

# LIVINGSTON UNION SCHOOL DISTRICT

August 8, 2019

## REGULAR BOARD MEETING

District Board Room  
922 B Street, Livingston

Closed Session: 5:30 P.M.  
Public Session: 6:00 P.M.

## AGENDA

### I. CALL OPEN SESSION TO ORDER

Identify closed session items and adjourn to closed session. The public may comment on closed session items prior to adjournment into closed session. The period for public comments is limited to 15 minutes. The maximum for any one speaker is 3 minutes and are requested to state their name for the record.

### II. CLOSED SESSION (DISTRICT OFFICE CONFERENCE ROOM)

#### A. Conference with Labor Negotiator

District Negotiator: Superintendent, Andrés Zamora  
Employee Organization(s): CSEA

### III. RECONVENE TO OPEN SESSION

The Board will reconvene in the District Board Room at 6:00 P.M.

### IV. PLEDGE OF ALLEGIANCE

### V. REPORT AND/OR ACTION OF CLOSED SESSION ITEMS

The Board will briefly report on and/or take action at this time on items discussed in closed session.

### VI. PUBLIC COMMENTS

The public is invited to address the Board at this time on matters not on the agenda but within the Board's jurisdiction. In accordance with the Brown Act, the Board is unable to hold discussion or take action at this time but may refer the issues for further consideration. The period for public comments is limited to 15 minutes. The maximum for any one speaker is 3 minutes and are requested to state their name for the record.

If the public wishes to speak on a specific item listed on the agenda, we ask that you please complete a "Request to be Heard" card and present it to the Superintendent's secretary before your item of interest is presented. The Board President will invite you to speak on the agenda item prior to Board deliberation. In the interest of time and order, each speaker is limited to 3 minutes with a maximum of 15 minutes per agenda item.

### VII. CORRECTIONS TO AND APPROVAL OF AGENDA

**VIII. REPORTS, SPECIAL PRESENTATIONS, SHOWCASES, AND RECOGNITIONS**

- A. New Teacher Introductions
- B. Superintendent's Reports and Updates

**IX. CONSENT AGENDA**

Items listed under Consent Agenda are considered to be routine administrative functions and are acted on by the Board of Education in one motion and one vote. Any item under the Consent Agenda may be discussed; however, if the item needs further clarification and discussion, it may be removed from the Consent Agenda at the request of a Board Member or the Superintendent, and considered separately. Information concerning the following items has been provided to the Board for study prior to the Board meeting and is available upon request from the Superintendent's office at 922 B Street. It is understood that the Superintendent recommends approval of all consent items, unless otherwise noted.

- A. Minutes of Regular Board Meeting on June 20, 2019
- B. Encumbered Purchase Orders
- C. Designated Personnel Items
- D. Williams Quarterly Report Summary April 1, 2019 through June 30, 2019
- E. Variable Term Waiver for Speech Language Pathologist

**X. NEW BUSINESS**

- A. DISTRICT LCAP UPDATE: SUMMER ACADEMY 2019 (GOAL 3)**  
Assistant Superintendent, Kuljinder Sekhon, will report on this year's summer academy.
- B. DISTRICT LCAP UPDATE: FACILITIES/MAINTENANCE SUMMER PROJECTS (GOAL 5)**  
Staff will provide an update on the district's facilities/maintenance projects completed over the summer.
- C. COMMUNICATION, INFORMATION, AND FUTURE AGENDA ITEMS**  
Governance team members may report on activities such as school visits, meetings, and conferences. Board members may also propose future agenda items and request special reports.

**XI. ADJOURNMENT**

In compliance with the Americans with Disabilities Act, if you need special assistance to participate in this meeting, please contact the Superintendent's office at 209-394-5421. Notification 48 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to this meeting. Special Board meetings are posted 24 hours in advance, therefore, above timelines will not apply.

All documents provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District Office located at 922 B Street, Livingston, CA during normal business hours.

Posted: August 2, 2019

**LIVINGSTON UNION SCHOOL DISTRICT**

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**Agenda Item VIII: Reports, Special Presentations, Showcases, and Recognitions**

Board Consideration:       Action                       Information/Discussion

Enclosure(s):                      Calendar of Events

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**A. New Teacher Introductions:** Staff will introduce the new teachers at Livingston Union School District.

