

**Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)**

LEA Name

Rosemead Elementary School District

CDS Code:

1234567894645

**Link to the LCAP:
(optional)**

rosemead.k12.ca.us

For which ESSA programs apply to your LEA?

Choose From:

- TITLE I, PART A**
Improving Basic Programs Operated by
State and Local Educational Agencies

- TITLE II, PART A**
Supporting Effective Instruction

- TITLE III, PART A**
Language Instruction for English Learners
and Immigrant Students

- TITLE IV, PART A**
Student Support and Academic
Enrichment Grants

(Note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Response from Rosemead Elementary:

The Rosemead School District LCAP addresses the state's eight priority areas and articulates the LCAP Goals and Actions to be accomplished. Federal Programs are supplemental to the Core Program and state funding but aligned with the District's Mission as well as LCAP goals and actions. Three strategic focus areas of the LCAP and ESSA include the following:

- A coherent instructional program
- All students will pass all 8th grade classes and will be on track to graduate from high school.
- All students will demonstrate college and career readiness (academic, technology, leadership/behavior)

Rosemead's strategy for using federal funds is to increase low-income and English learner student performance through academic support, professional development, and social emotional development. We have focused Title I monies on supplemental intervention in reading and math for students in need, as our data has shown gaps in both subjects. Another strategy has been to use Title III funding to provide intensive coaching and professional development in designated and integrated English Language Development for our English learners as well as in using a progress monitoring tool for English learners and reclassified students. An abundance of research shows the importance of pairing professional development training with follow up support to ensure fidelity of implementation. A third major strategy is to develop a positive school culture and climate where all students are problem solvers and are recognized for positive behavior. We have implemented research-based programs that are designed to help students develop communication, leadership, and self-monitoring skills that will help them succeed in school--and ultimately, in college and life. Finally, we have continued to fund class size reduction in the elementary grades to support more differentiated, personalized instruction.

Rosemead's specific LCAP Goals linked to state priorities include:

Basic, Implementation of State Standards, Course Access, Pupil Achievement

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

- 80% of English learners, under-served students, and/or foster youth students will show growth toward proficiency or maintain proficiency on district and state assessments.
- 90% of all 3rd grade students that are continuously enrolled in the RSD schools since kindergarten will show proficiency in English Language Arts on district and state assessments.
- 100% of all students will participate in district performance tasks.

Other Pupil Outcomes, Pupil Engagement, School Climate: All schools will implement PBIS and provide additional educational and behavioral support services to supplemental/concentration students

Parent Involvement: All schools will increase their participation in parenting classes by 10% from the previous school year. The schools will target parents of English learners, under-served students, and/or foster youth students.

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

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Rosemead Elementary District utilizes the LCAP process to develop a strategic road map of goals and related metrics. These LCAP goals help align the allocation of federal, state, and local funds. The district utilizes both the District English Learner Advisory Committee (DELAC) and the Title I District Advisory Committee (DAC) for feedback and input on goals, actions and policies. LCAP Goals and Actions are aligned with the District's student and staff needs, assessment data, and priority areas from the state. All schools in Rosemead are Title I Schoolwide Programs. Core program materials and strategies are all aligned with supplemental Title I Schoolwide Program criteria and activities in order to achieve coherent program services and improve student achievement. This alignment design is also true for Federal Titles II, III and IV.

The School Plan for Student Achievement (SPSA) at each site is also aligned with the LCAP and the ESSA Federal Addendum. School Site Councils, ELACs, and principals are given a training each year in development of the SPSA to ensure that they know how to align their plan to LCAP strategies. Section VII within the SPSA specifically articulates alignment of the LCAP/ESSA/SPSA Goals and Actions. Specific SPSA criteria related to compliance and program quality are used when reviewing and approving each SPSA. After our district coordinator and

assistant superintendent read each SPSA, written feedback is provided to each principal to ensure compliance and quality indicators are met. The LCAP goals for 2019-20 are

- 80% of all students will show growth toward proficiency or maintain proficiency on district and state assessments.
- 80% of English learners, under-served students, and/or foster youth students will show growth toward proficiency or maintain proficiency on district and state assessments.
- 90% of all 3rd grade students that are continuously enrolled in the RSD schools since kindergarten will show proficiency in English Language Arts on district and state assessments.
- 100% of all students will participate in district performance tasks.
- All schools will implement PBIS and provide additional educational and behavioral support services to supplemental/concentration students.
- All schools will increase their participation in parenting classes by 10% from the previous school year. The schools will target parents of English learners, under-served students, and/or foster youth students.
- All schools in the Rosemead School District will maintain at least an overall rating of “Good” as measured by the Facilities Inspection Tool (FIT) Report.

