



MEETING MINUTES

**AGENDA FOR THE STUDY SESSION MEETING OF
THE BOARD OF TRUSTEES OF THE ROSEMEAD SCHOOL DISTRICT
6:30 P.M. - CALL TO ORDER/OPEN/PUBLIC SESSION (ZOOM) / IN-PERSON
After the Completion of Open Session Items - CLOSED SESSION**

This meeting will be held electronically via Zoom Meetings with limited in-person capacity.

PARTICIPATION IN-PERSON: adherence to current Los Angeles County Department of Public Health, health order face mask requirements:

Rosemead School District

District Office - Board Room

3907 Rosemead Blvd., Rosemead, CA 91770

Tel: (626) 312-2900 x212 | Email: board@rosemead.k12.ca.us

PARTICIPATION VIA TELECONFERENCE/ELECTRONIC:

Zoom Meeting ID# 891 1192 8539

Passcode: 355576

Attendees

Voting Members

Ms. Nancy Armenta, President

Mr. Ronald Esquivel, Clerk

Mrs. Veronica Pena, Trustee

Mr. John Quintanilla, Trustee

Mrs. Diane Benitez, Trustee

Non-Voting Members

Mr. Alejandro Ruvalcaba, Superintendent

Dr. Maria Rios, Assistant Superintendent, Administrative Services

Dr. Jennifer Fang, Assistant Superintendent, Educational Services

Mr. Alejandro Gaeta, Network Administrator

Mrs. Cynthia Bracamonte, Executive Assistant to the Superintendent

I. NOTICES - Public Comments / Speaker's Requests

II. NOTICES

III. Call to Order by _____ at _____ p.m.

President Armenta called the meeting to order at 6:30 p.m.

President Armenta made the following statement:

Pursuant to Governor Newsom's Executive Order for the modification of public gatherings, the Rosemead School District Board of Trustees must conduct their public meetings virtually. In order to ensure the board's business is heard clearly, we would like to respectfully request for all attendees to mute their microphones unless you are requested by the Board President to address the Board.

IV. Members Present _____ Members Absent _____

Audience members participated both in-person and electronically via Zoom.

President Armenta read the following statement:

As a result of the ongoing state of emergency and the COVID-19 pandemic and pursuant to Governor Newsom's Executive Order #N-15-21, Assembly Bill 361, and Government Code Section 54953, as amended, as local legislative body is authorized to hold public meetings via teleconferencing and make public meeting accessible telephonically, or otherwise electronically, to all members of the public seeking to observe and to address the local legislative body.

In accordance with the Governor's Executive Order, the Rosemead School District Board of Trustees will conduct this meeting with all participation via Zoom Meeting which is accessible to the public.

V. MEETING RECORDED

This meeting was audio recorded. Trustees have received background information regarding each agenda item prior to the meeting thus ensuring thorough review of each item.

VI. APPROVAL OF AGENDA

That the Agenda, be Approved, as Amended.

Motion made by: Mrs. Diane Benitez

Motion seconded by: Mr. Ronald Esquivel

Voting:

Ms. Nancy Armenta - Yes

Mr. Ronald Esquivel - Yes

Mrs. Veronica Pena - Yes

Mr. John Quintanilla - Yes

Mrs. Diane Benitez - Yes

The motion passed by a 5-0 vote.

VII. REGULAR MEETING - 6:30 P.M.

VIII. PLEDGE OF ALLEGIANCE by: _____

President Armenta requested for Dr. Rios to lead the Pledge of Allegiance.

IX. PUBLIC COMMENTS (3 minutes per person or 20 minutes per topic)

Pursuant to Board Bylaw No. 9323, we would like to encourage members of the public to present their views to the Board regarding matters listed in the agenda. At regular meetings of the Board, members of the public may address the Board on agenda items, as well as any other items of concern that fall within the subject matter jurisdiction of the Board of Trustees. If you want to address an agenda item, you have the option of speaking at this time, or at the time the item is being discussed by the Board.

Individual speakers shall be allowed three (3) minutes total to address the Board on each agenda or non-agenda item. The Board shall limit the total time for public input on each item to 20 minutes. Please state your name, make your presentation as brief as possible and understand that the Board will not engage in a debate with visitors, but you may be given an opportunity for further questions and answers when a specific item is presented in the agenda.

Mrs. Bracamonte checked the board@rosemead.k12.ca.us email account for submissions of public comment. There were three (3) submitted as follows:

1. Jan Brydle, Shuey Principal; topic: invitation to participate in the Read Across Shuey event
2. Jerry Puente, RTA President:
"We just had a General RTA meeting, and we got an overwhelming response from membership on how difficult this school year has been. I want to relay the sentiments of my membership. They are exhausted and overwhelmed. This has been an unrelenting year. Each day we come to work not knowing what to expect what we will have to adjust, adapt, change, report, that has nothing to do with presenting an engaging lesson. Although they are aware of your gratitude and thanks, they just wanted to make you aware of the struggle."
3. Ruth Soto, Savannah Principal; topic: invitation to the Founder's Day event

X. SUPERINTENDENT'S REPORT

Superintendent Ruvalcaba shared the following:

- Shared that everyone is looking forward to having a long weekend as it has been a very challenging year, not only for the teachers, but for the classified staff, administrative staff, and everyone who has supported our students. He shared that there are no words he could say that would express the amount of gratitude for all the hard work and the perseverance that has been shown time and time again by each team member. The dedication is appreciated and recognized for all you do for our students and staff.

- Expressed that he is looking forward to the two presentations on the agenda on what we can expect in the coming year.
- Shared the presentation slide from the parents' meeting that shows the dramatic COVID case decreases, which is a testament of our hard work to adhere to the safety protocols.
- Thanked everyone who attended the parents' meeting last night.
- Wished everyone a very nice three-day weekend.

XI. BOARD PRESIDENT'S COMMENTS

President Armenta shared the following:

- Shared that she hopes that all our staff enjoys a restful 3-day weekend and thanked everyone for focusing on the mental and emotional health of our students. She shared that we also want to focus on the same for our staff as everyone is equally affected by this pandemic. The declining case numbers make us hopeful that things will slowly transition to a new normal as we perceive it. Ms. Armenta recognized that in the midst of all this, our staff continues to give 100% and it goes without saying that our staff is dedicated to reach our students.
- Is looking forward to the recognition of Janson and Dr. Cardenas for being named a LIM Legacy School.
- Lastly, she wished everyone a great weekend full of relaxation.

