LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rosemead School District
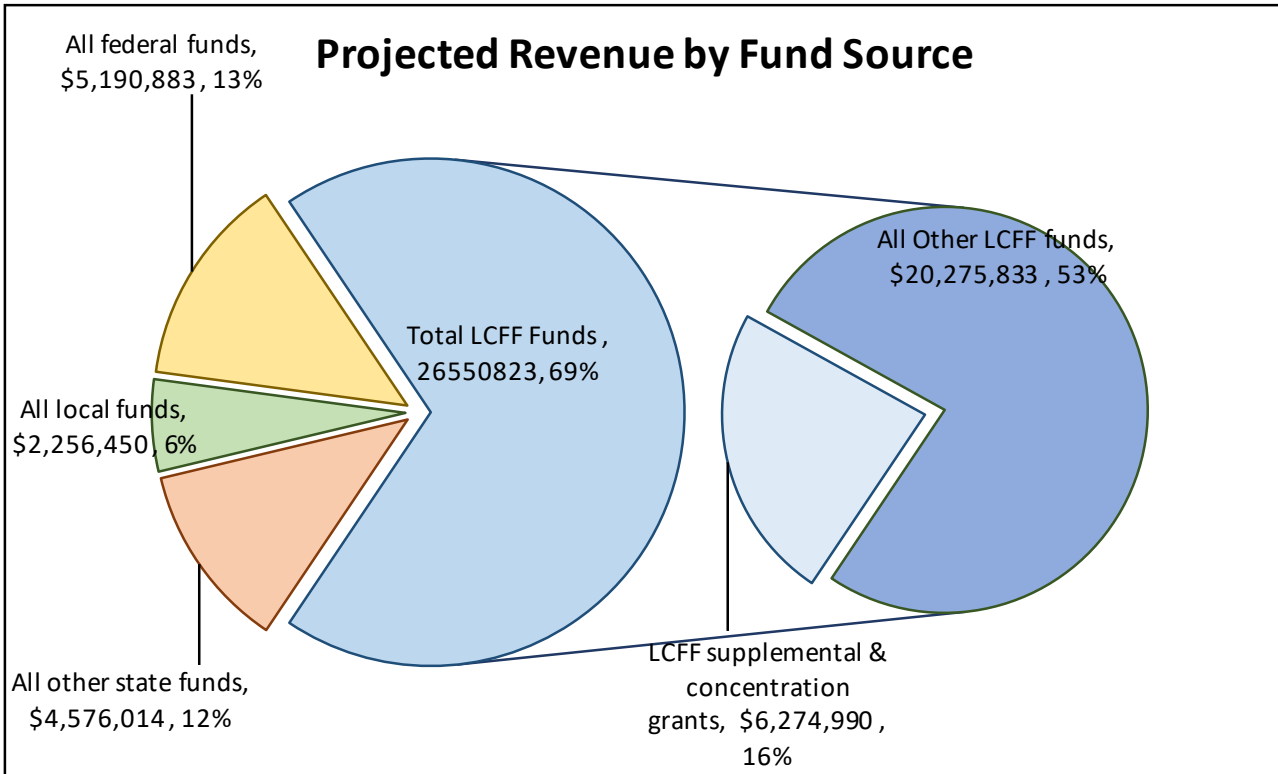CDS Code: 19649310000000
School Year: 2021 – 22
LEA contact information: Jennifer Fang, Ph.D., Assistant Superintendent, Educational Services

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

All federal funds, $5,190,883 , 13%

All local funds, $2,256,450, 6%

All other state funds, $4,576,014 , 12%

Total LCFF Funds , 26550823, 69%

All Other LCFF funds, $20,275,833 , 53%

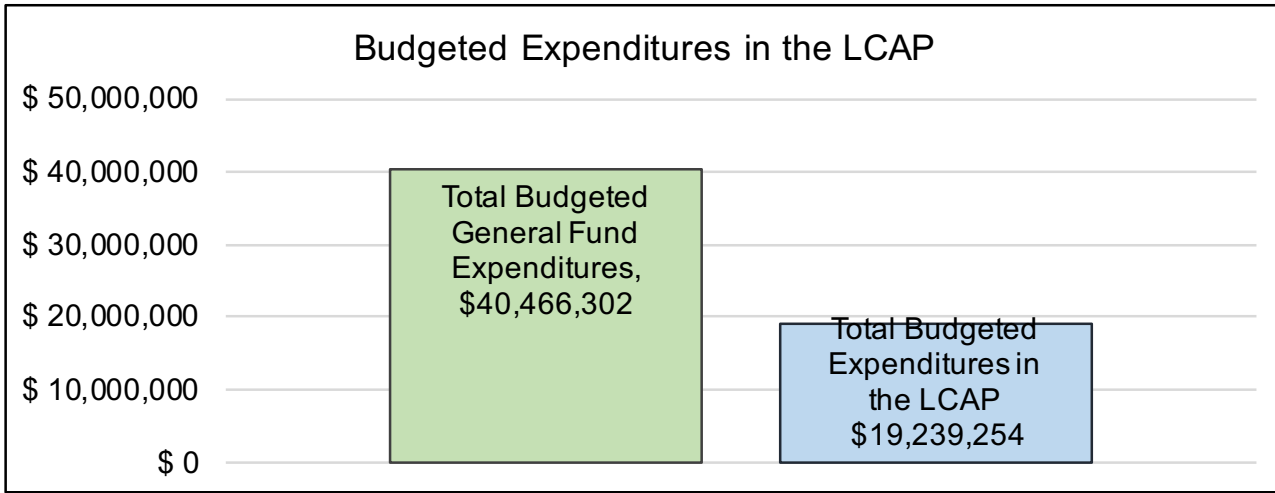LCFF supplemental & concentration grants, $6,274,990 , 16%

This chart shows the total general purpose revenue Rosemead School District expects to receive in the coming year from all sources.

The total revenue projected for Rosemead School District is $38,574,170.00, of which $26,550,823.00 is Local Control Funding Formula (LCFF), $4,576,014.00 is other state funds, $2,256,450.00 is local funds, and $5,190,883.00 is federal funds. Of the $26,550,823.00 in LCFF Funds, $6,274,990.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents

Budgeted Expenditures in the LCAP

Amount	
$ 50,000,000	
$ 40,000,000	Total Budgeted General Fund Expenditures, $40,466,302
$ 30,000,000	
$ 20,000,000	Total Budgeted Expenditures in the LCAP $19,239,254
$ 10,000,000	
$ 0	

This chart provides a quick summary of how much Rosemead School District plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Rosemead School District plans to spend $40,466,302.00 for the 2021 – 22 school year. Of that amount, $19,239,254.00 is tied to actions/services in the LCAP and $21,227,048.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
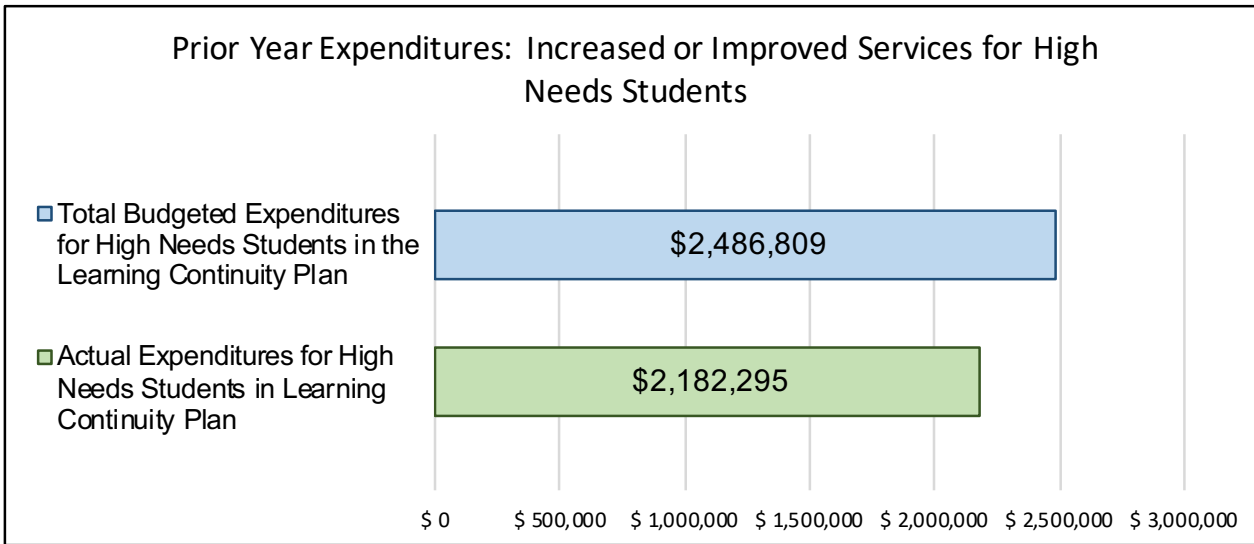
Employee salary and benefits make up approximately 80% of LCFF Base Funds (approximately $17M that is not included in the LCAP which describes how Supplemental & Concentration Funds will be used.)

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Rosemead School District is projecting it will receive $6,274,990.00 based on the enrollment of foster youth, English learner, and low-income students. Rosemead School District must describe how it intends to increase or improve services for high needs students in the LCAP. Rosemead School District plans to spend $6,435,253.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $2,486,809

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan — $2,182,295

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000 $ 2,000,000 $ 2,500,000 $ 3,000,000

This chart compares what Rosemead School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Rosemead School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Rosemead School District 's Learning Continuity Plan budgeted $2,486,809.00 for planned actions to increase or improve services for high needs students. Rosemead School District actually spent $2,182,295.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of $304,514.00 had the following impact on Rosemead School District 's ability to increase or improve services for high needs students:

Due to COVID-19, our schools remained in distance learning for much of the 2020-21 school year, so we were unable to implement many of the actions that were planned such as in-person after school intervention and enrichments classes, Saturday academies, and other supplemental supports for our unduplicated student population. $945,942 will be carried over to be used for these same actions in the 2021-2022 school year.

California Department of Education
January 2021

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rosemead Elementary District	Jennifer Fang, Ph.D., Assistant Superintendent, Educational Services	jfang@rosemead.k12.ca.us (626) 312-2900 x 213

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

80% of all students will show growth toward proficiency or maintain proficiency on district and state assessments.

Growth will be measured based on the 2019-20 SBAC and local assessment scores.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes

Local Priorities: Coherent Instructional Program; Students will pass 8th grade and graduate high school; College and Career Readiness

Annual Measurable Outcomes

Expected	Actual
2019-20 State Assessments: SBAC Spring 2019 Data All Students ● ELA SBAC Scores: 65% ● Math SBAC Scores: 61% Asian ● ELA SBAC Scores: 81%	**State Assessments: SBAC Spring 2019 Data** All Students: ● ELA SBAC Scores: 62%: *not met* ● Math SBAC Scores: 58%: *not met* Asian: ● ELA SBAC Scores: 76%: *not met*

- Math SBAC Scores: 82%

Hispanic

- ELA SBAC Scores: 46%
- Math SBAC Scores: 35%

Socioeconomically Disadvantaged

- ELA SBAC Scores: 61% Math SBAC Scores: 57%

English Learners

- ELA SBAC Scores: 39%
- Math SBAC Scores: 42%

Reclassified English Learners - Fluent English Proficient

- ELA SBAC Scores: 92%
- Math SBAC Scores:83%

Special Education

- ELA SBAC Scores: 13%
- Math SBAC Scores: 16%

- Math SBAC Scores: 78%: *not met*

Hispanic:

- ELA SBAC Scores: 43%: *not met*
- Math SBAC Scores: 31%: *not met*

Socioeconomically Disadvantaged:

- ELA SBAC Scores: 60%: *not met*
- Math SBAC Scores: 54%: *not met*

English Learners:

- ELA SBAC Scores: 33%: *not met*
- Math SBAC Scores: 39%: *not met*

Reclassified English Learners-- Fluent English Proficient:

- ELA SBAC Scores: 85%: *not met*
- Math SBAC Scores: 79%: *not met*

Special Education:

- ELA SBAC Scores: 13%: *met*
- Math SBAC Scores: 13%: *not met*

I-Ready Diagnostic Assessment - 5% Growth

Local Assessments - i-Ready Data from May, 2019: % in Tier 1 on end-of-year standards:

English Language Arts

- Kindergarten: 64%
- 1st Grade: 68%
- 2nd Grade: 58%
- 3rd Grade: 53%
- 4th Grade: 49%
- 5th Grade: 44%
- 6th Grade: 41%
- 7th Grade: TBD
- 8th Grade: 58%

Math

- Kindergarten: 84%
- 1st Grade: 73%
- 2nd Grade: 69%
- 3rd Grade: 58%
- 4th Grade: 67%
- 5th Grade: 52%
- 6th Grade: 41%
- 7th Grade: TBD
- 8th Grade: 64%

i-Ready was not administered in May, 2020 due to school closures. March, 2020 i-Ready data was used instead.

i-Ready Data from March, 2020: % in Tier 1 on end-of-year standards:

English Language Arts (Reading)

- Kindergarten: 47%- *not met*
- 1st Grade: 47%- *not met*
- 2nd Grade: 45%- *not met*
- 3rd Grade: 36%- *not met*
- 4th Grade: 34%- *not met*
- 5th Grade: 25%- *not met*
- 6th Grade: 45%- *not met*
- 7th Grade: 36%- *not met*
- 8th Grade: 34%- *not met*

Math

- Kindergarten: 51%- *not met*
- 1st Grade: 37%- *not met*
- 2nd Grade: 39%- *not met*
- 3rd Grade: 24%- *not met*
- 4th Grade: 35%- *not met*
- 5th Grade: 40%- *not met*
- 6th Grade: 38%- *not met*
- 7th Grade: 20%- *not met*
- 8th Grade: 27%- *not met*

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Goal 1, Action 1: For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: Specific Schools: Encinita, Janson, Savannah, Shuey The District will continue to provide books and materials for all students that are aligned with state standards. Since our elementary ELA adoption does not require replacement consumables in 2019-20, the budget is reserved, along with Lottery Funds, for additional books to support the elementary core ELA program (such as leveled texts) and for a middle school ELA/ELD adoption.	$0 - LCFF - 4000-4999 Books and Supplies $119,422 - Other State Revenues - 4000-4999 Books and Supplies - Middle School ELA/ELD adoption materials	LCFF $0 CRF (CARES) $457,105 K-8 Science adoption State Lottery $142,387 7-8 ELA adoption

Goal 1, Action 2: For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: Muscatel Middle School Ensure that language arts text is sufficiently complex to meet the rigor of Common Core and purchase needed materials. Identify and purchase text titles for each grade level found in Appendix B of the CCSS to implement district-wide.	$3,600 - LCFF - 4000-4999 Books and Supplies	$0 - LCFF - 4000-4999 Books and Supplies
Goal 1, Action 3: For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Limited to Unduplicated Student Group(s) Location: All Schools Classified Professional Development and Training	$31,935 - LCFF - 2000-2999 Classified Salaries $11,566 - LCFF - 3000-3999 Employee Benefits	$20,569 - LCFF - 2000-2999 Classified Salaries $6,785 - LCFF - 3000-3999 Employee Benefits
Goal 1, Action 4: For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Limited to Unduplicated Student Group(s) Location: All Schools The District and school sites will purchase supplemental materials aligned to the CCSS.	$61,651 - LCFF - 4000-4999 Books and Supplies - Supplemental CCSS materials $10,000 - LCFF - 4000-4999 Books and Supplies - supplemental materials printing	$43,712 - LCFF - 4000-4999 Books and Supplies - Supplemental CCSS materials $482 - LCFF- 5000-5999 Services and Other Operating Expenses
Goal 1, Action 5: For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools CCSS Certificated Professional Development Days	$398,558 - LCFF - 1000-1999 Certificated Salaries $81,503 - LCFF - 3000-3999 Employee Benefits	$324,869 - LCFF - 1000-1999 Certificated Salaries $72,034 - LCFF - 3000-3999 Employee Benefits $69 - LCFF- 5000-5999 Services and Other Operating Expenses

Goal 1, Action 6: For Actions/Services not included as contributing to meeting **Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Substitute Teachers for Professional Development	$9,563 - LCFF - 1000-1999 Certificated Salaries $437 - LCFF - 3000-3999 Employee Benefits	$6,475 - LCFF - 1000-1999 Certificated Salaries $308 - LCFF - 3000-3999 Employee Benefits
Goal 1, Action 7: For Actions/Services not included as contributing to meeting **Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools The District will provide support, oversight, and guidance (centralized costs) to schools for all specialized and supplemental programs.	$84,417 - LCFF - 1000-1999 Certificated Salaries $0 - LCFF - 2000-2999 Classified Salaries $20,013 - LCFF - 3000-3999 Employee Benefits $3,584 - LCFF - 5000-5999 Services and Other Operating Expenses $11,000 - LCFF - 4000-4999 Books and Supplies	$22,280 - LCFF - 1000-1999 Certificated Salaries $4,658 - LCFF - 2000-2999 Classified Salaries $2,649 - LCFF - 3000-3999 Employee Benefits $2,778 - LCFF - 4000-4999 Books and Supplies $11,963 - LCFF - 5000-5999 Services and Other Operating Expenses
Goal 1, Action 8: For Actions/Services not included as contributing to meeting **Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools The district will provide highly trained instructional staff for students (Beginning Teacher Induction/BTSA).	$26,442 - LCFF - 1000-1999 Certificated Salaries $5,458 - LCFF - 3000-3999 Employee Benefits	$14,826 - LCFF - 1000-1999 Certificated Salaries $3,073 - LCFF - 3000-3999 Employee Benefits $18,968 - LCFF - 5000-5999 Services and Other Operating Expenses ---payment for SGUSD
Goal 1, Action 9: For Actions/Services not included as contributing to meeting **Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Instructional Professional Development for certificated and classified staff, including administrators.	$20,000 - LCFF - 5000-5999 Services and Other Operating Expenses	$14,171 - LCFF - 5000-5999 Services and Other Operating Expenses

Goal 1, Action 10: For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: Encinita, Savannah, Janson, Shuey Increased Staffing to Reduce Upper Grade Class Sizes and Reduce Combination Classes. This will occur at all of our elementary schools, but not at our one middle school.	$608,232 - LCFF - 1000-1999 Certificated Salaries $212,568 - LCFF - 3000-3999 Employee Benefits	$750,514 - LCFF - 1000-1999 Certificated Salaries $242,494 - LCFF - 3000-3999 Employee Benefits
Goal 1, Action 11: For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: Specific Schools: Encinita, Savannah, Janson, Shuey, Muscatel The district will provide adequate standards based instructional supplemental materials and supplies for students in grades TK-8. The district will utilize Federal funds for this action.		$0 were spent on this action
Goal 1, Action 12: For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All schools The district will hire and staff fully credentialed teachers. (Federal Funds, Not LCFF and Not contributing to Action)	$438,630 - Other Federal Funds - 1000-1999 Certificated Salaries $135,776 - Other Federal Funds - 3000-3999 Employee Benefits	$9,062,491 LCFF Base 1000-1999 Certificated Salaries $2,957477 3000-3999 Employee Benefits
Goal 1, Action 13: For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: Specific Schools: Encinita, Savannah, Janson, Shuey, Muscatel (all schools) After School Enrichment Programs	$41,851 - LCFF - 1000-1999 Certificated Salaries $10,124 - LCFF - 3000-3999 Employee Benefits $5,837 - LCFF - 2000-2999 Classified Salaries	$4,976 - LCFF - 1000-1999 Certificated Salaries $342 - LCFF - 2000-2999 Classified Salaries $1,121 - LCFF - 3000-3999 Employee Benefits $1,107 - LCFF - 4000-4999 Books and Supplies $7,160 - LCFF - 5000-5999 Services and Other Operating Expenses

Goal 1, Action 14: For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All schools Multi-Tiered Systems of Support Tier 3 services for unduplicated students at the middle school.	$73,217 - LCFF - 1000-1999 Certificated Salaries $25,223 - LCFF - 3000-3999 Employee Benefits	$70,822 - LCFF - 1000-1999 Certificated Salaries $25,382 - LCFF - 3000-3999 Employee Benefits
Goal 1, Action 15: For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Janson, Muscatel, Encinita District and Site Instructional Leads	$39,245 - LCFF - 1000-1999 Certificated Salaries $8,555 - LCFF - 3000-3999 Employee Benefits	$15,544 - LCFF - 1000-1999 Certificated Salaries $3,414 - LCFF - 3000-3999 Employee Benefits
Goal 1, Action 16: For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Janson, Muscatel Lesson Development	$6,177 - LCFF - 1000-1999 Certificated Salaries $282 - LCFF - 3000-3999 Employee Benefits	$0 - LCFF - 1000-1999 Certificated Salaries $0 - LCFF - 3000-3999 Employee Benefits
Goal 1, Action 17: For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools K-8 Certificated teacher salaries (Base Grant)	$7,464,610 - LCFF - 1000-1999 Certificated Salaries - LCFF Base Grant $2,266,097 - LCFF - 3000-3999 Employee Benefits - LCFF Base Grant	$9,062,491 LCFF Base 1000-1999 Certificated Salaries $2,957477 3000-3999 Employee Benefits

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

For a number of actions in this goal, we spent less than intended. For these actions, the extra funds were carried over to the next year.

Though we planned to spend over $70,000 on supplemental instructional materials, we spent far less than that. The district provided each school site with funds to spend on supplemental materials and books, and they purchased materials based on their own site's needs. Leveled libraries, supplementary science programs (Mystery Science and Gizmos subscriptions), IXL, supplemental writing and vocabulary programs are a few of the items that were purchased.

School sites also used LCFF funds for registration fees and substitute teachers to allow teachers and staff to attend a variety of principal-approved professional development workshops. We approved many professional development requests-- including attendance at CUE, i-Ready conferences, workshops on using picture books to help students develop empathy, using the SBAC interim assessments for progress monitoring, to name a few. However, costs came in under budget when some conferences were canceled or moved to an online and less expensive format. In a few cases, schools had contracted with professional development consultants to come work with their staff, but part of those contracts were not fulfilled when schools closed.

Action 7 is funding a centralized coordinator who offers professional development, guidance with formative assessments, and curriculum coordination for the middle school amongst other tasks. Upon reflecting on the work she was doing in 2019-20, we determined that it was appropriate to pay for a smaller percent of her salary with supplemental and concentration funds and a larger percent with Title III funds.

We enrolled six of our new teachers in the San Gabriel Valley Consortium's Teacher Induction Program. After intensive mentoring from experienced Rosemead teachers, they all graduated from the program in the spring of 2021. This came in over budget because we did not anticipate having as many new teachers for 2019-20.

In 2019-20, we continued to keep class sizes low in the upper elementary grades as well as to avoid combination classes through hiring more teachers. This cost less than anticipated due to the lower salaries of our newer teachers who replaced teachers who retired at the end of the 2018-19 school year.

Each school offered a few afterschool enrichment programs as outlined in Action 13 to offer students the opportunity to learn skills not covered in the school day, including robotics, art, stop-motion animation, and Japanese. These programs were more limited than planned in part due to difficulty recruiting teachers to provide them as well as some programs being cut short when schools closed in March of 2020.

Lead teachers were paid a stipend as an extra assignment to serve on the literacy committee, the science curriculum committee, and the tech squad. In their roles, these teachers piloted new assessments and curriculum to see which would better support at-promise and English learner students and offered professional development to their peers on strategies to reach students needing additional support. Though the original plan was to also have math leads, we were unable to recruit a sufficient group. Instead, we used district wide professional development time to work on our math goal related to revisiting the Common Core Standards for Math Practices.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The results on our Annual Measurable Objectives for Goal 1 suggest that our actions were not effective enough to achieve our target growth rate. We did not completely meet our objective of increasing the students meeting or exceeding standards on SBAC by five percent. However, we did experience growth, as indicated by an increase in distance from standard of 9.4 points and 7.1 points in ELA and math (respectively). An

encouraging data point is the percent of students moving from Tier 3 and Tier 2 levels on i-Ready to Tier 1: In math, the percent of students in Tier 1 grew from 31% to 60% in the fall of 2019 to March of 2020; in reading, the percent moving to Tier 1 jumped from 38% to 60% over that same timeframe.

Disaggregating our results by subgroup also helps us to evaluate our progress. Our Hispanic subgroup, a group we have focused on, improved over the year before but did not keep pace with the progress of our student group overall: on the 2019 SBAC, the Hispanic subgroup increased an average of 7.2 points from standard in ELA (compared with 9.4 overall) and 3.1 points in math (compared with 7.1 points overall). We must continue to focus on meeting the needs of our Hispanic students, analyzing how culturally responsive our approach is, enhancing our outreach to our Latino families, and bolstering our academic supports to Latino students who are not proficient. Similarly, on the 2019 SBAC in both ELA and math our English learners maintained their distance from standard from the previous year but did not grow at the rate of the overall student group.

The SBAC data from the 2018-19 school year shows some similar trends to the i-Ready diagnostic data from March of 2020. Though it's possible that i-Ready data from later in 2020 might have shown higher levels of proficiency, we did not administer the assessment in May of 2020, since schools closed.

This data suggests that our core instruction and intervention programs were helping us make gains and also that we need to continue to refine implementation, with a particular focus on our Hispanic/Latinx students.

We implemented each of our planned actions for Goal 1 in the 2019-20 school year. Through these actions, teachers and classified staff were able to provide strategic, standards-aligned instruction to students in ELA, math, Science, and ELD. By keeping upper elementary grade class sizes small and eliminating combination classes, teachers were better able to provide individualized and small group feedback and instruction for unduplicated students, including designated ELD for English learners.

We provided six full days of professional development for teachers last year. There were several strands of professional development, including lifting the level of student writing, data-based decision making using i-Ready, and revisiting the standards for mathematical practice. On PD Feedback Surveys, over 95% of teachers agreed or strongly agreed that the content of the session was valuable in helping them to guide students to master the standards and over 92% on average felt prepared to implement what they had learned. Classified staff received three full days of professional development. Sessions focused on using trauma-informed practices in our schools, understanding their role in our Positive Behavior Intervention and Supports (PBIS) program, and using the Common Core State Standards to inform planning in extended learning such as after school. We also invested funds in sending teachers and specialists to outside trainings on designated and integrated ELD and guided reading. While the attendees reported positive feedback from the sessions, our school's ability to turnkey these trainings and disseminate the learning needs to be strengthened and the "trainer of trainers" model revisited.

Investing in high quality, CCSS-aligned instructional materials was another focus of this goal. We continued to use our CCSS-aligned ELA and math curriculum and devoted professional development time to tuning up our use in K-6 of both *Wonders Reading, Wonders ELD,* and *Go Math.* At the middle school level, we re-evaluated our timeline and budget for adopting the new ELA curriculum and decided to slow the process down to allow for a more thorough pilot phase. As an interim measure to shore up the middle school ELA curriculum, professional development focused on re-aligning their current curriculum with Common Core and developing common formative and summative assessments.

Goal 2

80% of English Learners, low-income students, and/or foster youth students will show growth toward proficiency or maintain proficiency on district and state assessments. Growth will be measured based on the 2019-20 SBAC and local assessment scores.

