

**ROSEMEAD SCHOOL DISTRICT
BOARD OF TRUSTEES' MEETING MINUTES**

CONSENT

March 4, 2021

The Board of Trustees of the Rosemead School District met in a regular meeting on Thursday, March 4, 2021, held as a Teleconference/Electronic Zoom meeting ID# 990 8057 8355 at 6:30 p.m., following the guidance issued via Governor Newsom's Executive Order # N-29-20 and # N-25-20.

CALL TO ORDER

President Benitez called the meeting to order at 6:31 p.m. Trustees present via roll call included: Mr. Ronald Esquivel, Mr. John Quintanilla, Ms. Nancy Armenta, Mrs. Veronica Peña, and Mrs. Diane Benitez.

Superintendent Mr. Alejandro Ruvalcaba was also present. All audience members connected electronically via Zoom.

President Benitez made the following statement:

As a result of Governor Newsom's Executive Order for the elimination of public gatherings, the Rosemead School District Board of Trustees must conduct their public meetings virtually. In order to ensure the board's business is heard clearly, we would like to respectfully request for all attendees to mute their microphones unless you are requested by the Board President to address the Board.

President Benitez made the following statement:

As a result of the current national health emergency COVID-19 and as per Governor Newsom's Executive Order # N-29-20 signed on March 17, 2020, a local legislative body is authorized to hold public meetings via teleconferencing and to otherwise electronically to all members of the public seeking to observe and to address the local legislative body.

As per the Governor's Executive Order, the Rosemead School District Board of Trustees will conduct this meeting with all participation via Zoom Meeting, which is accessible to the public.

APPROVAL OF AGENDA

Minutes: That the Agenda, be approved.

<u>Motion made by:</u>	Ms. Armenta	<u>Seconded by:</u>	Mr. Esquivel
<u>Roll Call</u>	Ms. Armenta Yes	Mrs. Peña	Yes
<u>Votes:</u>	Mr. Esquivel Yes	Mr. Quintanilla	Yes
	Mrs. Benitez Yes		

PUBLIC COMMENT ON CLOSED SESSION ITEMS

Mrs. Bracamonte checked the board@rosemead.k12.ca.us email account for submittals of public comment. There is one (1):

1. Mia Colacion, CSEA Labor Relations Representative:

“Good Evening Board and Superintendent Ruvalcaba,

My name is Mia Colacion and I am the Labor Relations Representative for CSEA’s Rosemead Chapter 9. I am here today to encourage the Board of Trustees to approve the MOU regarding the Covid-19 Pilot Testing/Vaccinations. Classified employees have worked tirelessly to ensure that District operations have continued to run seamlessly. It is incredibly frustrating that I am here today alongside my members having to fight to ensure the District does the right thing.

The District created the Covid-19 Pilot Testing/Vaccination MOU. It is almost identical to the proposal that was approved for RTA. So why is the District now trying to change the interpretation of the language of the agreement on CSEA? Better yet, why is the District eluding to the fact that they will encourage the Board to not approve the MOU. That does not sound like good faith negotiations to me. To the Board, I ask that you please direct the District to treat classified employees the same way they treat the teachers. I also ask that you please do the right thing and approve MOU tonight. Thank you.”

RECESS TO CLOSED SESSION

President Benitez began Closed Session at 6:33 p.m.

CLOSED SESSION

1. Public Employee (Appointment, Employment, Reassignment, Evaluation, and Discipline/Dismissal/Release)
2. Conference with Labor Negotiators – pursuant to Government Code Section 54957.6:
 - Rosemead Teachers’ Association, California School Employees Association and its Rosemead Chapter 9, Management, Confidential, and Unrepresented
3. Public Employee Performance Evaluation – pursuant to Government Code Section 54957:
 - Superintendent

ADJOURNMENT OF CLOSED SESSION

President Benitez adjourned closed session at 7:43 p.m.

RECONVENE TO OPEN SESSION

President Benitez reconvened the meeting to open session at 7:47 p.m.

ANNOUNCEMENT OF ANY ACTION TAKEN IN CLOSED SESSION (if any)

President Benitez reported that the Board of Trustees took no action in closed session.

PLEDGE OF ALLEGIANCE

President Benitez requested for Mr. Harold Sullins to lead the Pledge of Allegiance.

AWARDS/RECOGNITION VIRTUAL PRESENTATION(S):

1. Student of the Month, March 2021 – Academic:
President Benitez congratulated and recognized the following 6th grade recipients: Kate Lam, Encinita; Diana Le, Janson; Ronald Siliezar, Savannah; Brayden Huynh, Shuey; and Muscatel students: Vy Do, 7th grade and Max Ho, 8th grade.

PUBLIC COMMENTS

Mrs. Bracamonte checked the board@rosemead.k12.ca.us email account for submittals of public comment. There were six (6), as follows:

1. Shelly Smith, Parent, Topic: Reopening of Schools and mental health of students
2. Cristina Castro, Parent and Employee
“Good Evening, my name is Cristina Castro, my children attend Shuey and Janson. I am both a parent and an employee of the Rosemead School District.

This evening I’m am here to ask you to extend equal treatment to classified employees as you treat Certified employees.

Let me remind you that during this COVID pandemic classified employees have been at school sites greeting parents, cleaning, preparing and serving meals, and supervising small cohorts. We are always ready to serve the needs of our students. However, it is very discouraging to learn that both bargaining units are not treated equally, for example, it has been brought to my attention that when asking for release time to get the COVID vaccine classified employees were directed or questioned on why they needed a whole day vs when a certified employee asked for time off for the same reason the employee was not asked anything further. Today you’ll be presented with an MOU regarding COVID Vaccination. I ask you to approve this MOU as you have already approved an equal MOU between the D.O. and RTA. Remember that as a Board it is your duty to look after the well-being of students and all bargaining units.

Thank you for your time.

Cristina Castro”

3. Juliana Lopez, Senior Clerk Typist, Muscatel
“To the Board,
Hello. My name is Juliana Lopez and I am the Senior Clerk Typist at Muscatel Middle School. I have been with Rosemead School District for a year now. I am writing to you to strongly encourage that you accept the MOU that our Union has worked tirelessly to negotiate with the District office.

As you may now have been made aware, the teacher’s union (RTA) has the same exact MOU and they have not received any push back like Classified Staff have. I am feeling very unappreciated and feel like we don’t count or like we are less than the teachers. It feels as if everything we ask for is always met with a “NO” or some form of excuse as to why we can’t get the benefits we deserve.

Classified Staff are the backbone of this District. While other staff members have been working from the comfort of their home, classified staff have been the boots on the ground from day one! Our custodians don’t have the option of rotating or working from home. They are at our school day in and day out making sure that we are all safe and sanitizing our areas and campuses.

Classified staff have been making everything run. We have done everything that the district asks of us. They ask us to make engagement calls, we do it. They ask us to call parents to make sure they fill out back to school surveys, we do it. They ask us to call parents to fill out lunch applications, we do it. As more and more things get stacked on our desks, we always find a way and get it done. How come they can't do the one thing we ask of them, and that is to stay true to their word. The District came to us with this MOU language. They already signed it, why try to get out of the agreement now? How many other staff members have made these phone calls to families like we have? How many other staff members have interacted with families on a regular day basis, handling things back and forth, day in and day out?

Matter of fact, how many District officials have dealt with Parents day in and day out and have had to seriously worry about their health or coming in contact with someone COVID Positive and worry about taking it home to their husband's and kids? I think it is very unfair that we are always dealt the shorthand. It is very frustrating to feel so let down and feel like our Administration does not have our back. There are so many reasons to feel the way we feel, but this is the straw that broke the camel's back. This is why I am asking you to do the right thing and make the District stand by what they already signed off on. Thank you for your time. I hope you can put yourselves in our shoes for a moment and consider how classified staff feels.

With respect,

Juliana”

4. Mariko Locheo, Library Multi-Media Specialist
“Hello Board of Trustees and Superintendent,

My name is Mariko Locheo and I am a classified employee that enjoys working at Janson elementary school. During this pandemic, I did on campus instruction every day knowing that there was an increased risk of contracting COVID-19 myself and passing it on to my loved ones. However, working with the students made me feel fulfilled. I take this opportunity to ask that you approve the COVID-19 testing-vaccine MOU. We deserve to be treated with respect just as the RTA has been. Unfortunately, having this conflict with negotiations makes me feel unappreciated and discriminated against just because I am a classified employee as opposed to a teacher. I assure you that many classified employees in this district feel the same way. Thank you in advance for listening to my concern and considering my petition.”

5. Christina Price, CSEA President and Muscatel Office Manager
“Dear Board Members,

My name is Christina Price, and I am the office Manager at Muscatel Middle School and CSEA President. Tonight, you will see on the Board agenda that one of the topics of discussion will be the MOU between the District administration and CSEA with regards to COVID Testing and vaccination. This MOU in regards to vaccine release time is exact language as the District's MOU with RTA.

In a meeting with District managers yesterday, CSEA leadership was told that unit members would not be allowed to take release days to get the Covid 19 vaccination. This is in direct violation of the language on the MOU which specifically states, and I quote, "The number of release days the unit member will receive is limited to the number of doses required by the vaccine manufacturer (I.e. Pfizer or Moderna require two doses which would equal two release days)." End quote. Notice the words "two release days" are specifically mentioned in writing in the MOU.