XII. BOARD ORAL COMMUNICATIONS

- Clerk Esquivel shared the following:
 - Reflected on the loss of one of our former teachers, Ms. Carol Mahoney, who recently passed away. He shared that she was such a light of our district and exemplified putting our students 1st. She was there for our students with the ASES program and there were many programs she helped establish. He added that Ms. Mahoney returned to work with the district after she retired. Lastly, he asked everyone to keep her and her family in their prayers, as she was an amazing person.
 - Gave kudos on the new Board digital platform and shared that he appreciates that it is really easy to use.
 - Mr. Esquivel expressed that he appreciates all that the staff has gone through over the past several years and has seen how the schools have progressed from focusing on three subjects to common core instruction. He is amazed on how the staff has taken all the challenges and strived forward.
 - Lastly, he thanked all staff for their dedication and hard work.
- Trustee Peña shared the following:
 - Thanked the staff for all they do and shared that she appreciates the pivoting of their time to ensure 100% support for our students.
 - Shared that this weekend we are celebrating being kind and asked everyone to be kind to themselves and get some rest.
 - Expressed her condolences to Ms. Carol Mahoney's family and shared that she will truly be missed.
- Trustee Quintanilla shared the following:

- Stressed his gratitude to all of our staff for their dedication. He shared that he is here to support them. He hopes that staff will communicate with their supervisors on how we can help support them.
- Expressed his condolences to Ms. Carol Mahoney's family and shared that she was in the community for many years.
- Trustee Benitez shared the following:
 - Shared that she attended the Superintendent's parent meeting and thanked the Superintendent for all the updates, feeling that they were clear and helpful for parents.
 - Thanked all the staff for their hard work.
 - Wished everyone a great long weekend.
 - Expressed her condolences to the Mahoney family.
- President Armenta expressed her condolences and shared that Ms. Carol Mahoney's passing is a great loss to the community. May she rest in peace.

XIII. PUBLIC HEARING(S)

A. PUBLIC HEARING - Rosemead Teachers' Association (RTA) Initial Contract Proposal to the Rosemead School District for the 2021-2022 School Year Reopener

President Armenta opened the public hearing at 6:57 p.m.
 There were no public comments submitted.
 President Armenta closed the public hearing at 6:57 p.m.

B. PUBLIC HEARING - Rosemead School District Initial Contract Proposal to the Rosemead Teachers' Association (RTA) for the 2021-2022 School Year Reopener

President Armenta opened the public hearing at 6:58 p.m.
 There were no public comments submitted.
 President Armenta closed the public hearing at 6:58 p.m.

XIV. CONSENT AGENDA

That the Consent Agenda, be Approved.

Motion made by: Mr. John Quintanilla

Motion seconded by: Mrs. Diane Benitez

Voting:

Ms. Nancy Armenta - Yes
 Mr. Ronald Esquivel - Yes
 Mrs. Veronica Pena - Yes
 Mr. John Quintanilla - Yes
 Mrs. Diane Benitez - Yes

The motion passed by a 5-0 vote.

A. CONSENT - Personnel Status Report - Certificated and Classified

XV. SPECIAL REPORTS AND PRESENTATION(S)

A. Presentation on the Governor's Budget Proposal, by Assistant Superintendent of Administrative Services Dr. Maria C. Rios, Assistant Superintendent of Educational Services Dr. Jennifer Fang, and Director of Fiscal Services Mrs. Suwen Su

Assistant Superintendent Rios, Assistant Superintendent Fang, and Director Mrs. Su presented a brief on the Governor's Budget proposal and answered questions. See the presentation attached.

President Armenta recessed the meeting for a brief break at 7:47 p.m.

President Armenta reconvened the meeting to open session at 7:55 p.m.

B. Presentation on the One-Time Supplement to the Annual Update to the 2021-2022 Local Control and Accountability Plan (LCAP) and Mid-Year Report, by Dr. Jennifer Fang, Assistant Superintendent, Educational Services

Assistant Superintendent Fang presented the One-Time Supplement to the Annual Update to the 2021-2022 Local Control and Accountability Plan (LCAP) and Mid-Year Report and answered questions. See the presentation attached.

XVI. ACTION ITEM(S)

A. ACTION - Rosemead Teachers' Association (RTA) Initial Contract Proposal to the Rosemead School District for the 2021-2022 Reopener

That the Rosemead Teachers' Association (RTA) Initial Contract Proposal to the Rosemead School District for the 2021-2022 Reopener, be Accepted.

Motion made by: Mr. Ronald Esquivel

Motion seconded by: Mrs. Diane Benitez

Voting:

Ms. Nancy Armenta - Yes

Mr. Ronald Esquivel - Yes

Mrs. Veronica Pena - Yes

Mr. John Quintanilla - Yes

Mrs. Diane Benitez - Yes

The motion passed by a 5-0 vote.

B. ACTION - Rosemead School District Initial Contract Proposal to the Rosemead Teachers' Association (RTA) for the 2021-2022 Reopener

That the Rosemead School District Initial Contract Proposal to the Rosemead Teachers' Association (RTA) for the 2021-2022 Reopener, be Approved.

Motion made by: Mr. Ronald Esquivel

Motion seconded by: Mr. John Quintanilla

Voting:

Ms. Nancy Armenta - Yes

Mr. Ronald Esquivel - Yes

Mrs. Veronica Pena - Yes

Mr. John Quintanilla - Yes

Mrs. Diane Benitez - Yes

The motion passed by a 5-0 vote.

XVII. NEW BUSINESS

XVIII. PUBLIC COMMENTS ON CLOSED SESSION ITEMS (3 minutes per person or 20 minutes per topic)

President Armenta read the following statement:

Pursuant to Board Bylaw No. 9323, we would like to encourage members of the public to present their views to the Board regarding matters listed in the agenda. At regular meetings of the Board, members of the public may address the Board on agenda items, as well as any other items of concern that fall within the subject matter jurisdiction of the Board of Trustees. If you want to address an agenda item, you have the option of speaking at this time, or at the time the item is being discussed by the Board. Individual speakers shall be allowed three (3) minutes total to address the Board on each agenda or non-agenda item. The Board shall limit the total time for public input on each item to 20 minutes. Please state your name, make your presentation as brief as possible and understand that the Board will not engage in a debate with visitors, but you may be given an opportunity for further questions and answers when a specific item is presented in the agenda.

Mrs. Bracamonte checked the board@rosemead.k12.ca.us email account for submissions of public comment. There were no public comments submitted for closed session.

XIX. RECESS TO CLOSED SESSION at ____ p.m.

President Armenta recessed the meeting to closed session at 8:48 p.m.

XX. CLOSED SESSION

A. PUBLIC EMPLOYEE (APPOINTMENT, EMPLOYMENT, REASSIGNMENT, EVALUATION, AND DISCIPLINE/DISMISSAL/RELEASE) - pursuant to Government Code Section 54957

Participants: Mr. Alejandro Ruvalcaba, Dr. Maria Rios, and Dr. Jennifer Fang

- One (1) Matter

B. PUBLIC EMPLOYEE (APPOINTMENT, EMPLOYMENT, REASSIGNMENT, EVALUATION, AND DISCIPLINE/DISMISSAL/RELEASE) - pursuant to Government Code Section 54957

Participants: Mr. Alejandro Ruvalcaba, Dr. Maria Rios, and Dr. Jennifer Fang

XXI. ADJOURNMENT OF CLOSED SESSION at _____ p.m.

President Armenta adjourned closed session at 9:36 p.m.

XXII. RECONVENE TO OPEN SESSION at _____ p.m.

President Armenta reconvened the meeting to open session at 9:37 p.m.

XXIII. ANNOUNCEMENT OF ANY ACTION TAKEN IN CLOSED SESSION (if any)

President Armenta announced the following:

In closed session, the Board took action to issue notice to release and/or reassign the following employee from their administrative position pursuant to Education Code 44951, effective at the end of the 2021-2022 school year, and directed the Superintendent or designee to send out appropriate legal notices:

- Employee ID# UM5651323

Motion made by: Ms. Nancy Armenta

Motion seconded by: Mr. Ronald Esquivel

Voting:

Ms. Nancy Armenta - Yes

Mr. Ronald Esquivel - Yes

Mrs. Veronica Pena - Yes

Mr. John Quintanilla - Yes

Mrs. Diane Benitez - Yes

The motion passed by a 5-0 vote.