State and/or Local Priorities addressed by this goal:

State Priorities: 4. Pupil achievement

Annual Measurable Outcomes

Expected	Actual
5% Growth on State Academic and Language Proficiency Assessments **2019-20** **SBAC 2018-19 Performance Data: Percent Met or Exceeded Standard** English Learners - ELA SBAC Scores: 39% - Math SBAC Scores: 42% - Socioeconomically Disadvantaged - ELA SBAC Scores: 61% - Math SBAC Scores: 57% Foster Youth: n/a	**SBAC 2018-19 Performance Data: Percent Met or Exceeded Standard** English Learners - ELA SBAC Scores: 34% - *not met* - Math SBAC Scores: 39% -*not met* Socioeconomically Disadvantaged - ELA SBAC Scores: 60% *-not met* - Math SBAC Scores: 54% *-not met* Foster Youth: n/a
EL Progress and Proficiency - 5% Growth **2019-20 English Language Proficiency Assessment for California (ELPAC):** 80% of EL students will increase ELPAC scale score by 10 points from Spring of 2018 to Spring of 2019. All teachers will administer the ELDA to monitor EL progress.	**English Language Proficiency Assessment for California (ELPAC):** 77% of EL students increased ELPAC scale score by 10 points from Spring of 2018 to Spring of 2019--*not met* All teachers administered the ELDA to monitor EL progress-- *met*

Reclassification Rate	DataQuest for <u>2019-20</u> data:
Reclassification Rate	
2019-20 Reclassification Percentage: 18%	Reclassification Percentage: 14.7%-- not met

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Goal 2, Action 1: For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: Muscatel Read 180 Middle School Intervention Program	$2,500 - LCFF - 5000-5999 Services and Other Operating Expenses	$0 - LCFF - 5000-5999 Services and Other Operating Expenses
Goal 2, Action 2: For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Limited to Unduplicated Student Group(s) Location: Specific Schools: Muscatel Increased services and support for at-risk and non-proficient students: AVID and intervention classes.	$316,304 - LCFF - 1000-1999 Certificated Salaries - AVID and Intervention Teachers $95,824 - LCFF - 3000-3999 Employee Benefits	$303,211 - LCFF - 1000-1999 Certificated Salaries - AVID and Intervention Teachers $97,404 - LCFF - 3000-3999 Employee Benefits
Goal 2, Action 3: For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Limited to Unduplicated Student Group(s) Location: Specific Schools: All Elementary Schools ELD / Intervention teachers will provide supplemental intervention support to students that are non-proficient and/or low-income, English Learner, and/or foster/homeless youth and students Redesignated as Fluent English Proficient (RFEP).	$306,283 - LCFF - 1000-1999 Certificated Salaries $106,884 - LCFF - 3000-3999 Employee Benefits	$304,698 - LCFF - 1000-1999 Certificated Salaries $108,701 - LCFF - 3000-3999 Employee Benefits

Goal 2, Action 4: For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: Specific Schools: All Schools i-Ready intervention program for elementary and middle school students.	$140,502 - LCFF - 5000-5999 Services and Other Operating Expenses	$97,537 - LCFF - 4000-4999 Books and Supplies $0 - LCFF - 5000-5999 Services and Other Operating Expenses
Goal 2, Action 5: For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: Limited to Unduplicated Student Group(s) Location: Specific Schools: Muscatel Middle School ELD Teacher will be hired to work with new immigrant students at the middle school. (Federal Funds, not included in LCAP)	$0 - LCFF - 1000-1999 Certificated Salaries $0 - LCFF - 3000-3999 Employee Benefits - Muscatel Middle School Teacher	$0 - LCFF - 1000-1999 Certificated Salaries $0 - LCFF - 3000-3999 Employee Benefits - Muscatel Middle School Teacher
Goal 2, Action 6: For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools After School Intervention Program for struggling students.	$27,275 - LCFF - 1000-1999 Certificated Salaries $6,465 - LCFF - 3000-3999 Employee Benefits $2,708 - LCFF - 2000-2999 Classified Salaries	$10,609 - LCFF - 1000-1999 Certificated Salaries $5,211 - LCFF - 2000-2999 Classified Salaries $3,462 - LCFF - 3000-3999 Employee Benefits $5,798 - LCFF - 4000-4999 Books and Supplies
Goal 2, Action 7: For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: Specific Schools: Janson, Savannah After School I-Ready Intervention Lab at both Janson and Savannah	$4,482 - LCFF - 1000-1999 Certificated Salaries $1,018 - LCFF - 3000-3999 Employee Benefits $14,500 - LCFF - 5000-5999 Services and Other Operating Expenses	$1,017 - LCFF - 1000-1999 Certificated Salaries $123 - LCFF - 3000-3999 Employee Benefits $0 - LCFF - 5000-5999 Services and Other Operating Expenses
Goal 2, Action 8: For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income	$26,439 - LCFF - 1000-1999 Certificated Salaries $6,000 - LCFF - 3000-3999 Employee Benefits	$4,408 - LCFF - 1000-1999 Certificated Salaries $964 - LCFF - 3000-3999 Employee Benefits

Scope of Service: Schoolwide		
Location: Specific Schools: Shuey, Savannah, Encinita		
Hourly Intervention Teachers		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The implementation of all of the Goal 2 actions supported the academic needs of our unduplicated students. These actions focused on providing consistent interventions and intensified opportunities for English language development for our most needy students as well as on monitoring their progress to make adjustments in the interventions. Some of the actions were not fully implemented or were implemented at a lower cost than planned. Remaining funds carried over to 2020-21.

For example, middle school teachers used the Reading Inventory to monitor student reading levels and strategically assign leveled texts at students' instructional levels. The Literacy 8 Intensive course, which used the Read 180 software, was only partially effective. While one third of the class successfully jumped several grade levels in reading from August through March and moved into the proficiency band, another third progressed but was still not on grade level by the time of this report, and a final third made little progress. The district already had existing licenses and materials and did not need to pay for this program in 2019-20. The middle school did not continue this program in the 2020-21 school year. Instead, they are focused on differentiating within the English classroom, strengthening their ELD electives, and investigating a short-cycle reading intervention pull-out program for students with holes in their phonics knowledge.

Our use of the i-Ready diagnostic assessment and intervention software helped us to identify students' needs according to skill domains in reading and math and measure their progress in real time. Professional development that accompanied our i-Ready purchase supported teachers in planning strategic, data-driven small group instruction and engaging students in self-monitoring and goal-setting through data chats. These two practices have had a powerful and positive impact on instruction. At the middle school level, the i-Ready diagnostic was used to help teachers monitor progress and differentiate instruction for English learners, foster youth, and low income students. Though this action was implemented, the cost came in lower than budgeted due to a more favorable contract with the vendor.

After school intervention had mixed results. We spent much less than planned, in part due to halting after school intervention programs when we shut schools in March of 2020. Additionally, due to difficulties recruiting teachers, some programs were not able to run because they were not staffed. We also were staffed by teachers who were not optimally skilled. Remaining funds were carried over to 2020-21.

For Action 5, we did fund a middle school ELD teacher to teach newcomer English learners in both 7th and 8th grade. However, her salary is reflected in the expenditures for Action 2.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

As our SBAC data indicates, our English learners, low income students, and foster youth continue to lag behind other subgroups. English learners were at 34% and 39% met or exceeded standards in ELA and Math (respectively) on the 2019 SBAC, compared to 62% and 58% overall. Low income students were closer to the overall group, at 60% met or exceeded standard in ELA and 54% in math. While our overall population increased its distance from standard in ELA by 9 points and in math by 7 points, our ELs maintained their distance from standard. Our Socio-economically Disadvantaged (SED) students, on the other hand, did improve their distance from standard in both ELA and math at the same rate as our students overall.

Although we did not meet our ambitious outcomes for Goal 2, we see evidence that the actions and services in Goal 2 are indeed having a positive outcome. In addition to the increase in distance from standard shown by our SED students, we have data that show that our English learners are making steady progress. Our Reclassified Fluent English Proficient (RFEP) rate, internally estimated for 2019 at 12%, marks an increase from 4% in 2018. From 2018 to 2019, 77% of EL students increased their English Language Proficiency Assessment California (ELPAC) scale score by 10 points. According to English Language Progress Indicator (ELPI) on the CA Dashboard, 43% of our students made one ELPI progress level, and 13.4% maintained a level 4. Still, 25% of our students maintained a level 1-3 and 18% declined a level, and this data shows that our approach must be refined to support those students who are not progressing quickly enough.

Our elementary ELD/Intervention teachers and our middle school ELD teacher provided targeted support to unduplicated students. They also worked as a group to help improve the way we monitor our English Learners and RFEP students. These teachers also provided professional development at their sites during "late start" staff meetings. They attended outside trainings on integrated ELD across the curriculum, writing language objectives, and aligning formative assessments to the ELPAC and were able to share their learning with their colleagues.

These data suggest that the actions in Goal 2 are working, but not fast enough. We need to examine and refine implementation, strengthening what works and adjusting what does not. Specifically, we need to examine the coherence of our services for English learners to make sure that they are not experiencing a hodgepodge of learning experiences as they move from designated ELD to integrated ELD within their subjects to extra support after school. We also need to take a closer look at our long term English learners and students at risk of becoming Long Term English Learners (LTELs) to see how we can bolster their skills.

Finally, while the middle school teachers used the i-Ready diagnostic assessment, they did not like the i-Ready software, as they found that students were easily distracted and bored when asked to use it. Their software usage was low, and they decided to discontinue use of i-Ready for the following year.

Goal 3

90% of all 3rd grade students that are continuously enrolled in the Rosemead School District schools since kindergarten will show proficiency in English Language Arts on district and state assessments. Growth will be measured based on the 2019-20 SBAC and local assessment scores.

State and/or Local Priorities addressed by this goal:

State Priorities: 4. Pupil Achievement

Local Priorities: Coherent Instructional Program; students will pass 8th grade and graduate high school.

Annual Measurable Outcomes

Expected	Actual
SBAC 2019 Results in ELA and Math ELA 3rd Grade Students: 52% Math 3rd Grade Students: 59%	**SBAC 2019 Results** ELA 3rd Grade Students: 56% met or exceeded standards - *met* Math 3rd Grade Students: 60% met or exceeded standards - *met*
3rd Grade i-Ready Scores: 5% Growth in 2019-20 ELA 3rd Grade Students: 53% Math 3rd Grade Students: 58%	**ELA and Math i-Ready** % in Tier 1 on End of Year Standards Mastery (March, 2020) ELA 3rd Grade Students: 36% - *not met* Math 3rd Grade Students: 24% - *not met*

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Goal 3, Action 1: For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Specific Grade Span: TK-3 Primary teachers will institute a differentiated instructional time during the daily language arts block. (There is no cost for this action).	$0 - LCFF - 4000-4999 Books and Supplies - Guided reading and / or other books and supplies	$0 - LCFF - 4000-4999 Books and Supplies
Goal 3, Action 2: For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: Specific Schools: Janson, Savannah, Shuey, Encinita	$1,513,573 - LCFF - 1000-1999 Certificated Salaries $463,041 - LCFF - 3000-3999 Employee Benefits	$1,488,685 - LCFF - 1000-1999 Certificated Salaries $471,943 - LCFF - 3000-3999 Employee Benefits

Specific Grade Spans: TK-3 The district will maintain average TK-3 class sizes below 24:1 at all elementary school sites. The additional supplemental/ concentration funds contribution towards Class Size Reduction (CSR) in the primary grades will reduce class sizes to approximately 22:1 and eliminate combination classes.		
Goal 3, Action 3: For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Computer Intervention Programs	$60,200 - LCFF - 5000-5999 Services and Other Operating Expenses	$63,984 - LCFF - 4000-4999 Books and Supplies $0 - LCFF - 5000-5999 Services and Other Operating Expenses
Goal 3, Action 4: For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: Specific Schools: Janson, Savannah, Shuey, Encinita Specific Grade Spans: TK-Kindergarten Full Day Kindergarten. The kindergarten day will be increased by more than 10,000 minutes annually to increase instructional time and better prepare students for first grade. Intervention will be provided throughout the day for at-risk students. 3 hour instructional aides will be staffed in kindergarten classrooms.	$87,775 - LCFF - 2000-2999 Classified Salaries $41,304 - LCFF - 3000-3999 Employee Benefits	$109,258 - LCFF - 2000-2999 Classified Salaries $59,467 - LCFF - 3000-3999 Employee Benefits
Goal 3, Action 5: For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: Specific Schools: Janson, Savannah, Shuey, Encinita Specific Grade Spans: Preschool	$0 - LCFF - 1000-1999 Certificated Salaries $0 - LCFF - 3000-3999 Employee Benefits	$0 - LCFF - 1000-1999 Certificated Salaries $0 - LCFF - 3000-3999 Employee Benefits

Preschool Director/Staff Partial salary and accompanying benefits for Director will be paid using other funds, not in LCAP.		
Goal 3, Action 6: For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: Limited to Unduplicated Student Group(s) Location: All Schools ELD Supplemental Materials	$17,600 - LCFF - 4000-4999 Books and Supplies	$1,110 - LCFF - 4000-4999 Books and Supplies

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

In the 2019-20 school year, we implemented each of the actions in Goal 3. For some actions, we spent less than budgeted. Offering full day transitional kindergarten and kindergarten allowed us to support low income, foster youth, and multilingual students with six hours of print rich, vocabulary-filled class experiences during which they collaborated with peers and built important foundational literacy and math skills. While we did have a preschool coordinator, her salary was paid for out of other funds.

Maintaining small class sizes allowed our primary teachers to differentiate instruction, provide explicit language instruction for English learners in smaller, more strategic groups, and offer more meaningful, personalized feedback to unduplicated students on their writing through individual writing conferences, on their reading through small group instruction and one-on-one running records, and on their math, through differentiated instruction.

Software purchases complemented ELD instruction. For example, we purchased licenses for Imagine Learning software, which provides native language support for newcomers. This cost was captured in Action 3 instead of Action 6. Other ELD supplemental purchases tagged to Action 6 included vocabulary picture cards and sentence frames to support designated ELD.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Having met our SBAC Annual Measurable Objectives (AMOs) for Grade 3 is a good indicator that our actions and services targeted at our primary grades had a positive impact. While our unduplicated pupils only partially met the SBAC AMOs, these subgroups made strong progress. On the 2019 SBAC, 53% of Socio-economically Disadvantaged (SED) students met or exceeded standards in ELA and 56% in math. While SED third grade students were 3% shy of the goal in math, this represents a 4.5% increase from the prior year. For English learners, on the 2019 SBAC, 44%

of English learners met or exceeded standards in ELA (an increase of 18% from 2018), and 57% met or exceeded standards in math (an increase of 16% from 2018).

While we did not meet the i-Ready results for our students in grade 3 in 2019-20, this may be in part due to using the most recent results we had, which were from February, not late May as planned (due to the spring school closure). We do see evidence that our third graders were on target to meet the goal: If we look at the "standard view," which measures students who have mastered most material for the grade level (though not all), 64% of our third graders were in Tier 1 in reading and 49% in math. This suggests that our actions and services were having the desired effect in reading. In math, our most recent i-Ready diagnostic indicates that third grade progress for 2019-20 is steady but slower than in reading.

For several of the Goal 3 actions, site principals and their teams had the ability to make their own decisions about how to proceed. For example, for Action 3, computer intervention programs, while the District made a central decision and purchase Imagine Learning Language and Literacy as a supplemental ELD program for newcomers and Accelerated Reader to support independent reading, two schools purchased IXL to support math, one purchased IXL for reading, and one purchased Star Math. Implementation of each of these programs, including monitoring student use and progress, has varied from program to program and school to school. Imagine Learning implementation has also varied. While early results suggest it has supported newcomers in learning English, ensuring that students have enough time during the school day to use the program has been a challenge at sites given our implementation of i-Ready.

In sum, small class sizes, full day TK and kindergarten, instructional software for intervention, and supplemental ELD materials have been helpful in supporting teachers with strategic instruction and intervention in the primary grades. We will be placing a more concentrated focus on supporting students who are academically behind across the district as a whole, including in the primary grades, in our next LCAP. This includes a return to focus on effective instruction on the Standards for Mathematical Practice.

Goal 4

All 8th grade students will demonstrate high school, college, and career readiness as measured by SBAC ELA and Math results and other district assessment data. The percent of students meeting or exceeding standard on the SBAC and local assessments will increase by 5% from the 2019-20 scores.

State and/or Local Priorities addressed by this goal:

State Priorities: 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes

Local Priorities: Coherent Instructional Program; Students will pass 8th grade and graduate High School; College and Career Readiness

Annual Measurable Outcomes

Expected	Actual

8th Grade SBAC Data: 5% Growth	
Spring 2019 SBAC Assessment: % meeting or exceeding standards:	**Spring 2019 SBAC Assessment: % meeting or exceeding standards:**
ELA 8th Grade: 64%	ELA 8th Grade: 67% - *met*
Math 8th Grade: 56%	Math 8th Grade: 53% - *not met*
Science 8th Grade: Results not available till fall	Science 8th Grade: 51% - *baseline*
8th Grade i-Ready Data: 5% Growth	**Spring 2020 i-Ready Diagnostic: % in Tier 1** (February Diagnostic due to school closure)
Spring 2020 i-Ready Diagnostic: % in Tier 1	ELA 8th Grade: 34% - *not met*
ELA 8th Grade: 58%	Math 8th Grade: 27% - *not met*
Math 8th Grade: 64%	

Actions/Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Goal 4, Action 1: For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Specific Schools: Muscatel, Janson Arts integration and enrichment programs	$3,239 - LCFF - 1000-1999 Certificated Salaries $735 - LCFF - 3000-3999 Employee Benefits $5,000 - LCFF - 4000-4999 Books and Supplies	$2,922 - LCFF - 1000-1999 Certificated Salaries $639 - LCFF - 3000-3999 Employee Benefits $90 - LCFF - 4000-4999 Books and Supplies $1,222 - LCFF - 5000-5999 Services and Other Operating Expenses
Goal 4, Action 2: For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools	$82,734 - LCFF - 2000-2999 Classified Salaries $52,776 - LCFF - 3000-3999 Employee Benefits $6,391 - LCFF - 1000-1999 Certificated Salaries	$65,010 - LCFF - 2000-2999 Classified Salaries $56,198 - LCFF - 3000-3999 Employee Benefits $0 - LCFF - 1000-1999 Certificated Salaries

Computer Lab Aide - provide students with instruction in the area of 21st century technology skills and to prepare students for the Smarter Balanced Assessments.		
Goal 4, Action 3: For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Multi-media specialist - provide students access to various types of literature and support with research skills.	$113,572 - LCFF - 2000-2999 Classified Salaries $62,816 - LCFF - 3000-3999 Employee Benefits	$101,077 - LCFF - 2000-2999 Classified Salaries $51,802 - LCFF - 3000-3999 Employee Benefits
Goal 4, Action 4: For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Materials for project-based learning lessons connected to the arts to provide more exposure to 21st century learning and the arts (focusing on unduplicated students).	$29,530 - LCFF - 4000-4999 Books and Supplies	$5,925 - LCFF - 4000-4999 Books and Supplies
Goal 4, Action 5: For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Technology Devices	$43,979 - LCFF - 4000-4999 Books and Supplies $37,194 - LCFF - 5000-5999 Services and Other Operating Expenses	$4,746 - LCFF - 4000-4999 Books and Supplies $35,000 - LCFF - 5000-5999 Services and Other Operating Expenses
Goal 4, Action 6: For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools	$9,729 - LCFF - 1000-1999 Certificated Salaries - GATE Coordinator $2,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Field Trips	$400 - LCFF - 1000-1999 Certificated Salaries $87 - LCFF - 3000-3999 Employee Benefits $139 - LCFF - 4000-4999 Books and Supplies

The district will provide GATE supplemental enrichment classes and opportunities for enrichment and STEM activities principally targeted for unduplicated students in order to increase English language proficiency skills and academic skills.	$1,271 - LCFF - 3000-3999 Employee Benefits - GATE Coordinator	$247 - LCFF - 5000-5999 Services and Other Operating Expenses $30,000 CFR (CARES)

Goal 4, Action 7: For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement
 	
  Students to be Served: English Learners, Foster Youth, Low Income
 	
  Scope of Service: Limited to Unduplicated Student Group(s)
 	
  Location: Specific Schools: Muscatel, Encinita, Savannah
 	
  Technology and Software
	$21,600 - LCFF - 4000-4999 Books and Supplies	$11,347 - LCFF - 4000-4999 Books and Supplies

Goal 4, Action 8: For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement
 	
  Students to be Served: Specific Student Group(s): Low Performing students who are not low-income, English Learners, or Special Ed
 	
  Location: All Schools
 	
The district will create a STEAM Lab at each of the schools to provide regular hands-on, student directed learning opportunities in science, technology, engineering, and math.
 	
The district will utilize the Low Performing Student Block grant funds to purchase supplies, materials and equipment for the STEAM Labs and will ensure that low performing, non-unduplicated students are programmed for multiple, regular visits to the lab.
	$37,544 - LPSBG - 4000-4999 Books and Supplies - STEAM labs	$37,544 LPSBG - 4000-4999 Books and Supplies - STEAM labs

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All eight of the Goal 4 actions were either partially or fully implemented, giving unduplicated pupils extended access to technology and enrichment. For funds not fully expended, we have assigned the budgeted amount in the fund balance to be carried over and used for the same goal/action next year.

For Actions 4 and 8, we planned to purchase materials for project-based learning, arts, and engineering activities- the types of activities that our low income students' more affluent peers are able to avail themselves of with private classes and camps. While each school did offer such activities, they used existing materials. They did make some of the bigger purchases (such as 3D printers and robots) that were planned.

Actions 2 and 3 were both implemented but at a slightly lower cost than budgeted. Students whose parents are less likely to purchase books for their children, and those whose long hours and work make it more challenging for them to take their children to the public library, benefited from being able to go regularly to our school libraries and engage in interactive read-alouds with multi-media specialists. Once schools closed in March, our multi-media specialists were unable to meet with students in person but did record read-aloud videos which they sent to students through Google Classroom or Class Dojo. Computer lab aides also expanded access to technology and to lessons about digital citizenship to all students, but this was especially important for students who did not have access to a computer at home.

For students with only a cell phone or tablet at home, we were also able to provide students with computers and instructional software through Action 5. Our district received a large donation of devices in the spring of 2020, allowing us to save on expenses for this action.

Action 6 is to support a program for gifted students. We were thrilled to launch our inaugural Rosemead Math Field Day competition and were able to host teams from two of our elementary schools and our middle school at our district competition, providing students with a great math enrichment activity. The stipends for the math field day coaches were charged to a different goal and action. Though our winning team was not able to compete in the county Math Field Day competition due to Low income students who typically would not be able to afford the private extracurricular arts and science classes that their wealthier peers participate in were given experiences in our STEAM labs and art and dance programming. Though school closed right as our Saturday GATE enrichment program was going to begin, we were ultimately able to offer our GATE students, in partnership with an outside organization, remote Saturday coding and 3D printing classes while schools were closed. This was also charged to another goal and action. When there was not a teacher interested in serving as the GATE coordinator as a stipend for extra duty, a central office administrator took on this role, realizing a savings of $5,000.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The metrics to measure success on this goal were a 5% increase in grade 8 students meeting or exceeding standards in ELA and math on the 2019 SBAC and the 2020 i-Ready diagnostic. While last year's eighth graders did exceed this goal on the ELA SBAC, they improved by only 2% on the math SBAC. At the time of this annual update reporting, due to school closure, the most recent i-Ready diagnostic data was from four months prior to the data the year before, on which the AMO was set. Nonetheless, we do not see any growth in 8th grade i-Ready math scores by mid-year.

Given Goal 4's emphasis on 21st century learning and college readiness, a helpful data point to evaluate for this goal is the baseline California Science Test (CAST) scores. In 2019, 51% of our eighth graders met or exceeded standard on the CAST, compared with 31% statewide. These data suggest that our Goal 4 actions and services have been effective in supporting literacy, science, and engineering, but not as effective in mathematics.

Goal 5

All schools will implement Positive Behavior Intervention and Supports (PBIS) and provide additional educational and behavioral support for all students, with extra support for unduplicated students.