Now the District administration does not want to adhere to the language to which they had originally agreed upon with RTA and was approved by you, the Board, in a prior meeting. Clearly this is unfair to the classified employees. Now the District leadership wants you to not accept this. This essentially makes you, as Board members and decent human beings, complicit in a bait and switch scheme which hurts employees and destroys trust. Let me just ask you this, would you trust someone who changes the contract agreement they have already agreed upon? What will be the impact on employee morale or confidence in its leadership?

Please understand that classified employees are not asking for special treatment - we are only asking for the same level of respect offered to teachers and RTA members. We are only asking to be treated with a level of fairness and respect that you would expect teachers and classified staff to treat your children.

Also, it is important to remember that classified employees have been on the front lines representing the District daily and in person to assist our families and students. We have served meals, passed out supplies, take phone calls and interact daily with the public in person and on the phone, maintained cleanliness of our schools to keep staff and students safe, as well as a multitude of other duties. As someone who has been told they are "appreciated" by the District throughout this entire pandemic, it does not feel like our membership is actually being treated this way. It is disheartening to know that the District would recommend to approve an identical MOU language regarding vaccine release time for the teachers, but not us. It is also unfortunate to hear that the District's negotiations team does not respect our unit enough to uphold their side of this agreement.

I truly encourage the Board of Trustees to hold the District's negotiations team accountable and vote to approve this MOU. Encourage the District to return to negotiating in good faith, with integrity and equality.

Respectfully,
Christina Price"

6. Claudia Anabalon, Muscatel Instructional Aide
"My name is Claudia Anabalon I am an instructional aide at Muscatel. I am here in support of CSEA Ch. 9. To the Board of Trustees, I ask that you approve the COVID-19 Testing/Vaccine MOU. We deserve to be treated with respect, just as RTA has been. Thank you."

SUPERINTENDENT'S REPORT

Superintendent Ruvalcaba provided a brief highlight on the following topics:

- Congratulated all of the students of the month and shared that it is always a pleasure to recognize their hard work and acknowledged the great job by our students with their thank you messages, especially those who are publicly speaking for the first time.
- Gave kudos to our COVID testing team: Jenifer Lorenzo, Dany Saikaly, and Jerry McCanne who have done a great job with testing our staff.
- Gave kudos to the coordinating team for the vaccine clinic: Monica Tovar, Denise Fuentes, and Jerry McCanne who have done a great job with scheduling and checking in our staff.
- Review of the contents in the night folder:
 - Action – Foothill Family Services Contract Rate Sheet
 - Trustee Mail (if any is received after Board packet delivery)

BOARD PRESIDENT'S COMMENTS

President Benitez shared on the following topics:

1. Congratulated and recognized all the students of the month for their achievement.
2. Thanked the COVID testing teams for their work and dedication.
3. Thanked the Janson team for sharing their Read Across America video.
4. Gave her deepest condolences to the families for their loss of: Eve Prieto, Harold Sullins mother in law, and a family member of one of our students.

BOARD ORAL COMMUNICATIONS

1. Clerk Armenta expressed how extremely proud she is of the students of the month and for their extraordinary talents. She thanked Principal Brydle for including the Board in the programs and for their inclusion in the school projects. Ms. Armenta gave her deepest condolences to Mr. Sullins and his family, and to the Rosemead family for their loss this past year and a half. She acknowledged that this past year has been very difficult for everyone. Lastly, Ms. Armenta asked everyone to continue to keep themselves safe and healthy.
2. Trustee Esquivel congratulated all the students of the month on their recognition and hard work. He wishes that everyone continues to keep themselves safe. Mr. Esquivel thanked staff for working at the vaccine clinics and to the District for working on a plan to ensure our teachers are protected. He also thanked the team for all the COVID testing for the schools. Mr. Esquivel gave his condolences to everyone that has lost someone and shared that it has been a very trying time on everyone. Lastly, he reminded everyone to stick together as family and take care of themselves.
3. Trustee Peña congratulated the students of the month on their recognition and hard work. Mrs. Peña gave her condolences to all the families who lost someone this year or last year. Congratulated Dr. Cardenas for their Read Across America video and gave apologies to Shuey for not being able to participate as she had issues with flipgrid. She asked for the Shuey video to be shared with the Board and thanked staff for working on this project. Trustee Peña apologized to Savannah for not being able to attend their Founder's Day program and shared that she has enjoyed it every year. Mrs. Peña thanked Mrs. Bracamonte for sending the Weekly Gazette every week and appreciates the section where we highlight employees.

4. Trustee Quintanilla congratulated each of the students of the month and shared that he is proud of the students. He felt that the students do a good job and their skills are awesome. Mr. Quintanilla gave his condolences to the Sullins, Prieto, and Tran families who experienced a loss. He thanked everyone for their dedication and asked everyone to continue to stay safe.

PUBLIC HEARING(S): None

CONSENT AGENDA:

General Functions:

1. Personnel Status Report – Certificated and Classified
2. Purchase Orders as of January – February, 2021 (on file), and Warrants for budgeted expenditures
3. Minutes of the February 4, 2021, Board of Trustees’ Meeting
4. Minutes of the February 18, 2021, Board of Trustees’ Meeting
5. Donation Report
6. Obsolete Equipment – Encinita
7. Obsolete Equipment – Muscatel

Minutes: That the Consent Agenda, be approved.

<u>Motion made by:</u>	Ms. Armenta	<u>Seconded by:</u>	Mrs. Peña
<u>Roll Call</u>	Ms. Armenta Yes	Mrs. Peña	Yes
<u>Votes:</u>	Mr. Esquivel Yes	Mr. Quintanilla	Yes
	Mrs. Benitez Yes		

SPECIAL REPORTS AND PRESENTATION(S):

1. Second Interim Report – by Mr. Harold Sullins, Assistant Superintendent, Administrative Services

Assistant Superintendent Sullins presented a brief overview of the Second Interim Report. See presentation attached.

2. Local Control Accountability Plan (LCAP) Mid-Year Data Analysis – by Dr. Jennifer Fang, Assistant Superintendent, Educational Services

Assistant Superintendent Fang presented a brief overview of the Local Control Accountability Plan (LCAP) Mid-Year Data Analysis. See presentation attached.

President Benitez recessed the meeting for a brief break at 9:07 p.m.

President Benitez reconvened the meeting to open session at 9:14 p.m.

3. Middle School English Language Arts Curriculum Adoption Process – by Dr. Jennifer Fang, Assistant Superintendent, Educational Services

Assistant Superintendent Fang introduced Coordinator of Accountability, Assessments, and Special Projects Goldstone who presented a brief overview of the Middle School English Language Arts Curriculum Adoption Process. See presentation attached.

ACTION ITEM(S):

Service/Consultant Proposals/Bid Awards/Memorandum of Understanding/Contract Report

Minutes: That the Service/Consultant Proposals/Bid Awards/Memorandum of Understanding/Contract Report, including:

EDUCATIONAL SERVICES:

1. Foothill Family Services (Districtwide)
2. Scientific Learning – Fast ForWord Intervention Program (Shuey)
3. Snigglezoo Entertainment – Money Mammals (Districtwide)
4. The Music Center (Districtwide)

SPECIAL EDUCATION & STUDENT SUPPORT SERVICES:

5. West Ed (Districtwide)

SUPERINTENDENT’S OFFICE:

6. California Association of Latino Superintendents and Administrators
, be approved.

<u>Motion made by:</u>	Mr. Esquivel	<u>Seconded by:</u>	Ms. Armenta
<u>Roll Call</u>	Ms. Armenta Yes	Mrs. Peña	Yes
<u>Votes:</u>	Mr. Esquivel Yes	Mr. Quintanilla	Yes
	Mrs. Benitez Yes		

April Study Session

Minutes: That the Board of Trustees _____ the Next Scheduled Study Session for the Month of April, 2021, as April ____, 2021, on the topic of: _____, **be tabled.**

<u>Motion made by:</u>	Mr. Quintanilla	<u>Seconded by:</u>	Ms. Armenta
<u>Roll Call</u>	Ms. Armenta Yes	Mrs. Peña	Yes
<u>Votes:</u>	Mr. Esquivel Yes	Mr. Quintanilla	Yes
	Mrs. Benitez Yes		

Vote for Mr. Adam Carlos Carranza and Mr. Jeffrey De La Torre on the 2021 Ballot from Subregion 23-B, as a Representative to the California School Boards Association (CSBA) Delegate Assembly, to serve and fill Two Vacancies for a Two-Year Term beginning April 1, 2021 – March 31, 2023

Minutes: That the Vote for: Mr. Adam Carlos Carranza and Mr. Jeffrey De La Torre on the 2021 Ballot from Subregion 23-B, as a Representative to the California School Boards Association (CSBA) Delegate Assembly, to serve and fill Two Vacancies for a Two-Year Term beginning April 1, 2021 – March 31, 2023, **be approved.**