XXIV. ACTION ITEM(S) (Amendment)

A. ACTION - Call for Nominations to the Los Angeles County School Trustees Association (LACSTA) (Amendment)

That the Nomination of John Quintanilla, a Board Member of a Los Angeles County School Board, an active Los Angeles County School Trustees Association (LACSTA) Member District, as a LACSTA Executive Board Member for the Position of President, for a Two-Year Term, be Cast, and a Completed Application Submitted by the Nominee by March 1, 2022.

Motion made by: Mrs. Diane Benitez

Motion seconded by: Mr. Ronald Esquivel

Voting:

Ms. Nancy Armenta - Yes
Mr. Ronald Esquivel - Yes
Mrs. Veronica Pena - Yes
Mr. John Quintanilla - Yes
Mrs. Diane Benitez - Yes

The motion passed by a 5-0 vote.

XXV. ADJOURNMENT The meeting (be) adjourned at _____ p.m. in memory of a dedicated employee Ms. Carol Mahoney

That the February 17, 2022 Board of Trustees Meeting, be Adjourned, in Memory of a Dedicated Employee, Ms. Carol Mahoney, at 9:40 p.m.

President Armenta made the following statement:

"As we adjourn this meeting we would like to take a moment of reflection, remembrance, and silence in honor of Ms. Carol Mahoney."


Motion made by: Mr. Ronald Esquivel

Motion seconded by: Mrs. Veronica Pena

Voting:

Ms. Nancy Armenta - Yes
Mr. Ronald Esquivel - Yes
Mrs. Veronica Pena - Yes
Mr. John Quintanilla - Yes
Mrs. Diane Benitez - Yes

XXVI. NEXT MEETING DATES



Nancy Armenta, President



Ronald Esquivel, Clerk

ROSEMEAD SCHOOL DISTRICT

Governor's Proposed Budget Presentation

February 17, 2022



Themes for the 2022-23 Governor's Budget

Contradictions—

- California revenues are extraordinary while Californians find going about their ordinary lives more difficult every day
- A \$286 billion spending plan aims to tackle COVID-19
- The crisis we can see is acute, and Governor Gavin Newsom seeks to address the urgent needs of the pandemic
- But not every problem can be fixed with cash— staffing shortages both long and short term
- The Governor's Budget is balanced.

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U.S. Economic Outlook

- The national economy continues to grow, but inflation, labor constraints, and supply and demand imbalances pose threats

Gross Domestic Product

- 2021: 5.6%
- 2022: 4.2%
- 2023: 2.7%

Resumes pre-pandemic trends by the third quarter of 2023

Employment

- Economy will add 200,000 to 400,000 jobs each month
- Unemployment rate reaches 3.4% by the end of 2022
- Labor force participation continues to lag

Inflation

Inflation abates but still higher than pre-pandemic levels due to demand and supply imbalances

- 2021: 5.8%
- 2022: 3.4%
- 2023: 2.8%

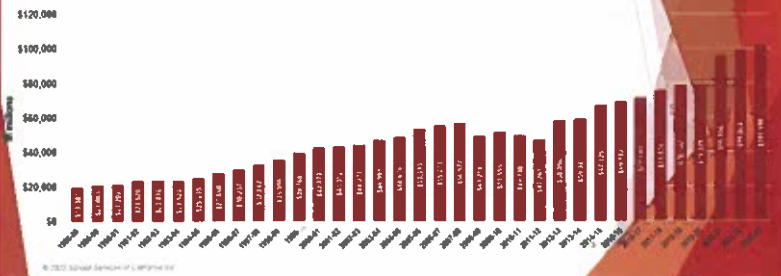
Source: UCLA Anderson Forecast, December 2021

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Proposition 98

- The minimum guarantee continues its ascent to new heights, reaching \$102 billion in 2022-23
- Since its passage, Proposition 98 has increased by over 426%

Proposition 98 Minimum Guarantee Over Time



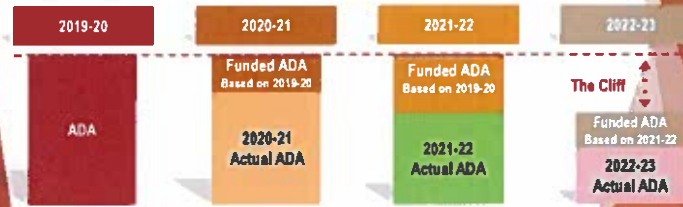
LCFF Funding by Grade Span

Grade Span	K-3	4-6	7-8
2021-22 Base Grant per ADA	\$9,092	\$8,214	\$8,458
8.33% COLA	\$437	\$438	\$451
2022-23 Base Grant per ADA	\$9,534	\$8,652	\$8,909
Grade Span Adjustment	\$888	-	-
2022-23 Adjusted Base Grant per ADA	\$10,422	\$8,652	\$8,909
20% Supplemental Grant per ADA	\$2,084	\$1,731	\$1,782
(Total Unduplicated Pupil Percentage (UPP))	\$1,443	\$1,443	\$1,443
20% Concentration Grant per ADA	\$1,454	\$1,454	\$1,454
(UPP Above 55%)			

District	K-3	4-6	7-8
2021-22 Base Grant per ADA	\$9,092	\$8,214	\$8,458
8.33% COLA	\$437	\$438	\$451
2022-23 Base Grant per ADA	\$9,534	\$8,652	\$8,909
Grade Span Adjustment	\$888	-	-
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Supplemental Grant per ADA	\$2,084	\$1,731	\$1,782
(Total Unduplicated Pupil Percentage (UPP))	\$1,443	\$1,443	\$1,443
20% Concentration Grant per ADA	\$1,454	\$1,454	\$1,454
(UPP Above 55%)			

2022-23 ADA "Cliff"

- The ADA "Cliff" has been well-publicized and the subject of many discussions
- For charter schools and county offices of education (COEs), the impact is already being felt in 2021-22
- Good news—the Governor and Legislature are listening and hearing your collective voices



ADA Cliff—Proposed Solution

- Hypothetical scenario for school districts

Fiscal Year	Actual ADA	Funded ADA for 2022-23
2019-20	10,000	Current Law 9,500
2020-21	10,000*	Governor's Proposal 9,833
2021-22	9,500	Difference 333
2022-23	9,250	

*Result of hold harmless

- Goal is to turn the ADA cliff into an ADA softer landing

- The proposed solution would not apply to charter schools, but the Governor intends to engage in outreach and discussions with interested charter school parties

- No future changes were noted for County Office of Education

ADA Cliff—Proposed Solution

- Hypothetical scenario for school districts

Type	Fiscal Year	P2 ADA	ADA	Change in Percent to Enrollment
Act	2019-20	2,332.13		98%
Act	2020-21*	2,332.13		98%
Est	2021-22	1,971.98	(360.15)	86%
Est	2022-23	2,054.36	82.38	92%
Est	2023-24	1,999.16	(55.20)	92%
Est	2024-25	1,943.96	(55.20)	92%

*Result of hold harmless

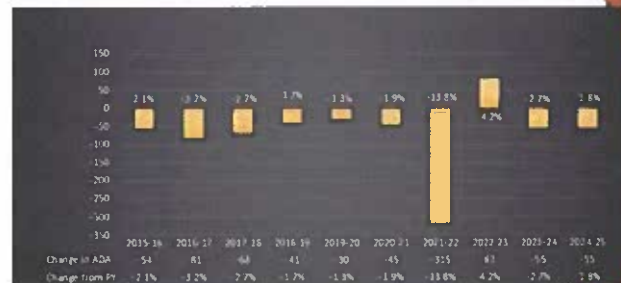
Funded ADA	2021-22**	2022-23	2023-24	2024-25
Current Law	2,331.25	2,054.36	2,054.36	1,999.16
Governor's Proposal	2,331.25	2,212.08	2,119.49	2,008.30
Difference in ADA		157.72	65.13	9.14
Per ADA Funding	\$11,802	\$12,088.66	\$12,449.03	\$12,897.00
Difference in Funding		\$ 1,905,362	\$ 810,805	\$ 120,458

**2021-22 ADA exclude 94 NPS ADA from 2019-20

What Does the LCFF Mean for Rosemead School District?