State and/or Local Priorities addressed by this goal:

State Priorities: 5. Pupil engagement; 6. School climate

Local Priorities: Coherent Instructional Program; Students will pass 8th grade and graduate high school; Positive School Climate

Annual Measurable Outcomes

Expected	Actual
The Rosemead School District will reduce the suspension rate by 5% district-wide and at all of its schools. **2019-20** 　1.　Monitor, evaluate, and revise PBIS program. 　　　Maintain a suspension rate of 1.3% (below the county rate of 2.8 and the state rate of 4.4%) 　　　Maintain an expulsion rate of 0. 　2.　Reduce the suspension rate for the following subgroups that showed an increase in 2014-15: 　　　a.　All students: 1.5% to 1.4% 　　　b.　Socioeconomically Disadvantaged: 1.7% to 1.6% 　　　c.　Hispanic: 2.5% to 2.4%	PBIS Program Measurement: **1. Maintenance of Suspension and Expulsion Rates:** Overall Suspension: 　　　California Dashboard Report for 2018-19 School Year:: 2.3% - *not met* 　　　California Dashboard Report for 2019-2020 School Year: 0.5% - met Expulsions: 　　　2018-2019: 2 expulsions - *not met* 　　　2019-2020: 1 expulsion - *not met* **2. Suspension Rate Subgroup Reductions:** 　a. All Students: 　　　California Dashboard Report for 2018-19: 2.3% - *not met* 　　　California Dashboard Report for 2019-2020: 0.5% - *met* 　b. Socioeconomically Disadvantaged: 　　　California Dashboard for 2018-19: 2.7% - *not met* 　　　California Dashboard for 2019-2020:: 0.5% - met 　c. Hispanic Students 　　　California Dashboard for 2018-19: 3.9% - *not met* 　　　California Dashboard for 2019-2020:: 0.7% - met
School Connectedness: California Healthy Kids Survey Data **2019-20 Healthy Kids Survey Data** 　1. 5th Grade School Connectedness: 60% or more 　2. 5th Grade Safety: 55% or more 　3. 7th Grade School Connectedness: 53% or more 　4. 7th Grade Safety: 71% or more	**California Healthy Kids Survey Data from 2017-18** **(2020 administration interrupted by COVID 19 closure):** 　1. 5th Grade School Connectedness: All of the time or most of the time: 76% - *met* 　2. 5th Grade Safety: 81% *- met* 　3. 7th Grade School Connectedness: Strongly agree or agree: 61% - *met* 　4. 7th Grade Safety: 64%- *not met*
Maintain attendance rate of 98% and chronic absenteeism rate of 2.0% 2019-20 　1. Maintain attendance rate of 　　at least 98%. 　2. Maintain chronic absenteeism rate at 2.0%.	1. Attendance rate: 98% for P2 - *met* 2. Chronic absenteeism rate from 2019-20 California School Dashboard (2018-19 school year data): 4.1% - *not met*

Reduce dropouts in grades 7 & 8 to zero in 2019-20.	CALPADS Data (2018-2019 school year):
2019-20: Reduce dropouts in grades 7 & 8 to zero.	Number of dropouts: Grade 7: 0 - *met* Grade 8: 1 - *not met*

Actions/Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Goal 5, Action 1: For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Specific Schools: All Schools All schools will develop PBIS implementation teams that will receive training and support the implementation of PBIS at their respective schools. PBIS will increase school climate and pupil engagement and will result in increased student achievement. Costs associated with training and implementation are included in Action 5 of this goal.	$0 - LCFF - 7000-7499 Other	$0 - LCFF - 7000-7499 Other
Goal 5, Action 2: For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools The District will hold monthly SARB meetings with other County and District agencies to reduce discipline cases and chronic truancy.	$0 - LCFF - 1000-1999 Certificated Salaries	$0 - LCFF - 1000-1999 Certificated Salaries
Goal 5, Action 3: For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LImited to Unduplicated Student Group(s) Location: All Schools The district will hire a Licensed Vocational Nurse (LVN) instructional aide or an additional Registered Nurse (RN), and an Adaptive Physical Education (APE) teacher in order to provide increased services for Special Education students who are also English Learners, low income, and/or foster/homeless youth.	$18,000 - LCFF - 1000-1999 Certificated Salaries $6,000 - LCFF - 3000-3999 Employee Benefits $69,742 - LCFF - 5000-5999 Services and Other Operating Expenses	$17,322 - LCFF - 1000-1999 Certificated Salaries $5,405 - LCFF - 3000-3999 Employee Benefits $2,324 - LCFF - 4000-4999 Books and Supplies $150,469 - LCFF - 5000-5999 Services and Other Operating Expenses

Goal 5, Action 4: For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools The District will provide counseling to support at-risk students and assist schools in the implementation of PBIS.	$250,956 - LCFF - 1000-1999 Certificated Salaries - Psychologists and Counselor $11,409 - LCFF - 2000-2999 Classified Salaries - PBIS / Behavior Aide $88,550 - LCFF - 3000-3999 Employee Benefits - Psychologists and Counselor $0 - LCFF - 3000-3999 Employee Benefits - PBIS / Behavior Aide $0 - LCFF - 5000-5999 Services and Other Operating Expenses - MSW - Mental Health Services	$235,899 - LCFF - 1000-1999 Certificated Salaries $82,188 - LCFF - 3000-3999 Employee Benefits $0 - LCFF - 2000-2999 Classified Salaries - PBIS / Behavior Aide $0 - LCFF - 5000-5999 Services and Other Operating Expenses $0 - LCFF - 3000-3999 Employee Benefits - PBIS / Behavior Aide
Goal 5, Action 5: For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools PBIS Leadership Program	$19,500 - LCFF - 5000-5999 Services and Other Operating Expenses - PBIS Site Licenses $43,000 - LCFF - 4000-4999 Books and Supplies - PBIS Materials $2,500 - LCFF - 5000-5999 Services and Other Operating Expenses - SWIS	$9,804 - LCFF - 1000-1999 Certificated Salaries $1,106 - LCFF - 3000-3999 Employee Benefits $18,972 - LCFF - 4000-4999 Books and Supplies $8,901 - LCFF - 5000-5999 Services and Other Operating Expenses
Goal 5, Action 6: For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Student Behavior and Leadership Program	$17,500 - LCFF - 5000-5999 Services and Other Operating Expenses - Funding for all activities related to the district-wide student leadership program.	$0 - LCFF - 5000-5999 Services and Other Operating Expenses
Goal 5, Action 7: For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Multi-Tiered System of Supports system to support unduplicated students' social-emotional needs. We will be utilizing our district school psychologists to supervise clinical interns at no	$0 - LCFF - 5000-5999 Services and Other Operating Expenses - Multi-Tiered Systems of Support Services	$0 - LCFF - 5000-5999 Services and Other Operating Expenses

cost to the district. Our district MTSS teams are now in place, so we want to maintain this goal because it is a priority in our district.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

In 2019-20, our district implemented all of the actions for Goal 5. We built on our successes with PBIS by refining our behavior matrices, continuing our annual PBIS launches and positive action rewards, analyzing SWIS data to inform changes, and further developing Tier 3 behavioral and social-emotional supports for the students who are most at risk. Expenditures for PBIS rewards were lower than planned, partially due to schools spending less money on rewards as they moved to more intrinsic rewards and more cost-effective rewards such as picnics on the lawn.

We continued to fund a middle school counselor and leveraged our psychologists to counsel students. We also revisited our Multi-Tiered System of Supports (MTSS), providing a yearlong series of professional development for teams from all schools to build their MTSS bookcase by clarifying their Tier 1 academic as well as social-emotional and behavioral supports. The costs for the MTSS work, including substitutes for the MTSS teams to attend professional development, were charged to Goal 1 action 6.

Finally, our district continued our implementation of the Leader in Me (LIM) program, which is designed to provide all students the opportunity to fill leadership roles and develop the habits of healthy, successful people. When schools closed suddenly, several actions related to our Leader in Me program were canceled: Leadership Day at three of our elementary schools had to be canceled or moved to a scaled-down online format, and many of the PBIS rewards and ceremonies were adapted for physically distanced/virtual environments. Some of the costs associated with the LIM program, including substitute teachers to free up the Lighthouse team to meet, were tagged to Goal 1 action 6.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Our system of supports-- including our personnel supporting counseling, adapted PE, and physical health as well as our PBIS and Leadership Teams-- has been effective in supporting students in feeling safe and cared for at school and in developing life skills to help them thrive. Our period 2 (P2) attendance rate for 2019-2020 was 98%, suggesting that students are eager to come to school. This is a great improvement over 2018-2019, when chronic absenteeism rate was 4.1% overall, and worse for a number of subgroups: 11.2% for students with disabilities, 8.2% for Hispanic students, 4.8% for socioeconomically disadvantaged students, and 15.1% for white students.

In 2018-19, our middle school leadership was in flux, and culture suffered as a result. Suspensions did not decline that year. However, in 2019-20, student culture improved, and suspensions at the middle school and across the district dropped down to 1%. In the 2019-2020 school year, we had one elementary school suspension and five middle school suspensions in the entire district. Of the 6 suspensions, 3 students were Hispanic, which is disproportional and a cause for concern. While we did have one student who unenrolled from our middle school in the spring of 2019 and was not

enrolled in another California public school by June of 2020, we did not have any indication that any of our middle school students were at significant risk of dropping out.

Due to the abrupt COVID-19 -related school closures in March, 2020, we do not have updated California Healthy Kids Survey (CHKS) data from 2019-20. Nonetheless, we do have several other data that suggest that students felt connected. Office referrals captured in our SWIS data were down significantly compared to 2018-19. Although we had to quickly close schools, we had 98% attendance at our drive-through promotion ceremonies for preschool, kindergarten, grades 6 and grade 8

To achieve our goal, we will need to continue to refine our positive behavior and supports systems and proactively and quickly respond to students needing additional social, emotional, and behavioral support. We continued in 2020-21 to fund counselors, psychologists, and social workers. We plan to continue to engage MTSS teams to nimbly analyze and respond to SWIS and academic data quickly. We need to continuously disaggregate data by race and ethnicity to examine our processes and approaches to identify where bias is at work.

Goal 6

All schools will increase their participation in parenting classes by 10% from the previous school year.

State and/or Local Priorities addressed by this goal:

State Priorities: 3. Parent involvement; 4. Pupil achievement

Local Priorities: Students will pass 8th grade and graduate high school; College and Career Readiness; Positive School Climate

Annual Measurable Outcomes

Expected	Actual

The district and schools will hold bi-monthly parent engagement meetings.	Parent Engagement Meetings in 2019-20
2019-20 The district will collect sign-in sheets and agendas to show that programs are in place. Schools will also administer a survey at the end of the school years to indicate parent satisfaction with the program Parents will also provide input for future topics to be covered. The district will continue to hold DELAC/DAC meetings once every other month. Sites will be allocated Supplemental Concentration funds to run parenting classes that focus on areas that parents need support. Parents will have forums to provide input to the school through SSC and ELAC. At the district level, they will continue to have input into the LCAP.	Sign in sheets and agendas for all parent meetings and parent education nights are on file. We were just starting to administer the CALSCHLS Parent Survey when schools closed and therefore did not survey enough our parents in the spring of 2020 to have useful data - *not met* We held 3 DAC/DELAC meetings in 2019-20 and were on track to hold 5 prior to schools closing. We held a a fourth meeting via Zoom - *met* Parenting classes were held both at sites and centrally through the district on topics including how to support students with online learning platforms (i-Ready and Imagine Learning) and how to solve conflict with children. We also sent parents to the regional Parent Involvement Academy. - *met* Each school held three regular SSC and ELAC meetings and had 5 scheduled prior to closing schools. The district held four sets of LCAP input meetings (one central meeting and one at each site prior to Founder's Day presentation)- *met*

Actions/Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures

Goal 6:, Action 1: For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement
 	
  Students to be Served: English Learners, Foster Youth, Low Income
 	
  Scope of Service: LEA-wide
 	
  Specific Schools: All Schools
 	
A student data-base system / parent portal system will be used to allow parents to access performance of students on assignments and tests.
	$54,163 - LCFF - 5000-5999 Services and Other Operating Expenses - Powerschool and School City	$41,632 - LCFF - 5000-5999 Services and Other Operating Expenses

Goal 6,, Action 2: For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement
 	
  Students to be Served: English Learners, Foster Youth, Low Income
 	
  Scope of Service: LEA-wide
 	
  Location: All Schools
 	
  District-wide Parenting Classes
	$0 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries
	$3,456 - LCFF - 2000-2999 Classified Salaries - Classified Employees - Child care, translators, clerical
	$785 - LCFF - 3000-3999 Employee Benefits -
		$1,782 - LCFF - 1000-1999 Certificated Salaries
		$517 - LCFF - 2000-2999 Classified Salaries
		
		$533 - LCFF - 3000-3999 Employee Benefits

	Classified $15,686 - LCFF - 5000-5999 Services and Other Operating Expenses	$492 - LCFF - 5000-5999 Services and Other Operating Expenses
Goal 6, Action 3: For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Schools will staff community liaisons to provide parent outreach.	$60,677 - LCFF - 2000-2999 Classified Salaries $32,781 - LCFF - 3000-3999 Employee Benefits	$35,111 - LCFF - 2000-2999 Classified Salaries $23,365 - LCFF - 3000-3999 Employee Benefits
Goal 6, Action 4: For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: Limited to Unduplicated Student Group(s) Location: All Schools The District District will provide written translations for all language groups at or above 15% of the student population.	$10,310 - LCFF - 2000-2999 Classified Salaries $3,531 - LCFF - 3000-3999 Employee Benefits $0	$15,519 - LCFF - 2000-2999 Classified Salaries $3,222 - LCFF - 3000-3999 Employee Benefits
Goal 6, Action 5: For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools All schools will hold Student Study Team meetings for students identified as struggling academically and/or socially.	$4,514 - LCFF - 2000-2999 Classified Salaries $486 - LCFF - 3000-3999 Employee Benefits	$0 - LCFF - 2000-2999 Classified Salaries $0 - LCFF - 3000-3999 Employee Benefits
Goal 6, Action 6: For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: LEA-wide Location: All Schools The district will provide schools with translators for parent conferences.	$4,515 - LCFF - 2000-2999 Classified Salaries $486 - LCFF - 3000-3999 Employee Benefits	$2,059 - LCFF - 2000-2999 Classified Salaries $355 - LCFF - 3000-3999 Employee Benefits

Goal 6, Action 7: For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Principals will hold monthly parent meetings/classes to inform all parents of instructional related topics and ways to improve student achievement.	$18,874 - LCFF - 2000-2999 Classified Salaries $3,207 - LCFF - 3000-3999 Employee Benefits $3,473 - LCFF - 4000-4999 Books and Supplies $5,184 - LCFF - 1000-1999 Certificated Salaries	$5,904 - LCFF - 1000-1999 Certificated Salaries $7,043 - LCFF - 2000-2999 Classified Salaries $2,939 - LCFF - 3000-3999 Employee Benefits $659 - LCFF - 4000-4999 Books and Supplies
Goal 6, Action 8: For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Office Staff Support for Parents and Students (Base Grant funding not reflected in LCAP)	$0 - LCFF - 2000-2999 Classified Salaries - Base Grant $0 - LCFF - 3000-3999 Employee Benefits - Base Grant	$0 - LCFF - 2000-2999 Classified Salaries - Base Grant $0 - LCFF - 3000-3999 Employee Benefits - Base Grant
Goal 6, Action 9: For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: Limited to Unduplicated Student Group(s) Location: All Schools Community liaison position to support Asian languages	$7,815 - LCFF - 2000-2999 Classified Salaries $1,130 - LCFF - 3000-3999 Employee Benefits $1,355 - LCFF - 1000-1999 Certificated Salaries	$116 - LCFF - 2000-2999 Classified Salaries $35 - LCFF - 3000-3999 Employee Benefits $0 - LCFF - 1000-1999 Certificated Salaries

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

In the 2019-2020 school year, we were able to fully or partially implement the actions and services in Goal 6. For funds not fully expended, we have assigned the budgeted amount in the fund balance to be carried over and used for the same goal/action next year. A number of spring parent engagement and education events were postponed or moved to an online format due to school closure in the spring of 2020, so we came in under

budget for translation services. For our parenting classes, we found an insufficient number of teachers who were available to teach the workshops, so we hosted fewer workshops and came in under cost for that reason.

During the fall of 2019 and winter of 2020, we strengthened parent involvement and communication. Our parent communication system (Blackboard), community liaisons, office staff, and translators were all essential resources in facilitating parent communication.   While we were not able to hire a new community liaison to support Asian languages, we were able to use Google translate and ask some of our other Chinese and Vietnamese-speaking staff to help with translation, including our own Assistant Superintendent of Educational Services, who was our main Mandarin translator.

Parent education was another area of focus for this goal. Principals amplified their parent education through monthly informational coffee chats and a varied program of parent education events, ranging from Leadership Days (where parents could observe classrooms and attend workshops from teachers on topics from mathematical modeling to supporting students with prioritizing) to Introduction to Educational Software Night, where parents learned how to support their students with program such as Imagine Learning and i-Ready. As a district, parent education was a partial success last year: we were able to provide only some of what we scheduled due to school closures. We held four of five scheduled district-wide classes on parenting topics: managing behavior at home and school, adverse childhood experiences, child brain development, and trauma-sensitive practices and self-care. We established a partnership with Pasadena City College and were set to start Mommy and Me classes in March, which unfortunately had to be postponed. In the 2019-20 school year for the first time, we joined with a consortium of other districts in the San Gabriel Valley and sent parents to the Parent Involvement Academy, where parents attended workshops on topics ranging from nutrition and setting boundaries with teens to paying for college and raising bilingual children.

For all of the parent engagement and education work we did, translators and community liaisons were essential. In our district, over 15% of our families speak each of four languages (Cantonese, Spanish, Mandarin, and Vietnamese). Translating parent council and parent information documents and providing translators for student-led conferences, Student Success Team (SST) meetings, and community events was an important and expensive task. Our trilingual community liaison supported this work for our Vietnamese, Mandarin, and Cantonese speaking families, and our Spanish speaking staff supported our Spanish-speaking families. However, the community liaison's salary was paid out of other funds.

We further leveraged our use of the parent portal last year by moving to help parents access standardized test score reports quickly through the portal and simplifying the re-enrollment process by moving our enrollment into our parent portal.

Strengthening the Student Success Team (SST) process was an important goal that we partially achieved last year. Professional development on MTSS helped each school to more clearly define the supports students would receive and the assessments needed prior to and throughout the referral process. The Literacy Leads Team collaborated with the Ed Services department to clarify benchmark scores and formative assessments to be used district-wide. School leaders and a team including special education teachers, district coordinators, instructional aides, and psychologists analyzed data on special education students, disaggregated by race, to uncover root causes of disproportionality and worked collaboratively throughout the spring-- albeit remotely-- to rectify possible causes. This work will continue in the next plan.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We do not have our 2019-20 California Schools Parent Survey data to help us determine quantitatively how connected parents felt in 2019-20, as the CALSCHLS Parent survey was scheduled for mid-March, and we were wary of administering it remotely. However, we do have sign-in sheets from parent feedback from meetings and LCAP input meetings prior to shut-down suggesting that parents felt connected. During LCAP

parent feedback events, parents resoundingly praised home-school communication and expressed appreciation for the various means of communication: Remind app, weekly folders, Blackboard messages, Class Dojo, and the parent portal. Parents at LCAP community meetings also said they valued the principal coffee chats and parent education nights. Attendance at parent events was strong prior to school closure: We had packed auditoriums at Founder's Day exhibitions. With the help of our interpreters, we were able to teach parents about our i-Ready and Imagine Learning software. After school closure, we were able to hold some successful parent events through Google Meet, such as a Spring Festival, but at the beginning of the pandemic, many of our families were not as skilled at using remote meeting applications, and we believe the families of many of our unduplicated pupils did not attend virtual parent events that they might have attended had they been in person.

Our district made a concerted effort to engage parents as stakeholders in decision making last year. DAC/DELAC officers were elected from each site and met regularly to receive updates and information and weigh in on decisions such as new reclassification criteria and LCAP goals, actions, and metrics. Last year, DAC/DELAC parent officers also received training in facilitation and began to lead the meetings along with district staff. With support from a district coordinator, principals better engaged their school site councils and English Learner Advisory Committees (ELACs) in giving meaningful input into the budgets and school plans. We held five parent LCAP input meetings from October through March to plan the next three year LCAP. While the pandemic has obviously changed our needs, some of that input will be used for our 2021-24 LCAP. Though we had well-attended DAC/DELAC meetings last year, representation from all schools was not equal. In the 2020-21 school year, we made an effort to support two of our schools in recruiting representatives. Additionally, two of our schools struggled to consistently have a strong participation at their ELAC meetings in 2019-20.

Our pool of translators shrunk in 2020, with several longtime translators no longer being available. While we were able to utilize bilingual parents and staff to fill in when a translator was not available at a stakeholder meeting or event, getting documents translated in a timely fashion was a challenge. We had to utilize translation services at a higher cost than internal translators. Recruiting a larger pool of translators was a priority going into the 2020-21 school year.

Finally, a number of our parent engagement events were scheduled for March and had to be canceled or postponed due to the COVID 19 school closures. GramMarch, a K-8 festival for students and parents about using correct grammar, led by middle school student leaders, had to be canceled. A screening of the documentary Screenagers, followed by a facilitated student-parent discussion about screen time contracts, was postponed until it is safe to gather in large numbers. Leadership Day at Janson school was also canceled.

Going into the 2020-21 school year, as our entire community and district became more familiar and comfortable with technology, and after we ensured that all students had both devices and internet access, facilitating virtual parent meetings and parent events, soliciting parent input through quick Google form surveys, and ensuring rapid communication through applications which include translation such as Class Dojo, made our partnership with parents much stronger in 2021.

Goal 7

All schools in the Rosemead School District will maintain at least an overall rating of Good as measured by the Facilities Inspection Team (FIT) Report.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic

Local Priorities: Positive School Climate

Annual Measurable Outcomes

Expected	Actual
All schools will receive a rating of "Good" on the FIT report. All school facilities will be well-maintained and in proper working condition. The district will review work orders that were not completed due to budget constraints and use the expected annual funding increases to completed unfinished work orders. Annually, the FIT report will be reviewed to ensure all schools receive an overall rating of "Good."	**FIT Report results from Fall, 2019:** *met* All schools received a rating of good or exemplary.- *met* Overall Ratings: Shuey: Exemplary Encinita: Exemplary Janson: Exemplary Savannah: Exemplary Muscatel: Good All school facilities were well-maintained and in proper working condition. All work orders were completed. The FIT report was reviewed in January, and any needed repairs were addressed.

Actions/Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Goal 7, Action 1: For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools The district will monitor the condition of all district facilities and ensure that all are clean, safe, and functional. (Base grant, facilities bond)	$0 - LCFF - 2000-2999 Classified Salaries $0 - LCFF - 4000-4999 Books and Supplies - Maintenance and Operation supplies $0 - LCFF - 3000-3999 Employee Benefits - Maintenance and Operation employee benefits	$0 - LCFF - 2000-2999 Classified Salaries $0 - LCFF - 4000-4999 Books and Supplies - Maintenance and Operation supplies $0 - LCFF - 3000-3999 Employee Benefits - Maintenance and Operation employee benefits

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Action 1 was implemented fully. The Rosemead schools were well-maintained and in good working condition. Modernization and repair projects included new roofs at Janson Elementary, outdoor learning spaces at Encinita, and completion of a professional development room at Shuey.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

According to the Facilities Inspection Reports conducted in December of 2019 and December of 2020, all schools received a rating of good or exemplary. The processes for monitoring facilities and completing repairs works smoothly. Prior to school closure in March of 2020, Rosemead students enjoyed hot breakfast and lunch in sparkly clean cafeterias, learned in well-maintained classrooms, and played in nicely appointed playgrounds. Once schools closed, the nutrition services staff repurposed the cafeterias as meal preparation locations, where they prepared up to 1000 grab-in-go meals per day to distribute to the community. The challenges and successes of that endeavor are outlined in more detail in the update to the Learning Continuity Plan that follows.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rosemead Elementary District	Jennifer Fang, Ph.D., Assistant Superintendent, Educational Services	jfang@rosemead.k12.ca.us (626) 312-2900 x 213

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering school sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	$60,000	$101,273	N
Health Materials: Additional Thermometers to screen student temperature	$3,000	$24,304	N
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	$75,000	147,297	N
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	$17,5000	$33,744	N
Custodians: Maintain staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas.	$1.2M	$1.3M	N

HVAC filters: Sites will replace HVAC filters 2-3 times per year as recommended.	$10,000	$10,756	N
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk or 1:1 assessments.	$2,000	$34,007	N
Additional School Supplies: Additional supplies to limit the number of individuals using shared objects.	$12,500	$16,922	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

We implemented all of the planned actions. However, the cost for health materials, disinfecting materials, plexiglass, and signage was substantially higher than planned. We ended up opening every single classroom for hybrid instruction, so the volume of these materials was higher than planned. Similarly, when we decided to bring all classrooms back for in-person instruction, we needed to purchase additional PE equipment, materials bins, math manipulatives, etc. so that students would not share materials.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

When we created our Learning Continuity Plan, we truly hoped we would be able to offer in-person instruction to most of our students much earlier in the school year. However, as LA County remained in the purple tier from August through February, we saw those opportunities dwindle. Nonetheless, we prepared our campuses for the return to students, updating sanitization procedures, adding decals, posters with safety guidelines, instituting new check in procedures, and reviewing protective equipment use with staff. We tested these out as we brought students on campus for 1:1 assessments such as special education evaluations and initial ELPAC testing. Finally, in October, we were able to bring onto each of our campuses small cohorts of students with disabilities and students in need of English Language Development for in-person learning in the morning. With our safety and health protocols solidly in place, including a weekly COVID testing program for staff (starting in January) and students (starting in April), we had no incidents of COVID spread.

These programs were largely successful: students who had been disengaged or who struggled to understand instruction in the distance learning format were invited to come, and, once on campus, they were much more likely to engage in instruction. Classroom observations of these cohorts showed students actively participating with eyes sparkling with joy above their masks. At our middle school, the rate of Ds and Fs amongst the newcomer students declined for those who came to campus. Newcomers who had arrived in the country during school closure last March and knew no peers were able to make some friends-- even some who spoke their same primary language-- and understand a little better the context of school in the U.S. Our elementary newcomer students who came to school in person made significant gains in their English language. The average growth on the Imagine Learning Language and LIteracy

Benchmark from February for the K-2 students who attended on campus at one of our elementary schools was 85 points, for example-- higher than the gain for students who remained at home in distance learning.

There were a few challenges with the small cohorts of in-person learning. In most cases, we were able to have the students' teachers teach on campus as well. In a few cases, the teachers or assistants did not return to campus. In these situations, we hired substitutes to supervise and support students in the classroom while they Zoomed into synchronous lessons with their teacher. At the middle school, in order to maintain a stable cohort of students, the students in our newcomer and resource specialist programs received live instruction with their teacher for some of the day but spent much of the day at school but receiving all of their instruction through Zoom, so the learning activities did not take advantage of the in-person setting. Moreover, for some students attending school in small cohorts in the morning, their learning at home in the afternoon was still a struggle. Another challenge with the in-person cohorts was attendance and enrollment. A number of the students who had been invited to attend in-person because they were struggling to engage in distance learning did not participate in the on-campus program. Others who did attend in October through December did not return in early February after the cohorts were closed from mid-December through February during the COVID surge.

Once LA County reached the red tier, we finally were able to begin our hybrid program. A parent survey in December as well as five months of distance learning and our experience with small in-person cohorts helped inform the work of our hybrid task force, which adjusted the bell schedules and plan for synchronous and asynchronous instruction in our updated hybrid instructional plan. After a great deal of follow-up parent outreach, 100% of our families completed a survey indicating their preference for their children either to stay in distance learning or return to school twice a week for a hybrid program. Approximately two-thirds of children returned to school for two days per week of on-campus, in-person instruction in the morning, followed by a half day at home of distance learning, with gradual return in stages: SDC preschool and half day programs began the hybrid model on March 23; TK through grades 2 plus grade 7 at our middle school returned on March 29; grades 3-5 and 8 began after spring break on April 12; Grades 5-6 began on April 19. Our ASES program also began offering in-person care for the afternoons for children whose parents needed child-care during the after-lunch, distance learning part of the day.

The hybrid program was marked by many successes: it was easier for teachers, especially at the primary grades, to conduct formative assessment more immediately; teachers were able to ensure that students actively participated in physical education and movement breaks; for most students, engagement increased; and students were happy to be on campus interacting with peers after over a year in isolation.

There were a number of challenges with the hybrid program. The ASES program for on-campus learning started as early as 11:30 am for some grades. Finding sufficient ASES staff who were available at the earlier start time (rather than the 1:45-2:30 start time for our distance learning ASES program) was a challenge. Another challenge was the learning curve for teachers of teaching three groups of students in two locations simultaneously and synchronously: the cohort of students in their physical classroom with them, the students who were at home at the time and would be coming to school in a day or two, and the students who were always at home. Even as they adjusted to this new approach, teachers struggled to give both the students at home and those in person their full attention. In many cases, the in-person instruction was more reliant on digital tools and interaction and less multi-modal than it might have been had the teachers not needed to simultaneously teach a group of students who were connected via Zoom from home.

One clear success with in-person offerings was safety. In our CALSCHLS staff survey, administered in April, at least 94% of staff members at every site agreed or strongly agreed that the school has implemented good COVID-related safety measures and protocols to keep both staff and students healthy.

