the education rights holder.

Appendix C: Method of Transportation Tool

Method of Transportation Tool

Step 2: School of Origin Method of Transportation*

**To be used after Step 1: Best Interest Determination, if the youth will remain in the school of origin. Method of transportation is decided by SOO and DCFS.*



Appendix D. Points of Contact

Los Angeles County Department of Children and Family Services
Loren Solem-Kuehl
562-345-6610
solemlb@dcfs.lacounty.gov

Los Angeles County Office of Education
Rachelle Touzard
562-922-6469
touzard_rachelle@lacoed.edu

ABC Unified School District
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tim.callin@abcusd.us

Acton-Agua Dulce Unified School District
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Dr. Rondale Cooper
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Alhambra Unified School District
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sodir_betty@ausd.us

Antelope Valley Joint Union High School District
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Baldwin Park Unified School District
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Bernice Acosta
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Tiffany Merrill
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Centinela Valley Union High School District
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Charter Oak Unified School District
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Compton Unified School District
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El Monte City School District
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El Monte Union High School District
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larry.willis@emuhsd.org

El Rancho Unified School District
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(562) 801-7380
ddelgado@erUSD.org

Sonia Lilley (Assistant to Ms. Soto-Delgado)
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slilley@erUSD.org

Natalie Macias
562-801-5128
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El Segundo Unified School District
Marisa Janicek
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Garvey Unified School District
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bmagallon@garvey.k12.ca.us

Glendale Unified School District
Ilin Magran
(818) 241-3111 ext. 1500
imagran@gusd.net

Glendora Unified School District
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akeyes@glendora.k12.ca.us

Gorman School District
Johannis Andrews
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jandrews@lws.lacoe.edu

Hacienda-La Puente Unified School District
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Hawthorne School District
David Malchok
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Hermosa Beach City School District
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Hughes-Elizabeth Lakes Union School District
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Keppel Union School District
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LACOE Educational Programs
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Lancaster School District
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Las Virgenes Unified School District
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Veronia Escada
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Lawndale School District
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Lennox School District
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Little Lake City School District
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Long Beach Unified School District
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Los Nietos School District
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Lynwood Unified School District
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Monrovia Unified School District
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Montebello Unified School District
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Christina Gonzalez
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Rowland Unified School District
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Rosemead School District
Dawn Rock
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Rowland Unified School District
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San Marino Unified School District
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Temple City Unified School District
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Torrance Unified School District
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Valle Lindo School District
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Westside Union
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West Covina Unified School District
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Williams S. Hart Union High SD
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Wilsona School District
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Denisia Loera
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Whittier City School District
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Karina Hartl
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Whittier Union High School District
Amy Larson
(562) 698-8121 Ext. 1180
Amy.larson@wuhsd.org

Appendix E. Estimated Private Vendor Costs

The table below reflects an estimated 12 month cost for each school district for the private vendor. The estimated costs below are based on calculations using the ESSA School Stability pilot data, adding a 10% administrative cost and an estimated 100% growth rate over time. DCFS will pay in the same amount for each district listed below.

Estimated 12 Month ESSA School Stability Transportation Costs	
District	Estimated 12 Month Cost for District
ABC Unified	\$67,977.32
Alhambra Unified	\$19,267.85
Antelope Valley Union High	\$255,870.70
Azusa Unified	\$22,418.52
Bassett Unified	\$5,375.22
Bellflower Unified	\$11,162.81
Beverly Hills Unified	\$9,563.59
Bonita Unified	\$46,444.74
Burbank Unified	\$22,082.85
Centinela Valley Union High	\$23,673.62
Charter Oak Unified	\$19,015.93
Compton Unified	\$72,729.05
Conejo Valley Unified	\$10,927.42
Corona-Norco Unified	\$15,411.84
Covina-Valley Unified	\$12,718.76
Downey Unified	\$62,858.83
East Whittier City Elementary	\$2,178.58
Eastside Union Elementary	\$16,066.30
El Monte City	\$23,611.52
El Monte Union High	\$45,595.95
El Rancho Unified	\$51,566.38
Garvey Elementary	\$13,400.92
Glendale Unified	\$3,503.21
Glendora Unified	\$269.51
Hacienda La Puente Unified	\$25,783.81
Hawthorne	\$6,919.89
Inglewood Unified	\$21,927.35
Keppel Union Elementary	\$298.38
Lancaster Elementary	\$95,116.95
Las Virgenes Unified	\$22,647.13
Lawndale Elementary	\$1,252.75
Lennox	\$8,416.76
Little Lake City Elementary	\$2,867.48
Long Beach Unified	\$229,067.34
Los Angeles Unified	\$1,445,148.23

Estimated 12 Month ESSA School Stability Transportation Costs

District	Estimated 12 Month Cost for District
Los Nietos	\$7,740.18
Lynwood Unified	\$39,287.38
Monrovia Unified	\$101.18
Montebello Unified	\$39,556.90
Moreno Valley Unified	\$416.20
Mountain View Elementary	\$26,107.46
Newhall	\$54,296.28
Newport-Mesa Unified	\$9,057.36
Norwalk-La Mirada Unified	\$7,848.73
Ontario-Montclair	\$16,253.11
Palmdale Elementary	\$168,767.79
Paramount Unified	\$39,481.28
Pasadena Unified	\$64,492.02
Pomona Unified	\$124,610.63
Rowland Unified	\$59,968.63
San Bernardino City Unified	\$2,470.25
San Gabriel Unified	\$16,408.39
Santa Ana Unified	\$9,583.54
Santa Monica-Malibu Unified	\$56,048.31
Saugus Union	\$2,899.31
South Pasadena Unified	\$3,168.73
South Whittier Elementary	\$1,955.72
Temple City Unified	\$13,207.76
Torrance Unified	\$17,279.64
West Covina Unified	\$101,423.38
Westside Union Elementary	\$20,910.19
Whittier City Elementary	\$2,332.41
Whittier Union High	\$88,836.54
William S. Hart Union High	\$123,810.67
Wilsona Elementary	\$1,431.41
Wiseburn Unified	\$13,105.10
Total	\$3,825,793.90

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Ryan Smith, Assistant Superintendent–Secondary Educational Services
DATE: November 12, 2019
SUBJECT: Memorandum of Understanding with Paramount Family Dental Center

BACKGROUND INFORMATION:

Paramount High School (PHS) seeks to partner with Paramount Family Dental Center that will serve as an externship host site for select Career and Technical Education (CTE) Patient Care Pathway students in grades 11 and 12. Under the direct supervision of Paramount Family Dental Center supervisors, up to 3 CTE Patient Care Pathway students will complete required hours in preparation of earning Medical Assistant certifications during the school year.

This Memorandum of Understanding is entered between Paramount Family Dental Center and the Paramount Unified School District.

Paramount Family Dental Center will provide:

- Clinical externship experience in front and back office at a clinical setting might include, but not limited to; answering phone calls, filing recording electronically, verifying insurance, scheduling appointments, receiving/documenting payments and checking vital signs
- Provide proof of Live Scan clearance with the Paramount Unified School District Human Resource Department

Paramount Unified School District will provide the following:

- The funding to support Live Scan application through the Paramount Unified School District Human Resource Department
- A highly qualified pool of eligible CTE Patient Care Pathway students
- A room or location for recruitment during the school year

POLICY/ISSUE:

Board Policy 6141 – Curriculum Development

FISCAL IMPACT:

\$100.00 from general funds

STAFF RECOMMENDATION:

Approve the Memorandum of Understanding with Paramount Family Dental Center effective on November 19, 2019 through August 31, 2022.

ACTION ITEM: 3.11-A

PREPARED BY:

Greg Francois, Director - Secondary Education and Instructional Technology

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

Focus Area 4: Parent and Community Partnerships

- Goal 2: Expand community outreach efforts and increase opportunities for involvement
- 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

Paramount Unified School District

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is entered into between Paramount Family Dental Center at 18131 E. Rosecrans Ave., Paramount, CA 90723 and the Paramount Unified School District.

Paramount Family Dental Center at 18131 E. Rosecrans Ave., Paramount, CA 90723, will provide:

- Clinical externship experience in front and back office at a clinical setting might include, but not limited to; answering phone calls, filing recording electronically, verifying insurance, scheduling appointments, receiving/documenting payments and checking vital signs
- Provide proof of Live Scan clearance with the Paramount Unified School District Human Resource Department

Paramount Unified School District agrees to provide:

- The funding to support Live Scan application through the Paramount Unified School District Human Resource Department
- A highly qualified pool of eligible CTE Patient Care Pathway students
- A room or location for recruitment during the school year

This Memorandum of Understanding shall be effective November 19, 2019 through August 31, 2022. Should this Memorandum of Understanding require modifications during this period, they shall be added with mutual agreement by both parties. Either party may cancel this agreement at any time.

Name of Coordinator

Assistant Superintendent
Business Services
Paramount Unified School District

Date

Date

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Ryan Smith, Assistant Superintendent–Secondary Educational Services
DATE: November 12, 2019
SUBJECT: California Career Technical Education Incentive Grant Application

BACKGROUND INFORMATION:

The California Career Technical Education Incentive Grant (CTEIG) program is established as a state education, economic and workforce development initiative with the goal of providing pupils with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of this matching funds grant is to encourage and maintain the delivery of high-quality career technical education (CTE) programs.

The District has the opportunity to apply for the CTEIG in the amount of \$500,000 with the responsibility of providing \$1 for every \$2 matched currently with \$1,000,000 in existing LCAP funds. If awarded, funds will be used to extend CTE in Paramount Unified School District and increase the number of CTE opportunities available to students. CTEIG funds can be used to support the following in courses in which the teacher is in possession of a CTE credential:

- Salaries for teachers, administrators and classified employees who work with CTE programs
- Supplies and equipment for CTE classes
- Professional development for CTE teachers

The application is submitted under separate cover.

POLICY/ISSUE:

Board Policy 3230 – Categorical Funds

Education Code 12400 – Authority to Receive and Expend Funds

FISCAL IMPACT:

\$1,000,000 from LCAP funds

STAFF RECOMMENDATION:

Approve the submission of the application for the California Career Technical Education Incentive Grant for the 2019-20 school year.

PREPARED BY:

Greg Francois, Director – Secondary Education and Instructional Technology.

ACTION ITEM: 3.12-A

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 1: Increase opportunities for parents to participate in meaningful high impact activities that support teaching and learning.

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Ryan Smith, Assistant Superintendent-Secondary Educational Services
DATE: November 12, 2019
SUBJECT: Memorandum of Understanding with SHIELDS for Families

BACKGROUND INFORMATION:

Two Mental Health agencies currently provide mental health services to Paramount Unified School District students and families, Long Beach Guidance Center and Bayfront Youth and Family Services. Paramount Unified School District students and families are experiencing long wait times to receive mental health services. Paramount Unified School District is seeking to enter into an agreement with SHIELDS for Families a community based non-profit organization located in South Los Angeles. SHIELDS for Families would provide services in the area of youth development, child welfare, mental health, substance abuse treatment and supportive services such as food, transportation, housing, legal services and educational and vocational training. The services would be of no cost to the District, as the agency provides services through Department of Mental Health contracts. The District continues to build available resources for students and families through the Community Schools Initiative approved by the Board in October, 2019.

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 SHIELDS for Families to provide youth development, child welfare, mental health, substance abuse treatment and supportive services.

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: 3.13-A

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

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

PARAMOUNT UNIFIED SCHOOL DISTRICT

SHIELDS for Families, Inc.

MEMORANDUM OF UNDERSTANDING (MOU)

AGREEMENT TO PROVIDE SUBSTANCE ABUSE PREVENTION/ TREATMENT SERVICES AND MENTAL HEALTH SERVICES

THIS AGREEMENT is and entered into this 12th day of November, 2019 by and between the **PARAMOUNT UNIFIED SCHOOL DISTRICT**, located at 15110 California Ave. Paramount, CA 90723, hereinafter referred to as 'DISTRICT', and hereinafter referred to as ", "**AGENCY" or "PROVIDER"** whose Administrative Offices are located at _____, _____(CITY), _____(zip Code) CA , () ____-____; who is referred to as the "**PARTY**"; for the purpose of providing **SUBSTANCE ABUSE PREVENTION/TREATMENT SERVICES AND MENTAL HEALTH SERVICES AS INDICATED** on the school site(s)/SHIELDS certified sites and may include school breaks unless otherwise arranged between the school, provider and parent for that period. School-based services shall be provided on the school ground as defined by pre-arranged **therapist's calendars/schedules** provided by **Danielle Lowe/ Jerome Miller** and approved by the school. The majority of services are to be provided on the school grounds/SHIELDS for Families Revelations program weekly, with sessions at the students' home agreed upon by the parents/guardians, school and **SHIELDS for Families, Youth Services** (agency). It is recognized that the provisions set forth in this agreement shall be constructed in a manner not inconsistent with the California Education Code and other laws of the State of California.

In furtherance of the foregoing purpose, Provider and District agrees as follows:

1. Term of Agreement:

This Agreement shall be in effect from November 12, 2019 through **June 30, 2023**. Modifications to this MOU shall be made only after mutual agreement is reached between both parties and documented in writing. Either party may terminate this Agreement at any time, giving the other party a written notice twenty (20) school days prior to such action. Such termination shall become effective as of the twentieth (20th) school day of such termination notice.

2. Purpose of the Agreement:

The purpose of this Agreement is to maintain within the Paramount Unified School District, as a **Member Mental Health (Behavioral)** Agency of the District Health Collaborative; to provide preventative, substance abuse treatment/ prevention and social emotional support services mutually agreed upon by both PARTIES. **SHIELDS for Families, Inc** (Agency) shall provide these services through this Agreement and shall be consistent with the laws of the State of California and guidelines by which the DISTRICT administers its schools.

3. **Cost of MOU to District:**

There shall be no cost to the District or its Schools for Mental Health, Substance Abuse Prevention/ Treatment and Collaborative Services set forth in this MOU. The Agency provides services through their Department of Mental Health and SAPC contract(s). The Agency is an active member of the LUSD Health Collaborative...

3. **Liability-Agency:**

Agency agrees to and shall hold harmless and indemnify the District, its officers, agents, and employees from every claim or demand and every liability or loss, damage, or expense of any nature whatsoever, which may be incurred by reason of:

- A. Liability for damages for death or bodily injury to person, injury to property, or any other loss, damage, expense sustained by the Agency or any person, firm, or corporation employed by the Agency upon or in connection with the services called for in this Agreement except for liability for damages referred to above which result from the sole negligence or willful misconduct of the District, it's officers, employees, agents. Any injury or death or persons or damage to property, sustained by any persons, firm, or corporation, including the District, arising out of, or in any way connected with the services covered by this Agreement, whether said injury or damage occurs either on or off District property, except for liability for damages which result from the sole negligence or willful misconduct of the District, its officers, employees or agents.