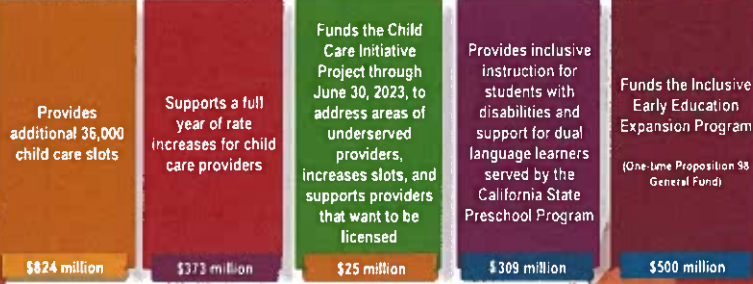
Current Law —2022-23		
2022-23 LCFF Per-ADA Funding	Projected Funded 2022-23 ADA	Projected 2022-23 LCFF Total Revenue
\$12,081	2,054.36	\$24,818,031
Governor's Proposal —2022-23		
2022-23 LCFF Per-ADA Funding	Projected Funded 2022-23 ADA	Projected 2022-23 LCFF Total Revenue
\$12,081	2,212.08	\$26,723,393

ADA Trend with Declining Enrollment

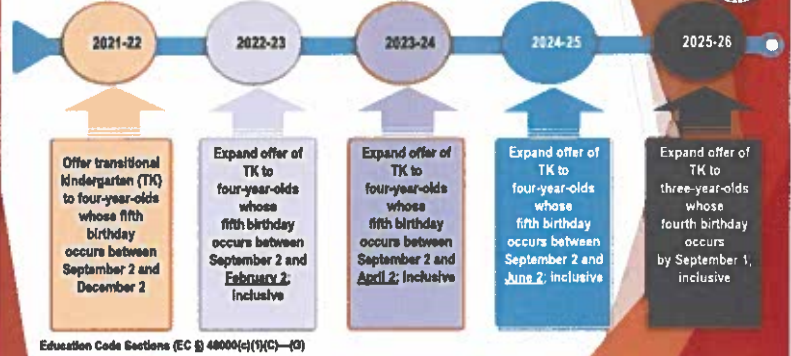


Child Care and Preschool

- Governor Newsom continues to implement the state's Master Plan for Early Learning and Care



Legal Requirements of Universal TK



Special Education

- In the wake of \$3.1 billion in special education investments over the last three years, Governor Newsom reinforces his commitment to young children and students with disabilities by proposing an integrated package of investments in early prevention and intervention and proposes commitments for ongoing special education funding
 - \$500 million in Proposition 98 General Fund special education funding
 - 5.33% COLA adjustment—\$140.6 million
 - These investments result in a Base Rate increase estimated at \$820 per ADA
 - Funds will continue to flow through the AB 602 Funding Formula via Special Education Local Plan Areas



School Facility Program

California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program

- \$490 million (\$477.7 million available)
- For the construction of new school facilities or retrofitting of existing school facilities for the purposes of providing preschool, transitional kindergarten, and full-day kindergarten classrooms
- Office of Public School Construction (OPSC) staff will present proposed regulatory amendments to the State Allocation Board (SAB) on January 26, 2022
- First round proposed to begin April 1, 2022

2021 Budget Act General Funds

- \$250 million in one-time General Funds for eligible new construction and modernization projects
- The funds are available for use until June 30, 2022
- OPSC plans on presenting the first \$250 million in requests at the January 26, 2022, SAB meeting based on order on the Unfunded List (Lack of AB 551 funds)
- School districts will have 90 days to submit a valid Fund Release Authorization (Form SAB 50-05) to request the release of funds

Thank you!



Questions?

LCAP Mid-Year Update

Board Presentation
February 17, 2022



Rosemead School District

Background

Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the annual update to the 2021–22 LCAP and budget overview for parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting the LEA must include all of the following:

- The Supplement for the Annual Update for the 2021–22 LCAP;
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

Supplement to the Annual Update



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Rosemead School District has deeply engaged our partners in our use of funds. On August 21, 2021, November 16, 2021, January 12, 2022, and February 16, 2022, we held town hall meetings for parents and community members during which we solicited questions and concerns about student safety and learning. Similarly, we held all staff meetings on September 13, November 11, and January 4 with the entire district staff to hear concerns and suggestions about student and staff safety and learning. In both of these sets of meetings, our partners shared ideas for student and staff needs which informed the use of funds provided through the Budget Act of 2021 which were not included in the LCAP.

Prompt 1: Educational Partner Engagement for Budget Act funds:

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

- ◆ Surveys
 - Comprehensive LCAP Surveys for Parents, Teachers, Staff, and Students
 - Specific Surveys for ESSER II, ESSER III, Return to School, Wellness Checks
- ◆ Consultations at DELAC/DAC and LCAP Parent & Community Meetings
- ◆ Board Presentations

Prompt 2: Use of additional Concentration Funding:

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Rosemead School District received \$808,547 additional S&C Funds

RSD intends to use these funds for:

- ◆ Increasing enrichment opportunities during and after school
- ◆ Increasing after school intervention and tutoring
- ◆ Purchasing STEAM materials & Technology
- ◆ Providing parent workshops
- ◆ Providing ongoing professional learning opportunities
- ◆ Hiring staff to support the health, safety and learning of students

Prompt 3: Educational Partner Engagement for One-Time Federal Funds:

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

- ◆ Surveys
 - Comprehensive LCAP Surveys for Parents, Teachers, Staff, and Students
 - Specific Surveys for ESSER II, ESSER III, Return to School, Wellness Checks
- ◆ Consultations at DELAC/DAC and LCAP Parent & Community Meetings
- ◆ Board Presentations

Prompt 4: Implementation of the ESSER III Expenditure Plan:

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation. [i.e., the ESSER III Plan]

- ◆ ESSER III funds will not be used until the 2022-2023 school year since actions in the ESSER III expenditure plan are an extension of the Expanded Learning Opportunities Grant Plan. At the end of the 2021-22 school year, data will be reviewed to assess the effectiveness of the actions described in the ELO Grant Plan for continuation or revision.

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Prompt 5: Using fiscal resources consistent with LCAP:

A description of how the LEA is using its fiscal resources received for the 2021-22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021-22 LCAP and Annual Update.

