

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

CONSENT

March 18, 2021

The Board of Trustees of the Rosemead School District met in a regular study session meeting on Thursday, March 18, 2021, held as a Teleconference/Electronic Zoom meeting ID# 986 0594 1119 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 6:32 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 and Dr. Jennifer Fang were 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>	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		

PUBLIC COMMENTS ON ITEMS

Mrs. Bracamonte checked the board@rosemead.k12.ca.us email account for submissions of public comment. There were five (5), as follows:

1. Denise Flores, Teacher, Janson

“Dear Board Members,

My name is Denise Flores and I am a teacher at Janson School. As we try to figure out our hybrid schedules, it has come to my attention that about 25% of teachers at our school, and I'm sure at other schools, have students in person on only two days per week or a single cohort group. Teachers must still report to campus everyday even when we don't have any students. We have been doing Zoom from home for a year now and it has been very successful. It makes no sense to force teachers to go into their classrooms to do Zoom. We are in a sense locked up for no reason. We are not allowed to eat with others or to even leave campus to get lunch. We must stay in our empty rooms for 6 hours. I believe we should have a choice to teach from school or home on days with no students, like we did before. The custodians will have to clean our rooms and spray them whether it is just us in there or a class. If teachers were allowed to Zoom from home it would save money on spray and save time for the already overloaded custodians. Most importantly it would prevent the spread of Covid among staff which is very likely if you have 20-30 people on campus no matter how careful we may be. Thank you for your time.

Denise Flores, Kindergarten teacher at Janson”

2. Vicki Smith, Teacher, Janson

“Dear Rosemead School District Board Members,

This is my first time addressing the board since being hired 25 years ago. I do not take this lightly, nor would I do so for an unimportant matter. Thank you for the opportunity to teach and fulfill my purpose over these years.

I am addressing an issue in regards to the pilot testing program that RTA voted for a while back. The pilot program was discussed in a district RTA meeting where many concerns about the program were brought up in a survey. The bargaining unit then shared those concerns with the DO and the superintendent.

The two main concerns that were resolved and told to teachers were:

1. Teachers and students would all be tested and it was mandatory. The fact that students would be tested was a huge relief to teachers in feeling safe.
2. The CDC/Health dept would require teachers to be tested and that teachers would have to get their own test, making the pilot program more convenient.

After being told these two pieces of information, and trusting their accuracy and truth, the teachers then voted to accept the pilot program. We have since found out that students are

not mandated to test and that other districts returned to work without the requirement of testing.

While the board and district may agree and believe that teachers should be tested, teachers were given misinformation which skewed their votes and destroyed their trust in the administration and the bargaining unit. Since students cannot be required to test, teachers should have a choice.

There should be a new vote to restore the validity of the outcome. We should not sacrifice truth for an outcome we want, we should seek the truth and then accept the outcome. Some synonyms for truth are as follows: sincerity, candor, honesty, accuracy, and correctness. Truth is a necessary and vital attribute and a moral responsibility that we must value.

Thank you for allowing me to share my concerns,

Vicki Smith”

3. Lisa Elkins, Teacher, a request to speak was received from Ms. Elkins, however, no comments were provided.
4. Candice Camacho, Teacher, Janson

“Good Evening Board Members & Superintendent Rubacalva,

I am writing to inform you that many teachers and myself included, have felt very disappointed in the manner at which this entire reopening process is occurring. First, it was quite presumptuous to assume we would be ready to begin in-class instruction on March 29, especially since all parties were not offered a chance to comment on this sudden decision. I understand that every voice will not be heard, but at the very least, we should have had the opportunity to comment and express our concerns. It appears that decisions are made and then we're asked to accept them, with very little input. I understand there are time constraints and the leadership in our association has had to make sacrifices to be able to meet those deadlines. I understand that money is one of the driving factors, but this reopening is putting tremendous pressure on all of us. And to top it off, we're doing this at the same time as administering Iready Assessments, Star Assessments for AR, High Frequency Word Lists and report cards. None of this was taken into consideration when the dates were decided.

