

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

CONSENT

May 6, 2021

The Board of Trustees of the Rosemead School District met in a regular meeting on Thursday, May 6, 2021, held as a Teleconference/Electronic Zoom meeting ID# 984 5796 9476 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 6:30 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, Mr. Harold Sullins, 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, as amended.**

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| <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 | | |

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 6:34 p.m.

CLOSED SESSION

1. 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
2. Public Employee (Appointment, Employment, Reassignment, Evaluation, and Discipline/Dismissal/Release)
3. Public Employee Performance Evaluation – pursuant to Government Code Section 54957
 - Superintendent

RECESS OF CLOSED SESSION

President Benitez adjourned closed session at 7:46 p.m.

RECONVENE TO OPEN SESSION

President Benitez reconvened the meeting to open session at 7:57 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 and will return to closed session after the completion of the open session agenda.

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, May 2021 – Academic:
President Benitez congratulated and recognized the following 6th grade recipients: Miguel Cruz, Encinita; Keyle Lam, Janson; Keyon Van, Savannah; Daniel Gallardo, Shuey; and Muscatel students: Zhouyue "Crystal" Xia, 7th grade and Benson Vuong, 8th grade.

President Benitez recessed the meeting to a brief break at 8:15 p.m.

President Benitez reconvened the meeting at 8:20 p.m. to open session.

PUBLIC COMMENTS

Mrs. Bracamonte checked the board@rosemead.k12.ca.us email account for submittals of public comment. There are twelve (12) public comments, as follows:

1. Jerry Puente, RTA President

"Dear School Board Members,

-My name is Jerry Puente, I'll be giving the President's report on behalf of the Rosemead Teachers Association.

-I'm going to take you on a road trip you may have never traveled.

Imagine reading and implementing the CDC guidelines in our district and having to negotiate with two unions. Early on I wanted RTA to be a working partner with the district

to keep everyone safe and provide the best education to our students. Multiple times the district praised RTA for its collaboration these past 14 months. On behalf of all the Rosemead Teachers Association members we did not disappoint in this area of collaboration and teamwork.

When you compare all the synchronous hours during distance learning and with our hybrid model we stand tall among other districts as we met our students' needs in a pandemic. RTA we did not disappoint.

A large portion of praise for the distance learning plan and the hybrid model goes to the RTA and CSEA members on the taskforce, who gave up their hours after school and during the summertime when they could have spent time with their family. RTA was the first to reach out to our Superintendent letting him know that we had already started recruiting teachers for the task force before he brought that to my attention. On our ability to mobilize our union RTA did not disappoint to be proactive.

We are all feeling the stress to finish the year. On my first minimum day of hybrid planning, I was overcome by a great deal of stress, because of having other adults around me, which I hadn't had for a year. After speaking with my principal, Jocie, I was able to lower my stress by coming up with a gimmick to write a sign on my class door that read, "STOP AND WAIT HERE" it just kept people from entering my classroom so suddenly before putting on my mask. This stress for all teachers is ongoing and doesn't go away during distance learning, hybrid instruction, planning periods, and even when we are home on the weekends trying to relax. But regardless of the neverending stress these past 14 months RTA members have not disappointed to meet the needs of our students.

RTA's leadership has been amazing: the officers are Deborah Fleming, Diana Richardson, and Terri Totten. We also have Cami Case as ERP chair/grievance chair with her site reps and Diana Richardson as our Negotiation's chair with her site reps. The RTA exec-board also has its own set of site-reps. I am fortunate to work with the entire RTA leadership of 22 teachers. When we have contractual issues and or non-contractual issues that affect the operations of running schools. These RTA members have not disappointed in this area of keeping relationships between members and administration functional and keeping schools running.

Okay let's buckle up everyone.

Back in February of 2020, RTA reached out to our Superintendent to ask if our March PD day could be used for preparing for distance learning just in case schools closed. The very next week we closed schools. Yup, RTA did not disappoint in being proactive and preparing for distance learning.

Hold on railroad crossing ahead!!!

This past February 2021, I heard some rumors and so I called Alex and asked him if students were no longer required to get covid-tested. He replied that an RTA member had gone to the training in December and should have told me that information. I told him that RTA member he referenced was not on the exec-board nor on the negotiations committee. He realized his mistake and apologized for not communicating to me

directly. I pressed upon him to let others know at the following district wide staff meeting about what had happened, but he didn't nor did he share it with the school board. He knew that students would not be required to get covid-tested before the teacher's voted on the Covid-testing MOU. HE KNEW AND DIDN'T SHARE.

If you're still in the car, hold on a sharp turn ahead!

Let's recall as we approached going into the hybrid model, I reached out to Alex about slowing down how many grade levels would return and asking for more minimum days to prepare. He agreed and said he would consult his cabinet. Remember how he came on to a districtwide staff meeting and at the school board and said teachers would receive two more minimum days to prepare for the hybrid model.... You remember. Well the MOU for returning to school in a hybrid model already guaranteed us a week of minimum days. Alex added 2 days for a total of 7 minimum days, which is something we already had negotiated.

Our MOU states teachers would be tested weekly, but last month that didn't happen every week and that was not our doing. Regardless RTA did not disappoint when it came to getting tested.

If you're still sitting in the car, fantastic.

Due to confidentiality I'll keep this part brief without an example. We have a contract, yet when a pandemic hits, there is still the spirit of the contract that should be followed and in a timely manner.

The lack of flexibility on the district's part is aggravating at best. This lack of connectivity the district has with teachers especially with negotiations and offering a proper salary increase is intolerable when Harold gets added steps in his salary.

Slippery road ahead and a sign that reads Deadend!

Did you know about 30 teachers in our district have worked in the district for 23 years and don't have any more steps on their salary pay. We received a 0% raise last year and because our health insurance went up 12% that means these teachers worked last year for less and the district wants to do this again. I say enough is enough. Why are we less and less important then Harold when it comes to salary increases and added steps in column.

RTA members did not disappoint. We came to work everyday during a pandemic and provided the best teaching possible."

2. Sandra Montiel, Teacher and Parent

"Here are my bullet points:

- distant learning as a parent/teacher
- hybrid model
- medical insurance"

3. Angela Kohn, Teacher

"19 years in RSD 7th SS and LA at Muscatel

This evening I would like to address the board regarding the ongoing negotiations between the Rosemead School District and the Rosemead Teachers Association.

I'd like to begin my remarks with a quote by Martin Luther King Jr. He said, "All labor that uplifts humanity has dignity and importance and should be undertaken with painstaking excellence."

"All labor that uplifts humanity has dignity and importance and should be undertaken with painstaking excellence."

I know that the teachers of Rosemead have met the challenges of this past year with grace, professionalism and *painstaking excellence*.

Each day we put on a calm and reassuring face as we guided our students through one of the most stressful years in national and educational history. But the teachers of Rosemead are such consummate professionals that we made this past year look easy. But it was *far* from easy.

As a middle school teacher, I taught 6 classes a day on zoom. Overnight I had to revamp my teaching style and create a completely different type of classroom and learning environment....not to mention, learning the in's and outs of zoom.....waiting rooms, break out rooms, share screen, mute your mic, turn on your mic...

None of the curricular materials for the 7th grade Language Arts or Social Studies Departments had a digital component. My colleagues and I spent hours essentially reinventing the wheel, transferring our print materials to an electronic version that could be posted in google classroom as well as searching for other engaging digital resources to be used in the virtual classroom.

In order to track student engagement our administrator mandated that we enter two grades into Powerschool each week. I have over 150 students so that means I'm grading three hundred assignments a week. Best case scenario, I spend four minutes on each assignment, which is 300x4 = 1,200 minutes, or 20 hours of grading a week. And then after the twenty hours of grading there's the actual engagement log to fill out.