Major actions in the LCAP for all students include funding teacher salaries for six professional development days district-wide, keeping class size low, providing Common Core aligned instructional materials, implementing Positive Behavior Interventions and Support and Multi-Tiered Systems of Support, and continuing our leadership development program for students. Increased services for unduplicated students include providing intervention programs for students who need academic support and funding additional ELD teachers. We will use federal funds to further bolster supports for unduplicated students by providing professional development on designated and integrated ELD, purchasing ELD curriculum, and enhancing academic interventions for students in need.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

Educator Equity

ESSA Section 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field

teachers. [(N/A if your LEA is a charter school or COE, or your district's educator equity data does not demonstrate disparities)]

This ESSA PROVISION IS ADDRESSED below:

Our district is careful to go through a thorough screening process to ensure that we hire only teachers who are fully credentialed and well-prepared for the profession. For inexperienced teachers with fewer than two years of experience, we provide support through two additional New Teacher PD Days, a two year BTSA Induction program, and mentoring by an experienced teacher. In the very most hard to staff positions, we have hired teachers on intern credentials who are in reputable university credential programs that carefully monitor their candidates.

Parent and Family Engagement

ESSA Sections 1112(b)(3) and 1112(b)(7)

1. Describe how the LEA will carry out its responsibility under Section 1111(d).
2. Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

This ESSA PROVISION IS ADDRESSED below:

1. Our district has no schools currently identified as CSI or TSI. For our school that has been identified for ATSI, Muscatel Middle School, our district involves parents and family members in jointly developing the ATSI plan, which will be part of the development of the School Plan for Student Achievement. At Muscatel we will conduct our annual Comprehensive Needs Assessment with the school leadership and Academic Team in order to help determine their needs, identify evidence-based interventions, and identify any inequities in resources and review student data and identify strategies to improve the results, particularly for our students with disabilities, which is the subgroup that is most under-performing at that school. In the year to come, we plan to convene a committee that will include the district's Special Ed director, parents of students with disabilities, special education staff, general education staff, and district psychologists and counselors. This committee will work with the site council and ELAC to give input into the ATSI Plan in the fall after analyzing our most recent subgroup data, reviewing results from our needs assessment, developing SMART goals, and working with our instructional staff to identify strategic, evidence-based interventions (and to assess the implementation of interventions we already have in place). This group will review intervention data throughout the year to determine if the interventions are working.

2. All schools in our district are Title I schoolwide and serve between 75-86% low income students. We have a long history of meaningful consultation with parents at each school through School Site Councils and English Learner Advisory Committees and at the district level through our District Advisory Committee, District English Learner Advisory Committee, and LCAP committee. The School Title I Parent Policy and School-Parent Compact are

reviewed and revised by the SSC each spring and discussed by parents at each school's Annual Title I Meeting in the fall. The District Parent Involvement Policy is updated annually according to Board Policy, Administrative Regulations and state and federal regulations. The District Advisory Committee and DELAC discuss the policy in the spring and suggest any revisions for the following year. The policy is then distributed annually to parents and guardians as part of the Annual Notifications to parents at the beginning of each school year. Similarly, parents are involved in LCAP development by reviewing metrics, data, and goals, helping to prioritize actions, and giving input into the budget. This occurs at district LCAP meetings, DAC/ DELAC meetings, and School Site Council meetings.