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Devices: Chromebooks made available for all students who need a device to access distance learning at home	$80,000	$100,200	N
Districtwide refresh student Chromebooks and portable Wi-Fi hotspots for students who need access to the internet at home such as foster youth, students experiencing homelessness, and low-income students	$110,000	$676,523	N
Additional technology to support teaching in Distance Learning: smart video cameras for live streaming, headsets, microphones, cables, and devices for staff.	$161,000	$140,000	N
English Learner Support: Maintain staffing of EL Specialists who provide designated ELD to newcomers and lesson support for all English Learners	$421,439	$421,439	Y
Instructional Leads/Trainers: Maintain existing staffing and supports to facilitate effective delivery of research-based, standards-aligned instructional practices for low-income students. Expand professional development efforts to meet distance learning context needs including, but not limited to, effective use of essential standards documents, integration of SEL practices, use of learning management system, and implementation of targeted small group and individual sessions	$33,000	$29,109	Y
Resident artists and art supplies for Arts/STEAM instruction during the school day to promote well-rounded students	$81,000	$78,696	Y
Professional Development: PD Days for teachers focused on technology, integrated ELD, data analysis, and instructional planning for learning acceleration	$600,042	$429,269	Y
Collaboration Time: Fund substitutes to allow teachers to collaborate with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessing and addressing learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID	$7,000	$11,229	Y

Parent trainings/workshops to support learning at home: registration fees for parent institute, speaker fees, and materials	$6,000	$5,783	Y
Parent Outreach: Continue and increase hours for community liaisons to support parents and families with additional needs due to pandemic	$124,000	$48,747	Y
School Psychologists/Counselor/Wellness Staff: Continue to address the social emotional needs of students and staff to keep students engaged and healthy	$205,474	$205,474	Y
Special Education Para educators, Behaviorists, Speech & Language Pathologists: Continue providing appropriate staffing for both position types and adapt delivery of services and supports to distance learning context	$1,000,000	$1,000,000	N
Activities to support ELs and SWD being on campus every day if in hybrid mode or even in distance mode with permission (setting up extra classrooms, supervision by bilingual staff who can help with asynchronous work). Additional instructional aide hours to support breakout rooms for designated ELD	$50,000	12,615	N
Science Curriculum: Adopt better science curriculum that has online digital access for distance learning and printed text for every student to take home	$300,000	$457,105	N
Purchase of additional e-resources to allow teachers and students access to supplemental curriculum: Renewal of iReady, Accelerated Reader, IXL, Mystery Science, Imagine Learning, and other teacher resources.	$200,000	$118,467	Y
Purchase of additional digital tools to enhance distance learning engagement and provide resources for asynchronous assignments: Screencastify, NearPod, and others	$69,558	$44,254	N
Purchase other support tools for digital and telephonic parent communication: Parent Portal and Blackboard Connect Communication	$100,805	$121,444	Y
Increase Consistent & Available Translators for the district and schools to provide oral interpretation at meetings and written translation of parent communication	$20,000	$11,542	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

To make sure each student who needed a device had a working Chromebook, we spent significantly more money (approximately $520,000 on the first two actions above) than planned. As devices issues in March of 2020 started to break, other devices which were several years old started to need repair or replacement, and families whose children were sharing one device heeded our call to borrow one for each student, our need for new devices grew. We spent approximately $20,000 less than planned to purchase Polycom cameras for each classroom, as the price was lower than anticipated.

Our professional development came in under budget due to lower attendance on some days. We also needed some staff (such as our food services team) to continue working and shortened some of the classified PD hours. By contrast, as they faced the challenge of

teaching virtually and then again in a hybrid format, our teachers requested more collaboration time, so we exceeded the planned costs for substitutes to cover classes.

Our community liaisons worked tirelessly to support parents in their new role as teachers at home. However, with most of the campus empty, they were able to focus on phone support, and we did not end up needing to extend their hours as originally budgeted.

We offered small cohorts of English learners and students with disabilities the opportunity to come to campus to learn. In some cases, the teacher continued to teach through Zoom while students were on campus with supervision from a classified employee. While we initially thought we might need to increase staff hours to support these groups, we were able to have noon duty aides and other staff support these cohorts.

We piloted, selected, and purchased a new science curriculum with hybrid components, including lab supplies which could be sent home if needed. This came in at a higher price point than we estimated.

The "e-resources," such as Screencastify, Nearpod, and Peardeck came in lower than budgeted due to some cost savings for purchasing licenses district-wide.

We budgeted more for translators than needed. However, our district translators were used frequently throughout the year to translate documents we were emailing home, check communications which were being translated through Blackboard or Google translate, and serve as live interpreters during virtual parent meetings.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction:

Our work with our task force last summer paid off in terms of continuity of instruction. Our middle school adopted a bell schedule with a homeroom and six 40 minute periods meeting daily for synchronous instruction. Our elementary schedules also had between 3 and 5 hours of synchronous instruction, as well as asynchronous time when teachers could meet with small groups for targeted support and conduct 1:1 assessments. We started the year with a more streamlined approach to distance learning: all synchronous lessons utilized Zoom; all classes and teachers used Google classroom; all students logged in to distance learning using a computer-- no phones or tablets; all elementary classes also communicated with parents through Class Dojo to communicate with parents.

Schools were able to systematize regular contact-less materials pick up and assignment drop-off, which was invaluable for hands-on projects and paper-pencil assignments. Our district staff also worked hard to ensure that all students and teachers were able to access our core math, ELA, and ELD curriculum online. Each school held materials pick-up events to distribute hard copies of textbooks. Each school rolled out a new PBIS matrix with clear expectations for distance learning, including a "cameras on" rule, which greatly aided in

the building of community and a sense of accountability. Teachers collaborated to create designated ELD and intervention time within their daily schedules, with students at the same level joining different Zooms at the appointed times.

Though we feel that our distance learning program was strong for a new program, it was not without its challenges. In parent meetings and on parent surveys, we received comments that children were having difficulty focusing. While some teachers quickly learned techniques to check for student understanding during distance learning lessons, others struggled. Our middle school schedule did not have office hours or time for smaller group instruction built in, and teachers shared that the 40 minute period made it challenging to answer all students' questions or provide extra support for students who needed it. Similarly, the designated ELD classes at the middle school, especially the grade 7 classes, were not as effective as they might have been in person, as many of the students did not know each other and were too shy to speak or share their ideas outside of the Zoom chat. With the switch to hybrid, the middle school adopted a block schedule.

Some students had spotty attendance, despite our office teams working daily to make follow up calls, conduct home visits, and hold virtual meetings with parents and students who were truant. Ds and Fs at our middle school were much higher than they were in previous years, primarily due to students who were not completing assignments or not attending class. Our emerging bilingual students did not have peers or visual cues to help them follow along as they would in a classroom setting. Some students who did not have appropriate home supervision would log off of live instruction at their will.

Teachers reported struggles with assessing students and checking for understanding during live lessons. One kindergarten teacher's comment summed up the challenge well: "I don't even know if my students are holding their pencil correctly." While professional development and collaboration did help many teachers with teaching strategies for checking for understanding, this concern persisted throughout distance learning.

Mid-year internal data suggests that while our students have grown academically this year, distance learning has not been as effective as in-person learning. By March of 2020, our students had a median percent progress towards typical growth of 81% on the i-Ready math diagnostic; by March of 2021, that growth had dropped to a median of 59%. In March of 2021, 44% of our students in K-6 were 1 or more years below grade level in math, compared to 39% in March of the previous year just prior to schools closing. Reading achievement and growth were similar: 40% of our students in K-6 were 1 or more years below grade level in reading in March of 2021, versus 38% in March of 2020. One data point of particular concern is that in March of this year, 15% of our students were 2 or more years below grade level in reading. By March of 2020, our students had a median percent progress towards typical growth of 105% on the i-Ready reading diagnostic; by March of 2021, that growth had dropped to a median of 69%. Our middle school students have also been losing ground in distance learning: at mid-year, 28% of our students were at least 1 year behind in math as measured by Star Math, and 45% were at least one year behind in reading as measured by Star Reading.

Access to Devices and Connectivity:

Ensuring that all students had reliable access to the internet and a proper device for engaging in synchronous lessons and completing asynchronous work was a top priority. Our technology team and office staff teams checked out Chromebooks to all students whose families requested one-- a total 2,344 Chromebooks (representing 89% of students from preschool through grade 8, with some students needing replacements over time). Additionally, the district and school sites checked out 456 hotspots to students whose

homes had insufficient internet connectivity. Throughout the school year, teachers, office staff, and community liaisons continued to message to parents that they could come by the school to exchange or check out a device if needed. Our school offices were open to visitors every morning, with staff working on a rotating schedule, making it easier for parents to get tech support in-person or by phone. Office staff teams received training in Zoom, Google Classroom, Single Sign On, and other programs so that they could help parents and students troubleshoot connectivity issues.

In addition to providing devices, our district launched an intensive parent academy led by our technology leads. The team hosted twelve parent workshops covering all five major languages in our district, showing parents how to use the suite of technology tools being used district-wide. The team also created a distance learning webpage for parents with videos in English, Spanish, Vietnamese, Cantonese, and Mandarin with easy-to-access how-to videos showing how to help students navigate Single Sign on, Zoom, Google Classroom, and Classroom Dojo.

Teachers, administrators, and front office staff carefully monitored attendance and participation using weekly engagement records and followed up daily with any family of a student who missed a synchronous class to find out the reason and offer support. Where connectivity was an issue, schools issued new devices or hotspots or helped to show the student or family how to navigate the Chromebook or learning platform. A review of these engagement logs shows that, when needed, school staff offered different supports, such as referrals to counseling, tutoring, or providing materials. Though providing access to devices and hotspots was generally a success for the district for all of our students, there were limitations where wifi was concerned. A number of students continued to have unstable internet, rendering their voices in Zoom difficult to understand, or leading to them being frequently kicked out of Zoom classes.

Pupil Participation and Progress:

As noted above, our distance learning schedule was heavy on synchronous learning. During approximately 250 minutes a day of live lessons taught through Zoom, students were expected to have their cameras on and their names accurately displayed. The week before school started, every school distributed a "learning from home" kit to each student, which included school supplies, headphones, and textbooks. When needed, teachers communicated one on one with students or parents whose circumstances made it challenging to have the cameras on. Teachers took attendance and made notes throughout the lesson on student engagement. Teachers tried-- some with more success than others-- to monitor student participation in real time using observations of students in break out rooms, student responses posted in the Zoom chat, using interactive activities in Nearpod, Pear Deck, and Google docs, and students completing problems on white boards and holding up their responses to the camera during class.

The synchronous lessons were complemented by additional asynchronous work which students completed in packets or using instructional software, such as i-Ready and IXL, Flipgrid, or Google documents which the teachers then checked in the afternoon to identify how they needed to adjust instruction for the next day. Teachers inputted grades into their gradebooks for in-class and asynchronous assignments at least twice per week. One challenge with distance learning is that if students did not complete or submit work, it was difficult for teachers to measure student mastery of the learning objectives. In some cases, especially at the primary grades, students were asked to return packers of work to school. Not all families were able to return these packets to school each week, making it hard to assess those students.

To measure the time value of pupil work, teachers posted in their Google classrooms a daily agenda with the assignments and activities for both synchronous and asynchronous work and the time each would take. Principals reviewed the agendas to ensure that the instructional minutes aligned to the daily distance learning schedules. One problem with the schedule was that from 8:00-8:30 in elementary school and 8:00-8:50 at the middle school, students were supposed to work on asynchronous assignments while teachers prepared for the day and reviewed work from the night before. Observations of students logging in to live lessons at 8:30 suggest that most students were not actually completing assignments but were instead sleeping in later. However, gradebooks show that most students were generally completing the asynchronous assignments.

At the middle school level, analysis of report cards and progress report grades shows a dip in pupil engagement during distance learning. There were significantly more Ds and Fs this past school year than in previous years. At the end of semester 1, for example, 33% of all middle school students had at least one F. Teachers reflected on this data and attempted to change it, but there was only a small improvement in semester 2. The middle school attendance logs and reengagement records show that a small subset of students took a while to adapt to the distance learning platform but were able to fully engage over time. One student, for example, was failing and struggling with navigating Google classroom in August and September; through hard work and support with parents and staff, she was able to do well in all of her classes by the first semester report card.

Distance Learning Professional Development:

Professional development this past year focused primarily on supporting high quality distance and hybrid learning. The District's six pupil free, professional development days for teachers included workshops by our teacher "Tech Squad" on setting up and using a variety of tools for synchronous and asynchronous learning: Google classroom, Peardeck, Nearpod, Zoom, and Poly cameras. These workshops were structured to provide teacher choice based on comfort level with technology. Prior to school starting, guided collaboration sessions focused on building a sense of belonging at a distance, and a guest speaker addressed our entire staff with a presentation on trauma-informed care and the importance of responding to the trauma brought about by the pandemic in our Rosemead community. Instructional aides joined the teachers for most of the professional development sessions, enabling them to gain skills with remote teaching tools that they would be supporting in the virtual classroom.

Early October PD sessions focused on increasing student engagement and checking for understanding using the same technology tools covered in the summer as well as on teaching integrated ELD through distance learning. Later in October and again mid-year, professional development focused on using diagnostic data and Achieve the Core's prioritized ELA and Math standards documents to revise curriculum maps. At the middle school, a focus on writing across the curriculum using a common approach was also successful.

After school program leads and assistants, office managers and clerks, custodians, and other staff also received professional development. During their five in-service days, these staff members received training in trauma-informed practices, the Leader In Me Program, and any technological tools that they would be supporting: Google classroom to use in the ASES program and to help parents navigate when they called the office, for example, and google sheets to monitor the weekly engagement records.

Review of our teacher and classified professional development feedback surveys shows that PD was effective and relevant. Due to the level of differentiation in the sessions, at least 80% of respondents said that they feel prepared to implement what they learned, and over 90% rated the content as "very valuable to my professional growth." Attendance was almost 100%, and we received many

comments from teachers on the efficiency and effectiveness of conducting professional development online. In response to the statement, "I have had sufficient training and/or experience using distance learning tools to deliver effective remote teaching," on the California Schools Staff Survey in April, 86% of staff agreed or strongly agreed.

Our distance learning schedule, which included asynchronous learning time, allowed for weekly grade level and department collaboration time at both the elementary and middle school levels. This time was well-spent co-planning lessons, sharing tips for distance learning, and collaboratively analyzing data. During observed meetings of "Professional Learning Collaboration" or PLC time, as these meetings were called, teachers examined practice ELPAC test items and discussed how they could support students with similar tasks during designated ELD; collaboratively planned instructional units using new curriculum; shared best practices for engaging students in distance learning; analyzed i-Ready data and formed student intervention groups across the grade level. As we begin drafting plans for a full return to school next year, we are looking for ways to build this invaluable collaboration time into the weekly schedule.

The principals and coordinators attended a PD series on coaching teachers in distance learning hosted by Nancy Frey, Dominique Smith, and Doug Fisher. This series offered practical strategies that leaders could use the next day as they supported teachers and maintained a positive school climate in distance learning. The leadership team also read the book *The Quick Guide to Simultaneous, Hybrid, and Blending Learning* also by Fisher and Frey.

One challenge with professional development this past year was timing: We had originally scheduled for a day-long training of our new science curriculum, for example, but when LA County moved into the red tier, and we were able to bring students back to campus on the hybrid schedule, we changed the focus of a PD day in March to go over how to use Poly cameras, how to simultaneously teach and manage students in the classroom and those at home Zooming in; and how to teach on a block schedule (for the middle school). The science curriculum training had to be postponed to next fall.

Another challenge with PD was securing substitute teachers. While in the past, we have subbed out teachers to conduct PD for small groups of teachers, we had fewer substitute teachers available this year, and many teachers were reluctant to leave their virtual classes in the hands of a sub. Principals ended up providing a lot of sub coverage, which pulled them from instructional supervision.

Staff Roles and Responsibilities:

COVID-19 and the resulting school closures and new safety protocols upon re-opening impacted the roles and responsibilities of staff across the district. Our staff rose to the challenge of distance and then hybrid learning with incredible ingenuity and commitment to our students. As noted above, our office staff and community liaisons, to fulfill their job function of supporting parents with navigating the school system, gained skills to help parents with Chromebook, Zoom, and other technology issues. Similarly, across the district, staff quickly got up to speed with using Google documents and Google sheets, video conferencing software, and other tools which allowed us to collaborate and work remotely when schools and offices were closed. Office managers and clerks quickly re-created paper-pencil forms into online-accessible formats.

To support students learning at home, school office teams regularly organized contact-less pick up of materials. Instructional aides learned to support students individually through Zoom. Our psychologists and specialists pivoted to conducting assessments and providing services such as occupational and speech therapy either remotely or in a physically distanced setting. Early Childhood and

After School Education and Safety (ASES) program staff first began providing after school virtual programming and tutoring services, and once we re-opened schools, they began to support students who stayed on campus for the distance learning part of the day with their our nutrition services staff transitioned to providing "grab-and-go" breakfast and lunch and, for several months, supper not only to students enrolled in our schools but to the community at large. Some noon-duty aides supported meal distribution or supervision for students who were attending school on campus but receiving instruction through Zoom for part of the day.

Perhaps one of the biggest shifts in staff responsibilities came for our nurse and nurse aide, who ran our district's own antigen testing program, testing staff members twice a week beginning in January and testing students who opted in starting in April. Similarly, our Human Resources Coordinator assumed the responsibility of managing COVID contact tracing, training department leads and administrators in new protocols related to isolation and social distancing, and facilitating the accommodations process for employees requesting to work remotely after their role required them to return to in-person work.

Support for English learners:

In both distance and hybrid learning, our primary instructional supports for most of our English learners came in the form of strategic daily integrated and designated English Language Development. Designated ELD focused oral language (primarily speaking). We activated online components of our core designated ELD curriculum (*Wonders ELD* for elementary and *Inside* for middle school) and provided professional development for teachers on technological tools to support structured academic discourse, including Zoom breakout rooms and Flipgrid, as well as on our new EL progress monitoring tool, which uses the OPTEL rubric to measure EL students' reading, writing, speaking, and listening skills and guides teachers to identify focus areas for instruction. We also purchased the Nearpod ELD library to provide supplemental interactive virtual lessons. At the elementary level, teachers grouped students by grade and EL level. During distance and hybrid learning, students logged into different Zooms to attend ELD time by level. In some cases, elementary students did not log back in after lunch for their small group designated ELD.

At the middle school level, students were grouped by ELD level for designated instruction during homeroom period at the beginning of the day. The teachers established academic routines to engage students in practicing various language functions. One drawback with the schedule for designated ELD was the short time period, which made it challenging to provide extended opportunities for student speaking. We offered a four-part series of professional learning for the middle school designated ELD teachers focused on leveraging digital tools to provide authentic opportunities for ELs to develop their academic English language.

To support our newcomer students during school closure, we invited those who were struggling with distance learning to come to school Monday through Thursday for a combination of in-person instruction and support with remote learning (from the classroom) from October through March (with a break in January and February when the COVID rates were surging). As a result of this small cohort setting, many of the newcomer students' grades improved, and engagement improved. In some cases, students' grades did not improve significantly, but it was evident from students' attendance and eagerness to socialize that their spirits were lifted by the interaction with peers. At the middle school, students who came for small cohort learning were thrilled to participate in live PE on campus and thrived with the peer interaction. Those newcomer students who opted to stay at home received strategic instruction with the EL specialist, who established online classes where the students felt safe to unmute and participate. Students also used Imagine

Learning Language and LIteracy software during asynchronous time, which includes primary language support as students learn the fundamentals of English.

Despite our best efforts, helping English learners fully access the lessons in their various subjects was challenging without the proficient peers and easy to see visual cues from a classroom setting. Many English learners were hesitant to participate verbally in Zoom discussions. Breakout rooms and discussion threads using the chat helped these students to participate, but there was a decrease in the academic discourse in the distance learning classrooms in our district. Without the opportunity to orally rehearse their ideas, students' writing developed less quickly this year than in previous years. On our English Language Monitoring Assessments (our progress monitoring tool for ELs), many students scored at a lower proficiency level this year than last in writing.

Support for Pupils with Unique Needs:

Support for students with mild to moderate disabilities was provided by the Special Education department via remote learning platforms. Parents worked with special education case managers at the start of the school year to develop or revise each student's Distance Learning Plan to ensure that students with special needs were given access to the curriculum and provided with related services in accordance with each student's Distance Learning Plan. Both general education and special education teachers were provided guidance in how to provide specialized and differentiated daily content lessons to students with identified disabilities in order to make the content accessible. For example, teachers and service providers built their capacity to provide IEP services through multiple modalities using web-based instructional videos, materials, and specialized learning materials. The district also procured supplemental instructional materials to help teachers meet the needs of each student based on their IEP/Distance Learning Plan. Education specialists continued to collaborate virtually with general education teachers, related service providers, outside agency providers, and administrators to provide appropriate supplementary aids, accommodations, and modifications for students to access the general education curriculum. Education specialists collaborated with families through phone conferences, emails, and office hours. In addition to the supports listed above, students with moderate to severe disabilities were supported through the use of a new modified curriculum-- Unique Learning Systems-- that is web-based and could be accessed remotely.

Psychoeducational evaluations were conducted in accordance with federal, state, and county physical distancing and other safety guidelines as well as with student needs and assessment tools specifications. As the Distance Learning Plans demonstrate, education specialists continually monitored student progress and services and adjusted as needed throughout the year.

From October through March (with a break in late December through early February), small pods of special education students in Special Day Classes were invited to campus to participate in in-person instruction four days a week. These students were able to get additional support from their teachers and instructional assistants in the classroom.

Pupils in Foster Care:

Our district staff collaborated with the Los Angeles County Department of Children and Family Services and LA County Office of Education to implement data match procedures in an effort to ensure that all foster youth were correctly identified in our student information system. This allowed staff to effectively monitor foster youth engagement and response to supports. Each school's staff

offered help with registration and enrollment, internet access and devices, and tutoring for foster youth. Working with the foster parent, social worker, and biological parent (when appropriate) helped to ensure that students had connectivity and were participating whether the child was with the biological or foster parent.

Pupils experiencing homelessness:

Due to job loss, and other economic factors, many families in our district moved or doubled up over the past year. Our district collaborated with the City of Rosemead, churches, and local grocery stories for monthly food distribution on top of distributing breakfast and lunch for five days of the week. Our staff was trained in how to process referrals to community based food assistance programs, housing, transportation, medical, and dental assistance for unhoused students and their families. We provided wifi hotspots to students who needed consistent access to wifi for remote learning.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Playbook will be utilized in coaching and professional development for teachers to improve instruction using high leverage strategies to increase achievement for low income, English Learners and at-promise students. Purchase books with digital resources for all teachers and administrators.	$4,500	$4,990	N
After School and possible Saturday intervention classes taught by credentialed teachers to support struggling early readers, English Learners, and at-promise students	$132,506	$30,000	Y
Data Dashboard and Software Tools: Maintain a data system to support implementation of the district's common assessment program and allow teachers to analyze. Purchase data warehouse and visualization software to quickly identify students who have become at-promise or are falling behind and to identify when students are progressing even if they are still below level and track English Learner progress.	$24,000	$22,982	Y
Summer Programs: Provide 4-week supplemental summer school taught by credentialed teachers in June-July 2021 for students entering	$80,000	$150,000	Y

kindergarten, Title I students who are academically behind, English learners at emerging and expanding levels of proficiency, and other at-promise students to fill academic gaps.			
Special Education Summer Programs: Provide summer academies for students with disabilities	$134,402	83,413	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Our after school intervention program was minimal this year. We had difficulty staffing it. However, our ASES program continued to provide academic support, and many of our students needing intervention received support that way.

We expanded our summer programs offerings, which is why we are over $50,000 higher on that action. In addition to a Super Summer Academy for students needing intervention, we will be offering a virtual math course at the middle school, a summer program for kindergarten students from our Dual Language Immersion program who are not yet on grade level, and engineering classes with a language focus for our English learners near the end of the summer. We have also partnered with The Music Center to provide onsite percussion and spoken word enrichment classes at our middle school this summer.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Strategies to stave off or recuperate pupil learning loss this past year included setting a strategic bell schedule; supporting teachers in implementing high quality Tier 1 instruction through distance and hybrid learning; using data to identify students for additional Tier 2 supports including tutoring, targeted small group instruction, and re-engagement supports; prioritizing grade level instruction over remediation; and in-person and specialized instruction for targeted subgroups.

From March through June of 2020, distance learning varied widely, with some teachers simply sending home packets of work for students to complete and posting short daily video greetings. For this school year, we were intentional in creating a schedule that maximized synchronous learning while leaving time at the elementary level for teachers to assign asynchronous learning the last hour of the day while they worked with small groups. During the daily advisement period at the middle school, teachers had time to connect with students, engage them in reflecting on their grades, and support targeted groups with specific instruction (such as prerequisite math skills in math-focused advisements and level-specific ELD in ELD-focused advisements).

After observing lessons through Zoom in which it was difficult to tell how much students were learning, we devoted professional learning time to learning strategies identified by John Hattie as having the strongest positive impact on learning. Principals and educational leadership team engaged in a professional development series around strategies to support student engagement outlined

in The Distance Learning Playbook. School principles then shared the strategies with teachers during weekly faculty meetings. The RSD Ed Tech Squad facilitated professional development on leveraging technology-- such as Google classroom, Nearpod, Zoom polling and chats, and online curriculum-- to more effectively teach students. They also created an [Ed Tech website](#) with resources for teachers to refer back to throughout the year. Once we launched the hybrid model, we again devoted PD time to studying how to make sure students were still learning whether they were at home or in the classroom.

Building on the work our district began in 2019-20 to develop a Multi-TIered System of Supports for academics, teachers and administrators reviewed assessment and engagement data to identify students who needed additional support. One success was born out of the weekly engagement record, which ended up being a tool useful beyond merely documentation. Community liaisons examined weekly engagement logs to identify students who were not participating in distance learning-- either not showing up to Zoom classes or not completing work-- and followed up with phone calls and sometimes home visits to provide supports in the form of hotspots, tutors, technical support, and--when possible-- participation in small on-campus learning cohorts. While our engagement logs and report cards show many successes with getting students to participate and stave off more learning loss, there were still some students who we lost contact with and some students with such spotty attendance that we could not assess them to gauge their learning accurately.

In grade level professional learning communities, teachers analyzed Star and i-Ready reading and math diagnostic data each quarter to identify students who were not showing adequate growth. Using Excel, we were able to analyze this data by subgroups (ELs, low income students, Hispanic students, students with disabilities), as well as to individually examine the data of our small number of foster youth. Teachers could then identify trends in how effective their approach was for these groups as well as note individual students needing targeted instruction in smaller groups during asynchronous instructional time in the afternoon. After one such analysis session, middle school teachers agreed that they would take steps such as pinning those students who were falling behind to their screens on Zoom to keep a closer eye on them during synchronous instruction or pulling them into breakout rooms for one on one support and encouragement.

During district-wide pupil-free days devoted to professional development, teachers worked collaboratively to build acceleration into pacing plans for English and math by reviewing *Achieve the Core's Priority Instructional Content in ELA and Math* documents and identifying gaps their students had in pre-requisite skills and content knowledge and planning to strategically add instruction on those skills or content just prior to when students would need them for lessons aligned to grade level standards.

These four strategies-- maximizing synchronous instruction with high-leverage strategies and strategic technology use, focusing on the work of the grade level with just-in-time remedial skills lessons and individualized supports for students who were falling behind-- did prove somewhat successful. In math, i-Ready data shows moderate growth: From August to March, the number of students who were on grade level in math increased by 18%, and the number of students who were one year below grade level in math decreased by 12%. In reading, i-Ready data from August and March shows 13% increase in the number of students who were on grade level and a decrease by 9% of students who were one grade level below.

Nonetheless, our data shows that we were not fully able to mitigate pupil learning loss. By March, 55% percent of fourth graders were not on grade level in reading and 56% were behind in math according to our i-Ready diagnostic assessments. At the middle school level, 46% of 7th graders were below benchmark in reading, and 28% of 7th grade students were below benchmark in math. The math teachers suspect some students may have been using calculators, as these results seemed inconsistent with classroom level

assessment data. On our staff CALSCHLS survey in April, only 30% of all staff agreed that students were learning as much in remote learning as they were before; that number jumped to 57% for students in hybrid learning.

