

# RAVENSWOOD CITY SCHOOL DISTRICT

## BOARD OF TRUSTEES

### REGULAR BOARD MEETING

Board Meeting Room  
2120 Euclid Avenue  
East Palo Alto, CA 94303

*Board Members:*

Tamara Sobomehin, President  
Stephanie Fitch, Vice President  
Marielena Gaona-Mendoza, Clerk  
Ana Maria Pulido, Member  
Sharifa Wilson, Member

### Draft MINUTES June 27, 2019

1. **CALL TO ORDER/ROLL CALL.**

President Sobomehin called the meeting to order at 6:32 p.m. All Board Members were present.

2. **APPROVAL OF AGENDA.**

MSC (Fitch/Pulido) to approve the agenda with the following changes: Interim Superintendent Sudaria asked the Board to pull Item 3.B.2. Nelly Maldonado asked the Board to pull Item 5.B because the wrong minutes were attached to the Agenda by mistake. Motion carried unanimously.

**The Board adjourned into Closed Session at 6:34 p.m. Open Session reconvened at 7:17 p.m.**

3/4. **REPORT OF ACTION TAKEN IN CLOSED SESSION PURSUANT TO GOVERNMENT CODE  
SECTION 54957.1**

President Sobomehin welcomed everyone in the audience and reported the changes to the Agenda.

A. **PUBLIC EMPLOYEE APPOINTMENT**

**President Sobomehin reported that Items 3.A.1, and 3.A.3 through 3.A.9 were approved unanimously (5-0). Item 3.A.2 was approved by the following vote: Trustees Sobomehin, Fitch and Wilson, Yes. Trustee Pulido, No. Trustee Gaona Mendoza, Abstain. (3-1-1)**

1. Appointment of David Hicks, Vice Principal to Acting Principal, effective April 29, 2019 through June 14, 2019.
2. Appointment of Jennifer Gravem, Interim Director of Integrated Services to Director of Special Education, effective July 1, 2019.
3. Appointment of Cynthia Chin, Interim Director of Student Services to Director of Student Services, effective July 1, 2019.
4. Appointment of Jeffrey Granada, Integrated Services Teacher to Program Specialist, effective August 1, 2019.
5. Appointment of Michelle (Masuda) Lee, Interim Principal of Willow Oaks Elementary to Principal of Willow Oaks Elementary, effective August 1, 2019.
6. Appointment of Maria Ochoa, Student Data Manager to Student Services Coordinator, effective July 1, 2019.
7. Appointment of Emma Miranda, RSIP Data Analyst to Special Education Coordinator, effective July 1, 2019.
8. Appointment of Guadalupe Aceves, Classified Analyst to Human Resources Coordinator, effective July 1, 2019.

9. Appointment of Delma Camacho, Transportation Supervisor to Maintenance, Operations, and Transportation Coordinator, effective July 1, 2019.

**B. PUBLIC EMPLOYEE EMPLOYMENT**

**President Sobomehin reported that Items 3.A.1, and 3.A.3 through 3.A.6 were approved unanimously (5-0). Item 3.B.2 was pulled before approval of the Agenda.**

1. Probationary Certificated Management Employment of Julie Guaspari, Principal, effective August 1, 2019.
2. **This Item was pulled before approval of the Agenda.**
3. Classified Employment of Derik Barron, Summer School Enrichment Leader, effective June 20, 2019 through July 19, 2019.
4. Probationary Certificated Employment of Yvonne Nguyen, Teacher, effective August 13, 2019.
5. Probationary Certificated Employment of Brittany Case, Music Teacher, effective August 13, 2019.
6. Probationary Certificated Employment of Andrew Berman, Teacher, effective August 13, 2019.

**C. PUBLIC EMPLOYEE RESIGNATION**

**No reportable actions on Item 3.C.1**

1. Notice of Accepted Resignation of Angela Karamian, Teacher, effective June 13, 2019.
2. Notice of Accepted Resignation of Paul Kirsch, Teacher, effective June 14, 2019.
3. Notice of Accepted Resignation of Lauren Majchrowicz, Teacher, effective June 14, 2019.
4. Notice of Accepted Resignation of Amy Nguyen, Teacher, effective June 14, 2019.
5. Notice of Accepted Resignation of William Yee, Teacher, effective June 14, 2019.
6. Notice of Accepted Resignation of Kitt Miller, Teacher, effective June 14, 2019.
7. Notice of Accepted Resignation of Karla Cornejo, After School Program Class Leader, effective June 14, 2019.
8. Notice of Accepted Resignation of Itzel Villa Bautista, After School Program Class Leader, effective June 14, 2019.
9. Notice of Accepted Resignation of Dorothy Glusker, Teacher, effective June 14, 2019.
10. Notice of Accepted Resignation of Lorena Morales-Ellis, Assistant Superintendent, effective June 28, 2019.
11. Notice of Accepted Resignation of Manuel Del Valle, Administrative Secretary, effective June 27, 2019.
12. Notice of Accepted Resignation of Faith Kwon, Teacher, effective June 14, 2019.
13. Notice of Accepted Resignation of Cassandra Wicker, Teacher, effective June 14, 2019.

**D. CLOSED SESSION PURSUANT TO GOVERNMENT CODE SECTION 54957.6**

**No reportable actions on Item 3.D.1**

**1. CONFERENCE WITH LABOR NEGOTIATOR.**

District Negotiator: Gina Sudaria, Interim Superintendent, and Janae H. Novotny, Burke, Williams & Sorensen, LLP.

Employee Organization: RTA – CSEA-Unrepresented Parties (Management/Confidential)

**5. APPROVAL OF MINUTES.**

- A. MSC (Fitch/Sobomehin) to approve the Minutes for the March 14, 2019 Regular Board Meeting. Motion carried unanimously.
- B. Consideration to approve the Minutes for the June 13, 2019 Regular Board Meeting. **This item was pulled before approval of the Agenda.**
- C. MSC (Pulido/Fitch) to approve the Minutes for the June 19, 2019 Special Board Meeting. Motion carried unanimously.

