

Rosemead School District 2021-2024 LCAP OVERVIEW

Mission Statement



The Rosemead School District provides a challenging academic environment that embraces the diversity of the entire community and encourages lifelong learning.

In partnership with parents and community, our mission is to nurture the whole child, including their intellectual, physical, emotional, and ethical growth, in order to prepare them to be responsible, healthy, productive, contributing members of our global society.

The Rosemead School District strives for all members to **LEAD:**

L - Lifelong learners and leaders of our global society

E - Ethical behavior and mindsets

A - Academic rigor, support, and achievement

D - Diversity is valued and respected

Overview

5 SCHOOLS



2,300 TK-8th GRADE STUDENTS

STUDENT ETHNICITY:

| | |
|------------------|------|
| Asian | 54% |
| Filipino | 1.4% |
| Hispanic/Latino | 36% |
| Caucasian | 2% |
| African American | 0.3% |
| Other/Mixed Race | 6% |

STUDENT GROUPS:

79% Low Income
37% English Learners
<1% Foster Youth
12% Homeless
11% Students with Special Needs
7% Students Identified as Gifted

HOME LANGUAGES SPOKEN

Cantonese: 17%
Tagalog: 0.3%
Mandarin: 8%
Spanish: 20%
Vietnamese: 18%
Other: 2%

2021-24 LCAP-at-a-Glance

1 EXEMPLARY TEACHING



Provide each student with effective, engaging instruction that helps them master grade-level standards and achieve college and career readiness.

2 ACADEMIC SUCCESS FOR ALL STUDENTS



Implement a robust system of supports with equitable opportunities for students needing additional support so that all students flourish and achieve at their highest level.

3 EMPOWERED LEADERSHIP



Develop life-ready leaders by supporting students socially and emotionally, teaching leadership, creating a culture of student empowerment, and aligning systems.

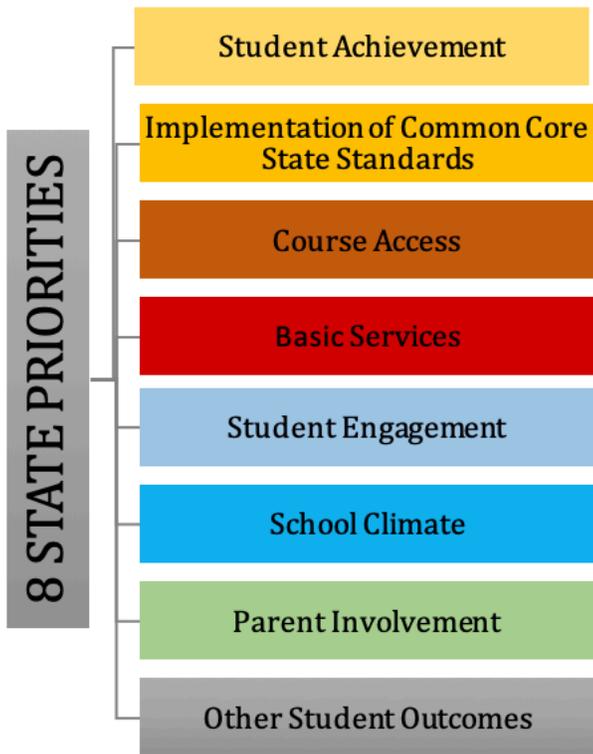
4 MEANINGFUL CONNECTION



Every family is connected, engaged, and supported in helping their student at home.

