

**ROSEMEAD SCHOOL DISTRICT**  
Rosemead, California

**ACTION**

**APPROVED**

JUN 20 2019

ROSEMEAD SCHOOL DISTRICT  
BOARD OF TRUSTEES

**DATE:** June 20, 2019

**TO:** Members, Board of Trustees

**FROM:** Jennifer Fang, Ph.D., Assistant Superintendent of Educational Services  
Lara Goldstone, Coordinator, Assessment, Accountability, and Special Projects

**SUBJECT:** Approval of the Every Student Succeeds Act (ESSA) Federal Addendum to the 2019-2020 Local Control Accountability Plan (LCAP)

**BACKGROUND:** The ESSA Federal Addendum is meant to supplement the Local Control and Accountability Plan (LCAP) to ensure that eligible Local Education Agencies (LEAs) have the opportunity to meet the LEA Plan provisions of ESSA. ESSA funds are supplemental to state funds. The Federal Addendum integrates ESSA Federal Program services into the LCAP in order to enhance student achievement and achieve LCAP Goals.

**ANALYSIS:** California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This ESSA Federal Addendum provides an opportunity for Rosemead ESD to document their approach to maximizing the impact of federal investments in support of underserved students.

**BUDGET IMPACT:** ESSA Federal funds (Title I, II and III) benefit our students in the amount of \$1,241,941. An additional Title IV allocation is currently pending from the state for 2019-20.

**SUPERINTENDENT'S RECOMMENDATION:** Approve.

# Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

## LEA Name

Rosemead 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.*

## Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## 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.

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:

1. A coherent instructional program
2. All students will pass all 8th grade classes and will be on track to graduate from high school
3. 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 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:

1. **80% of all students will show growth toward proficiency or maintain proficiency on district and state assessments.**  
Basic, Implementation of State Standards, Course Access, Pupil Achievement
2. **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.**  
Basic, Implementation of State Standards, Course Access, Pupil Achievement
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.**  
Basic, Implementation of State Standards, Course Access, Pupil Achievement
4. **100% of all students will participate in district performance tasks.**  
Basic, Implementation of State Standards, Course Access, Pupil Achievement
5. **All schools will implement PBIS and provide additional educational and behavioral support services to supplemental/concentration students.**  
Other Pupil Outcomes, Pupil Engagement, School Climate
6. **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.**  
Parent Involvement
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.**  
Basic

## 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 DELAC and the Title I DAC for feedback on goals, actions and policies. LCAP Goals and Actions are aligned with the District's student and staff needs assessment data as well as 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. 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 is used when reviewing and approving each SPSA. After reading the SPSA, written feedback is provided to each principal to ensure corrections are completed and compliance and quality indicators are met. The LCAP goals for 2019-20 are

- 1. 80% of all students will show growth toward proficiency or maintain proficiency on district and state assessments.**
- 2. 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.**
- 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.**
- 4. 100% of all students will participate in district performance tasks.**
- 5. All schools will implement PBIS and provide additional educational and behavioral support services to supplemental/concentration students.**
- 6. 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.**
- 7. All schools in the Rosemead School District will maintain at the least an overall rating of "Good" as measured by the Facilities Inspection Tool (FIT) Report.**

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

**TITLE I, PART A**

**Monitoring Student Progress Towards Meeting Challenging State Academic Standards**

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students’ progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

In Strategic Planning for the future, the Board of Trustees is committed to enhancing the following:

1. **Increasing Student Achievement/Academic Performance** —An ongoing focus and priority of the Board is ensuring that all students have the necessary resources to achieve successful achievement outcomes. This requires providing students an academic setting that enables them to reach their individual potential. This priority aims to prepare students to compete academically in a global society.
2. **Board Focus on ALL Students** —The Board of Trustees is committed to making decisions that take into consideration students’ academic needs and best interests. To the degree possible, these decisions are made by taking all factors into consideration. Thus, students will always remain our top priority.
3. **Safe, Healthy and Secure School Climates** —Keeping Rosemead schools safe and secure for students, staff and the community remains an on-going focus. Providing a healthy school environment that promotes lifelong healthy habits is strengthened by utilizing the California Healthy Kids Survey data to guide decision-making. The board and staff will remain continuously vigilant to support these ever-changing top priorities.
4. **Leadership** —Leadership must be nurtured and valued at all levels and in all positions. Staff leadership is an investment in our people who serve students and the greater community while student leadership and programs like “The Leader in Me” are an investment in our students’ future. Historically, ethical and stable leadership have made Rosemead strong.