**6. FROM THE FLOOR.**

- A. Mr. Ruben Abrica, Community Member, provided copies of the following letter he wrote for the record, regarding a concern that he raised over the last year and a half. People have talked about this issue; however, it has never been clarified, so he made a request for some information:

*“June 26, 2019*

*Ravenswood Elementary School District; President of the Board Sobomehin and Board Members;  
Interim Superintendent Gina Sudaria, and Rosendo Padilla Jr., Counsel  
2120 Euclid Avenue, East Palo Alto CA 94303*

*A. Concerns, Questions, and Request for Public Records RE: César Chavez school site*

*I want to begin with a hypothetical scenario to create context for my concerns and those of other community members in regards to the César Chavez school site.*

*Hypothetical Situation. Suppose that a sign appeared one day next to the Martin Luther King Park sign in East Palo Alto saying something like “Ravenswood Recreation Park”. If the sign stayed there for some time, people could reasonably wonder if 1) a name change was in the works by city government to replace the name Martin Luther King 2) the park was going to be split into 2 parks with 2 names, etc. People could also wonder if public deliberation was taking place to inform and get feedback from the public on eliminating a name of the stature and significance of Martin Luther King.*

*A Real Situation has developed regarding the present site of Cesar Chavez school. A new sign appeared some time ago that reads “Ravenswood Middle School” next to the iconic “César Chavez Academy” school sign. And people have been wondering what exactly is going on with the signs and the names.*

*The Cesar Chavez Academy school sign for many years has announced the pride the community has felt since the successful struggle to rename the school. In 1993, soon after the passing of the human rights and civil rights leader César Chavez, members of his immediate family, including his elder sister Rita Chavez Medina, and representatives of the United Farm Workers of America attended the official naming ceremony with the school staff and students and community members. Ravenswood School District became one of the first districts in the country to rename a school in his honor.*

*B. QUESTIONS AND REQUEST FOR PUBLIC RECORDS*

*With the phasing in of the middle school, people wonder about the names and also wonder what the district authorities have done or intend to do. Some fear that the name will simply disappear with the ‘new’ middle school. Answering the following questions would help for transparency in the decision-making process.*

*1. Did the previous Board majority and Superintendent Gloria Hernandez-Goff make a public decision to eliminate/phase out the name Cesar Chavez and register a new name as the middle school was phased in?*

*2. If the answer is YES, a) what was the date of the Board meeting when the item appeared on the agenda for public deliberation and decision and are there minutes to that effect?*

*b) were there other community meetings to get feedback from people on this sensitive issue?*

*3. When and who made the decision to put up the sign that reads “Ravenswood Middle School”?*

*4. If NO official decision was made on changing the name and adopting a new one, are the current Board of Trustees and Interim Superintendent placing this topic on the agenda soon for public deliberation?*

*C. Eliminating the name of Martin Luther King from a park or the name of César Chavez from a school would be a major insult to our community. I would hope that the respective authorities would not even consider changes without extensive community input. I await your responses as some of us proceed organizing a Community meeting to openly discuss this sensitive and historic issue. Please let me know when I can expect a response to the questions above and any cost associated with copies.*

*Sincerely,*

*Ruben Abrica, 15 Newell Rd. # 5, East Palo Alto CA; 650-924-6990 rubenabrica@gmail.com  
Cc/ Chavez Family Vision Inc.; UFW National Headquarters; CA Superintendent of Public Instruction;  
Fair Political Practice Commission, FPPC; Alumni of César Chavez Academy; Community in general;  
San Mateo County Counsel; California State Board of Education; and others”*

Trustee Pulido stated that this conversation did come up last year and she was very vocal and adamant about having a discussion regarding what was going to happen with the César Chávez name. She said that it is a very significant name to the Latino Community and just like Ronald McNair was fought for to be kept. She said: “If you do not want to name the Middle School any longer for some reason César Chávez, why we do not join the names and make a dual immersion program the César Chávez-Ronald McNair, and that did not have to be the final” but she repeatedly made a statement how she did not think it was serving this community, especially a majority Latino Community, to take away such influential role. RCSD has other schools that have Hispanic pronunciation like Costaño and Los Robles, but those do not have the significance that César Chávez has to the Latino Community. She was very vocal about it; unfortunately, they were going to come back about what they were going to do. There were suggestions about naming a library César Chávez and other suggestions, but she left very unsatisfied from that Board level conversation

and she thinks this bring it back to the forefront because she still believes that they need to address what is going to be done with that name. She thinks it should remain, and they need to figure out how that would be. President Sobomehin indicated that this item will be agendized at a future meeting. Trustee Wilson indicated that if they were going to do that it needs to be in an open process.

## **7. SUPERINTENDENT'S OFFICE**

- A. East Palo Alto Kiwanis Club Distinguished Service Award Presentation. President Sobomehin introduced Ms. Sandy Farley, President of the Kiwanis Club of the Bayshore Community/East Palo Alto, who came to honor Mr. Chester Palesoo with the East Palo Alto Kiwanis Club Distinguished Service Award. Ms. Farley noted that Mr. Palesoo is a former RCSD Board Member and he also served on the Board of the Ecumenical Hunger Program and as President of the Kiwanis Club. In that capacity he worked hard for the development of the Martin Luther King Park. Mr. Palesoo also engaged the Community in graffiti removal and picnic table painting to keep the park looking good. He has poured beer at the Festival of the Arts on University Ave. in Palo Alto each August to support our club's work feeding hungry families at St Francis of Assisi Church on Wednesday evenings. Chester's employment has also been service oriented. He was a job counselor at OICW, and now works for a veterans' support organization out of San Francisco, serving veterans' families throughout the bay area. Ms. Farley informed the Board that a Distinguished Service Award means that a local Kiwanis Service Club has made a significant donation to the Kiwanis Charitable Foundation of the California-Nevada-Hawai'i District. That foundation supports the service work of local clubs, gives out scholarships, and supports Pediatric trauma services: training emergency physicians in the needs of children in life threatening situations. Ms. Farley introduced members of the Kiwanis Club who came with her to present the Award to Mr. Chester Palesoo in recognition of his service to East Palo Alto and beyond and as an example of how one person can make a positive impact in our community.