The district decided they wanted to move ahead with the Language Arts Textbook Adoption so my colleagues and I took that on as well. We piloted two textbooks during the pandemic. We spent hours learning the in's and out's of both the digital and print curriculum of Amplify and Study Synch so we could make an informed decision about which curriculum would best serve the students of Rosemead. I believe that the board just recently approved our adoption, thank you for that.

In addition to the zooming, curricular planning, grading and textbook piloting, I attended SST's IEP's and PLC's -namely parent meetings, department meetings, staff meetings.

In order to continue to deliver the quality education that students and families have come to expect of the Rosmead School District, I have worked 12 hours a day and on weekends. I've sacrificed precious time with friends and my own family.

I'm describing my personal experience this past year, but I know it is a universal experience and each teacher has had their own set of struggles and challenges. But what we all have in common is that we met these challenges with *painstaking excellence*.....

We've spent the last year battling a deadly pandemic. Must we also be forced to fight for benefits and a salary increase that honors the tremendous efforts and devotion shown by teachers of Rosemead? I sincerely hope not.

Thank you."

4. Carrie Dam, Teacher

"Good evening. My name is Carrie Dam, and I am the ELD/ Intervention teacher at Encinita.

Tonight, I am practicing Stephen Covey's Habit 8 to "find your voice and inspire others to find theirs." Speaking like this is quite uncomfortable for me, so let that emphasize the importance of the topic upon which I'd like to speak: Rosemead School District teachers deserve a significant pay raise this year.

I don't believe I can say much that is different than what you've all probably heard before. But just because it's not different doesn't mean it's not still worthy to be reiterated: teachers are a school and district's most valuable asset, and we deserve to be treated as such. This year, especially.

It is devastating that my story is not unique, but please let me share a bit about my year. This year, I lost not one, but two, dear family members to covid; I had close friends endure blatant acts of hate and racism; I have family and friends still suffering from increased levels of anxiety and depression; and I could go on. The essential point is that this year has been excruciatingly difficult, and that I am not the only educator who has had to manage teaching this year with similar hardships. I am not the only teacher who had to begin the year teaching remotely. Nor am I the only teacher who has had to muster up courage to return to in-person teaching despite not feeling entirely safe from covid. I also was not the only teacher to readjust and adapt all over again to going back to distance learning when we closed our campuses again in December, readjusted and reopened again in March, and continued with in-person and remote teaching as hybrid learning had just begun for the rest of the district.

This year has been a distinctively hard year for teachers. My emotional capacity has been stretched paper thin, professionally and personally. And yet I knew in every fiber of my being that every day that I went to work to teach, in person or on Zoom, I had the blessed opportunity to be somebody's child's loving and compassionate teacher. Counselor. Coach. Cheerleader. Encourager. Teacher.

And it is awe-inspiring to know that I am just one of this type of teacher within RSD. I am not the only teacher who has sacrificed and persevered and buckled down and continued to hold fast to why we chose teaching as our profession in the first place, despite our own personal hardships from this year.

District leaders, this year, you have the opportunity to demonstrate a tangible, meaningful gesture of appreciation to us teachers. And that is NOT by giving us a mere one-time 1.5% pay raise. Dr. Fang and Mr. Sullins, after recently receiving your own raises this year, wouldn't you agree? So if I may circle back to Habit 8, if you are someone in a position of power who believes that RSD teachers deserve more, even if you are not the majority, I pray that me using my voice tonight inspires you to use yours to fight for us teachers to get the pay raise we deserve. Thank you."

5. Gabriel Garcia, Teacher

"Good evening President Benitez, trustees, and Superintendent Ruvalcaba. My name is Gabriel Garcia and I teach 4th grade at Shuey Elementary. In 19 years of working in education, 10 as a classroom teacher, I have never worked at a school with as many caring, compassionate, and dedicated professionals. It all starts with our principal, Jan Brydle. Unfortunately, I'm here tonight because of concerns outside of Shuey.

In our spare time you'll find us attending PDs related to good teaching practices, learning new tech platforms, replying to or sending messages to parents/students or shopping for goods that will make an activity just a little better. When we realize that our kids look a little down, we try to make them laugh or lift their spirits by helping to coordinate a school wide event like Shuey's Got Talent or Read Across Shuey. These examples barely scratch the surface of what we do outside of the school day.

Why do we do these things? It's certainly not for compensation. No compensation was provided for the events mentioned. We do them because we care about our students. We do them because we have compassion and understand the moment. We do them because our students' emotional well-being is more important to us. What is just as important though, is that we believed that when negotiations season would come around, the district would recognize the extra work that all teachers have done during this unprecedented time and offer an economic proposal that values our work.

Unfortunately, for the second year in a row, that has not been the case. In a year when schools have been funded at record levels, grants have been offered for reopening, and in a year where federal relief funding has sent parts of 13 million additional dollars to this district (verifiable through EdSource), we're being told that we will be out of money in three years. This district has always prided itself on exceeding the 3% reserve required by law. Typically, it's reserve is in the 15-20% range. Our team has introduced 3-year projections that are vastly different than those presented by the district team.

Some of our requests have been ignored completely - But the one negotiating point that is on the table is a meager 1.5% (up from 1%) one-time increase. This increase would become on-going if the state enacts a proposed cost-of-living-adjustment.

To say we are displeased is an understatement. Our care, our compassion, and our dedication is not a one-time occurrence, it is on-going and unwavering.

Board of trustees, this teacher appreciation week, I respectfully ask you to get involved and direct the district team to work in good faith with RTA in order to reach an agreement that values and appreciates our work. Students, parents and teachers, are counting on you to help resolve this issue. Thank you for your time.

6. Lisa Elkins, Teacher

“Dear Families, Colleagues, Friends, Students, and Board Members,

I am here today to speak, when I should be relaxing with my own family who has suffered immensely this school year and really needs me, but, instead I am here again.

First off, I would like to let you know that I suffer from severe anxiety and a panic disorder, so trust me, this is NOTHING I wish to do. In fact, I have hardly slept knowing that I have been asked by so many staff members, friends, and colleagues to come here and speak to you tonight. I tried to do this last month for my team, but I was suffering from a panic attack at the time at the thought of going back inside to teach and could not deal with one more thing- THIS!

However, Now I find I must speak. Please be patient with me as I continue.

Here is how I see it. Every time we do not receive our COLA, we in fact take a pay cut. At this point we have taken this cut for 2 years and we will not stand for it again. In fact, the truth is it has now been three years since I last spoke to you and had to ask for a raise. I do NOT like asking for a raise. I NEVER thought we would have to come here after the year we have given you and ask for a raise. Most of our district staff has worked 10-14 hour days to make this school year work. When I say our district staff, I mean all of us too. I have seen my secretary Sandra Salgado work countless unpaid hours. Sometimes out in the heat making it work in the start of the year. I mean all of us, your staff. We did not get overtime, or social emotional support from you. In fact, nobody ever mentioned our mental health or express any care about how we were hanging on until 2 months ago. Meanwhile we have given so much of ourselves to our children in class, to our families, to this job, that we have not had enough time to find any sense of balance, make time for own children or families, much less find time for our own mental health.

How did you reward us? Weekly Gazettes thanking us for our hard work. Thanks. Did any of you get a raise? I heard a couple of admin. did. Did they work harder and we didn't? Is there money for them everlasting, but not for us? Who decides they deserve a raise and we don't? Is this what our families want?