One key function of each committee is to ensure that each school has a robust parent engagement program. Schools promote parent engagement through events organized in conjunction with the PTA, including Family Leadership Day, Welcome Back Fair, Open House, Principal Coffee Chats, Back-to-School Nights and Leader-in-Me Leadership Days. Schools also assist parents in understanding academic standards and monitoring their children's progress. Student-Led Parent conferences include meaningful reviews of student formative assessment data, and parent workshops such as Math and Literacy nights help parents to understand the Common Core and NGSS. In 2018-19, Rosemead held its first 8 week Districtwide Parent Leadership Institute, when parents learned skills to develop students socially and emotionally; to help students at home with reading and math; to raise lifelong learners; facts about brain development; and ideas for supporting leadership development and the "7 Habits of Happy Kids" at home. We will replicate and refine this institute in 2019-20. In addition, we have joined the Parent Involvement Academy and will partner with local districts and our parents to plan and co-host a conference for and by parents.

As a small district, coordination between programs is essential. To ensure a smooth transition from preschool to kindergarten, Rosemead hosts preschool visits for incoming kindergarten families. Our Special Education director works closely with families of students with disabilities to make sure that they are involved in the school and availing themselves of parent programs. As part of a consortium for Migrant Education, our district works closely with the Migrant Education director to be on the same page as far as communicating with migrant families about programs for parents and for students.

To ensure that all of our families are well-informed about school programs, fliers and phone calls home are made in Vietnamese, Spanish, and Mandarin/Cantonese, and translators and translating devices provide access to non-English speaking families at all meetings and events. Community liaisons at each site outreach to families to make sure that families less likely to respond to a flier or phone call are encouraged to attend events. They also serve as warm, welcoming helpers in the school office to assist parents with understanding anything they might need help with related to their children's schooling. To ensure that parents with families that have disabilities or accessibility needs that make communication difficult, we have added accessibility features to the district website, we are careful to hold all family meetings in wheelchair-accessible rooms, we provide all accommodations, including ASL

translators when needed. In the upcoming school year, we will also promote the use of our online parent portal for parents to have electronic access to information such as score reports and assignment grades at the middle school level. We will conduct hands-on trainings to support parents in learning to navigate the parent app and will continue to have computer stations in each office for parents who lack access to the internet at home.

All RSD personnel must truly value parents as partners, and we view parents as the first teachers. Principals work with teachers/staff to develop parent communication strategies and to set a welcoming environment. New hires are guided in how to leverage parents' assets and how to establish positive communication with families.

At our ATSI school, parents serving on the SSC and ELAC will be involved in reviewing comprehensive needs assessment and developing the goals & actions for the SPSA, which will include improvement efforts.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA Sections 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

This ESSA PROVISION IS ADDRESSED below:

All district schools operate SWPs. In consultation with parents, district administrators, office staff, and campus and instructional aides, teachers and leaders work with the School Site Council to develop the SPSA and plan programs. The planning process includes analyzing of formative and summative academic data as part of the comprehensive needs assessment and identifying areas of need and evidence-based strategies to address those areas. Typically, services include professional development, after school interventions at all campuses, intervention materials and software, enrichment programs, parent involvement activities, and community liaisons. Each school uses Title I funds to fund enrichment programs such as robotics and engineering and art. Technology is also purchased with Title I funds. At our middle school, an additional, full time counselor is funded through Title I.

[Our district has no schools currently identified as CSI or TSI. For our school that has been identified for ATSI, Muscatel Middle School, our district involves parents and family members in jointly developing the ATSI plan, which will be part of the development of the School Plan for Student Achievement. At Muscatel we will conduct our annual Comprehensive Needs Assessment with the school leadership and Academic Team in order to help determine their needs, identify evidence-based interventions, and identify any inequities in resources and review student data and identify strategies to improve the results, particularly for our students with disabilities, which is the subgroup that is most under-performing at that school. In the year to come, we plan to convene a committee that will include the district's Special Ed director, parents of students with disabilities, special education staff, general education staff, and district psychologists and counselors. This committee will work with the site council and ELAC to give input into the ATSI Plan in the fall after analyzing our most recent subgroup data, reviewing results from our needs assessment, developing SMART goals, and working with our instructional staff to identify strategic, evidence-based interventions (and to assess the implementation of interventions we already have in place). This group will review intervention data throughout the year to determine if the interventions are working.