President Sobomehin congratulated Mr. Chester Palesoo on behalf of the Board for his recognition and thanked him for his commitment to the RCSD.

Mr. Palesoo thanked Ms. Farley for the recognition and to the Board and indicated that it was an honor to be here. He shared information about the leadership and work of the Kiwanis Club.

Trustee Wilson thanked the Kiwanis Club for giving Mr. Palesoo this recognition. As a School Board Member who has been here for more than ten year, she knows how much time and energy takes to serve in this position and most of the time, they leave the Board and no one recognize or acknowledge them for the hard work of serving on the Board.

### **B. Superintendent's Report**

1. Strategic Update. Ms. Gina Sudaria informed the Board that she was going to share with the Board the strategic update moving forward. She provided a PowerPoint presentation to be able to receive input from the Board on the following: (1) Theory of Change; (2) Key priorities to address areas of improvement; (3) Timeline for Planning, Execution, and Reporting out on progress.

Ms. Sudaria indicated that going into 2019-2020, they can see the enrollment declining. We will have close to 2039 students. As Mr. Rubén Abrica said, we will no longer have César Chávez as the Ravenswood Middle School would consume the 8<sup>th</sup> grade class and we will have a Comprehensive Middle School and five elementary schools, six principals covering those schools with 132 classrooms. The PowerPoint included: (a) Data from 2015-2019, Students meeting or exceeding standards on ELA/Literacy and Math (Similar percentages from 2015/2019); (b) Student Demographics: 83% Latino, 8% Pacific Islander, 7% African American, 89% Low income; 60% English Learners; (c) Declining Enrollment impact on our Revenue \$31.5 million in 2017, \$26.7 million in 2020; (d) Theory of Change: It is a method for defining long term goals for change and then works back from these to identify all the conditions necessary to achieve these goals. Ms. Sudaria indicated that there are three primary goals she will revisit with them tonight that they must work towards and achieve to fundamentally transform the education experience of our children. These three goals were shared with the Board during her first Board Meeting as she accepted the role as Acting Superintendent. They have been her motto when addressing site and system leaders as Interim Superintendent, and as she leads the District in 2019-2020,

she will continue to push these as our primary focus: (1) We must improve instruction with the right people in the right places; (2) We have to provide holistic support for our students; and (3) We must be fiscally responsible. We have to rightsize and consolidate our schools to ensure we offer the best school programs of choice. We have to make sure we have a competitive teacher compensation to recruit and retain exceptional teachers. What is working in Ravenswood: (a) Existing Strengths: Teacher Leadership and Coaching, Art and Music Programs, Mental Health Services and STEM Makerspaces; (b) Recent Successes. Key areas for improvement that must be addressed in order to improve instruction across the District: We must align instruction to grade-level expectations and curriculum to increase student success. Ensure coherent professional development for systems and school leaders; Increase teacher and administrator morale. Research and experience show improving instruction requires great teachers, effective principals, and rigorous and engaging instruction. The presence of one or two of these elements is not enough. Teachers are the most important in-school factor influencing student achievement; Principals are the second most important in-school factor, given their role in establishing instructional excellence and supporting educators within the school, and we must move from low-to-high-quality day-to-day instruction to boost student achievement.

Improving instruction will require vertically-aligned professional development across the district, from teachers to cabinet members. Teacher leaders, principals, and district leaders need the right training and support in order to coach and foster excellent teaching in the classroom, and we need to develop them together, so they work from the same playbook. The site principals must be able to support their teachers. District Directors, Cabinet Members must be able to help the principals to support the work in the classrooms. We will provide aligned support to educators and leaders at every level through partnering with instruction partners, new leaders and the New Teacher Center.

Holistic Support for Students: Social Emotional Support; Programs that allow students to connect to school, build 21<sup>st</sup> century skills, and compete in a global society: Art, Music, STEM, Sports and After School Programs. Multi-Tiered Support systems; Hierarchy of Needs: Clothing support, food program- 2<sup>nd</sup> Harvest, Summer Food Corp, Homeless family support.

To be fiscally responsible, we must rightsize the District. (a) The school consolidation process will be a major, time-consuming undertaking. (b) It also presents unavoidable challenges: As we say in Redwood City, district officials reluctantly and with great opposition from the community, made the extremely difficult decision to close four schools after it became clear that there were no other options for reducing their budget gap. (c) At the same time, it is a key step towards reaching fiscal solvency. We will embark on this work cognizant of the multifaceted political framework at play, with the emotional and community impact in our hearts, and with our commitment to our students' success in college, career, and life as our engine. (d) School consolidation will also allow us to provide more and higher quality curricular offerings and programming for our students. By combining resources, consolidated schools can provide more student services, such as mental health supports and electives, and lead to greater teacher collaboration and upgraded facilities. (e) To inform this work, we will look to the best practices from successful school consolidation efforts from across the country. We are highly committed to engaging with all stakeholders early and often during this process.

Partners Contributions and Timelines for the School Year: New Leaders will start in early August; Education Resource Strategies (ERS) starting in July –They will provide Human Capital Strategy Compensation Analysis from July through October for the first phase, and October through December for the second phase; The New Teacher Center is funded from July through December and we are looking at conversing with our donors and Ravenswood Education Foundation to have them continue for the remaining of the year; Instruction Partners will start in August on Instructional Planning and Implementation; Attuned is pending on the Consent Agenda. Attuned is the agency that will help us to

develop our strategic plan. Strategy Officer is to be determined if that is something the Board believes is what we need; PE/Rhythm Moves to ensure teacher collaboration time with Organization that hires PE teachers; We are exploring options with the Child Mind Institute to see if we can provide curriculum for our teachers to support Social Emotional Learning; To ensure that we have the right people in the right place, we have additional incentives to attract new candidates to the District.