<u>Motion made by:</u>	Mr. Quintanilla	<u>Seconded by:</u>	Ms. Armenta
<u>Roll Call</u>	Ms. Armenta Yes	Mrs. Peña	No
<u>Votes:</u>	Mr. Esquivel No	Mr. Quintanilla	Yes
	Mrs. Benitez Yes		

Second Interim Report for the 2020-2021 School Year

Minutes: That the Second Interim Report for the 2020-2021 School Year, **be approved.**

<u>Motion made by:</u>	Mr. Quintanilla	<u>Seconded by:</u>	Mr. Esquivel
<u>Roll Call</u>	Ms. Armenta Yes	Mrs. Peña	Yes
<u>Votes:</u>	Mr. Esquivel Yes	Mr. Quintanilla	Yes
	Mrs. Benitez Yes		

Memorandum of Understanding between the Rosemead School District and the California School Employees Association (CSEA) and its Rosemead Chapter 9, Regarding the Implementation of a COVID-19 Testing Pilot

Minutes: That the Memorandum of Understanding between the Rosemead School District and the California School Employees Association (CSEA) and its Rosemead Chapter 9, Regarding the Implementation of a COVID-19 Testing Pilot, **be tabled. Motion died.**

<u>Motion made by:</u>	Ms. Armenta	<u>Seconded by:</u>	Mr. Esquivel
<u>Roll Call</u>	Ms. Armenta Yes	Mrs. Peña	No
<u>Votes:</u>	Mr. Esquivel Yes	Mr. Quintanilla	No
	Mrs. Benitez No		

Memorandum of Understanding between the Rosemead School District and the California School Employees Association (CSEA) and its Rosemead Chapter 9, Regarding the Implementation of a COVID-19 Testing Pilot

Minutes: That the Memorandum of Understanding between the Rosemead School District and the California School Employees Association (CSEA) and its Rosemead Chapter 9, Regarding the Implementation of a COVID-19 Testing Pilot, **be approved.**

<u>Motion made by:</u>	Mr. Quintanilla	<u>Seconded by:</u>	Mrs. Peña
<u>Roll Call</u>	Ms. Armenta No	Mrs. Peña	Yes
<u>Votes:</u>	Mr. Esquivel Abstain	Mr. Quintanilla	Yes
	Mrs. Benitez Yes		

Adoption of the Los Angeles County Plan for Expelled Students

Minutes: That the Adoption of the Los Angeles County Plan for Expelled Students, be approved.

<u>Motion made by:</u>	Mr. Quintanilla	<u>Seconded by:</u>	Mrs. Benitez
<u>Roll Call</u>	Ms. Armenta Yes	Mrs. Peña	Yes
<u>Votes:</u>	Mr. Esquivel Yes	Mr. Quintanilla	Yes
	Mrs. Benitez Yes		

Third Quarter Williams Settlement Quarterly Report to the County Superintendent, Uniform Complaints Report for 2020-2021 for the Period of January – March 2021

Minutes: That the Third Quarter Williams Settlement Quarterly Report to the County Superintendent, Uniform Complaints Report for 2020-2021 for the Period of January – March 2021, be approved.

<u>Motion made by:</u>	Mr. Quintanilla	<u>Seconded by:</u>	Mr. Esquivel
<u>Roll Call</u>	Ms. Armenta Yes	Mrs. Peña	Yes
<u>Votes:</u>	Mr. Esquivel Yes	Mr. Quintanilla	Yes
	Mrs. Benitez Yes		

Updated Policies – Third Reading for the Superintendent’s Office

Minutes: That the Updated Policies – 3rd Reading for the Superintendent’s Office, including:

- Board Bylaw No. 9122, Secretary
- Board Bylaw No. 9124, Attorney
- Board Bylaw No. 9220, Governing Board Elections
- Board Bylaw No. 9221, Recruiting New Board Members
- Board Bylaw No. 9222, Resignation
- Board Bylaw No. 9224, Oath or Affirmation
- Exhibit No. 9224, Oath or Affirmation
- Board Bylaw No. 9230, Orientation
- Board Bylaw No. 9240, Board Development
- Board Bylaw No. 9250, Remuneration, Reimbursement and Other Benefits
- Exhibit No. 9250, Remuneration, Reimbursement and Other Benefits
- Board Bylaw No. 9260, Legal Protection
- Board Bylaw No. 9271, Code of Ethics
- Board Bylaw No. 9300, Governance
- Board Bylaw No. 9310, Policies
- Board Bylaw No. 9311, Board Policies
- Administrative Regulation No. 9311, Board Policies

, be approved.

<u>Motion made by:</u>	Mr. Esquivel	<u>Seconded by:</u>	Mr. Quintanilla
<u>Roll Call</u>	Ms. Armenta Yes	Mrs. Peña	Yes
<u>Votes:</u>	Mr. Esquivel Yes	Mr. Quintanilla	Yes
	Mrs. Benitez Yes		

Updated Policies – Third Reading for the Special Education and Student Support Services

Minutes: That the Updated Policies – 3rd Reading for the Special Education and Student Support Services, including:

- Board Policy No. 5145.6, Parental Notifications
- Exhibit No. 5145.6, Parental Notifications
- Board Policy No. 6164.4, Identification and Evaluation of Individuals for Special Education
- Administrative Regulation No. 6164.4, Identification and Evaluation of Individuals for Special Education
- Board Policy No. 6164.5, Student Study Teams
- Administrative Regulation No. 6164.5, Student Study Teams

, be approved.

<u>Motion made by:</u>	Mr. Quintanilla	<u>Seconded by:</u>	Mrs. Peña
<u>Roll Call</u>	Ms. Armenta Yes	Mrs. Peña	Yes
<u>Votes:</u>	Mr. Esquivel Yes	Mr. Quintanilla	Yes
	Mrs. Benitez Yes		

DISCUSSION ITEM(S):

1. Updated Policies – 1st Reading for Administrative Services, including:
 - Board Policy No. 3280, Sale or Lease of District Owned Real Property
 - Administrative Regulation No. 3280, Sale or Lease of District Owned Real Property
 - Board Policy No. 3530, Risk Management Insurance
 - Administrative Regulation No. 3530, Risk Management Insurance
 - Board Policy No. 4157, Personnel
 - Administrative Regulation No. 4157, Personnel

Superintendent Ruvalcaba thanked the Board for their dedicated time and for getting through the large batch of policy updates and staff will continue working through the policy updates in smaller batches.

NEW BUSINESS

Exhibit 1 Matrix for New Business Topics and Follow Up

- Clerk Armenta requested for administration to discuss with the District’s clinical partners on methods and advice that can guide parents: on what behaviors their children may be engaging in, observing their behaviors, feeling disconnected, social media activity, and how to deal with any underlying issues that are present. Ms. Armenta further clarified that the problems need to first be identified and recognized, followed by education and guidance for parents on how to assist their students through the process.
 - Superintendent Ruvalcaba clarified that the request is to develop a social media safety kit for parents, to recognize and identify potential risks, and the use of services provided by CareSolace and other local partners. He also shared that the District has a lot of tools and resources on the website.
 - It was the Board’s consensus to move forward with the request.

- Clerk Armenta inquired whether the Board would be interested in adopting a resolution in support of the Pasadena City College – Rosemead Campus.
 - It was the Board’s consensus to bring forth a resolution in Support of the Pasadena City College – Rosemead Campus.
- Trustee Quintanilla inquired whether the District has any plans for an all student summer school session.
 - Superintendent Ruvalcaba shared that this is also a part of the current conversation of reopening of schools and that as the county moves tiers guidance may or may not be released on what can and cannot be done. He further shared that administration has continued conversations on what can be done to reduce the learning loss and would also need to be negotiated with the bargaining units.

DISCUSSION/ACTION ITEM(S):

Consideration of Action Regarding the Reopening of Schools

Minutes: That the Consideration of Action Regarding the Reopening of Schools, as follows:

- Superintendent recommends the following Rosemead Reopening Timeline:
 - PreK SDC and half day programs begin Hybrid model Tuesday, March 23
 - Grades TK-2 begin Hybrid model Monday, March 29
 - Grades 3 and 4 begin Hybrid model Monday, April 12
 - Grades 5 and 6 begin Hybrid model Monday, April 19
 - Grades 7 or 8 begin Hybrid model Monday, March 29 (if in red tier)
 - Grades 7 or 8 begin Hybrid model Monday, April 12, (if in red tier)
 - This timeline will include starting ASES/ASART

, be approved.

<u>Motion made by:</u>	Mr. Quintanilla	<u>Seconded by:</u>	Mr. Esquivel
<u>Roll Call</u>	Ms. Armenta Yes	Mrs. Peña	Yes
<u>Votes:</u>	Mr. Esquivel Yes	Mr. Quintanilla	Yes
	Mrs. Benitez Yes		

ADJOURNMENT

Minutes: That the March 4, 2021 Board of Trustees meeting, **be adjourned** at 10:49 p.m. in memory of Prieto, Sullins, and Tran families.