Homeless Children and Youth Services

ESSA Section 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

This ESSA PROVISION IS ADDRESSED below:

Rosemead ESD provides homeless students with as-needed services according to state and federal requirements through the Special Education and Student Support Services Department. Rosemead ESD partners with local agencies to provide services for needy families. When students are identified as Homeless, they are provided immediate support. For example, we partner with the Assistance League of Arcadia, which provides school supplies and clothing to students in need. Rosemead ESD provides funding and offers transportation to keep students enrolled and reduce chronic absenteeism, provide school supplies, and school uniforms and clothing as needed for homeless students. We have also utilized our funds for the addition of a school psychologist this past year, which we will continue in the upcoming year, to provide access to mental health services for homeless students in need. We also have a partnership with Foothill Family Clinic, which offers student and family counseling services. Our district also sets aside spaces free after school care for homeless and/or other at-risk students. Our goal is that by providing funding and resources,

this will allow students to fully participate in school activities and reduce the negative impacts of homelessness on the students' well-being academically, socially and emotionally.

Student Transitions

ESSA Sections 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners;
and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

This ESSA PROVISION IS ADDRESSED below:

Transitional activities for preschool students going to kindergarten and for sixth grade students going to middle school occur each year. Whenever possible, preschool students in Rosemead ESD take an annual field trip to visit kindergarten classrooms. Parents are invited to attend Kindergarten Orientation in order to become familiar with elementary school sites and programs. Formal transition meetings are held for students with IEPs. Sixth grade students participate in an annual field trip to Muscatel Middle School to learn about middle school programs and expectations. Sixth grade parents and students are invited to participate in a special annual Open House to become familiar with the school. Middle School personnel visit feeder elementary schools to inform 6th graders about program offerings.

Our district has one middle school and no high schools. However, almost all of our students attend Rosemead High School, which belongs to our neighboring El Monte Union High School District. Transitional activities occur for 8th graders going to Rosemead High School. The Muscatel Middle School teachers engage in vertical articulation with the Rosemead High School teachers by department to align on strategies and expectations for academic work between middle and high school and to ease the transition to high school. For example, the Muscatel teachers introduce eighth graders to the high school approach to literacy strategies across the curriculum (such as the outlining and annotations format) and use the AVID curriculum for students needing extra support (which students will experience in high school as well). Transition to College and Career is facilitated by the respective high school counselors and staff. The Rosemead ESD leadership also attends monthly meetings with the

El Monte Union High School District in order to ensure articulation for high school, college and career through the Collaborative Administrative Leadership Seminar.

Additional Information Regarding Use of Funds Under this Part

ESSA Section 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

This ESSA PROVISION IS ADDRESSED below:

Gifted and Talented services in third through eighth grade as well as school library programs are currently funded through LCFF. Our GATE coordinator reviews student test scores at the beginning of each school year to identify students who qualify for GATE programs. Students meeting gifted status under the “high achieving” category demonstrate two consecutive years of exceeds proficiency/advanced on the SBAC in both ELA and math; intellectually gifted students are identified using the WISC 3 or Naglieri IQ test (administered by one of our school psychologists); and students with a gifted designation from another district are also identified once status has been verified. The coordinator then ensures all classroom teachers are aware of the GATE status of their students so that they can use GATE strategies such as compacting, offering the most difficult problem first, tiered learning, and homogeneous grouping of GATE students for some in-class group assignments. Rosemead also provides enrichment programs specifically for our GATE students, including field trips, Mathletes competitions, and programs such as the Future Scientists and Engineers Fridays.

Title I funds will be used to support a Math Field Day competition, which will provide an opportunity for gifted students to compete in high-level math competition. Additionally, each of our five schools will continue to use Title I funds to hire a half-time media specialist staffing the media center. Librarians will collaborate with classroom teachers on curriculum and projects to teach students digital literacy skills. Title I Funds are used to purchase books for our school and classroom libraries. Media specialists are intentional about including books that will appeal to and offer a challenge to gifted students.