**B. Superintendent's Reports and Updates:** Superintendent Zamora and staff will verbally report on various "district happenings," which are not included in written reports and are of importance and of interest to the Board.

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**Agenda Item IX: Consent Agenda**

Board Consideration:  Action  Information/Discussion

Attachment(s): A - Personnel Items (pg. 2.1)  
B - Williams Quarterly Report (pg. 2.2)

Enclosure(s): June 20, 2019 Meeting Minutes and Encumbered Purchase Orders

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- A. June 20, 2019 Board Meeting Minutes:** Minutes enclosed.
- B. Encumbered Purchase Orders:** Encumbered Purchase Orders for the month of August (enclosed)
- C. Designated Personnel Items:** See Attachment (pg. 2.1)
- D. Williams Quarterly Report Summary April 1, 2019 through June 30, 2019:** No complaints filed. (pg. 2.2)
- E. Variable Term Waiver for Speech Language Pathologist**  
There is a significant statewide shortage of qualified candidates in the area of speech pathology. LUSD employee, Diana Campos is currently in the process of completing the Speech-Language Pathologist (SLP) program to obtain her SLP credential. She has completed all necessary requirements outlined by the California Commission on Teacher Credentialing (CCTC) for the specified waiver. The waiver permits the district to fill the assignment by allowing Miss Campos to serve in the capacity of a Speech Language Pathologist while completing the SLP program. This will be her second year serving in this position through the waiver option.

Recommended Action

To approve Consent Agenda.

**ATTACHMENT A**

**Livingston Union School District  
Consent Agenda – Personnel Items  
Board Meeting – August 8, 2019**

**Public Employees: Certificated**

A. Employment Approval:

Norica Naranjo, Teacher, Campus Park, Employment, effective 7/31/19.

B. Resignations/Retirements:

Stephanie Dickie, Teacher, Campus Park, effective 6/19/19.

**Public Employees: Classified**

A. Employment Approval:

Kristi Gong, LVN, Livingston Middle School, Employment, effective 8/6/19.

B. Resignations/Releases/Retirements:

1. Linda Thao, CDC Aide, effective 7/15/19.
2. Alba Ross, Academic Clinician, effective 7/31/19.
3. Clara Rubio, Academic Tutor, effective 7/16/19.
4. Mary Padron, Special Education Aide, effective 7/31/19.
5. Hannah Miller, CDC Aide, effective 8/2/19.
6. Ida Escola, Instructional Aide, effective 9/30/19.

## ATTACHMENT B

Quarterly Uniform Complaint Report Summary for Submission to Merced County Office of Education											
Quarter Covered by this Report	<input type="checkbox"/> January to March	<input checked="" type="checkbox"/> April to June	<input type="checkbox"/> July to September	<input type="checkbox"/> October – December	2019						
<b>Textbooks &amp; Instructional Materials: Enter zero in any cell that does not apply.</b>			<b>Facilities</b>			<b>Teacher Vacancy &amp; Misassignment</b>			<b>Totals</b>		
# of complaints received in quarter	# of complaints resolved	# of complaints unresolved	# of complaints received in quarter	# of complaints resolved	# of complaints unresolved	# of complaints received in quarter	# of complaints resolved	# of complaints unresolved	# of complaints received in quarter	# of complaints resolved	# of complaints unresolved
0	0	0	0	0	0	0	0	0	0	0	0
Submitted by:		Maria Torres-Perez									
Title:		Director of Categorical Programs and Special Projects									
School District:		Livingston Union School District									
Telephone:		(209) 394-5430									

**LIVINGSTON UNION SCHOOL DISTRICT**

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**Agenda Item X, A: District LCAP Update: Summer Academy 2019 (Goal 3)**

Board Consideration:       Action                       Information/Discussion

Attachment(s):                      Summer Academy 2019 Board Report (pgs. 3.1 – 3.7)

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Background

This summer S.T.R.E.A.M. (Science, Technology, Reading, Engineering, Art and Math) Academy was offered to students in grades TK-7<sup>th</sup> from June 12-June 25 at Selma Herndon (TK-3) and Livingston Middle School (4-7). Credit recovery was the focus for students in grades 6 & 7, and students in special day classes participated in the extended school year program (June 12-July 10). During summer academy, students in the Dual Language Academy (DLA) in grades 1<sup>st</sup>-5<sup>th</sup> were able to attend summer DLA classes. This year the Reading Campaign program was again based at Campus Park, and the 5-day enrichment program was based at Selma Herndon.

