
LCAP Parent/Community Partners Meeting #2

February 9, 2022



Rosemead School District

Welcome Rosemead Community and Parents!



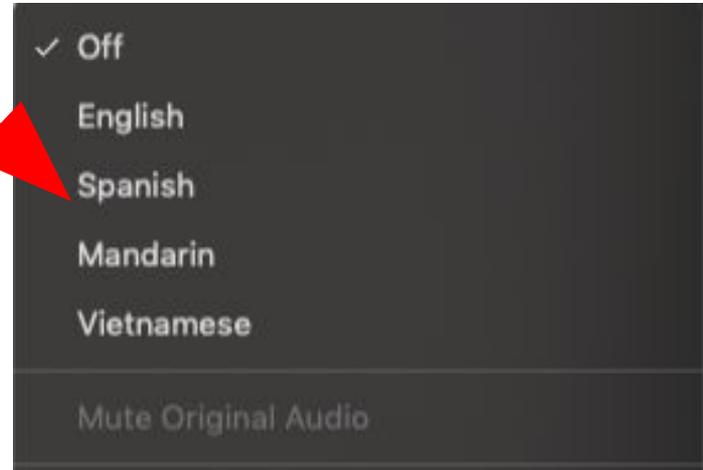
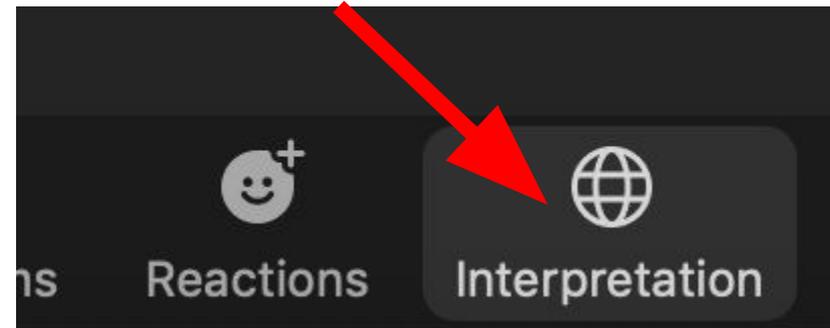
Please Sign-In using the Chat Box- include your name and school

Inicie sesión utilizando el cuadro de chat; incluya su nombre y la escuela

請使用聊天框登錄-包括您的姓名和學校

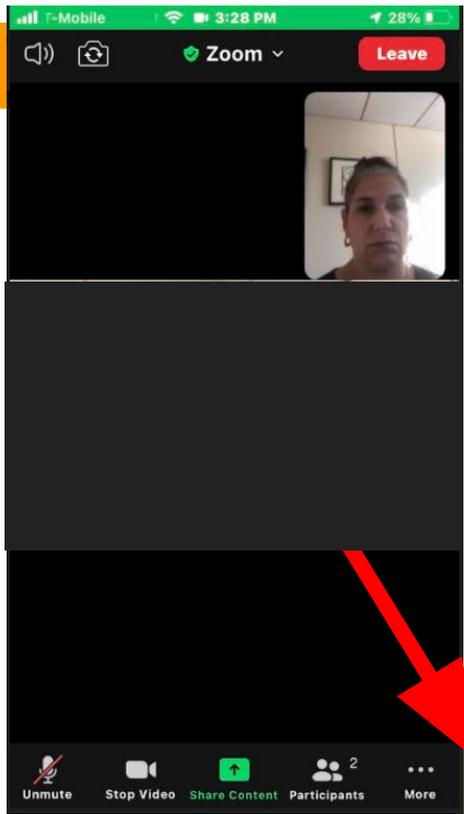
Vui lòng Đăng nhập bằng Hộp trò chuyện- bao gồm tên và trường học của bạn

Interpretation for Tonight's Presentation: *If Using a Computer*

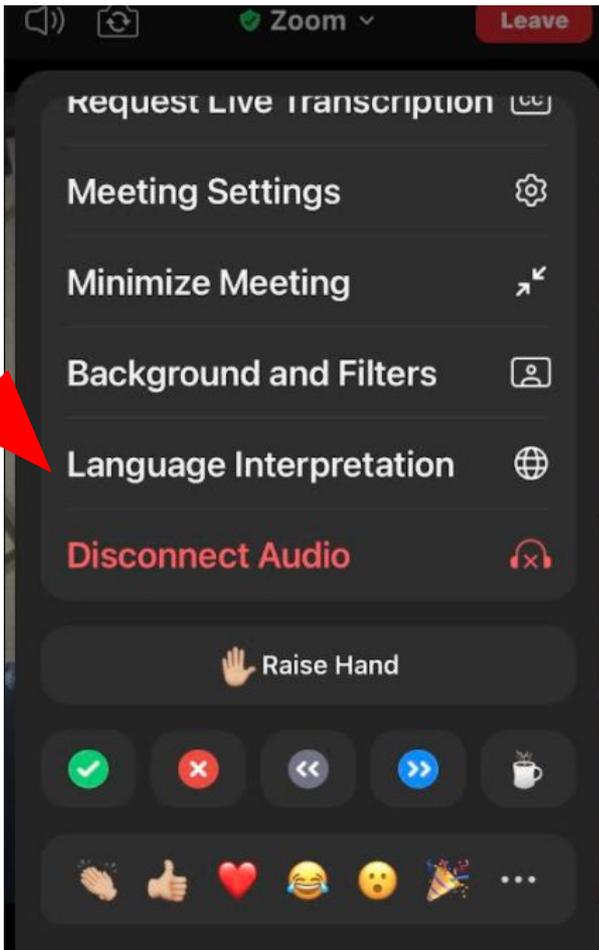


Interpretation for Tonight's Presentation: *If Using a Phone or Tablet*

1



2



more

Language Interpretation Done

Original Audio

3

English

Spanish

Mandarin

Vietnamese

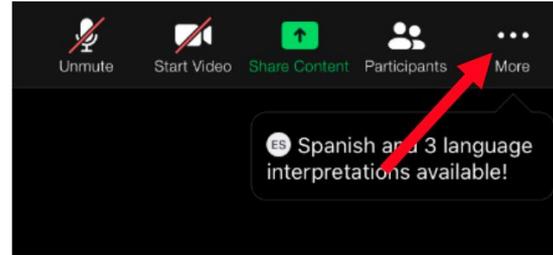
4

Mute Original Audio

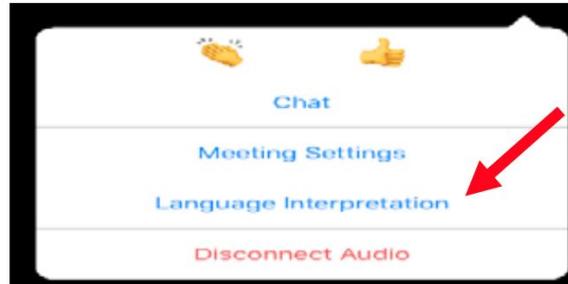


1. En los controles de junta/webinari
tocar **More**.

K



2. Tocar **Language Interpretation**.



3. Tocar el idioma que quiera escuchar.
4. (Opcional) Para escuchar sólo el audio interpretado, tocar **Mute Original Audio**.
5. Tocar **Done**.

