
Rosemead School District Local Control Accountability Plan Stakeholder Meeting



December 12, 2018

Welcome

Objectives

- Review Group Norms
- Overview of LCFF and LCAP
- Review CAASPP results
- Overview of Rosemead's existing LCAP Goals
- Review identified goals/outcomes for academic achievement indicators

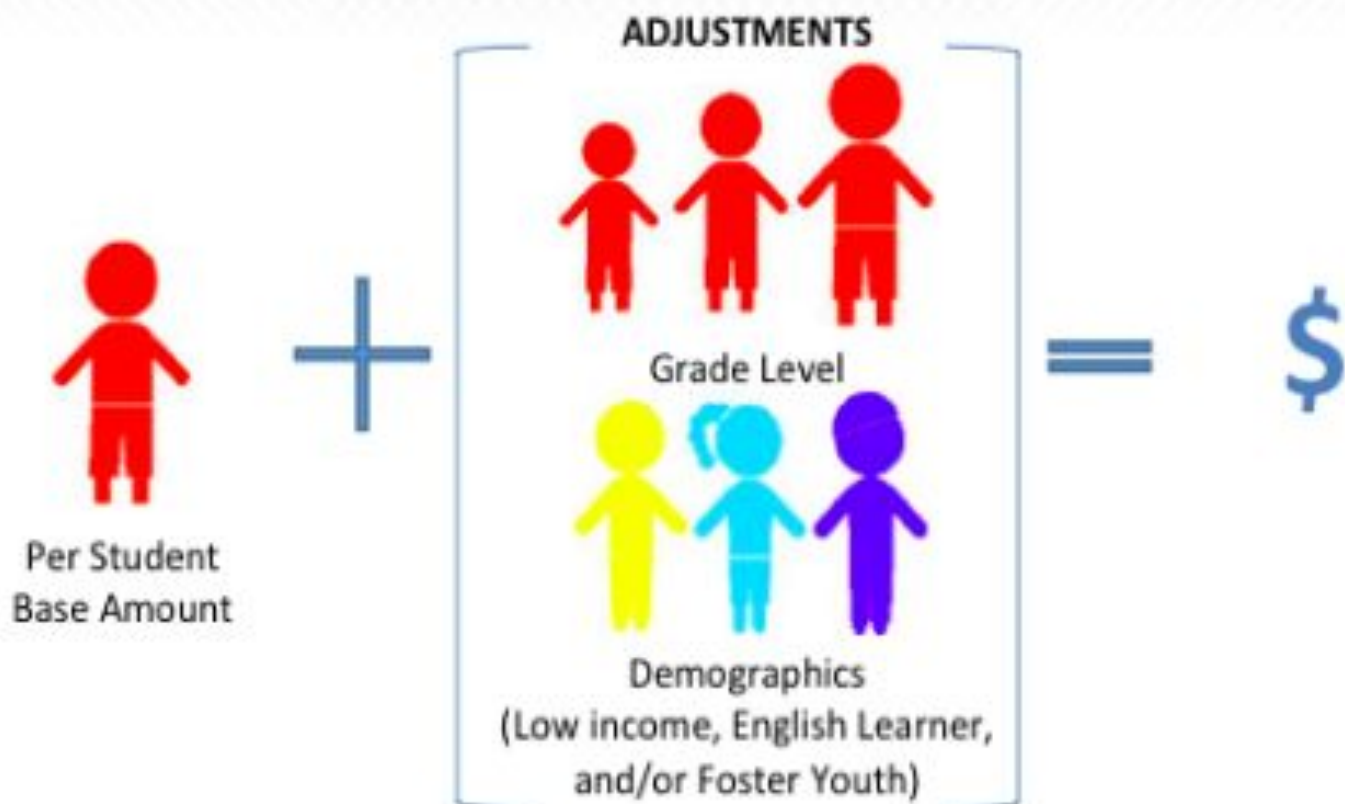
Norms



Distribution of LCFF Funds

- All Districts are now fully funded at 100% distribution
- The actual dollar amount each district receives is different and depends upon:
 - The district's ADA (Average Daily Attendance) in each grade span
 - Percentage of EL, F/R Lunch, and Foster Youth students of district's total enrollment

Funding Formula



Local Control Funding Formula

LCFF is designed to improve student outcomes via:

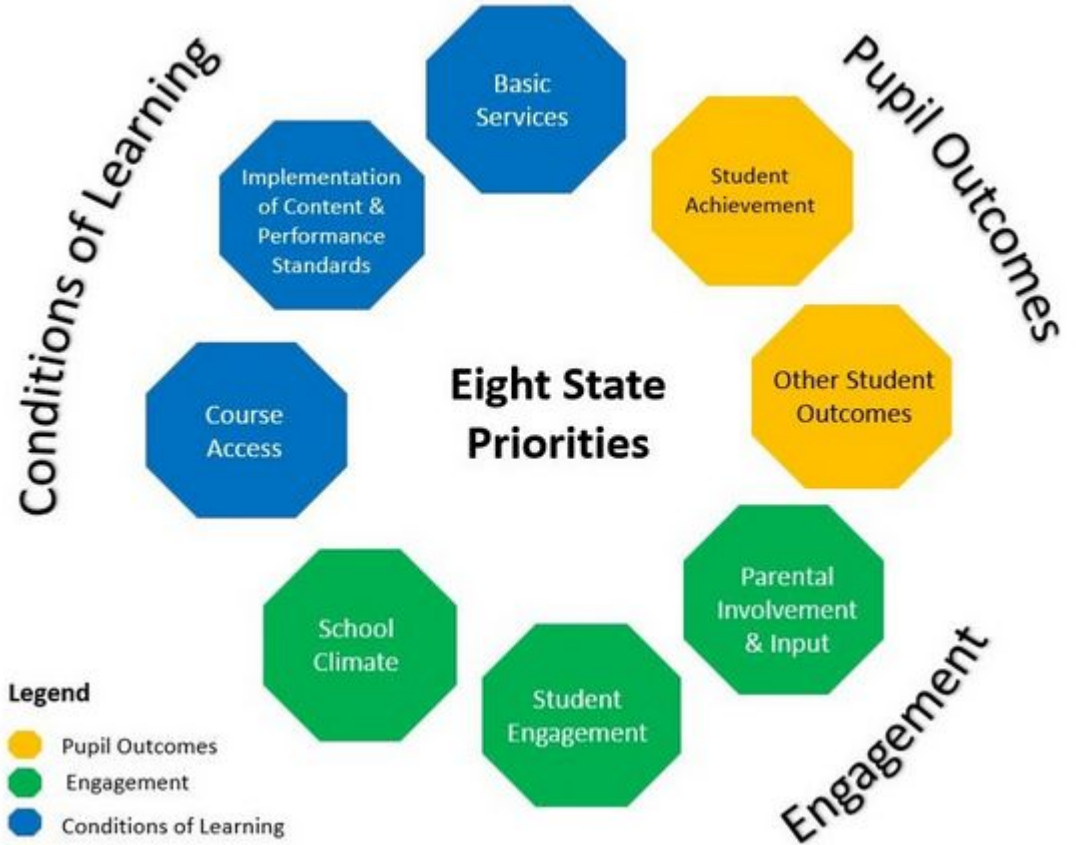
- Equity through student-focused formula
- Performance through aligned program and budget plans
- Local flexibility to meet student needs
- Simplicity to aid in transparency

Local Control Accountability Plan (LCAP)

- Three year plan, updated annually
- Must use State Board of Education -adopted template
- Must include input from all stakeholder groups
- Must address the 8 State Priorities



8 State Priorities



Rosemead School District's



Rosemead's Vision

The Rosemead School District's vision promotes the academic and social emotional achievement of ALL students. We strive for all members to L.E.A.D.:

- 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

Our Mission Statement

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

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

Rosemead LCAP Goals - Academic Focus

Goal 1: 80% of all students will show growth toward proficiency or maintain proficiency on district and state 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.

Goal 3: 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.

Goal 4: All 8th grade students will demonstrate high school, college, and career readiness as measured by SBAC ELA and Math results, science CST results, other district assessment data.

Other LCAP Goals

Goal 5: All schools will implement Positive Behavior Intervention and Supports (PBIS) and provide additional educational and behavioral support services to supplemental /concentration students - MET

Goal 6: All schools will increase their participation in parenting classes by 10% from the previous school year. - MET

Goal 7: All schools in the Rosemead School District will maintain at the least an overall rating of “Good” as measured by the Facilities Inspection Team (FIT) Report. - MET

Annual Measurable Outcomes - Academics

Goal 1: SBAC - 5% growth and I-Ready Diagnostic Assessment - 5% Growth for all students and for all demographic groups:

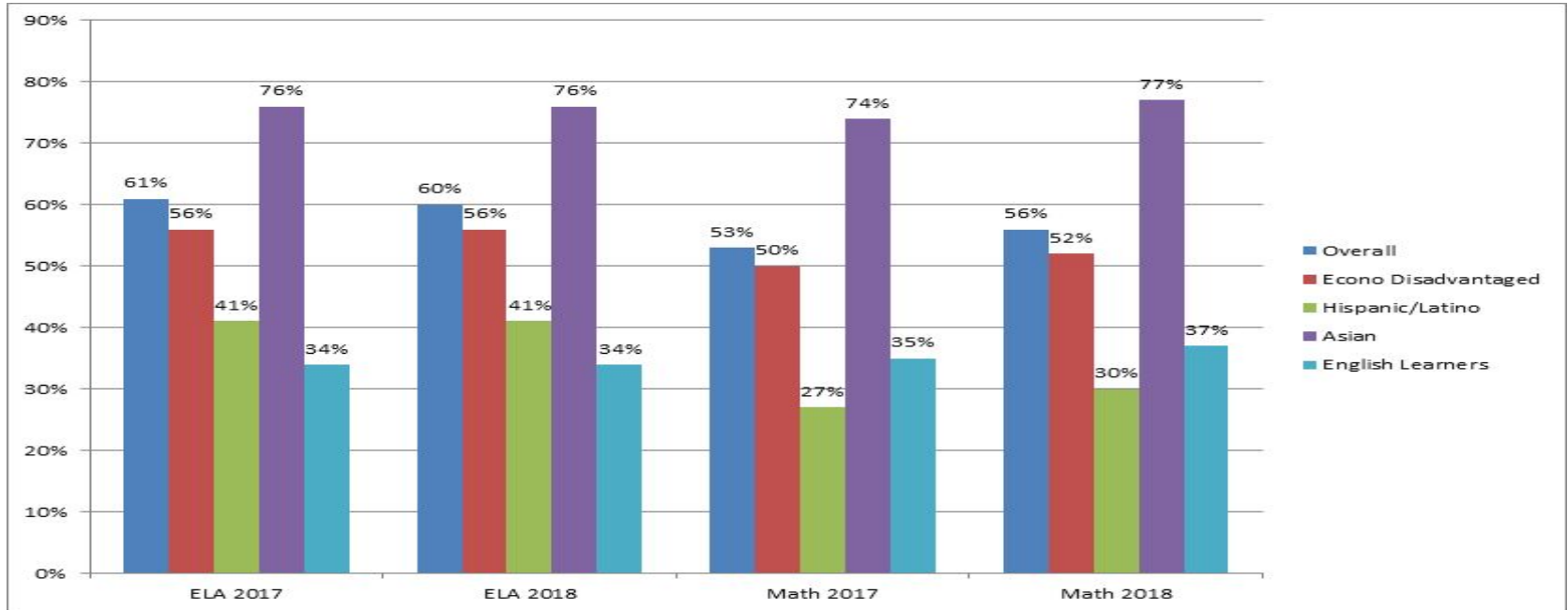
- Economically Disadvantaged
- Hispanic/Latino
- Asian
- English Learners

Goal 2: 5% Growth on State Academic and Language Proficiency Assessments 2017-18
SBAC Performance and EL Progress and Proficiency - 5% Growth

Goal 3: 3rd Grade SBAC Scores: 5% growth and 3rd Grade I-Ready Scores - 5% Growth

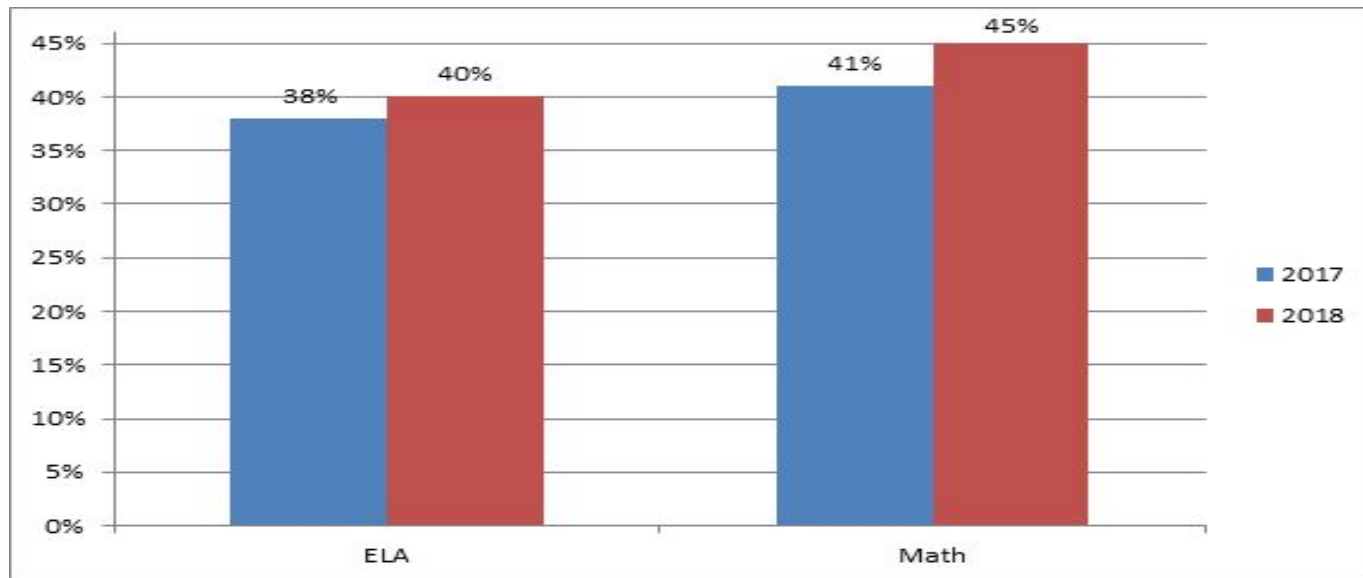
Goal 4: 8th Grade SBAC Data: 5% Growth and 8th Grade I-Ready Data: 5% Growth