<u>Motion made by:</u>	Mr. Quintanilla	<u>Seconded by:</u>	Mr. Esquivel
<u>Roll Call</u>	Ms. Armenta Yes	Mrs. Peña	Yes
<u>Votes:</u>	Mr. Esquivel Yes	Mr. Quintanilla	Yes
	Mrs. Benitez Yes		

Signed,



President Benitez



Clerk Armenta

Rosemead Unified School District
Board of Trustees Meeting
Thursday, March 4, 2021

Public Comment
Shelly Smith, Parent

Covid 19 Effects on Children

Children's Hospital of Oakland, CA reports

- ↑ 75% youth needing hospitalization for mental health
- ↑ 66% in the number of suicidal children in the ER

Press Release - L.A. County Health Professionals call for School Reopening, February 4, 2021 – signed by 200 Physicians

As pediatricians, internists, neurologists, infectious disease specialists, epidemiologists, psychiatrists, and other healthcare professionals, we strongly support efforts to reopen California schools and believe school districts in Los Angeles County should be compelled to do so as soon as possible.

New York Post – February 11, 2021 - Headline

- Texas boy, 12, hangs himself after battling depression amid COVID-19

Hayden's dad said his son was hit hard by the lockdown, which made it impossible to hang out with his friends, and took a strong dislike to virtual learning.

NBC News - February 6, 2021 - Headline

- 18 year old Illinois teen with a Promising Future Kills Himself

Dylan was a high school senior, a star quarterback, he had a 4.7 grade point average and 14 offers to play football at Division III schools. His number one choice was MIT.

"Covid's not just killing people by the disease. It's killing people by depression and suicide," Dylan's father said

Schools Can Re-open safely

ABC News - February 3, 2021

CDC director says it's not necessary for teachers to be vaccinated in order to reopen schools

Teacher unions and school boards have clashed over how to safely reopen schools.

NPR - February 12, 2021

"Several CDC scientists co-authored an article in JAMA, the Journal of the American Medical Association, saying there is little evidence that school reopening has contributed meaningfully to the spread of COVID-19."

"a review of districts serving more than 90,000 students and staff found just 32 infections were acquired in school — compared with 773 cases of students and staff infected outside school. None of those 32 in-school transmissions involved students or staff." (North Carolina schools)

Rosemead Unified School District

- Small cohorts returned to in-person learning from September through December on all campuses with no reported outbreaks – **proving the Hybrid model works**
- Rosemead Case rates are trending downward
- Parent survey shows 60% of parents want to attend in person when allowed by the Department of Public Health

Invite those 60% of students back to the classroom! Give us the choice to return!

FOR IMMEDIATE RELEASE
February 4, 2021

Contact: Houman Hemmati MD, PhD:
houmanhemmati@gmail.com

Contact: Marissa Leitner, LEP
marissa.leitner@gmail.com

Los Angeles County Health Professionals Call for School Reopening

As licensed healthcare professionals working in Los Angeles County, we recognize recent guidance from the Centers for Disease Control (CDC) and American Academy of Pediatrics (AAP), and are in full agreement with the large group of UCSF health professionals in San Francisco who recently called for full reopening of schools.^{1,2,3}

School closures have worsened children's mental health.

Children are being harmed psychologically by school closures. CDC reported that compared to 2019, the proportion of pediatric emergency visits due to mental health issues in 2020 increased by 24% among children ages 5 to 11 and by 31% for children ages 12 to 17.⁴

Prolonged school closure is contributing to social isolation among children and adolescents. It is taking a heavy toll on their mental health and well-being. The effects of the COVID-19 pandemic may be associated with increased rates of suicidal ideation among youth, ages 11-21.⁵

School closures have increased educational and socioeconomic inequities.

School districts around the country are reporting higher rates of students falling classes, a phenomenon disproportionately experienced by low-income Latino and African American children that only widens existing academic and socioeconomic disparities.

School closures are widening the achievement gap specifically among households which include essential workers, families with limited financial means (particularly those who cannot afford internet access, computers, or a safe, quiet place to conduct distance learning), single-parent families or families with two working parents, children learning English as a second language, and/or children with special needs. In California, many private schools reopened during the fall, while most public schools have been closed since March 2020.

Educational inequities have the potential to translate into a lifelong social and professional barrier and a staggering number of life years lost.⁶

[continued]

¹ <https://dij.abcdical.org.com/gp/PDF/011221-Ago-school-reopening-ucsf-leader.pdf>
² <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/decision-tool.html>
³ <https://www.aap.org/en/pages/2019-ncov/coronavirus/2019-ncov/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools>
⁴ <https://www.cdc.gov/mmwr/preview/mmwrhtml/mm6945a3.html?text=Compared%20with%20the%20pre-pandemic%20period%20in%2020%20responded%20>
⁵ <https://pediatrics.appublications.org/content/early/2020/12/15/peds.2020-02690>
⁶ <https://media.janetnetwork.com/news-items/years-of-life-lost-associated-with-school-closures-during-covid-19>

School closures have not been shown to reduce COVID-19 impact.

Numerous national and international studies have demonstrated that schools are not major sources of COVID-19 spread. In fact, infections in schools largely reflect existing community prevalence. Because case rates in schools match community transmission rates, reopening schools has not been shown to put teachers at additional risk.^{7,8,9,10}

There is significant data in the United States indicating COVID prevalence is no higher among high school students and teachers who returned to campus compared with community matched prevalence rates.¹¹

Young children are not the primary drivers of COVID-19 transmission. In addition, children are generally not at risk of severe health consequences from COVID-19.^{12,13}

As of January 27, 2021, in the entire state of California, there have been only nine COVID-related deaths among persons younger than age 18.¹⁴ For comparison, there were 15 deaths due to influenza in this same age group during the 2018-19 flu season.¹⁵

Schools can safely open during COVID-19.

- We believe schools may be safely re-opened (with minimal school-based transmission) when:
- Universal masking, social distancing rules and cohorting students to minimize the total number of contacts are carefully followed.
 - School staff use universally accepted personal protective equipment (PPE) including surgical masks and face shields.
 - Teachers are prioritized as essential workers in terms of vaccine administration and appropriate testing.
- We support the additional funding mechanisms in place to create these conditions.

Opening schools may lead to some degree of spread. However, case increases would be modest based on the data and unlikely to lead to large amounts of critical illness.¹⁶ The evidence shows these effects will be more than counterbalanced by the benefits to children, parents, and teachers of getting schools reopened.¹⁷

⁷ <https://www.washingtonpost.com/opinions/2020/11/20/covid-19-schools-data-reopening-safety/?arc404=true>
⁸ <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7288273/pdf/eurosurv-25-21-1.pdf>
⁹ <https://www.nytimes.com/2020/10/10/world/europe/coronavirus.html>
¹⁰ <https://www.nytimes.com/2020/10/10/world/europe/coronavirus.html>
¹¹ <https://www.nytimes.com/2020/10/10/world/europe/coronavirus.html>
¹² <https://www.nytimes.com/2020/10/10/world/europe/coronavirus.html>
¹³ <https://www.nytimes.com/2020/10/10/world/europe/coronavirus.html>
¹⁴ <https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19-Cases-by-Age-Group.aspx>
¹⁵ <https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19-Cases-by-Age-Group.aspx>
¹⁶ <https://www.nytimes.com/2020/10/10/world/europe/coronavirus.html>
¹⁷ <https://www.education.com/2020/10/10/world/europe/coronavirus.html>

As pediatricians, internists, neurologists, infectious disease specialists, epidemiologists, psychiatrists, and other healthcare professionals, we strongly support efforts to reopen California schools and believe school districts in Los Angeles County should be compelled to do so as soon as possible.

- | | | |
|--|---|--|
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Rheumatology
Cedars Sinai Medical Center | Andrew Leitner, M.D.
Anesthesiology/Interventional Pain Management
Assistant Clinical Professor at City of Hope Medical Center |
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Facey Medical Group |
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| Karen Sokolov, M.D.
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| Lekha Rao, M.D.
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| Avital Harari, M.D.
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Department of Surgery | Samy Marbas
Rheumatology
Clinical Assistant Professor USC | Paul Leitner, M.D.
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| | Saeed Sadeqi, M.D.
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| | | Karina Shulman, M.D.
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				James Ji, M.D. Internal Medicine	Ashah Toor, M.D. Ophthalmology
				Jessica Walker Licensed Clinical Social Worker	John Cohen, O.D. Optometrist
					Yuri Falkenstein, M.D. Orthopaedic Surgery
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Leian Chen, M.D. Pediatrics	Neda Javaherian, M.D. Psychiatrist	Shahab Mahboubian, M.D. Orthopaedic Surgeon			

2020-21 Second Interim Budget

Presented By: Harold Sullins, Assistant Superintendent, Admin Services



January Governor's Proposal

The Governor's Budget Proposal reflects:

- Across the proposed 2021–22 Budget, the Governor targets state resources to help the state and its residents recover from the health and economic crisis of COVID-19
- Early action initiatives to get young and vulnerable students back in the classroom with targeted academic interventions and opportunities to accelerate learning
- Rebuilding the state's financial reserves and fiscal footing is a priority
- Increased funding across all segments from early childhood education through the University of California system



Governor's Education Proposals

Proposition 98 Minimum Funding	\$85.8 Billion
Cost of Living Adjustment	3.84% (Statutory + Makeup)
One Time Investments	\$540 Million Educator Effectiveness and Teacher Pipeline
Special Education	\$300 Million Early Intervention and Statutory COLA
Early Education Funding	\$500 M TK Expansion/Facilities Grants