TITLE II, PART A

Professional Growth and Improvement

ESSA Section 2102(b)(2)(B)

Provide a description of the LEA’s systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the

capacity of teachers and opportunities to develop meaningful teacher leadership.

This ESSA PROVISION IS ADDRESSED below:

We engage our administrators, teachers and classified staff in professional learning on topics related to our LCAP goals. There were 6 negotiated Professional Development Days for teachers in 2019-20 and 2020-21. We use stakeholder input, student data from state and local assessments, feedback from previous professional development sessions, school goals outlined in the SPSAs, and observational data from classroom walkthroughs and administrator observations to inform our professional learning cycles. In 2019, during the pre-service days, we solicited teacher input specifically on areas of concern for our core ELA program and used that information to strategically focus PD and coaching for that program.

Schools also have late-start Wednesdays twice a month, during which time they engage in site-based professional learning. In 2019-20, we used a trainer of trainers model. Teacher leads representing each site in literacy, ELD, math, STEAM, and science met and received training and will then shared what they learned with their staff during site-based PD.

In the upcoming school year, as in the past, principals will meet twice monthly as a professional learning community to engage in a regular cycle of data analysis and best practice sharing. Once a month, the principals and Assistant Superintendent of Educational Services will conduct walkthroughs of a school using an observation tool focused on district priorities (including designated and integrated ELD, NGSS-aligned science, and small group instruction in reading). At the beginning of the year, the principals will set goals for student achievement that align with the LCAP goals and are more specific to their sites. They will also collaboratively agree on 3 indicators from the walkthrough/observational tool to focus on and set growth goals accordingly. These goals will be revisited throughout the year. Principals also receive guidance and mentorship through one on one meetings with the Superintendent and both the Assistant Superintendents of Ed Services and Administrative Services, focusing on the goals that they set in their end of year evaluation meeting. New principals receive additional mentorship from a more experienced peer principal.

To induct teachers new to the district, we will have a two-day New Teacher Institute that will focus on introducing teachers to our community, our curriculum, and our district-wide student leadership program. We also provide our new teachers who are new to the profession with mentoring through Induction/BTSA.

To assess the efficacy of our professional development, the district will carefully review feedback from professional learning sessions, surveys from teachers and administrators about professional learning activities, and-- most importantly-- implementation in the classroom and growth in areas of focus from PD. Where we see that PD is not having the intended effect, we will work with the audience for the PD to determine what needs to be adjusted and modify the content, presentation format, or follow up supports as needed.

Prioritizing Funding

ESSA Section 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

This ESSA PROVISION IS ADDRESSED below:

The district currently does not have a school in CSI or TSI; however, Rosemead School District implements a comprehensive support and improvement plan for all five schools. All five of our schools are Schoolwide Title I. Our district utilizes a funding model and formula to prioritize Title I and LCFF S and C funds to schools based on the number of children (ADA) and the percentage of students who qualify for free or reduced-priced meals and who are classified as homeless or foster youth. This ensures that our schools with the highest percentage of low-income, Title 1, foster/homeless youth receive funding to support the higher needs. This also ensures that if any of our schools fall into CSI or TSI, there is already a plan for setting aside funding to support the schools with greatest need. At each site, funds are prioritized according to LCAP priorities. To support our school which has been identified for ATSI, our assistant superintendent met with the principal in the spring to create a budget based on priorities such as increasing seventh grade achievement, making our ELD program more robust, and deepening our SEL supports.

We use Title II funds to reduce class size 24:1 and to eliminate combination classes, which helps teachers to focus on individual student needs and provide appropriate, differentiated instruction for our highest need students. Funding ELD and Intervention teachers at all five schools provides additional support for targeted students. After-school intervention and enrichment classes will also provide students with opportunities to improve student learning and motivation. At this time, no schools in the district have been identified for comprehensive or targeted support. One school, Muscatel Middle, has been identified for ATSI. The Muscatel principal, along with a district support team, has created an ATSI plan to reduce the achievement gaps amongst Students with Disabilities who were the subgroup that led to the ATSI designation.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA Section 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

This ESSA PROVISION IS ADDRESSED below:

Each quarter, our district administrators and school site personnel review state and local assessment data to ensure that our instruction is working, to identify bright spots that need to be replicated, and to understand areas that need adjustment. In the fall, principals will do a thorough Accountability Review of various data points (including California dashboard data; parent, student, and staff surveys; Leader in Me MRA results; CHKS data; PBIS/SWIS data; SBAC and ELPAC data; i-Ready math and reading diagnostic data (K-6) and STAR Reading and Math data (7-8); running record data, and writing benchmark trends to begin to write their SPSAs. They will then consult with their school site councils, ELAC, and other stakeholders to get input on professional development activities that would best support the SPSA goals. At monthly coffee chats and during their annual Title I meeting, principals will consult with parents on the instructional program. To ensure meaningful consultation, our schools hold parent and community meetings in the evenings and provide translation into the three major languages in our district.

Data dives also help our schools keep students from falling through the cracks. At the beginning of the year, teachers review SBAC, summative ELPAC, and i-Ready or STAR diagnostic data in both ELA and math. These same stakeholders will analyze student writing benchmarks throughout the year as well as pilot the use of SBAC Interim Assessment Bundles, NGSS-aligned performance tasks and CAST practice items, and the Star Reading assessment.

As each set of data is analyzed, principals, teachers, specialized support personnel such as EL and Special Ed coordinators, community members, and district leaders note areas of weakness in the data. Our principals, coordinators, and assistant superintendent of ed services consider these areas as they evaluate instruction through walk-throughs and admin observations of classrooms. Though we have a scope and sequence for professional development in place, it is designed to be flexible so that PD topics can be adjusted based on the data that arises. All professional development activities conclude with surveys for participants to share feedback and requests for support to implement the new learning. We use these results to plan future professional development activities.

We have been fortunate to have the collaboration of many community partners. For example, the LA County Department of Arts and Culture has worked with us to analyze our school climate, suspension, and achievement data with an equity lens and will be providing ongoing coaching to our teachers and principals on strategies to support the whole child through arts integration. Our SELPA provides support and consultation to help us better serve our students with special needs, which is a major focus for us this coming year.

TITLE III, PART A

Title III Professional Development

ESSA Section 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

This ESSA PROVISION IS ADDRESSED below:

Rosemead Elementary School District has developed and implemented a comprehensive five year ELD professional development plan for our TK-8th grade teachers, which concluded its intensive phase in the spring of 2019. ELD Training in 2019-20 included instructional ELD observations and feedback through coaching as well as introductory ELD training for new teachers. Training topics for returning teachers included continued emphasis on the California ELD standards, ELD proficiency bands, designated and integrated ELD, and language objectives within content lessons, best practices for explicit language instruction in writing, and the monitoring of each EL student with a formative/progress profile called the English Language Development Assessment (ELDA). PD for our administrators will include how to support best practices in ELD as instructional coaches (including classroom look fors, how to facilitate an analysis of student work, and how to use the ELD framework to evaluate a lesson), how to analyze EL data and monitor progress, and best practices for celebrating growth. Office staff and community liaisons will receive training in how to help parents understand assessment results.

We will hold supplemental PD using Title III EL funds to pay for a Trainer of Trainers PD on the ELD component of our *Wonders ELD* Curriculum. We will also release teachers of newcomers for initial PD and data analysis sessions related to the supplemental *Imagine Learning* curriculum we will be purchasing for our emerging ELs.

Enhanced Instructional Opportunities

ESSA Sections 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

This ESSA PROVISION IS ADDRESSED below:

Immigrant children and youth benefit from the effective ELD instructional practices utilized by their teachers trained and coached as described above in professional development.

Immigrant students also receive appropriate designated and integrated ELD instruction as well as appropriate interventions. The use of Read180 at the middle school level, guided reading, and i-Ready in both ELA and math all help fill the opportunity gaps for students who are immigrants. Translation services and outreach to parents of immigrant youth support families with taking advantage of instructional opportunities such as ASES and ASART. Additionally, for immigrant students, through our Migrant Education program, we offer additional after school tutoring at the middle school, Saturday classes and field trips, and other enrichment activities such as participation in speech and debate competitions. We also offer a summer school specifically for migrant students through our Migrant Ed consortium.