Local Control Funding Formula (LCFF)

8 STATE PRIORITIES



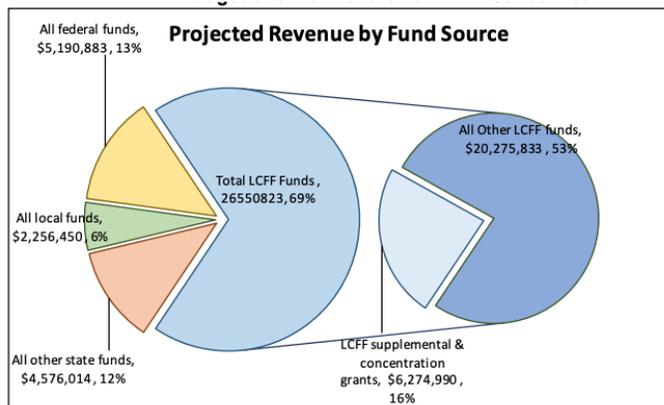
ABOUT THE LCAP

California's Local Control Funding Formula (LCFF) provides Base, Supplemental, and Concentration (S & C) funding to school districts. S & C funds are targeted to improve student outcomes for all students, especially for English learners, foster youth, and low income students.

The Local Control Accountability Plan (LCAP) shows how these funds will improve student outcomes and performance for all students, especially English learners, foster youth, and low income students.



DISTRICT FUNDING



Federal Funds:

Title I, II, III, IV; Individuals with Disabilities Ed Act (IDEA); Medi-Cal; Migrant Ed

Local Funds:

Donations, SELPA (Special Ed)

State Funds:

State lottery; mental health; block grants

FUNDING FOR LCAP GOALS

Projected General Fund Revenue for the 2021-2022 LCAP Year

| Revenue Source | Amount |
|--|---------------------|
| LCFF Base Grant | \$20,275,833 |
| LCFF Supplemental & Concentration Grants | \$6,274,990 |
| Total LCFF Funds | \$26,550,823 |
| All Other State Funds | \$4,576,014 |
| All Local Funds | \$2,256,450 |
| All Federal Funds | \$5,190,883 |
| Total Projected Revenue | \$38,574,170 |

Total Budgeted Expenditures for the 2021-22 LCAP Year

| Revenue Source | Amount |
|---|---------------------|
| Total Budgeted General Fund Expenditures | \$40,466,302 |
| Total Budgeted Expenditures in LCAP | \$19,239,254 |
| Total Budgeted Expenditures for High Needs Students in LCAP | \$6,283,865 |
| Expenditures Not in LCAP | \$21,227,048 |

GOAL 1: EXEMPLARY TEACHING



Provide each student with effective, engaging instruction that helps them master grade-level standards and achieve college and career

Related State Priorities

- ✓ Basic Services
- ✓ Academic Standards
- ✓ Student Achievement

2021-2024 ACTION STEPS

- Recruit & retain highly qualified teachers and staff
- Professional learning for teachers and staff
- ELD/Intervention teachers
- Induction/beginning teacher support
- TK-3 class size reduction to facilitate differentiation and targeted small groups
- 4-6 teachers to reduce combination classes to facilitate differentiation and targeted small groups
- Paraprofessionals to support students
- Instructional lead teachers
- EdTech hardware, maintenance, repairs, updates

BUDGET FOR GOAL 1

Total Estimated Expenditures:

\$17,275,897

Estimated Expenditures for Targeted Subgroups:

\$4,681,896

METRICS

| Metric | Desired Outcome for 2024 |
|---|---|
| Fully credentialed and appropriately assigned tea | -99% full credentialed teachers -0 mis-assignments |
| Access to Standards-Aligned Instructional Materials (Dashboard local indicator) | -100% of students have access to their own standards-aligned instructional materials. |
| Implementation of state standards (Dashboard local indicator) | -Rating of “full implementation or “Full implementation and sustainability” on 4 out of 5 focus areas |
| Student outcomes on adopted course of study: CAASPP ELA and math scores and CAST scores | -65% of students meeting or exceeding standards in ELA -60% of students meeting or exceeding standards in math -60% of students meeting or exceeding standards in science |
| Student and teacher evaluation of instruction on California Healthy Kids Survey | -98% of teachers agreed or strongly agreed with the statement, “Teachers from this school are providing effective instruction with the school’s instructional model.” |
| Feedback on effectiveness of professional development | Average results from PD day feedback surveys: -95% of participants will respond with a 3 or 4 out of 4 to the question, ‘How prepared do you feel to implement what you learned or worked on?’ -95% of participants will respond with a 4 or 5 out of 5 to the question, ‘How would you rate the value of the content of this session?’ |
| Facilities rating on the Facilities Inspection Tool (FIT) | 100% of schools in “good” repair on Facilities Inspection Tool |