Discussion

Attached is a written summary report for the programs provided. The report consists of information on enrollment, attendance, grade level themes, pre/post assessment results, STAR Reading results, teacher feedback, and student feedback, reading campaign data, enrichment data and next steps.

Recommended Action

Presented for information and discussion. No action required.

## Summer 2019 Learning Continued at LUSD

- Science, Technology, Reading, Art, Engineering & Mathematics “STREAM” Academy (June 12-June 25)
- Credit Recovery (June 12-June 25 8:10-2:30 pm)
- Extended School Year (June 12-July 10)
- Reading Campaign (June 13-July 9; Tuesdays/Thursdays)
- Summer Enrichment (June 27-July 3)

(SCIENCE, TECHNOLOGY, READING, ART, ENGINEERING & MATHEMATICS)



**GOAL:** The academy’s focus was to provide enriching intervention to students who are performing below grade level standards, and who are at greater risk for learning regression during the summer break.

Students are provided instruction with a focus on Science, Technology, Reading, Art, Engineering and Mathematics “STREAM”. There is integration of hands on learning and connection to real life situations. This year, STREAM Summer Academy was reduced to 10 days, and the rotation in grades 1<sup>st</sup> - 5<sup>th</sup> happened with only 2 teachers as the third teacher provided instruction with the focus on Dual Language and STREAM Concepts. There was no rotation in TK and SDC classes. Students rotated amongst 3 teachers in 6<sup>th</sup> grade, and rotated amongst 4 teachers in 7<sup>th</sup> grade. Students who attended Summer Academy for Credit Recovery Opportunity attended for 10 days and had a longer day. Students in Special Day Classes attended 20 days of Summer Academy.



## ENROLLMENT

Grade Level	Registered to Attend	Average Attended
TK-3	243	168
4-8	274	214
K-7 SDC	32	17
<b>Total</b>	<b>549</b>	<b>399</b>

## ATTENDANCE

Grade Level	Average Attendance (% of students 80% or more of the session; 8 or more days; 16 or more days for SDC)
TK	56% (5/9)
Kindergarten	53% (19/36)
First	73% (41/56)
Second	47% (22/47)
Third	80% (33/41)
K-3 SDC	40% (4/10)
Fourth	94%(48/51)
Fifth	81% (36/44)
Sixth	85% (57/61)
Seventh	89% (71/80)
4-8 SDC	69% (9/13)

### **Summer Academy Attendance Support**

There is an emphasis on the importance of student attendance, and a number of efforts are made by the staff to ensure students are attending summer academy. Below are steps taken to encourage students to attend:

- Staff makes parent phone calls to stress the importance of attendance
- Attendance incentives are also provided to motivate students to attend summer academy
  - LMS: Present all 10 days without tardiness or early pickups were entered into to a raffle to win a backpack full of school supplies and a \$25 Target gift card
  - Daily incentives (raffle 5-8 students)
  - Healthy snacks
  - Books, bouncing balls, superhero self-inking stamps, superhero rubber bracelets, putty, bendable animal figurines, slime, stress balls, and mini stuffed animals are some examples.
  - Juice bars on Fridays at Selma Herndon
  - After 10 days students received a beach ball, glow stick, bracelet or necklace

### Grade Level Instructional Themes with Emphasis on STREAM Concepts

Grade Level	Theme
TK	Plant and Animal Needs
Kindergarten	Plant and Animal Needs
First	Plant Shapes
Second	Landscape-Rainforest
Third	Life Cycle for Survival
K-3 SDC	Plant and Animal Needs
Fourth	Earthquake Engineering
Fifth	Patterns in the Night Sky
Sixth	Geosphere: Internal Processes
Seventh	Natural Selection
4-8 SDC	Plant and Animal Needs

Teachers taught the above themes with the STREAM concepts that integrated hands on learning and connection to real life.

### PRE/POST ASSESSMENT (TEACHER CREATED)

Grade Level	Pre Assessment Average Percentage Correct	Post Assessment Average Percentage Correct
TK (Comprehension)	50%	89%
Kindergarten (Comprehension)	56%	80%
First	48%	67%
Second	47%	86%
Third	24%	74%
K-3 SDC	60%	92%
Fourth	14%	60%
Fifth	19%	50%
Sixth	37%	68%
Seventh	15%	59%
4-8 SDC	27%	91%

Teachers created the assessments based on grade level standards and the grade level themes. The pre assessment was administered at the beginning of the session, and the post assessment was administered at the end of the session. The purpose of the assessment is to measure student growth in the selected theme.