Timeline: Accomplishment to Date: Since March, (a) We received \$1.3 million increase in funding after the appointment of the Interim Superintendent; (b) Forged and renewed partnerships to improve instruction and advance student achievement; (c) Reorganized administrative team; (d) Tentative agreements with both unions in place; (e) Filled a principal vacancy.

Moving Forward: June-August They will lay the foundation and plan for: Improving instruction (partnerships); Continue to plan for consolidation; Finalize TA Agreement around compensation. August: She will share updates on June-July foundational work and outcomes of strategic planning launch. September-November: Execute on: Improving instruction (partnerships); TA agreement around compensation; Stakeholder meetings around consolidation; Work and finalize Strategic Plan; They must execute and make a decision around school consolidation. November: Share updates on work; initial report on leading indicators from Instruction Partners, New Leaders, and New Teacher Center.

By November, they will be able to report on initial progress toward building foundational skills for advancing instruction across the range of educators and leaders they will train, such as: (a) Strengthening and implementing a strategic plan to develop, empower, and retain existing talent across the district, particularly highly effective instructional leaders; Building a common language and calibrating on what effective, rigorous, standards-based instruction looks like to drive teacher coaching, professional development, and data analysis. Create and implement systems and structures that ensure instructional practices meet the learning needs of all students and advance student achievement across the district.

Today is just the beginning: (a) Over the fall, Ms. Sudaria will engage with and seek input from different stakeholders: parents, community members, the leadership team, and the Board on our key strategies. She will also keep and honor an open and transparent line of communication with the Board to check in on the progress of our work. She will continuously revisit the strategic plan in reports and follow up meetings.

President Sobomehin thanked Ms. Sudaria for the update. She would like to see something like this, maybe one page or a couple slides on our social media outlets, or website, or Facebook page, just so that they can inform the community of positive growth and positive strategies that are being put into place for the future and also to prime them for what is coming up, so when they have the conversations around consolidation, she wants to stay in constant communication with the RCSD community members about it.

Trustee Pulido thanked Ms. Sudaria for the report. She indicated that she had a couple of questions, statements and comments. She was glad that we have been able to bring \$1.3 million in philanthropic dollars. It is great that they are bringing in additional resources. She also wants to know how much we lost. She knows that one of our major funders pulled out and she wanted to know if any other funders are also pulling out and how much that sums up to, because if we lost more than \$1.3 million, where is the gap and how much do we still have to fill? Trustee Pulido said that she likes many of the concepts, but she has a lot of questions about how we are going to do this. At the very end, she talks about creating a Strategic Plan, and she is hoping a lot of her how's on the different pages are going to be more

defined. When she is talking about aligning instruction to grade level expectations in curriculum, when she thinks about the Middle School, how we are aligning instruction to what is going to happen in High School and their curriculum there is a key component. In addition to aligning to grade level expectations in curriculum, we need to make sure that the curriculum we are sharing is also going to be a seamless transition for when they go into High School. We should be working closely with the school district, including the charters to make sure that we are properly preparing them to go into High School. Regarding Teacher Training, what does teacher training look like, and how is it different from what we are currently doing? Once again, the question of how, but she is thinking that at the very end, the Strategic Plan is going to define that. Trustee Pulido is glad to see that we are going to be able to use our signing bonuses to attract and recruit staff. This was an idea that the Board had already had and it was shut down. We wanted to do signing bonuses to attract and recruit but unfortunately we were prevented from doing so. She is glad that now that is going to be incorporated because that is a great way to bring additional staffing. She looks forward to being able to see a real plan in place.

Trustee Wilson was glad with the recognition that teachers are the most important in-school factor influencing student achievement. She noted that we have teachers who may not be the most effective teachers and asked Interim Superintendent Sudaria what is her strategy on dealing with that. What is the evaluation process because in the past we have identified teachers who are not being effective, but because of the tenure or the union, we were not able to make any movement in terms of improving their attitude or outcome, so what is going to be different this time that is going to change this? She asked Ms. Sudaria if 1.3 includes the Strategy Officer or not. Interim Superintendent responded that it does not, that will be new money.

In regards to making sure that we realign to High School, Ms. Sudaria indicated that it is not necessary what we teach, it is not necessary the curriculum, rather it is making sure that our instruction is at grade level. Our Tier 1, first instruction is at grade level. The goal with Instruction Partner is to help make sure that the Superintendent does have an impact on instruction because she must set the tone in expectation for site administration for the Central Office staff to support principals to make sure we all speak a common language of what we want to see in our classroom on a day-to-day, and we have to invest in our teachers. Instruction Partners is going to analyze and look at content to make sure it is at grade level, to make sure we are asking the right questions when we are assessing students. Ms. Sudaria wants to create a culture where we are going to continually participate in coaching cycle. She needs a coach, directors need a coach, principals need a coach, and professional athletes have coaches. She wants to set the tone that everyone needs to be learning and growing and to learn from one another and sometimes we need experts to help us with that. Ms. Sudaria stated that there are steps in action that these partners can tell us to do and that is how she is going to execute the actions that we need to take in the classrooms.

In terms of Professional Development feedback, she wanted to make sure we are very strategic with the feedback on surveys. Oftentimes we ask how the participant feels vs are we also following up in the classrooms and making sure that what they say they thought they learn.

Trustee Gaona Mendoza stated that she likes the plan, especially the fact about teacher training and asked Ms. Sudaria to include the paraprofessionals and instructional aides in the training. She wants to also see training more specific about student with special needs. Ms. Sudaria indicated that special education staff is receiving education on dyslexia, and the Special Education Director is already planning a more rigorous training for paraeducators.