Annual Measurable Outcomes - SBAC RESULTS*



*Percentage of students who “Met Standard” plus % who “Exceeded Standard”

Annual Measurable Outcomes - iReady RESULTS*



What comes next?

Although we are performing well overall, we are not meeting our established LCAP goals. At the same time, the state is changing the way in which we look at our growth. The focus is less on the percentage of students who score “Met and Exceeded” and more on increasing scale scores.

Why is Scale Score Analysis Better?

- Provides schools and Districts incentives to analyze the growth of all students
- An equal weight is given to all students
- Schools and Districts are given credit for each student's growth
- Forces educators to look beyond the 'bubble' kids or those students who scored just below the proficiency or 'met standard' level
- Scale scores illustrate both student and cohort current levels of achievement and growth over time

A change in how we look at our data

Academic Indicator 5 x 5 Grid and Scale Scores

The five by five grid demonstrates the importance of continuous improvement in the new accountability system

Change

Level	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Very High	Yellow	Green	Blue	Blue	Blue
High	Orange	Yellow	Green	Green	Blue
Medium	Orange	Orange	Yellow	Green	Green
Low	Red	Orange	Orange	Yellow	Yellow
Very Low	Red	Red	Red	Orange	Yellow

Status

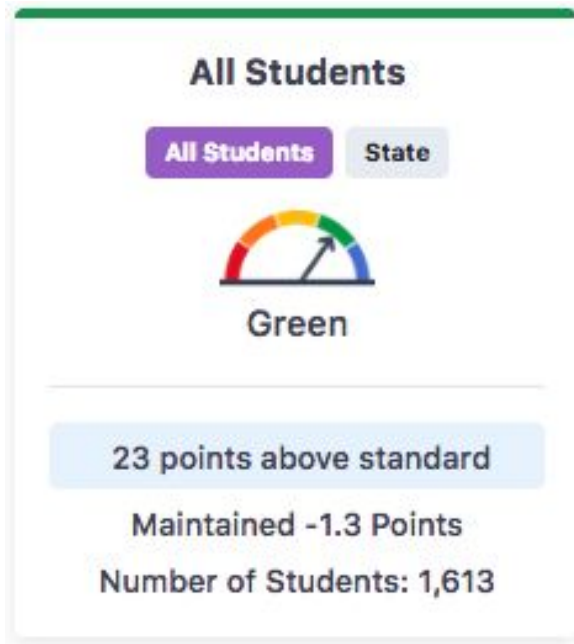
CAASPP Results- Distance From Standard

Rosemead School District Calculations						
Distance from Level 3						
ELA	Scale Score	2017	2018	Distance Level 3 2018	2017-2018 +/-	Color Status
3rd	2432	2441	2432	0	-9	Yellow
4th	2473	2492	2501	28	9	Green
5th	2502	2509	2526	24	17	Blue
6th	2531	2567	2558	27	-9	Green
7th	2552	2565	2582	30	17	Blue
8th	2567	2610	2585	18	-25	Green
Total				21.16666667	0	Green
MATH	Scale Score	2017	2018	Distance from Level 2018	2017-2018 +/-	Color Status
3rd	2436	2454	2446	10	-8	Green
4th	2485	2496	2508	23	12	Green
5th	2528	2509	2531	3	22	Blue
6th	2552	2565	2557	5	-8	Green
7th	2567	2559	2590	23	31	Blue
8th	2586	2599	2589	3	-10	Green
Total				11.16666667	6.5	Green