Also, the actions that the District Leadership has taken in regard to the Covid testing were misleading which in turn now leads to issues of trust. Time and again the teachers are asked to work under stressful circumstances, be it construction, remodeling, etc and we do it with the hope that maybe the District Leadership will remember and really think about us the next time we're confronted with these situations, but so far that hasn't happened. It's unfortunate and it's no way to treat your family. However, I do remain hopeful that with your support we can move forward and continue to do great things for this district.

Thank you for your continued support and we hope you keep in mind all that is shared this evening.

Sincerely,

Candice Camacho”

5. Sandra Almaraz, Teacher, topic: Reopening Concerns (see attached)

PLEDGE OF ALLEGIANCE

President Benitez requested for Dr. Jennifer Fang to lead the Pledge of Allegiance.

FOCUS TOPIC(S):

1. Muscatel Middle School English Language Arts (ELA) Curriculum Adoption

Assistant Superintendent Fang introduced Coordinator Mrs. Lara Goldstone who provided an update on the Muscatel Middle School English Language Arts (ELA) Curriculum adoption. See presentation attached.

SUPERINTENDENT’S REPORT

Superintendent Ruvalcaba provided a brief highlight on the following topics:

- Shared that a future agenda will include an action item for the adoption of the English Language Arts (ELA) curriculum. The Superintendent thanked the teachers for their collaborative efforts to provide their feedback regarding the piloted program curriculum with a formal recommendation coming forth in April.
- Review of the contents in the night folder:
 - Trustee Mail (if any is received after Board packet delivery)

BOARD PRESIDENT’S COMMENTS

President Benitez shared on the following topics:

1. Attended the Parent workshop offered by Foothill Families and felt that they covered great material that would be helpful to our families.
2. Thanked all the Principals for providing a tour of their schools to experience all the work and protocols that are in place for the reopening of schools. She thanked the teachers and staff for preparing everything to welcome back students.

BOARD ORAL COMMUNICATIONS

1. Clerk Armenta thanked the Principals and Office Manager Mrs. Meza for the walkthroughs of each campus on Monday. She shared that she looks forward to seeing the students on campus for the reopening and expressed thanks.
2. Trustee Esquivel thanked everyone who researched and piloted the science curriculum and for their honest feedback and evaluation. He shared that he is scheduled for the school tours tomorrow to see the protocols in place for the students to return to campus.
3. Trustee Peña expressed that she continues to thank everyone for their hard work and dedication to our families. She shared that she was excited to see Vivi Lau and Timmy Chan and recognized them for their hard work. Mrs. Peña thanked Educational Services for their start of the book club of the month and is excited to see the next month will be the EPIC fail of Arturo Zamora and thanked Mrs. Goldstone for this new program.

4. Trustee Quintanilla gave kudos to the Shuey staff, especially Ms. Brandi Matsdorf for the Read Across America program. He also gave kudos to Ms. Goldstone for the English Language Arts presentation. Lastly, he shared that he attended the parent institute which was very informative and provided great data. Mr. Quintanilla shared that although we had some challenges during the parent meeting, he hopes they will be resolved shortly.

ACTION ITEM(S):

Resolution No. 20-21/06, In Support of the Pasadena City College (PCC) – Rosemead Campus at 4105 N. Rosemead Blvd., in the City of Rosemead

Minutes: That Resolution No. 20-21/06, In Support of the Pasadena City College (PCC) – Rosemead Campus at 4105 N. Rosemead Blvd., in the City of Rosemead, **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		

April Study Session

Minutes: That the Board of Trustees Reschedule the Next Scheduled Study Session for the Month of April, 2021, to Saturday, April 17, 2021, on the topic of: Facilities Master Plan Tour of All School Sites, **be approved.**

<u>Motion made by:</u>	Ms. Armenta	<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		

DISCUSSION/ACTION ITEM(S):

Consideration of Action Regarding the Reopening of Schools

Minutes: That the Consideration of Action Regarding the Reopening of Schools , **be discussed.**

<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		

NEW BUSINESS

- Clerk Armenta shared that in light of what has occurred this week in Atlanta and the rise of hate crimes and unprovoked assault against the AAPI community, she thinks it is very important for us as a community, as a District, to really stand up and denounce these acts. Ms. Armenta shared that she thinks it is very important that we stand up against any form of racism, any form of uniphobia, and any form of misogyny. She further shared that she thinks that we need to be on the forefront of this and not just stay complacent and thinks

this is something that is really plaguing our country right now, and we need to stand in solidarity with the AAPI community. Clerk Armenta respectfully requested that the Board consider adopting a resolution regarding this.