The most recent LCAP contains the highlights and main points of emphasis related to the district's priorities and goals. One of the major changes is in the area of Multi-Tiered Systems of Support (MTSS) in the area of Social-Emotional Learning (SEL). The district is allocating additional resources to implement a MTSS-SEL framework that includes licensed therapists and social work interns to meet the SEL needs of unduplicated students. This action will address the needs identified in the lack of progress in the suspension and expulsion rates, especially with students with disabilities. The district will continue to implement key actions that will maintain the growth made over the past three years. One of the areas of emphasis is professional development. The district will provide 6 professional development days for teachers in 2019-20. The six days of professional development will continue to focus on intervention support for unduplicated students, English Language Development, utilizing data analysis to drive instruction during the core and intervention blocks, Next Generation Science Standards (NGIS) and school safety. The district will also continue with its implementation of Class Size Reduction and the elimination of combination classes in TK-6th grade. Rosemead ESD is also investing in more technology that will ensure all students have access to our online intervention and diagnostic assessment programs. The district will continue to address school climate by implementing PBIS and The Leader-In-Me leadership program. The district will continue to implement a new English Language Arts program to ensure that all students in the Rosemead School District have access to the state standards.

Monitoring of student academic progress is an ongoing strategy in Rosemead SD to enhance student success. Each fall, district and school leaders, along with teacher representatives, analyze data that is compiled in an **Academic Achievement Report**, which reflects recent achievement data and pre/post comparison data. The team analyzes results from a variety of sources, including

- the SBAC and ELPAC
- curriculum-embedded assessments from Wonders and My Access (gr 5-7)
- i-Ready and Accelerated Reader
- ESGI (K-1)
- formative English Language Development Assessments (ELDA)
- IEPs
- student work analysis
- observation notes from classroom visits, focus walks, and grade level or department collaboration meetings

**Overuse in Discipline Practices that Remove Students from the Classroom**

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

**Differentiated Assistance**

The Los Angeles County Office of Education met with the District to review and analyze the California School Dashboard results in the fall, 2018, including both the State and Local Indicators applicable to the Rosemead School District. Discussion and analysis incorporated the LEA’s LCAP summary section with regard to greatest progress, greatest needs, and performance gaps. The review also centered on major actions and services within the LCAP designed to maintain progress, mitigate needs, and accelerate growth for all students and for individual student groups. We found that our suspension rate for all students in 2017-18 was 1.5%. Hispanic students were suspended at a rate of 2%, and students with disabilities were suspended at a rate of 3.8%.

**Areas of Need**

From this analysis of the Dashboard and LCAP, the following agreed-upon Areas of Need from the collaborative process are:

- Suspension rates for Students with Disabilities were high in 2017-18 (3.8%) even though it was slightly (0.2%) better than prior years.
- Suspension rates for Hispanic students increased 0.3% from the prior year, up to 2%.
- Math interventions at the middle school need enhancement to better engage students and prevent disruptive behavior
- There is a need to increase training for parents on how to understand support their children with academic programs.
- The district has seen a disproportionate number of Hispanic students referred to the Special Education program and removed from the general education classroom, and we need to explore the relationship between disability-based behavioral issues and other causes. We need to build our toolkit of remedies.
- Academic achievement of Students with Disabilities in both ELA and math is very low. We need to intervene to help these subgroups learn in the classroom so that they stay on task and experience success.