At the time of this report, we have planned a three week summer program for students who are academically behind. The program will focus on English, math, and ELD skills from the previous school year. Though it was a challenge to find teachers willing to teach after this challenging year, we were able to fully staff the program with appropriately credentialed teachers. We were less successful in finding teachers to teach Saturday or after school intervention classes during the school year. We contracted with an outside organization to provide Friday afternoon and Saturday engineering classes for at-promise students

English Learners:

Our English learners continued to receive integrated ELD throughout the day as well as a dedicated thirty minute block of designated ELD each day. This block was most successful at our larger elementary schools, where three teachers at each grade level were able to form three leveled groups. The ELD teachers also taught groups for designated ELD. The elementary curriculum, *Wonders ELD,* was accessible online, which helped with distance learning. At the middle school, the Inside curriculum also was accessible online. Despite efforts to engage students in academic discourse through Zoom, getting our ELs to speak with their English proficient peers was more challenging this year. ELs also had fewer supports in distance learning than they would have had in a physical classroom: anchor charts were not visible, they could not turn to a peer for help, and it was easier for them to be lost, quietly on Zoom, without the teacher noticing. While we do not have our summative ELPAC data at the time of this report, we know our ELs as a whole experienced more learning loss than their EO and RFEP peers. Results from our own progress monitoring tool, the English Learner Monitoring Assessment, shows that the majority of students who started the year at a level 2 and 3 have stayed at that level. At the middle school level, grade eight English learner students made a significant gain of 110 Lexile points on the Star Reading test by mid-year; however, only 5% of ELs were at benchmark on the mid-year Star reading diagnostic. We were more successful with our newcomer students, as they were invited to campus for small group in-person cohorts starting in October. Our 8th grade newcomers, for example, made a gain of 355 Lexile points on the Star Reading test from August to January.

Low Income Students: Many of our low income students were more adversely affected by the pandemic than their wealthier peers. Our engagement logs show more frequent requests for hot spots and Chromebook replacement among our low income students. Our community liaisons made special outreach efforts to the families of low income students to offer technology assistance and tutoring by the ASES staff, knowing that these families might be less able to help their children with their schoolwork. We held welcome back to school meetings for parents where we went over how to set up a learning space at home, including photos of learning spaces in crowded apartments. We also sent home supply boxes with ear buds, mini white boards, and white board markers, among other school materials. Our elementary schools had weekly folders that included manipulative, art supplies, and hands-on science materials. We monitored the folder pick up and were disappointed to note that the families who did not pick up the materials regularly were low-income families. Disaggregating our local assessment data, there is not a significant difference in achievement levels between the free/reduced lunch participant and those who do not quality.

Foster Youth: Our foster youth were supported as individuals rather than as a group. Each school site with a foster child (Shuey and Muscatel) was intentional about offering technology, supplies, and counseling to the guardians of the foster children. Principals monitored the weekly engagement logs and student grades weekly. When we look at the formative assessment data of our pupils in foster care, we especially focused on growth data, given that four of the six were several years behind when they began the school year. All seven students made significant progress: three of the four elementary students had an average of over 100% progress toward typical annual growth in reading and math on the i-Ready. Our middle school pupils in foster youth did not have as much success academically or with attendance. The weekly engagement logs from this school show contact with the guardians every single week, enrolling one of the students in a small group on-campus cohort starting in the fall, one on one meetings with the foster parents, provision of school supplies, and frequent check ins with teachers on the students' progress.

Pupils with Exceptional Needs:

Students with exceptional needs continued to receive services in accordance with their IEPs and Distance Learning Plans throughout this school year. Once allowed by Los Angeles County Department of Public Health Guidelines, students with IEPs were invited to participate in in-person instruction within small controlled cohorts. Throughout this time, students' progress towards annual goals has been monitored and service providers have implemented regular progress monitoring to ensure that students are making steady progress toward mastery of annual goals. Students with special needs who have extended school year in their IEPs have been invited to a four week, in-person extended school year, where they will have the opportunity to continue to learn skills and content from the current school year. In addition, students with disabilities whose IEPs may not include Extended School Year (ESY) but who have been determined to potentially benefit from extended learning opportunities have been invited to participate in the district's Super Summer Academy where they will receive reading and math intervention as well as participate in enrichment activities.

Pupils Experiencing Homelessness:

Despite our outreach to students and families experiencing homelessness, the learning loss for these students has been greater than the average loss. For example, while our average elementary reading scale score on the spring i-Ready diagnostic was 518 points for all students, it was only 479 (a difference of 39 points) for our unhoused students. The reading percentile for homeless elementary students was 19 points lower than the average. Similarly, our middle school students experiencing homelessness scored 12 scale score points lower on the mid-year Star math test than average; their Some of our unhoused students were challenged to attend virtual classes regularly. When parents were open to the idea, bringing students on campus was helpful. Still, we do not have assessment data for 13 of our 47 homeless students, as they did not attend school on the days when assessments were being given nor have been able to make up the tests.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Supporting mental health and the social and emotional well-being of our students and staff has been a special priority this past year given that the Rosemead community was hard-hit by COVID-19 and by pandemic-related job losses. Our utilization data from one our mental health partnerships supports what we heard anecdotally from our students and their families: anxiety, depression, and trauma were common concerns, followed by much fewer but still significant concerns relating to marriage and suicide.

Last summer, our psychology team curated a new [Social Emotional Wellness page](#) on our district website with school and community-based resources for students, parents, and staff members. Early in the school year, our entire staff attended a workshop on trauma-informed care presented by an expert in the field. All teachers also engaged in a collaborative planning workshop on building relationships and a caring classroom community in distance learning. Observations of classrooms show teachers consistently using the Leader In Me Question of the Day, checking in with students with emojis or "how are you feeling today?" prompts, and making time at the beginning of Zoom class to make personal connections to students. A poll at a DAC/DELAC meeting in April suggests that many of these strategies paid off. 90% of parents responding agreed that their children were able to use the 7 Habits to help them succeed with managing distance learning this year. When asked to rate how the school staff supported their children emotionally during this school year, 44% chose "excellent," and 48% chose "good."

Staff from The Department of Mental Health and UCLA Public Partnership for Wellbeing attended staff meetings to share a collection of resources and opportunities for supporting school employees during the COVID-19 pandemic. Resources included peer support groups, free access to mindfulness resources such as the Headspace meditation app, and a website with tools such as a list of strategies for self-compassion. We partnered with an agency called Care Solace to connect mental health providers with students and staff. During the January and February surge, we engaged in a partnership with Foothill Family to host parent workshops on supporting student well-being throughout the pandemic, being a supportive parent in distance learning, and identifying signs and symptoms of anxiety and depression in children. Throughout the year, our teachers, aides, and after school teachers consistently communicated with school psychologists if they were concerned about a student.

While we increased the mental health supports available and tried to get the word out frequently, one major challenge was countering the stigma around counseling that many of our parents hold and getting parents to enroll their children in mental health services. The Care Solace team was quick to reach out to families and find resources for them. However, getting families to commit to an appointment was more challenging. While we had over 500 inquiries through CARE Solace, resulting in 66 "warm handoffs" to a mental health services provider, these led to only 30 appointments-- a rate of approximately 50%.

Monitoring mental health and social and emotional well-being was also challenging. CALSCHLS parent survey data helps us somewhat to evaluate how effective our mental and emotional supports were. At the middle school level, 53% of parents who responded to the CALSCHLS survey indicated that a teacher checked in individually with their child at least once a month, and only 31% felt that their child's teachers were responsive to their child's social and emotional needs. Over 50% of parents responded "Don't know" when asked

if support staff are available to their child if he/she needs them. 54% of parents at the middle school were somewhat, quite, or extremely concerned about their child's mental well-being.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Our district was fairly successful with Tier 1 and Tier 2 pupil and family outreach and engagement. We began in August by establishing positive attendance expectations through parent webinars. This included guides for parents about how to set up a workstation-- no matter how makeshift or small-- for their child to use daily for distance learning; clear schedules; consistent use of Google classroom and Class Dojo as communication tools; and the expectation that students would be sitting up and having their cameras on for synchronous lessons. Our staff promoted a culture of attendance with students and parents. Attendance awards were given out. Our community liaisons, principals, office managers, and attendance clerks reviewed weekly engagement records regularly and conducted phone calls, sent mail, and even made socially distanced home visits for students who neither attended synchronous instruction nor completed assignments for 3 days (or 60% of the instruction that week). Through this outreach, they were able to identify the barriers to learning and often were successful in helping to overcome them through making counseling referrals, providing hotspots or headphones, notifying the teacher that an intervention was needed, etc.

As a result of this focused level of support for engagement, our attendance rate for the first half of the school year hovered around 97%.

RSD did not refer any students for SARB review this year. Instead, school teams pressed on with re-engagement activities, family outreach and offers of support to mitigate extenuating circumstances such as technological barriers, provision of asynchronous learning activities, independent reading study, etc. Sadly, we lost contact with some families-- either for short periods of time, when a family member was temporarily sick and the children were living with relatives, or throughout the year, when families moved or stopped connecting with the school.

Each of our schools was able to hold regular ELAC and School Site Council meetings through Zoom. At the district level, our DAC/DELAC meetings were better attended through Zoom than they had been the previous year when held in person. This was an unexpected success with parent engagement. Using Zoom polls and the chat feature, we also found that we heard the perspectives of parents who were previously quiet during in-person meetings. We held a spring parent institute, with workshops on supporting children with distance learning, helping students learn about saving money, understanding anxiety and depression, and preparing young children for kindergarten. Attendance at these workshops ranged from 35 to 85 participants-- a success given the small size of our district.

A significant challenge with Tier 1 and Tier 2 parent outreach was the mismatch in languages between our staff and our school community. To overcome this challenge, we hired a Mandarin speaking community liaison and a second Vietnamese interpreter in the winter of 2021, which helped immensely. In addition, many of our families were new to educational technology and did not use email regularly, so we needed to develop their skills with Chromebooks, Google, and more so that they could help their children and

participate in Zoom parent meetings. We devoted resources to holding parent technology workshops in English, Spanish, Vietnamese, and Mandarin, developing videos in each language, and getting our interpreter team up to speed on using Zoom interpretation channels.

Out of the respondents to our middle school CHKS for parents, 93% agreed or strongly agreed that "the school/district has done a good job keeping me informed about remote learning." When polled about their preferred method of communication, DAC/DELAC parents indicated that they prefer Class Dojo and email to paper announcements. When asked to rate the support the school and district staff provided them as parents for helping their children learn at home, 96% of DAC/DELAC meeting attendees responded "excellent" or "good." Moreover, 92% rated the communication from their children's school and teachers excellent or good.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Our Nutrition Services team expanded its services fivefold, to great success. They offered nutritious breakfast and lunch to the community at large on an ongoing basis throughout the entire pandemic, including during holiday seasons. Working with DPH guidelines, the nutrition services teams set up drive-through and walk-up meal pick up stations. Clear signage, use of personal protective equipment, an outdoor setting, and strategic packaging of the food ensured mitigated any potential virus transmission. Rain or shine, this entire school year, families from this community were able to pick up meals for breakfast and lunch for one week at a time for any child in their household, whether the child was enrolled at that school site or not. As a result, we increased breakfast participation by 50% over the previous school year.

The staff packaged the ingredients in larger quantities and provided a menu and directions for parents to portion the food out for breakfast and lunch. A large jug of milk, for example, would be intended to be served one glass per day at breakfast.

An unintended benefit of this approach emerged: given increased direct communication with parents about the meals, our staff was able to better understand parents' needs, parents were able to see what meals we offer, and we received high quality feedback on our services. For example, parents expressed how much they appreciated fresh fruits and vegetables, so our Nutritional Services director began to adjust the menus using Department of Defense funding to include more nutrient-dense fruits and vegetables, such as whole containers of strawberries, bags of avocados, etc. This increased communication also helped us to communicate with parents about additional programs such as PBET.

Pivoting to serving meals to go, then packaging them in bulk, was a challenge. The manpower needed for this task was tremendous, but we did not expand our staff. Despite the tough circumstances of providing so many meals with minimal staff, the Nutrition Services team morale grew as they realized that they were able to execute a plan when facing a big challenge. This team cohesion was a great success. Supply of packaging materials and containers was often low due to manufacturing shortages. We sought out new vendors and received donations from local businesses including Panda and Pick Up Stix for items such as bags for packaging meals. Freezer and storage space was also at a premium, and our staff had to be creative with storage.

Finally, once we launched our hybrid program, the county health orders around physical distancing and masking posed a challenge with providing meals to children on campus. Rather than risking exposing children to the Coronavirus over lunch at school, once students returned to campus for hybrid learning or small group instruction, we continued to offer food only to-go. Students staying on campus after school could pick up lunch and eat it at a distance, however.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, packaging materials, and Personal Protective Equipment.	$120,000	$278,618	N
Mental Health and Social and Emotional Well-being	Leader in Me and PBIS: Trainings/coaching and materials for a classroom culture and support system that creates a positive learning environment	$76,000	$95,799	Y
Mental Health and Social and Emotional Well-Being	Health Staff: Staffing and supports to provide critical health information, workshops for parents on preventative care, referrals, and support. Support district's broader efforts to educate the community about COVID, support contact tracing, and engage in direct outreach especially to students and families who do not have regular access to health care.	$312,202	$338,974	Y
Student/Family Engagement and Outreach	School Office/Community Liaison and Student Support Services: Staffing and supports to provide students and families a centralized access point for support services including, but not limited to, monthly food distribution in conjunction with monthly Rosemead City Food Bank, clothes distribution, referrals to community support agencies, parent education classes.	$63,341	$63,341	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Nutritional foods and supplies were significantly over budget for two main reasons: Due to pandemic-related manufacturing and distribution shortages, we were often short on food and packaging supplies. As a result, we had to purchase from more expensive vendors. Moreover, as the pandemic wore on and more families in the community began taking advantage of our services, we expanded the meals program and offered meals over holidays, distributing to any children in the community.

PBIS materials exceeded budget primarily because our schools found creative ways to offer behavior-related rewards at a distance. For example, Instead of showing a movie with popcorn, which they might have done pre-pandemic, teachers purchased individual rewards and sent them home.

Health staffing costs were a bit higher than projected. We paid our health staff additional hours for additional work, such as launching and maintaining our weekly staff and student antigen testing program.

Overall Analysis An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Implementing in-person and distance learning programs this past year helped us to revise the goals and actions for the 2021-2024 LCAP we had drafted in 2020. First, the experience of educating students through a pandemic reinforced for us the importance of health and safety. When staff and students feel that they are coming to a safe place, they are more ready to teach and learn. Our Rosemead community, like many lower income communities of color in the LA area, was hard hit by COVID, and the hesitancy to return to school before children are vaccinated is not uncommon. Safe and clean facilities will continue to be an action in our new LCAP, with a renewed focus on sanitation and cleanliness.

Distance Learning offered great insights and called us to return to in-person schooling with the commitment to do better than before for our unduplicated pupils. With our distance learning schedule, which had some asynchronous learning time built into the school day, we were able to appreciate the benefits of increased teacher collaboration or "PLC" time, so we have called out PLC time as an action in our new LCAP. This will be especially important over the next three years as grade level and department teaching teams collaborate to accelerate learning through just-in-time skill review before grade level content and to provide strategic Tier 2 academic supports to fill in gaps from unfinished learning due to distance learning especially for pupils with unique needs. We also learned how utilizing educational technology can benefit unduplicated pupils. For example, using Google classroom to organize assignments is very helpful to English learners, who can use Google translate to understand assignments, and to homeless students who may be more likely to miss part of the school day but can easily find out what they need to make up.

Monitoring and supporting mental health and social-emotional well-being during the pandemic offered insights as well. We will maintain our team of school psychologists and our middle school counselor so that they continue not only to provide direct services to students but also to offer guidance to the leadership team on our social and emotional supports for children. Providing trauma-informed care PD for all staff (including classified) shed a light on the need for our staff to gain even greater understanding of what our students and their families have been experiencing and how we can proactively respond. As we move to the post-pandemic era, we are well-aware that many of our students, especially amongst our low-income population, will be feeling the effects of the pandemic for years to come, and we will continue providing professional learning for all staff on trauma-informed practices. We saw, too, how for many students-- especially those who became unhoused or who moved in with relatives to isolate a sick member of their immediate family-- school was the consistent factor in their lives this past year and a place where they could express their feelings. . We are committed to continuing to invest the time to support students emotionally. Our LCAP will include actions on arts integration to support social-emotional learning and Leader in Me to help students communicate clearly when they are having strong feelings.

In the process of supporting pupil learning and survival through the pandemic, it became abundantly clear that our students with unique needs required some targeted supports that were beyond what typical peers demonstrated as a need. We found that we needed to provide for more technology in the form of hotspots and support for parents for utilizing this technology, more supports for the social emotional well being for the family as a whole, greater flexibility and creativity of delivery of instruction for students with disabilities, and ongoing check-in and progress monitoring for all.

Our work engaging pupils and families at a distance also greatly informed our LCAP. While we had begun in our previous LCAP to dip our toes into electronic communication with both parents, we primarily communicated on paper: students received written assignments

printed out on paper, and parents were sent home letters. Use of ClassDojo for daily school-home announcements. video conference software for parent meetings, Google classroom for assignments and feedback, and Blackboard for messaging were instrumental in our communication. All of these tools made it easier to communicate with families in their primary language and to reach families quickly when needed. Our new LCAP will include actions around licensing some of these tools. Parent participation in committees such as the District English Learner Advisory Committee and in workshops such as presentations by Foothill Family Services on understanding anxiety and depression in children were very well-attended this past year, despite the Zoom fatigue we imagine parents may have been experiencing. Buoyed by this increased participation, a priority in our new LCAP will be meaningful connection for families, and actions will include expanded community liaisons, translators, and workshops on topics relevant to our parents.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

As we strive to help students catch up and master grade level standards over the next three years, data-based decision making will be key. Goal 2 of our new LCAP will be focused on implementing a robust system of supports for students needing additional opportunities and help. In order to provide such targeted supports, we will continue universal screening and progress monitoring as well as invest in better diagnostic tools for students who are behind, including new literacy assessments that will help measure early literacy skills and oral reading fluency and a better data visualization program that will help us to mark trends in student progress and intervene when the trends are going the wrong direction. So, too, will we invest in professional development for teachers on the process of learning acceleration and time for them to select quick formative assessments they can use to identify pre-requisite skill gaps for each unit or even lesson. To make time for developing skills where there are larger gaps warranting an intensive approach, we will continue to support Tier 2 time at the elementary level, aided by intervention/ELD teachers. At the middle school level, we will leverage the AVID program with its focus on writing across the curriculum and strategies for problem-solving to support students who have fallen behind in catching up and mastering grade level content. Professional development days will be part of the new LCAP, and those days will be devoted in part to strengthening Tier 1 supports, especially in language arts, math, and science, so that students do not fall further behind.

To help mitigate pupil learning loss for low income students, students with disabilities, students in foster care, and unhoused students, we will bolster small group instruction at the elementary level. First, by keeping class size low, we will make it easier for teachers to create instructional groups that are smaller and more targeted. Second, we will support teachers with these "Targeted Assistance Groups" (TAGs) by providing TAG paraprofessionals who will work with the on-level students, allowing the teachers to focus instruction on groups needing more support. At the middle school, two key strategies will be providing intervention courses during the school day as well as training teachers in how to maximize scaffolds in our next generation ELA and science texts that help below-level students access grade level content

English learners will also continue to be a focus. At the middle school, the new English language arts curriculum has Designated ELD lessons, and the designated ELD course teachers will engage in a quarterly professional learning and collaboration session. As we roll out our new science curriculum, special focus will be placed on integrating English language development into science. Instructional leads for both ELA and science will drive the development of new scope and sequences which will include ELD components for each

unit. We will purchase supplemental curriculum, including Imagine Learning licenses, for our newcomer students and continue to fund ELD/intervention teachers for each elementary school.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement and those we implemented were explained in the annual update above. These include substantive differences in the planned and actual expenses for the following actions: PD Days, collaboration time, parent outreach and community liaisons, e-resources purchases, digital parent communications, translation services, after school interventions classes, summer programs, Lead in Me and PBIS programs, and health staff.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The 2019-20 LCAP annual update revealed that while many of pre-pandemic strategies were working, we still had progress to make in order to provide high quality teaching to every child in the district. As we reflected on the outcomes of the Learning Continuity and Attendance Plan,including the process of pivoting to distance learning and helping teachers quickly learn new remote teaching tools and the struggle many students underwent as they tried to learn through Zoom, the importance of high quality teaching became clear. To meet the challenge of overcoming learning loss, our teachers will need to continue to learn and adjust their practices. Our first goal for the 21-24 LCAP will include actions that include PD focused on learning acceleration. It will also include the induction program to provide support for our new teachers.

The 2019-20 LCAP reflection made it clear that our work on developing a multi-tiered system of supports is not done. As our Learning Continuity Plan reflection documents, we saw this past year how our English learners and at promise students struggled even more than before without the in-class support of peer models, anchor charts, and quick corrective feedback from the teacher. The new LCAP's second goal is devoted to supporting subgroups such as our English learners and students who are not reading on grade level. Adaptive software such as i-Ready and IXL will provide one small piece of the learning acceleration puzzle as well. The involuntary shift to using digital curriculum in 2020 helped our educators to see the benefits of this shift, especially the many built-in scaffolds and supports for ELs and students needing help with reading. ELD/intervention teachers will lend specialized expertise to provide ELD for

newcomers and intervention for students needing foundational skills instruction. Knowing the importance of targeted instruction that is aimed right at the level just above the students' current level, we will provide smaller classes to help teachers provide more frequent, targeted small group instruction and feedback. To form these groups, we will need consistent, frequent progress monitoring. Therefore, better diagnostic assessment tools and data visualization will be helpful, so we are committed to engaging lead teachers in selecting new literacy assessments as well as utilizing a new data system which will help us analyze student progress individually and as part of subgroups. At the middle school level, the new LCAP will include AVID as an action to support students who are not quite on grade level, and the plan will include metrics specifically to measure the effectiveness of our AVID program.

As our students stayed in their homes for over a year, they did not experience the enriched lives of kids who get to go on field trips, travel, and gain exposure to the incredible diversity Los Angeles County has to offer. As noted in our Learning Continuity Plan update, we were unable to staff after school enrichment and intervention programs the past year, and students received fewer of these opportunities than planned. As we prepare for 2021-22 and beyond, we plan to offer after school enrichment and intervention, even if that means working with an outside organization. STEAM labs, Music Center guest teaching artists, project-based learning, and field trips will help our students learn about the world through engaging experiences.

In reflecting on the mental health supports we provided during the pandemic, we saw how essential the school (either physical or virtual) is in helping students to feel safe and connected. We also noted that supporting students' sense of belonging and safety was a strength in our actions from the 2019-20 LCAP. The new LCAP will continue programs which have helped us to create a positive learning environment and support students through emotional challenges: PBIS and Leader in Me; counselors and psychologists.

Finally, while parents did indeed inform the 2019-20 LCAP, it was the challenge of implementing the Learning Continuity Plan that showed us the true meaning of parents as partners. In 2020-21, parents in many ways became teachers at home. This both showed us many ways the parents of our students, even those who do not speak English, were able to help their children learn as well as the importance of continuing an open dialogue with the parents in our district. To keep the parents continually updated on how they can support learning at home (even after we go back to in-person schooling), and to continue the open communication and feedback from the parents, the new LCAP funds translators, community liaisons, and stakeholder surveys.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov*.*

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

    o Continuity of Instruction,

    o Access to Devices and Connectivity,

    o Pupil Participation and Progress,

    o Distance Learning Professional Development,

    o Staff Roles and Responsibilities, and

    o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

    To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rosemead Elementary	Jennifer Fang Assistant Superintendent, Educational Services	jfang@rosemead.k12.ca.us (626) 312 2900

Plan Summary 2021-2022

General Information

A description of the LEA, its schools, and its students.

Located in the San Gabriel Valley, just ten miles east of downtown Los Angeles, the city of Rosemead has evolved from its roots as a ranching and farming community to a future-focused town that promotes small business ownership and celebrates diversity.   Founded in 1859, Rosemead School District is proud of its long tradition of serving the Rosemead community with academic excellence. The district serves over 2,300 transitional kindergarten through eighth grade students in four elementary schools and one middle school. We also teach approximately 150 preschool students. Students from Rosemead attend Rosemead High School, which is part of the El Monte Union High School District.

Our students come from a wide variety of backgrounds. Ethnically, 54% of our students are Asian, 36% are Hispanic or Latino, 2% are White, 1.4% are Filipino, 0.3% are African American, and just over 6% are of mixed heritage or have declined to state.   While one-third of our students speak English as their first language, approximately 37% of our students are English learners; primary languages include Spanish (20%), Vietnamese (18%), Cantonese (17%), Mandarin (8%), and -- to a lesser degree--Burmese, Chuchow, Tagalog, Korean, Khmer, and Indonesian. Over 79% of our students qualify for free or reduced-price meals, 2% of our students are homeless, 0.3% are foster youth, and 11.2% are identified as students with disabilities.

The Rosemead School District provides a challenging academic environment that encourages lifelong learning and embraces diversity. In partnership with parents and the 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. We strive for all members of our educational community 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

The Rosemead School District team holds as core values a set of beliefs about the components of effective schools: high expectations; placement of student academic, social, and emotional needs above all else; a quality instructional program that prepares students to be responsible, well-informed citizens with high ethical standards, creative problem solvers, effective communicators, and lifelong learners; active parent involvement; and welcoming participation in decision making by students, staff, and parents.

In the 2019-2020 school year, the Rosemead School District Board of Trustees outlined a strategic plan with several priorities aligned to the core values listed above: high levels of student achievement for all students; nurturing 21st-century skills such as critical thinking and interpersonal communication; support for the specialized needs of identified groups of students; programs that develop the whole child, including socio-emotional and physical development; learning environments that promote health, student leadership, personal responsibility, and respect for and appreciation of others and of diversity; highly effective educators; use of technology to enhance learning; strong communication with and engagement from all stakeholders; safe and orderly facilities; and financial sustainability.

In alignment with the Board's strategic plan, the Rosemead School District LCAP is a three-year plan that outlines goals, actions, and expenditures to increase student achievement and engage students in meaningful learning experiences while addressing state and local priorities. In order to provide greater coherence, we have aligned our schools' School Plans for Student Achievement (SPSA) and our district's strategic plan with our LCAP.

The past 18 months have been challenging for staff and students due to the pandemic. This plan represents our commitment to support students' social and emotional well-being and address learning gaps in order to help our school communities as a whole to reconnect, re-engage and recover.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

This plan builds on past successes to support our students as they emerge from the pandemic and regain sure footing on the path toward college and career readiness. An experienced teaching staff that is eager to grow professionally, a solid English language development program at the elementary school, positive school culture and award-winning student leadership programs, and collaborative relationships with parents will all propel our actions in the next three years.