4. **Liability-District:**

District agrees to and shall hold harmless and indemnify the Agency, its officers, agents, and employees from every claim or demand and every liability or loss, damage, or expense of any nature whatsoever, which may be incurred by reason of:

- A. Liability for damages for death or bodily injury to person, injury to property, or any other loss, damage, expense, sustained by the Agency, or any person, firm, or Corporation employed by the District upon or in connection with the services called for in this Agreement except for liability for damages referred to above which result from the sole negligence or willful misconduct of the Agency, it's officers, employees or agents.
- B. Any injury to or death of persons or damage to property, sustained by any person, firm or corporation, including the Agency, arising out of, or in any way connected with rendered by District pursuant to this Agreement, whether said injury or damage occurs either on or off school district property, except for liability for damages which result from the sole negligence or willful misconduct of the

Agency, its officers, employees or agents.

5. **Location of Services:**

All services of this Agreement shall be provided during schooldays or during the after-school hours On campus, at the following schools within the Paramount Unified School District:

- A. Collins Elementary School,
- B. Gaines Elementary School,
- C. Hollydale Elementary School,
- D. Jefferson Elementary School,
- E. Keppel Elementary School,
- F. Lincoln Elementary School,
- G. Los Cerritos Elementary School,
- H. Mokler Elementary School,
- I. Roosevelt Elementary School,
- J. Tanner Elementary School,
- K. Wirtz Elementary School,
- L. Alondra Middle School,
- M. Jackson Middle School,
- N. Hollydale Middle School,
- O. Paramount Park Middle School,
- P. Zamboni Middle School,
- Q. Paramount High School - Senior Campus,
- R. Paramount High School – West Campus,
- S. Buena Vista High School,
- T. Odyssey STEM Academy,
- U. Early Childhood Education (ECE) Programs,
- V. And other sites or Programs as identified by the District.

6. **Statement of Work-SHIELDS for Families)**

A. **Staffing:** Provider and District Will mutually agree to the staffing providing services under this Agreement. It is understood by both Parties that the employees of (SHIELDS for Families) are not employees or agents of the District. For the purpose of this contract (SHIELDS for Families) staff are identified as “**Business Associates**” as defined by the Los Angeles County Department of Mental Health (DMH).

1.) Provider certifies that:

- a. All personnel, in contact with students and their families are adequately screened so as to prevent the assignment of personnel who may pose a threat to the safety and welfare of students.

- b. All such personnel shall undergo finger-printing through the (SHIELDS for Families) and shall provide evidence of freedom from tuberculosis within six months prior to the commencement of service. Documentation must be submitted to the District's Human Resources Department prior to the commencement of services provided by assigned personnel.
 - c. Staff assigned to each school, providing the services, are adequately trained and prepared in accordance to prevailing professional standards for providing school-based services and that personnel providing clinical and/or counseling and /or counseling services are licensed or otherwise legally qualified.
 - d. It shall provide adequate supervision of the staff and the clinical supervisor shall be named with contact information.
 - e. Staff will follow legal guidelines on reporting child abuse/neglect.
 - f. District requires one full time staff with no more than three staff to be assigned to a school site. Additional staff may be added only if caseloads (full/staff) warrants and with prior approval by School administration, school point person and Health Collaborative Coordinator.
 - g. Adjunctive Services may be coordinated between the Provider/ therapist and School point person. Scheduling arrangements must occur prior to services and with the school point person and approved. Adjunctive Services can include Mental Health Occupational Therapy, Group Therapy, Substance Abuse Individual/Group Therapy and any other services as identified and referred to by the primary therapist.
 - h. Provider shall serve on the Crisis Response Team for sites services are provided.
- 2.) District shall provide a Point Person per School Site. The Point Person shall be an administrator, counselor or Instructional Lead) to coordinate all services on the site with the Provider. Providers will work directly with the Site Point Person(s) at each school served. Point Person and Provider shall schedule regularly scheduled monthly meetings held at the school, as agreed upon by the Point Person and Provider. The purpose of these monthly meetings are critical to ensure seamless delivery and coordination of school-based services, including but not limited to: Provider's Monthly Student/Client Status Reports and Individual Student/Client Report by the Therapist to review of student/client progress; School Point Person shall provide copies of the Student's Academic, Attendance, Discipline Report to the Provider; Logistical Issues, school request for additional services such as presentations, etc. Schedules will be submitted to the Health Collaborative Coordinator and maintained by the Provider and School Point Person.

B. Equipment/Property:

Provider will be responsible for the cost and care of their own property. Schools will provide secured location(s)/office(s), furniture and access to the Internet, phone and

printer. In order to facilitate this, Provider must provide a Semester/school year schedule for each therapist and adjunctive staff in order to secure the spaces for Provider's staff. Upon a full caseload/therapist, schools will provide a permanent secured office and thus enable the therapist to maintain an office on campus.

C. Conflict Resolution:

Should any problems or conflicts arise in the course of the delivery of services; the authorized representative of the School will work with the parties in conflict to accomplish an effective resolution through mediation. If in the event that further negotiations are needed, it shall then be referred to the District Office, Student Services and the Provider's representative.

D. Description of Services-(SHIELDS For Families _____):

Parent/guardian written Authorization/ Consent for **Mental Health (Behavioral) Health Services** and Release & Sharing of Information is required in accordance with Section E, below. Services may include but not limited to:

- 1.) **Mental Health/Behavioral Services**
- 2.) **Case Management Services**
- 3.) **Psychiatric Services (If provided)**
- 4.) **Psychological Assessment**
- 5.) **Occupational Therapy Services**
- 6.) **Substance Abuse & Recovery Services**
- 7.) **Therapeutic Behavioral Services**
- 8.) **Parent Support Groups**
- 9.) **Community Outreach Services (COS)**
- 10.) **Referral for additional services, adjunctive services and/or community resources will be made as needed. The Provider and the School will make its best effort to link clients to referrals as may be appropriate to the client's and family's needs.**
- 11.) **Individual Services for the student will be held on campus weekly** in agreement between the Provider, District and School. Any services provided outside of the school will be during any elongated breaks, such as Winter, Spring and Summer breaks. **This does not include family or parent work.** In order to affect seamless delivery of services, Provider will submit Semester or Yearly Schedules indicating the days and times they will be on campus. School/Point Person will identify

Confidential Offices/Rooms designated for the Provider's Therapist and identify in collaboration with the School, the procedures by which Therapists will follow in order to call for the student and return student to class. All procedures will be developed and approved in collaboration between the School and Provider prior to the commencement of services and shall be published with copies distributed to the District Coordinator in charge of the Health Collaborative, copies maintained at the School and Provider. Parities will be responsible to train and disseminate the Procedure to each of their staff.

- 12.) Referrals will be generated by the School Counselor(s) or Point Person in collaboration with staff. School Counselor(s) and/or Point Person will initiate contact with the parent/guardian to discuss consideration of the referral and obtain Parent/Guardian Consent for Services/Release & Sharing of Information and thus serve as a member of the "Client" with the student and family.
- 13.) Regularly scheduled Inter-Agency Meetings will be held at Schools. Schools shall establish and publish the Semester or School Year Monthly Meeting Schedule. Final Schedules will be published and distributed to the Provider(s), Health Collaborative Coordinator, and maintained/ posted on School Sites.
- 14.) Provider shall participate in Student Study Teams (SST), Individual Education Plan (IEP) meetings, Parent Conferences and/or other meetings requested by the School of students/families being actively served by the Provider, and/or with Parental Permission for attendance due to potential referral by the School for services.
- 15.) Provider shall participate on sites served Crisis Response Team.

7. **Parent Authorization/ Consent for Services and Release & Sharing of Information:**

School shall obtain written Parent/Guardian Authorization/Consent for Services/Release & Sharing of Information to be provided to the Provider at the time of referral by the School. Insurance Card(s) for the student will be copied by the Point Person/School Counselor to be attached to the Referral.

8. **Confidentiality of Records:**

Provider and School recognizes that records maintained by them respectfully of students and their families are confidential pursuant to related provision of Federal and State Laws (FERPA and HIPPA). As Partnering Agencies, a **Parent** Consent for Services and Release & Sharing of Information signed by parents/guardians permits sharing of information between Parties to assist the student(s) and family (ies). Parents (s)/Guardian(s) shall also sign a Provider's Consent Form.

9. Referral Process:

- 1.) Point Person/School Counselor shall complete and sign the Paramount USD Health Collaborative Referral Form, attach the signed Parent Consent for Services and Release & Sharing of Information and Copy of the Insurance Card, if the student does not have any insurance, Point Person/School Counselor shall attach a "No Insurance Form", henceforth known as the "Referral Packet". Point Person/School shall contact/fax /scan Referral Packet (3 documents) to the District Coordinator, Health Collaborative, and maintain a set on files in a secured confidential file at the school.
- 2.) District Coordinator will complete Referral Process by identifying Provider and forwarding Referral Packet to the identified Provider.
- 3.) Provider will work closely with the School to contact, interview and assess appropriateness of Referral, assign therapist, notify school as to commencement and schedule of services. Ongoing and close communication between Provider and School Point Person/ School Counselor is essential.

10. On Going Service Process:

- 1.) Individual/Group Mental Health (Behavioral Health) Counseling Services will be held on School Campus weekly, adhering to pre-approved Provider/Therapist Schedules. Therapist will provide Individual Monthly Reports to School Point Person/School Counselors directly and/or at the regularly scheduled Monthly Meetings. All Reports will be maintained in a separate confidential, secured file accessible only by Point Person/School Counselor per FERPA Requirements.
- 2.) Provider's Therapist shall attend shall participate in Student Study Teams (SST), Individual Education Plan (IEP) meetings, Parent Conferences and/or other meetings requested by the School of students/families being actively served by the Provider, and/or with Parental Permission for attendance due to potential referral by the School.
- 3.) Prior to Termination of Student from Provider Services, Provider will hold a Pre-Termination meeting with the School to discuss Student Progress and/or concerns and to identify "Next Steps" in order to support student success.

11. Access:

Agency staff will be processed by the Paramount Unified School District, Student Services Health Collaborative Coordinator. Upon approval, Agency Staff will be given a Paramount Unified School District Community Agency Badge, which will allow the approved staff campus access. Badges must be worn at all times when on the property of District sites.

12. Notice:

Any notice pursuant to this agreement shall be deemed given when deposited in certified mail and all charges prepaid and addressed to School Personnel/Provider listed below.

13. **Planned Process:**

For the purpose of maintaining the integrity of comprehensive and coordinated school-based mental health (behavioral health) and support services, Provider and the School agree that agencies providing services with the existing network will be an integral part of the collaborative effort and will participate in planning for school based mental health (behavioral health) services.

IN WITNESS HEREOF, THE PARTIES HERETO HAVE CAUSED THIS AGREEMENT TO BE DULY EXECUTED:

____/____/____

**Paramount Unified School District Representative
Patrick Gittisriboongul, Ed.D.
Interim Assistant Superintendent**

____/____/____
____/____/____

**Agency
Name of including title etc
Chief Executive Officer**

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Ruben Frutos, Assistant Superintendent – Business Services
DATE: November 12, 2019
SUBJECT: Notices of Completion – Field Service Contracts

BACKGROUND INFORMATION:

At the meeting of May 13, 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
Rem Custom Builders, Inc.	Lincoln: replace windows (209) (Bid #2-16-17) P. O. 19-02093	\$ 259,000.00	\$ 12,950.00
Ortco, Inc.	Gaines, Wirtz, Roosevelt, Mokler & Hollydale: repair & repaint playground equipment (Bid #6-18-19) P. O. 20-00366	\$ 133,893.59	\$ 6,694.68
Ortco, Inc.	Los Cerritos primary south & north, Wirtz primary, and Gaines primary: repair & replace playground equipment (Bid #6-18-19) P. O. 20-00225	\$ 370,699.00	\$ 18,534.95

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

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.

ACTION ITEM: 4.1-A

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: November 12, 2019
SUBJECT: 2019-20 Budget Adjustments as of September 30, 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>
3000-3999	Employee Benefits	\$ 10,135
4000-4999	Books and Supplies	1,052,121
6000-6999	Capital Outlay	24,000
7300-7399	Indirect Costs	41,225
8600-8799	Other Local Revenues	2,176
9790	Reserves	145,396
Total Transfer From:		\$ 1,275,053

GENERAL FUND (01.0) - UNRESTRICTED - TRANSFER TO

<u>Object</u>	<u>Description</u>	<u>Amount</u>
1000-1999	Certificated Salaries	\$ 37,013
2000-2999	Classified Salaries	47,072
5000-5999	Services, Other Operating Expenses	1,037,968
7610-7629	Transfers Out	153,000
Total Transfer To:		\$ 1,275,053

GENERAL FUND (01.0) - RESTRICTED - TRANSFER FROM

<u>Object</u>	<u>Description</u>	<u>Amount</u>
3000-3999	Employee Benefits	\$ 599
4000-4999	Books and Supplies	\$ 49,272
9790	Reserves	1,800
Total Transfer From:		\$ 51,671

ACTION ITEM: 4.2-A

GENERAL FUND (01.0) - RESTRICTED - TRANSFER TO

<u>Object</u>	<u>Description</u>		<u>Amount</u>
2000-2999	Classified Salaries	\$	9,500
5000-5999	Services, Other Operating Expenses		42,171
	Total Transfer To:	\$	51,671

ADULT EDUCATION FUND (11.0) - TRANSFER FROM

<u>Object</u>	<u>Description</u>		<u>Amount</u>
3000-3999	Employee Benefits	\$	8,328
8100-8299	Federal Revenues		5,545
8300-8599	Other State Revenues		85,841
9790	Reserves		366,136
	Total Transfer From:	\$	465,850

ADULT EDUCATION FUND (11.0) - TRANSFER TO

<u>Object</u>	<u>Description</u>		<u>Amount</u>
1000-1999	Certificated Salaries	\$	57,526
2000-2999	Classified Salaries		5,212
4000-4999	Books and Supplies		258,921
5000-5999	Services, Other Operating Expenses		122,030
7300-7399	Indirect Costs		22,161
	Total Transfer To:	\$	465,850

CHILD DEVELOPMENT FUND (12.0) - TRANSFER FROM

<u>Object</u>	<u>Description</u>		<u>Amount</u>
4000-4999	Books and Supplies	\$	9,977
5000-5999	Services, Other Operating Expenses		153,000
7300-7399	Indirect Costs		8,345
	Total Transfer From:	\$	171,322