Governor's Education Proposals

The Governor's Budget Proposal reflects:

- School Reopening Incentive Grants – Early Action Requirement
 - Submission of Covid 19 Safety Plan
 - Schools reopen TK – 6 – Offer to All
 - Provide Testing Plan for Students and Staff
- Expanding Learning Grants– Early Action Requirement
 - Provide extended learning opportunities to address learning loss and disproportional impact for "At Promise" student groups



Governor's Education Proposals

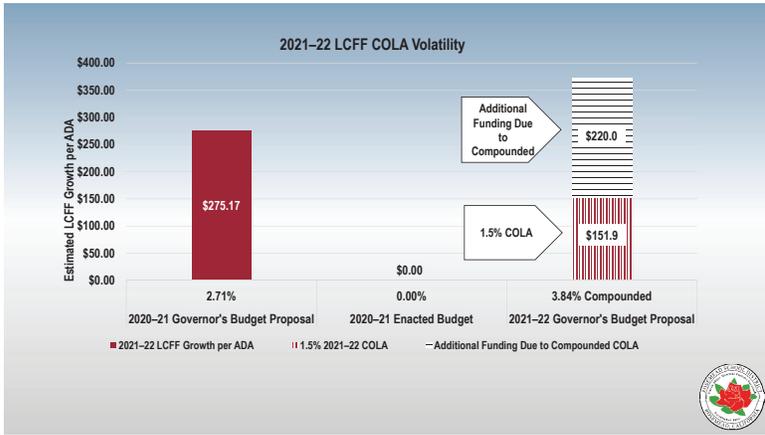
While the Governor's Budget proposal seeks to leverage dollars to preserve education funding. There are several key items that are not included:

- COVID-19 liability coverage for Districts
- UPP hold harmless for those Districts seeing a drop in their official number of low-income students
- Additional CalSTRS and CalPERS employer rate reduction
- More discretionary dollars and less tied up in restrictive programs

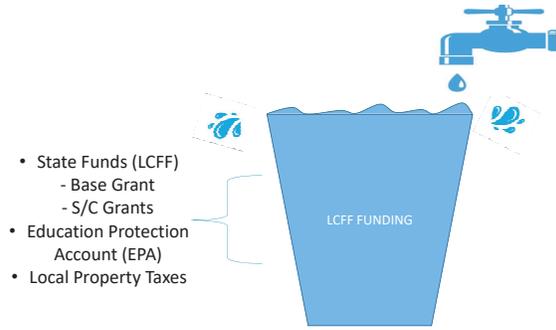


State Budget Imbalance

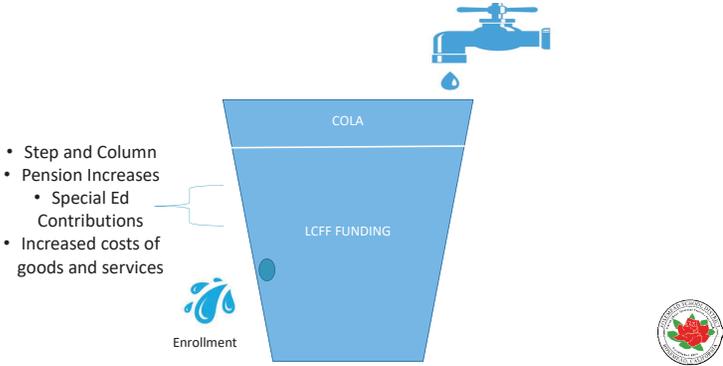




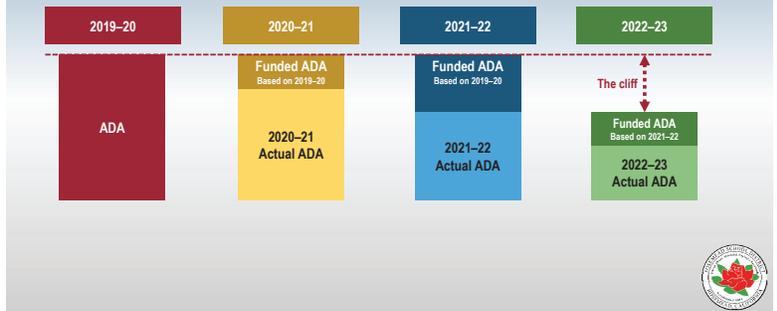
Post-LCFF State Funding Mechanics



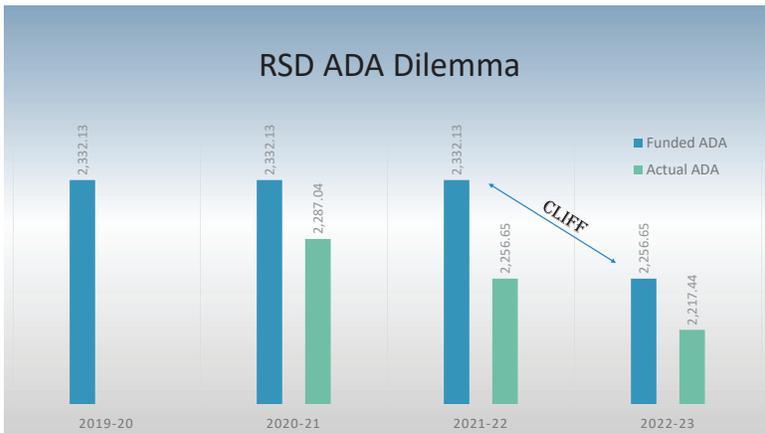
Post-LCFF State Funding Mechanics



The Looming ADA Dilemma



RSD ADA Dilemma



RSD Assumptions for Multi Year Projections

Assumptions	2020-21	2021-22	2022-23
Cost of Living Adjustment	0%	3.84%	1.28%
Total LCFF Funding	\$25,309,871	\$26,243,303	\$25,776,524
Est. Unduplicated %	84.32	84.12	84.09
Est. Suppl. & Con. Grants	\$5,998,938	\$6,201,532	\$6,086,929
Enrollment	2,333	2,302	2,262
Projected ADA	2,287	2,257	2,217
Loss of ADA Prior Year	-46	-31	-40
Step and Column Increases	Included	Included	Included
Lottery (Unrestricted)	\$365,372	\$353,547	\$347,403
Lottery (Restricted)	\$119,355	\$115,492	\$113,485

2020-21 General Fund Budget

	Unrestricted	Restricted	Total
Beginning Balance	\$8,145,664	\$456,959	\$8,602,623
Total Revenues	\$25,964,093	\$10,284,040	\$36,248,133
Total Expenditures including Other Outgo	\$21,211,021	\$13,022,922	\$34,233,943
Total Contributions	(\$4,219,771)	\$4,219,771	\$0
Change in Fund Balance	\$533,301	\$1,480,889	\$2,014,190
Projected Ending Fund Balance	\$8,678,965	\$1,937,847	\$10,616,813

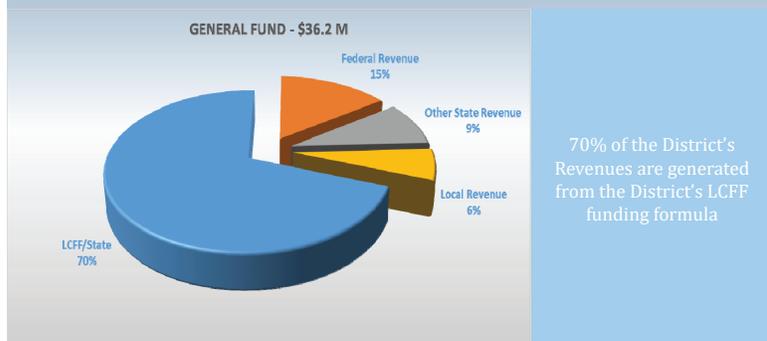
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Multi Year Projections Unrestricted General Fund

	2020-21	2021-22	2022-23
Beginning Balance	\$8,145,664	\$8,678,965	\$7,609,775
Revenues	\$25,964,093	\$26,785,669	\$26,311,229
Expenses	\$21,211,021	\$22,487,052	\$23,098,163
Contributions	(\$4,219,771)	(\$5,367,907)	(\$5,499,156)
Surplus/(Deficit)	\$533,301	(\$1,069,190)	(\$2,286,090)
Ending Balance	\$8,678,965	\$7,609,775	\$5,323,685
Non Spendable Balances	\$96,999	\$96,999	\$96,999
Assigned Balances	\$7,554,947	\$6,408,278	\$4,195,839
Reserve for Economic Uncertainties	\$1,027,019	\$1,104,498	\$1,030,847

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General Fund Revenue Sources



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How we Spend our General Fund Dollars



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Next Steps

State Level

- Budget Committee Hearings
- Next Update – May Revision

RSD

- Second Interim Report due to LACOE by March 17
- Presentation of budget and LCAP on June 17
- Approval of adopted budget and LCAP on June 24



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QUESTIONS?