First, as we look back at the past two years, we appreciate that we have an experienced teaching staff that has proven to be flexible and committed to adapting their practices in order to support students' changing needs. As a result, academic success overall has been strong in our district: On the most recent state dashboard (2019), our students averaged 32.9 points above standard in ELA and 19 points above standard in math on the SBAC; and this past year, with all of its challenges, 63% of our K-6 students finished the school year with on-grade level scores in reading and 58% in math on our local assessment. As indicated in our Local Indicators narratives on the Dashboard, fully credentialed staff working within their subject areas, consistent instructional routines, use of standards-aligned curriculum, and regular progress monitoring are all factors that likely contributed to the overall academic success of our students. Similarly, the success of our professional development program-- measured by strong attendance, strong engagement during the sessions, application of the new skills in the classroom, and high marks on feedback forms-- has encouraged us to continue to invest in developing our teaching and support staff.   Our local assessment data tells us that our students will be going into next year with significant learning gaps from distance learning. As we plan for the next three years, we will leverage our existing curriculum, invest heavily in professional development and teacher collaboration on learning acceleration and implementation of our new science curriculum and middle school ELA curriculum, and engage teacher leads to spearhead the work with their peers.

Our English learner supports are also a strength, especially at the elementary level and for newcomers of all grades. Staffing each school with an English learner specialist, utilizing standards-aligned ELD curriculum and supplemental programs for newcomers such as Imagine Learning, formatively assessing the progress of our English learners three times per year, and building targeted designated ELD instruction into the daily schedule at every school site have all contributed to an ELPI score of "high" on the 2019 dashboard and a reclassification rate of 18% this past year (even as we had students with no 2020 ELPAC scores). On the 2019 CAASPP, our average reclassified English learner scored 65.9 points above standard in ELA and 44.8 points above standard in math. We will continue these actions and amplify our work with professional development around integrated ELD across the curriculum.

Whether in-person or remote, our schools have all been able to maintain a positive school culture.   Our average attendance rate of approximately 97.5% in 2019 and 2020 is a strong indicator that our students want to come to school. On our most recent California Healthy Kids Survey, 84% of students agreed with statements related to the fairness of student rules, and 79% agreed that caring adults listen to them and make an effort to get to know them. Moreover, 72% responded positively to statements about social and emotional learning supports, such as, "Does your school teach students to care about each other and treat each other with respect?" Our team of school psychologists and the middle school counselor contribute greatly to this positive culture in their roles serving on-site teams focused on school culture and mental health and providing individual and group counseling services. We also attribute much of this success to two foundational programs we run. First, all schools use Positive Behavioral Supports and Interventions, which we support with PBIS teams and coaching as well as funds for rewards and for behavior matrix development, and

this has been instrumental in creating a positive climate. Our schools have all "medaled" in PBIS: Savannah is at a platinum level, and the other schools were all gold, silver, or bronze. The Leader In Me/ 7 Habits is another framework that undergirds our school culture. All four of our elementary schools have earned the distinction of being Lighthouse schools, and one was just named the first-ever Legacy Lighthouse school. Our middle school is on track to earn Lighthouse status in the next few years. We will continue to fund coaching from the Leader in Me team, release time for our staff Lighthouse teams to collaborate and plan along with the student Lighthouse leaders, parent workshops on fostering the 7 Habits at home, and on-campus Leadership Days at each school site, where the community can come to see a showcase of student leadership.

Parent partnerships are another strength we plan to take advantage of as we work to help all of our students, especially our low-income, foster, and English learner students, to thrive academically. As we indicated in the Parent and Family Engagement local indicator on the dashboard, we rate our work in this area as full implementation. Our site-based School Site Councils and English Learner Advisory Committees (ELACs), as well as our District Advisory Committee and District ELAC provided invaluable insight and feedback into the needs of parents and children to inform our plans. Simple feedback, such as the preference for Class Dojo over phone calls to receive school messages, has made a big impact on our ability to get information to parents. Translators are an invaluable resource for our work with our multilingual parents; we typically translate English documents and host live interpretation into Spanish, Vietnamese, Chinese (Mandarin and Cantonese) for all parent-facing communication. This translation is especially important to help our staff understand parents, as most of our staff is monolingual or bilingual. Communication tools such as Blackboard are helpful in this regard. We will continue to build our partnerships with outside organizations that can provide parent workshops on topics parents have requested and plan to expand our educational offerings for parents.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

There are several areas that stand out as needing significant improvement: our work with a few subgroups (including Hispanic/Latino students, students with disabilities, and long-term English learners), supporting students with significant learning gaps, engaging a number of chronically absent students, and reducing suspensions. A major focus of our attention in the next year will be strengthening our Multi-Tiered System of Supports (MTSS) for both academic and social-emotional needs. In addition to building on our work around the mindset that all children can achieve with the proper supports, we will conduct professional development on classroom management approaches and instructional strategies which serve as Tier 1 supports; help teachers to organize Tier 2 targeted assistance groups and provide training for upper grades teachers on techniques for teaching foundational reading and math skills.

Our Hispanic/Latino population has not been performing at the same level as compared to our Asian population and "all students" group in most academic areas. On the 2019 dashboard, Hispanic/Latino students scored an average of 43 points below all students and 78 points lower than Asians in ELA. The gaps for math were similar. Though their average distance from standard (11 points below in ELA and 40 points below in math) represented improvement over the previous year, our local data from 2021 shows a disappointingly similar trend: On our mid-year Star math tests, eighth grade Hispanic students scored an average of 69 scale score points lower than the all-student average; the difference on the mid-year Star reading test for the same students was -195 scale score points. We see concerning trends with our Hispanic/Latino students: of the 13 students who were suspended in the 2019-20 school year, 8 were Hispanic-- representing 65% of all suspensions, compared with a Hispanic enrollment of 36%. In addition to the Multi-Tiered System of Supports we will be strengthening, we will be intentional about our enrollment of Hispanic/Latino students in enrichment programs and will consider equity along racial lines

The academic achievement of our students with disabilities is another area where we need to devote our attention. On the 2019 dashboard, our SWD performed in the orange, compared to the "all students" group which was in the green. While our SWD subgroup performed only one level below the all students group in mathematics, their peformance level was yellow, which is still an area for growth. Chronic absenteeism in 2019 was yellow overall, and our students with disabilities were in the red. Throughout 2020, our district engaged in a deep reflection and analysis of our processes for identifying students with disabilities and found that we need to strengthen and increase the supports and strategies we use to help students who may not be succeeding either academically or socially. This work will also align with the refinement of our Multi-Tiered System of Supports.

Our long term English learners are another group of focus.   Currently, 5-7% of our English learner students in grades 6-8 are long term English learners, meaning they have been in US schools for six or more years and have still not redesignated. Approximately 25% of other English learners are at risk of becoming LTELs. Though we have a solid ELD program at the elementary level, we know that our middle school ELD program needs strengthening. In the upcoming year, we will be using a new curriculum for our middle school ELD classes for our LTELs, one that is aligned to the English Language Arts curriculum. The middle school ELD course will also be

expanded from a thirty minute course to a full period, and ELD teachers will engage in quarterly full day professional learning to share and learn best practices for supporting LTELs.

The 2019 Dashboard indicated that our suspension rate was orange overall. Subgroups at the orange performance level included English learners, Hispanic students, homeless students, students with disabilites, and students who are socioeconomically disadvantaged. We will continue the work to reduce suspensions through doing a root cause analysis of the various factors leading to the behaviors that resulted in suspensions, including addressing staff bias in responding to behavior, proactively addressing student needs. The potential connections between academic struggle and behavior problems is not lost on us, and the work we will do with our Multi-Tiered System of Supports will include focusing on both academic and social interventions.

Developing our Multi-Tiered System of Supports is clearly a priority for us. This work will also include refining our formative assessment cycle to catch small achievement gaps more quickly. A recently licensed data visualization and reporting system will make it easy to view local and state stadardized assessment data by subgroups as well as to track individual students' assessment results over time. This will help us to study students' learning patterns and intervene more strategically, with the goal being to reduce achievement gaps.

We will also build on the experience of an "all hands on deck for renengagement" which we used during the pandemic. When a student did not show up for Zoom classes or failed to log into Google classroom, the community liaison, attendance clerk, office manager, after school tutor, teacher, and pricnipal all worked togehter to make sure someone reached out to that student's family on a weekly basis. Our LCAP includes funding for community liaisons, and part of our work in the next year will be to continue to develop their capacity to meet the variety of needs our families have which make it difficult for students to attend school regularly or focus on school when they are here.
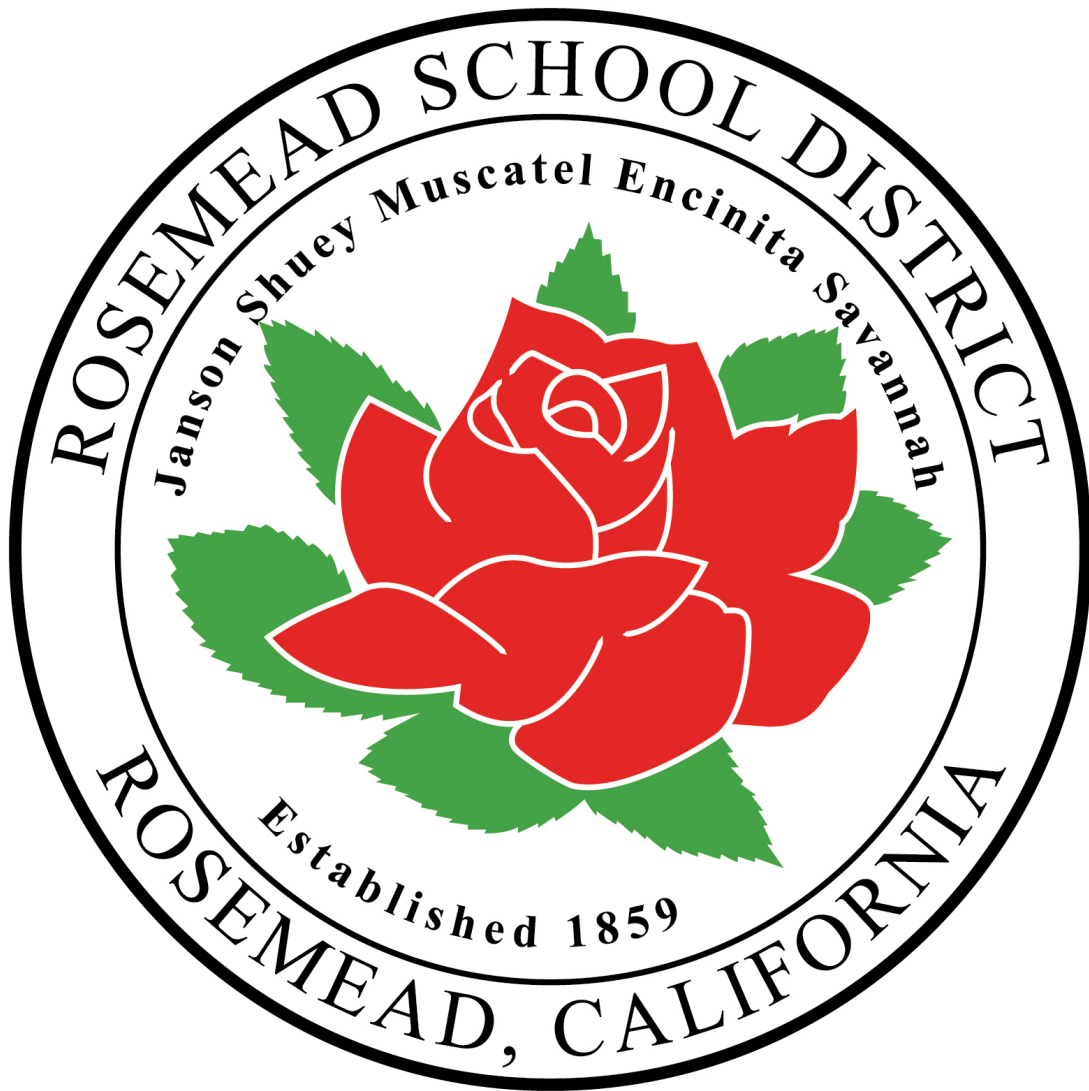
LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

This Local Control Accountability Plan for 2021-2024 is anchored in four goals: exemplary teaching; academic success for all students; empowered leadership; and meaningful connection. As we head into the reality of the post-pandemic world, we are committed to revising approaches that previously left many unduplicated pupils behind.

The first goal --exemplary teaching-- has as its desired outcome both conditions which research shows accompany strong teaching (including collaboration, a

guaranteed, standards-aligned curriculum across the classrooms, and impactful professional learning) as well as evidence that students are given a broad and rigorous course of study and are mastering what they are taught.

Goal 2's focus on all students guides us to reduce achievement gaps for subgroups that have historically underperformed in our district. Key actions for this goal are well-planned, strategic interventions both within and beyond the school day; an enriched course of study that supports the development of vocabulary, knowledge, critical thinking, and communication skills through the arts and engineering; and the development of a more robust data analysis cycle. We will know we have met this goal when our Hispanic students, students with special needs, and English learner students are catching up to their more highly achieving peers. Several of our desired outcomes for this goal are therefore tied to growth metrics to capture the accelerated development we seek to catalyze.

When students take ownership over their learning and their schooling, they are more likely to thrive academically and be prepared for life in adulthood. Our third goal and its actions are designed to maintain and build upon the consistent, caring school communities we have established where students feel safe to take academic risks and taught leadership skills such as backwards planning, synergizing, and listening to understand others' perspectives. Two signature districtwide programs-- Leader in Me/7 Habits and Positive Behavioral Interventions and Supports (PBIS)-- are central to our strategy for meeting this goal.

Finally, our LCAP honors the invaluable partnership with parents. When we seek parents' input in a safe forum and foster their leadership on advisory committees, we are able to hear from the people closest to the students about their needs. When we provide workshops that help parents take advantage of community resources, navigate the world of parenthood, and support academics at home, they are better able to help their children achieve. We seek to engage the parents of unduplicated pupils, especially so that they can help us to level the playing field for their children.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Rosemead School District does not have any schools that have been identified for Comprehensive Support Improvement (CSI).

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

Rosemead School District values collaboration with all stakeholders in developing effective and meaningful engagement. We also believe in the importance of communicating with parents who are limited in English with translations. Our outreach efforts with parents, teachers, pupils, principals, other personnel, and employee bargaining units continue to provide valuable input and feedback to inform the planning in teaching and learning, school operations, child nutrition, attendance, and social-emotional/mental health services.

The district has used various methods of communication in order to engage stakeholders in our community. Our district began the work of engaging stakeholders with the development of the new three-year LCAP prior to our schools closing due to the COVID-19 pandemic in March of 2020. The opportunity to develop a new three-year plan allowed us to evaluate our previous goals and actions for overall effectiveness. We started the process by engaging principals, teachers, and other personnel (such as classified and confidential staff) in analyzing our student achievement data to identify strengths and areas for improvement. Then we evaluated each goal and action to determine whether to continue or stop the action or start a new action based on data. We then held parent meetings at each school so that their voices could be heard and each school's unique needs could be addressed. We also included LCAP input sessions at two District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC) meetings in 2019-20. Altogether, from January through March of 2020, the district held ten input session meetings with stakeholders. To get student input, we reviewed survey data collected from students at our Leader in Measurable Results Assessment and input from the School Site Council student members at our middle school.

When the LCAP was replaced by the Learning Continuity and Attendance Plan for 2020-21 in May 2020, we quickly shifted to engage our community in preparing for distance learning for the rest of the school year as well as start preparing for potential distance and hybrid learning for the new 2020-21 school year. The district held multiple meetings and sent many surveys seeking input from parents, teachers, staff, and employee bargaining units. We convened several task forces to tackle the work of planning for instruction, health and safety, social-emotional/mental health, family and community engagement, and school operations.

Simultaneously while we were developing the new LCAP, the district was identified as having a significantly disproportionate number of Hispanic/Latino students identified for special education services. The work and input received from the Significant Disproportionality and Comprehensive Coordinated Early Intervening Services (CCEIS) stakeholder and leadership team meetings are integrated within the planning of the LCAP. There were a total of six leadership team meetings and four stakeholder meetings that included parents, teachers, staff, and employee bargaining units. Teams reviewed student data disaggregated by classification, criteria, and risk ratio for purposes of discussion and determination of potential trends, gaps, and root cause primarily responsible for the disproportionate identification of Hispanic students as eligible for special education services under Specific Learning Disability (SLD).

In preparation for the new 2021-24 LCAP, we engaged stakeholders including the DAC/DELAC in reviewing the goals and actions we established together prior to the pandemic where we identified the actions to continue, stop, or to start a new action. During each of our meetings (in September, October, December, February, April, and May), the LCAP requirements, funding, and allowable expenses, process and timeline were explained. At the DAC/DELAC meeting on May 13, 2021, which was held via teleconference using Zoom, the superintendnet attended and responded to parent comments and questions in the Zoom chat. Furthermore, we shared a link for a Google form which was also on the website where parents could comment on the draft plan. Though we also sent out the link to our committees after the meeting, there were no comments there for the superintendent to respond to in writing. Regular LCAP updates were also presented at district board meetings for the general public.
We held three DAC/DELAC meetings focused on the LCAP: February 25, April 14, May 13, 2021.
-During the February 25 meeting, we completed a needs assessment for the new school year as we return to in-person school.
-During the April 14 meeting, we provided information on the 2019-20 LCAP Annual Update and the 2020-21 Learning Continuity and Attendance Plan. The Annual Updates provided the committee with a summary evaluation of our annual goals, actions, services, and expenditures. We also polled the committee for input on priorities for the LCAP. A separate LCAP Stakeholder Survey was also sent electronically and digitally.
-During the May 13 meeting, we shared the LCAP draft that included the priorities from the poll and survey sent to all stakeholders. The LCAP goals metrics were also shared.

In addition, we held three LCAP Parent Community Meetings to engage all stakeholders: April 22, April 29, and June 3, 2021.
-During the April 22 meeting, we asked for input on the Expanded Learning Opportunities Grant Plan and presented the priorities identified through the LCAP poll and survey. The LCAP Annual Updates were also shared.
-During the April 29 meeting, we shared the LCAP draft with the new goals and actions listed with planned expenditures.
-During the June 3 meeting, we shared an updated LCAP draft and provided an opportunity for final input before submitting the plan to the board for approval.
The district also consulted with the West San Gabriel Valley Special Education Local Plan Area (SELPA) to review and provide input on the LCAP draft on June4, 2021.

LCAP Presentations were made during district board meetings.
-During the February meeting, mid-year student achievement data and LCAP updates were presented.
-During the May 6 meeting, another update on the LCAP with stakeholder input that included priorities for goals and actions was presented along with a final draft of the Expanded Learning Opportunities Grant Plan.
-During the May 25 meeting, the Expanded Learning Opportunities Grant Plan was approved.
-During the June 17 meeting, a public hearing was held for the 2021-22 Local Control Accountability Plan (LCAP) with Budget Overview for Parents, Annual Updates, and Local Indicators. The LCAP draft was uploaded onto the district's main webpage and encouraged stakeholders to send comments to the superintendent. The superintendent responded to questions in writing and posted answers to any questions after the public comment period. -The final LCAP was approved by the board on June 24, 2021.

A summary of the feedback provided by specific stakeholder groups.

Teacher and Other School Personnel Feedback: Based on the survey from the winter of 2021 as well as discussions during the LCAP input sessions in February of 2020, the highest priorities for both of our teacher and other school personnel groups are support for small group instruction (including professional learning for teachers and staff focused on differentiating instruction for both at-promise and advanced learners), job-specific professional development, and mental health services for students as they return from the school closures. Both teachers and non-teaching school staff shared that they would like the district to maintain its support of the ELD program and ELD/intervention teachers and time for teacher collaboration. Areas the teachers would like to see refined or further developed include expanding the elective and enrichment programs in scope and quantity, training in the use of educational technology, individual support for students who are academically behind, and refinement of the Student Success Team process. Our other school personnel (including instructional assistants, after school program leads, and office staff) suggested that we refine our Positive Behavior Interventions and Supports (PBIS), reconsidering the yearly launch and work towards more consistency across classrooms and use of positive rewards for expected behaviors. They expressed that counseling and psychologist support services are effective but need to serve more students and suggested that our district develop a scope and sequence of social-emotional and life skills instruction, including cybersecurity. Our certificated union expressed support for instructional aides as well.

Parent feedback surveys from the winter of 2021 suggest that the two highest priorities for the next three years are providing social-emotional support (with over 70% rating this as highest priority) and academic interventions during and after school (with over 75% rating this as highest priority). Parents also expressed interest in the following services: STEAM and more enrichment opportunities such as music, arts, robotics and sports; access to technology; summer school; and tutoring during the school day.

In the spring of 2020, prior to school closure, parents who participated in LCAP Input Meetings at each school expressed that they consider experienced teachers, leaders, and staff as a district strength. They mentioned the importance of strong communication from each school and from the individual teachers and emphasized how essential translators are. At some schools, this was mentioned as a strength to continue, while at others it was described as an area for growth. Parents praised the Leader in Me program and requested that we continue to build on it. Some parents expressed a desire for more active supervision on the playground and improved campus security.

Principals and the assistant principal of the middle school shared feedback throughout the process as well. LCAP was a topic of regularly scheduled leadership team meetings. As data from the 2020-21 school year was analyzed, administrators shared the need to strengthen our Tier 2 supports and offer professional learning for teachers on learning acceleration as we go into the 2021-22 school year. Like the teachers, the administrators would like support with strengthening differentiated instruction. They shared the need for more translators or community liaisons who can help us communicate with Vietnamese, Mandarin, and Cantonese speaking parents, since most of our schools have more staff members who speak English and Spanish.

Our pupil input came primarily from student feedback on our Leader in Me Measurable Results Assessment. On the 2021-21 MRA, there was an overall dip from the 2019-20 year in students feeling proud of who they are; similarly, students rated on the lower side their ability to be able to set their own academic goals and deadlines, track their own progress and identify steps they need to take to reach those goals. Because the feedback in these areas was more positive before we closed schools, we believe that the Leader in Me and PBIS programs were effective but less so in distance and hybrid learning. The Muscatel Middle School student School Site Council members expressed a desire for school programs to be fun, enriching, and interactive.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Our principals and assistant principal suggested that we make the new LCAP easier for their site committees to understand by streamlining the goals, actions, services, and expenditures. The result of 2021-24 LCAP is that it has four clear goals in comparison to the previous LCAP's seven goals. The 2021-24 LCAP goals, actions, and services were all revised to reflect the top priorities identified by our stakeholders. Examples are outlined here.

Goal 1: Exemplary Teaching
We included professional development for certificated teachers and classified staff that will focus on ongoing professional learning, not "one and done" single stand-alone PD. Ongoing professional learning topics will include differentiating instruction, social-emotional learning, trauma-informed care, implicit/unconscious bias, and the new history/social science framework. Stakeholders agreed it was important to continue to support funding the ELD/Intervention Specialist at each school along with supporting Transitional Kindergarten/Kindergarten aides for small group supports.

Goal 2: Academic Success for All Students
Actions included as a direct result of stakeholder input include further fleshing out a Multi-Tiered System of Support (MTSS) to outline Tier I, II, III supports in the content areas and for behavior and non-cognitive skills and providing targeted academic intervention. The administrators helped come up with a plan to hire paraprofessionals to support targeted small group instruction (Targeted Assistance Groups -TAGs). During school intervention and enrichment opportunities will be increased to meet parents' requests as well as to support teacher collaboration time. We also plan to purchase supplemental materials to increase Science, Technology, Engineering, Arts, and Math (STEAM)/Project-Based Learning. In the spring of 2020, the DELAC compared Rosemead English Language Progress Indicator (ELPI) data to that of neighboring districts and suggested an ELPI outcome of "very high," so we see that reflected in our Goal 2 metrics. The work of our Significantly Disproportionate team influenced the focus on disaggregating our metrics by subgroups, including looking at Hispanic and students with disabilities groups' achievement. The Muscatel Middle School student School Site Council members feedback led to us maintaining funding for during school and after school enrichment programs at the middle school.

Goal 3: Empowered Leadership
Actions and services that were added to Goal 3 include increasing the availability of social-emotional, behavioral and mental health supports. Ongoing professional learning and coaching through the district's signature program Leader in Me/7 Habits (LIM) and Positive Behavior Interventions and Supports (PBIS) will provide teachers with lessons, assessment, and strategies for identifying Social-Emotional Learning (SEL) needs and integrating SEL into daily instruction. Our pupil input came primarily from student feedback on our Leader in Me Measurable Results Assessment. Student MRA feedback leads us to believe that the Leader in Me and PBIS programs were effective, but less so in distance and hybrid learning. We therefore have included actions related to bolstering both of these programs in our new LCAP. Finally, our site principals evaluated the California SCHLS data and helped to craft our desired outcomes for Goal 3.

Goal 4: Meaningful Connection
Actions and services that were added to Goal 4 include increasing parent resources to support their child's success. A district community liaison and translators, especially those who speak Asian languages will be expanded. Informal parent feedback related to not being able to find information easily on our website has led us to Goal 4's actions as well. Resources, communication, workshops, and the district's social media will be enhanced in order to increase parent engagement.

Goals and Actions

Goal

Goal #	Description
1	Exemplary Teaching: Provide each low income and English learner student with effective, engaging instruction that helps them master grade level standards and achieve college and career readiness.

An explanation of why the LEA has developed this goal.

As a district that serves almost 80% low income students, we know that high quality instruction in every classroom must be at the forefront of our work. Parent

feedback on annual surveys has consistently shown satisfaction with our teaching staff, and prior to the pandemic, our academic indicators on the state dashboard were comparatively strong. We know that to recover from the pandemic, we will need a strong teacher in every classroom and will need our teachers to have high quality curriculum and support in implementing it well for our low income and English learner students who fell behind with distance learning.