Funny thing was, when it came time for there to be money to be had, boy did you rush us back. Many of us without our second shot, much less the 2 weeks recommended for safety. Of course none of that money is for us. I had a panic attack, doubled my anxiety meds and used my only sick day all year on a sub just to take my zoom kids while I taught my room kids. Thankfully my principal Dr. Chang whom has always worked tremendously hard,

but especially this year, including most weekends and evenings was able to help me through this and be supportive- btw SHE deserves a raise.

Well, when it came time for us FINALLY to be rewarded, you insulted us by offering us a possible temporary 1% raised to a possibly temporary 1.5%. That is not a raise. That did not even come close to the COLA for the past few years, repay us for our countless hours of overtime, the thousands we spent of our own money for materials to make this ZOOM class really work for our kids and support their social emotional wellbeing including incentivizing them, much less compensate us the **countless** hours it took all of us to learn the new technology that would be necessary to make this work. If you were to offer us a one time bonus like that for this year I would have expected at least more then you spent on each of us for a camera most of us did not ask for or will hardly use. I feel insulted.

Remember, we did not apply for this job, hybrid teaching- or the last job, zoom teaching. Yet, we read the books you assigned, watched the videos, spent days helping each other, begging family members to help us, and anything that was needed or asked of us to make it work for our district including to agreeing to the testing twice a week you asked of us.

Stop making excuses year after year that you don't have money to pay us what we deserve. Put your habits in use, put first things first. Before you start buying expensive cameras most of us didn't ask for and the hundreds of other things we don't really need, hiring more people for more jobs in admin, maybe invest in your people you already have. Remember, WE as a team ARE what makes Rosemead so successful. Many of us have dedicated most of our adult lives to this district. You have been telling us year after year how it is US and reaching our kids that makes a difference in their mental health and learning. So we work extra hard to meet their needs. Now, treat us the same way! When you make your budget, budget us first, PUT US FIRST, show us you respect us, and maybe even care about us. Treat us like you expect us to treat our kids and families. You only have money for what you choose to have money for.

I am asking you to stop and reflect and ask yourself, do we deserve a raise? If we do, then find the money and pay us what we deserve first. I KNOW I deserve a raise. So, I refuse to ask you for a raise this year. I am here to tell you that you should do right by us, by ALL of us. We are too tired this year to be treated unfairly.

Thank you for your time. Thank you teachers for letting me speak for you again. I admire each and every one of you and I know what we have accomplished together this year and every year! I see you!"

7. Nina Tran, Teacher

"Good evening Board President Benitez, fellow trustees, and Superintendent Ruvalcaba. My name is Nina Tran and I teach 5th grade at Emma Shuey.

As Board members and leaders of the district, I'm sure you all encompass the 10 essential leadership skills that make a great leader: Integrity, Ability to delegate, Communication, Self-awareness, Gratitude, Learning agility, Influence, Empathy, Courage, and Respect.

With that said, I want to tap into your empathy skills as I share my teaching experiences with you this past school year.

I consider myself being a fast learner and tech savvy person. I started my Master's program in Educational Technology last summer to better prepare myself for my students this school year and became part of the EdTech Squad in order to spread knowledge and valuable resources with my colleagues throughout the district. With all that I learned from my Master's program, through countless hours of research in ways to engage my students, many trial and error runs, and previewing numerous social emotional videos online to help my students adapt during the Pandemic, I still feel like it's not enough. About 1/3 of my students on the daily are still not turning in work. I then fall into the rabbit hole of spending more time trying to find engaging work, ways to make class more fun and entertaining through the screen, and so on.

I find myself struggling with distance learning, and now hybrid learning. The daily struggle of engaging my students in class and online simultaneously is not only mentally exhausting, but also emotionally draining. I am being pulled in all directions all the while trying to troubleshoot Zoom issues my students are having online- my student's cameras can't turn on, their mic doesn't work, they can't find the assignment on Google Classroom, they forgot to press submit, their FlashPlayer is outdated or their Ad blocker is not allowing them to access Fast Forward and Think Central lessons and the list goes on and on.

We all know it's been a rough year for everyone, but I feel it's been the toughest for teachers. We've all been performing above and beyond not only for our students' education, but also for the entire district. Fortunately, with the help of Mrs. Brydle's support, encouraging words, and transparency, I do feel heard. I wish I could say the same about the district office. I feel overwhelmed and underappreciated. Granted, words of affirmation have been noted on weekly gazettes, newsletters, and bulletin boards, but they are not enough. I wish action was put behind those words. Teachers like myself have been overworked since distance and hybrid learning started and we want to be compensated for it. Even with my experiences in using Google Suites and being tech savvy, I still spend approximately 10 extra hours after work throughout the week to digitize student work, prepare Nearpod lessons, presentations, check homework, give Dojo points, and grade papers. That's 10 hours away from my 2 year old daughter who's been asking for her mommy to spend time with her. Every seasoned teacher is now a first year teacher again in making work accessible and equitable to every student in the class. And that is why I am here today to support my fellow teachers in requesting fair pay that matches the work that is expected of us. Thank you."

8. Kathy Nguyen, Teacher

"Good evening board President Benetiz, fellow trustees, and Superintendent Ruvalcaba. My name is Kathy Nguyen and I teach 5th grade at Shuey. I'm here today to talk about my challenging experience teaching this year.

In October, my class encountered a Zoom Bombing. I saw the hacker. A student was in tears as threats were sent to her. It was traumatic for everyone involved. It did comfort me when Supt. Ruvalcaba called to ask if we were okay. A short time after our district got Care Solace. Knowing

the district prioritized mental health encouraged me to keep going. By December - 35% of my students and their families had attended funerals. Students were babysitting siblings during school hours, eating cup noodles for lunch, & pointing cameras at the ceiling to hide their living condition. My students needed me more than ever. 00:45

I utilized Leader In Me and SEL resources to combat the rise of anxiety and depression in students. I attended workshops to address students' concerns about riots, violence, and racism. I volunteered to organize a talent show where I edited 30 gigabytes of video data into 6 so every child who submitted a video could be seen and heard. I worked 60-70 hour weeks for 3 months and I'd do it again for our kids in a heartbeat. My colleagues were concerned I was overworking without pay but I didn't care about compensation for one second. I just wanted to see the kids smile again. 01:20

Last week I gave a Math, ELA, and art lesson to three different groups all at the same time. We learned about ordered pairs, Arctic Animals, and painted... all at the SAME time. Thank you Jan, who was there at the door in support, asking if we needed anything, as she always does. 80% of my students showed growth on Diagnostics. One student, who lost a parent, earned 6 awards last week. Another, also dealing with grief, went from a 1st to 4th grade reading level. Our victories were the result of hard work and literal tears. Have you ever taught fractions on Zoom to anxious, depressed, and lonely ten year olds? It will make you cry. No matter what I do, I can never feel that I've done enough for the kids. But I do feel like I've done enough this year to at least be appreciated. Let me be clear: I will feel appreciated when my colleagues and I are paid fairly. 02:10

I don't know how to manage district finances but I do know there is a very expensive PolyCom on my desk. It sounded great in theory but I foresaw it being inefficient in practice after reading the HuddleCam users manual in August. It didn't matter what I thought because my colleagues and I were never asked. With all due respect, the PolyCom did not help me give 3 lessons at the same time but the extra monitor, iPad, and Apple Pencil I purchased with my own money did. I am grateful for leadership who wants us to have the best, got our kids engineering classes, organized book clubs, and so much more. Thank you. However, having that expensive decision made for us rather than with us and then being told there was no money for us after the year we've been through... left us feeling like cogs in a machine, dehumanized, & undervalued. If teachers were valued, if we were a priority, there would be money set aside for us. I constantly wonder when the cycle of the devaluing of teachers will end. I hope it starts with Rosemead."