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Rosemead School District Local Control Accountability Plan Mid-Year Student Data Board Meeting



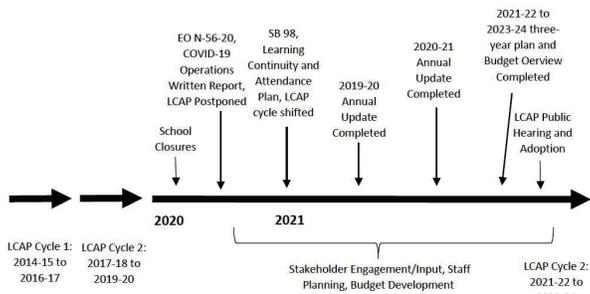
March 4, 2021

Purpose of Presentation

- Overview of LCAP Updates
- Review Mid-Year Student Data
- Q&A and additional input from Board



LCAP Timeline



LCAP Overview of Key Components

2019-2020 Annual Update (LCAP)	2020-21 Annual Update (Learning Continuity Plan-LCP)	2021-22 LCFF Budget Overview for Parents (BOP)	2021-22 to 2023-24 Three-Year Plan
Key Components: •Analysis/Reflection •Actual Expenditures •Metric Outcomes	Key Components: •Analysis/Reflection •Estimated Expenditures •Implementation Successes and Challenges •How lessons learned inform next LCAP	Key Components: •Key budget amounts •Budget for high needs students	Key Components: •Executive Summary •Goals •Actions/Services and Projected Expenditures •Aligned Metrics and Targets •Stakeholder Engagement overview •Increased/Improved Services



LCAP Metrics

As we write the 2021-2024 LCAP, we will be using new local metrics to **measure our progress** toward our goals.

Some local metrics we are planning to use:

- Annual parent, student, and staff CalSCHLS Healthy Kids surveys
- Leader in Me Measurable Results Assessment (MRA) Survey
- PBIS Self-Assessment
- i-Ready and STAR growth, not just achievement, data



State metrics from 2021: CA Assessment of Student Performance & Progress (CAASPP/Smarter Balanced-SBAC)



LCAP Community Input Meetings

- **March 25** -Analyze student data and input on LCAP Annual Updates 1st Draft and new 3 Year Plan Draft
- **April 29** -Analyze stakeholder feedback surveys and 2nd Drafts of the Annual Updates and 3 Year Plan
- **May 27** - Input on the Final Drafts

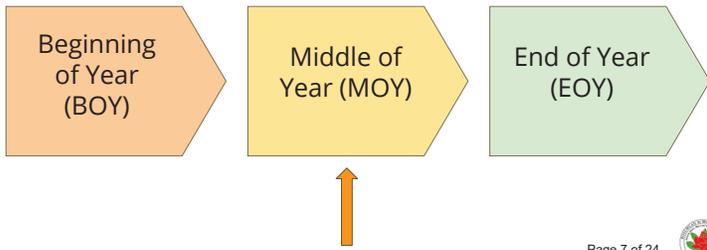


Presentations to the Rosemead Board of Trustees:

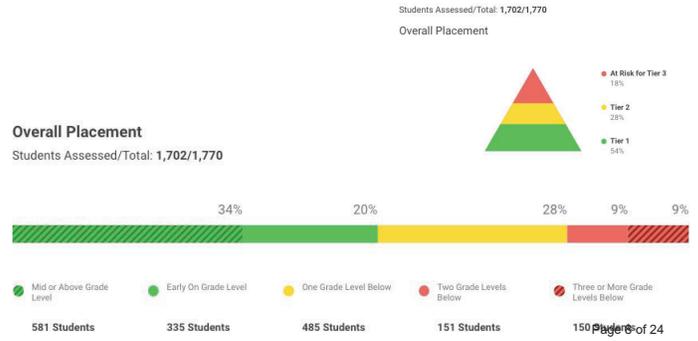
- June 17- Public Hearing on LCAP and Budget
- June 24- Board Approval of LCAP and Budget



Mid-Year Student Data

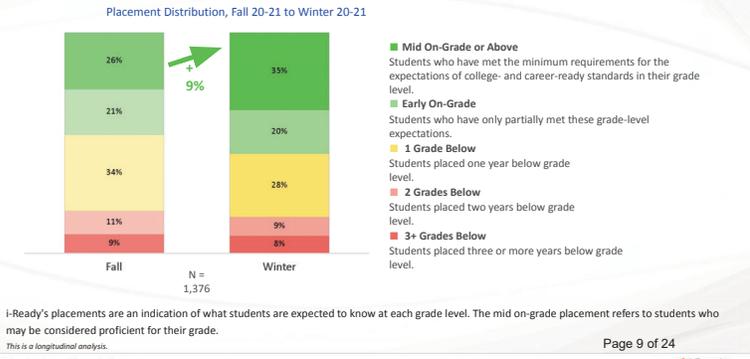


i-Ready Reading Overall



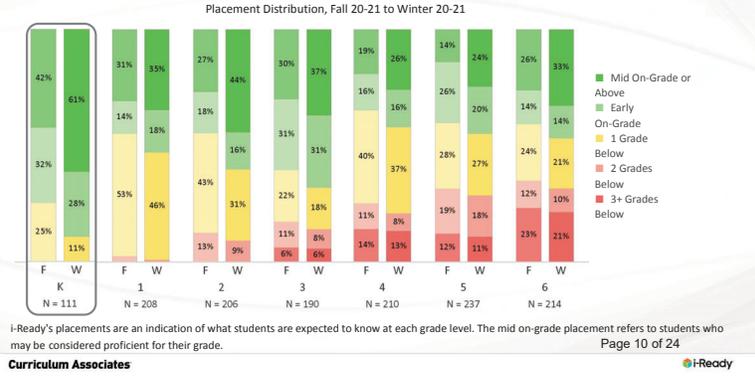
How Have Relative Placements Changed From Fall to Winter?

Reading



How Have Relative Placements Changed From Fall to Winter?

Reading



How Does Domain-Level Performance Compare to Fall?

Reading

Grade	Diagnostic	Overall Grade-Level Placement			Needs Analysis: % Students Below Grade Level						
		On or Above	One Below	Two or More Below	PA	PH	HFV	VOC	LIT	INFO	
Grade 3	Diagnostic 2	63%	20%	17%	0%	27%	7%	40%	44%	47%	
	Diagnostic 1	59%	20%	21%	0%	35%	5%	50%	49%	51%	
Grade 4	Diagnostic 2	41%	37%	22%	0%	27%	2%	57%	56%	63%	
	Diagnostic 1	34%	40%	26%	0%	32%	5%	63%	61%	70%	
Grade 5	Diagnostic 2	44%	26%	30%	0%	16%	1%	54%	55%	57%	
	Diagnostic 1	39%	29%	32%	0%	15%	3%	66%	52%	63%	
Grade 6	Diagnostic 2	46%	22%	32%	0%	10%	1%	47%	54%	58%	
	Diagnostic 1	40%	26%	34%	0%	11%	0%	58%	58%	66%	

Percent of Students Placing Below Level, Fall 20-21 to Winter 20-21 (Diagnostic Results/Needs Analysis)

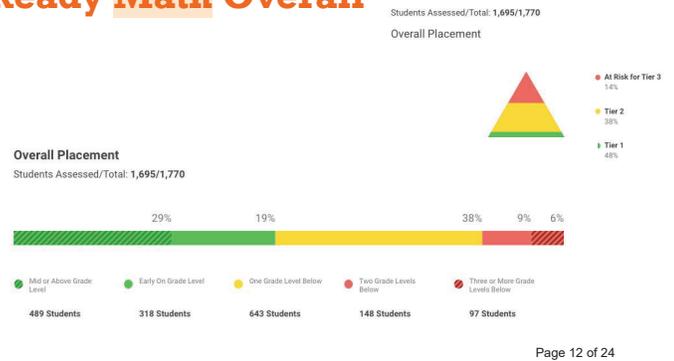
How can we support our educators?
[Tools for Scaffolding Comprehension](#)
[Phonics for Reading](#)

Early Literacy Foundations:
 PA=phonemic awareness
 PH=phonics
 HFV=high frequency words
 VOC=vocabulary

Reading Comprehension
 LIT=literature
 INFO=informational text

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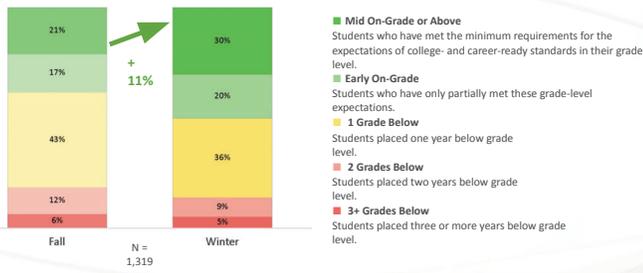
i-Ready Math Overall



How Have Relative Placements Changed From Fall to Winter?

Mathematics

Placement Distribution, Fall 20-21 to Winter 20-21

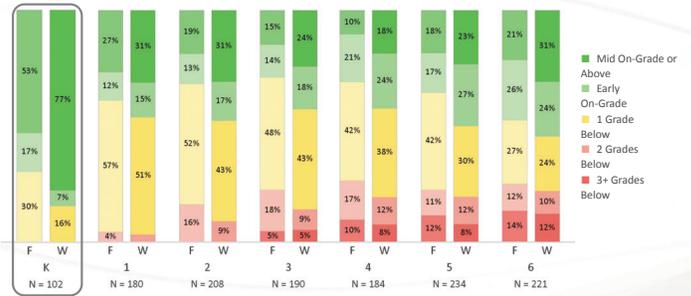


i-Ready's placements are an indication of what students are expected to know at each grade level. The mid on-grade placement refers to students who may be considered proficient for their grade. This is a longitudinal analysis.