### STAR READING PERCENTAGES

Grade Level	% of students with no regression and/or growth	% of students with .1-.2 regression	% of students with more than .2 regression
First Grade	74% (40/54)	4% (2/54)	22% (12/54)
Second Grade	59% (24/41)	10% (4/41)	31% (13/41)
Third Grade	64% (21/33)	12% (4/33)	24% (8/33)
Fourth Grade	57% (26/46)	13% (6/46)	30% (14/46)
Fifth Grade	48%(13/27)	7% (2/27)	45% (12/27)
Sixth Grade	51% (31/61)	3% (2/61)	46% (28/61)
Seventh Grade	60% (41/69)	4% (3/69)	36%(25/69)

The purpose of summer academy is to reduce regression and the STAR reading assessment is one tool used to measure this. With the exception of one grade level, all the other grade levels had over 50% of students who had no regression or made growth on the STAR reading. There were some students who regressed 1 or 2 points in grade level equivalency. However, there were a higher number of students who regressed more than 2 points in grade level equivalency. This could be due to a number of factors including students' mood and focus during test administration. It may also be that reading and reading strategies need to become a major focus during summer academy. Reading is encouraged during Summer Academy, and below are list of incentives provided to students in order to encourage reading:

#### **Accelerated Reader Reading Incentives**

- Top 3 readers from each grade level at Livingston Middle School received a Nook Tablet 7 from Barnes & Noble. Total of 12 were given out.
- Top 3 readers from each of the following grades 1-3<sup>rd</sup> were rewarded at Selma Herndon
  - 1<sup>st</sup> Graders: Create a Face sticker albums
  - 2<sup>nd</sup> Graders: Collection of five books in one
  - 3<sup>rd</sup> Graders: Collection of 4 chapter books in a box
- TK-Kdgn. Received sticker albums
- SDC: Top 3 readers in each of the two classes received the same prizes as given to their regular education grade level peers.

### **Teacher Feedback from STREAM Academy**

Staff was provided an opportunity to provide feedback on the implementation of Summer Academy via a google form survey. Below are examples of feedback provided by teachers:

**QUESTION #1:** Did this year's summer academy structure support the diverse learning needs of our students? Please explain your answer.

- "Yes, this year's summer academy structure supported the diverse learning needs of our DLA students. Having the kids for 10 consecutive days was good for the students it helped in the vocabulary development of the students. Our DLA, students really benefited by having the opportunity to have high quality lesson in Spanish."
- "Yes, the structure did support students. Being able to plan and prepare with my grade level helped me plan to best support the diverse needs of students. We used the standards and 4 C's to best guide our lesson plans and activities."
- "Yes. Having three sessions allowed me to adjust according to each of the class' strengths."
- "Yes, it gave students the ability to get a refresh of what students missed or had a misconception in the regular school year. It gave students to engage in a certain subject."
- "Yes, by focusing on specific standards in each of the content areas we were able to teach each of those concepts in more depth. Also, by providing a variety of activities, experiments, etc. students were able to explore these in a variety of ways."

### **Student Feedback from STREAM Academy**

Students were also provided the opportunity to give feedback. Eighty-five percent (85%) or 190 of 224 of students in grades 3-8 responded they enjoyed summer academy on the student survey. Below is some of the student feedback.

**QUESTION #1:** "If you did not enjoy attending Summer Academy, please explain why you did not enjoy it."

- "Some things were too easy." (3<sup>rd</sup> Grader)
- "I did not I could be with my dad." (3<sup>rd</sup> Grader)

**QUESTION #2:** "*What did you learn during Summer Academy?*"

- "I learned about Natural selection and Charles Darwin's theory." (7<sup>th</sup> grader)
- "How earthquakes cause a lot of damage & math (fracciones equivalente)" (4<sup>th</sup> grader)

**QUESTION #3:** "*Do you think Summer Academy can be improved? If yes, please provide your suggestions below.*"

- "I think summer could be improved because it's not fair that 5th & 4th get to leave early." (6<sup>th</sup> grader)
- "Yes I do think Summer Academy can be improved by having more to play outside during recess and lunch for example, jump ropes, bouncy balls, basket balls and more." (5<sup>th</sup> grader)

## **READING CAMPAIGN**

Goal: Encourage LUSD students to read during the summer months so they would not regress and would continue to build their reading skills.