CHILD DEVELOPMENT FUND (12.0) - TRANSFER TO

<u>Object</u>	<u>Description</u>		<u>Amount</u>
8100-8299	Federal Revenues	\$	119,000
9790	Reserves		52,322
	Total Transfer To:	\$	171,322

CAFETERIA FUND (13.0) – TRANSFER FROM

<u>Object</u>	<u>Description</u>		<u>Amount</u>
2000-2999	Classified Salaries	\$	5,160
3000-3999	Employee Benefits		19,484
8980-8999	Contributions to Res. Programs		153,000
	Total Transfer From:	\$	177,644

CAFETERIA FUND (13.0) – TRANSFER TO

<u>Object</u>	<u>Description</u>		<u>Amount</u>
4000-4999	Books and Supplies	\$	22,043
5000-5999	Services, Other Operating Expenses		146,966
9790	Reserves		8,635
	Total Transfer To:	\$	177,644

BUILDING FUND – MEASURE I (21.1) – TRANSFER FROM

<u>Object</u>	<u>Description</u>		<u>Amount</u>
5000-5999	Services, Other Operating Expenses	\$	16,000
9790	Reserves		7,629,544
	Total Transfer From:	\$	7,645,544

BUILDING FUND – MEASURE I (21.1) - TRANSFER TO

<u>Object</u>	<u>Description</u>		<u>Amount</u>
4000-4999	Books and Supplies	\$	3,300
6000-6999	Capital Outlay		7,642,244
	Total Transfer To:	\$	7,645,544

WORKERS' COMP (67.1) – TRANSFER FROM

<u>Object</u>	<u>Description</u>		<u>Amount</u>
9790	Reserves	\$	5,000
	Total Transfer From:	\$	5,000

WORKERS' COMP (67.1) - TRANSFER TO

<u>Object</u>	<u>Description</u>		<u>Amount</u>
4000-4999	Books and Supplies	\$	5,000
	Total Transfer To:	\$	5,000

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, Measure I Fund and Workers Comp 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 11/12/19	10/01 - 10/31 Board Date 11/12/19	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		2,176										\$ 649,575
7	A. Total Revenues		\$ 174,551,960	\$ -	\$ -	\$ 2,176	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 174,554,136
8	Expenditures:														
9	Certificated Salaries	1000-1999	77,184,286		619,949	37,013									\$ 77,841,248
10	Classified Salaries	2000-2999	17,841,007		415,306	47,072									\$ 18,303,385
11	Employee Benefits	3000-3999	37,231,439		281,470	(10,135)									\$ 37,502,774
12	Books and Supplies	4000-4999	14,272,813		(1,772,886)	(1,052,121)									\$ 11,447,806
13	Services, Other Operating Expenses	5000-5999	16,042,347		1,279,765	1,097,968									\$ 18,360,080
14	Capital Outlay	6000-6999	2,384,000		34,304	(24,000)									\$ 2,394,304
15	Other Outlay	7100-7299	88,000												\$ 88,000
16	Indirect Costs	7300-7399	(891,976)			(41,225)									\$ (933,201)
17	B. Total Expenditures		\$ 164,151,916	\$ -	\$ 857,908	\$ (5,428)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 165,004,396
18	C. Excess (Deficiency) of Revenues		\$ 10,400,044	\$ -	\$ (857,908)	\$ 7,604	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,549,740
19	Over Expenditures														
20	Other Financing Sources/Uses														
21	D. Transfers In	8910-8929													\$ -
22	E. Transfers Out	7610-7629	\$ 5,750,148			153,000									\$ 5,903,148
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)	\$ -	\$ -	\$ (153,000)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (20,916,465)
29	Net Increase (Decrease) in Fund Balance		\$ (22,169,737)	\$ -	\$ (857,908)	\$ (145,396)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (23,173,041)
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	\$ 28,920,269	\$ 28,920,269	\$ 28,920,269	\$ 28,920,269	\$ 28,920,269	\$ 28,920,269	\$ 28,920,269	\$ 28,920,269	\$ 28,920,269	\$ 6,750,532
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 11/12/19	10/01 - 10/31 Board Date 11/12/19	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		390,297											\$ 2,128,356
5		8300-8599	1,738,059												\$ 1,934,708
6		8600-8799	1,934,708												\$ 1,934,708
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	9,500										\$ 10,408,708
12		3000-3999	9,319,704	123,458 (699)											\$ 9,442,563
13		4000-4999	4,546,278	(1,094,414)	(49,272)										\$ 3,402,592
14		5000-5999	5,330,337	723,033	42,171										\$ 6,095,541
15		6000-6999	-	400,000	-										\$ 400,000
16		7100-7299	-	697,845	-										\$ -
17		7300-7399	-	27,409	-										\$ 725,254
18			\$ 44,953,374	\$ 684,900	\$ 1,800	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 45,640,074
19															
20															
21			\$ (26,634,082)	\$ -	\$ (122,161)	\$ (1,800)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (26,756,043)
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	-	-	-	-	-	-	-	-	-	-	\$ 26,819,633
31			\$ 26,819,633	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 26,819,633
32															
33			\$ 185,551	\$ -	\$ (122,161)	\$ (1,800)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 61,590
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	\$ 4,155,005	\$ 4,155,005	\$ 4,155,005	\$ 4,155,005	\$ 4,155,005	\$ 4,155,005	\$ 4,155,005	\$ 4,155,005	\$ 4,155,005	\$ 4,340,556
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 11/12/19	10/01 - 10/31 Board Date 11/12/19	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		8010-8099													
4		8100-8299	730,868		5,545										736,413
5		8300-8599	6,290,497		85,841										6,376,338
6		8600-8799	141,050												141,050
7	A.Total Revenues		\$ 7,162,415	\$ -	\$ 91,386	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,253,801
8	Expenditures:														
9		1000-1999	1,487,722	(78,815)	57,526										1,466,433
10		2000-2999	580,238	5,300	5,212										590,750
11		3000-3999	749,587	(5,926)	(6,328)										735,333
12		4000-4999	214,531	43,055	258,921										516,507
13		5000-5999	4,365,743	82,819	122,030										4,570,592
14		6000-6999													
15		7000-7999	110,271		22,161										132,432
16		8000-8999													
17		9000-9999													
18	B.Total Expenditures		\$ 7,508,092	\$ 46,433	\$ 457,522	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,012,047
19															
20	C. Excess (Deficiency) of Revenues		\$ (345,677)	\$ -	\$ (46,433)	\$ (366,136)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (758,246)
21	Over Expenditures														
22															
23	Other Financing Sources/Uses														
24		D. Transfers In													
25		E. Transfers Out													
26		F. Financing Sources													
27		G. Financing Uses													
28		H. Contributions to Res. Programs													
29	I.Total, Other Sources/Uses		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
30															
31	Net Increase (Decrease) in Fund Balance		\$ (345,677)	\$ (46,433)	\$ (366,136)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (758,246)
32															
33															
34	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
35	Ending Balance		\$ 1,249,088	\$ 1,443,147	\$ 1,396,714	\$ 1,030,578	\$ 1,030,578	\$ 1,030,578	\$ 1,030,578	\$ 1,030,578	\$ 1,030,578	\$ 1,030,578	\$ 1,030,578	\$ 1,030,578	\$ 664,901

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 11/12/19	10/01 - 10/31 Board Date 11/12/19	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	\$ -	\$ -	\$ (119,000)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,562,406
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	(9,977)									\$ 6,869
14	Services, Other Operating Expenses	5000-5999	\$ 154,875		242	(153,000)									\$ 2,117
15	Capital Outlay	6000-6999	\$ -												\$ -
16	Other Outgo	7100-7299	\$ -												\$ -
17	Indirect Costs	7300-7399	\$ 83,860			(8,345)									\$ 75,515
18	B.Total Expenditures		\$ 1,721,728	\$ -	\$ 2,041	\$ (171,322)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,552,447
19															
20	C. Excess (Deficiency) of Revenues		\$ (40,322)	\$ -	\$ (2,041)	\$ 52,322	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,959
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)	\$ 52,322	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,959
32															
33															
34	Beginning Balance		\$ 711,015	\$ 763,459	\$ 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	\$ 773,418	\$ 773,418	\$ 773,418	\$ 773,418	\$ 773,418	\$ 773,418	\$ 773,418	\$ 773,418	\$ 773,418	\$ 733,096

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 11/12/19	10/01 - 10/31 Board Date 11/12/19	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	Certificated Salaries	1000-1999	\$ -												\$ -
10	Certificated Salaries	2000-2999	\$ 3,380,175			(5,160)									\$ 3,375,015
11	Employee Benefits	3000-3999	\$ 1,631,856			(19,484)									\$ 1,612,372
12	Books and Supplies	4000-4999	\$ 3,238,090		131,270	22,043									\$ 3,391,403
13	Services, Other Operating Expenses	5000-5999	\$ 36,666			146,966									\$ 183,632
14	Capital Outlay	6000-6999	\$ 50,000												\$ 50,000
15	Other Outgo	7100-7299	\$ -												\$ -
16	Indirect Costs	7300-7399	\$ -												\$ -
17	B. Total Expenditures		\$ 8,336,787	\$ -	\$ 131,270	\$ 144,365	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,612,422
18	C. Excess (Deficiency) of Revenues		\$ 43,213	\$ -	\$ (131,270)	\$ (144,365)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (232,422)
19	Over Expenditures														
20	Other Financing Sources/Uses														
21	D. Transfers In	8910-8929	\$ -			153,000									\$ 153,000
22	E. Transfers Out	7610-7629	\$ -												\$ -
23	F. Financing Sources	7930-8979	\$ -												\$ -
24	G. Financing Uses	7630-7699	\$ -												\$ -
25	H. Contributions to Res. Programs	8980-8999	\$ -												\$ -
26	I. Total, Other Sources/Uses		\$ -	\$ -	\$ -	\$ 153,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 153,000
27	Net Increase (Decrease) in Fund Balance		\$ 43,213	\$ -	\$ (131,270)	\$ 8,635	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (79,422)
28	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)
29	Ending Balance		\$ 43,214	\$ 122,636	\$ (8,634)	\$ 1	\$ 1	\$ 1	\$ 1	\$ 1	\$ 1	\$ 1	\$ 1	\$ 1	\$ (88,056)

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
			Adopted Budget	Unaudited Actuals Board Date 9/9/19	07/01 - 08/31 Board Date 10/14/19	09/01 - 09/30 Board Date 11/12/19	10/01 - 10/31 Board Date 11/12/19	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	\$ 300,000												\$ 300,000
7	A.Total Revenues		\$ 300,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 300,000
8	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	3,300									\$ 288,290
14	Services, Other Operating Expenses	5000-5999	\$ -		1,734,008	(16,000)									\$ 1,718,008
15	Capital Outlay	6000-6999	\$ 29,750,000		7,642,244										\$ 35,623,246
16	Other Outlay	7100-7299	\$ -		(1,768,998)										\$ -
17	Indirect Costs	7300-7399	\$ -												\$ -
18	Debt Service	7400-7499	\$ -												\$ -
19	B.Total Expenditures		\$ 30,000,000	\$ -	\$ 7,629,544	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 37,629,544
20															
21	C. Excess (Deficiency) of Revenues		\$ (29,700,000)	\$ -	\$ -	\$ (7,629,544)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (37,329,544)
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)	\$ -	\$ -	\$ (7,629,544)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (37,329,544)
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	\$ 994,392	\$ 994,392	\$ 994,392	\$ 994,392	\$ 994,392	\$ 994,392	\$ 994,392	\$ 994,392	\$ 994,392	\$ (28,705,600)

PARAMOUNT UNIFIED SCHOOL DISTRICT
SELF INSURANCE WORKERS COMP FUND (67.1)
 BUDGET REVISIONS
 2018-2019

	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 11/12/19	10/01 - 10/31 Board Date 11/12/19	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	\$ 2,210,000												\$ 2,210,000
7	A. Total Revenues		\$ 2,210,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,210,000
8															
9	Expenditures:														
10	Certified Salaries	1000-1999	\$ -												\$ -
11	Classified Salaries	2000-2999	\$ -												\$ -
12	Employee Benefits	3000-3999	\$ -												\$ -
13	Books and Supplies	4000-4999	\$ -		5,000										5,000
14	Services, Other Operating Expenses	5000-5999	\$ 2,210,000												\$ 2,210,000
15	Capital Outlay	6000-6999	\$ -												\$ -
16	Other Outgo	7100-7299	\$ -												\$ -
17	Indirect Costs	7300-7399	\$ -												\$ -
18	B. Total Expenditures		\$ 2,210,000	\$ -	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,215,000
19															
20	C. Excess (Deficiency) of Revenues		\$ -	\$ -	\$ -	\$ (5,000)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (5,000)
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		\$ -	\$ -	\$ (5,000)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (5,000)
32															
33															
34	Beginning Balance		\$ 5,015,762	\$ 5,015,762	\$ 5,015,762	\$ 5,015,762	\$ 5,015,762	\$ 5,015,762	\$ 5,015,762	\$ 5,015,762	\$ 5,015,762	\$ 5,015,762	\$ 5,015,762	\$ 5,015,762	\$ 5,015,762
35	Ending Balance		\$ 5,015,762	\$ 5,015,762	\$ 5,010,762	\$ 5,010,762	\$ 5,010,762	\$ 5,010,762	\$ 5,010,762	\$ 5,010,762	\$ 5,010,762	\$ 5,010,762	\$ 5,010,762	\$ 5,010,762	\$ 5,010,762

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Ruben Frutos, Assistant Superintendent – Business Services
DATE: November 12, 2019
SUBJECT: 2019 National School Lunch Program (NSLP) Equipment Assistance Grant (EAG)

BACKGROUND INFORMATION:

Student Nutrition Services (SNS) applied for the 2019 National School Lunch Program (NSLP) Equipment Assistance Grant (EAG), which is funded by the U.S. Department of Agriculture (USDA) to competitively award eligible school food authorities (SFA) equipment assistance grants.

The SNS applied for funding for Mark Keppel Elementary, Jackson Middle School, and Zamboni Middle School to purchase equipment that will assist the SNS Department in serving healthier meals, improving food safety, energy efficiency, and expanding access. There is no District match required. The District received notice of the grant after the time to agendaize for the October Board meeting and the application was due on October 16, 2019, therefore it is submitted for ratification.

POLICY/ISSUE:

Board Policy 3280 – Gifts, Grants and Bequests

FISCAL IMPACT:

No matching funds required

STAFF RECOMMENDATION:

Ratify and approve the submission for the 2019 National School Lunch Program Equipment Assistant Grant.