- It was the Board's unanimous consensus that a resolution be brought forth on the April 1, 2021 Board agenda. The Superintendent shared that the resolution would be added to the agenda making it an amended agenda.
- Clerk Armenta shared the following Dr. Martin Luther King, Jr. quote as her last remark that talks about what it is to stand up against injustice:
"Darkness cannot drive out darkness, only light can do that. Hate cannot drive out hate, only love can do that."

PUBLIC COMMENT ON CLOSED SESSION ITEMS

Mrs. Bracamonte checked the board@rosemead.k12.ca.us email account for submissions of public comment. There were none.

RECESS TO CLOSED SESSION

President Benitez began Closed Session at 7:56 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. Conference with Legal Counsel – Anticipated Litigation – pursuant to Government Code Section 54956.9(d)(2) and (e)(2)
 - One (1) Matter
4. Public Employee Performance Evaluation – pursuant to Government Code Section 54957:
 - Superintendent

ADJOURNMENT OF CLOSED SESSION

President Benitez adjourned closed session at 9:33 p.m.

RECONVENE TO OPEN SESSION

President Benitez reconvened the meeting to open session at 9:37 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.

ADJOURNMENT

Minutes: That the March 18, 2021 Board of Trustees meeting, **be adjourned** at 9:39 p.m. on behalf of Christina Price and her grandfather's loss.

<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		

Signed,



President Benitez



Clerk Armenta

Good evening Rosemead board of trustees, my name is Sandra Almaraz and I am a six grade teacher at Shuey school. I have worked at this school district for 19 years. We have some amazing students and families! It is for them that I continue to do what I do each and every single day. In 19 years I have never addressed the board, but I felt like it was very necessary for you to hear my frustrations. I am exhausted! I am frustrated. I feel unsupported. I know that I am not the only one that feels this exact way! "I do not do enough?" "I want to work less???" That's what I hear from district leadership! Let me take you through my day as a 6th grade teacher.... my day starts at 7:30 am by checking Student emails about things like they are having a hard time logging on to do their fastoward reading program. Help! The SSO is not Working-it's been 2 days. Then getting another student email - I can't get into google classroom. How do I get into zoom? All this before our morning greetings at 8:30 am. Don't worry, at that time I am ready with a big smile to greet all of my students that show up, while thinking at the back of my head- what is plan B since students can't log into our math or reading programs. Don't worry - we got this. That's what teachers do! Our "live" teaching day starts at 8:30am. Students sometimes get there late, parents are sending dojo messages while we are teaching, I'm still reminding my 6th graders to turn on their cameras and hoping that when I call on them to read or participate I get a response. Let's not forget to take attendance, reward students with dojo points and message the parents that need to remind their children to turn in assignments. It is 12:45 I did it! It's lunch time. What is that? I'm helping students with unfinished work. Staying to talk with others or answering emails. After lunch I'm meeting ELD groups, meeting in small groups, and still responding to emails. It is now 2:20..... I have to create my google slides for the next day, post multiple assignments on google classroom, search for engaging lessons, and videos to help students comprehend what I am trying to teach them using nearpod, Ed puzzle, brain pop and more. And now it's time for me to check homework so I can go to bed early this time. My own children and husband are getting resentful for my time away from them. "Mom you are still working? It's passed 11 or 12." Yes, I have to finish this. I work and I work. But I feel like it's never enough. I don't do it for the appreciation but it sure feels good when all the work gets noticed. My daughter working at another district gets regular small tokens of appreciation from her school admin and district office. When she receives them they make her day and she feels appreciated. Here at Rosemead we get an offer to get a 1% raise when cola is over 3%. Here at Rosemead all teachers are working ourselves to the bone but yet we are told "teachers are just trying to work less!" it feels as if we are being told we are lazy when all we think of 24/7 is work and our students.