5



Agenda



- Create a common understanding of LCFF and LCAP
- Review LCAP Goals 1-2 on Academics
- Overview of LCAP Mid-Year Data
- Seek Parent/ Community Partners Input on what's going well and what can be improved

Save the Dates: LCAP Parent Community Meetings

2nd Wednesdays of the month

5:30 pm to 6:45 pm

Zoom Online

Wednesday, January 12, 2022: Review Goals/Actions, Input on new funding

Wednesday, February 9, 2022: Improving Instruction (Goals 1-2)

Wednesday, March 9, 2022: Improving Whole Child Supports:
Social-Emotional/Mental Health and Leadership (Goal 3)

Wednesday, April 13, 2022: Improving Parent Partnerships (Goal 4)

Wednesday, May 11, 2022: Presentation of Proposed LCAP

LCFF Funding:

The Local Control Funding Formula (LCFF) is how districts are funded

LCFF Supplemental & Concentration Funds

- Low Income (LI)
- English Learners (EL)
- Foster Youth (FY)
- Homeless (HL)

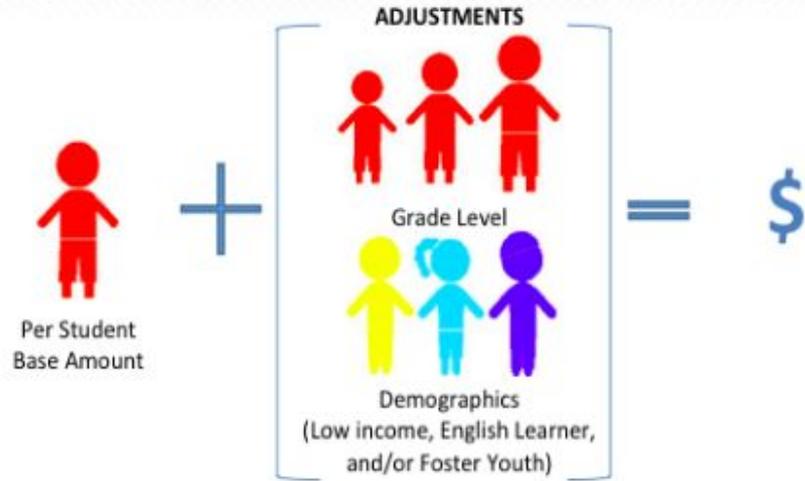
Bajos ingresos (LI)
Estudiantes de inglés (EL)
Jóvenes de crianza (FY)
Sin hogar (HL)

Fondos de concentración y
suplementarios de LCFF

低收入 (LI)
英語學習者 (EL)
福斯特青年 (FY)
無家可歸者 (HL)

LCFF補充和集中基金

Funding Formula



Thu nhập thấp (LI)
Người học tiếng Anh (EL)
Foster Youth (FY)
Vô gia cư (HL)

Quỹ tập trung & bổ sung
LCFF

Purpose of the Local Control Accountability Plan (LCAP)

The LCAP is meant to increase and improve services for our most vulnerable student populations, the students most in need.

El LCAP está destinado a aumentar y mejorar los servicios para nuestra población estudiantil más vulnerable, los estudiantes más necesitados.

LCAP旨在增加和改善我們最脆弱的學生群體(最需要的學生)的服務。

LCAP nhằm tăng cường và cải thiện các dịch vụ cho các nhóm học sinh dễ bị tổn thương nhất của chúng tôi, những học sinh cần nhất.

Local Control Accountability Plan (LCAP) 2021-2024

- The LCAP is the district's 3-year plan that outlines the actions, services, and expenditures to meet California's eight priorities for ALL students to succeed.
- Parents, Community/Educational Partners, Teachers, Staff, and students develop this plan together.