Location ..... Campus Park

Days ..... Tuesday/Thursday

Participation ..... 213 students in the Reading Campaign

84 students in the Accelerated Reading Program

Each time students attended the library they had opportunities to earn small prizes. There were 18 first and second place winners in grades TK-8th. First place winners received a \$75 gift card to Barnes and Noble while second place winners received a \$25 gift card to Barnes and Noble.

## **ENRICHMENT**

Goal: Provide enrichment opportunities to students at or above grade level. (Cooking, Sewing, Soccer Clinic, Young Explorers, & Robotics)

When ..... June 27 - July 3, 2019 (5 days)

Where ..... Selma Herndon

Time..... 8:00 - 12:10



There were 105 students enrolled in the 5-day enrichment program; however, an average of 61 students attended the program.

### **Student Feedback/Student Surveys**

<b>Grade Level</b>	<b># of Student Responses</b>	<b>Did you enjoy attending the enrichment program</b>	<b><i>Should the enrichment program be offered again?</i></b>
4 <sup>th</sup>	39	Yes = 57	Yes = 58
5 <sup>th</sup>	17	No = 0	No = 0
6 <sup>th</sup>	1	Between Yes/No = 1	
7 <sup>th</sup>	1		
<b>Total</b>	<b>58</b>		

### **QUESTION #1: "If you said you enjoyed the enrichment program, please explain what you liked about the program?"**

"I like the enrichment program because I can learn and develop new skills." (4<sup>th</sup> grader in Young Explorer and Soccer Clinic)

"I enjoyed the enrichment program because I can learn new things as well as I'm bored at home." (5<sup>th</sup> grader attend Young Explorer and Robotics)

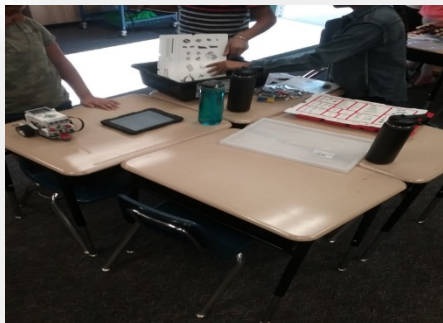
"I liked doing fun things with the Dash and Dot robots because I can control them. I liked making fluffy pillow at sewing class because I can make any size and shape pillow." (5<sup>th</sup> grader in Robotics and Sewing)

"I enjoyed the recipes and challenges." (6<sup>th</sup> grader in Cooking and Robotics)

"I learned a lot during soccer and cooking and overall it was fun." (7<sup>th</sup> grader in Cooking and Soccer Clinic)

**QUESTION #2: “Do you think the enrichment program can be improved? If yes, please provide suggestions...”**

- Provide more choices/activities
- offer scouts or art classes
- have more robots in robotics classes
- have more recipies including baking and also a juicing class
- more sessions, have a longer day (up to 4 pm)
- provide it for more than 5 days
- don't provide healthy bread



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**NEXT STEPS**

- Continue with the rotation schedule for STREAM Academy
- Continue with Pre/Post Assessment
- Continue with using STAR Reading as another measurement tool but with an increased emphasis on reading and reading strategies
- Continue to emphasize on oral language development
- Continue with DLA 1<sup>st</sup>-5<sup>th</sup> strand
- Offer Enrichment Program



**LIVINGSTON UNION SCHOOL DISTRICT**

Regular Board Meeting

August 8, 2019

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**Agenda Item X, B: District LCAP Update: Facilities/Maintenance Summer Projects (Goal 5)**

Board Consideration:       Action                       Information/Discussion

Attachment(s):                      None

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Background

Every year the Maintenance, Operations, and Transportation (MOT) department seizes the summer break as an opportunity to complete as many facility projects as possible in order to minimize disruptions during the school year. The MOT’s preventative maintenance plan is strategically scheduled to ensure projects are completed and school campuses are ready before the start of the new school year. This includes annual “deep-cleaning” of classrooms/offices, and upgrades/repairs of furniture and flooring.

Discussion

Staff will report on projects that were completed during the summer break.

Recommended Action

Presented for information and discussion. No action required.