This past year, 100% of our immigrant students were ELs, predominantly from mainland China, Taiwan, Vietnam, Mexico, El Salvador, and Guatemala. Next year, to support our most recent immigrants, all of whom we anticipate will be new to English based on this year's demographics, we are planning to use Title III funds to supplement our ELD curriculum with additional curriculum for newcomers. We plan to utilize Imagine Learning software, which students will use at school as well as have access to at home. Additionally, parents will be able to utilize the software to learn English if they would like as well. We will also be purchasing curriculum called Inside the USA, which is a quick course in some basics of life in the U.S.

Title III Programs and Activities

ESSA Sections 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

This ESSA PROVISION IS ADDRESSED below:

All EL students receive the recommended time of approximately 30 minutes per day for Designated ELD Instruction TK-8th grade. At our elementary schools, students receive small group ELD instruction based on their proficiency levels. In small groups, students are provided opportunities for structured academic discourse, guided reading and vocabulary development, and writing strategies. EL students in 7th and 8th grade are strategically placed in ELD classes based on the level of ELD proficiency, time in US schools, and other available achievement data, as well as parent input. This coming year, the middle school will have a daily designated ELD period. Teachers will meet as grade level teams to determine language skills students will need to be successful in their core classes each week, which will allow the ELD teacher to strategically use ELD standards to develop students' language to support them when they get to their core classes. Moreover, this ELD period will be used to provide language and guidance to support ELs in participating in school activities, such as helping students to fully understand the process of voting for student government positions. We have

been using a formative assessment tool called the ELDA for several years. This tool guides teachers to assess each English learner's progress on each ELD standard. In the upcoming year, we plan to work with a committee of teachers representing each grade span (K-2, 3-5, 6-8) at each school called the "EL Leads" to define in greater detail what mastery of each standard should look like at each proficiency level and grade.

At the elementary school, integrated ELD will be a focus of coaching and PD for the upcoming year. Teachers will be given training on how to use the ELD standards to enhance content objectives, how to define language criteria for success, and how to provide explicit language instruction to help students meet the language criteria. At the middle school, 7th and 8th grade content teachers already utilize SDAIE for integrated ELD and place emphasis on collaboration and academic vocabulary in order to create better access for their EL students to their core academic classes. Instructional coaching and observations at the middle school level will be used to help all teachers provide this integrated instruction with increasing fidelity and skill.

ELs who are not making progress are provided more intensive literacy intervention and support through after school intervention courses focused on language development. We are piloting curriculum that we could purchase using Title III funds to enhance these intervention courses.

English Proficiency and Academic Achievement

ESSA Sections 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

This ESSA PROVISION IS ADDRESSED below:

Rosemead Elementary School District has a comprehensive accountability system which disaggregates student achievement data in all academic content areas. During Accountability Reviews in the fall, school and district leaders analyze and discuss all subgroup data, including EL SBAC ELA and Math scores, ELPAC data, redesignation rates, LTEL progress, and formative data from the district English Language Development Assessment (ELDA) to monitor EL progress. The ELDA is a tool in which teachers assess EL students' progress on their grade level ELD standards three times per year. After analyzing the data, principals collaboratively revise their school plans in consultation with their staff, School Site Council, and ELAC to ensure that English learners get the assistance they need. Next year, our new Ed Services coordinator will have monthly check ins and EL-focused classroom walkthroughs

with each principal to review ELDA implementation, evaluate instruction for ELs (including designated and integrated ELD) using a walkthrough tool, plan ELAC meetings, and clarify other protocols to ensure EL and recently reclassified students are receiving the instruction they need and being monitored. These check ins will generate supports needed, such as instructional coaching, clarifying roles and responsibilities, or co-planning of site-based PD.

Next year, one strand of our six district-wide professional development days will be English Language Development. Teachers will follow six EL case study students (selected for the variety of language proficiency levels they represent) and will examine student work in cross-site grade level teams to identify best practices in designated and integrated ELD. This data analysis will be complemented by input on best practices for supporting ELD in all four domains.