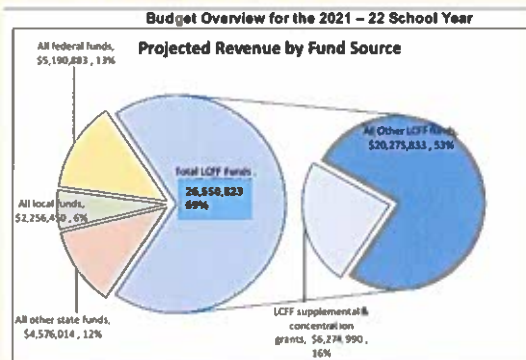
- ◆ LCAP Goal 1: Exemplary Teaching
- ◆ LCAP Goal 2: Academic Success for ALL Students
- ◆ LCAP Goal 3: Empowered Leadership
- ◆ LCAP Goal 4: Meaningful Connections

In addition to the supports and services provided as part of the LCAP, RSD is utilizing one-time funds from the ELO Grant Plan and ESSER III Plan to meet each of our LCAP Goals.

8

Budget Overview for Parents (BOP)

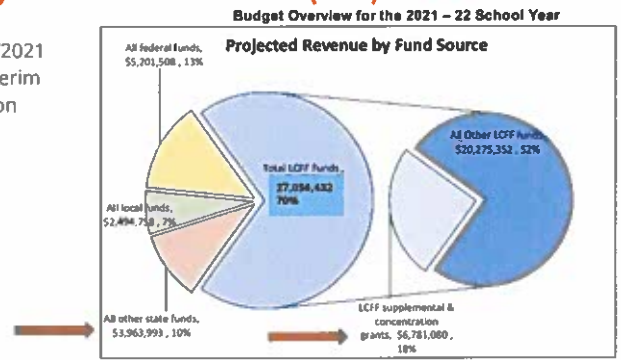
BOP in June 2021 was based on projections



9

Budget Overview for Parents (BOP) - Revised

12/31/2021
1st Interim
Revision



10

LCAP Mid-Year Progress Report

Outcomes, Expenditures, and Implementation

11

Connections to LCAP and District Mission

LCAP Goals:

- **Goal 1: Exemplary Teaching:** Provide each student with effective, engaging instruction that helps them master grade-level standards and achieve college and career readiness.
- **Goal 2: Academic Success for All Students:** Implement a robust system of supports with equitable opportunities for students needing additional support so that all students flourish and achieve at their highest level.
- **Goal 3: Empowered Leadership:** Develop life-ready leaders by supporting students socially and emotionally, teaching leadership, creating a culture of student empowerment, and aligning systems.
- **Goal 4: Meaningful Connection:** Every family is connected, engaged, and supported in helping their student at home.

Board/District Goals:

- Remediate the impact of COVID-19, as follows:
 - Develop a plan to reverse student learning loss by implementing opportunities for student learning acceleration and a reliable attendance and engagement tracking system
 - Realign our District Professional Development plan to provide additional learning opportunities for staff

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LCAP at a Glance

- 1 EXEMPLARY TEACHING**
Provide each student with effective, engaging instruction that helps them master grade level standards and achieve college and career readiness.
- 2 ACADEMIC SUCCESS FOR ALL STUDENTS**
Implement a robust system of supports with equitable opportunities for students needing additional support so that all students flourish and achieve at their highest level.
- 3 EMPOWERED LEADERSHIP**
Develop life ready leaders by supporting student success and continuously learning, creating a culture of student empowerment, and sharing systems.
- 4 MEANINGFUL CONNECTION**
Every family is connected, engaged, and supported in helping their student learn.

Mid-year Update: LCAP Metrics



At this point in the school year, some metric outcomes are Unknown, some are In Progress, and some are Known. The metrics for each LCAP goal will be shared on the following slides.

Metric - Goal 1: Exemplary Teaching

Provide each low income and English learner student with effective, engaging instruction that helps them master grade level standards and achieve college and career readiness.

Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
Student Evaluation of Instruction on California Healthy Kids Survey Question, "Teachers from the school are providing effective instruction with the school's instructional model"	Spring, 2021: 94% of teachers agreed or strongly agreed with the statement, "Teachers from the school are providing effective instruction with the school's instructional model"	TBO Survey will be administered at the beginning of March	Spring, 2024: 98% of teachers agreed or strongly agreed with the statement, "Teachers from the school are providing effective instruction with the school's instructional model"
Feedback on Effectiveness of Professional Development	Average Results from Feedback Surveys from Districtwide PD Days in 2020-21: 83% of participants responded with a 3 or 4 out of 4 to the question, "How prepared do you feel to implement what you learned or worked on in this session?" 83% of participants responded with a 4 or 5 out of 5 to the question, "How would you rate the value of the content of this session?"	Prepared: 3 or 4 out of 4 Average as of January 4: 85% 8/13: 78% 11/1: 86% 1/4: 93% Value of Session: 3 or 4 out of 4 Average as of January 4: 88% 8/13: 88% 11/1: 87% 1/4: 89%	Average Results from Feedback Surveys from PD Days in 2020-21: 85% of participants will respond with a 3 or 4 out of 4 to the question, "How prepared do you feel to implement what you learned or worked on in this session?" 85% of participants will respond with a 4 or 5 out of 5 to the question, "How would you rate the value of the content of this session?"

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Metric Goal 2: Academic Success For ALL Students -ELA

Implement a robust system of supports with equitable opportunities for students needing additional support so that all students flourish and achieve at their highest level.

Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
CAASPP ELA results for all students and subgroups	Spring, 2019 ELA Distance from Standard (A Dashboard Color) All Students: 32.9 points above standard (green) Hispanic/Latino: 11 points below standard (yellow)	TBO after CAASPP results are available in Summer, 2022	Spring, 2024 ELA Distance from Standard (A Dashboard Color) All Students: 35 points above standard (green) Hispanic/Latino: 1 point above standard (green) Socioeconomically Disadvantaged: 30 points above standard (green)
	Socioeconomically Disadvantaged: 24.3 points above standard (green) English learners: 14.7 points above standard (green) Students with Disabilities: 72.1 points below standard (orange) Homeless: 14 points above standard (blue)		English Learners: 24 points above standard (green) Students with Disabilities: 16 points below standard (yellow) Homeless: 30 points above standard (blue)

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Metric Goal 2: Academic Success For ALL Students -ELA

Implement a robust system of supports with equitable opportunities for students needing additional support so that all students flourish and achieve at their highest level.

Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
Local reading assessment growth	Winter, 2021: K-6 Median percent progress toward typical annual growth on iReady Reading Diagnostic: 87% K-6 Percent of students who started 1 year below grade level who met stretch growth on iReady Reading Diagnostic: 21% K-6 Percent of students who started 2 years below grade level who met stretch growth on iReady Reading Diagnostic: 14% Grades 7-8 Star Reading Mid-Year Test: Median Student Growth Percentile: 58	December, 2021: K-6 Median percent progress toward typical annual growth on iReady Reading Diagnostic: 85% K-6 Percent of students who started 1 year below grade level who met stretch growth on iReady Reading Diagnostic: 14% K-6 Percent of students who started 2 years below grade level who met stretch growth on iReady Reading Diagnostic: 11% Grades 7-8 Star Reading Mid-Year Test: Median Student Growth Percentile: 57	Winter, 2024: K-6 Median percent progress toward typical annual growth on iReady Reading Diagnostic: 100% K-6 Percent of students who started 1 year below grade level who met stretch growth on iReady Reading Diagnostic: 50% K-6 Percent of students who started 2 years below grade level who met stretch growth on iReady Reading Diagnostic: 43% Grades 7-8 Star Reading Mid-Year Test: Median Student Growth Percentile: 65

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Metric Goal 2: Academic Success For ALL Students -Math

Implement a robust system of supports with equitable opportunities for students needing additional support so that all students flourish and achieve at their highest level.

Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
CAASPP Math Results for All Students and Subgroups	Spring, 2019 Math Distance from Standard (A Dashboard Color) All Students: 19 points above standard (green) Hispanic/Latino: 40.4 points below standard (yellow) Socioeconomically Disadvantaged: 10 points above standard (green) English learners: 6.4 points above standard (green) Students with Disabilities: 89.1 points below standard (yellow) Homeless: 1.2 points above standard (green)	TBO after CAASPP results are available in Summer, 2022	Spring, 2024 Math Distance from Standard (A Dashboard Color) All Students: 25 points above standard (green) Hispanic/Latino: 10 points below standard (yellow) Socioeconomically Disadvantaged: 13 points above standard (green) English learners: 18 points above standard (green) Students with Disabilities: 40 points below standard (yellow) Homeless: 5 points above standard (green)

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Metric Goal 2: Academic Success For ALL Students -Math

Implement a robust system of supports with equitable opportunities for students needing additional support so that all students flourish and achieve at their highest level.

Mid-Year 2021-22 Progress: Measuring & Reporting Results			
Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
Local Math Assessment Growth	Winter, 2021 K-6 Median percent progress toward typical annual growth on Ready Math Diagnostic: 59% K-6 Percent of students who started 1 year below grade level who met stretch growth on Ready Math Diagnostic: 47% K-6 Percent of students who started 2 years below grade level who met stretch growth on Ready Math Diagnostic: 52% Grades 7-8 Star Math Mid-Year Test Median Student Growth Percentile: 64	December, 2021 K-6 Median percent progress toward typical annual growth on Ready Math Diagnostic: 60% K-6 Percent of students who started 1 year below grade level who met stretch growth on Ready Math Diagnostic: 6% K-6 Percent of students who started 2 years below grade level who met stretch growth on Ready Math Diagnostic: 5% Grades 7-8 Star Math Mid-Year Test Median Student Growth Percentile: 62	Winter, 2024 K-6 Median percent progress toward typical annual growth on Ready Math Diagnostic: 81% K-6 Percent of students who started 1 year below grade level who met stretch growth on Ready Math Diagnostic: 60% K-6 Percent of students who started 2 years below grade level who met stretch growth on Ready Math Diagnostic: 75% Grades 7-8 Star Math Mid-Year Test Median Student Growth Percentile: 64

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Metric Goal 3: Empowered Leadership

Develop life-ready leaders by supporting students socially and emotionally, teaching leadership, creating a culture of student empowerment, and aligning systems.

Mid-Year 2021-22 Progress: Measuring & Reporting Results			
Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
Attendance Rate	2019-20 Attendance Rate (CALPADS): 97% November, 2021: 95.7% January, 2022: 93.49%	2023-2024 P1 Attendance Rate (CALPADS): 96%	
Chronic Absenteeism Rate	2019-20 Chronic Absenteeism Rates (CALPADS): All Students: 4.1% Hispanic Students: 9.7% White Students: 15.1%	2021-20 Chronic Absenteeism Rate (CALPADS): All Students: 1.9% Hispanic Students: 3.9% White Students: 9%	2022-23 Chronic Absenteeism Rates (CALPADS): All Students: 2% Hispanic Students: 3% White Students: 9%

In Progress:

- California School Climate, Health, and Learning Survey will be given in March, 2022.
- The Leader in Me Measurable Results Assessment (MRA) will be given in Spring, 2022
- Positive Behavioral Interventions and Supports Implementation (PBIS Recognition Level)

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Metric Goal 4: Meaningful Connection

Every family is connected, engaged, and supported in helping their student at home.

Mid-Year 2021-22 Progress: Measuring & Reporting Results			
Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
Parent Input in Decision Making	2020-2021 School Year: 63% of DAC/ELAC minutes reflect parental input on district processes or decisions Spring, 2021 93% of parents strongly agreed or agreed with the statement, "School actively seeks the input of parents before making important decisions" 93% of parents strongly agreed or agreed with the statement, "School encourages me to be an active partner with the school in educating my child"	100% of DAC/ELAC minutes from August, 2021 to February, 2022 reflect parental input on district processes or decisions California School Climate Survey will be given in March, 2022 96% of parents strongly agreed or agreed with the statement, "School actively seeks the input of parents before making important decisions" 96% of parents strongly agreed or agreed with the statement, "School encourages me to be an active partner with the school in educating my child"	2023-2024 School Year: 100% DAC/ELAC minutes reflect parental input on district processes or decisions Spring, 2024 96% of parents strongly agreed or agreed with the statement, "School actively seeks the input of parents before making important decisions" 96% of parents strongly agreed or agreed with the statement, "School encourages me to be an active partner with the school in educating my child"
Parent Participation in Advisory Committees	2020-2021 School Year: 100% of DAC/ELAC meetings had quorum 75% of School Site Council meetings had quorum 50% of ELAC meetings had quorum Average parent attendance at LCAP input meetings was 30	DAC/ELAC Meetings in 2021-22 School Year: Quorum established at 2 of 3 DAC/ELAC meetings Attendance at LCAP Input Meetings to Date (January 13, 2022): 74 community members February 9, 2022	2023-2024 School Year: 100% of DAC/ELAC meetings will have quorum 80% of School Site Council meetings will have quorum 80% of ELAC meetings will have quorum Average parent attendance at LCAP input meetings will be 50

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Mid-year Update: LCAP Expenditures and Implementation



Similarly, at this point in the school year, some LCAP actions have Not Started, some are In Progress, and some have been Completed. An update of LCAP actions will be shared with expenditures through the First Interim budget update.

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Expenditure Goal 1: Exemplary Teaching

Mid-Year 2021-22 Progress: Status of Implementation and Expenditure					
Status	Action #	Title	Contributing to Increased or Improved Services	Planned - Total Funds	Mid-Year - Total Funds (As of 1/23/2022)
In Progress	1	Recruit and retain highly qualified teachers and staff	N	\$12,594,001	\$5,894,199
In Progress	2	Professional Learning: Conferences, Trainings, Collaboration, A&A/Action	Y	\$580,116	\$212,115
In Progress	3	ELD/Intervention Teachers	Y	\$454,581	\$214,970
In Progress	4	Induction/Beginning Teacher Support	Y	\$38,000	\$9,304
In Progress	5	TK-3 Class Size Reduction	Y	\$2,003,129	\$629,307
In Progress	6	4-8 Grade Teachers to Reduce combination classes	Y	\$845,412	\$473,561
In Progress	7	Paraprofessionals to support students	Y	\$355,646	\$183,294
In Progress	8	Instructional Lead Teachers (District & Site)	Y	\$75,730	Slipends paid in June 2022
In Progress	9	Technology and Internet Access	Y	\$31,282	\$33,218

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Expenditure Goal 2: Academic Achievement for ALL Students