LCAP at a Glance

Today's Focus: Goals 1-2

GOAL 1: EXEMPLARY TEACHING	
 <p>Provide each student with effective, engaging instruction that helps them master grade-level standards and achieve college and career.</p>	<p>Related State Priorities</p> <ul style="list-style-type: none"> Basic Services Student Achievement Healthier Students Student Assessment
<p>2021-2024 ACTION STEPS</p> <ul style="list-style-type: none"> Recruit & retain highly qualified teachers and staff Professional learning for teachers and staff ELL/Intervention teachers Instructional coaching/teacher support TK-3 class size reduction to facilitate differentiation and targeted small groups 4-6 teachers to reduce differentiation and tag Paraprofessionals to assist in instructional load and Efficient homework 	<p>BUDGET FOR GOAL 1</p> <p>Total Estimated Expenditures: \$1,275,897</p> <p>Estimated Expenditures</p>
GOAL 2: ACADEMIC SUCCESS FOR ALL STUDENTS	
 <p>Provide each student with effective, engaging instruction that helps them master grade-level standards and achieve college and career.</p>	<p>Related State Priorities</p> <ul style="list-style-type: none"> Student Achievement College Access Other Student Outcomes
<p>2021-2024 ACTION STEPS</p> <ul style="list-style-type: none"> Assessments: diagnostic, formative, summative, benchmarks Data analysis and progress monitoring Targeted academic intervention during class Middle school supplemental intervention/ enrichment courses during the school day After school intervention and enrichment Supplemental educational software program Supplemental instructional, project-based learning/TEAM materials, supplies, and e Special projects and PD for English learner 	<p>BUDGET FOR GOAL 2</p> <p>Total Estimated Expenditures: \$1,956,690</p>
GOAL 3: EMPOWERED LEADERSHIP	
 <p>Develop life-ready leaders by supporting students socially and emotionally, teaching leadership, creating a culture of student empowerment, and aligning systems.</p>	<p>Related State Priorities</p> <ul style="list-style-type: none"> Student Engagement Student Success
<p>2021-2024 ACTION STEPS</p> <ul style="list-style-type: none"> Positive Behavior Intervention Anti-Bullying, Leader in Me (LMI) Leader in Me & PBIS materials Psychologists & Counselors Social-emotional/mental health 	<p>BUDGET FOR GOAL 3</p> <p>Total Estimated Expenditures: \$2,025,785</p>
GOAL 4: MEANINGFUL CONNECTION	
 <p>Every family is connected, engaged, and supported in helping their student at home.</p>	<p>Related State Priorities</p> <ul style="list-style-type: none"> Basic Services Parent Involvement Student Engagement Student Success
<p>2021-2024 ACTION STEPS</p> <ul style="list-style-type: none"> Parent workshops and outreach Community liaisons Translations Parent/community communication tools 	<p>BUDGET FOR GOAL 4</p> <p>Total Estimated Expenditures: \$2,025,785</p> <p>Estimated Expenditures for Targeted Subgroups: \$2,025,785</p>
METRICS	
<p>Metric</p> <p>Parent Input in Decision Making or Decisions</p> <p>100% of DAC/ELAC meetings reflect parent input on district processes or decisions</p> <p>California School Climate Survey Perception of Parent Involvement Scale Responses</p> <p>80% of parents strongly agreed or agreed with the statement, "School always tries to be an active partner with the school in educating my child."</p> <p>Parent Participation in Advisory Committee</p> <p>100% of DAC/ELAC meetings will have parent representation</p> <p>80% of School Site Council meetings will have parent representation</p> <p>Parents of Underserved Pupils Perception of Communication and Engagement on CASCES Survey</p> <p>Parents responding "strongly agree" or "very well" questions about communication with parents about school issues will do so at a higher percentage on year-over-year basis of year-over-year basis. Provide information on year-over-year basis of year-over-year basis. Keep you informed about school activities.</p> <p>Positive Behavioral Interventions and Supports Implementation</p> <p>85% of teachers whose children are English learners</p>	<p>Desired Outcome for 2024</p> <p>100% of DAC/ELAC meetings will have parent representation</p> <p>80% of School Site Council meetings will have parent representation</p> <p>80% of parents strongly agreed or agreed with the statement, "School always tries to be an active partner with the school in educating my child."</p> <p>100% of DAC/ELAC meetings will have parent representation</p> <p>80% of School Site Council meetings will have parent representation</p> <p>Parents of Underserved Pupils Perception of Communication and Engagement on CASCES Survey</p> <p>Parents responding "strongly agree" or "very well" questions about communication with parents about school issues will do so at a higher percentage on year-over-year basis of year-over-year basis. Provide information on year-over-year basis of year-over-year basis. Keep you informed about school activities.</p> <p>85% of teachers whose children are English learners</p>



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.



LCAP at a Glance

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 AC

- Recruit & retain highly qualified
- Professional learning for teachers
- ELD/Intervention teachers
- Instruction/beginning teacher
- TK-3 class size reduction to facilitate small groups
- 4-4 teachers to reduce combine differentiation and targeted
- Paraprofessionals to support
- Instructional lead teachers
- EdTech hardware maintenance

Metric:

Fully credentialed and appropriately assigned teachers

Access to Standards-Aligned Instructional Materials (Dashboard local indicator)

Implementation of state standards (Dashboard local indicator)

Student outcomes on adopted course of study (CAASPP ELA and math scores and CAST scores)

Student and teacher evaluation of instruction on California Healthy Education Survey

Feedback on effectiveness of professional development

Facilities rating on the Facilities Inspection Tool (FIT)

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 year
- Middle school supplemental intervention and enrichment courses during the school year
- 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 at-risk students

BUDGET FOR GOAL 2

Total Estimated Expenditures: \$1,100,000

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

METRICS

Metric: CAASPP ELA results for all students and subgroups

Metric	Desired Outcome
Student Group	All
	Hispanic/Latino
	Socio-economically disadvantaged
Students with disabilities	English learners
Students	Attendance Rate
	Chronic Absenteeism Rate
	All students: 2%
	Middle School Dropout Rate
	Suspension Rate
	Expulsions
	School Connectedness: California School Climate, Health, and Learning Surveys Data
	Meaningful Participation at School on the CA/SCHLS survey data
	Leader in Me Measurable Results Assessment (MRA) and Lighthouse School Status
	Positive Behavioral Interventions and Supports Implementation

Local reading assessment growth:

Median percent growth

Ready Reading Diagnostic

Percent of students who stretch growth on w/o

Percent of students who stretch growth on w/

Grades 7-8:

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: \$200,000

Estimated Expenditures for Targeted Subgroups: \$200,000

METRICS

Metric: Parent Input in Decision Making

Desired Outcome for 2024

-100% DAC/DELAC minimos 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 parent

80% of School Site Council meetings will have parent

40% of ELAC meetings will have parent

40% of parent attendance at LCAP joint meetings will be 50

Parents responding "strongly agree" or "very well" to questions about communication with parents about school (How well do teachers communicate with you about how your child is doing? Provide information on your expected role of your child's teacher? Keep you informed about school activities?)

Parents of Undeveloped Pupils

Perception of Communication and Engagement on CaSCHLS Survey

55 of Rosemead schools will have local or higher

65% of Rosemead schools will have local or higher

65% of parents whose children are English learners

Access on the Rosemead District website. [Link in chat.](#)

LCAP Goal 1: Exemplary Teaching

2021-2024 ACTION STEPS	BUDGET FOR GOAL 1
<ul style="list-style-type: none">• 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	<p>Total Estimated Expenditures: \$17,275,897</p> <p>Estimated Expenditures for Targeted Subgroups: \$4,681,896</p>

LCAP Goal 2: Academic Success for ALL Students

2021-2024 ACTION STEPS	BUDGET FOR GOAL 2
<ul style="list-style-type: none">• 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	<p>Total Estimated Expenditures: \$1,956,490</p> <p>Estimated Expenditures for Targeted Subgroups: \$1,746,490</p>