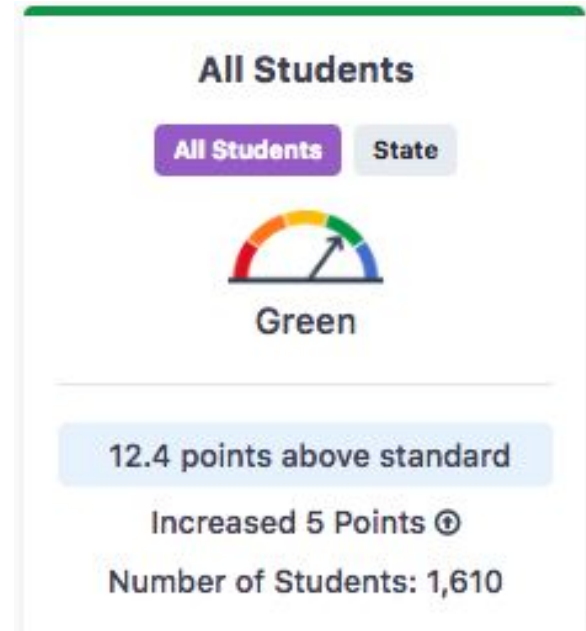


Distance From Standard - All Students

English Language Arts

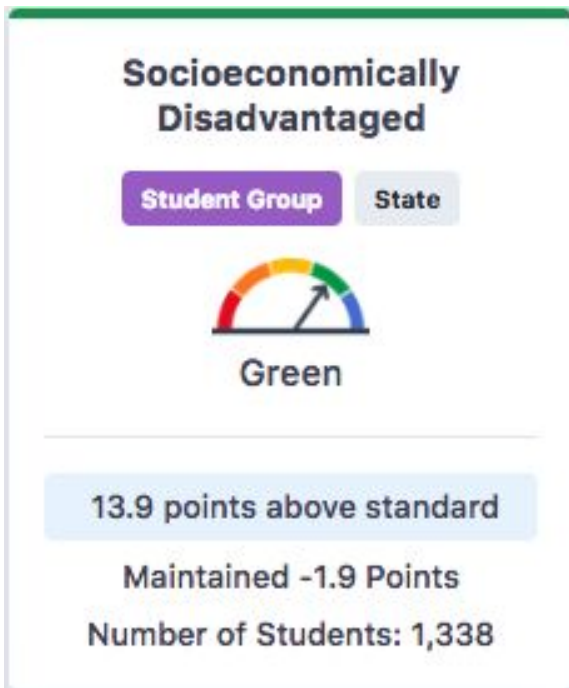


Mathematics

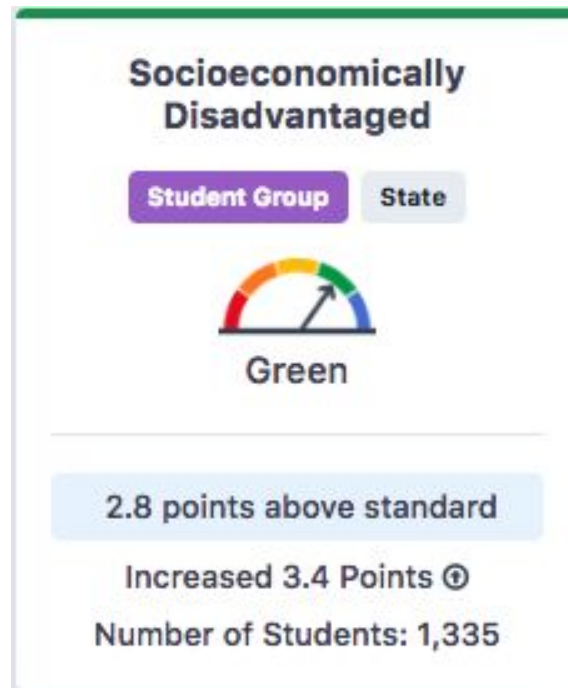


Distance From Standard - Socioeconomically Disadvantaged

English Language Arts

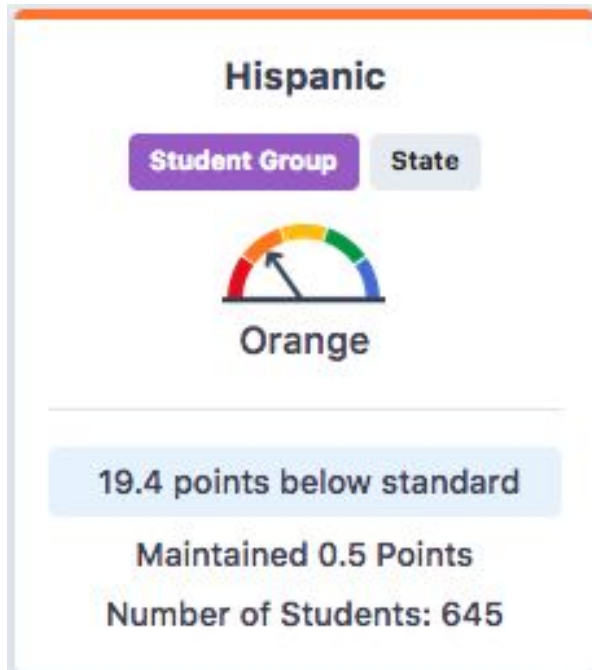