Mid-Year 2021-22 Progress: Status of Implementation and Expenditure					
Status	Action #	Title	Contributing to Increased or Improved Services	Planned - Total Funds	Mid-Year - Total Funds (As of 1/23/2022)
In Progress	1	Assessments: diagnostic, formative, summative, benchmarks	N	\$30,000	\$0
In Progress	2	Data analysis, progress monitoring	N	\$5,000	\$0
In Progress	3	Targeted academic intervention during the school day	N	\$268,000	\$108,000
In Progress	4	Middle School Supplemental intervention and enrichment during the day	Y	\$385,439	\$188,023
In Progress	5	After School Intervention & Enrichment programs	Y	\$142,916	\$11,702
In Progress	6	Supplemental EdTech Software Programs	Y	\$170,458	\$43,779
In Progress	7	Supplemental Instructional: Project-Based Learning/STEAM Materials, Supplies, Subscriptions	Y	\$136,125	\$90,693
In Progress	8	Special Projects & PD for English learners and Low-income students	Y	\$39,007	\$8,497

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Expenditure Goal 3: Empowered Leadership

Mid-Year 2021-22 Progress: Status of Implementation and Expenditure					
Status	Action #	Title	Contributing to Increased or Improved Services	Planned - Total Funds	Mid-Year - Total Funds (As of 12/31/2021)
In Progress	1	LM (LM) & Positive Behavior Interventions and Support (PBIS) Materials	Y	\$43,313	\$341
In Progress	2	Leader in Me (LM) Licenses, Positive Behavior Interventions and Support (PBIS) & SWIS Licenses	Y	\$49,500	\$8,341
In Progress	3	Psychologists and Counselors	Y	\$312,300	\$104,208
In Progress	4	Social Emotional/Mental Health Services	Y	\$187,167	\$11,580

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Expenditure Goal 4: Meaningful Connection

Mid-Year 2021-22 Progress: Status of Implementation and Expenditure					
Status	Action #	Title	Contributing to Increased or Improved Services	Planned - Total Funds	Mid-Year - Total Funds (As of 12/31/2021)
In Progress	1	Parent Workshops and Outreach	Y	\$60,636	\$16,254
In Progress	2	Community Lessons and Translations	Y	\$79,147	\$19,538
In Progress	3	Parent/Community Communication Tools	Y	\$150,000	\$28,416

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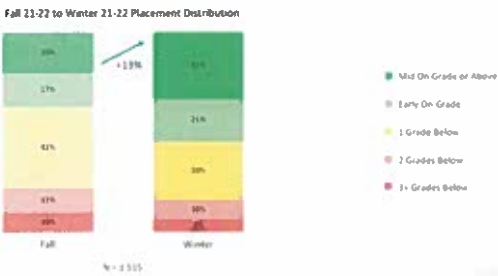
Mid-Year Academic Progress: Learning Acceleration

27

Mid-Year Assessment Data: i-Ready Reading

[\(link to report\)](#)

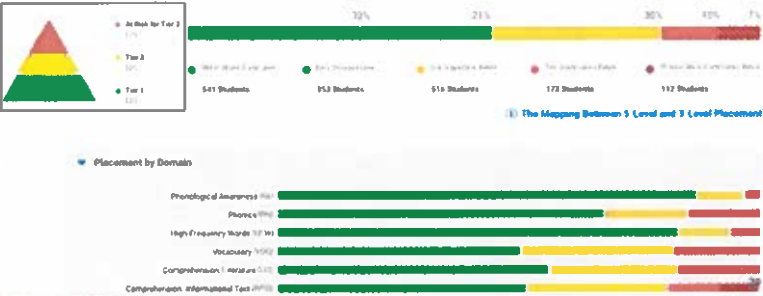
How Have Relative Placements Changed From Fall to Winter?



28

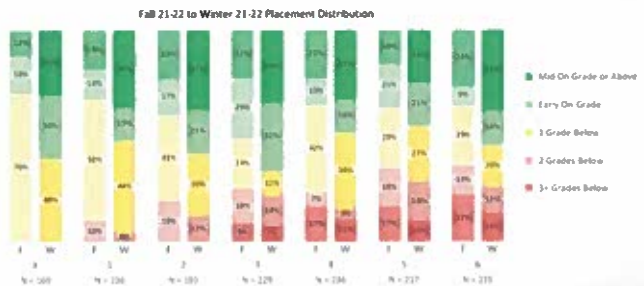
Mid-Year Assessment Data: i-Ready Early Literacy Reading

Overall Placement
Students Assessed (Total): 1,895/1,748



Mid-Year Assessment Data: i-Ready Reading

How Have Relative Placements Changed From Fall to Winter?

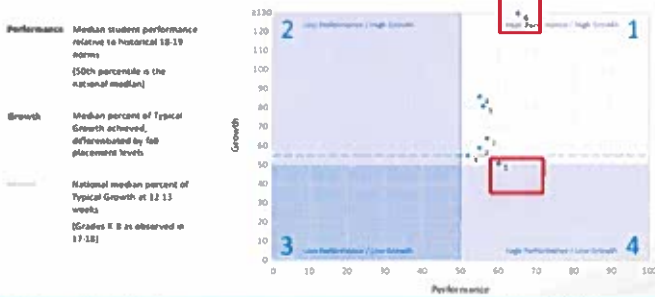


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Mid-Year Assessment Data: i-Ready Reading Growth

How Did Students Across the District Grow From Fall to Winter?

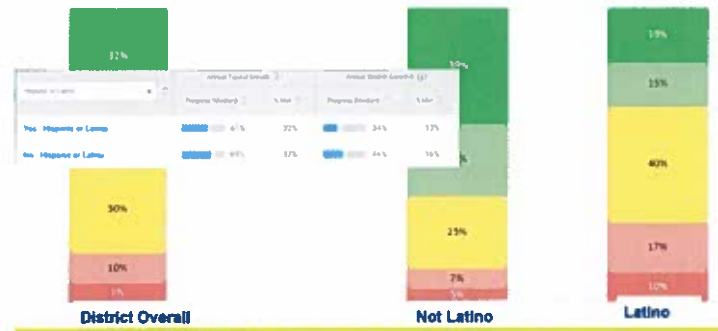
Comparison of Median Student Performance and Median Percent of Typical Growth at 12-13 Weeks



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What Are the Relative Placements for Different Student Groups?

Winter Placement Distribution by Hispanic or Latino



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

32

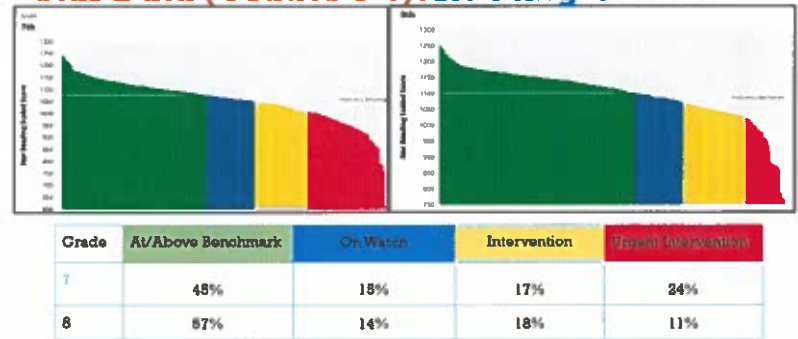
Mid-Year Assessment Data: i-Ready Reading

Need for phonics remediation as well as PD for lower grades teachers on how to teach reading.