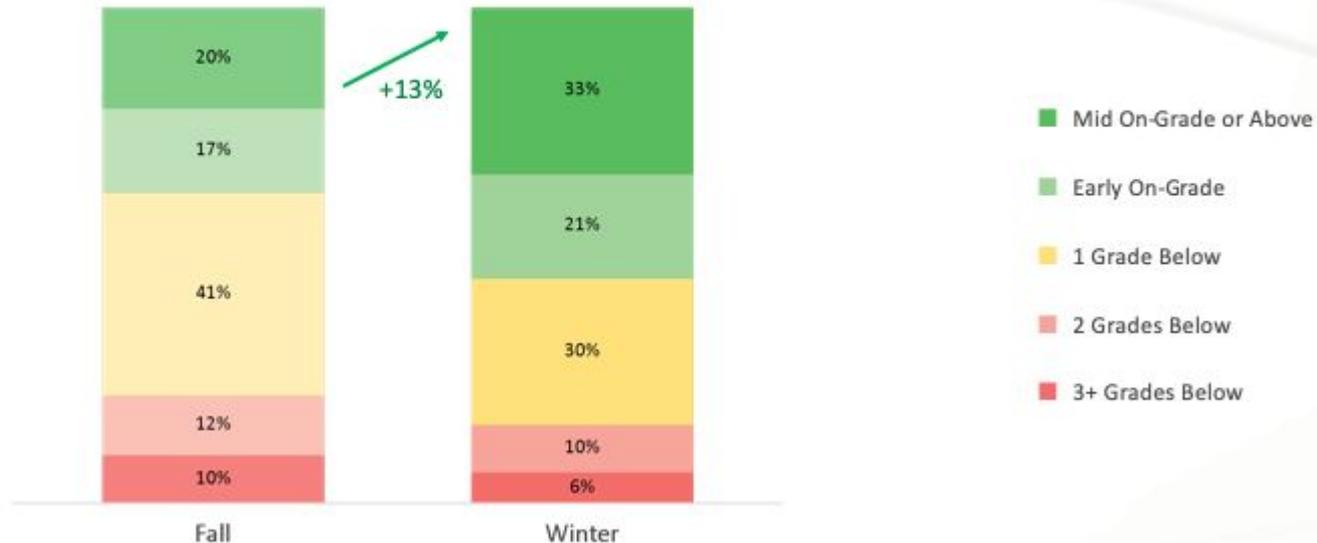
How are we doing with Goals 1 and 2?
Mid-Year Academic Progress: Learning Acceleration

Mid-Year Assessment Data: i-Ready Reading

([Link to report](#))

How Have Relative Placements Changed From Fall to Winter?

Fall 21-22 to Winter 21-22 Placement Distribution

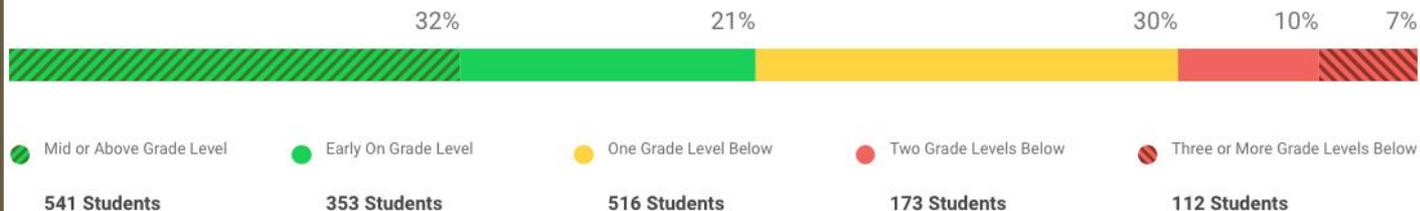


N = 1,515

Mid-Year Assessment Data: i-Ready Early Literacy Reading

Overall Placement

Students Assessed/Total: 1,695/1,748

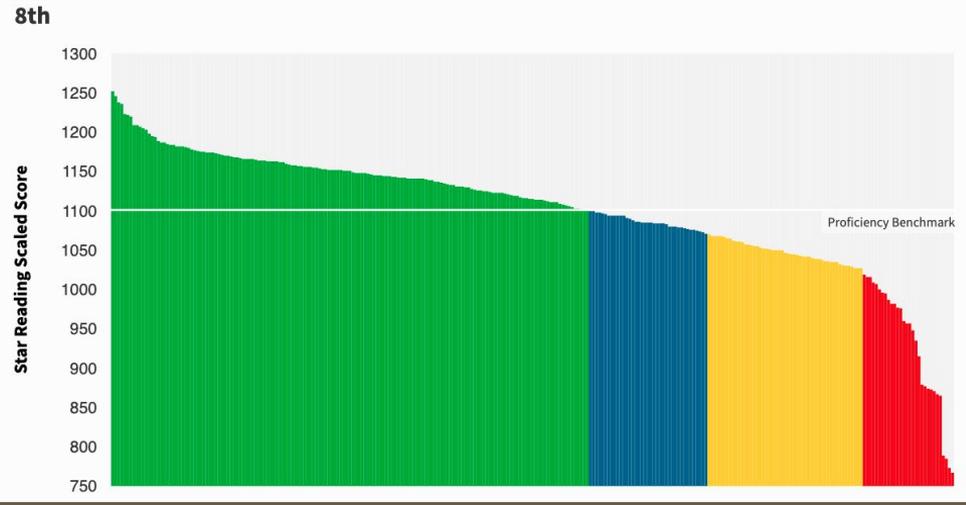
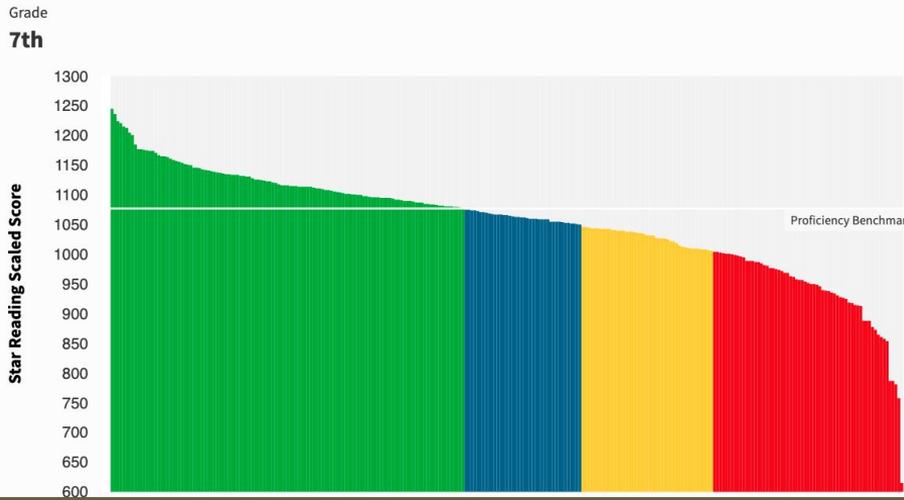


[i The Mapping Between 5-Level and 3-Level Placement](#)

Placement by Domain



Star Data (Grades 7-8): Reading Overall



Grade	At/Above Benchmark	On Watch	Intervention	Urgent Intervention
7	45%	15%	17%	24%
8	57%	14%	18%	11%

41% of 7th graders and 29% of 8th graders are in need of intervention in reading.