PREPARED BY:

Ruben Frutos, Assistant Superintendent – Business Services
Lucy Albera, Director – Student Nutrition Services

STRATEGIC PLAN FOCUS AREAS AND GOALS:

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

- Goal 4: All school facilities will be clean, orderly, well maintained, and modern

ACTION ITEM: 4.3-A

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Ruben Frutos, Assistant Superintendent – Business Services
DATE: November 12, 2019
SUBJECT: Young@Part Materials And Royalty Fees For The Production Of ‘We Will Rock You’ For Paramount High School

BACKGROUND INFORMATION:

Young@Part grants rights and copyright requirements and collects royalty fees for the use of plays to be performed by schools.

Paramount High School will be performing ‘We Will Rock You’ on May 19th, 20th, 21st and 22nd of 2020 in the Little Theater. Young@Part will provide scripts for the director and cast, vocal books, piano score aided by the guide and performance tracks on CD. The fees include materials and the copyright costs to use the trademark play materials.

POLICY/ISSUE:

Board Policy 3322 – Contracts

FISCAL IMPACT:

Not to exceed \$1,185 – Site Budget

STAFF RECOMMENDATION:

Approve payment of royalty fees and agreement with Young@Part for the amateur production of the play ‘We Will Rock You.’

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

ACTION ITEM: 4.4-A



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 866-378-9758 Fax 212-643-1322 www.theatricalrights.com

Young@Part® LICENSE AGREEMENT

PLEASE CONFIRM ALL INFORMATION. COMPLETE SECTIONS B AND C OF THE ORDER FORM AND RETURN ONE SIGNED COPY ALONG WITH FULL PAYMENT (U.S. and Canadian school and government agencies may submit a signed, authorized institutional purchase order --- a copy of which must be included.)

B. PRODUCTION TERMS RIDER

Customer Information		Date	10/15/2019	Rep Code	WI
Account number	324756	Application Date	10/11/2019		
Attn:	Elizabeth Aldave	Order #	SO-0062099		
Organization name	Paramount High School	Expiration Date	1/13/2020		
Address	14429 Downey Ave	Performance Dates	5/19/2020 - 5/22/2020		
City, State, Zip	Paramount, CA 90723				

This License Agreement is for a non-exclusive amateur production of
We Will Rock You Young@Part

Performances Dates (list each date) 5/19, 5/20, 5/21, & 5/22
 Venue name and address Little Theater 14429 Downey Ave
Paramount, CA 90723

ROYALTY FEES: \$125.00 per performance
*Royalty based on avg ticket price of \$7.35 for performances at Paramount High School
 Seating MAY NOT EXCEED avg 100 per performance*

PERFORMANCE MATERIALS FEE: \$625.00
 The Performance Materials will be shipped provided we have received a signed copy of this Production Terms Rider and the full applicable royalty and performance materials fees

- REHEARSAL SET:**
 Director's Script - 1
 Cast Script & Vocal Book - 30
 Piano-Vocal Score - 2
 Logo Pack - 1
 Guide Vocals CD - 1
 Performance Tracks CD - 1
 BMD Digital Backdrops (Still Images)

ADDITIONAL MATERIALS & RESOURCES: (may require an additional shipping charge)
 Cast Script & Vocal Book \$15.00 each Director's Script \$50.00 each
 Piano Vocal Score \$40.00 each Orchestra Parts \$30.00 each

TRANSPOSITION EXPRESS:
 Piano-Vocal only \$35.00 per song
DIGITAL SCENERY UPGRADE:
 BMD Y@P Scenic Projections \$395.00 upgrade to animated projections

HOME VIDEO LICENSE: \$75.00

BILLING CREDITS:
 WE WILL ROCK YOU
 Young@Part
 Music and Lyrics by QUEEN
 Story and Script by BEN ELTON

Young@Part Edition adapted by Marc Tumminelli and originally workshop at Broadway Workshop in NYC

NOTE: The names of the Composer, Lyricist, and Bookwriter shall be equal in size, type, coloring, boldness, and prominence. No billing shall appear in type larger or more prominent than the billing to the Authors except for the title of the play.



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C. PRODUCTION TERMS ORDER FORM

Please refer to Section B for all fees.

Account #: 324756

Order#: SO-0062099

Royalty: (Required)

For 4 performances @ \$125.00 per performance for a total of

\$ 500.00

Performance Material: (required):

\$ 625.00

Additional Materials & Resources (please refer to Section B for fees):

BMD Young@Part® Scenic Projections upgrade to animated projections@ \$395.00

\$ 0

Home Video License @ \$75.00, for a total of

\$ 0

(Complete and return one copy of the attached Home Video License Rider)

Material Item: _____ # ordered _____ @\$ _____ each for a total of

\$ 0

Material Item: _____ # ordered _____ @\$ _____ each for a total of

\$ 0

❖ Shipping & Handling charges: (Required - Fill in the cost for the options you select)

Shipping and Handling charges:

\$ 60.00

Shipping and Handling rate above includes the *Standard Materials Set* only.

Additional Materials Shipping Charge – call for rates

\$ 0

Express Shipping Charges – call for rates

\$ 0

Total: \$ 1185.00

❖ Payment Instructions: (Required - must be made in US Dollars)

Check or Money Order (made payable to "Theatrical Rights Worldwide") is enclosed in the amount _____

Purchase Orders (for US & Canadian school and government agencies a signed, authorized institutional purchase order is acceptable and the *P.O. must be included*)

Credit Card Number: _____

Amount to be charged: _____ Expiration Date: _____ Security Code: _____

Name of Cardholder: _____

Address of Cardholder: _____

❖ Shipping Confirmation: shipments are made via UPS Ground. (If different from organization address in Part B.)

Shipping Name _____

Street Address (no P.O. Boxes) _____

City _____ State _____ Zip _____

If expedited shipping is required (e.g. overnight, 2-day etc.), please call for rates, add the amount to the shipping section on the order form above, and provide your daytime phone number.

Expedited Shipping Method _____ Daytime Phone Number _____

❖ Acknowledgement (Required - must be signed & dated):

Print Your Name _____ Date _____

Authorized Signature _____ Title _____

Email address (required for order confirmation) _____

Your signature acknowledges that you are of legal age and have read, understood, and agree to all the terms as set forth in both the Licensing Terms and Conditions and Production Terms Rider of this License Agreement.

**COMPLETE ALL REQUIRED PARTS OF THE ORDER FORM
 AND RETURN ONE SIGNED COPY (PART B & PART C) ALONG WITH FULL PAYMENT**



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866-378-9758 Fax 212-643-1322 www.theatricalrights.com

Young@Part® LICENSE AGREEMENT

A. LICENSING TERMS AND CONDITIONS

I. Rights Granted/Rights Reserved/Copyright Requirements

All performers in this Play must be 18 years of age or younger.

You are hereby granted the non-exclusive right to present the live public performance of the play as named in and contained in the performance materials provided ("Play") and only for the number and dates of performances and at the venue as set forth in the Production Terms Rider herein.

You must perform the Play exactly as it has been provided to you. You may not add new music, lyrics, dialogue or anything to the Play as provided for in the performance material. You may not delete in whole or in part any material as provided and you may not make changes of any kind, including but not limited to changes of music, lyrics or dialogue or change in the period, characters (including their gender), or characterizations in the presently existing Play.

This License Agreement does not include the right to the original choreography, costume designs, staging, direction, or scenery designs of the Play and any use of said elements is strictly prohibited. TRW and/or the Authors shall not be obliged at any time to make any payment or offer rights participation to any person(s) whom you may hire to direct, choreograph, stage, design or otherwise participate creatively with your production.

This license does not grant you, or any third party, the right to make, use and/or distribute any recording or reproduction of the Play or any portion of it by any means whatsoever, including, but not limited to videotape or video disc (DVD or Digital), film, sound recording (CD), and other digital sequencing or storage/sequencing system. You shall not broadcast, transmit and/or electronically post any portion of the Play including, without limitation, musical selections by any means whatsoever, including but not limited to television, radio, satellite, pay or cable television or the Internet including but not limited to YouTube or iTunes.

You have the right for advertising and promotional purposes, to publicize your production via print, your organization's website, the Internet, radio and television (radio, television or Internet commercials shall be limited to excerpt usage of no more than 30 seconds). All advertisements via print (including programs), your organization's website, the Internet, radio and television (radio, television or Internet commercials) must include Young@Part®.

You must give the author/creators billing credits, as specified in the Production Terms Rider, on the first page of credits in all programs, your organization's website and on posters, displays and in all other advertising announcements of any kind. Additionally, when providing cast/creative team bios in your program, you must include bios for the authors as found on our website at www.theatricalrights.com. You must include the following warning in your program: "The video or audio recording of this performance by any means is strictly prohibited."

You must give appropriate credit to Theatrical Rights Worldwide on all posters, fliers, advertisements, on your organization's website and on the title page of your programs in the following manner: "(Name of Play)" is presented through special arrangement with and all authorized performance materials are supplied by Theatrical Rights Worldwide, 1180 Avenue of the Americas, Suite 640, New York, NY 10036. (866) 378-9758 www.theatricalrights.com

You are hereby granted the right to use the logo art as provided by TRW on all posters, fliers, advertisements, on your organization's website and on the title page of your programs.

You may not create merchandise based on the Play, whether for sale or distribution, without written permission and license from TRW.

Any violation of these provisions is expressly prohibited by law and shall result in the automatic termination of this License Agreement. TRW reserves the right, in its sole discretion, to revoke this License Agreement by sending written notice to you at any time prior to TRW's receipt of both a signed Production Terms Rider and payment in full.

II. Performance Terms and Conditions

TRW must receive a signed copy of the Production Terms Rider, accompanied by payment in full (for U.S. and Canadian schools and government agencies a signed, authorized institutional purchase order is acceptable for the royalty and performance material fees only) by the expiration date indicated on the first page of the Production Terms Rider or prior to your first performance, whichever occurs sooner, or this License Agreement shall automatically terminate. You may not advertise, announce, sell tickets or present any performances until receipt and acknowledgement by us of the Production Terms Rider and payment.

If any of the conditions set forth in the Production Terms Rider or at any time during your performance run have changed in any way (including the cancellation or addition of performance(s), ticket price adjustments or change of performance dates or venue), you must notify TRW in writing immediately, and TRW must approve all such changes before they may take effect. You are advised that any changes to the conditions set forth in the Production Terms Rider may modify the fees quoted in the Production Terms Rider. Furthermore, if you cancel the entire performance, a cancellation fee of 10% of the total fees due for royalty, but in no event less than eighty-five dollars (\$85) per performance, will apply and forfeiture of the performance materials fees will occur in the event that performance materials have been supplied. TRW must be notified of any cancellations within seven (7) days of said cancellation. The fee for performance materials is required, notwithstanding the non-use of said materials. Furthermore, you understand that, even if you do not present the Play, you could be obligated to pay the fees set forth in this License Agreement.

Should you desire to present performances in addition to those provided for in the Production Terms Rider, you agree to make additional royalty and performance materials payments for any and all performances in addition to those already licensed. You agree not to announce, sell tickets or present the Play for such additional performances without the prior written permission of TRW and the payment of the additional royalty and performance material fees due.

You shall not perform excerpts, scenes or musical numbers from the Play for promotional purposes, or in competitions, festivals or for any other reason without TRW's prior written consent.



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You agree to reserve two (2) complimentary tickets (if requested) for the use of TRW and the Author(s) for each performance and TRW agrees not to sell said tickets.

You shall forward to us at least one (1) copy of the program for your production not later than five (5) days following the opening performance, via mail or e-mail attachment.

Under no conditions can this License Agreement and/or the Performance Materials be assigned, sublicensed or transferred to any other person, corporation or entity. This License Agreement constitutes the entire understanding between the parties hereto and shall be governed by the Laws of the State of New York, and any dispute arising out of or under this License agreement shall be litigated only in the courts of the State of New York in the City of New York or the United States District Court in the Southern District of New York and in no other forum.

You shall submit to us, within seven (7) days following demand by us, a sworn statement setting forth the total number of performances actually presented and the precise date and place of each such performance.

You agree to keep and maintain financial records in which you shall record all items in connection with the production and presentation of the Play. Such records shall be open during business hours for inspection by TRW or its representatives at your office, and TRW shall have the right to make copies of and take extracts from such records. TRW's right of the inspection under this License shall continue for twelve (12) months following the date of the last performance licensed under the terms of this agreement.

The rights granted herein are conditioned upon your fulfillment of all obligations set forth in this License Agreement and the Production Terms Rider, including the timely payment of all royalty and performance materials fees in U.S. funds when due.

If you default in the execution of any of the terms of this License Agreement, then in addition to any and all other remedies which TRW might have at law, you agree that TRW shall have the right to a preliminary injunction to enjoin further performance of the Play. You agree to reimburse TRW for any expenses incurred by us in enforcing our rights herein, including, but not limited to attorneys' fees, telephone, fax, courier and postage charges and collection expenses. You warrant and represent that the information you have provided TRW both orally and in writing is accurate and correct and you agree that in the event such information proves to be false or incorrect, or if you fail to fulfill or comply with any of the obligations, terms or conditions set forth herein, then this License Agreement shall automatically terminate, but you shall nevertheless remain liable for any payments which may be due TRW hereunder and all of our rights and remedies against you shall be preserved.

TRW makes no representations or warranties in connection with the Play or otherwise, other than that it has the right to enter into and perform this License Agreement.

All rights in and to the Play other than those specifically licensed to you under the terms of this License Agreement are reserved to TRW, with the unrestricted right on the part of TRW to use, exploit or dispose of any of them at any time, whether or not the exercise of such rights may be in competition with the rights granted to you in this License Agreement.

You hereby indemnify TRW and the Author(s) and/or Copyright Owner(s) of the Play from and against any claim arising out of the breach or alleged breach by you of any of your representations, warranties or agreements and terms herein.

You shall keep all terms and conditions of this License Agreement, including all Royalty and Performance Materials fees, strictly confidential.

III. Performance Materials

You understand that the performance materials cannot be used for any purpose other than as stated in this License Agreement and that you and/or anyone connected with your organization may not copy, reproduce, sell, electronically store or post to the Internet or otherwise distribute such performance materials.

The performance materials are the ONLY acting edition authorized by the Author(s) and must be licensed from us as a condition of this License Agreement. We make no representation as to the adequacy, suitability and/or condition of the performance materials. The Performance Materials can ONLY be used for the performance of the Play on the dates specified in the Production Terms Rider and cannot be used for any subsequent production, presentation or performance.