9. Jenny Cheung, Teacher

"Good evening, Board of Trustees, Superintendent Ruvalcaba, Mr. Sullins, Dr. Fang, fellow colleagues, and esteemed guests:

My name is Jenny Cheung, ELD teacher at Janson School. I would like to thank you for your time tonight as I speak in unity with RTA and CSEA. While I cannot speak for

everyone, I'd like to share my own experiences for why I am speaking today with the common end-in-mind to provide the best possible education for our students.

First, I'd like to share a little about myself. I have taught at Janson for only 6 years, but I have been a part of this community all my life. I attended school at Janson and Muscatel and I take pride in being from and now working for the Rosemead School District.

I feel I am a dedicated teacher and I put the students first. I often look for opportunities to learn and better my teaching skills. What I learn I also share with my colleagues because I know they are also looking out for the best interest of our students. This, I have done even before the pandemic. With the start of the pandemic, I made sure to do all I was doing before as well as to prepare my students and fellow teachers for the road ahead. I volunteered to set up technology, distribute books & supplies, and even drop off items for students that couldn't come to school. I also feel I have adapted to the everchanging protocols that came about throughout the year. I was one of the first teachers to bring students back on campus for in-person learning. I have made multiple adjustments to my class schedule to make sure I am meeting the needs of all the students I service, which include newcomers to the United States and students struggling in reading that need intervention in small groups.

In doing all this, I don't think I ever thought about cost of living increases last school year or this school year. It hadn't even crossed my mind until recently when I heard from our RTA representatives about what is going on during negotiations. After learning the facts - getting offered by the district a 1.5% bonus instead of an ongoing raise. At the same time, the cost of living has increased from the state 3.26% and is projected to increase another 3.86% in 2021-2022. I felt I needed to speak for what is fair and for Rosemead to remain competitive.

I think that many of you who know me, know my work ethic and my personality. I often volunteer to help any way I can - before school, after school, and on weekends. I know I will continue to do what I do and this is because I want to do all I can for the kids. I am grateful for the opportunity to teach in the community where I grew up. I am grateful for all the support I have from my colleagues, administrators, and more. While I know I have this support, I am also hopeful that I will not be taken advantage of - that my colleagues will not be taken advantage of. Just like how I am looking out for the best interest of our students, I hope that the district is also looking out for my colleagues and me. I strongly believe that providing what is fair for our teachers and staff will ultimately make the Rosemead School District stronger, better, and more united in providing the best education possible for our kids, which is always the end-in-mind.

Thank you again for your time."

10. Diana Richardson, Teacher

"Good evening school board members,

My name is Diana Richardson and I'm speaking to you as the lead negotiator for RTA. I am extremely dissatisfied with the direction negotiations are going with regards to an economic agreement.

We have been told by the district they can't offer us much in terms of ongoing compensation because they can't afford it 3 years out. We have been told this for many years from both the past and present district office administration.

My day job is a math teacher so I guess you can say I geek out when it comes to numbers.

In preparing for negotiations this year, I looked at financial data all the way back to 2015 to look at the district's claim of being broke 3 years out. What the data shows is that the district under projected 3 year general fund ending balances an average of 166%. The dollar amount of this under projection is \$5.2 million.

The reason for pointing this out is to show that the district will not be broke in 3 years. In fact, since 2015 the ending fund balance has increased from \$5.8 million to \$8.9 million.

I implore you to take a closer look at the district's projections and compare them to what actually happens. In doing so you will see that the money is there to give RTA and CSEA the raises they deserve."

11. Lisanne Kern, Teacher

"We all know the old adage "actions speak louder than words." This year the teacher's actions have shown professionalism, dedication, and a deep concern for the children of Rosemead. What do the district's actions show? Do their actions demonstrate their appreciation for the professionalism and dedication of the teachers of Rosemead? This district prides itself on being a leader and example for other schools. I hope the district won't miss this opportunity to show that Rosemead values its teachers. Thank you"

12. Lorrie Vega, Teacher

"Good evening Superintendent Ruvalcaba and esteemed board members.

My name is Lorrie Vega and I am currently a 1st grade teacher at Savannah. I come before you all today to express how unappreciated, hurt, and frustrated I am with the current state of negotiations.

We can all agree that this school year has been a year like no other. Teachers have been asked to give more and stretch themselves even further than before, and we have done it. We understand that some parents need help at 7, 8, or 9 o'clock at night because that assignment just won't post to google classroom. When ZOOM crashed, we quickly switched over to google meets so that our students would not lose precious school time. We teachers have come through for our students, their families, and our district. We do our part in taking care of our Rosemead family.

It is because of these things that it hurts to hear that our union is having such a difficult time negotiating with the district. It makes me feel unappreciated, hurt, & frustrated.

I feel that all the extra I have done for my students, their families, and my school was for nothing. Standing under the tree at the corner of Rio Hondo Ave. & De Adalena with 25 shopping bags spread out waiting for parents to drive by so that I could make sure they had some ART during this crazy school year, was for nothing. I guess I should have just done the minimum of what is expected of me, the same way the district only wants to do the minimum. But honestly, that's not me. That's not what a teacher is. I can see now that this new administration is banking on that. There teachers can give the extra, while they give the minimum.

Thank you."

President Benitez shared that Mr. Sullins is in attendance tonight.

SUPERINTENDENT'S REPORT

Superintendent Ruvalcaba provided a brief highlight on the following topics:

- Thanked everyone in attendance during the meeting and shared that this is our 1st hybrid meeting where staff is trying to present during the meeting off of multiple devices. We ask for your patience meanwhile we work through the glitches of presenting off of multiple devices.
- Congratulated the students of the month and shared that it is great to see the amazing work the students do with the guidance of our teachers.
- Superintendent Ruvalcaba shared that the District has a lot of celebrations coming up, including teacher appreciation week, staff appreciation week, and classified appreciation week.
- Mr. Ruvalcaba shared that over the last year we have recognized a lot of groups for the work they've done. Tonight he will be spotlighting the Nutrition Services department because tomorrow we celebrate School Lunch Hero Day. Every year we partner with different organizations for nutrition and this year No Kid Left Behind awarded Director of Nutrition & Wellness Mrs. Stella Ndahura to recognize her. On behalf of the Board and our Cabinet we recognize not only Mrs. Ndahura but also the nutrition services team for all the work that they do.
- Superintendent Ruvalcaba gave kudos to the Educational Services team as they continue developing the Local Control and Accountability Plan and Extended Learning Plan which are due rather soon.
- Assistant Superintendent Fang presented an update on AB86. See presentation attached.
- Review of the contents in the night folder:
 - May 6, 2021 Board of Trustees Agenda – Amendment 1
 - Action – Windtree Contract – Corrected
 - Trustee Mail (if any is received after Board packet delivery)

BOARD PRESIDENT'S COMMENTS

President Benitez shared on the following topics:

1. Wished all the mother's a Happy Mother's Day.

BOARD ORAL COMMUNICATIONS

1. Clerk Armenta congratulated all the students for being phenomenal and wished all the mother's a Happy Mother's Day filled with self-care and rest.

2. Trustee Esquivel congratulated all the students of the month for their recognition during a difficult year and recognized everyone including teachers and staff for their hard work. Mr. Esquivel gave his heartfelt condolences to all who have lost a loved one. Gave kudos for the parent meetings that were held and shared that the information is very helpful to families. Shared his experience during the facilities tours and acknowledged that the tour was very helpful to identify the needs on each campus. Lastly, he recognized Muscatel for the great work during Leadership Day and wished all the mother's a Happy Mother's Day.
3. Trustee Peña shared that she appreciates all the hard work by teachers, staff, cabinet, and administration. Congratulated all the students of the month for May and shared that she toured the facilities at all schools. Shared that she participated in the parent institute meeting on how to recognize anxiety. Mrs. Peña attended the LCAP meeting and thanked translators Tina Trang and Claudia Rivera who assisted during the meeting. Supported the Muscatel fundraiser at the Tea House and attended the virtual Leadership Day for Muscatel. Lastly, wished all the mother's a Happy Mother's Day.
4. Trustee Quintanilla congratulated the students of the month and shared that he attended multiple zoom parent meetings and Leadership Days. Gave kudos to Muscatel for the fundraisers Tea House and Chipotle. Lastly, wished a Happy Mother's Day to all the mother's.

