

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

CONSENT

September 17, 2020

The Board of Trustees of the Rosemead School District met in a regular study session meeting on Thursday, September 17, 2020, held as a Teleconference/Electronic Zoom meeting ID#993 2895 6786 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 Quintanilla called the meeting to order at 6:31 p.m. Trustees present via roll call included: Mr. Ronald Esquivel, Mr. John Quintanilla, Ms. Nancy Armenta, Mrs. Veronica Peña, and Mrs. Diane Benitez.

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

President Quintanilla 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 Quintanilla 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>	Mrs. Benitez	<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 ITEMS

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

PLEDGE OF ALLEGIANCE

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

SUPERINTENDENT'S REPORT

Superintendent Ruvalcaba provided a brief highlight on the following topics:

- Welcomed everyone to tonight's meeting.
- We have a lot of great information being shared this evening.
- Happy to report that we are starting month two of Distance Learning and things are going very smoothly thanks to the teachers, administrators, and support staff for everything they are doing for our students.
- Upcoming Events and Save the Dates – Trustees, RSVP to Cynthia Bracamonte:
 - Thursday, October 1, 2020, 6:30 p.m. Board of Trustees Regular Meeting
 - Thursday, October 15, 2020, 6:30 p.m. Board of Trustees Study Session Meeting
 - Thursday, November 5, 2020, 6:30 p.m. Board of Trustees Regular Meeting
 - Thursday, November 19, 2020, 6:30 p.m. Board of Trustees Study Session Meeting
 - Thursday, December 10, 2020, 6:30 p.m. Board of Trustees Regular Meeting
- Review of the contents in the night folder:
 - Public Hearing – Learning Continuity & Attendance Plan *revised*
 - Trustee Mail (if any is received after Board packet delivery)

BOARD PRESIDENT'S COMMENTS

President Quintanilla shared on the following topics:

1. Thanked everyone for their hard work and dedication as he continues hearing good things from the community.

BOARD ORAL COMMUNICATIONS

1. Clerk Peña congratulated Janson and Encinita staff and students for their recognition as a 2020 i-Ready Distinguished School for Remote Learning Success by Curriculum Associates. She shared that the students are doing their best because of our staff and everything they do for our families.
2. Trustee Armenta echoed everything that was previously stated. She thanked everyone for going the extra mile for our students and families. She asked that everyone remain connected during these challenging times and thanked everyone for going the extra mile.
3. Trustee Benitez congratulated Janson and Encinita for their award as a 2020 i-Ready Distinguished School for Remote Learning Success by Curriculum Associates.
4. Trustee Esquivel congratulated Janson and Encinita for their award and shared that the i-Ready diagnostic tool really helps the students. He shared that the Distance Learning program demonstrates the great work and is not easy but the teachers are doing a great job by keeping the kids focused. He gave kudos to IT for all the technology and Nutrition Services for passing out the meals to our children. Thanked everyone for going above and beyond the call of duty.

SPECIAL REPORTS AND PRESENTATION(S):

1. Learning Continuity and Attendance Plan, by Jennifer Fang, Ph.D., Assistant Superintendent of Educational Services

Assistant Superintendent Fang presented the Learning Continuity and Attendance Plan and answered questions. See presentation attached.

Superintendent Ruvalcaba answered Trustee questions and shared that he will be sending a letter to the community to share the plan to bring a percentage of students by invitation on campus for additional support. He invited Trustees interested in a walkthrough of sites to contact him directly.

PUBLIC HEARING(S):

1. 2020-2021 Learning Continuity and Attendance Plan (Learning Continuity Plan)

President Quintanilla opened the public hearing at 7:05 p.m. for public input. Mrs. Bracamonte confirmed there were none. President Quintanilla closed the public hearing at 7:05 p.m.

FOCUS TOPIC(S):

1. Report on Enrollment and Attendance, by Harold Sullins, Assistant Superintendent of Administrative Services

Assistant Superintendent Sullins provided a report on Enrollment and Attendance and answered questions. See presentation attached.

President Quintanilla recessed the meeting for a brief break at 7:47 p.m.

President Quintanilla reconvened the meeting to open session at 7:55 p.m.

2. Facilities Master Plan by Harold Sullins, Assistant Superintendent of Administrative Services and Facilities Team

Assistant Superintendent Sullins presented on the topic of Facilities Master Plan and answered questions. See presentation attached.