8. **EDUCATIONAL SERVICES**

- A. 2017-2020 Local Control and Accountability Plan (LCAP), LCAP Year 2019-2020. Interim Superintendent Gina Sudaria stated that on June 13, 2019, the Board held a Public Hearing for LCAP and now is presented for action. LCAP Process: She informed the Board that the three year school district plan is updated annually. The LCAP describes the district's key goals for all stakeholders and subgroups and describes actions with expenditures to achieve each goal and the means used to measure progress. The goals are built around 8 State priorities. There are two measures of performance to ensure that we are making progress, State and Local Indicators. There are six State Indicators and five Local Indicators. The six State Indicators are reported through state level data on the CA Dashboard: CAASPP, attendance, suspensions, and in 2020-2021, EL Progress. The five Local Indicators are reported by the District to the Board of Trustees and the State each fall, measured through Healthy Kids survey, Williams Audit, Assignment Monitoring on our implementation of the curriculum. Ms. Sudaria informed the Board that the LCAP Plan addresses five major goals and the Team would go through each goal, actions and outcomes for each goal.
- Goal 1: All students will receive high quality instruction in Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and other California State Standards (ELD, Music, Art, Social Studies, PE) from high qualified, trained, and professionally supported teachers.
- Goal 2: All students, Pre-K through 8th grade, will have equitable access to programs, supports, and services as needed to respond to student behavioral, social emotional, and academic needs.
- Goal 3: Integrate technology into all subject areas to increase student achievement and engagement with 21st century skills and better prepare students for their future career choices.
- Goal 4: Ensure a smooth transition to high school for all students by developing systems and programs that monitor student progress towards social, behavior, attendance, and reaching academic goals.
- Goal 5: Development and maintenance of warm, safe, and dry facilities to improve student experience and performance.
- Ms. Sudaria introduced Ms. Lara Burenin, Director of C&I, Mr. Eric Edwards, Assessment Data Coordinator, Curriculum and Instruction Team, Ms. Jennifer Gravem, Director of Special Education, Mr. Solomon Hill, Director of Technology, and Cindy Chin, Director of Student Services, who came to provide a PowerPoint presentation and answer questions on the LCAP. Mr. Edwards presented how RCSD engaged the stakeholders, to hear their voice so they can influence the planning process for our Local Control Accountability Plan. Three major groups they engaged: in February. Administrators, principals, and vice-principals and shared with them the goals and actions that they intended to do. They also met with teachers and staff and then in March with parents and community members (School Site Council, DAC/DELAC meetings and a survey online). Major Points of Feedback as a result of these engagement meetings.
- Strengths: Literacy Intervention (TOSA), Professional Development & PLCs, PBIS, and Counseling services provided. Needs: Lack of PE Teachers and More flexible delivery of Special Education services and more IS teachers. The PowerPoint included: Ms. Lara Burenin provided information and answered question about Reporting on our LCAP: Actions completed, actions modified, and actions not completed: Goals. (a) Annual Measurable Outcomes: Goals 1 through 5; (b) **Goal 1 High Quality Common Core Instruction:** Action 1 completed: Teachers, Action 2 completed: Instructional Materials; Action 3 completed, PD; Action 4 completed: Instructional Leadership; Action 5, 19-20 Plan unchanged: Art and Music; Action 6 completed: Makerspaces; Action 7 completed: Summer Learning 19-20 Plan unchanged; Action 8: AVID; Action 9 unchanged: ELD;

Ms. Jennifer Gravem provided information and answered questions regarding Action 10, 11 and 12. Action 10: MTSS and Special Education, Annual Update: MTSS was implemented both school and districtwide; Parents participated in IEP meetings; Service delivery was monitored; There was one coordinator this year; Special Education teachers have been writing and implementing IEPs, paras have been invited to trainings monthly; Co-Teaching has not been implemented this year. Action 11 completed: Summit Learning; Action 12 completed/unchanged: Non-Public Schools.

Mr. Eric Edwards provided information and answered questions regarding the following: (c) **Goal 2 :** Equitable Services to Students: All students, Pre-K through 8th grade, will have equitable access to programs, supports, and services as needed to respond to student behavioral, social emotional and academic needs. 1 Metric: Suspension –Status/Change: All: 3.8%. Declined by 1.7% IS/Students with Disabilities: 8.6%. Declined Significantly, African Americans : 6.6% Declined, Pacific Islanders: 3.3% Declined Significantly, 2 Races: 2.6% Declined, Foster Youth: 0% Declined. 2 Metric: Expulsion Rate 0%; 3 Metric: School Attendance Rate (Average % of students attending on a daily basis) Expected 98%, Actual 94%; 4 Metric: Chronic Absenteeism Rate (% of cumulative students missing 10% or more of days enrolled):



Expected: All 12%, PI 19%, 2 Races 38%. Actual: All: 15.6% Declined, Pacific Islander: 21% Declined, Two or more races: 35.1% Declined. 5 Metric: School Climate K-5 (% of CHKS respondents rating school connectedness high). Expected: 65%, Actual 60%. 6 Metric: School Climate 6-8 (% of CHKS respondents rating school connectedness high). Expected: 52%, Actual: 50%. 7 Metric: School Climate K-5 (% of CHKS respondents that feel safe at school). Expected 83%, Actual 85%. 8 Metric: School Climate 6-8 (% of CHKS respondents that perceive school as safe). Expected 71%, Actual 70%. 9 Metric: Parent Involvement (% of CHKS respondents that agree parents feel welcome to participate at this school). Expected 89%, Actual 85%.