Parent Feedback Poll- Literacy/Reading

Please rate the following on a scale 1-4 (4=Strongly agree, 3=Agree, 2=Disagree, 1=Strongly disagree)

Overall, my child:

___ is learning grade level reading, writing, and speaking skills.

___ has strong foundational literacy skills (such as letter sounds, sight words, and phonics)

___ needs extra help in reading or writing

**What ideas do you have for how we can improve
LITERACY/READING skills for your child?**

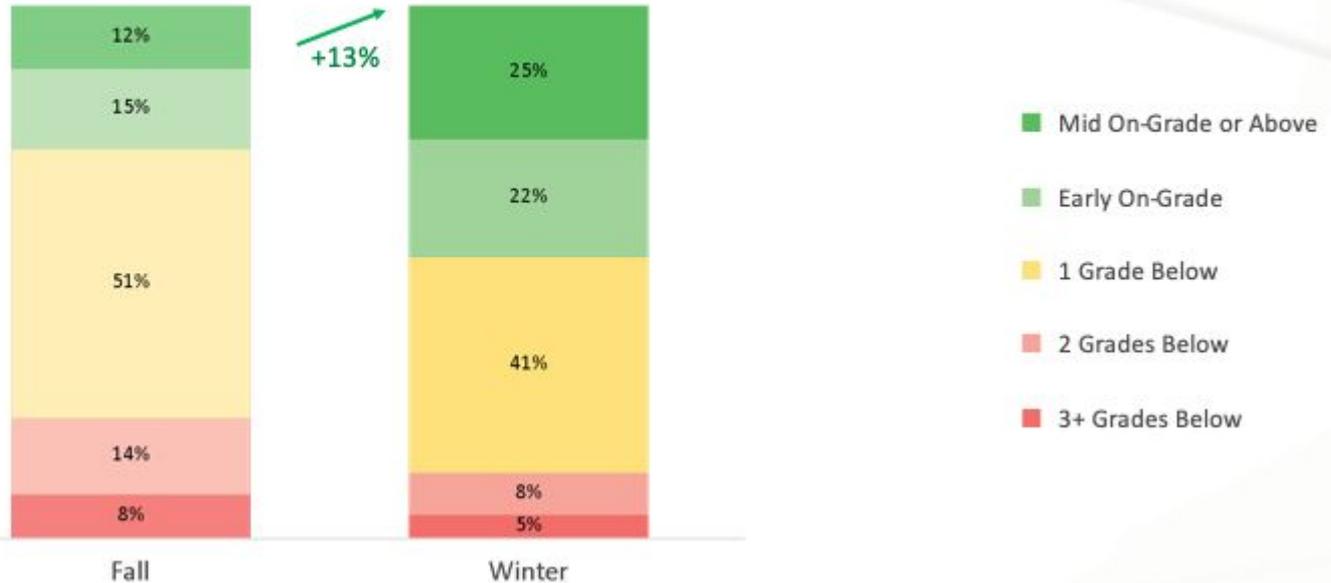


Mid-Year Assessment Data: i-Ready Math

([Link to report](#))

How Have Relative Placements Changed From Fall to Winter?

Fall 21-22 to Winter 21-22 Placement Distribution



Mid-Year Assessment Data: i-Ready Math

Overall Placement

Students Assessed/Total: 1,680/1,748

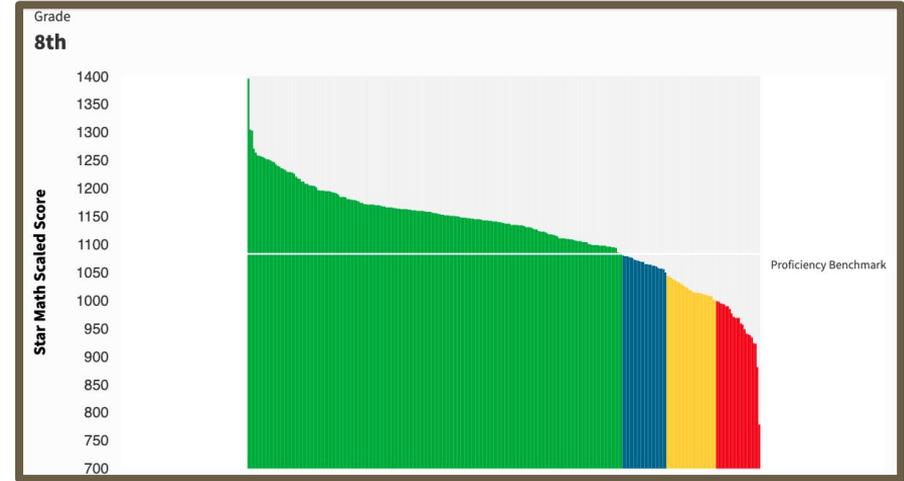
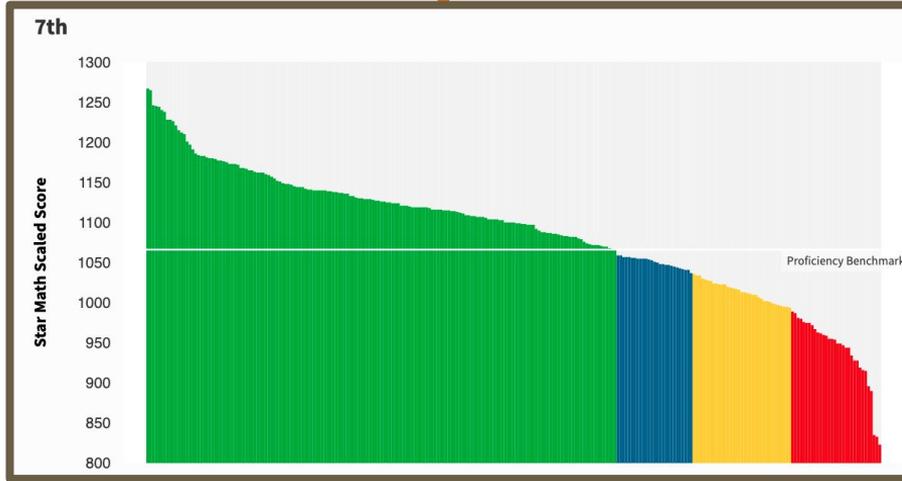


[i The Mapping Between 5-Level and 3-Level Placement](#)

Placement by Domain



Star Data (Grades 7-8): *Math Overall*



Grade	At/Above Benchmark	On Watch	Intervention	Urgent Intervention
7	64%	10%	13%	12%
8	73%	9%	10%	9%

25% of 7th graders and 19% of 8th graders are in need of intervention in math. Majority of middle schoolers are on grade level in math according to this assessment.