Goal 1 is a broad goal focused on improving the wide range of metrics listed below such as hiring fully credentialed teachers as well as providing ongoing professional learning opportunities to support academic achievement for low income and English learner pupils, ensuring sufficient access to standards-aligned instructional materials that include integrated ELD, and maintaining a clean and safe environment to maximize student learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Fully credentialed and Appropriately Assigned Teachers (CALPADS 4.1 and 4.3)	Fall, 2020: 98.3% fully credentialed 0 misassignments 0 misassignments of teachers of English Learners				Fall, 2023: 99% fully credentialed 0 misassignments 0 misassignments of teachers of English Learners
Access to Standards-Aligned Instructional Materials (District Survey)	Spring, 2020 75% of students have access to their own standards-aligned instructional materials (100% of students have access to materials; history/social science materials are not aligned to current standards.)				Spring, 2024: 100% of students have access to their own standards-aligned instructional materials
Implementation of State Standards (Rating on Local Indicator 2 Self-Reflection Tool)	Spring, 2021 Local Indicator: Rating of "full implementation" or "full implementation and sustainability" on 4 out of 5 focus areas				Spring, 2024 Local Indicator: Rating of "full implementation" or "full implementation and sustainability" on 4 out of 5 focus areas
Student Evaluation of Instruction on California Healthy	Spring, 2021: 94% of teachers agreed or strongly agreed with				Spring, 2024: 98% of teachers agreed or strongly agreed with the statement: "Teachers from this

Kids Survey Question:	the statement: "Teachers from this school are providing effective instruction with the school's instructional model."				school are providing effective instruction with the school's instructional model."
Feedback on Effectiveness of Professional Development	Average Results from Feedback Surveys from Districtwide PD Days in 2020-21: 83% of participants responded with a 3 or 4 out of 4 to the question, "How prepared do you feel to implement what you learned or worked on in this session?" 93% of participants responded with a 4 or 5 out of 5 to the question, "How would you rate the value of the content of this session?"				Average Resuls from Feedback Surveys from PD Days in 2020-21: 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 in this session?" 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?"
Student Outcomes in Adopted Course of Study: CAASPP Results	Spring, 2019: Percent of Students Meeting or Exceeding Standards SBAC ELA: 62.4% SBAC Math: 57.5% California Science Test: 51.3%				Spring, 2024: Percent of Students Meeting or Exceeding Standards SBAC ELA: 65% SBAC Math: 60% California Science Test: 60%
Facilities Rating in "Good" Repair on the Facilities Inspection Tool (FIT)	Winter, 2021 Facilities Inspection Tool: 100% of schools in "good" repair				Winter, 2024 Facilities Inspection Tool: 100% of schools in "good" repair
Local Indicator on California Schools Dashboard for Priority 7: Access to and Enrollment in a	2020-2021 Local Indicator for Priority 7: Standard Met TK-6: 100% of elementary students' weekly				2023-2024 Local Indicator for Priority 7: Standard Met TK-6: 100% of elementary students' weekly schedules include English, mathematics, science, social studies, physical

					education, visual and performing arts, and health. Grades 7-8: 100% of students schedules in our SIS show that students are enrolled in English, mathematics, science, social studies, physical education, health, and an elective related to career/technical education or music or art.
Broad Course of Study	schedules include English, mathematics, science, social studies, physical education, visual and performing arts, and health. Grades 7-8: 100% of students schedules in our SIS show that students are enrolled in English, mathematics, science, social studies, physical education, health, and an elective related to career/technical education or music or art.				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Recruit and retain highly qualified teachers and staff	We will recruit, retain, train, and support fully credentialed teachers and highly qualified staff who are equipped to support students who have the greatest needs such as targeting supports for our low-income and English learner students.	$12,594,001.00	No
2	Professional Learning, Conferences, Trainings, Collaboration, Articulation	Our 6 district Professional Development Days (PD Days) will be focused on developing the capacity of teachers and staff to improve learning for all students, especially those who are most in need such as targeting supports for our low-income and English learner students. Teachers and staff are given opportunities to attend workshops and trainings to build their capacity for improving learning for unduplicated student groups. Teachers and staff will meet for grade level and cross- grade levels articulation to analyze data, monitor progress, and design lessons to provide differentiated instruction for low income and English learner students. All staff will engage in a series of professional development sessions on integrated and designated ELD strategies.	$580,116.00	Yes
3	ELD/Intervention Teachers	We will continue to support having an ELD/Intervention teacher at each school to provide supplemental, highly targeted instruction for small groups of students who are English learners as well as low income students who are in need of intervention.	$454,581.00	Yes
4	Induction/Beginning Teacher Support	Beginning teachers are offered a mentor and professional development to help them gain expertise in teaching, especially for targeting and supporting our low-income and English learner students.	$36,000.00	Yes
5	TK-3 Class Size Reduction	Lower class sizes provide low-income students and English learners with opportunities for	$2,003,129.00	Yes

		more strategic and highly differentiated, small group instruction, higher quality feedback on their work, one-to-one assessments, and more personalized learning. Our class size averages in TK-3 are 22:1 or less.		
6	4-6 Grade Teachers to reduce combination classes	The ability to provide small, single grade level classes allows our low-income, English learners with opportunities for more strategic and highly differentiated, small group instruction, higher quality feedback on their work, one-to-one assessments, and more personalized learning. Our class size averages in grades 4-6 are 24:1 or less.	$945,412.00	Yes
7	Paraprofessionals to support students	We provide TK/Kinder Instructional Aides, Computer Lab Aides, and Multimedia Library Aides at each school to support small group designated ELD in transitional kindergarten and kindergarten and to offer exposure to technology and books for low income students who do not have ample access at home.	$555,646.00	Yes
8	Instructional Lead Teachers (District & Site)	Lead Teachers will work with Ed Services and principals to promote best practices in to support English learners and low income, at promise students in literacy, STEAM, the use of educational technology, English language development, and other needed areas. In this role, teachers will engage in action research and professional development on instructional approaches, apply strategies in their classrooms, and share new learnings with their colleagues. They will also serve as an advisory team to develop a diagnostic and formative assessment system, curriculum mapping/standards scope & sequence, and lesson development that ensures that our low income and English learner students master standards.	$75,730.00	Yes
9	Technology and internet access	Access to technology and internet at home are essential to continue learning beyond the school day, so the district will provide and maintain laptops and hotspots for low income students to borrow and use at home. Homeless students in particular often have trouble accessing the internet without the use of district-issued hotspots.	$31,282.00	Yes

Goal Analysis 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable to this year's LCAP cycle.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

Our achievement is uneven across the district. The CA Dashboard in 2019 showed our students' overall achievement was 32.9 points above standard in English Language Arts (Green); however, our Hispanic/Latino students were 11 points below standard (Yellow) and our students with disabilities were 72.1 points below standard (Orange). A similar trend was also found in math achievement. The district was also identified as having a significantly disproportionate number of Hispanic students who were qualifying for special education. School closures in 2020-21 led to learning loss, and local assessment data tells us that students have "swiss cheese" holes in their learning that will need to be filled in strategically going forward. Goal 2 is a broad goal focused on developing a Multi-Tiered System of Supports (MTSS) for improving student academic achievement and reducing the gap in academic performance between student groups, with a targeted focus on improving achievement for students who are Hispanic/Latino, English learners, low-income, and students with disabilities. The MTSS framework is structured into three tiers of support for students and families. Tier I provides core instruction for all students. Tier II provides targeted instruction for small groups of students. Tier III provides intensive intervention for even smaller groups of students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
CAASPP ELA Results for All Students and Subgroups	Spring, 2019 ELA Distance from Standard (& Dashboard Color) All Students: 32.9 points above standard (green) Hispanic/Latino: 11 points below standard (yellow) Socioeconomically Disadvantaged: 24.3 points above standard (green) English Learners: 14.7				Spring, 2024 ELA Distance from Standard (& Dashboard Color) All Students: 35 points above standard (green) Hispanic/Latino: 1 point above standard (green) Socioeconomically Disadvantaged: 30 points above standard (green) English Learners: 24 points above standard (green) Students with Disabilities: 10 points below standard (yellow) Homeless: 20 points above standard (blue)

	points above standard (green) Students with Disabilities: 72.1 points below standard (orange) Homeless: 14 points above standard (blue)				
Local Reading Assessment Growth	Winter, 2021: K-6: Median percent progress toward typical annual growth on i-Ready Reading Diagnostic: 67% K-6: Percent of students who started 1 year below grade level who met stretch growth on i-Ready Reading Diagnostic: 21% K-6: Percent of students who started 2 years below grade level who met stretch growth on i-Ready Reading Diagnostic: 14% Grades 7-8: Star Reading Mid-Year Test: Median Student Growth Percentile: 58				Winter, 2024: K-6: Median percent progress toward typical annual growth on i-Ready Reading Diagnostic: 100% K-6: Percent of students who started 1 year below grade level who met stretch growth on i-Ready Reading Diagnostic: 50% K-6: Percent of students who started 2 years below grade level who met stretch growth on i-Ready Reading Diagnostic: 45% Grades 7-8: Star Reading Mid-Year Test: Median Student Growth Percentile: 65
CAASPP Math Results for All Students and Subgroups	Spring, 2019 Math Distance from Standard (& Dashboard Color) All Students: 19 points above standard (green) Hispanic/Latino: 40.4 points below standard (yellow) Socioeconomically Disadvantaged: 10 points above standard (green)				Spring, 2024 Math Distance from Standard (& Dashboard Color) All Students: 25 points above standard (green) Hispanic/Latino: 10 points below standard (yellow) Socioeconomically Disadvantaged: 15 points above standard (green) English Learners: 10 points above standard (green) Students with Disabilities: 40 points below standard (yellow)

	English Learners: 6.4 points above standard (green) Students with Disabilities: 89.1 points below standard (yellow) Homeless: 1.2 points above standard (green)				Homeless: 5 points above standard (green)
Local Math Assessment Growth	Winter, 2021: K-6: Median percent progress toward typical annual growth on i-Ready Math Diagnostic: 59% K-6: Percent of students who started 1 year below grade level who met stretch growth on i-Ready Math Diagnostic: 47% K-6: Percent of students who started 2 years below grade level who met stretch growth on i-Ready Math Diagnostic: 62% Grades 7-8: Star Math Mid-Year Test: Median Student Growth Percentile: 64				Winter, 2024: K-6: Median percent progress toward typical annual growth on i-Ready Math Diagnostic: 81% K-6: Percent of students who started 1 year below grade level who met stretch growth on i-Ready Math Diagnostic: 60% K-6: Percent of students who started 2 years below grade level who met stretch growth on i-Ready Math Diagnostic: 75% Grades 7-8: Star Math Mid-Year Test: Median Student Growth Percentile: 64
California Science Test Met or Exceeded Standard	Spring, 2019 Grade 5: 51% met or exceeded standard Grade 8: 51.6% met or exceeded standard				Spring, 2024 Grade 5: 60% met or exceeded standard Grade 8: 60% met or exceeded standard
English Learner Progress Indicator (ELPI)	Spring, 2020: 56.4 % of English Learner students made progress toward English proficiency on the ELPAC				Spring, 2024: 65 % of English Learner students will progress toward English proficiency on the ELPAC ELPI Level: Very High

	ELPI Level: High				
English Learner Reclassification Rate	2020-21 School Year (DataQuest in May) 17% of ELs Redesignated as Fluent English Proficient (RFEP)				2023-24 School Year (DataQuest in May) 25% of ELs Redesignated as Fluent English Proficient (RFEP)
Accelerated Growth in Star Reading and Math Scores for AVID Students	Winter, 2021: Median Growth from August to December for AVID Students Median Student Growth Percentile on Star Reading: 65 Median Student Growth Percentile on Star Math: 56				Winter, 2024: Median Growth from August to December for AVID Students Median Student Growth Percentile on Star Reading: 65 Median Student Growth Percentile on Star Math: 65

Actions

Action #	Title	Description	Total Funds	Contributing
1	Assessments- diagnostic, formative, summative, benchmarks	Key components of our MTSS framework include universal diagnostic screening of students within the first month of school in order to target instruction. We will utilize SSTs, PLCs, 504s, IEPs, and student-led parent teacher conferences to support students' needs.	$30,000.00	No
2	Data analysis, progress monitoring	As part of our MTSS framework, we will collect data and monitor student progress for early interventions.	$5,000.00	No
3	Targeted academic intervention during the school day	Targeted Assistance Groups (TAG) small group differentiation will be provided during the school day. We will be hiring paraprofessionals and purchasing/printing supplemental materials.	$175,000.00	No
4	Middle School Supplemental intervention and enrichment courses during the day	Intervention, acceleration, enrichment, and AVID programs will be provided for students based on need and student interest. For low income students who lack exposure to martial arts, robotics, and other such enriching activities outside of school, funding such courses at our middle school provides access. The AVID program aims to support first generation college-going students (as most of our low income students are) in preparing for the path to college. Finally, we will provide h intervention classes to support low income students who are unable to afford after school tutoring or get help from their parents at home and additional sections of designated ELD, allowing EL students to receive more time and more targeted instruction than they would if dedsignated ELD were incorporated as a time set aside within the ELA class.	$385,439.00	Yes

5	After School Intervention & Enrichment programs	Hourly intervention teachers & staff will be hired to provide after school inteoprvention and enrichment opportunities. Enrichment classes such as Mandarin, music, robotics, and digital art afford low income students the opportunity for supplementala exposure to the arts, science, foreign language, and more that their more affluent peers can receive through private classes. After school intervention classes provide much-needed tutoring and assistance for at-promise students needing additonala help but unable to get it from parents or private tutors.	$142,016.00	Yes
6	Supplemental EdTech Software Programs	We will continue to purchase supplemental intervention instructional software such as iReady, Accelerated Reader/Star, and other research-based programs to support low-income and English learners. Online instructional software provides opportunities for personalized and computer adaptive instruction. For English learners, the visual, audio, and translation services support their English development needs.	$170,458.00	Yes
7	Supplemental Instructional, Project-Based Learning/STEAM Materials, Supplies, Subscriptions	Provide rigorous high interest, high engagement instructional exp[eriences such as Science, Technology, Engineering, Arts, and Math (STEAM) programs, and project-based learning so that low income students gain exposure to real world applications of learning that they are unlikely to get outside of school. Provide multi-lingual library books, magazine subscriptions, and other supplemental materials to help English learners with literacy development.	$136,325.00	Yes
8	Special Projects & PD for English Learners and Low-Income students	Coordinator will facilitate professional development on designated and integrated ELD instructional strategies, offer data analytics focused on our low income and English learner, subgroups, and conduct special projects such as curating multilingual libraries and coordinating summer school for low income, at-promise students and enrichment classes for English learners.	$39,007.00	Yes

Goal Analysis 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable to this year's LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
3	Empowered Leadership: Develop life-ready leaders by supporting students socially and emotionally, teaching leadership, creating a culture of student empowerment, and aligning systems.

An explanation of why the LEA has developed this goal.

We believe that creating a healthy, safe, and welcoming learning environment where the needs of the whole child are met is essential for students to thrive academically, socially, and emotionally. Promoting a sense of shared leadership at all levels empowers our educational community. Our LCAP Stakeholder feedback surveys suggest that providing social-emotional support is a high priority for returning back to school. Goal 3 is a maintenance goal focused on maintaining and refining districtwide signature programs such as the Leader in Me/7 Habits and Positive Behavior Intervention and Supports (PBIS) to build leadership capacity in students, foster a positive learning environment, and support students emotionally and socially.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Attendance Rate	2019-2020 Attendance Rate (CALPADS): 97%				2023-2024 P1 Attendance Rate (CALPADS): 98%
Chronic Absenteeism Rate	2018-19 Chronic Absenteeism Rates (DataQuest): All students: 4.1% Hispanic Students: 8.2% White Students: 15.1%				2022-23 Chronic Absenteeism Rates (DataQuest): All students: 2% Hispanic Students: 3% White Students: 5%
Middle School Dropout Rate	2019-20 CALPADS: 0 students dropped out (or left school and did not reenroll in another California public school)				2023-2024: Zero students will drop out. Fewer than two students will leave school and not reenroll in another California public school.
Suspension Rates	2019-20 Suspension Rate (DataQuest): Overall: 0.5%				2022-23 Suspension Rate (DataQuest): Overall: 0.5% Hispanic/Latino students: 3%

	Hispanic/Latino students: 14.3% Socioeconomically disadvantaged students: 9.1%				Socioeconomically disadvantaged students: 3%
Expulsion Rate	2020-21 CALPADS Data 0 students expelled				2023-24 CALPADS Data 0 students expelled
School Connectedness: California School Climate, Health, and Learning Surveys Data	Spring, 2021 CalSCHLS Data: Positive response to items about caring relationships at school. Students: Agree that an adult cares about me, listens to me, and notices me. -Students Elementary: 77% -Students Middle: 60% Parents: Strongly agree that "this school has adults who really care about students." -Parents: Elementary: 51% -Parents: Middle: 21% Teachers: Strongly agree that "adults really care about every student; adults acknowledge and pay attention to students; and adults listen to what students have to say." -Teachers: Elementary: 65% -Teachers: Middle: 47%				Spring, 2024 CalSCHLS Data: Positive response to the questions with statements about caring relationships at school (an adult cares about me, listens to me, and notices me. -Students Elementary: 85% -Students Middle: 65% -Parents: Elementary: 55% -Parents: Middle: 35% -Teachers: Elementary: 70% -Teachers: Middle: 55%
Meaningful Participation at School: California School Climate, Health, and Learning	Spring, 2021 CalSCHLS Data: Positive response to the questions with statements about meaningful participation				Spring, 2024 CalSCHLS Data: Positive response to the questions with statements about meaningful participation (Students: At school, I do meaningful things, help decide activities, have a say; Parents:

Surveys Data	(Students: At school, I do meaningful things, help decide activities, have a say; Parents: This school gives all students opportunities to "make a difference.") -Students Elementary: 80% -Students Middle: 42% -Parents: Elementary: 52% -Parents: Middle: n/a: Too few respondents				This school gives all students opportunities to "make a difference.") -Students Elementary: 85% -Students Middle: 80% -Parents: Elementary: 65% -Parents: Middle: 50: Too few respondents
Leader in Me Measurable Results Assessment (MRA) and Lighthouse School Status	2021: 80% of Rosemead Schools hold Leader in Me Lighthouse Status; one school also holds Legacy Status 2020 LIM MRA Average Scores -Leadership: Baseline to be determined in spring of 2022 -Culture: Baseline to be determined in spring of 2022 -Academics: Baseline to be determined in spring of 2022				2024: 100% of Rosemead Schools hold Leader in Me Lighthouse Status Spring, 2023 LIM MRA Average Scores -Leadership: At least moderately effective (70 or higher) -Culture: Effective (80 or higher) -Acadmics: At least moderately effective (70 or higher)
Positive Behavioral Interventions and Supports Implementation (PBIS Recognition Level)	2020-2021 School Year: 3/5 of Rosemead schools have attained Silver level or higher				2023-2024 School Year: 5/5 of Rosemead schools will have attained Silver level or higher

Actions

Action #	Title	Description	Total Funds	Contributing
1	Leader in Me (LIM) &	We will continue to support school sites to purchase LIM and PBIS materials and supplies to	$41,310.00	Yes

		promote positive school culture, particularly since school culture can be the foundation for success and academic achievement for low-income students. Teaching and supporting positive behaviors schoolwide can result in improved attendance rates and greater academic achievement for low-income students.		
Positive Behavior Interventions and Support (PBIS) Materials				
2	Leader in Me (LIM) Licenses, Positive Behavior Interventions and Support (PBIS) & SWIS Licenses	Leader in Me is endorsed by Collaborative for Academic, Social, and Emotional Learning (CASEL) as an evidence-based social-emotional learning process. Social-emotional learning (SEL) skills such as perseverance, self-control, and optimism are essential tools for improving low-income students' achievement. We will continue to enhance and expand the capacity of schools to integrate LIM into daily lessons to provide SEL and develop leadership skills. Ongoing professional learning and coaching will also continue. PBIS will also be continued to support schools to identify, plan, implement and monitor early behavioral interventions. As schools engage in SEL behaviors, the school culture positively transforms into one that is safe, supportive, and engaging.	$49,500.00	Yes
3	Psychologists & Counselors	We will continue to provide in-house social-emotional support and mental health services to low income students who may not have access to these services outside of school. The middle school counselor will also provide academic guidance to students whose parents may be less able to help them with academic programs.	$312,350.00	Yes
4	Social-Emotional/Mental Health Services	Community partners will provide social-emotional/mental health services.	$187,167.00	Yes

Goal Analysis 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.
Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.
Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.
Not applicable to this year's LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
4	Meaningful Connection: Every family is connected, engaged, and supported in helping their student at home.

An explanation of why the LEA has developed this goal.

Research shows that parent engagement is a strong predictor of student success, and schools are essential gateways for parents to feel welcomed and encouraged to be involved in their child's education. Our schools provide multiple opportunities for parents to be engaged. Historically, parent workshops are well attended because parents are empowered to tell us what topics they are interested in learning more about. Low-income parents have asked for support with helping their children academically, as have parents who do not speak English fluently and do not yet feel equipped to help their children with homework. The LCAP survey results showed parents wanted the district to increase parent workshops throughout the year as well as provide more translation services.   Goal 3 is a broad goal focused on building the capacity of parents to support their children's education. Extra support such as increasing translation, community liaisons, and communication services will be provided.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Parent Input in Decision Making	2020-2021 School Year: 83% of DAC/DELAC minutes reflect parental input on district processes or decisions				2023-2024 School Year: 100% DAC/DELAC minutes reflect parental input on district processes or decisions
California School Climate Survey Promotion of Parental Involvement Scale Responses	Spring, 2021 93% of parents strongly agreed or agreed with the statement, "School actively seeks the input of parents before making important decisions." 93% of parents strongly agreed or agreed with the statement, "School encourages me to be an active partner with the school in educating my child."				Spring, 2024 95% of parents strongly agreed or agreed with the statement, "School actively seeks the input of parents beforemaking important decisions." 95% of parents strongly agreed or agreed with the statement, "School encourages me to be an active partner withthe school in educating my child."

Parent Participation in Advisory Committees	2020-2021 School Year 100% of DAC/DELAC meetings had quorum 75% of School Site Council meetings had quorum 50% of ELAC meetings had quorum Average parent attendance at LCAP input meetings was 30				2023-2024 School Year 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	2021 CalSCHLS Survey: 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 at your child's school? Keep you informed about school activities?) 59% of free/reduced price eligible parents 49% of parents whose children are English learners				2024 CalSCHLS Survey: 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 at your child's school? Keep you informed about school activities?) 65% of free/reduced price eligible parents 55% of parents whose children are English learners

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Workshops & Outreach	We will build strong partnerships with our parents and families in order to help low income and English learner students whose parents may need support guiding their children through school, we will provide parent orientations, parent education workshops on topics (such as supporting English language development and understanding college financing) and family events such as math and literacy nights.	$60,638.00	Yes

2	Community Liaisons and Translators	Our community liaisons provide parent outreach and provide additional support to families and students in need by providing food and clothing distribution, community resources, and social and mental health referrals. Our bilingual translators provide translations for parents during district and school-level events/meetings. They also provide written translations for documents and flyers.	$79,147.00	Yes
3	Parent/Community Communication Tools	To facilitate school-home and district-home communication with low income and multi-lingual parents, many of whom do not simply read letters sent home in English, we will use communication systems that post messages in multiple formats (text, voice message, email) and multiple languages, send out mailers, and post signs and banners on campus to promote school initiatives.	$150,000.00	Yes

Goal Analysis 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable to this year's LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable to this year's LCAP cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-2022

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
31.38%	$6,254,859.00

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Improving Instruction for Low-Income At-Promise Students and English Learners:
After analyzing the local assessment data of our low-income and English learner students, we determined that our instruction is not currently working well enough to get our low-income and English learner students on grade level. Over 22% of our English learners are long-term English learners or at risk of becoming LTELs; though they have been in our schools for over four years, they still have not mastered the language and literacy skills on par with their English-only peers. Even prior to the pandemic, which we know exacerbated achievement gaps for low-income students with less access to academic support and stable WiFi at home, our low-income students were behind: Only 39% of low-income students met the standard on the SBAC in 2019, and 27% in math. Teacher feedback regarding the need for professional development on how to support students who are behind, coupled with classroom observations and leadership team walkthroughs, confirmed that instruction tends to be whole group instruction with all students receiving the same lesson at the same pace with the same supports.

In order to address these achievement gaps for our low-income and English learner students, we will support teachers in using a more differentiated instructional model that includes strategic scaffolds, homogeneous small groups for targeted instruction, and a Universal Designs for Learning approach. We will provide professional development (Goal 1, Action 2) focused on academic language routines that can be included across the curriculum as part of integrated ELD, including in science. Instructional lead teachers (Goal 1, Action 8) will support this work by helping to design curriculum maps with ELD components, leading the way in implementing the literacy scaffolds that are part of our new science textbook, and more. The California Teacher Induction Program (Goal 1, Action 4) will support new teachers with all aspects of the profession and includes mentoring and classroom observation, and feedback. This support for our inexperienced teachers is especially important for serving our students from various economic, academic, and language backgrounds. Through this program, new teachers will be trained in differentiated instruction, data analysis, EL progress monitoring, and research-based practices to support at-promise students. Given our student population, a significant emphasis in the mentoring will be on applying the approaches to small group instruction, monitoring the progress of their English learners, and addressing the academic needs of students from disadvantaged backgrounds.   Our centralized Ed Services coordinator (Goal 2, Action 8) will enhance and evaluate our professional development by helping to plan the scope and sequence of PD related to instructional strategies to meet the needs of low income and English learners, designing and analyzing PD surveys, facilitating analysis of formative assessment data to make sure teachers and administrators are tracking the progress of their low income and English learner students, and designing and facilitating quarterly PD pull out days for middle school teachers on designated strategies and. integrated ELD across the curriculum. Finally, lead teachers (Goal 1, Action 8) will present workshops to and providing one on one peer coaching to their peers on topics including using technology to facilitate academic discourse amongst ELs and refining curriculum maps to accelerate learning in math and ELA for our low-income students who lacked parent support during distance learning.

These actions are being approved on a districtwide basis, and we believe that they will improve outcomes for all students. However, because of the achievement gaps prior to the pandemic between our low income and English learner students and the all-student group, and the disproportionate impact the pandemic has had on these two groups, we anticipate that shifting to effective, strategic, differentiated instruction will lead to these two under-performing groups growing more quickly than groups currently performing on grade level on average on. Our new LCAP includes growth metrics such as student growth percentiles and the percent of students who are academically behind who are meeting stretch goals on our local assessments (i-Ready and Star reading and math). We expect to meet these growth outcomes as a result of these actions.

We are continuing all three of these actions because they were effective during the period of the prior LCAP and the Learning Continuity Plan. However, the focus will shift slightly. During classroom observations, we have. consistently seen the application of strategies presented in professional development (Goal. 1, Action 2). When providing feedback on professional development sessions, an average of 90% of teachers rate our PD as relevant to the needs of their students, and on average, 80% agree that they feel prepared to implement new learnings. Induction has been very effective, especially in the past two years, when we had a larger number of new teachers. In reviewing the EL progress monitoring documents and positive, asset-based classroom management of our new teachers, we witness the power of the mentoring they have received through the Induction program (Goal 1, Action 4). We are continuing to leverage our Ed Services coordinator to help maintain a focus on our EL and low-income subgroups. As an example of how the coordinator's services have been effective, she facilitated data analysis sessions with each principal

focused on the ELPI, the California dashboard,
 and diagnostic data broken down by subgroup; as a result, each principal presented similar data to their Site Council and, as a result of the ensuing discussion, modified their actions to serve their low income and EL students in their School Plans. We are continuing lead teachers (Goal 1, Action 8) because lead teacher groups in the past have been effective in spreading best practices for low-income and EL students to their peers. across the. district. For example, in 2020, the literacy leads determined that the lagging achievement of low-income primary grades students on the i-Ready reading diagnostic was partially due to insufficient instruction in sight words. They created a more rigorous set of sight word instruction expectations to implement across. the district.

Individualized Attention and Support:
Through analysis of our assessment data, we know that our low-income students and English learner students have mastered fewer of the grade-level standards than students as a whole in our district, at every grade level. A look at our re-engagement logs from the year of distance learning reinforces the value of individualized support for students with fewer resources at home: we see in the logs that when a teacher noted that a student was not participating in the Nearpod lesson during distance learning and took the time to follow up with the family to find out that the student's district device was broken and the child was zooming in from a phone, the school was able to help that child. Similarly, a review of the engagement logs shows the impact of one-on-one teacher conferences with students to help students get the feedback they need. John Hattie's research on the impact of various instructional strategies shows that giving specific, timely student feedback has an effect size of 0.73—making it the fourth highest leverage activity a teacher can perform for student achievement.