President Benitez recessed the meeting for a brief break at 9:48 p.m.

President Benitez reconvened the meeting at 10:00 p.m. to open session.

PUBLIC HEARING(S): None

CONSENT AGENDA:

General Functions:

1. Personnel Status Report – Certificated and Classified
2. Purchase Orders as of March – April, 2021 (on file), and Warrants for budgeted expenditures
3. Minutes of the March 18, 2021, Board of Trustees' Meeting
4. Minutes of the April 1, 2021, Board of Trustees' Meeting
5. Minutes of the April 17, 2021, Board of Trustees' Meeting

Minutes: That the Consent Agenda, **be approved.**

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

SPECIAL REPORTS AND PRESENTATION(S):

1. Assessment Update: Rosemead Response to 2021 State Assessment Flexibilities by Lara Goldstone, Coordinator, Accountability, Assessments, and Special Projects

Assistant Superintendent Fang introduced Coordinator Goldstone who provided an overview of the assessment update. 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. Curriculum Associates
2. Multiple Measures
3. Mystery Science
4. The Music Center
5. Windtree *corrected*

FISCAL SERVICES:

6. Moss, Levy & Hartzheim, LLP (Bond Audit – Janson & Savannah)

SPECIAL EDUCATION & STUDENT SUPPORT SERVICES:

7. C&C Language Service Company
8. Center for Vision Development Optometry
9. Collaborative Learning Solutions
10. Maxim Healthcare Staffing Services
11. Pawar Transportation Company
12. SSG PALS for Health
13. UCLA Stein Eye Institute

SUPERINTENDENT'S OFFICE:

14. American Association of School Administrators (AASA)
15. Primary Health Institute

, be approved.

Motion made by: Ms. Armenta Seconded by: Mr. Esquivel
Ms. Armenta rescinded her motion to approve and Mr. Esquivel rescinded his second.

, be approved, as corrected

| | | | |
|------------------------|---------------------|---------------------|--------------|
| <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 | | |

May Study Session

Minutes: That the Board of Trustees Reschedule the Next Scheduled Study Session for the Month of May, 2021, as May 20, 2021, on the topic of: SB 86 – Present a Draft of the Expanding Learning Grant/Opportunity Plan as outlined by SB 86, be approved.

Motion made by: Ms. Armenta Seconded by: Mrs. Benitez
Ms. Armenta rescinded her motion to approve and Mr. Esquivel rescinded his second.

Minutes: That the Board of Trustees Reschedule the Next Scheduled Study Session for the Month of May, 2021, as May 20, 2021, on the topic of: SB 86 – Present a Draft of the Expanding Learning Grant/Opportunity Plan as outlined by SB 86, to the new date of **Tues., May 25 @ 5:45 p.m.**, be approved.
, be approved.

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

June Study Session

Minutes: That the Board of Trustees Reschedule the Next Scheduled Study Session for the Month of June, 2021, as June 17, 2021, on the topic of: Local Control Accountability Plan (LCAP) draft and Proposed 2021-2022 Budget, **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 | | |

Resolution No. 20-21/08, In Support of Our Diverse Community Ensuring Respect and Acceptance of All People

Minutes: That the Resolution No. 20-21/08, In Support of Our Diverse Community Ensuring Respect and Acceptance of All People, **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 | | |

Appropriation Transfers at Year-End, 2020-2021 Fiscal Year

Minutes: That the Appropriation Transfers at Year-End, 2020-2021 Fiscal Year, **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 | | |

Facilities Related: Service/Consultant Proposals/Change Orders/Bid Awards/Notice of Completion/Contract Report

Minutes: That the Facilities Related: Service/Consultant Proposals/Change Orders/Bid Awards/Notice of Completion/Contract Report, including:

1. Notice of Completion – Alfaro Communications Construction, Inc., Landscaping Improvement Project at Encinita Elementary School
2. Notice of Completion – Alleycat Development, Inc., Repair of Classroom #1 at Savannah Elementary School
3. Notice of Completion – DC Integrate, Inc., Repair of Classroom #20 at Encinita Elementary School

, **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 | | |

Resolution No. 20-21/09, Employee Appreciation Week Designating May 10-14, 2021 to Recognize and Honor the Service and Contributions of its Employees on Behalf of Our Students

Minutes: That the Resolution No. 20-21/09, Employee Appreciation Week Designating May 10-14, 2021 to Recognize and Honor the Service and Contributions of its Employees on Behalf of Our Students, **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 | | |

Resolution No. 20-21/10, Declaration of Need for Fully Qualified Educators

Minutes: That the Resolution No. 20-21/10, Declaration of Need for Fully Qualified Educators, **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 | | |

Approval to Use Local Assessments in Place of the California Assessment of Student Performance and Progress (CAASPP) for the 2020-2021 School Year

Minutes: That the Approval to Use Local Assessments in Place of the California Assessment of Student Performance and Progress (CAASPP) for the 2020-2021 School Year, **be approved.**

| | | | |
|------------------------|------------------|---------------------|-------------|
| <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 | | |

Resolution No. 20-21/11, Annual Delegation of Administrative Authority to Process Routine Budget Revisions, Adjustments, and Transfers for the 2021-2022 Fiscal Year

Minutes: That the Resolution No. 20-21/11, Annual Delegation of Administrative Authority to Process Routine Budget Revisions, Adjustments, and Transfers for the 2021-2022 Fiscal Year, **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 | | |

Resolution No. 20-21/12, Temporary Cash Borrowing Between Funds for 2021-2022 Fiscal Year

Minutes: That the Resolution No. 20-21/12, Temporary Cash Borrowing Between Funds for 2021-2022 Fiscal Year, **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 | | |

Resolution No. 20-21/13, Temporary Transfers from the Los Angeles County Treasury for 2021-2022 Fiscal Year

Minutes: That the Resolution No. 20-21/13, Temporary Transfers from the Los Angeles County Treasury for 2021-2022 Fiscal Year, **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 | | |

Updated Policies – Second Reading for the Administrative Services Division

Minutes: That the Updated Policies – 2nd Reading for the Administrative Services Division, including:

- Board Policy No. 4119.11, Sexual Harassment
- Administrative Regulation No. 4119.11, Sexual Harassment
- Administrative Regulation No. 4157.1, Work-Related Injuries

, 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 | | |

DISCUSSION ITEM(S):

1. Updated Policies – 1st Reading for Special Education & Student Support Services, including:
 - Board Policy No. 0430, Comprehensive Local Plan for Special Education
 - Administrative Regulation No. 0430, Comprehensive Local Plan for Special Education
 - Board Policy No. 1312.3, Uniform Complaint Procedures
 - Administrative Regulation No. 1312.3, Uniform Complaint Procedures
 - Board Policy No. 5141.31, Immunizations
 - Administrative Regulation No. 5141.31, Immunizations

Superintendent Ruvalcaba shared that the policy updates are a 1st reading and staff will agendaize them on the next agenda for action. Trustee Esquivel suggested edits on page 44 – 2 of 8 with the removal of item #7. It was the Board's consensus to proceed with the drafted version being presented.