GOAL 2: ACADEMIC SUCCESS FOR ALL STUDENTS



Provide each student with effective, engaging instruction that helps them master grade-level standards and achieve college and career

Related State Priorities

- ✓ Student Achievement
- ✓ Course Access
- ✓ Other Student Outcomes

2021-2024 ACTION STEPS

- Assessments: diagnostic, formative, summative, benchmarks
- Data analysis and progress monitoring
- Targeted academic intervention during the school day
- Middle school supplemental intervention and enrichment courses during the school day
- After school intervention and enrichment programs
- Supplemental educational software programs
- Supplemental instructional, project-based learning/STEAM materials, supplies, and subscriptions
- Special projects and PD for English learners and low income students

BUDGET FOR GOAL 2

Total Estimated Expenditures: \$1,956,490

Estimated Expenditures for Targeted Subgroups: \$1,746,490

METRICS

| Metric | Desired Outcome for 2024 | |
|---|--|--|
| CAASPP ELA results for all students and subgroups | Student Group | Distance from Standard (Dashboard Color) |
| | All | 35 points above standard (green) |
| | Hispanic/Latino | 1 point above standard (green) |
| | Socio-economically disadvantaged | 30 points above standard (green) |
| | Students with disabilities | 10 points below standard (yellow) |
| | English learners | 24 points above standard (green) |
| | Homeless | 20 points above standard (blue) |
| Local reading assessment growth | <p>Kindergarten- Grade 6:</p> <ul style="list-style-type: none"> -Median percent progress toward typical annual growth on winter i-Ready Reading Diagnostic: 100% -Percent of students who started 1 year below grade level who met stretch growth on winter i-Ready Reading Diagnostic: 50% -Percent of students who started 2 years below grade level who met stretch growth on winter i-Ready Reading Diagnostic: 45% <p>Grades 7-8:</p> | |

| | | |
|--|---|--|
| | Median student growth percentile on mid-year Star Reading Test: 65 | |
| CAASPP Math results for all students and subgroups | Student Group | Distance from Standard (Dashboard Color) |
| | All | 25 points above standard (green) |
| | Hispanic/Latino | 10 points below standard (yellow) |
| | Socio-economically disadvantaged | 15 points above standard (green) |
| | Students with disabilities | 40 points below standard (yellow) |
| | English learners | 10 points above standard (green) |
| | Homeless | 5 points above standard (green) |
| Local math assessment growth | <p>Grades Kindergarten-6:</p> <ul style="list-style-type: none"> -Median percent progress toward typical annual growth on winter i-Ready Math Diagnostic: 81% -Percent of students who started 1 year below grade level who met stretch growth on winter i-Ready Math Diagnostic: 60% -Percent of students who started 2 years below grade level who met stretch growth on winter i-Ready Math Diagnostic: 75% <p>Grades 7-8:</p> <p>Median student growth percentile on mid-year Star Math Test: 64</p> | |
| California Science Test | <ul style="list-style-type: none"> -Grade 5: 60% met or exceeded standard -Grade 8: 60% met or exceeded standard | |
| English Learner Progress Indicator (ELPI) | <ul style="list-style-type: none"> -65 % of English Learner students will progress toward English proficiency on the ELPAC -ELPI Level: Very High | |
| English Learner Reclassification Rate | -25% of ELs Redesignated as Fluent English Proficient (RFEP) | |
| Accelerated Growth in Star Reading and Math Scores for AVID Students | <p>Winter, 2024: Median Growth from August to December for AVID Students</p> <ul style="list-style-type: none"> -Median Student Growth Percentile on Star Reading: 65 -Median Student Growth Percentile on Star Math: 65 | |

GOAL 3: EMPOWERED LEADERSHIP



Develop life-ready leaders by supporting students socially and emotionally, teaching leadership, creating a culture of student empowerment, and aligning systems.