The California dep of education states on their website :

In-Person Instruction. Instruction under the immediate physical supervision and control of a certificated employee of the local educational agency while engaged in educational activities required of the pupil

Synchronous Learning. Synchronous learning takes place in real-time," with delivery of instruction and/or interaction with participants such as a live whole-class, small group, or individual meeting via an online platform or in-person when possible.

Asynchronous Learning. Asynchronous learning occurs without direct, simultaneous interaction of participants such as videos featuring direct instruction of new content students watch on their own time.

Time Value. Instructional time for distance learning is calculated based on the time value of synchronous and/or asynchronous assignments made by and certified by a certificated employee of the LEA. Time value for distance learning is different than time value used previously in independent study programs which include an evaluation of the time value of work product.

Instructional Time by Grade Level

For the 2020-21 school year, instructional time offered through distance learning may include synchronous and/or asynchronous instruction and is calculated based on the time value of assignments made by a certificated employee of the LEA.

Grade Level	Total Minimum Required Minutes per Education Code Section 45301*
TK/K	180 minutes
1-3	230 minutes
4-5	240 minutes
6-8	240 minutes

The total time is a combination of synchronous and asynchronous work not just live lessons

I have so many teacher friends and family members who do not offer as many minutes of live instruction than we do but I'm Made to feel like I still need to do more.

Are we ready to open with enough internet ? We have had so many internet issues. Do we have Enough PPE? Our neighbor district with dr Lovato has Portable sinks, air purifiers in every classroom and UV lights to kill the germs each night just to name a few of the things on their plan. Will I get hazard pay for being exposed to Covid? Will I get a stipend for working 12-14 hour days! Will I get a much deserved raise? These are some of my questions and concerns. In Talking to my colleagues I know that many of us feel this way. I am not here today to complain or work less, I am here to share how I want to do my job appropriately and with appreciation and notice from my school district leaders. Thank you for your time.



Purpose of Presentation

Share:

- RSD Priority Criteria Review
- Survey Results
- Recommendation and Rationale
- Next Steps

2



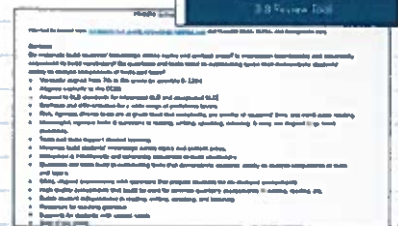
Review of Process

Winter, 2020	Spring, 2020	Fall-Winter, 2020-21
ELA curriculum team (whole ELA department) reviewed the plan and reviewed objective evaluations of curriculum on Ed Reports.	Team identified 3 highly rated curriculum. Attended presentations for all 3. Narrowed choices down to 2 Amplify ELA and Study Sync	All teachers piloted both curriculum options. Students completed survey after each pilot. February 25, 2021: Consensus meeting held



CRITERIA FOR SELECTION

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



4



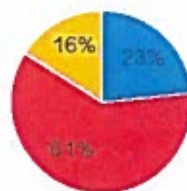
Criteria for New ELA Curriculum

- 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
- Meaningful, rigorous tasks & questions in reading, writing, speaking, listening, & lang are aligned to gr level standards.
- 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.
- High quality assessments that could be used for common quarterly assessments
- Builds student independence in reading, writing, speaking, and listening
- Resources for teaching grammar
- Supports for students with special needs
- Ease of use online

5

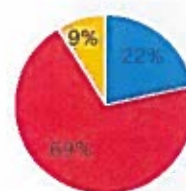
Student Survey: What is your opinion of the the questions and assignments you completed?

Amplify

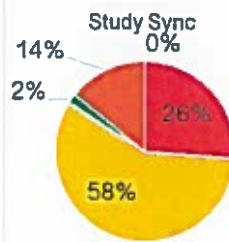


- Less interesting than the questions, activities, and assignments we usually do in Language Arts
- About the same level of interesting as the questions, activities, and assignments we usually do in Language Arts
- More interesting than the questions, activities, and assignments we usually do in Language Arts

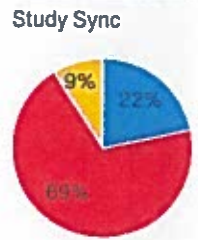
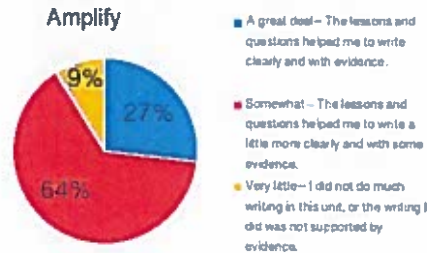
Study Sync



Student Survey: What is your opinion of the level of challenge of the questions and assignments you completed?