The performance materials will be shipped provided we have received a signed copy of the Production Terms Rider and the full applicable royalty and performance materials fees. Please allow approximately five days for processing prior to the shipment of materials. The use of the materials provided by TRW terminates at the conclusion of the license. Students may keep their performance materials, and under no circumstance are the materials, in whole or part, to be reused.

You shall pay shipping charges for materials that we supply to you, as well as all customs charges, duties and the like in connection with shipments of materials. We ship by U.S. Postal Service, UPS, Federal Express or other carriers at our sole option.

You are not required to return any part of your Performance Materials.

Paramount Unified School District

TO: Board of Education
FROM: Ruth Pérez, Superintendent
DATE: November 12, 2019
SUBJECT: Revised Board Bylaw 9270 – Conflict of Interest Code

BACKGROUND INFORMATION:

Board Bylaw 9270 – Conflict of Interest Code is being submitted for first reading. The Bylaw is being revised in response to a notification received from the Los Angeles County Board of Supervisors informing the District of an opportunity to make changes by means of the Biannual Review Certification.

After a review of the District's code, it was determined that titles for two positions needed to be updated and a need to add a position to the District's code with corresponding disclosure categories. Deletions are referenced with strikethroughs and additions are underlined.

Changes recommended by the District:

- Exhibit B – Title of Director of Secondary Education changed to **Director-Secondary Education, CTE & Instructional Technology**.
- Exhibit B – Title of Director of Student Nutrition Services changed to **Director-Nutrition Services**.
- Exhibit B – the position of Director-Facilities & Project Development was added with corresponding disclosure categories.

Changes recommended by the Los Angeles County Board of Supervisors Conflict of Interest/Lobbyist Division:

- Exhibit A - Category 6 is being removed. It is believed that the amended footnote at the end of the Exhibit "B" is sufficient to advise the reader of the disclosure requirements for Consultants/New Positions.

POLICY/ISSUE:

Legal Reference: Government Code
87300, et.seq. Conflict of Interest Codes
81008, 87100 General Prohibitions

FISCAL IMPACT:

None

STAFF RECOMMENDATION:

Accept for first reading revised Board Bylaw 9270 – Conflict of Interest Code revised in compliance with a request from the Los Angeles County Board of Supervisors.

CONFERENCE ITEM: 1.1-CF

PREPARED BY:

Ruth Pérez, Superintendent

STRATEGIC PLAN FOCUS AREAS AND GOALS:

Focus Area 4: Parent and Community Partnerships

- Establish and maintain meaningful, regular, and open two-way communication with all stakeholders.

CURRENT BYLAW

Conflict of Interest Code Of the

9270

PARAMOUNT UNIFIED SCHOOL DISTRICT

Incorporation of FPPC Regulation 18730 (2 California Code of Regulations, Section 18730) by Reference

The Political Reform Act (Government Code Section 81000, *et seq.*) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 Cal. Code of Regs. 18730), which contains the terms of a standard conflict of interest code. After public notes and hearing, it may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730, and any amendments to it duly adopted by the Fair Political Practices Commission, are hereby incorporated into the conflict of interest code of this agency by reference. This regulation and the attached Appendices (or Exhibits) designing officials and employees and establishing economic disclosure categories shall constitute the conflict of interest code of this agency.

Place of Filing of Statement of Economic Interest

All officials and employees required to submit a statement of economic interests shall file their statements with the agency head; or his or her designee. The agency shall make and retain a copy of all statements filed by its Board Members, Governing Board Members, Alternate Board Members, as appropriate, and its agency head (Agency/Department Head, Executive Officer or Chief Executive Officer, Superintendent, or Director), and forward the originals of such statement to the Executive Office of the Board of Supervisors of Los Angeles County.

The agency shall retain the originals of statements for all other Designated Positions named in the agency's conflict of interest code. All retained statements, original or copies, shall be available for public inspection and reproduction (Gov. Code Section 81008).

EXHIBIT "A"

CATEGORY 1

Persons in this category shall disclose all interest in real property within the jurisdiction. Real property shall be deemed to be within the jurisdiction if the property or any part of it is located within or not more than two miles outside the boundaries of the jurisdiction or within two miles of any land owned or used by the agency.

Persons are not required to disclose a residence, such as a home or vacation cabin, used exclusively as a personal residence; however, a residence in which a person rents out a room or for which a person claims a business deduction may be reportable.

CATEGORY 2

Persons in this category shall disclose all investments and business positions.

CATEGORY 3

Persons in this category shall disclose all income (including loans, gifts, and travel payments) and business positions.

CATEGORY 4

Persons in this category shall disclose all business positions, investments in or income (including loans, gifts, and travel payments) received from business entities that manufacture, provide or sell service and/or supplies of a type utilized by the agency and associated with the job assignment of designated positions assigned to this disclosure category.

CATEGORY 5

Persons in this category shall disclose all income (including gifts, loans and travel payments) from any Paramount Unified School District employee, any representative or association of such employee; and business positions or income from an entity owned or controlled by such employees or his/her spouse or other financial dependent.

CATEGORY 6

Individuals who perform under contract the duties of any designated position shall be required to file Statements of Economic Interests disclosing reportable interest in the categories assigned to that designated position.

In addition, individuals who, under contract, participate in decisions which affect financial interests by providing information, advice, recommendation or counsel to the agency which could affect financial interest shall be required to file Statements of Economic Interests, unless they fall under the Political Reform Act's exceptions to the definition of consultant. The level of disclosure shall be as determined by the Superintendent. (See Exhibit B footnote for clarification)

CURRENT BYLAW

PARAMOUNT UNIFIED SCHOOL DISTRICT EXHIBIT "B"

9270

<u>Designated Positions</u>	<u>Disclosure Categories</u>
1. Governing Board Member	1, 2, 3
2. Superintendent	1, 2, 3
3. Assistant Superintendent-Business Services	1, 2, 3
4. Assistant Superintendent-Educational Services	2, 3
5. Assistant Superintendent-Human Resources	4, 5
6. Assistant Superintendent-Secondary Educational Services	2, 3
7. Assistant Director of Fiscal Services	4
8. Buyer	4
9. Director-Special Education	4
10. Director-K-5 School Support & Innovative Programs	4
11. Director-Secondary Education	4
12. Director-Student Services	4
13. Director of Fiscal Services	1, 4
14. Director of Operations	4
15. Director of Personnel	4, 5
16. Director of Student Nutrition Services	4
17. Director of Technology	4
18. Consultant/New Positions*	6

CURRENT BYLAW

PARAMOUNT UNIFIED SCHOOL DISTRICT

9270

EXHIBIT "B" (Cont'd)

*Consultant/New Position are included in the list designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitations:

The Superintendent, or his or her designee, may determine in writing that a particular consultant or new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with disclosure requirements in this section. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Superintendent, or his or her designee's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code. (Gov. Code Section 81008).

PROPOSED BYLAW

Conflict of Interest Code Of the

9270

PARAMOUNT UNIFIED SCHOOL DISTRICT

Incorporation of FPPC Regulation 18730 (2 California Code of Regulations, Section 18730) by Reference

The Political Reform Act (Government Code Section 81000, *et seq.*) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 Cal. Code of Regs. 18730), which contains the terms of a standard conflict of interest code. After public notes and hearing, it may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730, and any amendments to it duly adopted by the Fair Political Practices Commission, are hereby incorporated into the conflict of interest code of this agency by reference. This regulation and the attached Appendices (or Exhibits) designing officials and employees and establishing economic disclosure categories shall constitute the conflict of interest code of this agency.

Place of Filing of Statement of Economic Interest

All officials and employees required to submit a statement of economic interests shall file their statements with the agency head; or his or her designee. The agency shall make and retain a copy of all statements filed by its Board Members, Governing Board Members, Alternate Board Members, as appropriate, and its agency head (Agency/Department Head, Executive Officer or Chief Executive Officer, Superintendent, or Director), and forward the originals of such statement to the Executive Office of the Board of Supervisors of Los Angeles County.

The agency shall retain the originals of statements for all other Designated Positions named in the agency's conflict of interest code. All retained statements, original or copies, shall be available for public inspection and reproduction (Gov. Code Section 81008).

PROPOSED BYLAW
PARAMOUNT UNIFIED SCHOOL DISTRICT

9270

EXHIBIT "A"

CATEGORY 1

Persons in this category shall disclose all interest in real property within the jurisdiction. Real property shall be deemed to be within the jurisdiction if the property or any part of it is located within or not more than two miles outside the boundaries of the jurisdiction or within two miles of any land owned or used by the agency.

Persons are not required to disclose a residence, such as a home or vacation cabin, used exclusively as a personal residence; however, a residence in which a person rents out a room or for which a person claims a business deduction may be reportable.

CATEGORY 2

Persons in this category shall disclose all investments and business positions.

CATEGORY 3

Persons in this category shall disclose all income (including loans, gifts, and travel payments) and business positions.

CATEGORY 4

Persons in this category shall disclose all business positions, investments in or income (including loans, gifts, and travel payments) received from business entities that manufacture, provide or sell service and/or supplies of a type utilized by the agency and associated with the job assignment of designated positions assigned to this disclosure category.

CATEGORY 5

Persons in this category shall disclose all income (including gifts, loans and travel payments) from any Paramount Unified School District employee, any representative or association of such employee; and business positions or income from an entity owned or controlled by such employees or his/her spouse or other financial dependent.

CATEGORY 6

~~Individuals who perform under contract the duties of any designated position shall be required to file Statements of Economic Interests disclosing reportable interest in the categories assigned to that designated position.~~

~~In addition, individuals who, under contract, participate in decisions which affect financial interests by providing information, advice, recommendation or counsel to the agency which could affect financial interest shall be required to file Statements of Economic Interests, unless they fall under the Political Reform Act's exceptions to the definition of consultant. The level of disclosure shall be as determined by the Superintendent. (See Exhibit B footnote for clarification)~~

PROPOSED BYLAW

PARAMOUNT UNIFIED SCHOOL DISTRICT
EXHIBIT "B"

9270

<u>Designated Positions</u>	<u>Disclosure Categories</u>
1. Governing Board Member	1, 2, 3
2. Superintendent	1, 2, 3
3. Assistant Superintendent-Business Services	1, 2, 3
4. Assistant Superintendent-Educational Services	2, 3
5. Assistant Superintendent-Human Resources	4, 5
6. Assistant Superintendent-Secondary Educational Services	2, 3
7. Assistant Director of Fiscal Services	4
8. Buyer	4
9. Director-Special Education	4
10. Director-K-5 School Support & Innovative Programs	4
11. Director-Secondary Education <u>Director-Secondary Education, CTE & Instructional Technology</u>	4
12. Director-Student Services	4
13. Director of Fiscal Services	1, 4
<u>14. Director Facilities & Project Development</u>	<u>1, 4</u>
15. Director of Operations	4
16. Director of Personnel	4, 5
17. Director of Student Nutrition Services Director of Nutrition Services	4
18. Director of Technology	4
19. Consultant/New Positions*	6

PROPOSED BYLAW

PARAMOUNT UNIFIED SCHOOL DISTRICT

9270

EXHIBIT "B" (Cont'd)

*Consultant/New Position are included in the list designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitations:

The Superintendent, or his or her designee, may determine in writing that a particular consultant or new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with disclosure requirements in this section. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Superintendent, or his or her designee's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code. (Gov. Code Section 81008).

Individuals who perform under contract the identical duties of any designated position shall be required to file Statements of Economic Interest disclosing reportable interest in the categories assigned to that designated position.

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Deborah Stark, Assistant Superintendent-Educational Services
DATE: November 12, 2019
SUBJECT: Water Awareness Art Contest for K-6 Students

BACKGROUND INFORMATION:

For the past two years, students in grades K-6 have participated in a water awareness contest sponsored by the Water Replenishment District. Winning entries are published in the Water District's 2020 calendar and are displayed at the 13th Annual Ground Water Festival in Lakewood. In addition, all participants will receive certificates of participation.

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.

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Ruben Frutos, Assistant Superintendent – Business Services
DATE: November 12, 2019
SUBJECT: Average Daily Attendance Summary Report Through
September 14, 2019 and the First Monthly School Enrollment Report

BACKGROUND INFORMATION:

Average daily attendance summary reports are prepared monthly by the Business Division based on information provided from each school site.

HIGHLIGHTS:

Average Daily Attendance (ADA)

General Education

- Actual TK/K-12 ADA increased 23 (1.31 %) from Projected P-2 ADA for the 1st month of 2019-20
 - Grade TK/K decreased 18 (-12.86 %) from Projected to Actual
 - Grades 1-3 increased 3 (0.84 %) from Projected to Actual
 - Grades 4-8 decreased 12 (-1.72 %) from Projected to Actual
 - Grades 9-12 increased 50 (8.99 %) from Projected to Actual
- Actual enrollment as of the 1st month decreased 352 from 2018-19 to 2019-20
 - Grade TK/K decreased 7 (-0.88 %) from 2018-19 to 2019-20
 - Grades 1-3 decreased 168 (-5.74 %) from 2018-19 to 2019-20
 - Grades 4-8 decreased 252 (-4.57 %) from 2018-19 to 2019-20
 - Grades 9-12 increased 75 (1.64 %) from 2018-19 to 2019-20
- Rate of Attendance for General K-12 at the 1st month was 98%, compared to 98% in 2018-19

Special Education

- Actual TK/K-12 ADA decreased 18 (-23.68 %) from Projected P-2 ADA for the 1st month of 2019-20
- Actual enrollment as of the 1st month decreased 182 from 2018-19 to 2019-20
 - Grades TK-8 decreased 30 (-7.46 %) from 2018-19 to 2019-20
 - Grades 9-12 decreased 152 (-53.15 %) from 2018-19 to 2019-20

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 Learnings

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



Odyssey STEM Academy Monthly School Enrollment Report

Year: 2019-2020

Report: ATD606

Through end of Report Period: 1 (09/13/2019)

1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th 11th 12th 13th

School **Odyssey STEM Academy** Type **09/13**

Regular Education Type **9-12**

School	Type	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
Odyssey STEM Academy	9	133																							
	10	128																							
Subtotal		261																							
(9-12) Subtotal		261																							
Total K-12	Reg.	261																							

Regular 9-12 Totals

Odyssey STEM Academy		261																							
Subtotal		261																							
Total Regular Education	K-12	261																							

Special Day Class Type **9-12**

Odyssey STEM Academy		6																							
Subtotal		6																							
Total Special Day Class		6																							

ALL PROGRAMS

Regular Education		261																							
Special Day Class		6																							
Grand Total		267																							