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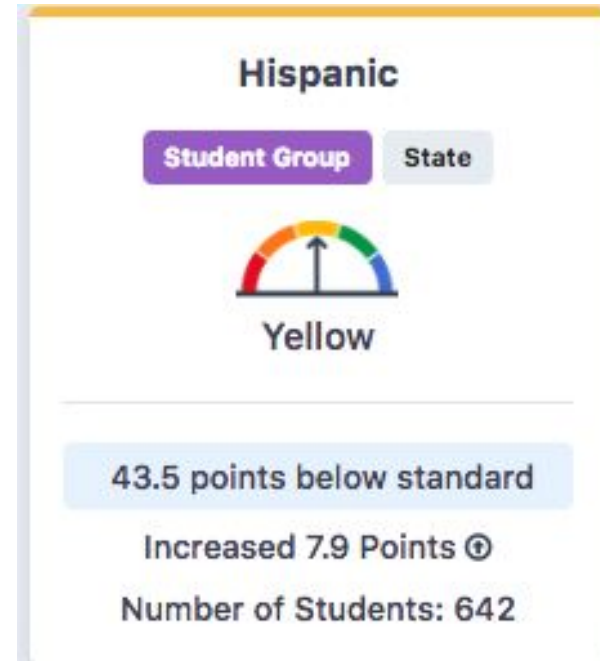


Distance From Standard - Hispanic/Latino

English Language Arts

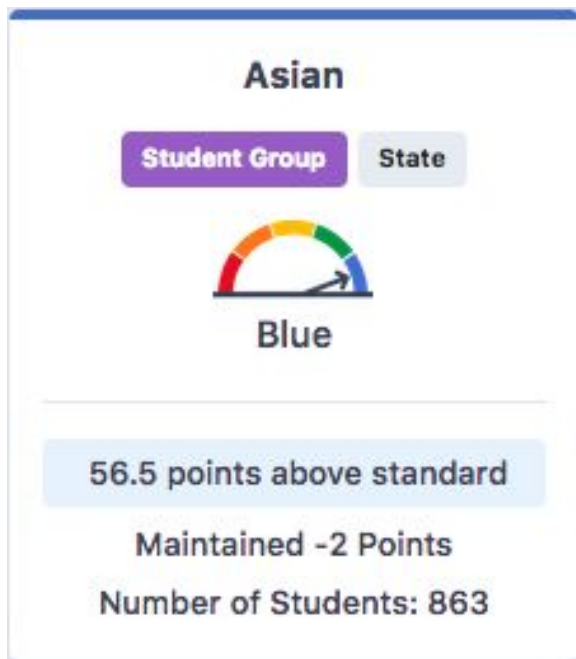


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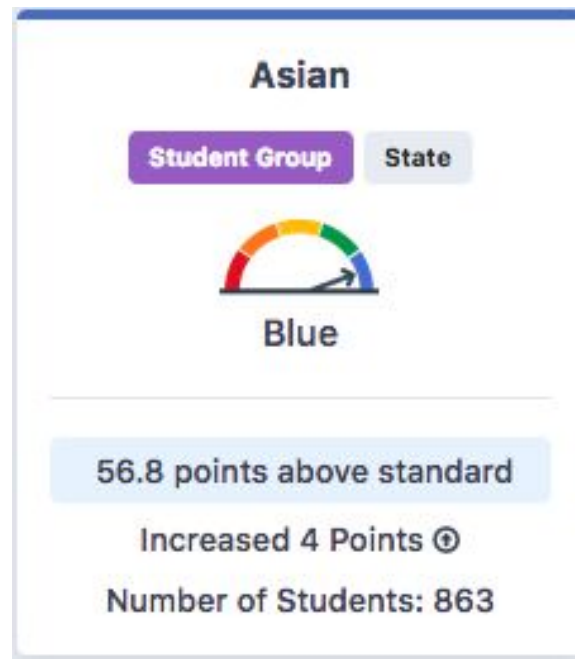