We believe that creating an environment in which students can get individualized, personalized help and specific, timely feedback on their learning will help all students, but especially our low-income students and English learners. Research by Public Policy Institute of California shows that smaller classes have a greater positive effect on students in low-income schools. The study, "Class Size Reduction, Teacher Quality, and Academic Achievement in California Public Elementary Schools" (PPIC 2002) found that third-grade test scores at schools with reduced class sizes in Fresno, Long Beach, Oakland, San Francisco, and San Diego increased 14 percent in math and 9 percent in reading in schools with mostly low-income students (while schools with few low-income students saw less than a one percent increase in math scores and only a 6 percent increase in reading scores. For English learners, corrective feedback is identified in the California ELD Framework as essential to language development.

In order to facilitate our low income and EL students getting high quality, frequent, and timely feedback and individualized support, we are using Supplemental and Concentration funds for a lower student to teacher ratio in K-3 (Goal 1, Action 5), which will allow our teachers to spend more time with each child and provide more targeted designated English Language Development for English Learners. We are also funding additional teachers at the upper elementary grades (Goal 1, Action 6) to make sure we do not have to combine multiple grade levels in one class. Without this action, teachers would spend more time trying to plan for two sets of standards for each subject, which would take time away from providing valuable student feedback and attending to the individual needs of unduplicated students. We also will hire paraprofessionals as aides for three hours each day in all transitional kindergarten and kindergarten classes (Goal 1, Action 7). Many of our low-income and English learner students enter school without the foundational skills and concepts necessary to meet the academic standards for kindergarten. This is particularly true for low-income students, English Learners, and foster youth. Instructional aides in the kindergarten classroom provide opportunities for one-to-one instruction and early intervention.   Multi-media and computer lab aides provide access to and instruction in the use of technology for low income. students who may not have either at home as well as library time so that. students who do not have personal. libraries at home can read widely. Finally, we are purchasing computer-adaptive educational software (Goal 2, Action 6) which responds to students' input. IXL, Imagine Learning, Freckle Math, Accelerated Reader, and i-Ready all are designed to provide students with reading or math practice based on the students' skill level and feedback when students miss questions. Though each program is different, they also provide dashboards and clear reports with actionable data that give teachers an understanding of each student's strengths and areas of need—which they can use to provide differentiated tutoring or reteaching.

These actions are being approved on a districtwide basis, and we believe that they will improve outcomes for all students. Given that our low income and English learner students are less likely to have parents at home who can help them with their homework in English, and given that these student groups are going into the next school year with more skill gaps, we anticipate that keeping class sizes low and providing paraprofessionals will allow our teachers to give more frequent, high-quality feedback and individualized support to those who need it the most—our unduplicated pupils. We expect to see our SBAC and local assessment scores for these groups increase each year. We consider all of these actions effective and are thus continuing them from the prior LCAP. Eliminating cross-grade level classes (Goal.1, Action 6) is one factor that led to the increase in the distance above standard from the2017-18 to the 2018-19 SBAC in ELA and math for both low income and English learner groups. Similarly, our i-Ready and running record data for our K-2 students suggests that low-income and English learner students are meeting their growth goals on average, so we are continuing to promote small group ELD and Tier 2 time and supporting that through smaller. class sizes (Goal 1, Action 5). Finally, supplemental ed-tech software. (Goal 2, action 6) along with providing Chromebooks for students to take home with them to use the software at home (Goal 2, Action 9) are being continued because we can see student growth in these programs. Reviewing the audio recordings of newcomer English learner students reading aloud in Imagine Learning, for example, reveals huge increases in fluency and prosody from month to month.

Providing Enrichment and Intervention:
Almost 80% of the student population participates in the free/reduced lunch program. Over the past year, as we distributed meals to families and helped to address the needs of students who have moved in with relatives or are living in motels, we witnessed the need for basics such as food and a quiet place to study. Low-income students not only sometimes lack basic necessities, but they also fall further behind their more affluent peers when they go straight home after school instead of to the tutoring centers, music classes, MakerSpace workshops, and other intervention and enrichment activities our students from middle-class backgrounds attend. Low-income students are less likely to have books at home or even to regularly use the library to check out books. Partially due to this resource inequality, our low-income students are academically behind our non-socioeconomically disadvantaged peers. In 2019, for example, 61% of socioeconomically disadvantaged Rosemead third through eighth-graders did not meet standards in ELA on the SBAC, compared to only 30% of their non-disadvantaged peers.

In order to address this disparity in resources, we plan to use Supplemental and Concentration funds to provide our students with enrichment opportunities that low-income families are likely unable to afford. Purchasing and maintaining student computers (Goal 1, Action 9) will allow low-income students who do not have access to the newer technology at home to be on an equal playing field technology-wise with peers who have their own nice devices at home. Research also shows that disadvantaged students often need additional time and opportunities to learn in order to overcome academic deficits. Sending computers home will allow students to have additional time using educational software after school and on weekends. We are continuing this action (Goal 1, Action 9) because we saw during the pandemic that low-income students who checked out a device were consistently able to log the minimum recommended minutes on instructional software as well as complete homework using our learning management system.

Computer lab aides (Goal 1, Action 7) will help students learn critical technology skills and will monitor students as they engage in computer-based intervention programs. While all students will get "computer time," this service is targeted at low-income students whose parents are less likely to be able to help them navigate technology at home. Similarly, multi-media specialists (Goal 1, Action 7) will help provide students access to high-quality, grade-appropriate literature, something that is critical to developing student reading, writing, and research skills. We are continuing this action because we have seen the positive impact as low-income students meet their independent reading goals with books they have borrowed from the library and as we saw students consistently demonstrate good digital citizenship during distance learning as a result of lessons taught by the computer lab aides.

Supplemental funds will also be allocated for enrichment courses and activities (Goal 2, Actions 5 and 7) intended to provide our low-income students with opportunities they may not have access to due to household income or lack of transportation. Robotics, coding, music, art, mathletes, and more will expose students to concepts and vocabulary that will expand their knowledge base in their core subjects. Clubs such as journalism will provide language development opportunities for English learners. Project-based learning will also bolster students' communication and collaboration skills, skills which they may not have the opportunity to practice at home. We are continuing Goal 2, Actions 5, and 7 and committing to strengthening them both, as we observed great benefits from enrichment courses in the past, such as parent and student feedback naming puppetry class as one of the best learning experiences all year.

To give low-income students the kind of catch up opportunities that wealthier students may receive from tutoring by their parents or a private tutor, we will also build intervention into the day by providing middle school intervention classes (Goal 2, Action 4) and the AVID program, which helps students who are not quite on grade level gain a surer footing on the path to college—something students whose parents are not college educated may need more support with. After-school intervention programs (Goal 2, Action 5) will support academically behind students who lack outside resources to catch up. We are continuing these actions (AVID, after-school intervention, and intervention within the school day), as we have seen their efficacy in catching up low-income and EL students. The middle school intervention classes, such as math intervention for ELs, has led to a spike in reclassification rate at the middle school for the EL population there, an increase in the distance above standard on the 2018-19 SBAC in ELA of 32.6 points for ELs and 22.5 points for low-income students and a more modest yet still positive increase on the SBAC in math of 13.8 points for ELs and 11.5 points for socioeconomically disadvantaged students.

Students with parents at home who can easily help them write an English essay or pay for a private tutor, students whose families are able to send them to private music lessons and science camp, order them books online, and buy them the latest iMac would not need these opportunities. Thus, although all of these actions are being rolled out to all students, it is the needs of our low-income students that drove these actions. We anticipate that with these additional opportunities and resources, the gap in test scores between our socioeconomically disadvantaged and non-socioeconomically disadvantaged students will shrink.

Creating a Positive Climate and Developing the Whole Child:
A positive school culture is strongly related to increased academic achievement. It is our responsibility to ensure that all students are provided with access to our academic program. Students who struggle with behavior in class are likely to be academically at risk. Unfortunately, as our Dashboard indicates, our socioeconomically disadvantaged students are more likely to be suspended and chronically absent than all students. We are continuing this action because we see its

impact and want to grow it even more: since implementing PBIS in the prior LCAP, our discipline referrals have declined dramatically.

In order to promote a positive school climate where all students can learn effectively at all sites and ensure that 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 (Goal 3, Actions 1 and 2). In order to provide a positive school environment so that all students feel safe and can learn, the district will continue to implement the Leader in Me/7 Habits student leadership program (Goal 3, Actions 1 and 2). 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 socioeconomically disadvantaged students. Skills and habits are being learned by these students that may not be taught to them at home. This program will provide our students with essential skills and habits that will be used in high school, college, and their adult lives. We are continuing the Leader in Me program from the prior LCAP because it is effective in creating a positive school climate for all students, and this is especially important for low-income students. According to our Leader in Me MRA data and LCAP input surveys, parents perceive that the Leader in Me program is making a difference.

An abundance of research connects poverty to poor educational and health outcomes and emotional stress. On our California Healthy Kids Survey data from 2021, we were saddened – though not surprised given the pandemic and the toll it has taken on our community-- to find a high number of students expressing feelings of loneliness and sadness. As a district, we are committed to ensuring that our students are healthy and ready to learn. Research also demonstrates that school counselors and psychologists serve a vital role in maximizing student success, particularly for students from low-income families and students in precarious living situations whose access to basic resources may be unstable. Supplemental funds will be used to provide counseling services (Goal 3, Action 3) and in order to support the social-emotional needs of students and ensure that students receive the counseling services they need. Supplemental funds will also be used to pay for outside mental health services when needed (Goal 3, Action 4).

Though our Leader in Me and PBIS programs and counseling and psychologist services will be available to all of our students, we believe that they are most important for our low-income students. For students whose academic achievement is more precarious, the impact of negative school culture or challenging emotions is likely to more quickly derail academic success. By helping our students learn the habits of highly effective people, work in a school and classroom that they perceive to be well-structured and fair, we expect suspension rates and chronic absenteeism to decline. We will monitor the impact of these programs using the Leader in Me MRA survey, dashboard indicators such as suspension and chronic absenteeism, and the California Healthy Kids Survey.

We are continuing the Leader in Me and PBIS licenses (Goal 3, Action 2) and materials (Goal 3, Action 1) because we have seen their effectiveness in the past. Four of our five schools have been recognized by Leader in Me as exemplary for the way they foster student leadership and goal setting, and all five schools have met the PBIS requirements for gold, platinum, or silver recognition, showing that they have been deemed effective by objective evaluators. Providing psychologists, counselors, and outside mental health services when needed is a bigger part of our new life. A review of SSTs about low-income students in SST online shows that students who received counseling were able to improve in their schoolwork and attendance once the counseling began.

Partnering with Parents:
As we reviewed the achievement gaps between our low-income and more advantaged peers, we considered the research connecting parent involvement in a child's education with that child's academic performance. With approximately 80% of families living in poverty, parent involvement can be a challenge for Rosemead families. Families living in poverty often work multiple jobs may have limited English language skills, and in some cases may have had few positive experiences with their own schooling in the past. These factors frequently work against a school's attempts to form relationships with families living in poverty. Studies indicate that the more that parents are authentically engaged in their child's education, the greater the likelihood of academic and social success for students. In addition, English learner students have parents who are not fluent in the language and therefore less able to help their children navigate schoolwork and take advantage of programs the school has to offer. Our parents who are immigrants are often unfamiliar with schooling in the US, making them sometimes hesitant to come to school and ask for support if needed.

Rosemead School District will provide a wide range of school and district supports and opportunities to increase parental involvement of unduplicated pupils in the schools. Parent workshops and outreach through coffee chats and community events (Goal 4, Action 1) will be scheduled at parents' convenience. Community liaisons (Goal 4, Action 2) at every school as well as centrally at the district will get to know the families' needs and will reach out to make sure that low-income and English learner families understand school offerings and requirements and are connected with additional services as needed. Translators (Goal 4, Action 2) provide written and oral translations of parent-facing documents, and at parent meetings for families who speak Spanish, Cantonese, Mandarin, or Vietnamese are essential for two-way communication. The district also will continue to use various communication tools (Goal 4 Action 3) with translation services to reach unduplicated student families. Tools such as Blackboard Connect, which allows us to easily send home messages via text, email, and phone in the language a family has on file as their primary language helps us to reach families who are on the go and may not read a letter sent home.

Though these actions are being applied districtwide, they are most needed for families who may need extra support to help their children thrive academically. Parents who were themselves successful in US schools and who speak and read English could more easily help their children with homework, read school bulletins in English, and provide their children guidance on how to succeed in school than those who lack confidence with academics or with English. This includes parents of "ever EL" students who have reclassified as Fluent English Proficient but whose parents speak a language other than English. With strong parent partnerships in place, we anticipate that our unduplicated pupils will attend school consistently and that their parents will report on the CalSCHLS survey and in LCAP input meetings that they feel well-supported.

We are continuing all four actions from Goal 1 because they are essential to our work partnering with the parents of English learners and socioeconomically disadvantaged students. We see the impact of the communication tools (Goal 4, Action 3) in our attendance at our parent workshops this past year. We advertised them and then sent reminders using text, phone, and email blasts in parents' primary language, and we had a very good turnout. At one point this past year, the text feature was not working, and although we had advertised the parent workshops, attendance dropped significantly. Our engagement logs from the past year are evidence of the effectiveness of community liaisons, who worked the phones constantly to help explain to low-income parents how to help their children log in to distance learning. The response rates of non-English speaking parents to the translated forms of important district surveys, the attendance rate at parent conferences with a translator, and enrollment of English learners in weekend engineering courses after follow-up calls in students' primary language all attest to the effectiveness of our community liaisons and translators (Goal 4, Action 2), which is why we are continuing these actions. Finally, we are continuing the action of providing parent workshops geared to low-income and EL families because we believe they are helping these parents support their children academically. On the 2021 CalSCHLS parent survey, 95% of parents agreed or strongly agreed with the statement, "My child's school provides parents with advice and resources to support my child's learning.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The Rosemead District recognizes the need to improve achievement outcomes for our targeted students (low-income students, foster youth, and English learners).

Based on the FCMAT calculator, RSD will receive $6,274,990 in supplemental funding, and the proportionality of services percentage is 31.38% for the 2021-2022 fiscal year.

The following actions meet and exceed that proportionality requirement because they are above and beyond what was being provided prior to the Local Control Funding Formula implementation and/or what is being provided to other pupils. We are providing and describing in this plan the following actions and services as an increased or improved service to low income and English learner students:

- Professional development days, the opportunity to attend outside professional development workshops, and release time for collaboration: PD will help teachers improve the quality of their designated ELD with more strategic and specific instruction aimed at different language levels and effective language development strategies across the curriculum to support academic discussion. PD and collaboration will also focus on supporting low-income students who are academically behind by guiding teachers in how to accelerate learning, offering just-in-time remediation while focusing on grade-level standards as well as understanding the academic needs of children living in poverty.

-ELD/Intervention Teachers: ELD/intervention teachers work directly with English learners, teaching newcomer students daily and also working with small groups of level-alike English learners each day on the ELD standards, allowing other students to get more attention and teaching from the homeroom teacher. ELD/Intervention teachers also teach low-income students who are in need of reading or math support during "Tier 2" time each day and collaborate with homeroom teachers on analyzing data regularly to inform which student groups they. work with and what standards they teach. ELD/Intervention teachers thus increase the quantity and the quality of instruction.

--Induction/Beginning Teacher Support: This program offers mentoring to our new teachers to help them understand how to teach and monitor the language development of English learners, how to implement effective strategies to help their low-income students, and how to set and maintain an asset-based, affirming classroom environment in which low income and English learners are comfortable to take academic risks This service improves the quality of instruction low income and EL students receive.

-Smaller Class Sizes K-3 and Additional Teachers in 4-6 to Eliminate Combination Classes: These services will improve the education for EL and low-income students. Through maintaining smaller class sizes and single-grade classes, we will create the conditions for teachers to more frequently and effectively provide individualized

feedback on the learning of English learners and low-income students who are academically behind, conduct home visits, and form and work with small groups for designated ELD and Tier 2 intervention for low-income students differentiated and small group instruction and individualized feedback.

-Instructional Lead Teachers: Strong teachers will receive a stipend to help lead the development of the professional development aimed at English learner and low-income students described above, including revising curriculum maps to accelerate learning for low-income students who are not on grade level. Lead Teachers will also pilot and give input on the new assessments described below, which will help all teachers better adjust instruction. This service will improve the quality of instruction our low-income and EL students receive.

-Paraprofessionals to Support Students: Aides in TK and kinder will improve learning for English learners and low-income students, as these aides will help supervise students while the teacher pulls small groups for designated ELD and Tier 2 time and work with students one on one on sight words and fluency, as well as help onboard low income. students who have not attended preschool and need support adjusting to school. Computer lab and media aides will increase and enrich the education of low-income students by providing guidance and access to instructional technology as well as library books.

--Technology and internet access: We will purchase, service, and maintain Chromebooks for students who would not otherwise have access to instructional technology in the classroom or have the opportunity to conduct research and use digital tools to present their work. We will also have a Chromebook and hotspot check-out program to increase opportunities for low-income students to continue their learning with digital tools at home.

--Supplemental Intervention and Enrichment Courses at the Middle School: We will pay for partial salaries of middle school teachers to expand the offerings in the master schedule to include full classes for designated ELD-- differentiated by language level, which improves upon the alternative of having to mix levels or include designated ELD time within another course. Math intervention classes for low-income students who are behind will also be included in the master schedule to increase support in mathematics beyond scaffolds in the math class. Enriching electives, such as robotics and coding, Taekwondo, and orchestra increase the exposure of low-income students to these topics.

-After-school Intervention and Enrichment: Low-income students will have increased access to tutoring, small group intervention classes, and a wide variety of enrichment classes ranging from foreign language to stop motion animation. English learners will be able to get additional help with their courses and English in after-school and Saturday classes.

--Supplemental Ed Tech Software Programs: We will purchase Imagine Learning licenses for our Newcomer English learners to increase their instruction in foundational literacy skills and provide native language support. Low-income students who have gaps in their mastery of grade-level standards will be able to take advantage of increased learning through the use of adaptive software such as i-Ready and IXL, which provide feedback on personalized learning paths. Though not as good as a one on one tutor (such as the private tutors wealthier students are able to get help from), these software programs provide valuable support with essential math and reading skills.

-Supplemental Instructional, Project-Based Learning and STEAM Materials, Supplies, and Subscriptions: Our low-income students will have their learning increased in scope beyond the basic core subjects through engineering and art classes taught in new STEAM labs and hands-on, project-based learning.

-Coordinator to Provide PD and Data Analysis: English learner students will benefit from improved teaching as a result of professional development on integrated and designated ELD strategies and progress monitoring of the ELD standards, which our coordinator will plan and execute. Low-income, foster, and EL students will also benefit from more strategic instruction designed by teachers and grade-level teams after analyzing subgroup-specific data that the coordinator has prepared and led them to analyze.

--Positive Behavior Interventions and Support Licenses and Materials: Our PBIS program, including licenses for the SWIS behavior tracking system and materials for student goal setting and rewards, improves upon the basic classroom management and school rules we have in place at each school. This program of explicit behavior expectations and positive feedback helps low-income students (who might otherwise not be focused on academic achievement) stay motivated to participate actively.

--Leader in Me Licenses and Materials: The Leader in Me program enhances school and classroom rules by teaching students the 7 habits for highly effective people, guiding them to set measurable goals, and helping them to learn leadership skills through practice. We purchase curriculum, student leadership notebooks, materials for a leadership day at each school which is open to parents and the community, and coaching for the "Lighthouse" team of teachers and students to help them refine this student leadership work. This improves the quality of social-emotional learning we provide.

-Psychologists and Counselors: Low-Income students, many of whom experience trauma or anxiety as a result of poverty-related challenges, are able to meet with or psychologists or counselor to work through their feelings and develop coping strategies. Many of our low-income families do not have health insurance that allows them access to counseling through outside agencies, so this service increases access to the emotional support they need to be able to focus on academics.

-Social-Emotional and Mental Health Services: To increase the quantity of our mental health services for low-income students who cannot access therapy privately, we contract with outside agencies and refer students who lack the means to pay for therapy to these agencies. As with our own psychologists, this service helps low-income students to process negative feelings and deal with stress so that they can thrive academically.

-Parent Outreach through Parent Workshops, Translators, Community Liaisons, and Communication Tools: To increase the quantity and quality of communication between the school and district and our low-income and non-English speaking families who may not respond to notices in English sent home, we will provide translators who can help parents understand what the teachers or administrators are saying and vice versa. Community liaisons will reach out to low-income families who need extra help to guide them through enrollment forms for special programs and classes the school is offering and make sure students have school supplies, uniforms, and other basic necessities which low-income families may not be able to provide. We will also utilize communication tools that send messages in both English and parents' primary language and in three formats: voice phone call, text, and emails making it more likely that non-English speaking parents and busy working parents who may not necessarily read their email receive important school messages about services such as summer school, Saturday classes, and parent workshops. Finally, we will provide parent workshops (presented by outside agencies or our own staff) on topics that low-income and multilingual families have requested, such as preparing children for college, helping students at home with math, financing college, and more.

Expenditure Tables

Total Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$18,868,991.00	$235,000.00		$135,263.00	$19,239,254.00	$18,151,946.00	$1,087,308.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Recruit and retain highly qualified teachers and staff	All	$12,594,001.00				$12,594,001.00
1	2	Professional Learning, Conferences, Trainings, Collaboration, Articulation	English learner (EL), Low Income	$580,116.00				$580,116.00
1	3	ELD/Intervention Teachers	English learner (EL), Low Income	$423,683.00			$30,898.00	$454,581.00
1	4	Induction/Beginning Teacher Support	Low Income, English learner (EL)	$36,000.00				$36,000.00
				$2,003,129.00				$2,003,129.00

1	5	TK-3 Class Size Reduction	English learner (EL), Low Income					
1	6	4-6 Grade Teachers to reduce combination classes	Low Income, English learner (EL)	$945,412.00				$945,412.00
1	7	Paraprofessionals to support students	English learner (EL), Low Income	$555,646.00				$555,646.00
1	8	Instructional Lead Teachers (District & Site)	English learner (EL), Low Income	$75,730.00				$75,730.00
1	9	Technology and internet access	Low Income	$31,282.00				$31,282.00
2	1	Assessments- diagnostic, formative, summative, benchmarks	All		$30,000.00			$30,000.00
2	2	Data analysis, progress monitoring	All		$5,000.00			$5,000.00
2	3	Targeted academic intervention during the school day	Low Income, English learner (EL)		$175,000.00			$175,000.00
2	4	Middle School Supplemental intervention and enrichment courses during the day	Low Income, English learner (EL)	$385,439.00				$385,439.00
2	5	After School Intervention & Enrichment programs	English learner (EL), Low Income	$142,016.00				$142,016.00
2	6	Supplemental EdTech Software Programs	Low Income, English learner (EL)	$170,458.00				$170,458.00
2	7	Supplemental Instructional, Project-Based Learning/STEAM Materials, Supplies, Subscriptions	English learner (EL), Low Income	$136,325.00				$136,325.00
2	8	Special Projects & PD for English Learners and Low-Income students	Low Income, English learner (EL)	$39,007.00				$39,007.00
3	1	Leader in Me (LIM) &	Low Income	$41,310.00				$41,310.00

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)					Total Funds
		Positive Behavior Interventions and Support (PBIS) Materials							
3	2	Leader in Me (LIM) Licenses, Positive Behavior Interventions and Support (PBIS) & SWIS Licenses	Low Income	$49,500.00					$49,500.00
3	3	Psychologists & Counselors	Low Income	$207,985.00			$104,365.00		$312,350.00
3	4	Social-Emotional/Mental Health Services	Low Income	$162,167.00	$25,000.00				$187,167.00
4	1	Parent Workshops & Outreach	English learner (EL), Low Income	$60,638.00					$60,638.00
4	2	Community Liaisons and Translators	English learner (EL), Low Income	$79,147.00					$79,147.00
4	3	Parent/Community Communication Tools	English learner (EL), Low Income	$150,000.00					$150,000.00

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$6,274,990.00	$6,435,253.00
LEA-wide Total:	$2,517,327.00	$2,646,692.00
Limited Total:	$423,683.00	$454,581.00
Schoolwide Total:	$3,333,980.00	$3,333,980.00

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Professional Learning, Conferences, Trainings, Collaboration, Articulation	LEA-wide	English learner (EL), Low Income	All Schools	$580,116.00	$580,116.00
1	3	ELD/Intervention Teachers	Limited	English learner (EL), Low Income	All Schools	$423,683.00	$454,581.00

1	4	Induction/Beginning Teacher Support	LEA-wide	Low Income, English learner (EL)	All Schools	$36,000.00	$36,000.00
1	5	TK-3 Class Size Reduction	Schoolwide	English learner (EL), Low Income	Specific Schools,Encinita, Janson, Savannah, Shuey	$2,003,129.00	$2,003,129.00
1	6	4-6 Grade Teachers to reduce combination classes	Schoolwide	Low Income, English learner (EL)	Specific Schools,Encinita, Janson, Savannah, Shuey	$945,412.00	$945,412.00
1	7	Paraprofessionals to support students	LEA-wide	English learner (EL), Low Income	All Schools	$555,646.00	$555,646.00
1	8	Instructional Lead Teachers (District & Site)	LEA-wide	English learner (EL), Low Income	All Schools	$75,730.00	$75,730.00
1	9	Technology and internet access	LEA-wide	Low Income	All Schools	$31,282.00	$31,282.00
2	4	Middle School Supplemental intervention and enrichment courses during the day	Schoolwide	Low Income, English learner (EL)	Specific Schools,Muscatel	$385,439.00	$385,439.00
2	5	After School Intervention & Enrichment programs	LEA-wide	English learner (EL), Low Income	All Schools	$142,016.00	$142,016.00
2	6	Supplemental EdTech Software Programs	LEA-wide	Low Income, English learner (EL)	All Schools	$170,458.00	$170,458.00
2	7	Supplemental Instructional, Project-Based Learning/STEAM Materials, Supplies,	LEA-wide	English learner (EL), Low Income	All Schools	$136,325.00	$136,325.00

		Subscriptions					
2	8	Special Projects & PD for English Learners and Low-Income students	LEA-wide	Low Income, English learner (EL)	All Schools	$39,007.00	$39,007.00
3	1	Leader in Me (LIM) & Positive Behavior Interventions and Support (PBIS) Materials	LEA-wide	Low Income	All Schools	$41,310.00	$41,310.00
3	2	Leader in Me (LIM) Licenses, Positive Behavior Interventions and Support (PBIS) & SWIS Licenses	LEA-wide	Low Income	All Schools	$49,500.00	$49,500.00
3	3	Psychologists & Counselors	LEA-wide	Low Income	All Schools	$207,985.00	$312,350.00
3	4	Social-Emotional/Mental Health Services	LEA-wide	Low Income	All Schools	$162,167.00	$187,167.00
4	1	Parent Workshops & Outreach	LEA-wide	English learner (EL), Low Income	All Schools	$60,638.00	$60,638.00
4	2	Community Liaisons and Translators	LEA-wide	English learner (EL), Low Income	All Schools	$79,147.00	$79,147.00
4	3	Parent/Community Communication Tools	LEA-wide	English learner (EL), Low Income	All Schools	$150,000.00	$150,000.00

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals	$135,263.00					

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	3	ELD/Intervention Teachers	$30,898.00						$454,581.00
3	3	Psychologists & Counselors	$104,365.00						$312,350.00

Instructions

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some

metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2022-23**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2022-23)
Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2021–22**. Leave blank until then.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2020–21**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

>   *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
>   *Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:
Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.