Ms. Cindy Chin provided information and answered questions regarding the following: (d) **Goal 2**, Action 1: PBIS Support completed. Action 2: Counseling Support: Provide student access to counseling services through community partnerships in order to promote social and emotional growth: Completed/Unchanged. Action 3: Intervention Support. Annual Update: Academic intervention was provided most directly through two vehicles: Reading Recovery and ELA TOSAs. Teacher trained in Reading Recovery provided directly to students in need of Tier III intervention at each site. ELA Teachers on Special Assignment provided services both directly to students and coached teachers to enhance their capacity in literacy instruction. Action 4: After School Programs: Provide quality extended day learning programming rooted in youth development, to best support academic and personal growth. Program aligns instructional school day with after school. Action completed/Unchanged. Action 5: Family Support: The District continued to collaborate with parents and families through our District Advisory Committee and District English Learner Advisory Committee. Action Unchanged. Action 6: Newcomer Support: Provide a district Newcomer Program to support EL students, entering school from outside of the United States, in learning English. Action completed/Unchanged. Action 7: Train identified staff member at each site to serve as foster youth liaison and continue to implement district-wide identification and communication system for foster and homeless youth, including providing clothing and food for families in need through partnerships with organizations throughout the community. Provide transportation to foster and homeless youth. Action completed/Unchanged. Action 8: Homeless Support: Provide uniforms for homeless students at no charge. Provide access to washers and dryers at all school sites for the use of homeless families. Action completed. Action 9: Attendance Support created in 2019-2020 to address absenteeism: Provide informational meetings for families around the importance of attendance. Provide documents for school staff to hold pre-SARB meetings to address attendance concerns. Create viz on Tableau to track chronic absenteeism. Provide recognition for students with high percentage of attendance and those who have improved.

Mr. Eric Edwards provided information and answered questions regarding the following: (e) **Goal 3**  
**Outcomes: Technology.** 1 Metric: % of Students with Access to Instructional Devices in the Classroom. Expected 80%, Actual 80%. 2 Metric: % of Students with Access to Instructional Devices at Home. Expected 22%, Actual 60% 3 Metric: Percentage of classrooms with permanent Audio Visual equipment. Expected 33%, Actual 33%.

Mr. Solomon Hill provided information and answered questions regarding the following: (f) **Goal 3**, Action 1: Blended Learning Programs: TK-8 students were provided access to: Raz Kids, Reflex Math to support math fact fluency, Three Digital Citizenship lessons about how to be safe and how to be a good citizen on the internet. 6-8 students also used the Ixl Learning online program for differentiated math practice. Action 2: 1:1 Devices. Provided 1:1 access to instructional devices in 3rd through 8th grade classrooms, in alignment with CCSS and Balanced Literacy Initiative. Action completed/Unchanged. Action 3: Technology Support. Implement operational plan to provide technology support staff in an appropriate ratio to support the needs of technology services at each school site and districtwide. Action completed/Unchanged. Action 4: Staff Technology. Continue developing and upgrading technologies and provide staff training which support the needs of identified technology services district wide. Refresh instructional staff equipment to keep up with CCSS and Balanced Literacy Initiative needs. Action completed/unchanged. Action 5: Infrastructure: Update infrastructure as needed to meet demands of evolving technology, as detailed in the Ravenswood IT Assessment and Future Plan. Action completed/unchanged. Action 6: Mounted AV. The Middle School classrooms do not have interactive whiteboards, but they do have mounted projection screens and mounted Audio/Visual equipment. We have opted for screen casting technology in lieu of interactive whiteboard at RMS, allowing staff to cast the content from their device for view by the class. Action 7. Home Access: 6th and 7th grade students do not yet have access to technology that they can take home. This is being planned for future implementation. Action 8 –CDC Goal Removed): Action/Service removed during development of 2018-19. Action 9: Newcomer Tools: Students participating in the

Newcomer program used the Lexia Core5 Reading online program as a supplemental blended learning program to facilitate English language acquisition. Unchanged. Action 10 –Migrant Education removed. Action/Service removed during development of 2018-19. Action 11 LTELs: Long Term English Learners in 5th grade used the Imagine Learning program to supplement English language Development instruction. 5th Grade teachers had the opportunity to attend training from Imagine Learning on using this program, in order to grant access to the program to students and provide instructional time for usage.

Mr. Eric Edwards provided information and answered questions regarding the following: **Goal 4-Outcomes:** Ensure a smooth transition to high school for all students by developing systems and programs that monitor student progress towards social, behavior, attendance, and academic goals. 1 Metric: Middle School Dropout Rate (% of 6-8 grade students dropping out annually) Expected 0%, Actual 0%. 2 Metric: 8th grade Promotion Rate (% of 8th grade students promoted to high school) Expected 100%, Actual 100%. 3 Metric: High School Graduation Rate (% of students graduating from Sequoia Union High School District). Expected: Revised Target 87%. Actual: The data is not available at this time. 4 Metric: Completion of A-G Requirements (% of students completing A-G requirements in Sequoia Union High School District) Expected 28%, Actual: The data is not available at this time. 5 Metric: % of students in Sequoia Union High School District with more than 60 credits after 9th grade year. Expected 66%. Actual: The data is not available at this time.

Ms. Cindy Chin provided information and answered questions regarding the following: **Goal 4.** Action 1: High School Transition. Annual Update: The actions and services for this goal were implemented as planned. Unchanged. Action 2 High School Transition. The High School Transition Coordinator met with counselors from all of the high schools where Ravenswood students will attend to support 9th grade transition. The Curriculum & Instruction team collaborated with high school district staff to administer 9th grade placement assessments, discuss curriculum alignment and hold high school transition events with 8th grade parents and students. Unchanged.