2. Discussion regarding Facilities Master Plan Next Steps

Assistant Superintendent Sullins provided an update on the Facilities Master Plan with an updated project list per school site with approximate costs as related to the finances required for facility improvements.

Assistant Superintendent shared that the District's Financial Advisor on June 17, 2021 Fieldman Rolapp & Associates to provide an update on a new board issuance to help support the facilities priority list.

Clerk Armenta recognized the maintenance & operations crew for all their dedication and upkeep of all school sites. Our campuses speak to the pride of our M&O crew. Mr. Sullins shared that the pride that M&O takes in each site is evident and gave them kudos.

It was the Board's request to add a project for custodial carts storage or parking at each site.

NEW BUSINESS

Exhibit 1 Matrix for New Business Topics and Follow Up

- Superintendent Ruvalcaba provided the following updates:
 - Inquired for Board direction on whether the District will allow Use of Facilities requests from community partners since CDC has relaxed social gathering guidelines.
 - It was the Board's consensus to move forward with Use of Facilities application requests provided that the groups follow CDC guidelines.
 - Shared that in his observation of the public comment he feels that there seems to be a misunderstanding regarding the District's budget. He requested the Board's guidance for a budget meeting to be led by Mr. Sullins with staff where he can do a budget presentation and the community can be invited. He also shared that the budget, although developed by the District is submitted to the Los Angeles County Office of Education (LACOE) for review & approval.
 - It was the Board's consensus to move forward with the meeting.

- Clerk Armenta:
 - Inquired whether the District can host a webinar with a multi-disciplinary panel to provide parents with an opportunity to see our process, what services are available, among other topics. It was requested that the webinar be properly advertised to all demographics.
 - It was the Board's consensus to proceed with the webinar with the request for an update to the Board on the progress and preparation.

DISCUSSION ITEM(S):

1. Update on the Reopening of Schools

Superintendent Ruvalcaba presented an update on the Reopening of Schools and current COVID cases. See presentation attached.

PUBLIC COMMENTS ON CLOSED SESSION ITEMS (3 minutes per person or 20 minutes per topic)

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

RECESS TO CLOSED SESSION

President Benitez recessed open session to closed session at 11:47 p.m.

CLOSED SESSION

ADJOURNMENT OF CLOSED SESSION

President Benitez adjourned closed session at 12:32 a.m.

RECONVENE TO OPEN SESSION

President Benitez reconvened the meeting at 12:38 a.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 May 6, 2021 Board of Trustees meeting, **be adjourned** at 12:38 a.m. a.m. in warm heartfelt Happy Birthday to Nancy Armenta and Happy Mother's Day to all the mothers.

| | | | |
|------------------------|------------------|---------------------|-------------|
| <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 | | |

Signed,



President Benitez



Clerk Armenta

Expanded Learning Opportunities Plan & LCAP Update Board Meeting

May 6, 2021



Assembly Bill (AB) 86 Funding



Assembly Bill (AB) 86 introduced two new funding streams to school districts:

- the In-Person Instruction and Expanded Learning Opportunity Grants

This is the initial /estimated funding from CDE for the following:

In-Person Learning (IP) Grant: \$842,016

Expanded Learning Opportunity Grant (ELO): \$1,774,55

The Expanded Learning Opportunity Grant Plan must be board approved by June 1, 2021

2

The In-Person Instruction Grant



In-Person Learning (IP) Grant: \$842,016

85% must be used for In-Person Instruction

15% of the in-person grant MAY be used for distance learning

May be used for:

- COVID-19 testing
- Cleaning and disinfecting
- Personal Protective Equipment (PPE)
- Ventilation and health/safety upgrades
- Salaries for in-person instruction or services
- Social and mental health support services for in-person instruction

3

Expanded Learning Opportunity Grant



Expanded Learning Opportunity Grant (ELO): \$1,774,55

Must be used on services in any of the seven purposes described below:

- Extending learning time beyond requirements;
- Accelerating progress to close learning gaps such as tutoring/one-to-one/small group learning supports, learning recovery programs, educator trainings;
- Social emotional/mental health, health and safety and family supports;
- Access to technology
- Support for credit recovery for high school students
- Assessment, progress monitoring, diagnostic tools
- Training for staff on strategies to address social emotional health and academic needs

4

Rosemead's Goals

- Support Students and Staff socio-emotional health and well-being
- Promote health and safety of students and staff
- Learning Recovery and Acceleration by focusing on essential standards
- Expand Learning Opportunities
- Increase student achievement by providing:
 - ***During school targeted supports through small group instruction
 - After school intervention and enrichment
 - Summer school
- Professional development and coaching
- Parent education



5

Parent & Community Input Results Part 1



- Social Emotional and Mental Health Supports (Apoyos para la salud social, emocional y mental) (社會情 感和心理健康支持) (Hỗ trợ sức khỏe tâm thần và tình cảm xã hội)
- After school tutoring (Tutoría después de la escuela) (課後輔導) (Day kèm sau giờ học)
- STEM (science, technology, engineering, math) (ciencia, tecnología, ingeniería, matemáticas) (科學 技術, 工程, 數學) (khoa học, công nghệ, kỹ thuật, toán học)
- Access to Technology (Acceso a la tecnología) (取得技術) (Tiếp cận công nghệ)
- Summer School (Escuela de Verano) (暑期班) (Trường hè)
- During school tutoring (Tutoría durante el día escolar) (在學校輔導期間) (Trong thời gian dạy thêm ở trường)
- Parent Education Workshops (Talleres de Educación para Padres) (家長教育工作坊) (Hội thảo Giáo dục Phụ huynh)
- Arts Enrichment (Enriquecimiento artístico) (藝術豐富) (Nghệ thuật làm giàu)
- Music Enrichment (Enriquecimiento musical) (音樂充實) (Làm giàu âm nhạc)
- Sports Enrichment (Enriquecimiento deportivo) (運動充實) (Tăng cường thể thao)
- Before school tutoring (Tutoría antes de la escuela) (上課前輔導) (Trước khi đi học kèm)

6

Upcoming Meetings

- **LCAP Community Meeting on May 27- Input on the Final LCAP Draft**



Presentations to the Rosemead Board of Trustees:

- May Study Session - Board Approval of Expanded Learning Opportunity (ELO) Grant Plan
- June 17- Public Hearing on LCAP and Budget
- June 24- Board Approval of LCAP and Budget



Q & A:

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



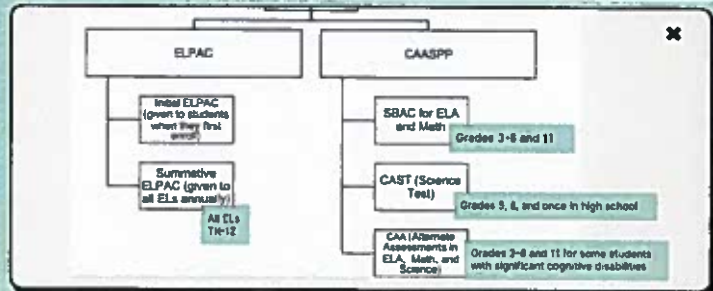
Assessment Update

Rosemead Response to 2021 State Assessment Flexibilities

Presentation to the Rosemead Board of Trustees
May 6, 2021

Page 1 of 25

Annual Summative Assessments



Page 4 of 25

Overview

Background & Requirements for Alternate Assessments

Comparison of Testing Options

Recommendation to the Board

Key Assessment Terms

Page 2 of 25

Background

In response to school closures and unfinished learning related to the global pandemic, the California Department of Education (CDE) and the State Board of Education (SBE) received permission from the US Department of Education (ED) to allow districts to use local assessments when the Smarter Balanced Assessment (CAASPP) has been determined "not viable to administer."