ACTION ITEM:

Personnel Status Report – Certificated and Classified

Minutes: That the Personnel Status Report – Certificated and Classified, **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		

Service/Consultant Proposals/Bid Awards/Contract Report

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

EDUCATIONAL SERVICES:

1. Imagine Learning, Inc. (Districtwide)
2. Los Angeles County Arts and Culture Advancement Grant (Districtwide)
3. Renaissance Learning (Districtwide)

SPECIAL EDUCATION & STUDENT SUPPORT SERVICES:

4. Addiction Treatment Technologies, LLC dba Care Solace (Districtwide)

, be approved.

Motion made by: Mr. Esquivel

Seconded by: Mrs. Peña

Roll Call Ms. Armenta Yes

Mrs. Peña Yes

Votes: Mr. Esquivel Yes

Mr. Quintanilla Yes

Mrs. Benitez Yes

DISCUSSION ITEM(S):

1. Updated Policy – 1st Reading: Administrative Regulation No. 5121, Grades Evaluation of Student Achievement

Superintendent Ruvalcaba shared that the updated Administrative Regulation will align the grade evaluations to the current practices and practices that were used during the end of the previous school year.

NEW BUSINESS

- Trustee Esquivel inquired whether there have been any changes regarding reciting the flag salute during the beginning of the school day.
 - Superintendent Ruvalcaba shared that the policy has not been revised and that this has been brought to our attention and will be reiterated as a requirement at the start of the day. Elementary schools recite it at the beginning of the class and middle school students recite it during their advisement class.

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 Quintanilla recessed the meeting to closed session at 8:54 p.m.

CLOSED SESSION

ADJOURNMENT OF CLOSED SESSION

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

RECONVENE TO OPEN SESSION

President Quintanilla reconvened the meeting at 10:12 p.m.

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

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

ADJOURNMENT

Minutes: That the September 17, 2020 Board of Trustees meeting, **be adjourned** at 10:12 p.m.

<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		

Signed,



President




Clerk

Learning Continuity & Attendance Plan -"LCAP"

Presentation to the Rosemead Board of Trustees

September 17, 2020





Learning Continuity & Attendance Plan

Our goal as a district is to find solutions that enable all students to learn.

This plan represents solutions to the challenges presented by the COVID-19 emergency while remaining committed to the District's mission. This plan outlines the planning process that is already underway for the 2020-21 school year by:

- Conducting meaningful stakeholder engagement
- Addressing gaps in learning
- Maintaining transparency
- Addressing the needs of unduplicated pupils, students with unique needs, and students experiencing homelessness

Unduplicated Pupils (UDP)

The Local Control Funding Formula replaces California's nearly half-century-old, state-controlled school finance system with one that promises more local control as well as greater transparency and fairness.





Under the new system, districts will receive a uniform base grant for every district, adjusted by grade level. In addition districts will receive funds for Unduplicated Students which are students with greater educational needs, defined as Low Income, English Learner and Foster Youth/Homeless students.

Districts are required to increase or improve services for UDPs in proportion to the additional funding that these students bring to the district. The money must be spent on school-wide and district-wide programs. This is marked as a Yes (Y) for Contributing to an Increased/Improved Services for UDPs.

The LCAP Plans outline the district's goals for increasing and improving student outcomes.

There is a strong movement from CDE to bring Special Education students into the Mainstream General Education fold- so they are a part of ALL student count, and NOT UDP.



(On average, over 20% of SpEd students are also members of UDP- for RUSD, we have 218 out of 277 (79%) SpEd students who are either EL or Low-income)

Stakeholder Engagement

Multiple stakeholders and multiple opportunities for input and feedback were used to develop our plans:

- We convened a Return to School Task Force, which included teachers, classified personnel, principals, parents, and district administrators.
- The task force met every week for two hours from April through August. Sub-committees developed detailed plans for instruction, health and safety, social emotional supports and technology.
- Parents and Staff Surveys asked: comfort in returning to school, childcare and technology needs
- Learning from Home Student surveys
- DELAC and DAC input meetings on September 2

Continuity of Learning



Distance Learning

Technology-based
Access to Devices and Connectivity

Professional Development and Learning

Instructional Framework:

- Live Synchronous and Asynchronous learning
- Daily live interactions
- Daily student participation required
- Small Group and 1:1 support
- Student receive grades
- Regular school hours - full day
- Student Participation and Progress
- Support for students with unique needs

Continuity of Learning

In-person or Hybrid Instruction

Hybrid schedule/structure design elements to include cohorts and safety protocols


Minimize number of students on campus and limit interaction

Students who are not at school participate in asynchronous learning activities

Personal Protective Equipment

Assessments that will help to identify students who have experienced significant learning loss due to 2019-20 school closures.