Related State Priorities

- ✓ Student Engagement
- ✓ School Climate

2021-2024 ACTION STEPS

- Positive Behavior Interventions & Support (PBIS) & SWIS data licenses, Leader in Me (LIM) licenses
- Leader in Me & PBIS materials
- Psychologists & Counselors
- Social-emotional/mental health and health office services

BUDGET FOR GOAL 3

Total Estimated Expenditures:

\$777,794

Estimated Expenditures for Targeted Subgroups:

\$777,794

METRICS

| Metric | Desired Outcome for 2024 |
|--|--|
| Attendance Rate | -P1 Attendance Rate: 98% |
| Chronic Absenteeism Rate -All students: 2% | -Hispanic Students: 3% -White Students: 5% |
| Middle School Dropout Rate | -Zero students will drop out. Fewer than two students will leave school and not reenroll in another California public school. |
| Suspension Rate | -Overall: 0.5% -Hispanic/Latino students: 3% -Socioeconomically disadvantaged students: 3% |
| Expulsions | -0 students expelled |
| School Connectedness: California School Climate, Health, and Learning Surveys Data | Positive response to the questions with statements about caring relationships at school (<i>An adult cares about me, listens to me, and notices me.</i>) -Students Elementary: 85% -Students Middle: 65% -Parents: Elementary: 55% -Parents: Middle: 35% -Teachers: Elementary: 70% -Teachers: Middle: 55% |
| Meaningful Participation at School on the CALSCHLS survey data | Positive response to the questions with statements about meaningful participation (Students: <i>At school, I do meaningful things, help decide activities, have a say</i> ; Parents: <i>This school gives all students opportunities to "make a difference."</i>) -Students Elementary: 85% -Students Middle: 80% |
| Leader in Me Measurable Results Assessment (MRA) and Lighthouse School Status | LIM MRA Average Scores -Leadership: At least moderately effective (70 or higher) -Culture: Effective (80 or higher) -Academics: At least moderately effective (70 or higher) |
| Positive Behavioral Interventions and Supports Implementation | 5/5 of Rosemead schools will have attained Silver PBIS recognition level or higher |

GOAL 4: MEANINGFUL CONNECTION



Every family is connected, engaged, and supported in helping their student at home.

Related State Priorities

- ✓ Basic Services
- ✓ Parent Involvement
- ✓ Student Engagement
- ✓ School Climate

2021-2024 ACTION STEPS

- Parent workshops and outreach
- Community liaisons
- Translators
- Parent/community communication tools

BUDGET FOR GOAL 4

Total Estimated Expenditures:

\$289,785

Estimated Expenditures for Targeted Subgroups:

\$289,785

METRICS

| Metric | Desired Outcome for 2024 |
|---|--|
| Parent Input in Decision Making | -100% DAC/DELAC minutes reflect parental input on district processes or decisions |
| California School Climate Survey Promotion of Parental Involvement Scale Responses | -95% of parents strongly agreed or agreed with the statement, "School actively seeks the input of parents before making important decisions." -95% of parents strongly agreed or agreed with the statement, "School encourages me to be an active partner with the school in educating my child." |
| Parent Participation in Advisory Committees | -100% of DAC/DELAC meetings will have quorum -80% of School Site Council meetings will have quorum -80% of ELAC meetings will have quorum -Average parent attendance at LCAP input meetings will be 50 |
| Parents of Unduplicated Pupils' Perception of Communication and Engagement on CalSCHLS Survey | Parents responding "strongly agree" or "very well" to questions about communication with parents about school (<i>How well do teachers communicate with you about how your child is doing? Provide information on your expected role at your child's school? Keep you informed about school activities?</i>) 65% of free/reduced price eligible parents 55% of parents whose children are English learners |