Page 3 of 25

Background: Annual Summative Assessments

Each year, California districts are required to administer the English Language Proficiency Assessments for California (ELPAC) and the California Assessment of Student Progress and Proficiency (CAASPP) as summative assessments.

Page 3 of 25

What Makes a Test "Viable to Administer"?

- Access to secure browsers
- Access to stable broadband with adequate bandwidth
- Access to devices
- Capacity for proctoring and monitoring remotely, both in the home and from the school
- Children's familiarity with the online assessment platform
- Students' ability to access any testing accommodations

Page 6 of 25

What Makes a Test "Viable to Administer"?

- Does not interfere with the time needed for students and staff to adjust to hybrid learning and mitigation strategies, take stock of and address trauma, and support immediate social-emotional needs
- Can work with current instructional model
- Compatible with local pandemic-related factors

Page 7 of 25

STAR & i-Ready Meet the New Criteria

| | Aligned with CA CCSS for ELA and Math | Available to students in grades 3-8 | Administered uniformly across the grade span, school, & district | Provide individual results to parents and educators | Publicly report in the SARC performance by subgroup |
|--------------------------|---------------------------------------|-------------------------------------|--|---|---|
| i-Ready ELA and Math | ✓ | ✓ | ✓ | ✓ | ✓ |
| STAR Reading & STAR Math | ✓ | ✓ | ✓ | ✓ | ✓ |

Page 10 of 25

Requirements for Alternate Assessments

Where a statewide summative assessment is *not* the most viable option for the LEA, LEAs may report results from a different assessment. The alternate assessment results should provide educators and parents with information to plan targeted support for student learning for the summer and fall. Any alternate assessment must meet four criteria:

- Aligned with California Common Core State Standards for English Language Arts and mathematics.
- Available to assess students in grades 3-8 and 11
- Uniformly administered across a grade span, school, or district
- Results reported out to parents and educators

Page 8 of 25

Option 1: SBAC in ELA and Math

BENEFITS

- Students can access a large number of sophisticated accommodations built into the test system.
- The SBAC tests in ELA and math fully meet the required content standards for each grade level.
- Score reports come in parents' home language.
- Some students may take the SBAC more seriously than other assessments.

CHALLENGES

- Time consuming: 4.75 hours for the test items alone (not including logging in & breaks)
- Proctoring using the secure test browser is challenging, especially if students are both at home and in the classroom. Will require more extensive training.
- Not all of our students currently have devices with the secure browser.
- Challenging for many students to access the secure test browser and log in. Will require practice sessions.

Page 11 of 25

Alternate Assessments

LEAs will also still be required to publicly report the following in the School Accountability Report Card (SARC) and the Local Educational Agency Report Card (LARC)

- the performance of students by assessment
- the number and percentage of students tested and not tested
- performance disaggregated by student group

Page 9 of 25

Secure Test Browser

Secure Test Browser: The secure browser is a program on a student's device that allows a student to take the CAASPP. It is the typical application students and teachers have used for testing in prior years. When the secure browser is running, it is the only program allowed to be open on the device.

The secure browser must be installed on each computer or tablet that will be used for student testing. It is already on many of the district Chromebooks. The secure test browser is not compatible with all devices and operating systems of personal devices students may be using for their daily instruction.

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Choice 2: i-Ready (3-6) and STAR (7-8)

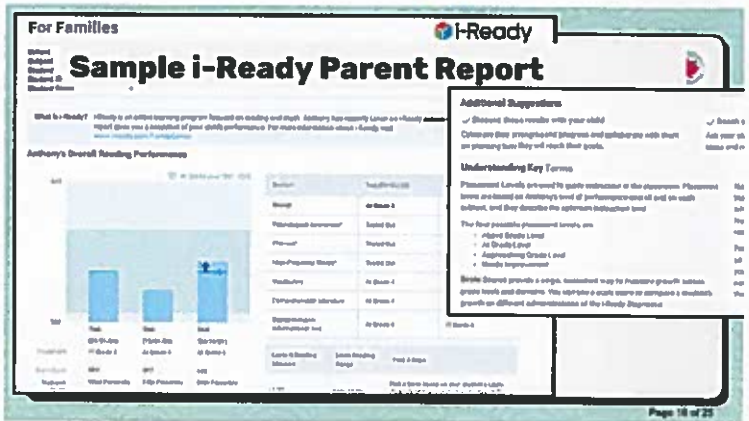
BENEFITS

- Both tests can be accessed on any device connected to the internet.
- Students have already taken these tests 2-3 times this year, remotely, proctored by their teachers.
- Easy to print parent reports.
- Reports show growth as well as achievement.
- Explanations for families about how to read the reports are available.

CHALLENGES

- Testing accommodations in STAR and i-Ready are not as robust as they are in SBAC.
- In earlier administrations of these tests this year, not all students have tried their best.
- Parent reports are in English and Spanish only.

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Sample STAR Standards Alignment Report

RENAISSANCE State Standards Mastery, Individual Report Reading (English)

Generated Mar 25, 2023, L&L PR

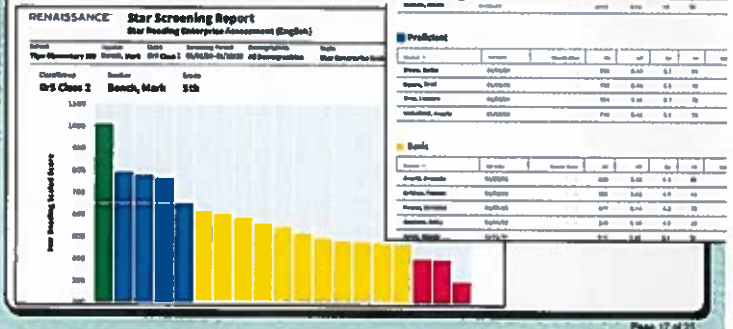
Report for Averil, Amanda

Standards Key Notes and Details

| Standard | Score | Notes |
|---------------|-------|--|
| CR.22.2.A.1.1 | 81 | Quoted verbatim from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| CR.22.2.A.1.2 | 79 | Determine a theme of a story, drama, or poem from details in the text, analyzing how characters in a story or scenes respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |
| CR.22.2.A.1.3 | 81 | Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). |
| CR.22.2.A.1.4 | 79 | Explain the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. |
| CR.22.2.A.1.5 | 81 | Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem. |
| CR.22.2.A.1.6 | 79 | Describe how a narrator's or speaker's point of view influences how events are described. |
| CR.22.2.A.1.7 | 79 | Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text or to a graphic novel, multimedia presentation of fiction, folktale, myth, poem. |

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Sample STAR Educator Report



Sample STAR Parent Report

RENAISSANCE Reporte para Padres de Juan Gomez

Nombre: Juan Gomez, Grado: 2, Fecha de la prueba: 03/25/2023

Estimado Padre/Madre o Tutor de Juan Gomez:

Este informe le muestra los resultados de la prueba STAR Reading en español. Los resultados de la prueba STAR Reading en español se muestran en la parte superior de este informe. Los resultados de la prueba STAR Reading en español se muestran en la parte superior de este informe.

STAR parent reports can be printed in English and Spanish.

1017

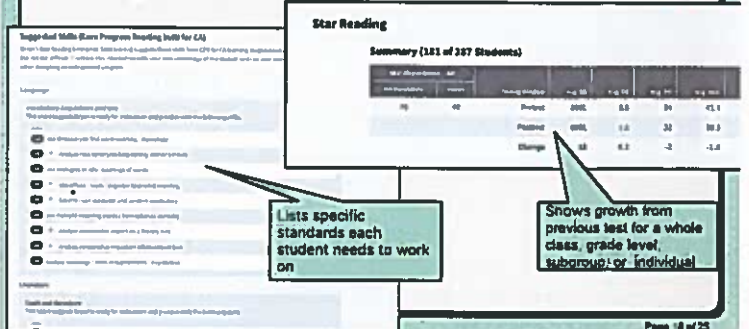
La puntuación de Juan en la prueba STAR Reading en español es de 1017. Este resultado indica que Juan está leyendo a un nivel muy alto.