Priorities for In-person include targeted small group instruction for students who need extra in-person support including but not limited to homeless, Foster Youth, English Learners, disengaged in Spring, and those receiving Special Education services.

Pupil Learning Loss





- Assessing student learning status in English language arts, English language development and mathematics.
- Acceleration of learning progress especially for English Learners, low-income students, Foster Youth, students with exceptional needs and those experiencing homelessness.
- Focus on essential standards
- Using current curriculum to assess learning needs and accelerate learning
- Providing additional resources to support distance learning



Mental Health and Social Emotional Well-being



- Support for staff and students
- Professional development
- Resources provided
- Leader In Me (LIM)/7 Habits
- Positive Behavior Interventions and Supports (PBIS)
- Social Emotional Learning and Supports (website resources)
- Monitoring Student Engagement


Pupil and Family Engagement and Outreach

For students who are not meeting compulsory education requirements and are at risk of learning loss:

- Procedures for tiered re-engagement strategies
- Participation recorded through daily attendance
- Student engagement recorded through teacher feedback and grades
- Two-way communication system between home and school
- Outreach and follow up support - bilingual community liaisons and translation
- Services provided for community resources and food distribution

School Nutrition




Nutritious student meals: breakfast and lunch

Packaged and distributed for safety


During Distance Learning: Grab-and-Go drive through distribution

During In-Person Learning: safety protocols for student nutrition breaks

Starting Sept. 9 - Dec. 31 - ALL children under 18 can receive free breakfast, lunch and supper



Next Steps




September 24th - Board Approval -Action Item

September 30th - Due to LACOE

October 30th - LACOE provides recommended amendments

November 14th - Amended LCP due to LACOE



Comments, Input, Questions

- This Learning Continuity & Attendance Plan will be available on our website for public view and comments.
- Our superintendent will respond to all questions in writing.







Enrollment and Staffing
September 17, 2020

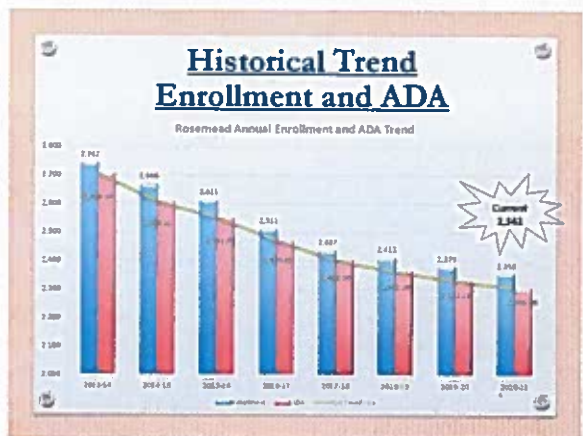

Harold Sullins
Assistant Superintendent, Administrative Services

Presentation Overview

- Difference between ADA and Enrollment
- District Trends (Past, Present and Future)
- Enrollment and Staffing Overview
 - Elementary
 - Middle
 - SPED

Enrollment vs. ADA

- **Enrollment**
 - Number of students enrolled in district programs
 - Basis for projecting district expenditures (i.e. staffing levels)
- **Average Daily Attendance**
 - Average number of students in attendance on a daily basis
 - Basis for projecting district revenues (L.C.F.F., lottery, etc.)

Elementary Enrollment & Staffing
2020-21
As of September 8, 2020

Class Size Limits

<p>Collective Bargaining Agreement</p> <ul style="list-style-type: none"> Kindergarten = 33 Maximum 1st thru 3rd = 32 Maximum 4th thru 6th = 35 Maximum 7th and 8th = 36 Maximum 	<p>Class Size Reduction (CSR)*</p> <ul style="list-style-type: none"> TK thru 3rd = 24 Maximum 4th thru 6th = Not Eligible 7th and 8th = Not Eligible
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*To receive CSR funding must maintain class size average (TK-3rd) of 24 or have alternatively negotiated class size

Encinita Enrollment & Staffing 2020-21

Teacher Name	Grade	TK	K	1	2	3	4	5	6	7	8	Enroll by Class
Alisa	K		21									21
Angela/Quinn	K	24	24									48
John	K	18										18
Ernie	1			26								26
Angela/Line	1			34								34
Lynn	2				28							28
Phyllis	2				23							23
Angel	3					27						27
Michelle	3					25						25
Sharon	4						26					26
Cheryl W.	5						17					17
Ang	6							20				20
Michelle	7								24			24
Michelle	8									24		24
Lois B.	8									24		24
Totals by Grade												
		56	48	61	47	57	46	46	46	46	24	517
Teachers		17	TK-3 Avg		25.33		TK-8 Avg		25.09			