How Have Relative Placements Changed From Fall to Winter?

Mathematics

Placement Distribution, Fall 20-21 to Winter 20-21



i-Ready's placements are an indication of what students are expected to know at each grade level. The mid on-grade placement refers to students who may be considered proficient for their grade.

How Does Domain-Level Performance Compare to Fall?

Mathematics

Look for decreases at Diagnostic 2.

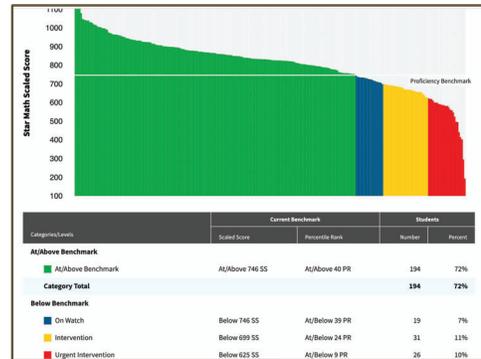
Grade	Diagnostic	Overall Grade-Level Placement			Needs Analysis: % Students Below Grade Level			
		On or Above	One Below	Two or More Below	NO	ALG	MS	GEO
Grade 3	Diagnostic 2	38%	44%	17%	57%	51%	57%	65%
	Diagnostic 1	26%	51%	23%	66%	64%	62%	71%
Grade 4	Diagnostic 2	39%	40%	21%	41%	47%	54%	75%
	Diagnostic 1	28%	43%	29%	59%	58%	63%	71%
Grade 5	Diagnostic 2	50%	31%	20%	48%	50%	47%	58%
	Diagnostic 1	35%	43%	22%	62%	57%	53%	69%
Grade 6	Diagnostic 2	52%	25%	23%	47%	56%	44%	52%
	Diagnostic 1	46%	28%	26%	56%	63%	50%	60%

Percent of Students Placing Below Level, Fall 20-21 to Winter 20-21 (Diagnostic Results/Needs Analysis)

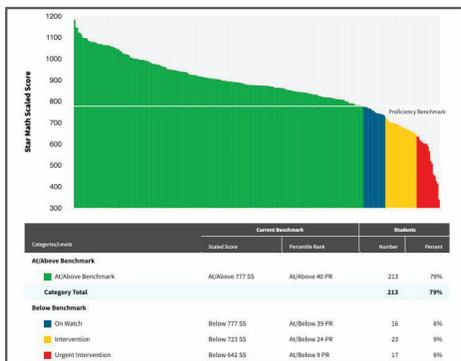
How can we support our educators? [Math Prerequisite Report](#)

NO=numbers/operations
ALG=algebra/algebraic thinking
MS=measurement
GEO=geometry

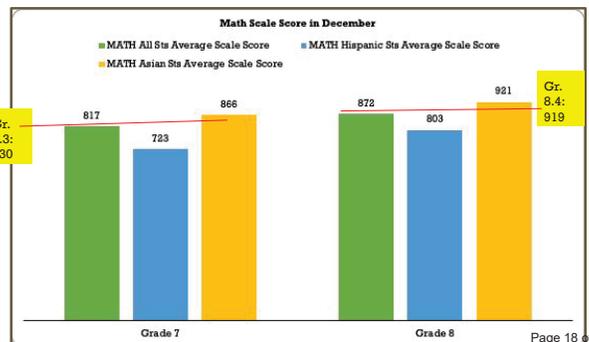
Mid-Year STAR Math Grade 7



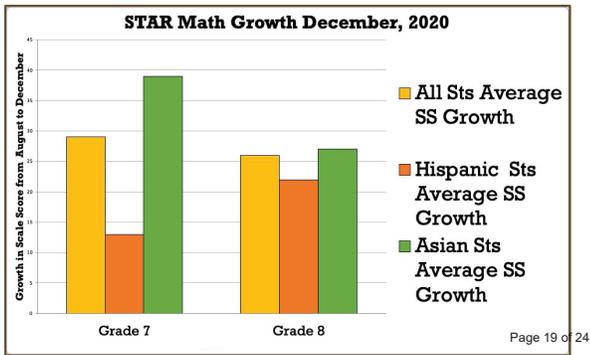
Mid-Year STAR Math Grade 8



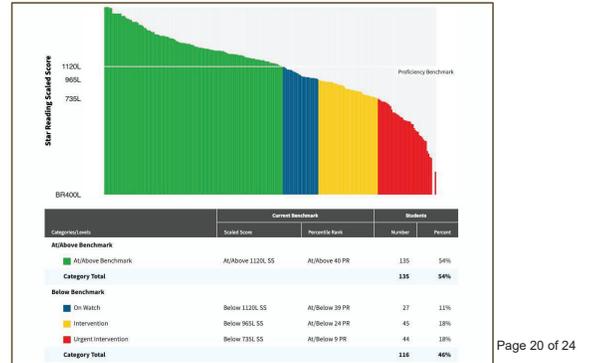
Mid-Year STAR Math Achievement Levels- Subgroups



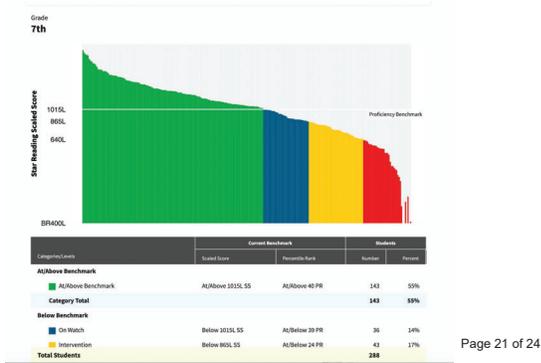
Mid-Year STAR Math Growth



Mid-Year STAR Reading Grade 8



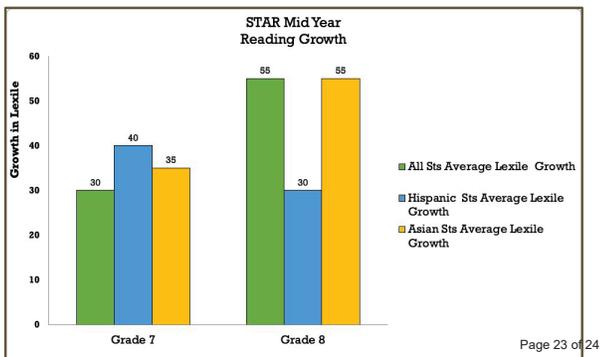
Mid-Year STAR Reading Grade 7



Mid-Year STAR Reading Achievement Levels: Subgroups



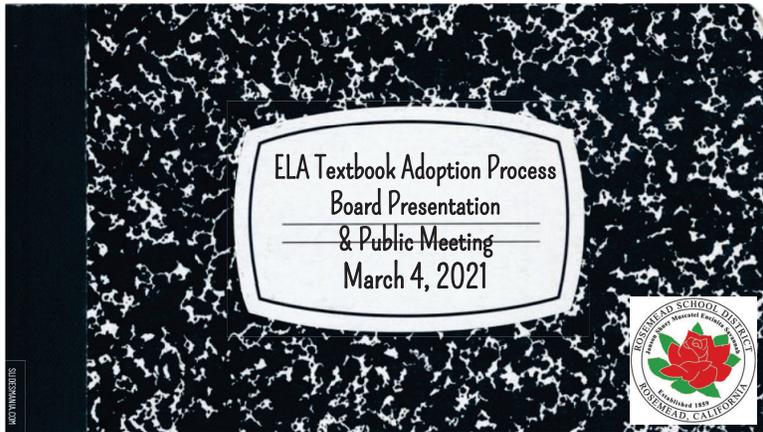
Mid-Year STAR Reading Growth: Subgroups



Q & A

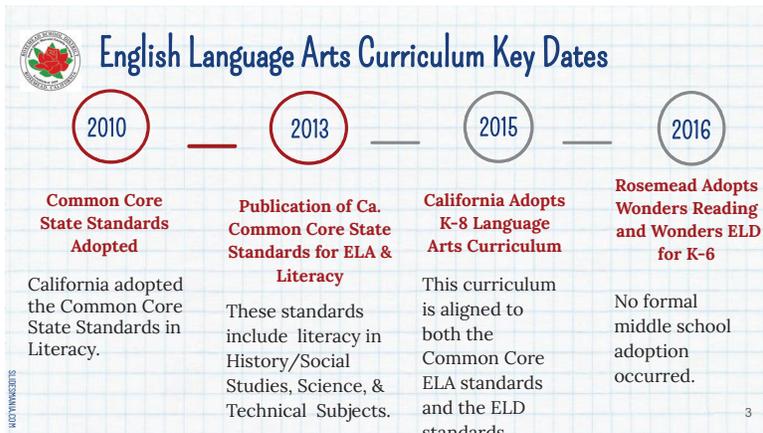
- Any questions, comments or input?
- Thank You for your support!