Distance From Standard - Asian

English Language Arts

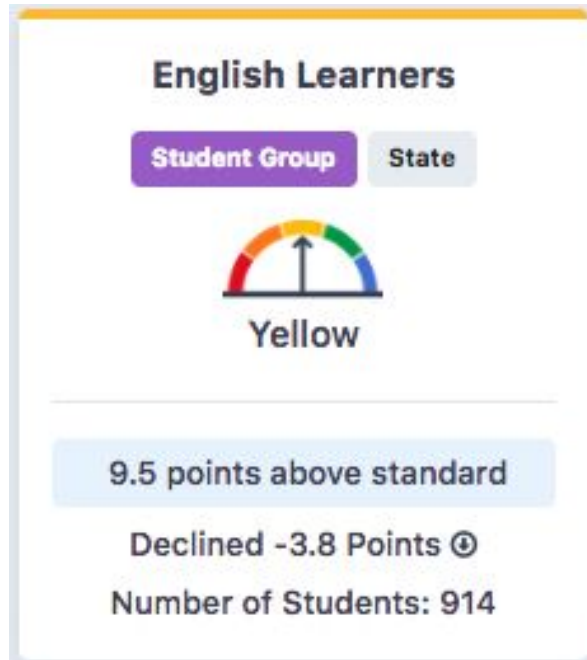


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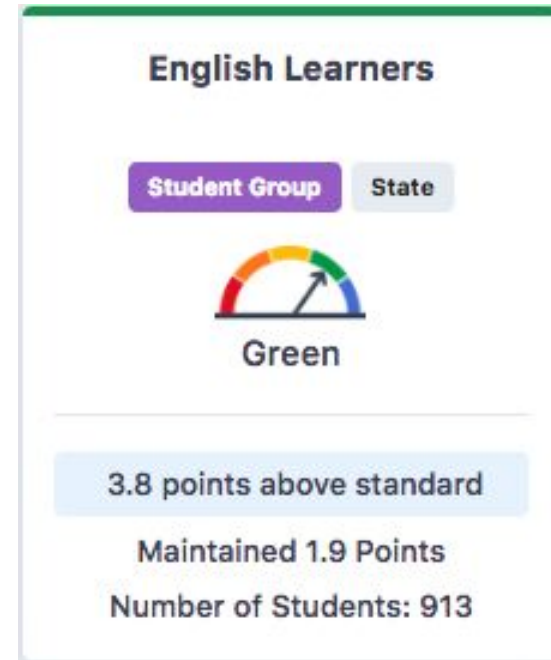


Distance From Standard - English Learners

English Language Arts

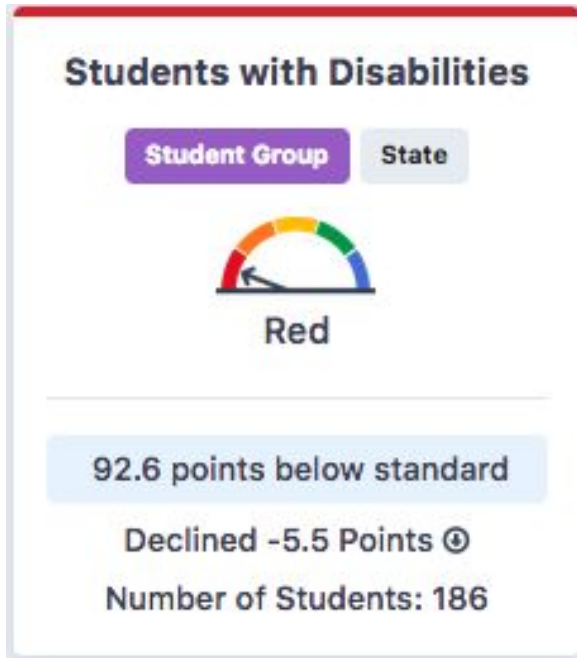


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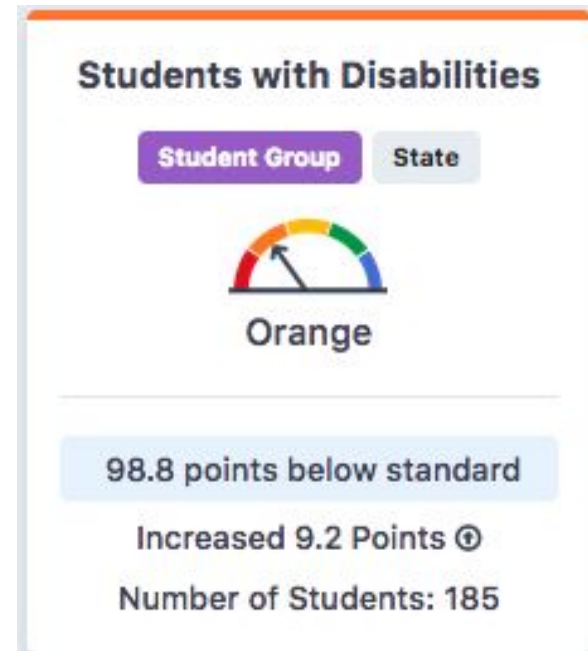