Instructional Days

Odyssey STEM Academy		17																							
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District Schools

Monthly School Enrollment Report

Through end of Report Period: 1 (09/13/2019)

Year: 2019-2020
Report: ATD606

School	Type	09/13	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th
Regular Education		K													
Collins School		67													
Gaines School		85													
Hollydale School		89													
Jefferson School		47													
Keppel School		63													
Lincoln School		95													
Los Cerritos School		63													
Mokler School		74													
Roosevelt School		72													
Tanner School		63													
Wirtz School		68													
Subtotal		786													

Regular Education		1-3													
Collins School		259													
Gaines School		310													
Hollydale School		269													
Jefferson School		139													
Keppel School		214													
Lincoln School		293													
Los Cerritos School		216													
Mokler School		289													
Roosevelt School		273													
Tanner School		239													
Wirtz School		256													
Subtotal		2,757													

Regular Education		4-8													
Alondra School		873													
Collins School		180													
Community Day School		1													
Hollydale School		509													
Jackson School		756													
Jefferson School		119													
Keppel School		168													
Lincoln School		218													
Los Cerritos School		152													
Mokler School		189													
Paramount Park School		671													
Roosevelt School		180													
Tanner School		172													
Wirtz School		184													



District Schools

Monthly School Enrollment Report

Through end of Report Period: 1 (09/13/2019)

Year: 2019-2020
Report: ATD606

School	Type	09/13	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th
Zamboni School		853													
Subtotal		5,225													

Regular Education 9-12

Buena Vista High School	10	1													
	11	57													
	12	111													
Subtotal		169													
Community Day School	9	1													
	10	9													
	11	5													
	12	1													
Subtotal		16													
Odyssey STEM Academy	9	133													
	10	128													
Subtotal		261													
Paramount High School	9	1,041													
	10	1,037													
	11	1,067													
	12	1,067													
Subtotal		4,212													
(9-12) Subtotal		4,658													
Total K-12	Reg.	13,426													

Regular K-8 Totals

Alondra School	873														
Collins School	506														
Community Day School	1														
Gaines School	395														
Hollydale School	867														
Jackson School	756														
Jefferson School	305														
Keppel School	445														
Lincoln School	606														
Los Cerritos School	431														
Mokler School	552														
Paramount Park School	671														
Roosevelt School	525														
Tanner School	474														
Wirtz School	508														
Zamboni School	853														
Subtotal		8,768													

Regular 9-12 Totals



District Schools

Monthly School Enrollment Report

Through end of Report Period: 1 (09/13/2019)

Year: 2019-2020

Report: ATD606

School	Type	09/13	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th
Buena Vista High School		169													
Community Day School		16													
Odyssey STEM Academy		261													
Paramount High School		4,212													
Subtotal		4,658													
Total Regular Education	K-12	13,426													

Home Hospital		K-8													
Alondra School		1													
Paramount Park School		1													
Subtotal		2													

Home Hospital		9-12													
Paramount High School		4													
Subtotal		4													
Total Home Hospital		6													

Independent Study		K-8													
Los Cerritos School		1													
Subtotal		1													

Independent Study		9-12													
Buena Vista High School		31													
Subtotal		31													
Total Independent Study		32													

Special Day Class		K-8													
Alondra School		51													
Collins School		23													
Hollydale School		48													
Jackson School		24													
Jefferson School		29													
Lincoln School		26													
Los Cerritos School		63													
Paramount Park School		37													
Roosevelt School		43													
Zamboni School		24													
Subtotal		368													

Special Day Class		9-12													
Buena Vista High School		12													
Community Day School		1													
Odyssey STEM Academy		6													
Paramount High School		54													
Subtotal		73													



District Schools

Monthly School Enrollment Report

Through end of Report Period: 1 (09/13/2019)

Year: 2019-2020
Report: ATD606

School	Type	09/13	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th
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Total Special Day Class	441														
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Home Hospital Special Ed K-8

Collins School	1														
Hollydale School	1														
Subtotal	2														

Home Hospital Special Ed 9-12

Paramount High School	3														
Subtotal	3														
Total Home Hospital Special Ed	5														

Adult Transition 9-12

Paramount High School	54														
Subtotal	54														
Total Adult Transition	54														

ALL PROGRAMS

Regular Education	13,426														
Home Hospital	6														
Independent Study	32														
Special Day Class	441														
Home Hospital Special Ed	5														
Adult Transition	54														
Grand Total	13,964														

Instructional Days

Alondra School	17														
Buena Vista High School	17														
Collins School	17														
Community Day School	17														
Gaines School	17														
Hollydale School	17														
Jackson School	17														
Jefferson School	17														
Keppel School	17														
Lincoln School	17														
Los Cerritos School	17														
Mokler School	17														
Odyssey STEM Academy	17														
Paramount High School	17														
Paramount Park School	17														
Roosevelt School	17														
Tanner School	17														
Wirtz School	17														



District Schools Monthly School Enrollment Report

Through end of Report Period: 1 (09/13/2019)

Year: 2019-2020
Report: ATD606

School	Type	09/13	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th
Zamboni School		17													

**Paramount Unified School District
2019-2020
Rate of Attendance Comparison**

School	Grade	1st Mo.	2nd Mo.	3rd Mo.	4th Mo.	5th Mo.	6th Mo.	7th Mo.	8th Mo.	9th Mo.	10th Mo.
General Ed.		K									
Alondra	TK/ K	N/A									
Collins	TK/ K	96%									
Gaines	TK/ K	97%									
Hollydale	TK/ K	96%									
Jackson	TK/ K	N/A									
Jefferson	TK/ K	98%									
Keppel	TK/ K	96%									
Lincoln	TK/ K	98%									
Los Cerritos	TK/ K	98%									
Mokler	TK/ K	96%									
Paramount Park	TK/ K	N/A									
Roosevelt	TK/ K	96%									
Tanner	TK/ K	96%									
Wirtz	TK/ K	98%									
Zamboni	TK/ K	N/A									
Subtotal	TK/ K	97%									
General Ed.		1-3									
Alondra	1-3	N/A									
Collins	1-3	97%									
Gaines	1-3	98%									
Hollydale	1-3	97%									
Jackson	1-3	N/A									
Jefferson	1-3	98%									
Keppel	1-3	98%									
Lincoln	1-3	98%									
Los Cerritos	1-3	98%									
Mokler	1-3	98%									
Paramount Park	1-3	N/A									
Roosevelt	1-3	98%									
Tanner	1-3	98%									
Wirtz	1-3	98%									
Zamboni	1-3	N/A									
Subtotal	1-3	98%									
General Ed		4-8									
Alondra	4-8	99%									
Collins	4-8	97%									
Gaines	4-8	N/A									
Hollydale	4-8	98%									
Jackson	4-8	98%									
Jefferson	4-8	98%									
Keppel	4-8	98%									
Lincoln	4-8	98%									
Los Cerritos	4-8	98%									
Mokler	4-8	99%									
Paramount Park	4-8	98%									
Roosevelt	4-8	98%									
Tanner	4-8	97%									
Wirtz	4-8	98%									
Zamboni	4-8	98%									
Community Day	4-8	N/A									
Subtotal	4-8	98%									
General Ed.	K-8	98%									

*Note: ADA is projected at 96% of projected enrollment except for:
Independent Study, County Special Ed and Adult Ed which are based on 2018-19 P-2 ADA.

**Paramount Unified School District
2019-2020**

Rate of Attendance Comparison

School	Grade	1st Mo.	2nd Mo.	3rd Mo.	4th Mo.	5th Mo.	6th Mo.	7th Mo.	8th Mo.	9th Mo.	10th Mo.
General Ed		9-12									
Community Day	9-12	N/A									
Buena Vista High School	9-12	N/A									
Paramount High	9-12	98%									
Paramount High-West	9-12	98%									
Odyssey STEM Academy	9-12	N/A									
Home to Hospital	9-12	N/A									
Cal-SAFE	9-12	98%									
Subtotal											
Total General K-12		98%									
Special Ed		K-8									
Alondra	K-8	100%									
Collins	K-8	96%									
Gaines	K-8	N/A									
Hollydale	K-8	99%									
Jackson	K-8	96%									
Jefferson	K-8	96%									
Keppel	K-8	N/A									
Lincoln	K-8	90%									
Los Cerritos	K-8	93%									
Mokler	K-8	N/A									
Paramount Park	K-8	97%									
Roosevelt	K-8	96%									
Tanner	K-8	N/A									
Wirtz	K-8	85%									
Zamboni	K-8	98%									
Home to Hospital	K-8	N/A									
Extended Year	K-8	N/A									
NonPublic School	K-8	N/A									
Subtotal		96%									
Special Ed		9-12									
Paramount High School	9-12	98%									
Home to Hospital	9-12	N/A									
NonPublic School	9-12	N/A									
Extended Year	9-12	N/A									
Subtotal		98%									
Total Special Ed	K-12	96%									
Independent Study	K-12	N/A									
Total Independent Study	K-12	N/A									
County Students - SpEd	K-12	N/A									
Total County Students	K-12	N/A									
ALL PROGRAMS EXCEPT FOR ADULT ED											
General	K-12	98%									
Special Ed	K-12	96%									
Independent Study	K-12	N/A									
County Students	K-12	N/A									
Grand Total Except for Adult Ed		98%									
Adult Ed		N/A									

*Note: ADA is projected at 96% of projected enrollment except for:
Independent Study, County Special Ed and Adult Ed which are based on 2018-19 P-2 ADA.

**Paramount Unified School District
2019-2020
Average Daily Attendance Summary**

Program	Grade	P-2	ADA	% of	Actual	% of	Rate of	
School	Type	Projected	Projected	Projected ADA	ADA	Actual ADA	Attendance	
		ADA *	Period 1	Period 1	Period 1	Period 1	Period 1	
General Ed.			TK - K					
Alondra	TK/ K	N/A	N/A	N/A	N/A	N/A	N/A	
Collins	TK/ K	104	14	13%	11	10%	96%	
Gaines	TK/ K	118	16	13%	12	10%	97%	
Hollydale	TK/ K	104	14	13%	14	14%	96%	
Jackson	TK/ K	N/A	N/A	N/A	N/A	N/A	N/A	
Jefferson	TK/ K	44	6	13%	6	14%	98%	
Keppel	TK/ K	76	10	13%	10	13%	96%	
Lincoln	TK/ K	119	16	13%	15	13%	98%	
Los Cerritos	TK/ K	92	12	13%	10	2%	98%	
Mokler	TK/ K	105	14	13%	12	11%	96%	
Paramount Park	TK/ K	N/A	N/A	N/A	N/A	N/A	N/A	
Roosevelt	TK/ K	95	13	13%	12	12%	96%	
Tanner	TK/ K	92	12	13%	10	10%	96%	
Wirtz	TK/ K	99	13	13%	11	11%	98%	
Zamboni	TK/ K	N/A	N/A	N/A	N/A	N/A	N/A	
Subtotal	TK/ K	1049	140	13%	122	11%	97%	
General Ed.			1-3					
Alondra	1-3	N/A	N/A	N/A	N/A	N/A	N/A	
Collins	1-3	237	32	13%	34	14%	97%	
Gaines	1-3	303	41	13%	41	13%	98%	
Hollydale	1-3	276	37	13%	35	13%	97%	
Jackson	1-3	N/A	N/A	N/A	N/A	N/A	N/A	
Jefferson	1-3	149	20	13%	18	12%	98%	
Keppel	1-3	201	27	13%	28	14%	98%	
Lincoln	1-3	271	36	13%	38	14%	98%	
Los Cerritos	1-3	216	29	13%	37	17%	98%	
Mokler	1-3	275	37	13%	38	14%	98%	
Paramount Park	1-3	N/A	N/A	N/A	N/A	N/A	N/A	
Roosevelt	1-3	271	36	13%	36	13%	98%	
Tanner	1-3	226	30	13%	31	14%	98%	
Wirtz	1-3	244	33	13%	33	14%	98%	
Zamboni	1-3	N/A	N/A	N/A	N/A	N/A	N/A	
Subtotal	1-3	2668	357	13%	360	14%	98%	
General Ed			4-8					
Alondra	4-8	887	119	13%	115	13%	99%	
Collins	4-8	177	24	13%	23	13%	97%	
Gaines	4-8	N/A	N/A	N/A	N/A	N/A	N/A	
Hollydale	4-8	520	70	13%	67	13%	98%	
Jackson	4-8	742	99	13%	99	13%	98%	
Jefferson	4-8	122	16	13%	16	13%	98%	
Keppel	4-8	164	22	13%	22	13%	98%	
Lincoln	4-8	200	27	13%	29	14%	98%	
Los Cerritos	4-8	153	20	13%	20	13%	98%	
Mokler	4-8	181	24	13%	25	14%	99%	
Paramount Park	4-8	678	91	13%	88	13%	98%	
Roosevelt	4-8	181	24	13%	24	13%	98%	
Tanner	4-8	158	21	13%	22	14%	97%	
Wirtz	4-8	182	24	13%	24	13%	98%	
Zamboni	4-8	857	115	13%	112	13%	98%	
Community Day	4-8	N/A	N/A	N/A	N/A	N/A	N/A	
Home/Hospital	K-8	N/A	N/A	N/A	0	N/A	N/A	
Subtotal	4-8	5,205	697	13%	685	13%	98%	
General Ed.	K-8	8,922	1194	13%	1167	13%	98%	
General Ed			9-12					
Community Day	9-12	N/A	N/A	N/A	0	N/A	N/A	
Buena Vista Continuation	9-12	182	24	13%	22	12%	N/A	
Paramount High	9-12	2965	397	13%	416	14%	98%	
Paramount High-West	9-12	1002	134	13%	134	13%	98%	

Note: ADA is projected at 96% of projected enrollment except for:
Independent Study, County Special Ed and Adult Ed which are based on 2018-19 P-2 ADA