Mr. Steve Eichman provided information and answered questions regarding the following: **Goal 5 Outcomes:** Facilities Master Plan. The Facilities Inspection Tool (FIT) is a document for school facility professionals that establish a permanent and objective tool to evaluate the condition of school facilities, and all public school districts in California must use the FIT to determine if their school facilities are in “good repair” as defined in Education Code Section 17002(d) (1). There are four (4) overall rating scores possible based on the assessment of each site. They are: Exemplary, Good, Fair, and Poor. Below is the rating for each site for the 2018-19 school year. Belle Haven: Good, Brentwood: Good, Cesar Chavez: Good, Costaño: Good, Los Robles-Ronald McNair Academy: Good, Willow Oaks: Good, RMS: Good. **Goal 5 Actions.** Action 1: Continue implementation of the Facilities Master Plan with community input. 2019-20 Plan: Continue implementation of Facilities Master Plan with community input, including, but not limited to, development of comprehensive middle school with appropriate facilities, neighborhood schools, and repairs to existing facilities. Annual Update: Completed Ronald McNair campus: 4 new modular classrooms installed for 2018-19 school year; new TK/K playground; revised parking layout; Kindergarten drop off; new elementary playground and new restroom building; New district-wide telephone system was installed and is operational. 2019-20 Planned: RMS Classroom AV Upgrade and Paging/Bell system for science wing and entire site. Annual Update: Currently Happening: Conversion of 4 classrooms at Ravenswood Comprehensive Middle School (RCMS) into science labs including chemical resistant laboratory cabinets, emergency shower and eyewash, resilient flooring, energy efficient windows, HVAC system, LED lighting, and acoustical ceilings. A new music room will be provided at RCMS with music storage cabinets, resilient flooring, energy efficient windows, HVAC system, LED lighting, acoustical ceilings, and acoustical wall treatments. The existing locker rooms at RCMS will receive 100 new 3 -tier lockers, epoxy floor, paint, LED lighting and ADA upgrades to the existing restrooms. 2019-20 Plan. Planned: Various Sites -Renovation of kindergarten playgrounds at Costaño; Renovation of upper elementary playgrounds at Belle Haven, Brentwood, & Willow Oaks; Paving improvements at Brentwood; Los Robles-Ronald McNair Academy, RMS, & Willow Oaks; Installation of electronic marquees at each site; Installation of security fencing at Los Robles-Ronald McNair Academy; Security lock installation.

MSC (Wilson/Fitch) to approve the 2017-2020 Local Control and Accountability Plan (LCAP), LCAP Year 2019-2020. Motion carried unanimously.

Consideration to approve the Federal Addendum to the LCAP. Ms. Lara Burenin informed the Board that in addition to the LCAP that was just presented, they are also submitting for its approval the LCAP Federal Addendum. RCSD is required to submit three elements in order to account for all of our State and Federal Funding. In the Local Control and Accountability Plan they just presented, to the right of the Consolidation Application is the mechanism online through which the Business Office applies for Federal Funding under Title I, II and III, and the LCAP Federal Addendum, is a document submitted to the Board that aligns some of our plans to use that funding for its intended purposes. Ms. Burenin stated that the Federal funds that the RCSD is eligible for through the Every Student Succeeds Act (ESSA) which replaced No Child Left Behind (NCLB) are Title I, Part A, for improving Basic Programs and those apply to low income students. Ms. Burenin noted that all of our schools are Title I schools. Title II funds apply to supporting effective instruction and Title III funds apply to supporting English Learners and Immigrant students. The areas under Title I for which we can use these funds are educator equity, parent and family engagement, Schoolwide programs, services for homeless children and youth and student transition such as Preschool to Elementary School, Middle School to High School. Title II funds around effective instruction can be used for professional growth and improvement for our staff, data and ongoing consultation to support continuous improvement. Title III funds can be used for PD to support English Learners Development Instruction such as integrating ELD and designated ELD, and hands-on instructional opportunities for immigrant students that we provide through our Newcomer Program, EL programs and activities, and English Proficiency and Academic Achievement.

MSC (Pulido/Fitch) to approve the Federal Addendum to the LCAP. Motion carried unanimously.

**9. BUSINESS DEPARTMENT**

- A. Consideration to Approve the Ravenswood City School District 2019-20 Proposed Budget. Mr. Steve Eichman provided some updates for the Budget binder. These updates replace page number 7 in tab 1, and pages 1 through 27 in tab 2. The PowerPoint he distributed is the same that he provided at the last Board Meeting during the Public Hearing about the Budget with few changes. He indicated that nothing was changed in the first ten pages of the PowerPoint that are regarding the purpose and what the Hearing was for, what the role of the budget is, the agenda, the timeline and the budget presented for adoption today, the Governor's budget and what they are projecting, the guiding principles they used for budget development, the General Fund guiding principles, the enrollment chart, Revenue assumptions. A couple of the numbers on the General Fund Revenues changed, Overall, the revenues from what was presented on June 13 to today are up by almost \$376,000. The table format of the chart that was on the previous slide, the General Fund contributions, has not changed. The 2019-20 expenditure assumptions were separated for Classified and Certificated, and also the CalSTRS and CalPERS rates are changed from the last presentation. He informed the Board that the General Fund expenditures are up about \$434,000 from what was presented on June 13. Overall, between the Revenues being up and the expenditures being up it was a little less than \$100,000 difference. The Operating Expenditures shows the Unrestricted and the Combined. There was a minor change there. What was changed is that if you look at the ending fund balance, the total says \$7,882,000. That amount is up from the 13<sup>th</sup> by about \$3 million. The reason for that is that after the Board Meeting on June 13, we looked at what we budgeted for as of Second Interim, then we ran the account of what we have actually spent, compared those two and then looked at the run we did on June 21, with only few days left in June, and we checked how much we thought we would still spend and we made that adjustment and came up with a little over \$3.4 million of budgeted expenditures at Second Interim that we do not feel that we will spend by the end of this school year. Assumptions for 2020-21, there is a change in the expenditures. They were reduced by a little more than they were before. The biggest change is the ending fund balance, because that ending fund balance from before is from the 2019-20 carryover. The key assumptions for 2021-22 did not change. The net increase/decrease is of a deficit spending by \$1.64 million, which is down by just under \$1.7 million from before. The ending fund balance is about \$5.5 million projected for the end of 2021-22. The summary is the same that was before. The conclusion is the same except that before we had identified that we had to make additional

expenditure reductions in 2020-21 of \$700,000 and in 2021-22 before we said possible expenditure reductions of \$1,700,000 but now is \$1,600,000. Next Steps: We need to reduce expenditures and/or increase revenues to get financially healthy and stay there. We talked about school consolidation. One (1) or more sites and we can lease or rent those spaces. Increase attendance. Continue to do right sizing of staff: Reduction of 5 Certificated teaching FTE in each of the 2 out years to account for declining enrollment. If we continue the right size, that will make us lean and mean in terms of staffing.