Title III funds will be used to license the ELDA formative assessment tool, to release teachers for co-observations and coaching, to bring in experts to present on best practices for ELD, and to fund a small portion of our coordinator's salary.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA Section 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

This ESSA PROVISION IS ADDRESSED below:

We have approximately \$56,000 in Title IV funding carrying over from 2018-19. We plan to use the funding to build out STEAM (Science, Technology, Engineering, Arts, and Math) lab programming at each campus to bring hands-on, integrated science, technology, engineering, and arts programming to students to spark students' curiosity, develop skills such as critical thinking, patterning, spatial skills, drawing, designing, and apply that learning to math, science, and engineering. This work, which will be supported by Title IV grant, will support our district LCAP goals of growing all students' proficiency on district/state assessments (Goals 1, 2) and on all 8th grade students demonstrating high school, college, & career readiness. In addition, it would allow us to take further steps in reaching our district's VAPA and technology plan goals. We conducted a needs assessment that showed that our low income & Hispanic students were underperforming and that only 35% of our students were receiving arts classes. A committee of teachers (one per school), principals, the assistant superintendent of educational services and the preschool director analyzed our co-curricular programming in light of research on the power of integrating visual and performing arts and engineering curriculum and determined that STEAM labs would be a powerful strategy to address our needs. The STEAM project and LCAP goals were developed in consultation with students, parents, teachers, community organizations, PTA reps and our Migrant Ed Director. Our lead writer got input from Northrup Grumman, Trash for Teachers, and the Aerospace Corporation on the STEAM lab plans.

Approximately 65% of our Title IV funding will be used for a well-rounded education to send teachers to professional development for STEAM, purchase non-technology materials such as books and supplies for STEAM lessons. We will also provide substitute release time for teachers to plan NGSS-VAPA standards-aligned lessons.

We are planning to use 15% of the Title IV funding for technology (in combination with other funds) to equip STEAM labs at all sites. We will transform existing classroom space and purchase Chromebooks, iPads, Apple TVs, 3D printers and other devices.

20% of Title IV funding to promote safe and healthy students. We will use the funds to pay for licenses, professional development and materials for Positive Behavior Interventions and Supports (PBIS) and 7 Habits/Leader in Me programs that help students to build healthy relationships.

RSD already has established a prototype STEAM lab at Encinita that serves as a clear blueprint for our plans to scale up the work at all sites. Professional engineers from Northrup Grumman Corporation, Aerospace Corporation, and So Cal Edison will volunteer to support teachers and students in their STEAM Labs, especially with developing robotics programs. We have also received business community support: Panda Restaurant Group, Cathay Bank Corporate Center, and Rosemead Chamber of Commerce have agreed to support the STEAM labs by providing volunteers from commercial construction, architecture, design, graphic art, engineering, multi-media, and finance with a passion to help students. Catalyst San Gabriel

Valley, a non-profit organization, will offer support to help recruit volunteers in the community to build the STEAM Lab tools and materials center at each school. Students will visit the labs weekly to engage in hands on, engineering and arts lessons centered around engineering challenges. Through negotiating with peers, flexing their art & critical thinking skills, communicating with peers, & celebrating peers' successes, students will develop the 21st century skills needed in college and careers down the road. Lessons will include using the engineering process to create prototypes and, ultimately, artistically marketing their products.

To evaluate the activities' effectiveness, student engagement data will be collected four times per year. We will develop an NGSS and arts-standards-aligned observation tool focused on the objectives of interactive student participation, problem solving, production of real-world solutions. Principals and the superintendent will observe lessons each quarter using the observation tool and will adjust PD in response to trends from observations and from a survey of teacher capacity to facilitate STEAM lessons, which will be administered three times a year. Finally, a program survey will be collected from teachers and students and analyzed to measure effectiveness. Academic measures analysis will include baseline CAST data for grades 3 and 8, focusing on subgroups and NGSS-aligned performance tasks on performance expectations aligned to work done in the labs. We will share project updates with parents at coffee chats in the fall and spring and will get parent and community input on the program during our LCAP meetings next year.