**How we will reduce suspensions rates:**

The district is expanding our work with PBIS Tier 1 and Tier 2 supports to include academic components of an multi-tiered system of supports. We are also developing Tier 3 supports for the most at-risk students. This past year, we hired a

counselor for our middle school and will continue that next year. The district is also implementing the Leader in Me program which is designed to provide ALL students the opportunity to take leadership roles and develop successful academic and social-emotional habits.



## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

In order to meet the high expectations of LCAP Goals, Title II funds will continue to be used for Class Size Reduction in the primary grades. As our teachers utilize the California Common Core State Standards, Next Generation Science Standards, and California ELD standards to plan, they will continue to provide differentiated instruction in order to meet the needs of our diverse student population. Teachers will utilize small group instruction to target students in their zone of proximal development as well as for explicit language instruction targeted by proficiency level. Class Size Reduction will enhance our teachers' ability to provide strategic support and help students succeed on rigorous state assessments such as the ELPAC, SBAC, and CAST.

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

Each school has a properly formed, well-functioning ELAC comprised of at least 51% parents of English learners. The ELAC educates parents about program opportunities and issues pertaining to English Learners. The ELAC meetings include parent input into school services for English learners. In addition, all schools provide training for parents of ELs on topics such as how to support students at home with reading and math, homework, technology, and social-emotional development. Likewise, the District's English Learner Advisory Committee (DELAC) is comprised of members (and alternates) from each school's ELAC.

The District also has a District Advisory Committee (DAC) for Title I. While the district committees meet jointly, separate membership composition is required, and specific topics are placed on the agenda related to their responsibilities. The evaluation of The District Title I Parent Policy is conducted annually by the DAC. EL results and subgroup achievement data are shared with the committees annually. Both committees were involved in the development of the LCAP. All recommendations from the committees are reflected in the minutes and utilized to the extent possible. For all meetings, we translate materials ahead of time into Spanish, Chinese, and Vietnamese and have live translators to ensure that all stakeholders can actively participate in their primary language.

Rosemead encourages parent and advisory committee participation and values parent and community input. School Site Councils (SSC), PTAs and other parent groups have a strong voice in Rosemead, and their contributions are numerous. An example of family and community engagement includes the annual Leadership Day at each school. Community members, alumni, and parents-- many of whom are the parents of ELs--come to the school to observe student presentations and performance and participate in a variety of activities. Performances include celebrations of students' various cultures.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

### TITLE I, PART A

#### Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Poverty criteria is based on the number of students receiving free and reduced lunch. All schools are ranked by poverty criteria annually in the Consolidated Application. The official numbers from CALPADS are reported in the Consolidated Application and Reporting System (CARS). Rosemead uses Title I funds at all 5 schools: four elementary and one middle school. Each site is a Title I School-wide Program, and poverty is well over 40% at each school.

## ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

### TITLE I, PART A

#### 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.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Rosemead Elementary School District teachers are considered highly qualified by ESSA standards, so we do not have disparities for low-income or minority students. The District is committed to hiring fully qualified and appropriately credentialed teachers.

#### Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

The District Parent Involvement Policy is distributed annually to parents and guardians as part of the Annual Notifications to parents at the beginning of each school year. This policy is updated annually according to Board Policy, Administrative Regulations and state and federal regulations. The District Title I Parent Policy is also distributed to the DAC, DELAC, SSC, ELAC and at the Title I Annual Meeting. The School Title I Parent Policy and School Parent Compact are reviewed by the SSC and by parents at the school's Annual Title I Meeting. Schools provide parent education classes through events organized in conjunction with PTA. Vietnamese, Spanish, and Mandarin/Cantonese translators provide access to non-English speaking families. Special parent events include Family Leadership Day, Welcome Back-to-School Fair, Open House, Principal Coffee Chats, Back-to-School Nights and Leader-in-Me Leadership Days. This past year, Rosemead also held an 8 week Parent Leadership Institute, at Savannah School, during which parents learned about parenting skills to develop students socially and emotionally; ways to help students at home with reading and math; and the Leader in Me program (and how they can support leadership development and "The Seven Habits of Happy Kids" at home). The topics included how to Support our Child's Learning, Raising Lifelong Learners, How the Brain Works, Protecting Students on Social Media, and Discipline with Dignity. Parents gave positive feedback on the variety of topics, ranging from academics to social emotional learning. They also appreciated learning the academic vocabulary as well as the language of the 7 Habits/Leader in Me.