Interim Superintendent Sudaria emphasized that we are meeting our required 3% reserve. We projected to deficit spend in two (2) out years. The budget does not include any additional compensation for the out years.

Trustee Pulido noted that obviously we have to make changes. What she does not like is for example in the budget development guiding principles, we are having a consideration of having 31:1 student to teacher ratio at the Middle School level. Although we want to be lean, we need to be mindful of our lean. That is not an ideal ratio for student to teacher at the Middle School level and part of our guiding principles is being efficient with staffing, she thinks that it is going to negatively impact our success at the Comprehensive Middle School. When we look to be lean and mean, it should not be the students.

Trustee Wilson indicated that one of the things that they asked about is under the local revenues, the Developer Fees, because there are about 26 projects that are happening in East Palo Alto. Mr. Eichman indicated that he still has that in his to do list. He just has not had the opportunity to do it yet.

The Board thanked Mr. Eichman for doing such a great job on the budget.

MSC (Pulido/Fitch) to approve the Ravenswood City School District 2019-20 Proposed Budget Motion carried unanimously

Trustee Wilson asked the Board to pull Item 10.A.11 because she cannot vote on that item because she consults for them.

MSC (Pulido/Fitch) to approve 10.A.11 Contract with OEPA. Trustees Pulido, Gaona Mendoza, Fitch and Sobomehin, Yes. Motion carried 4-0. Trustee Wilson recused herself from this item.

**10. CONSENT AGENDA.**

MSC (Pulido/ Fitch) to approve the Consent Agenda as amended. Motion carried unanimously.

- A. Consideration to approve the Following Contracts: 1)Welldom, Inc., 2)Arbor Bay, 3)Creative Learning Center, 4)CASSY, 5)Fit Kids, 6-8)Boys & Girls Club of the Peninsula, 9)AMS.net, 10)DGI, Inc., 12)El Concilio of San Mateo County & Hagar Services, 13) Lewis & Tibbitts, 14)SPARK, 15)Attuned
- B. Consideration to approve a request to send Program Specialist Claudia Conti and one classroom teacher to the Summer Phonics Institute at Teachers College in New York City
- C. Request for Approval of 2018-2019 Consolidated Application (ConApp) Spring Submission
- D. Consideration to Approve Change Order #1 with Beals & Martin, Inc. for the Ravenswood Middle School Realignment - Phase 1
- E. Consideration to approve a Donation of Obsolete 6th- 8th Grade Curricula
- F. Request for Affirmation of Board Adopted Curricula for 2019-2020, Williams Instructional Materials List

**11. BOARD OF TRUSTEES**

- A. Consideration to approve Resolution 1253 – Board Members Excused Absences. **All Board Members were present.**
- B. Board Reports/Communications.

☞ Trustee Pulido reported on the new IT version of the Agenda. She knows that they discussed rolling it out and discussed having devices which they did not receive. She knows that an e-mail was sent to the Board Members, but there was no follow up for Board Members to know this was launched. However, she did not check her e-mail and she was waiting for her packet to arrive. Finally, when she received the budget binder and nothing else, she checked her e-mails and of course it was there. She said that when there is a significant change like this, it is important that someone from here contact the Board Members and let them know about the change and modifications. Trustee Pulido does not think that the Agenda online is easy and friendly to use. When she looked at the Consent Area and looked for the MOUs and contracts, it opened up a document that had over 400 pages. This should be easy to navigate and use for the public as much as the Board. She recommended exploring board docs. The way they organize it is a lot better to navigate and use.

☞ Trustee Pulido stated that this is technically their last Board Meeting of this school year, and they are talking about budget and are talking about making significant strategic changes and she was happy that they were working together to address a lot of those things, but she is also nervous and that is why an open mind to communication is really critical. We have an Interim Superintendent, who is very eager to be in the role capacity, but she does not have previous Superintendent experience. We just lost our Assistant Superintendent and our CBO as well, and that is all kinds of stable leadership as far as experience goes, and now we have to bring newness in some positions. We have to replace the CBO when he leaves. She said that they have to be mindful about how they take steps forward seeing as that those significant changes are happening. We are going to have an impact with one another and can allow it to create an improvement or it will go the other way.

In response with the Consent Agenda I can get some feedback. There is a way that we could itemize each individual item until we consider another format or system so the attachments will be individual PDFs instead of combining them all.

In terms of open communication, Interim Superintendent Sudaria said that she wants to be very transparent. She is trying to implement weekly memos to the Board of Trustees and also trying to create one-on-one opportunities. She would love to make sure the Board of Trustees takes that opportunity so that we can consistently be on the same page if there is a direction that they would like her to take.

☞ Trustee Gaona Mendoza and President Sobomehin appreciate the one-on-one meetings with the Superintendent along with the reports she sends to them via e-mail.

- C. President Sobomehin reported that the next Regular Board Meeting will be held on August 8, 2019, and a Special Board Meeting on July 9, 2019.

#### 11. **ADJOURNMENT**

There being no further business to come before the Board, President Sobomehin adjourned the Meeting at 9:45 p.m.

---

September 12, 2019  
Date of Approval

---

Clerk's Signature

/nm