Parent Feedback Poll -Math

Please rate the following on a scale 1-4 (4=Strongly agree, 3=Agree, 2=Disagree, 1=Strongly disagree)

Overall, my child:

___is learning grade level MATH concepts and skills

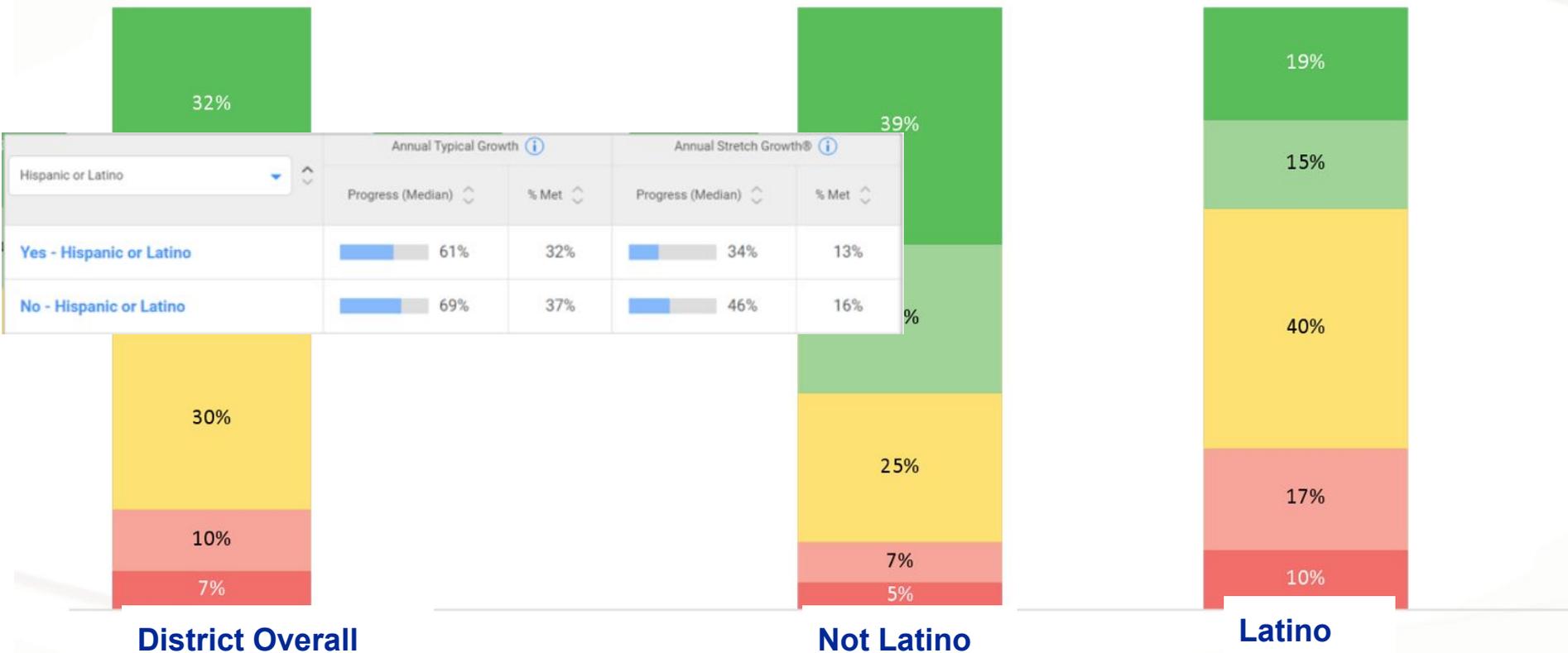
___needs extra help learning MATH concepts and skills

**What ideas do you have for how we can improve
MATH skills for your child?**



What Are the Relative Placements for Different Student Groups?

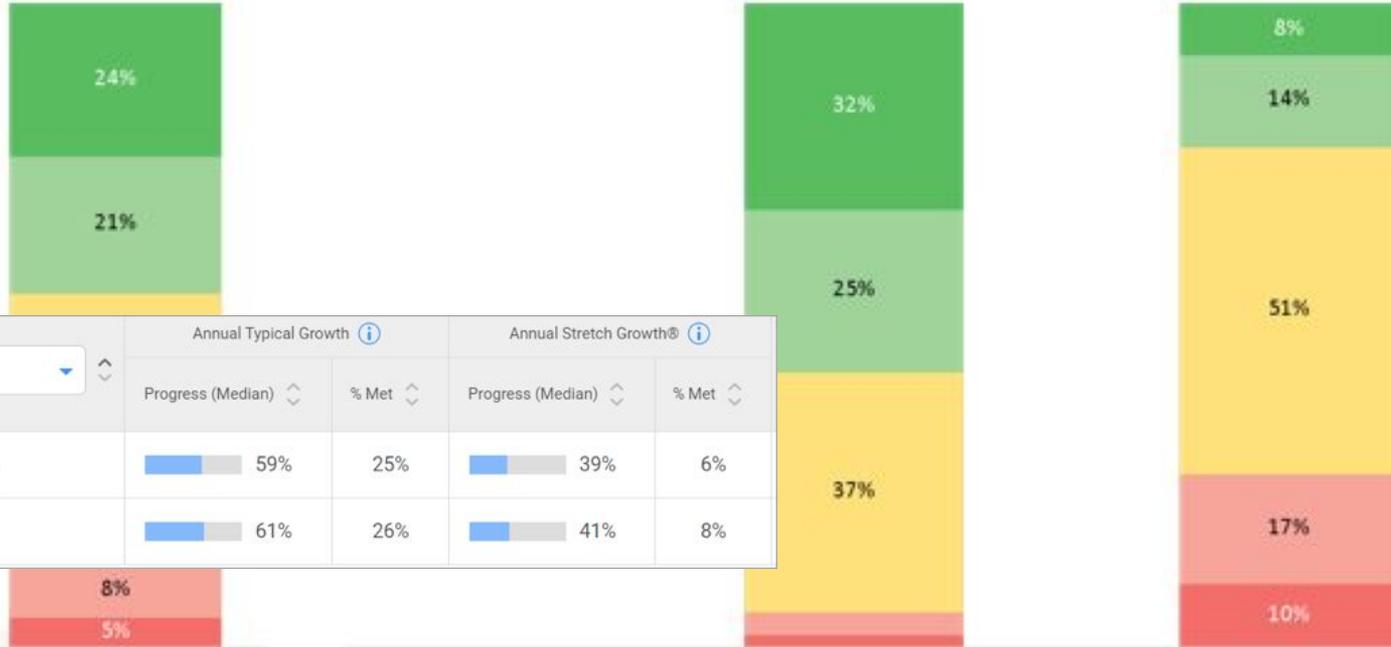
Winter Placement Distribution by Hispanic or Latino