Student Survey: How much did the lessons help you with writing statements supported by evidence?



Pilot Teacher Survey Questions

Text Selection: How would you rate the text selection (stories, non-fiction texts, multi-media, images, poetry, etc.)?

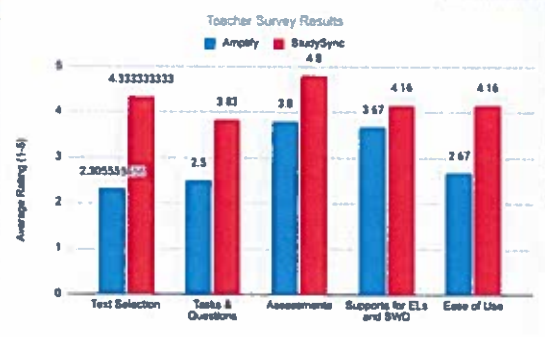
Questions and Tasks: How would you rate the questions and tasks? (Reading questions, writing prompts, discussion questions, activities to get students into a lesson, etc.)

Assessments: How would you rate the assessments included in the curriculum?

Student Supports: How would you rate the supports for students with special needs, students reading below grade level, and English learners?

Ease of Use: How would you rate the ease of use?

Pilot Teacher Survey Results



Curriculum Pilot Team

Grade 7	Grade 8	English Language Development
Angela Kohn Patricia Soto (Special Education ELA) Traci Eisen Dawn Rock	Tiffany Samora Sonia Castro Dana Martin Patricia Soto (Special Education ELA)	Tiffany Samora Dawn Rock Sonia Castro

Recommendation from Pilot Teacher Consensus Meeting

Consensus Voting

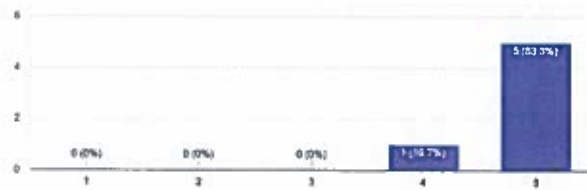
Unanimous vote to recommend Study Sync on first round of voting.

study sync



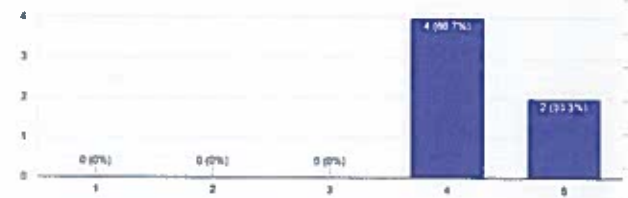
Pilot Teacher Consensus Meeting Reflection

During the consensus meeting, how equal was the participation amongst our group?
6 responses



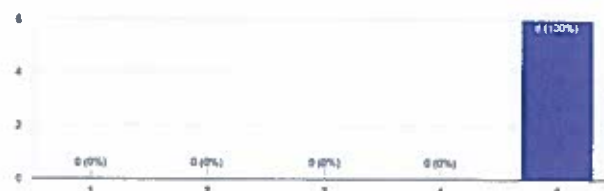
Pilot Teacher Consensus Meeting Reflection

How would you rate the pilot process?
6 responses

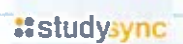


Pilot Teacher Consensus Meeting Reflection

How clear is our decision?
6 responses



Rationale: Strengths of Study Sync



- Gradebook organized by standard for prioritizing what to reteach
- SyncTV activities support academic discussions
- Many paths to hit skills and standards.
- SBAC-aligned assessments for common quarterly assessments and test prep
- Integrated skills lessons (ex: grammar)
- Multiple ways to adjust each assignment for all levels.
- ELD scaffolding included with the core curriculum