**Paramount Unified School District
2019-2020
Average Daily Attendance Summary**

Program	Grade	P-2 Projected ADA *	ADA Projected Period 1	% of Projected ADA Period 1	Actual ADA Period 1	% of Actual ADA Period 1	Rate of Attendance Period 1
School	Type						
Odyssey Stem Academy	9-12	265	N/A	N/A	34	N/A	98%
Home/Hospital	9-12	N/A	N/A	N/A	0	N/A	N/A
Cal-SAFE	9-12	N/A	N/A	N/A	N/A	N/A	N/A
Subtotal	9-12	4,415	556	13%	606	14%	98%
Total General K-12							
		13,337	1,750	13%	1,774	13%	98%
Special Ed							
K-8							
Alondra	K-8	51	7	13%	7	13%	100%
Collins	K-8	33	4	13%	3	9%	96%
Gaines	K-8	-	N/A	N/A	N/A	N/A	N/A
Hollydale	K-8	42	6	13%	6	15%	99%
Jackson	K-8	24	3	13%	3	13%	96%
Jefferson	K-8	37	5	13%	4	10%	96%
Keppel	K-8	-	N/A	N/A	N/A	N/A	N/A
Lincoln	K-8	25	3	13%	3	12%	90%
Los Cerritos	K-8	50	7	13%	8	16%	93%
Mokler	K-8	1	N/A	N/A	N/A	N/A	N/A
Paramount Park	K-8	26	3	13%	5	18%	97%
Roosevelt	K-8	34	4	13%	6	17%	96%
Tanner	K-8	-	N/A	N/A	N/A	N/A	N/A
Wirtz	K-8	10	1	N/A	1	N/A	85%
Zamboni	K-8	26	3	13%	3	12%	98%
Home/Hospital	K-8	N/A	N/A	N/A	0	N/A	N/A
Extended Year	K-8	N/A	N/A	N/A	N/A	N/A	N/A
NonPublic School	K-8	N/A	N/A	N/A	N/A	N/A	N/A
Subtotal	K-8	358	48	13%	49	14%	96%
Special Ed							
9-12							
Paramount High School	9-12	210	28	13%	14	3%	98%
Buena Vista Continuation	9-12	3	N/A	N/A	1	N/A	N/A
Home/Hospital	9-12	N/A	N/A	N/A	0	N/A	N/A
NonPublic School	9-12	N/A	N/A	N/A	N/A	N/A	N/A
Extended Year	9-12	N/A	N/A	N/A	N/A	N/A	N/A
Subtotal	9-12	213	28	13%	9	4%	98%
Total Special Ed							
	K-12	571	76	13%	57	10%	96%
Independent Study							
	K-12	N/A	N/A	N/A	2	N/A	N/A
Total Independent Study							
	K-12	N/A	N/A	N/A	2	N/A	N/A
County Students - SpEd							
	K-12	N/A	N/A	N/A	N/A	N/A	N/A
Total County Students							
	K-12	N/A	N/A	N/A	N/A	N/A	N/A
ALL PROGRAMS EXCEPT FOR ADULT ED							
General Ed	K-12	13,337	1,750	13%	1,774	13%	98%
Special Ed	K-12	571	76	13%	57	10%	96%
Independent Study	K-12	N/A	N/A	N/A	2	N/A	N/A
County Students	K-12	N/A	N/A	N/A	N/A	N/A	N/A
Grand Total Except for Adult Ed		13,908	1,826	13%	1,833	13%	98%
Adult Ed							
		475	64	13%	32	N/A	N/A

Note: ADA is projected at 96% of projected enrollment except for:
Independent Study, County Special Ed and Adult Ed which are based on 2018-19 P-2 ADA

Paramount Unified School District

TO: Ruth Pérez, Superintendent
FROM: Ruben Frutos, Assistant Superintendent – Business Services
DATE: November 12, 2019
SUBJECT: Average Daily Attendance Summary Report Through
October 11, 2019 and the Second Monthly School Enrollment Report

BACKGROUND INFORMATION:

Average daily attendance summary reports are prepared monthly by the Business Division based on information provided from each school site.

HIGHLIGHTS:

Average Daily Attendance (ADA)

General Education

- Actual TK/K-12 ADA decreased 45 (-1.16 %) from Projected P-2 ADA for the 2nd month of 2019-20
 - Grade TK/K decreased 37 (-12.09 %) from Projected to Actual
 - Grades 1-3 increased 7 (0.90 %) from Projected to Actual
 - Grades 4-8 decreased 25 (-1.65 %) from Projected to Actual
 - Grades 9-12 increased 10 (0.78 %) from Projected to Actual
- Actual enrollment as of the 2nd month decreased 340 from 2018-19 to 2019-20
 - Grade TK/K decreased 0 (0%) from 2018-19 to 2019-20
 - Grades 1-3 decreased 168 (-5.69%) from 2018-19 to 2019-20
 - Grades 4-8 decreased 248 (-4.46%) from 2018-19 to 2019-20
 - Grades 9-12 increased 76 (1.65%) from 2018-19 to 2019-20
- Rate of Attendance for General K-12 at the 2nd month was 97%, compared to 98% in 2018-19

Special Education

- Actual TK/K-12 ADA decreased 33 (-20.00 %) from Projected P-2 ADA for the 2nd month of 2019-20
- Actual enrollment as of the 2nd month decreased 164 from 2018-19 to 2019-20
 - Grades TK-8 decreased 17 (-4.23 %) from 2018-19 to 2019-20
 - Grades 9-12 decreased 147 (-51.22 %) from 2018-19 to 2019-20

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 Learnings

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



District Schools Monthly School Enrollment Report

Year: 2018-2019

Report: ATD606

Through end of Report Period: 2 (10/12/2018)

School	Type	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th
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Regular Education

K

Collins School	78	80												
Gaines School	87	94												
Hollydale School	86	87												
Jefferson School	34	37												
Keppel School	49	53												
Lincoln School	83	85												
Los Cerritos School	57	59												
Mokler School	78	79												
Roosevelt School	82	78												
Tanner School	70	71												
Wirtz School	89	93												
Subtotal	793	816												

Regular Education

1-3

Collins School	272	276												
Gaines School	329	333												
Hollydale School	284	288												
Jefferson School	156	162												
Keppel School	234	238												
Lincoln School	303	304												
Los Cerritos School	235	234												
Mokler School	300	301												
Roosevelt School	285	283												
Tanner School	266	266												
Wirtz School	261	265												
Subtotal	2,925	2,950												

Regular Education

4-8

Alondra School	937	941												
Collins School	172	178												
Community Day School	1	1												
Hollydale School	547	553												
Jackson School	766	779												
Jefferson School	129	130												
Keppel School	160	161												
Lincoln School	219	218												
Los Cerritos School	173	176												
Mokler School	203	204												
Paramount Park School	720	721												
Roosevelt School	199	197												
Tanner School	155	155												
Wirtz School	185	186												



District Schools

Monthly School Enrollment Report

Through end of Report Period: 2 (10/12/2018)

Year: 2018-2019
Report: ATD606

School	Type	1st 09/14	2nd 10/12	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th
Zamboni School		913	917											
Subtotal		5,479	5,517											

Regular Education 9-12

Buena Vista High School	10	1	1											
	11	42	43											
	12	93	95											
Subtotal		136	139											
Community Day School	9	3	4											
	10	8	9											
	12	2	1											
Subtotal		13	14											
Odyssey STEM Academy	9	135	134											
Subtotal		135	134											
Paramount High School	9	1,019	1,025											
	10	1,135	1,144											
	11	1,132	1,140											
	12	1,013	1,016											
Subtotal		4,299	4,325											
(9-12) Subtotal		4,583	4,612											
Total K-12	Reg.	13,780	13,895											

Regular K-8 Totals

Alondra School	937	941												
Collins School	522	534												
Community Day School	1	1												
Gaines School	416	427												
Hollydale School	917	928												
Jackson School	766	779												
Jefferson School	319	329												
Keppel School	443	452												
Lincoln School	605	607												
Los Cerritos School	465	469												
Mokler School	581	584												
Paramount Park School	720	721												
Roosevelt School	566	558												
Tanner School	491	492												
Wirtz School	535	544												
Zamboni School	913	917												
Subtotal	9,197	9,283												

Regular 9-12 Totals

Buena Vista High School	136	139												
Community Day School	13	14												



District Schools

Monthly School Enrollment Report

Through end of Report Period: 2 (10/12/2018)

Year: 2018-2019
Report: ATD606

School	Type	1st 09/14	2nd 10/12	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th
Odyssey STEM Academy		135	134											
Paramount High School		4,299	4,325											
Subtotal		4,583	4,612											
Total Regular Education	K-12	13,780	13,895											

Home Hospital K-8

Collins School		1	1											
Wirtz School		1	1											
Subtotal		2	2											

Home Hospital 9-12

Paramount High School		3	4											
Subtotal		3	4											
Total Home Hospital		5	6											

Independent Study 9-12

Buena Vista High School		30	47											
Subtotal		30	47											
Total Independent Study		30	47											

Special Day Class K-8

Alondra School		55	56											
Collins School		34	35											
Hollydale School		52	50											
Jackson School		33	34											
Jefferson School		47	47											
Lincoln School		26	26											
Los Cerritos School		56	56											
Paramount Park School		29	29											
Roosevelt School		41	41											
Zamboni School		25	23											
Subtotal		398	397											

Special Day Class 9-12

Buena Vista High School		11	11											
Odyssey STEM Academy		2	2											
Paramount High School		213	213											
Subtotal		226	226											
Total Special Day Class		624	623											

Home Hospital Special Ed K-8

Hollydale School		0	1											
Keppel School		1	1											
Mokler School		1	0											
Zamboni School		0	1											



District Schools

Monthly School Enrollment Report

Through end of Report Period: 2 (10/12/2018)

Year: 2018-2019

Report: ATD606

School	Type	1st 09/14	2nd 10/12	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th
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Subtotal		2	3											
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Home Hospital Special Ed 9-12

Paramount High School		5	5											
Subtotal		5	5											
Total Home Hospital Special Ed		7	8											

Adult Transition 9-12

Paramount High School		52	52											
Subtotal		52	52											
Total Adult Transition		52	52											

ALL PROGRAMS

Regular Education		13,780	13,895											
Home Hospital		5	6											
Independent Study		30	47											
Special Day Class		624	623											
Home Hospital Special Ed		7	8											
Adult Transition		52	52											
Grand Total		14,498	14,631											

Instructional Days

Alondra School		17	20											
Buena Vista High School		17	20											
Collins School		17	20											
Community Day School		17	20											
Gaines School		17	20											
Hollydale School		17	20											
Jackson School		17	20											
Jefferson School		17	20											
Keppel School		17	20											
Lincoln School		17	20											
Los Cerritos School		17	20											
Mokler School		17	20											
Odyssey STEM Academy		17	20											
Paramount High School		17	20											
Paramount Park School		17	20											
Roosevelt School		17	20											
Tanner School		17	20											
Wirtz School		17	20											
Zamboni School		17	20											



District Schools

Monthly School Enrollment Report

Through end of Report Period: 2 (10/11/2019)

Year: 2019-2020

Report: ATD606

School	Type	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th
		09/13	10/11											

Regular Education

K

Collins School	67	74												
Gaines School	85	87												
Hollydale School	89	90												
Jefferson School	47	47												
Keppel School	63	66												
Lincoln School	95	96												
Los Cerritos School	63	69												
Mokler School	74	76												
Roosevelt School	72	76												
Tanner School	63	65												
Wirtz School	68	70												
Subtotal	786	816												

Regular Education

1-3

Collins School	259	266												
Gaines School	310	310												
Hollydale School	269	271												
Jefferson School	139	136												
Keppel School	214	217												
Lincoln School	293	296												
Los Cerritos School	216	218												
Mokler School	289	289												
Roosevelt School	273	279												
Tanner School	239	242												
Wirtz School	256	258												
Subtotal	2,757	2,782												

Regular Education

4-8

Alondra School	873	882												
Collins School	180	185												
Community Day School	1	1												
Hollydale School	509	510												
Jackson School	756	764												
Jefferson School	119	120												
Keppel School	168	171												
Lincoln School	218	220												
Los Cerritos School	152	153												
Mokler School	189	187												
Paramount Park School	671	677												
Roosevelt School	180	183												
Tanner School	172	173												
Wirtz School	184	185												



District Schools

Monthly School Enrollment Report

Through end of Report Period: 2 (10/11/2019)

Year: 2019-2020

Report: ATD606

School	Type	1st 09/13	2nd 10/11	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th
Zamboni School		853	851											
Subtotal		5,225	5,262											

Regular Education 9-12

Buena Vista High School	10	1	1											
	11	57	56											
	12	111	112											
Subtotal		169	169											
Community Day School	9	1	1											
	10	9	9											
	11	5	5											
	12	1	2											
Subtotal		16	17											
Odyssey STEM Academy	9	133	132											
	10	128	128											
Subtotal		261	260											
Paramount High School	9	1,041	1,053											
	10	1,037	1,044											
	11	1,067	1,076											
	12	1,067	1,069											
Subtotal		4,212	4,242											
(9-12) Subtotal		4,658	4,688											
Total K-12	Reg.	13,426	13,548											

Regular K-8 Totals

Alondra School	873	882												
Collins School	506	525												
Community Day School	1	1												
Gaines School	395	397												
Hollydale School	867	871												
Jackson School	756	764												
Jefferson School	305	303												
Keppel School	445	454												
Lincoln School	606	612												
Los Cerritos School	431	440												
Mokler School	552	552												
Paramount Park School	671	677												
Roosevelt School	525	538												
Tanner School	474	480												
Wirtz School	508	513												
Zamboni School	853	851												
Subtotal		8,768	8,860											

Regular 9-12 Totals



District Schools Monthly School Enrollment Report

Through end of Report Period: 2 (10/11/2019)

Year: 2019-2020
Report: ATD606

School	Type	1st 09/13	2nd 10/11	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th
Buena Vista High School		169	169											
Community Day School		16	17											
Odyssey STEM Academy		261	260											
Paramount High School		4,212	4,242											
Subtotal		4,658	4,688											
Total Regular Education	K-12	13,426	13,548											

Home Hospital K-8

Alondra School		1	1											
Paramount Park School		1	1											
Subtotal		2	2											

Home Hospital 9-12

Paramount High School		4	6											
Subtotal		4	6											
Total Home Hospital		6	8											

Independent Study K-8

Los Cerritos School		1	1											
Subtotal		1	1											

Independent Study 9-12

Buena Vista High School		31	52											
Paramount High School		0	1											
Subtotal		31	53											
Total Independent Study		32	54											

Special Day Class K-8

Alondra School		51	50											
Collins School		23	24											
Hollydale School		48	49											
Jackson School		24	24											
Jefferson School		29	30											
Lincoln School		26	27											
Los Cerritos School		63	63											
Paramount Park School		37	37											
Roosevelt School		43	43											
Zamboni School		24	32											
Subtotal		368	379											

Special Day Class 9-12

Buena Vista High School		12	13											
Community Day School		1	0											
Odyssey STEM Academy		6	6											
Paramount High School		54	56											



District Schools

Monthly School Enrollment Report

Through end of Report Period: 2 (10/11/2019)

Year: 2019-2020

Report: ATD606

School	Type	1st 09/13	2nd 10/11	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th
Subtotal		73	75											
Total Special Day Class		441	454											