Dual Language Enrollment Breakdown

Teacher Name	Grade	TK	K	1	2	3	4	5	6	Enroll by Class		
Alisa	K		21							21		
Angela/Quinn	K	24	24							48		
John	K	18								18		
Ernie	1			26						26		
Angela/Line	1			34						34		
Lynn	2				28					28		
Phyllis	2				23					23		
Angel	3					27				27		
Michelle	3					25				25		
Sharon	4						26			26		
Cheryl W.	5						17			17		
Ang	6							20		20		
Michelle	7								24	24		
Michelle	8									24		
Lois B.	8									24		
Totals by Grade												
		56	48	61	47	57	46	46	46	24	517	
Teachers		17	TK-3 Avg		25.33		TK-8 Avg		25.09			

School of Residence

- Encinita Elementary - 11
- Janson Elementary - 5
- Savannah Elementary - 5
- Shuey Elementary - 6
- Out of District - 7

Total Enrollment = 34

Janson Enrollment & Staffing 2020-21


Teacher Name	Grade	TK	K	1	2	3	4	5	6	7	8	Enroll by Class
Ernie	1			24								24
Angela	1			21								21
John	1			11								11
Michelle	2				24							24
Michelle	2				21							21
Lois	3					29						29
Michelle	3					21						21
Sharon	4						26					26
Michelle	4						21					21
Michelle	5							26				26
Michelle	5							21				21
Michelle	6								24			24
Michelle	6								21			21
Michelle	7									24		24
Michelle	7									21		21
Michelle	8										24	24
Michelle	8										21	21
Totals by Grade												
		56	48	61	47	57	46	46	46	24	24	517
Teachers		24	TK-3 Avg		25.33		TK-8 Avg		25.09			


Savannah Enrollment & Staffing 2020-21

Teacher Name	Grade	TK	K	1	2	3	4	5	6	7	8	Enroll by Class
Cheryl	TK		28									28
Angela	K		24									24
John	K		18									18
Ernie	1			26								26
Michelle	1			35								35
Michelle	2				23							23
Phyllis	2				19							19
Michelle	3					28						28
Michelle	3					21						21
Michelle	4						26					26
Michelle	4						21					21
Michelle	5							26				26
Michelle	5							21				21
Michelle	6								24			24
Michelle	6								21			21
Michelle	7									24		24
Michelle	7									21		21
Michelle	8										24	24
Michelle	8										21	21
Totals by Grade												
		56	48	61	47	57	46	46	46	24	24	517
Teachers		18	TK-3 Avg		25.33		TK-8 Avg		25.17			

Shuey Enrollment & Staffing 2020-21

Teacher Name	Grade	TK	K	1	2	3	4	5	6	7	8	Enroll by Class
Michelle	TK		28									28
Michelle A.	K		24									24
Michelle B.	K		18									18
Michelle C.	1			26								26
Michelle D.	1			35								35
Michelle E.	2				23							23
Michelle F.	2				19							19
Michelle G.	3					28						28
Michelle H.	3					21						21
Michelle I.	4						26					26
Michelle J.	4						21					21
Michelle K.	5							26				26
Michelle L.	5							21				21
Michelle M.	6								24			24
Michelle N.	6								21			21
Michelle O.	7									24		24
Michelle P.	7									21		21
Michelle Q.	8										24	24
Michelle R.	8										21	21
Totals by Grade												
		56	48	61	47	57	46	46	46	24	24	517
Teachers		24	TK-3 Avg		25.33		TK-8 Avg		25.09			




Muscatel Enrollment & Staffing
2020-21
 As of September 8, 2020

Muscatel Enrollment & Staffing 2020-21

Current Enrollment & Staffing 2021			
8th Graders	280	7th Graders	280
ELA	10	ELA	9
Math	6	Math	6
SS	9	SS	9
Science	11	Science	11
Electives	16	Electives	15
PE	7	PE	7
	61		59
	Teachers		24
	Ratio		23.87




Special Education Enrollment & Staffing
2020-21
 As of September 8, 2020

Special Education Staffing and Enrollment

Elementary	MS L4	
Elementary	MS L5	
Elementary	MS L6	
Elementary	MS L7	
Elementary	MS L8	
Elementary	MS L9	
Elementary	MS L10	
Elementary	MS L11	
Elementary	MS L12	
Elementary	MS L13	
Elementary	MS L14	
Elementary	MS L15	
Elementary	MS L16	
Elementary	MS L17	
Elementary	MS L18	
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Elementary	MS L88	
Elementary	MS L89	
Elementary	MS L90	
Elementary	MS L91	
Elementary	MS L92	
Elementary	MS L93	
Elementary	MS L94	
Elementary	MS L95	
Elementary	MS L96	
Elementary	MS L97	
Elementary	MS L98	
Elementary	MS L99	
Elementary	MS L100	

* Enrollment included in Overall Enrollment
 **PE not counted as part of Total Student Enrollment
 ***Does not include pending (10)

Questions?