Similar growth between Latino and non-Latino students, but achievement is lower. Not on track to reduce the gap.

What Are the Relative Placements for Different Student Groups?

Winter Placement Distribution by Hispanic or Latino



Hispanic or Latino	Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ	
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵
Yes - Hispanic or Latino	59%	25%	39%	6%
No - Hispanic or Latino	61%	26%	41%	8%

District Overall

District Overall

No

Not Latino

Yes

Latino

Similar **growth** between Latino and non-Latino students, but achievement is lower. Not on track to reduce the gap.

Parent Feedback Poll -Student Groups

Rosemead School District currently is working hard to reduce the achievement gap between student groups.

Which of the following do you think would MOST help students who are behind academically catch up?

- tutoring after school
- tutoring services parents can use at home via Zoom
- small group instruction in the classroom with the teacher
- computer programs
- pull out intervention classes during the school day

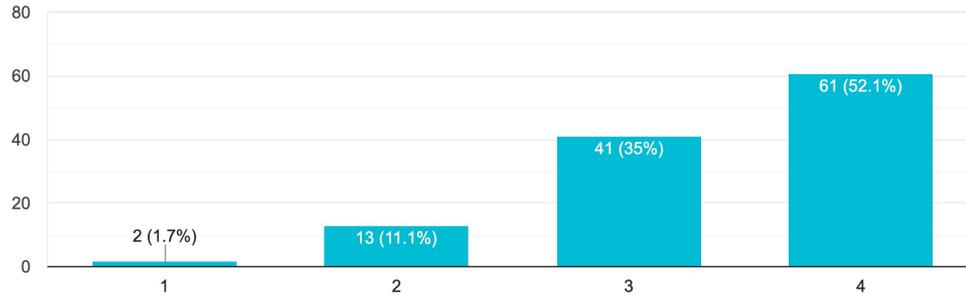
What other ideas do you have for how we can improve achievement for ALL students?



Professional Development - Science

How would you rate the value of the CONTENT of the morning session?

117 responses



We have provided our teachers with 2 days of training using our new TCI Science Curriculum

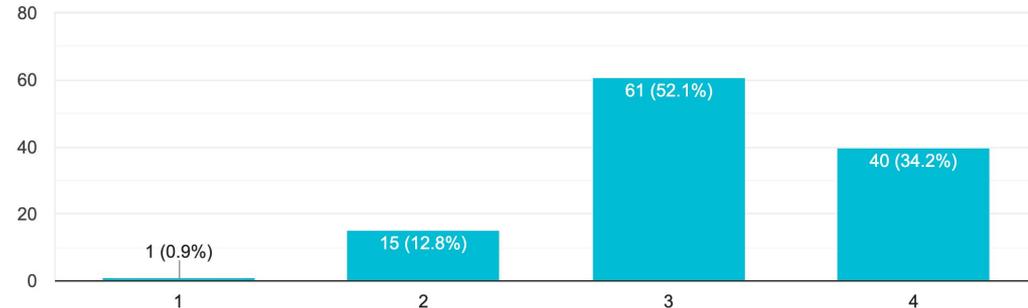
March 7 will be the 3rd PD Day Training

Overall Feedback on Effectiveness of Professional Development Day Trainings:

Value: 88%
Preparedness: 85%

How prepared do you feel to implement what you learned or worked on in the morning session?

117 responses



Parent Feedback Poll -Science

Please rate the following on a scale 1-4 (4=Strongly agree, 3=Agree, 2=Disagree, 1=Strongly disagree)

Overall, my child:

___ is learning grade level SCIENCE concepts and skills

___ needs extra help learning SCIENCE concepts and skills

What ideas do you have for how we can improve SCIENCE skills for your child?



English Learners

ELPAC results for 2021:

Level 4 (Well-developed): 13.98%

Level 3 (Moderately developed): 33.15%

Level 2 (Somewhat developed): 32.57%

Level 1 (Minimally developed): 19.79%



Reclassification window for 2021-22 school year closes June 30.

To date, 8% of ELs have reclassified.

Parent Feedback Poll -English Language Development (ELD)

Please rate the following on a scale 1-4 (4=Strongly agree, 3=Agree, 2=Disagree, 1=Strongly disagree)

Overall, my child:

- advancing in English Language Development
(learning English Skills: Listening, Speaking, Reading, Writing)
- needs extra help learning ENGLISH skills

What ideas do you have for how we can improve ENGLISH skills for your child?