Home Hospital Special Ed K-8

Collins School		1	1											
Hollydale School		1	1											
Lincoln School		0	2											
Subtotal		2	4											

Home Hospital Special Ed 9-12

Paramount High School		3	4											
Subtotal		3	4											
Total Home Hospital Special Ed		5	8											

Adult Transition 9-12

Paramount High School		54	55											
Subtotal		54	55											
Total Adult Transition		54	55											

ALL PROGRAMS

Regular Education		13,426	13,548											
Home Hospital		6	8											
Independent Study		32	54											
Special Day Class		441	454											
Home Hospital Special Ed		5	8											
Adult Transition		54	55											
Grand Total		13,964	14,127											

Instructional Days

Alondra School		17	20											
Buena Vista High School		17	20											
Collins School		17	20											
Community Day School		17	20											
Gaines School		17	20											
Hollydale School		17	20											
Jackson School		17	20											
Jefferson School		17	20											
Keppel School		17	20											
Lincoln School		17	20											
Los Cerritos School		17	20											
Mokler School		17	20											
Odyssey STEM Academy		17	20											
Paramount High School		17	20											
Paramount Park School		17	20											
Roosevelt School		17	20											



District Schools Monthly School Enrollment Report

Year: 2019-2020

Report: ATD606

Through end of Report Period: 2 (10/11/2019)

School	Type	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th
		09/13	10/11											
Tanner School		17	20											
Wirtz School		17	20											
Zamboni School		17	20											

**Paramount Unified School District
2019-2020
Rate of Attendance Comparison**

School	Grade	1st Mo.	2nd Mo.	3rd Mo.	4th Mo.	5th Mo.	6th Mo.	7th Mo.	8th Mo.	9th Mo.	10th Mo.
General Ed.	TK/ K										
Alondra	TK/ K	N/A	N/A								
Collins	TK/ K	96%	94%								
Gaines	TK/ K	97%	97%								
Hollydale	TK/ K	96%	96%								
Jackson	TK/ K	N/A	N/A								
Jefferson	TK/ K	98%	95%								
Keppel	TK/ K	96%	96%								
Lincoln	TK/ K	98%	96%								
Los Cerritos	TK/ K	98%	96%								
Mokler	TK/ K	96%	95%								
Paramount Park	TK/ K	N/A	N/A								
Roosevelt	TK/ K	96%	95%								
Tanner	TK/ K	96%	95%								
Wirtz	TK/ K	98%	96%								
Zamboni	TK/ K	N/A	N/A								
Subtotal	TK/ K	97%	96%								
General Ed.	1-3										
Alondra	1-3	N/A	N/A								
Collins	1-3	97%	95%								
Gaines	1-3	98%	97%								
Hollydale	1-3	97%	97%								
Jackson	1-3	N/A	N/A								
Jefferson	1-3	98%	97%								
Keppel	1-3	98%	96%								
Lincoln	1-3	98%	97%								
Los Cerritos	1-3	98%	97%								
Mokler	1-3	98%	97%								
Paramount Park	1-3	N/A	N/A								
Roosevelt	1-3	98%	97%								
Tanner	1-3	98%	97%								
Wirtz	1-3	98%	97%								
Zamboni	1-3	N/A	N/A								
Subtotal	1-3	98%	97%								
General Ed	4-8										
Alondra	4-8	99%	98%								
Collins	4-8	97%	95%								
Gaines	4-8	N/A	N/A								
Hollydale	4-8	98%	98%								
Jackson	4-8	98%	97%								
Jefferson	4-8	98%	98%								
Keppel	4-8	98%	97%								
Lincoln	4-8	98%	98%								
Los Cerritos	4-8	98%	96%								
Mokler	4-8	99%	97%								
Paramount Park	4-8	98%	97%								
Roosevelt	4-8	98%	97%								
Tanner	4-8	97%	97%								
Wirtz	4-8	98%	98%								
Zamboni	4-8	98%	97%								
Community Day	4-8	N/A	N/A								
Subtotal	4-8	98%	97%								
General Ed.	K-8	98%	97%								

*Note: ADA is projected at 96% of projected enrollment except for:
Independent Study, County Special Ed and Adult Ed which are based on 2018-19 P-2 ADA.

**Paramount Unified School District
2019-2020**

Rate of Attendance Comparison

School	Grade	1st Mo.	2nd Mo.	3rd Mo.	4th Mo.	5th Mo.	6th Mo.	7th Mo.	8th Mo.	9th Mo.	10th Mo.
General Ed	9-12										
Community Day	9-12	N/A	N/A								
Buena Vista High School	9-12	N/A	N/A								
Paramount High	9-12	98%	97%								
Paramount High-West	9-12	98%	98%								
Odyssey STEM Academy	9-12	98%	97%								
Home to Hospital	9-12	N/A	N/A								
Cal-SAFE	9-12	98%	97%								
Subtotal											
Total General K-12		98%	97%								
Special Ed	K-8										
Alondra	K-8	100%	99%								
Collins	K-8	96%	93%								
Gaines	K-8	N/A	N/A								
Hollydale	K-8	99%	96%								
Jackson	K-8	96%	96%								
Jefferson	K-8	96%	95%								
Keppel	K-8	N/A	N/A								
Lincoln	K-8	90%	89%								
Los Cerritos	K-8	93%	94%								
Mokler	K-8	N/A	N/A								
Paramount Park	K-8	97%	95%								
Roosevelt	K-8	96%	94%								
Tanner	K-8	N/A	N/A								
Wirtz	K-8	85%	84%								
Zamboni	K-8	98%	97%								
Home to Hospital	K-8	N/A	N/A								
Extended Year	K-8	N/A	N/A								
NonPublic School	K-8	N/A	N/A								
Subtotal		96%	95%								
Special Ed	9-12										
Paramount High School	9-12	98%	97%								
Home to Hospital	9-12	N/A	N/A								
NonPublic School	9-12	N/A	N/A								
Extended Year	9-12	N/A	N/A								
Subtotal		98%	97%								
Total Special Ed	K-12	96%	95%								
Independent Study	K-12	N/A	N/A								
Total Independent Study	K-12	N/A	N/A								
County Students - SpEd	K-12	N/A	N/A								
Total County Students	K-12	N/A	N/A								
ALL PROGRAMS EXCEPT FOR ADULT ED											
General	K-12	98%	97%								
Special Ed	K-12	96%	95%								
Independent Study	K-12	N/A	N/A								
County Students	K-12	N/A	N/A								
Grand Total Except for Adult Ed		98%	97%								
Adult Ed		N/A	N/A								

*Note: ADA is projected at 96% of projected enrollment except for:
Independent Study, County Special Ed and Adult Ed which are based on 2018-19 P-2 ADA.

**Paramount Unified School District
2019-2020
Average Daily Attendance Summary**

Program	Grade	P-2	ADA	% of	Actual	% of	Rate of
School	Type	Projected ADA *	Projected Period 2	Projected ADA Period 2	ADA Period 2	Actual ADA Period 2	Attendance Period 2
General Ed.	TK - K						
Alondra	TK/ K	N/A	N/A	N/A	N/A	N/A	N/A
Collins	TK/ K	104	30	29%	24	23%	94%
Gaines	TK/ K	118	34	29%	27	23%	97%
Hollydale	TK/ K	104	30	29%	31	30%	96%
Jackson	TK/ K	N/A	N/A	N/A	N/A	N/A	N/A
Jefferson	TK/ K	44	13	29%	13	30%	95%
Keppel	TK/ K	76	22	29%	21	28%	96%
Lincoln	TK/ K	119	35	29%	33	27%	96%
Los Cerritos	TK/ K	92	27	29%	22	24%	96%
Mokler	TK/ K	105	31	29%	26	25%	95%
Paramount Park	TK/ K	N/A	N/A	N/A	N/A	N/A	N/A
Roosevelt	TK/ K	95	28	29%	26	27%	95%
Tanner	TK/ K	92	27	29%	21	23%	95%
Wirtz	TK/ K	99	29	29%	23	24%	96%
Zamboni	TK/ K	N/A	N/A	N/A	N/A	N/A	N/A
Subtotal	TK/ K	1049	306	29%	269	26%	96%
General Ed.	1-3						
Alondra	1-3	N/A	N/A	N/A	N/A	N/A	N/A
Collins	1-3	237	69	29%	73	31%	95%
Gaines	1-3	303	88	29%	88	29%	97%
Hollydale	1-3	276	80	29%	76	28%	97%
Jackson	1-3	N/A	N/A	N/A	N/A	N/A	N/A
Jefferson	1-3	149	43	29%	39	26%	97%
Keppel	1-3	201	59	29%	61	30%	96%
Lincoln	1-3	271	79	29%	83	31%	97%
Los Cerritos	1-3	216	63	29%	62	29%	97%
Mokler	1-3	275	80	29%	82	30%	97%
Paramount Park	1-3	N/A	N/A	N/A	N/A	N/A	N/A
Roosevelt	1-3	271	79	29%	78	29%	97%
Tanner	1-3	226	66	29%	68	30%	97%
Wirtz	1-3	244	71	29%	73	30%	97%
Zamboni	1-3	N/A	N/A	N/A	N/A	N/A	N/A
Subtotal	1-3	2668	777	29%	784	29%	97%
General Ed	4-8						
Alondra	4-8	887	258	29%	251	28%	98%
Collins	4-8	177	52	29%	51	29%	95%
Gaines	4-8	N/A	N/A	N/A	N/A	N/A	N/A
Hollydale	4-8	520	152	29%	145	28%	98%
Jackson	4-8	742	216	29%	215	29%	97%
Jefferson	4-8	122	35	29%	34	28%	98%
Keppel	4-8	164	48	29%	48	29%	97%
Lincoln	4-8	200	58	29%	63	31%	98%
Los Cerritos	4-8	153	44	29%	43	28%	96%
Mokler	4-8	181	53	29%	54	30%	97%
Paramount Park	4-8	678	197	29%	191	28%	97%
Roosevelt	4-8	181	53	29%	52	29%	97%
Tanner	4-8	158	46	29%	49	31%	97%
Wirtz	4-8	182	53	29%	52	29%	98%
Zamboni	4-8	857	250	29%	242	28%	97%
Community Day	4-8	N/A	N/A	N/A	N/A	N/A	N/A
Home Hospital	K-8	N/A	N/A	N/A	N/A	N/A	N/A
Subtotal	4-8	5,205	1516	29%	1491	29%	97%
General Ed.	K-8	8,922	2599	29%	2545	29%	97%
General Ed	9-12						
Community Day	9-12	N/A	N/A	N/A	N/A	N/A	N/A
Buena Vista Continuation	9-12	182	53	29%	48	26%	N/A
Paramount High School	9-12	2965	864	29%	906	31%	97%
PHS West	9-12	1002	292	29%	269	27%	98%

Note: ADA is projected at 96% of projected enrollment except for:
Independent Study, County Special Ed and Adult Ed which are based on 2018-19 P-2 ADA

**Paramount Unified School District
2019-2020**

Average Daily Attendance Summary

Program	Grade	P-2 Projected ADA *	ADA Projected Period 2	% of Projected ADA Period 2	Actual ADA Period 2	% of Actual ADA Period 2	Rate of Attendance Period 2
School	Type						
Odyssey Stem Academy	9-12	265	77	29%	73	28%	97%
Home Hospital	9-12	N/A	N/A	N/A	N/A	N/A	N/A
Cal-SAFE	9-12	N/A	N/A	N/A	N/A	N/A	N/A
Subtotal	9-12	4,415	1,286	29%	1,296	29%	97%
Total General K-12							
		13,337	3,885	29%	3,841	29%	97%
Special Ed							
Special Ed	K-8						
Alondra	K-8	51	15	29%	15	29%	99%
Collins	K-8	33	10	29%	6	20%	93%
Gaines	K-8	N/A	N/A	N/A	N/A	N/A	N/A
Hollydale	K-8	42	12	29%	14	33%	96%
Jackson	K-8	24	7	29%	7	28%	96%
Jefferson	K-8	37	11	29%	8	22%	95%
Keppel	K-8	N/A	N/A	N/A	N/A	N/A	N/A
Lincoln	K-8	25	7	29%	7	27%	89%
Los Cerritos	K-8	50	15	29%	17	34%	94%
Mokler	K-8	N/A	N/A	N/A	N/A	N/A	N/A
Paramount Park	K-8	26	8	29%	10	40%	95%
Roosevelt	K-8	34	10	29%	12	36%	94%
Tanner	K-8	N/A	N/A	N/A	N/A	N/A	N/A
Wirtz	K-8	10	3	N/A	3	N/A	84%
Zamboni	K-8	26	8	29%	8	31%	97%
Home/Hospital	K-8	N/A	N/A	N/A	N/A	N/A	N/A
Extended Year	K-8	N/A	N/A	N/A	N/A	N/A	N/A
NonPublic School	K-8	N/A	N/A	N/A	N/A	N/A	N/A
Subtotal	K-8	357	104	29%	107	30%	95%
					0		
Special Ed	9-12						
Paramount High School	9-12	210	61	29%	21	10%	80%
Buena Vista Continuation	9-12	3	N/A	N/A	3	N/A	N/A
Home Hospital	9-12	N/A	N/A	N/A	1	N/A	N/A
NonPublic School	9-12	N/A	N/A	N/A	N/A	N/A	N/A
Extended Year	9-12	N/A	N/A	N/A	N/A	N/A	N/A
Subtotal	9-12	213	61	29%	25	12%	80%
Total Special Ed							
	K-12	570	165	29%	132	23%	95%
Independent Study							
Independent Study	K-12	N/A	N/A	N/A	10	N/A	N/A
Total Independent Study	K-12	N/A	N/A	N/A	10	N/A	N/A
County Students - SpEd							
County Students - SpEd	K-12	N/A	N/A	N/A	N/A	N/A	N/A
Total County Students	K-12	N/A	N/A	N/A	N/A	N/A	N/A
ALL PROGRAMS EXCEPT FOR ADULT ED							
General Ed	K-12	13,337	3,885	29%	3,841	29%	97%
Special Ed	K-12	570	165	29%	132	23%	95%
Independent Study	K-12	N/A	N/A	N/A	10	N/A	N/A
County Students	K-12	N/A	N/A	N/A	N/A	N/A	N/A
Grand Total Except for Adult Ed		13,907	4,051	29%	3,982	29%	97%
Adult Ed		475	138	29%	123	N/A	N/A

Note: ADA is projected at 96% of projected enrollment except for:
Independent Study, County Special Ed and Adult Ed which are based on 2018-19 P-2 ADA