

MEMORANDUM

DATE: June 14, 2018

TO: Board of Trustees

FROM: Dr. John Lovato, Assistant Superintendent of Educational Services

RE: Summary of LCAP Changes

One of the many steps to approving the LCAP is coordinating with the Los Angeles County Office of Education. Each year, I want to ensure that the LCAP presented to the Board for approval in June, will be approved in August by the Los Angeles County Office of Education. As I develop the LCAP each year, I send drafts to the County to preview. I recently received feedback with some recommendations for our LCAP. The only major change to note between the LCAP I presented to you during the June 7, 2018 and the LCAP that will go to Board for approval on June 21, 2018 is on page 162.

The attached document will replace the content in the section titled, “Demonstration of Increased or Improved Services for Unduplicated Students” on pages 162-164.

Please don’t hesitate to contact me with any questions.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds:

\$6,070,067

Percentage to Increase or Improve Services:

33.00%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Actions/Services Contributing to meeting the increased or improved services and identified as **LEA-wide**.

Goal 1:

- Action 3 - Classified Employee Professional Development
 - Classified employees will be trained in the areas related to: safety and student wellness especially for our high risk unduplicated student groups; PBIS and minimizing suspensions and expulsions especially for our high risk unduplicated student groups
- Action 8 - BTSA
 - New teachers will be trained in the areas of data analysis, differentiated instruction, research-based practices to support all students; however, part of the emphasis will be on addressing the academic needs of English learners and students from disadvantaged backgrounds. This training will help prepare teachers to teach in classrooms with students from various economic, academic, and language backgrounds.
- Action 9 - Administrative Professional Development
 - Supplemental & Concentration funds were allocated to provide professional development for administrators to provide increased services to unduplicated students. Some of the academic and social-emotional strategies learned during the professional development sessions can

be used and applied to all students. However, the principle intent behind the training is to support our most needy (academic / economically disadvantaged / ELs) students.

- Action 10 - Upper Grade Class Size Reduction
 - Supplemental & Concentration funds will be used to reduce class sizes and eliminate combination classes to increase the time spent on differentiated instruction for all unduplicated students and provide English Language Development for English Learners. By decreasing the class sizes and eliminating combination classes will allow teachers to target the specific needs of unduplicated students.
- Action 14 - MTSS Tier 3
 - Supplemental & Concentration funds will be used to provide unduplicated students with high intensive intervention programs during the school day and after school
- Action 16 - Lesson Development
 - Funds will be allocated to provide funding for teacher planning time. Teachers will utilize this time to plan and design lessons that provide scaffolding for non-academically proficient and non-language proficient students. Lessons will address core standards, but will help at-risk unduplicated students access the core.

Goal 3:

- Action 2 - TK-3 Class Size Reduction
 - Supplemental & Concentration funds will be used to reduce class sizes and eliminate combination classes in graders TK-3. The projected class sizes will be below the 24:1 ratio set by the State. This will increase the time spent on differentiated instruction for all unduplicated students and provide English Language Development for English Learners. By decreasing the class sizes and eliminating combination classes will allow teachers to target the specific needs of unduplicated students and help teachers provide early intervention for students in the primary grades.
- Action 3 - Supplemental Computer Intervention Programs
 - Supplemental computer programs will be utilized to support core instruction and provide at-risk students with more opportunities to develop academic skills.
- Action 4 - Kindergarten Instructional Aides
 - Supplemental funds will be used to fund 3-hour instructional aides in each TK and Kindergarten classroom. These aides will be primarily used to provide one-to-one and small group support for the most needy students.
- Action 5 - Pre School
 - According to a report written by the U.S. Department of Education (2016), underserved communities lack access to free quality preschool, schools with high, challenging standards, and engaging teaching. Supplemental funds will be provide more access to our most needy Preschool students.

Goal 4:

- **Action 1 - Enrichment**
 - According to a report written by the U.S. Department of Education (2016), far too many students across the United States, especially in underserved groups and communities, lack robust access to the core elements of a quality education. Supplemental funds will be allocated for enrichment activities intended to provide our unduplicated students with opportunities that they do not have access to because of household income or because of language barriers. Students will have access to concepts that will help their knowledge-base in the sciences, technology, engineering, arts, and mathematics.
- **Action 2 - Computer Lab Aides**
 - Funding computer lab aides will provide additional time for students to work with technology and develop computer related skills. The lab aides will also provide students with more time using computer-based intervention programs.
- **Action 3 - Multi-Media Specialists**
 - Multi-media specialists will provide unduplicated students more access to quality, grade appropriate literature.
- **Action 5 - Technology Devices**
 - Supplemental & Concentration funds will be used for instructional technology and materials to support student achievement, personalized learning, and a college-and-career ready culture. Limited English Proficient and academically at-risk students will also utilize technology to access supplemental and intervention computer-based programs.