Purpose of Presentation

- Provide background on
 - District English Language Arts curriculum
 - Common Core State Standards for Literacy
 - Review the process for evaluating new middle school ELA curriculum

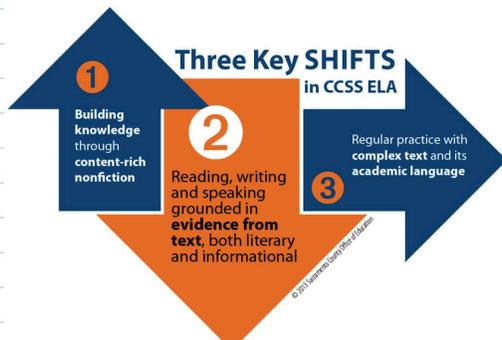


Common Core State Standards for Literacy

Somewhat similar to the old California Content Standards



Common Core State Standards for Literacy: 3 Key Shifts



EXAMPLES OF THE SHIFTS IN AN ELA LESSON

SHIFT	PRE-COMMON CORE	WITH COMMON CORE
(Shift 1) Building knowledge through content-rich non-fiction	Students read the book <i>The Outsiders</i> and analyze the development of characters, theme of youth and innocence, etc.	Students read the <i>The Outsiders</i> and analyze character and theme. <u>They also read non-fiction articles about brain development and analyze the characters' actions using that information.</u>
(Shift 2) Reading, writing, and speaking grounded in evidence from the text	Students write an essay on their opinion about school uniforms. They write 3 body paragraphs and include reasons in each.	Students write an essay on their opinion about school uniforms. They write 3 body paragraphs and include reasons in each, <u>supported by evidence from sources.</u>



WHY THE SWITCH TO COMMON CORE?

1. Reading level in old textbooks was far below the level in college reading.
2. Employer concerns about employees' reading skills.
3. 21st century careers often require students to rely on evidence to make decisions.



BENEFITS OF NEW CURRICULUM

1. Designed to align to the Common Core Standards for ELA
2. Has components for English Language Development
3. Built to be "hybrid" -- has online and paper components



BENEFITS OF NEW CURRICULUM

4. Hybrid components make it easier to offer different levels of support to different students

(Example: Students can read a text online at their own reading level; some parts can be translated for students new to English).



ROSEMEAD MIDDLE SCHOOL ELA TEXTBOOK ADOPTION TIMELINE

Monday, February 3, 2020	March, 2020	April-May, 2020
Present timeline to ELA department and get input	Convene ELA curriculum team (whole department during PLC time) to review plan.	Team identifies criteria for curriculum.
Teachers expressed the desire for the entire department to serve as the adoption team and pilot the top options.	We only considered textbooks rated as "meets standards" by Ed Reports (an objective organization that rates textbooks)	Publisher presentations on top 2-3 choices: -5/14: Study Sync -5/21: myPerspectives -5/28: Amplify ELA ELA teachers review materials and Ed Reports evaluations Team narrows down choices



CRITERIA FOR SELECTION

Developed list from Ed Reports Review Tool and teacher requests based on student needs



Center:
On materials build students' knowledge across topics and content areas? Is instruction intentionally and coherently sequenced to build vocabulary? Do questions and tasks build to culminating tasks that demonstrate students' ability to analyze components of texts and topics?

- Vertically aligned from 7th to 8th grade (or possibly 6-12th)
- Aligned explicitly to the CCSS
- Aligned to ELD standards for integrated ELD and designated ELD
- Scaffolds and differentiation for a wide range of proficiency levels
- Rich, rigorous, diverse texts are at grade level text complexity, are worthy of students' time, and merit close reading
- Meaningful, rigorous tasks & questions in reading, writing, speaking, listening, & lang. are assigned to grade-level standards
- Tasks and tasks support student learning
- Instruction builds students' knowledge across topics and content areas
- Instruction is intentionally and coherently sequenced to build vocabulary
- Questions and tasks build to culminating tasks that demonstrate students' ability to analyze components of texts and topics
- EdReports-aligned assessments with questions that prepare students for on-demand assessments
- High quality assessments that could be used for common quarterly assessments in writing, reading, etc.
- Build student independence in reading, writing, speaking, and listening
- Resources for teaching grammar
- Supports for students with special needs
- Easy to use online

COMPARISON AFTER SCREENING BOOKS (BEFORE PILOTING)

Debrief: Comparing Curricula

Criteria	Study Sync	myPerspectives	Amplify ELA
Vertically aligned from 7th to 8th grade (or possibly 6-12th)	Aligned 6-12; will be used at Rosemead HS next year	Yes though not clear how it gets more challenging from 7th to 8th	Aligned 6-8 (no HS or elementary)
Aligned explicitly to the CCSS	Yes, though the curriculum is very big with lots of choices; could be possible to focus on material in a way not aligned to the CCSS	Yes, though the curriculum is very big with lots of choices; will need to be strategic in selecting	Yes. 100 day sequence focuses on essential standards
Aligned to ELD standards for integrated ELD and designated ELD	Yes; ELD built in throughout	Yes-- in separate place (online links)	Parallel lessons for ELD, but no specifically Standards-aligned lessons
Scaffolds and differentiation for a wide range of proficiency levels	Built in leveling in online component	Suggestions in the text for more support or challenge	Set differentiation level for each student for student-facing materials

TOP 2 CHOICES TO PILOT



August-September, 2020	October-December, 2020	January-February, 2021
Continue to explore top choices of curriculum. Select <i>Amplify ELA</i> unit to pilot. Amplify account set up.	Training on Amplify curriculum. Amplify pilot. Review Study Sync curriculum and select part of a unit to pilot in Jan/Feb. Study Sync account set up	Training on Study Sync curriculum Study Sync pilot Curriculum team reviews student work and stakeholder surveys and makes a recommendation Tech dept. explores tech compatibility
Through these pilots, we have also been able to test out customer service and functionality of the online curriculum.	All teachers had a two hour initial training with <i>Amplify</i> followed by 30-45 minute trainings almost every week.	All teachers had a 3 hour initial training with Study Sync followed by frequent additional trainings.

March-April, 2021	April-July, 2021	August, 2021
Present textbook adoption process to the Board. Hold public meeting at March 4 Board meeting. Submit recommendation to Board for approval at April meeting.	Order materials ELA and RSP teachers receive training in the new curriculum.-- May be postponed Materials are available for planning for fall. Develop curriculum maps/ scope and sequence for grades 7 and 9 Prepare technology	Begin using new curriculum in all ELA grades 7-8 classrooms

Feedback & Public Review

Teacher feedback from all Muscatel ELA teachers
Student feedback: All Muscatel students
Student work from the same students from both curricula
Pilot Curriculum is available online and in the Ed Services Office for Public Review.

[Link](#)

THANK YOU!

Any questions?



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Reopening of Schools Update March 4, 2021



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State Tier System for Reopening

	12/15/20	1/19/21	2/01/21	2/09/21	2/16/21	2/23/21	3/2/21
Adjusted Case Rates*	42.2	75.5	38.7	31.7	20.0	12.3	7.2
Positivity Rate*	11.4	17.1	11.3	9.5	7.2	5.1	3.5

Health equity rating 7.5%
*Rates are per 100,000



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State Tier System for Reopening



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Rosemead

	Week Prior to 12/17/20 20	Week Prior to 1/21/2021	Week Prior to 2/02/2021	Week Prior to 2/16/2021	Week Prior to 2/25/2021	Week Prior to 3/2/2021
Confirmed Cases	323	393	208	84	75	60
Total Cases	1,924	3,957	4,388	4,659	4,729	4,789



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Reopening Update

- SOC and struggling English Learner students have returned
- Shuey Pre-K students have returned
- Planning for Hybrid learning starting with youngest students first has begun
- In person one-on-one and small group assessments and related services for Special Education and English Learner students are occurring
- Rotation for staff able to work from home is in place



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Testing and Vaccinations



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New State Reopening Plan

- In-Person Instruction Grant
 - Schools must open by April 1 as follows
 - Purple Tier - TK-2
 - Red Tier - TK-6 and one secondary grade (7 or 8)
 - Asymptomatic COVID-19 Testing
 - \$833,707 (School Services estimate)
- Expanded Learning Grant
 - Accelerate learning, address student needs, extended learning time, professional development, socio-emotional learning, and access to school meals.
 - 85% funds must be used for in-person services
 - 15% can be used for remote services
 - \$1,805,515 (School Services estimate)



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Reopening Recommendation

- Purple Tier
 - PreK SDC and half day programs begin Hybrid model Monday, March 23
 - Grades TK-2 begin Hybrid model Monday, March 29
 - Grades 3 and 4 begin Hybrid model Monday, April 12
 - Grades 5 and 6 begin Hybrid model Monday, April 19
 - Red Tier
 - PreK SDC and half day programs begin Hybrid model Monday, March 23
 - Grades TK-3 begin Hybrid model Monday, March 23
 - Grades 4 - 6 begin Hybrid model Monday, March 29
 - Grade 7 or 8 begin Hybrid model Monday, March 29
- *both models would include starting ASES/ASART



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Questions?