Small Class Sizes

Rosemead School District is allocated:

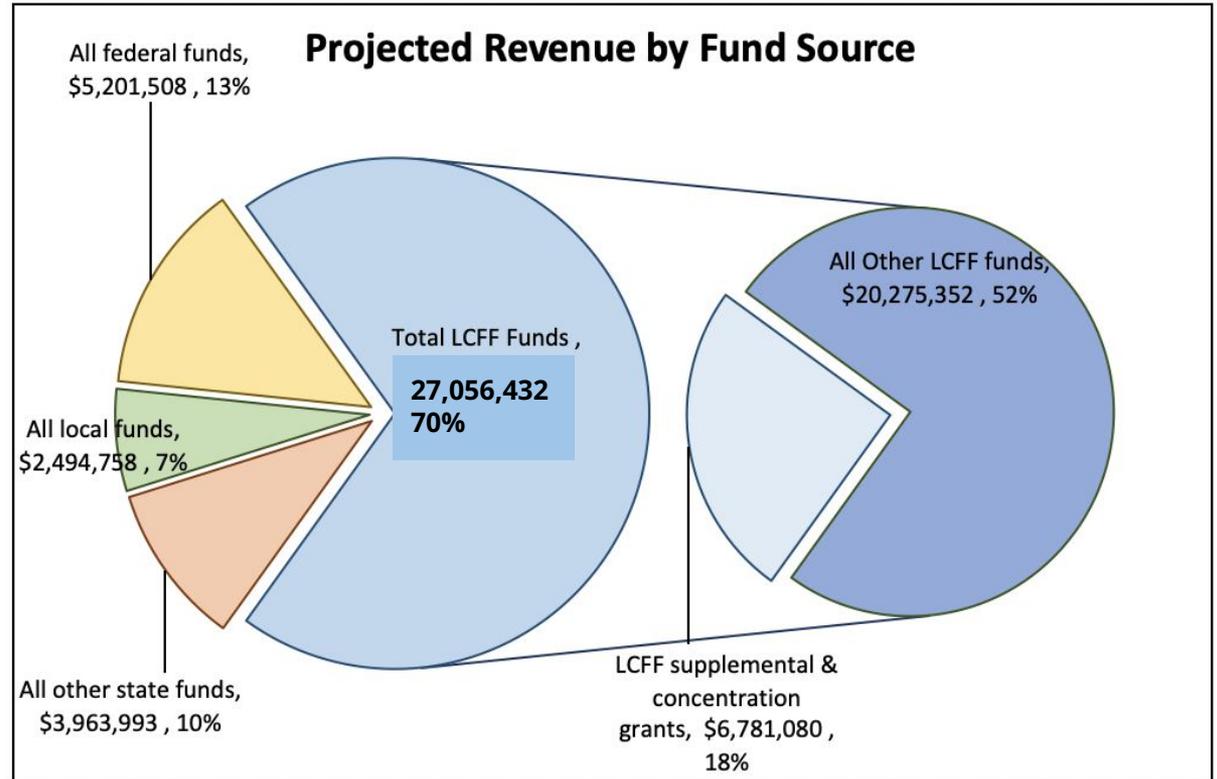
Total LCFF Funds: \$27,056,432

LCFF Supplemental & Concentration: \$6,781,080 (LCAP)

One-Time Additional Supplemental & Concentration Add-On: \$808,547

RSD spends \$3,000,000 to maintain small class sizes

Budget Overview for the 2021 – 22 School Year

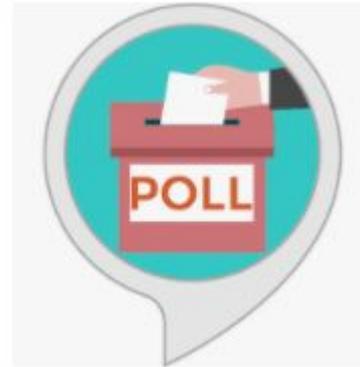


Parent Feedback Poll -Small Class Sizes

Please rate the following on a scale 1-4 (4=Strongly agree, 3=Agree, 2=Disagree, 1=Strongly disagree)

Overall, my child's small class size has:

- ___helped my improve/catch up in grade level standards
- ___helped my child receive extra support when needed
- ___helped my child receive more personalized instruction
- ___contributed to a positive school and class environment
- ___provided challenging classwork and homework
- ___allowed the teacher to give my child helpful feedback on their work



Parent Feedback Poll -Final Few Questions

Overall, my child's school or teacher:

___ keeps me updated about my child's academic progress

___ provides resources for me to help my child

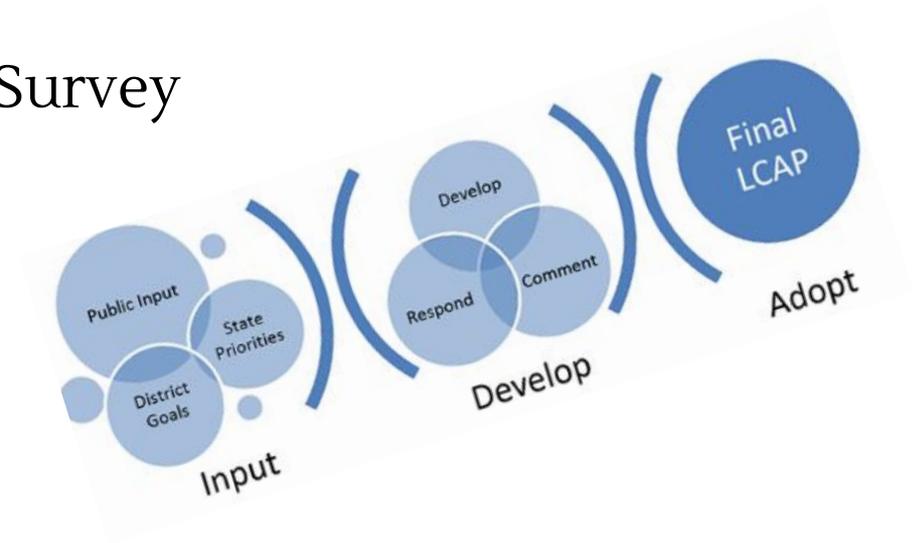
**What additional ideas do you have for how the district
can improve student academic achievement for your child?**



Next Steps in the LCAP Progress

We will collect data to assess progress in all goals using:

- LCAP Survey for Staff, Students and Families
- Healthy Kids Survey
- The Leader in Me MRA Survey
- PBIS Survey



Save the Dates: LCAP Parent Community Meetings

2nd Wednesdays of the month

5:30 pm to 6:45 pm

Zoom Online

Wednesday, January 12, 2022: Review Goals/Actions, Input on new funding

Wednesday, February 9, 2022: Improving Instruction (Goals 1-2)

Wednesday, March 9, 2022: Improving Whole Child Supports:
Social-Emotional/Mental Health and Leadership (Goal 3)

Wednesday, April 13, 2022: Improving Parent Partnerships (Goal 4)

Wednesday, May 11, 2022: Presentation of Proposed LCAP

Questions or Comments?

THANK YOU!

The text 'THANK YOU!' is displayed in a colorful, blocky font. The letters are: T (pink), H (red), A (orange), N (yellow), K (green), Y (teal), O (blue), and U (dark blue). The words 'thank you' are written in a black cursive script, overlapping the block letters. The 'T' and 'U' have decorative flourishes extending from their stems.