**Rosemead School District
Facilities Master Plan Review
and Next Steps**

September 17, 2020



CORE VALUES

The Rosemead School District believes that an effective school is one that:

- Sets high expectations
- Has a quality instructional program
- Promotes active parent involvement
- Encourages, values, and respects students, staff, parents, and community participation in decision making



BOARD PRIORITIES

The Board of Trustees has identified four priority goals that set the direction for the district and drive the work of the staff.

- Student achievement
- Communication
- Financial stability
- Strategic planning

DISTRICT CORE VALUES AND BOARD PRIORITIES

Educational Specifications

- Represents the District's philosophy about teaching, learning and curricular goals.
- Provides a framework to guide the Facilities and Construction Program
- Is dynamic and reflects the evolving goals and priorities of the educational program to support equitable opportunities for all students.

Guiding Principles and Design Fundamentals

- Inspire Students for a Limitless Future
- Maximize Student Achievement
- Demonstrate Fiscal Responsibility, Sustainability, and Transparency
- Maximize Indoor/Outdoor Spaces



- Accessibility
- Equitable
- Quality/Sustainability
- Flexibility/versatile
- Innovation
- Institute
- Inspiring
- Safe

Master Plan Project Types



Facilities Improvements -

- High Priority Work Items
 - Priority 1 – Must Do: Legal, Safety Reasons of Critical Replacements; Required program enhancement: Capacity
 - Priority 2 – Should Do: Curricular, Instructional, Program Needs; Items required for continued service enhancements to the teaching and learning environment
- Improving the Teaching & Learning Environments
- Perform Essential Facilities Improvements
- Equity at All Sites for Basic Services

Facilities Improvements – Sample Priorities

Proposed Facility Improvements - Priority 1	✓	✓	✓	✓	✓	✓	✓	✓	✓
Improve Light Network Building	✓	✓	✓	✓	✓	✓	✓	✓	✓
Improve Light Network Building	✓	✓	✓	✓	✓	✓	✓	✓	✓
Improve Light Network Building	✓	✓	✓	✓	✓	✓	✓	✓	✓
Improve Light Network Building	✓	✓	✓	✓	✓	✓	✓	✓	✓
Improve Light Network Building	✓	✓	✓	✓	✓	✓	✓	✓	✓
Improve Light Network Building	✓	✓	✓	✓	✓	✓	✓	✓	✓
Improve Light Network Building	✓	✓	✓	✓	✓	✓	✓	✓	✓
Improve Light Network Building	✓	✓	✓	✓	✓	✓	✓	✓	✓
Improve Light Network Building	✓	✓	✓	✓	✓	✓	✓	✓	✓
Improve Light Network Building	✓	✓	✓	✓	✓	✓	✓	✓	✓

Facilities – Key Considerations

- Funding Options
 - Bond Funds
 - State Facility Funds
 - Deferred Maintenance
 - Developer Fees
- Procurement Process
 - Formal
 - Informal
- Lifecycle and Maintenance Costs

Projected Master Plan Costs



Vs.



Public School Facilities Improvements and Construction projects are subject to additional regulatory requirements and restrictions that add time and money to projects as compared to a home remodel.

Projected Master Plan Costs

School Site	Total Master Plan Costs	Contingency	Escalations
Armeda Elementary	\$7,783,817	\$1,167,713	\$389,071
Armeda Elementary	\$12,185,182	\$1,842,808	\$618,216
Armeda Elementary	\$17,371,518	\$2,635,328	\$870,278
Armeda Elementary	\$13,725,585	\$2,058,818	\$688,378
Armeda Elementary	\$11,883,795	\$1,779,581	\$593,188
Total Estimated Costs	\$63,827,663	\$9,484,189	\$3,163,161

Next Steps

- Discuss Facilities Needs within the District
- Exercise to Determine Board Direction
 - Prioritize Projects
- Final Board Direction
- Develop Funding and Phasing Plan