Distance From Standard - Students w/Disabilities

English Language Arts

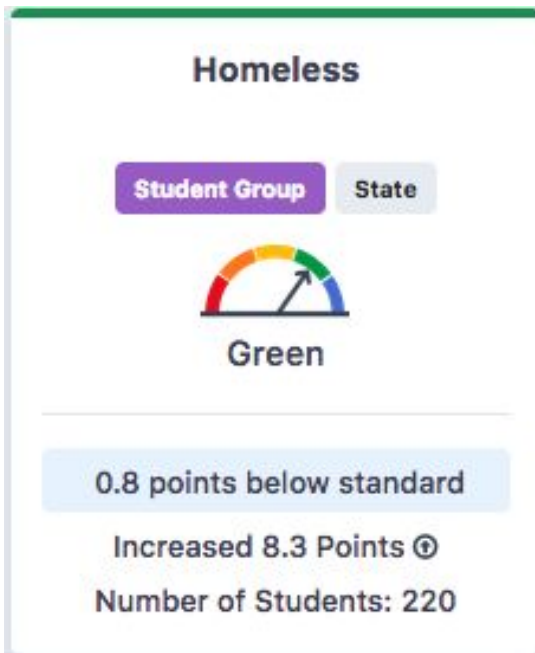


Mathematics

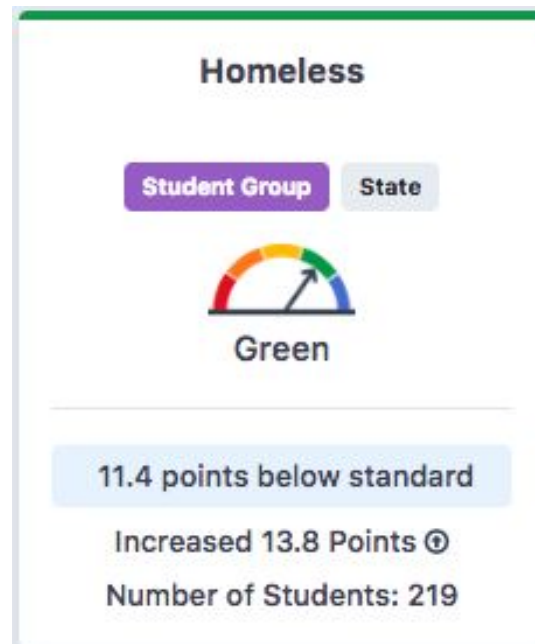


Distance From Standard - Homeless

English Language Arts



Mathematics



How did we do from this perspective?

Areas of Strength: +

- The district is “Green” in ELA and Math (overall, 23 points above standard in both)
- Asian students are “Blue” in ELA and Math
- Socioeconomically Disadvantaged students are “Green” in ELA and Math
- English Learners are “Green” in Math
- Homeless Students are “Green” in ELA and Math

Areas of Need: ▲

- Growth is uneven across the schools
- At some schools, growth is uneven across grade levels
- Hispanic/Latino Students are “Orange” in ELA and “Yellow” in Math
- English Learners are “Yellow” in ELA
- Students with Disabilities are “Red” in ELA and “Orange” in Math

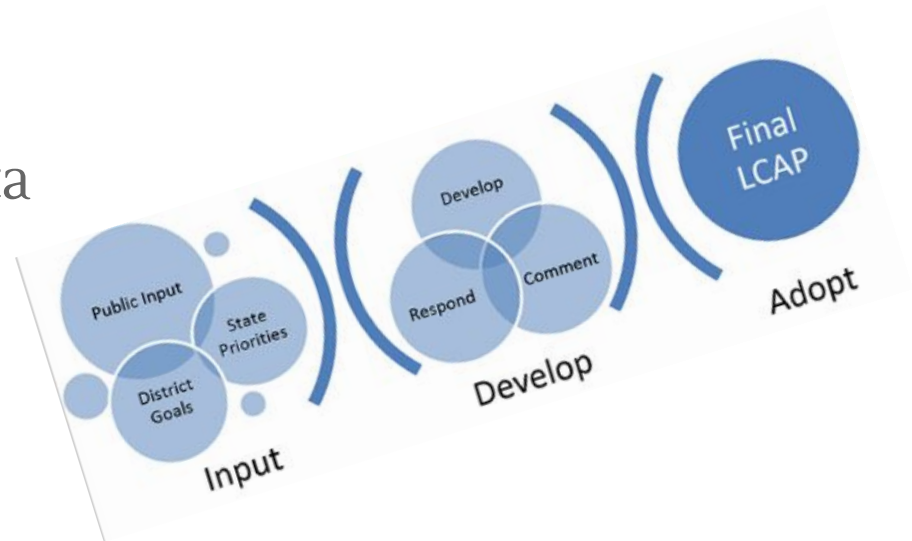
Revision of LCAP Goals?



Next Steps in the LCAP Progress

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

- District designed LCAP Survey for Staff, students and families
- Healthy Kids Survey
- Parent Engagement Data
- Technology Survey
- Attendance Data
- Suspension Data



Review Parent Survey

- Staff, parents, and students are surveyed annually for feedback and input.
- Surveys are distributed after the holidays.
- Take a look at our parent survey.
- In your table groups, have a discussion about the items on the survey and provide us with any input about how we can strengthen the survey.

Thank you for being here!



Please join us at our upcoming LCAP Meetings!

- Tuesday, February 5, 2019
- Tuesday, March 19, 2019
- Tuesday, April 30, 2019