Goal 5:

- **Action 1, 5 - PBIS**
 - In order to ensure unduplicated students are provided with the most access to the academic program and ensure students are not out of the classrooms for extended periods of time due to discipline related issues, the district will use supplemental funds to implement PBIS in all schools. This will promote a positive school culture where all students can learn effectively.
- **Action 3 - Health and Development Services**
 - Supplemental funds will be used to increase health and developmental services for the most needy students.
- **Action 4 - Behavioral Services**
 - Counseling services will be provided to unduplicated students in order to support social emotional needs of students.
- **Action 6 - Student Leadership**
 - In order to provide a positive school environment so that all students feel safe and can learn, the district is implementing the Leader in Me student leadership program. This program provides all students with the opportunity to learn and develop critical leadership skills and everyday work habits that promote success. This program is critical to the academic and social-emotional development of our unduplicated students. Skills and habits are being learned by these students that are not taught to them at home. This program is providing our students with essential skills and habits that will be used in high school, college, and their adult lives.

Goal 6:

- Action 1 - Student Data Base

- o A student data-base system is funded to help track the progress of students and provide essential information to parents about their students progress.

LCAP Year: 2017-18		
Estimated Supplemental and Concentration Grant Funds:	\$5,783,661	Percentage to Increase or Improve Services:
		31.81%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Rosemead School District qualifies as an LEA-wide district for distribution of the LCFF supplemental/concentration funds received. Rosemead's proportionality percentage for FY 17-18 is 31.81%. School sites are allocated resources proportionately based on total enrollment; however, all sites also receive additional supplemental/concentration funding based on their unduplicated student population. The 2017-18 LCFF supplemental and concentration funds is approximately \$5.7 million. The District's projected unduplicated enrollment count of 2035 equates to approximately 85.32 percent of the District's projected total student enrollment count of 2385, qualifying the District as LEA-Wide for purposes of expending LCFF supplemental and concentration funds. The planned LCFF supplemental and concentration funds expenditures of \$5.7 million demonstrate the amount necessary to meet the proportionality expenditure requirement. The following actions and services are over and above the LCFF 31.81% proportionality requirement. Funds will be used to increase:

Technology.

- 2% of Supplemental & Concentration funds (\$100,000) were used for instructional technology and materials to support student achievement, personalized learning, and a college-and-career ready culture

Mental and physical health services.

- 9 % of Supplemental / Concentration funds (\$506,000) were allocated to support social emotional needs of students.

Parent and community Involvement.

- 1% of Supplemental & Concentration funds (\$67,000) was used to increase parent and community involvement to support student success.

Class Size Reduction / Elimination of Combination Classes in Grades TK- 6.

- 34% of Supplemental & Concentration funds (\$1,980,721) were used to reduce class sizes and eliminate combination classes to increase the time spent on differentiated instruction for all unduplicated students and provide English Language Development for English Learners. Stakeholders have provided input that larger class sizes and combination classes make it very difficult to meet the needs of all students. By decreasing the class sizes and eliminating combination classes will allow teachers to target the specific needs of unduplicated students.

Intervention Programs and Specialized supports for Unduplicated Students.

- 28% of Supplemental & Concentration funds (\$1,567,274) were used to provide unduplicated students with intervention programs during the school day and after school
- All schools are implementing daily intervention blocks for students not meeting grade level standards. The district has moved toward an intervention model where all teachers diagnose and treat students who are struggling academically. The schools are using diagnostic assessments in both ELA and math to identify the specific needs of students. The also have intervention programs designed to provide instruction needed to address every students' academic needs. Teachers are also utilizing the diagnostic assessments to monitor progress and whether the intervention support provided to students is helping students make progress.

Site-Based Supplemental & Concentration Allocations

11% of Supplemental & Concentration funds were allocated (over \$74,000 for each school) to implement programs to support and increase services for unduplicated students. The schools provided students with the following services:

- Guided Reading / Differentiated Instruction
- Supplemental ELD Materials
- Supplemental Project-Based Learning Materials
- Parent Outreach Meetings

- Parenting Education Classes
- PBIS Materials
- Arts Enrichment
- After School / In-School Intervention
- After School Enrichment
- After School iReady Lab

Professional Development Focusing on Support for Unduplicated Students

- 15% of Supplemental & Concentration funds were allocated (over \$600,000) to provide professional development for all employees in order to provide increased services to unduplicated students.