### 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:**

Rosemead ESD has five Title I Schools: four elementary (TK-6) and one middle school (7-8). All of our schools are Title I Schoolwide Programs and are compliant with all state and federal requirements.

**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. For example, we partner with the Assistance League of Arcadia, which provides school supplies and clothing to students in need. Our district offers transportation, school supplies, and school uniforms and clothing as needed for homeless or students. The addition of a school psychologist this past year, which we will continue in the upcoming year, provides 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.

**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:**

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 6<sup>th</sup> graders about program offerings. Likewise, transitional activities occur for 8<sup>th</sup> 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. 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. He 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, PART D

### Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. Rosemead Elementary School District does not receive Title I, Part D funds.

### Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. Rosemead Elementary School District does not receive Title I, Part D funds.

### Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. Rosemead Elementary School District does not receive Title I, Part D funds.

### Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. Rosemead Elementary School District does not receive Title I, Part D funds.

### Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.



**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable. Rosemead Elementary School District does not receive Title I, Part D funds.

**Social, Health, and Other Services**  
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable. Rosemead Elementary School District does not receive Title I, Part D funds.

**Postsecondary and Workforce Partnerships**  
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable. Rosemead Elementary School District does not receive Title I, Part D funds.

**Parent and Family Involvement**  
ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable. Rosemead Elementary School District does not receive Title I, Part D funds.

**Program Coordination**  
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable. Rosemead Elementary School District does not receive Title I, Part D funds.

**Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable. Rosemead Elementary School District does not receive Title I, Part D funds.

**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable. Rosemead Elementary School District does not receive Title I, Part D funds.

**Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable. Rosemead Elementary School District does not receive Title I, Part D funds.

## **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 8 negotiated Professional Development Days in 2018-19. As a result of negotiations this April, in 2019-20, there will be 6 Professional Development Days. 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. None of these activities are funded with Title II funds. We also provide our new teachers with mentoring through BTSA.

### **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:**

Funds are prioritized according to LCAP priorities. Class Size Reduction to 24:1 and elimination of combination classes will help teachers better focus on student needs and provide appropriate differentiated instruction. Providing ELD and Intervention teachers at all five schools will provide additional support for targeted students. After school intervention and enrichment classes will also provide students with opportunities to improve student learning and motivation.

### **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:**

Our district administrators and school site personnel use student data to determine needs. 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. Accountability Reviews at each school identify strengths, areas needing further development, and issues for follow-up. The principals use this information when developing the next year's SPSA.

## **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 will include instructional ELD observations and feedback through coaching as well as introductory ELD training for new teachers. Training topics for returning teachers will include continued emphasis on the California ELD standards, ELD proficiency bands, designated and integrated ELD, language objectives within content lessons, best practices for explicit language instruction, and the monitoring of each EL student with a formative/progress profile called the English Language Development Assessment (ELDA).

## **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, who have been 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 Read 180 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, after school tutoring, Saturday field trips, and other enrichment activities.

## **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. EL students in 7th and 8th grade are 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. 7th and 8th grade content teachers utilize SDAIE and place emphasis on collaboration and academic vocabulary in order to create better access to core academic classes for their EL students.

## **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:

- (C) 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
- (D) 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. 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. Some supports for ELs include (but are not limited to) small group instruction, focused English Language Development lessons, after school i-Ready lab, and, at the middle school level, strategic course scheduling for designated ELD.

## 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:**

This past year was Rosemead's first year receiving Title IV funding. We used the funding to develop STEAM labs at each campus (four elementary and one middle school) to bring hands-on, integrated science, technology, engineering, and arts programming to students. The curriculum is driven by the Next Generation Science Standards and arts standards. In 2019-20, we will continue to build out the scope of the STEAM lab work. We will have a STEAM teacher lead for each campus, who will serve as a member of a district STEAM consulting committee and as a trainer at their respective school site.