78

Los resultados de Juan en la prueba STAR Reading en español son de 78. Este resultado indica que Juan está leyendo a un nivel muy bajo.

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Sample STAR Educator Report



Sample i-Ready Educator Report

Summary
 • **Score**
 • **90%**

Developmental Analysis
 An assessment form, 3-6 step design addresses content and process skills and provides a breakdown of two-dimensional figures, the explanatory and process skills of the assessment. This form is used to identify areas of strength and areas of need for each student.

Can Do
 Describe areas of expert performance in shape and space systems.
 Identify areas of expert performance in shape and space systems.
 Identify areas of expert performance in shape and space systems.
 Identify areas of expert performance in shape and space systems.

Next Steps & Resources for Instruction
 Sort and classify shapes according to their side lengths and angle measures.
 Sort and classify shapes according to their side lengths and angle measures.

Additional Resources

Calls out standards and skills student has mastered as well as skills to focus on next

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Steps to Optimize Testing

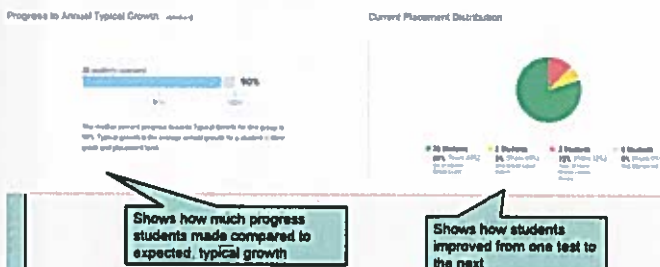
- Develop a testing schedule for both the roomies and the zoomies
- Review with teachers testing accommodations in i-Ready and STAR and additional teacher-provided accommodations
- Invest students in trying their best through goal setting and incentives
- Communicate testing plan with parents

Other steps:

- Develop materials in Chinese, Vietnamese, and Spanish to explain i-Ready and STAR test results to parents.

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Sample i-Ready Educator Report



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Questions?

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Recommendation

Recommendation: In order to enable teachers and students to maximize time and attention on teaching and learning while still collecting meaningful data on student readiness for the next grade:

- Administer the i-Ready Diagnostic in Reading and Math for grades 3-8.
- Administer the STAR Reading and Math tests for grades 7-8.
- Administer the California Alternate Assessments for students assigned to the CAA who are attending in-person classes.

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Key Assessment Terms

SBAC: Smarter Balanced Assessment Consortium: Used to refer to the summative tests in ELA and Math given each spring.

- Also includes optional formative assessments districts can choose to give and teaching resources for teachers

CAST: California Science Test given to students in grades 5, 8, and once in high school

CAA: California Alternate Assessments: Modified versions of the SBAC and CAST for students with significant cognitive disabilities

CAASPP: California Assessment of Student Progress and Proficiency

- The system of assessments that includes
 - the SBAC for English Language Arts and Math in grades 3-8 and 11
 - the California Science Test
 - the California Alternate Assessments in ELA, Math, and Science

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Key Assessment Terms



Secure Test Browser: The secure browser is a program on a student's device—for example, a desktop PC, laptop, or tablet—that allows a student to take the CAASPP and ELPAC. It is the typical application students and teachers have used for testing in prior years. When the secure browser is running, it is the only program allowed to be open on the device. Recent enhancements to the secure browser have been made, allowing for communication between the proctor and video monitoring within the system to accommodate remote testing.

The secure browser must be installed on each computer or tablet that will be used for student testing. The secure test browser is not compatible with all devices and operating systems.

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Empowering and developing the leaders of tomorrow

Reopening of Schools Update May 6, 2021



Empowering and developing the leaders of tomorrow

Rosemead

| City of Rosemead Data | Week Prior to 3/16/2021 | Week Prior to 3/23/2021 | Week Prior to 3/30/2021 | Week Prior to 4/13/2021 | Week Prior to 4/20/2021 | Week Prior to 4/27/2021 | Week Prior to 5/03/2021 |
|-----------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| Confirmed Cases | 26 | 12 | 8 | 30 | 16 | 10 | 17 |
| Total Cases | 4848 | 4860 | 4668 | 4907 | 4923 | 4933 | 4950 |



Empowering and developing the leaders of tomorrow

State Tier System for Reopening

| | 3/16 | 3/23 | 3/30 | 4/13 | 4/20 | 4/27 | 5/4 |
|---------------------------|------|------|------|------|------|------|-----|
| Adjusted Case Rate* | 4.1 | 3.7 | 3.1 | 3.1 | 2.7 | 1.9 | 1.6 |
| Positivity Rate % | 2.0 | 1.8 | 1.5 | 1.4 | 1.2 | 0.9 | 0.7 |

Health equity rating: **B+**
*rates are per 100,000



Empowering and developing the leaders of tomorrow

New DPH Guidance

- Promotion Ceremonies
 - Outdoor preferred
 - 33% capacity
 - Reservations and assigned seating
 - Safety precautions: physical distancing, health screenings, temperature checks
- Stable groups
 - Support services flexibility
 - Work with multiple students in classrooms - no more than 15 minutes at a time
- Yellow Tier?
 - Allowances for larger gatherings
 - Flexibility with stable groups



Empowering and developing the leaders of tomorrow

State Tier System for Reopening

The case rate, test positivity, and health equity metric thresholds must be met to move forward toward more reopening

| WIDE OPEN ALL | SUBSTANTIAL | MODERATE | CAUTIONAL |
|--|--|---|---|
| <ul style="list-style-type: none"> Below 10.0 daily new cases (per 100k) More than 8.0% positive tests for equity equity** | <ul style="list-style-type: none"> 4.0 - 10.0 daily new cases (per 100k) 2.0 - 8.0% positive tests for equity equity** Less than 8.7% positive tests for health equity equity** | <ul style="list-style-type: none"> 1.0 - 3.9 daily new cases (per 100k) 1.0 - 4.9% positive tests for equity equity** Less than 5.7% positive tests for health equity equity** | <ul style="list-style-type: none"> Less than 1.0 daily new cases (per 100k) Less than 1.0% positive tests for equity equity** Less than 2.7% positive tests for health equity equity** |



Empowering and developing the leaders of tomorrow

Rosemead Reopening

- As of 4/18/2021 all grades, PK-8, are open for hybrid learning
 - A (M/W), B (T/TH), C (DL only) cohorts
- Hybrid learning modifications
 - Combining A/B cohorts into one - Monday through Thursday
 - Increasing the stable group rotations - 3 or more
- Group activities, gatherings, and celebrations



Empowering and developing the leaders of tomorrow

Rosemead Summer Program

- In person summer school, extended learning, and summer camp
- Distance learning option
- Summer enrichment opportunities - STEM program
- Summer Bridge - Muscatel



Empowering and developing the leaders of tomorrow

Rosemead Basics

- Complete the Daily Health Screening
 - Contact supervisor if reporting symptoms or a potential exposure
- Wear a mask over the nose and mouth at all times except when in a room/office alone
- Consistently maintain at least 6' of distance between self and others
- Do not eat in the same enclosed space with others; eating with others may be done outside with sufficient distancing
- Practice frequent hand washing/sanitizing
- Participate in Routine Testing
- See something, say something.. "Don't forget your mask." "Good morning! Did you do your temperature check?"



Empowering and developing the leaders of tomorrow

Questions?