Strengths of Study Sync

"The level of rigor and interest were both high- which is difficult to find in a curriculum. I love how [StudySyncTV] demonstrated the proper way to discuss the text. My students also enjoyed the multi media visuals and videos before the skill lessons and story first read. The biggest asset is the PROFICIENCY level option which creates a challenge for my high level students while scaffolding my strugglers. Although Amplify had this option as well, it wasn't as accurate or challenging." - Pilot Teacher

Ed Reports Rating

StudySync ELA (2021)

Published By: McGraw Hill Education | Date Published: 2020/09/03 | EdReports Review Tool v1 | View These Reports

GRADE LEVEL	TEXT QUALITY AND COMPLEXITY	BUILDING KNOWLEDGE	ALIGNMENT RATING	USABILITY RATING
Second Grade	10/10	10/10	Meets Expectations	10/10
Seventh Grade	10/10	10/10	Meets Expectations	10/10
Eighth Grade	10/10	10/10	Meets Expectations	10/10



Study Sync Components

- Comprehensive ELA curriculum for grades 6-12
- Both contemporary and classic texts
- Rigorous reading routine
- Embedded skills lessons on grammar, vocab., research, and comprehension
- ELL skill lessons emphasizing academic literacy
- Extended writing projects guide students through the stages of writing from drafting to publishing.
- Standards-aligned assessments at the lesson, unit, and benchmark level

Limitations of Study Sync

Limitation	Approach to Overcoming the Limitation
The online platform is difficult to navigate, but with training can be overcome.	Build ongoing training and collaboration into roll-out plan.
Some teachers did not love the annotation feature.	Investigate the annotation feature further with trainer. Use print version for annotations.
Supports for students with disabilities were less clear than they were in Amplify.	Investigate further with the trainer and teachers in other districts using Study Sync.



Strategies to Support Effective Implementation

- Ongoing professional development, not just at the beginning
- Curriculum Committee composed of at least two teachers will create a curriculum map outlining the focus standards, assessments, and lessons.
- District technology team will collaborate with publisher to ensure smooth roll out of online components.



Next Steps

Pilot Curriculum is available online and in the Ed Services Office for Public Review.

Will be submitted to Board for Approval on April 1, 2021.

Professional Learning & Development on new adoption late Spring/Summer 2021

Full Implementation in Fall, 2021



Reopening of Schools Update March 18, 2021



State Tier System for Reopening

	1/19/21	2/01/21	2/09/21	2/16/21	2/23/21	3/2/21	3/12/21	3/16/21
Adjusted Case Rates*	75.5	30.7	31.7	20.0	12.3	7.2	5.2	4.1
Positivity Rate*	17.1	11.3	9.5	7.2	5.1	3.5	2.5	2.0

Health equity rating: 2.83
*Taxes are per 100,000



State Tier System for Reopening

SPOT-TIME AD	SPOT-PROGRAM	SPOT-RECORD	SPOT-RECORD
<ul style="list-style-type: none"> • 15-second to 30-second • 60-second to 120-second • 15-second to 30-second • 60-second to 120-second 	<ul style="list-style-type: none"> • 15-second to 30-second • 60-second to 120-second • 15-second to 30-second • 60-second to 120-second 	<ul style="list-style-type: none"> • 15-second to 30-second • 60-second to 120-second • 15-second to 30-second • 60-second to 120-second 	<ul style="list-style-type: none"> • 15-second to 30-second • 60-second to 120-second • 15-second to 30-second • 60-second to 120-second

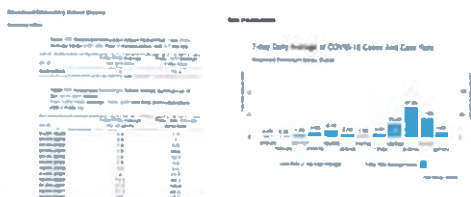


Rosemead

	Week Prior to 2/02/2021	Week Prior to 2/16/2021	Week Prior to 2/23/2021	Week Prior to 3/2/2021	Week Prior to 3/9/2021	Week Prior to 3/16/2021
Confirmed Cases	238	84	75	60	33	26
Total Cases	4,388	4,659	4,729	4,789	4,822	4,848



Rosemead SD Boundaries



Reopening Timeline

PreK SDC and daily 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/ASAR



Supporting and developing the leaders of tomorrow

Questions?