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Star Data (Grades 7-8): Reading Overall

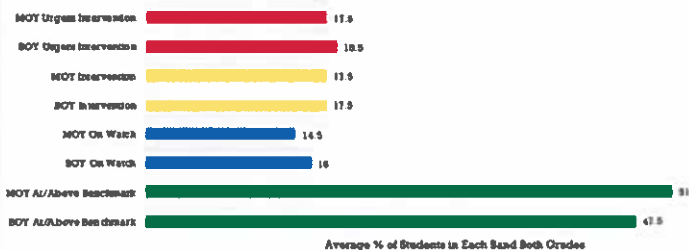


41% of 7th graders and 29% of 8th graders are in need of intervention in reading.

34

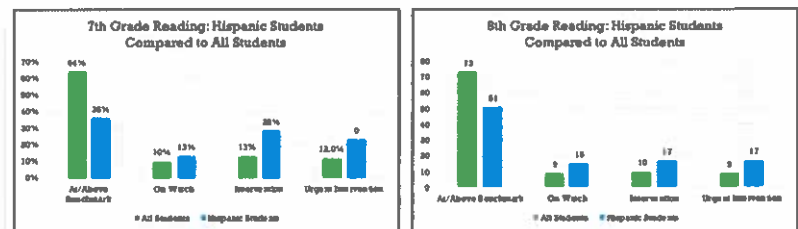
Star Data (Grades 7-8): Reading Growth from Beginning

Star Reading Change from Beginning of Year to Middle of Year



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Star Data: Reading: Hispanic Subgroup



Achievement Gap for Hispanic/Latino students persists. 21-26 point difference in being on benchmark in reading.

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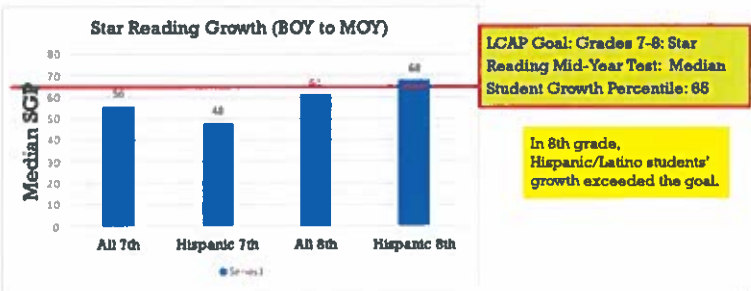
Star Reading Growth Using SGP

Student Growth Percentile, or SGP, compares a student's growth to that of his or her academic peers nationwide. These peers are students in the same grade with a similar achievement history on Star assessments.

SGP is measured on a 1-99 scale. Lower numbers indicate lower relative growth, and higher numbers indicate higher relative growth. For instance, if a student has an SGP of 75, it means the student has shown more growth than 75 percent of his or her academic peers. Teachers and administrators can use SGP scores to determine if students grew more than, less than, or as much as expected.

LCAP Goal: Grades 7-8: Star Reading Mid-Year Test: Median Student Growth Percentile: 85

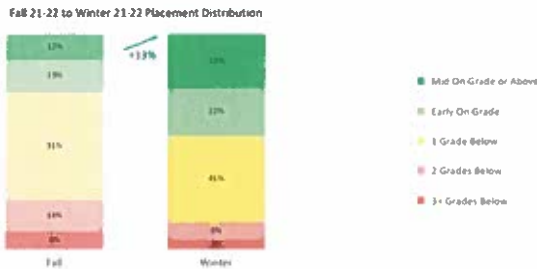
Star Reading Growth Using SGP



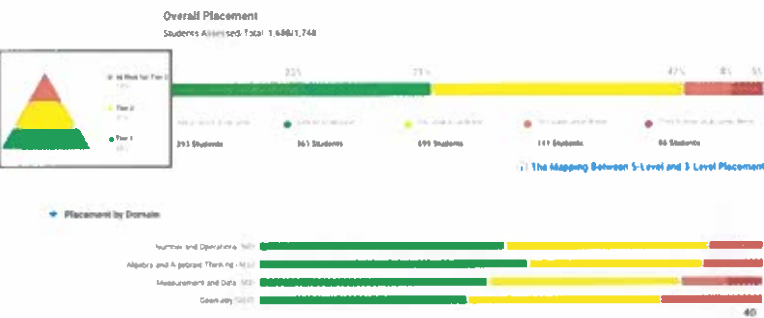
Mid-Year Assessment Data: i-Ready Math

(Link to report)

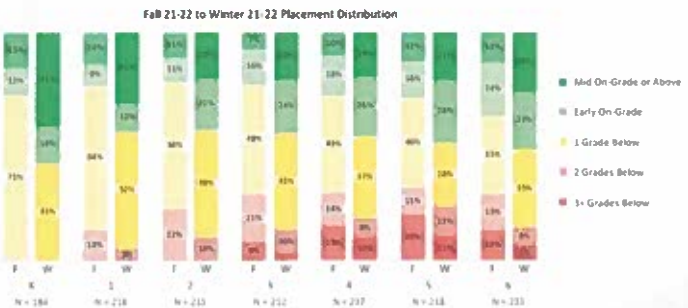
How Have Relative Placements Changed From Fall to Winter?



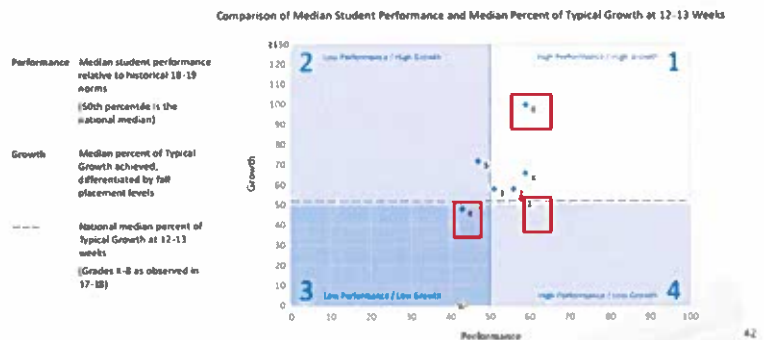
Mid-Year Assessment Data: i-Ready Math



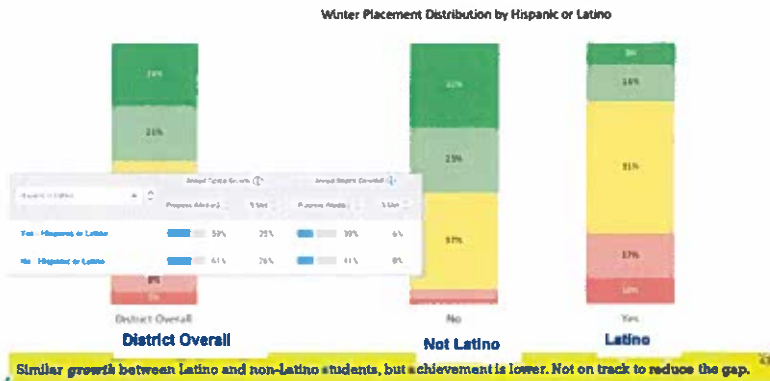
Mid-Year Assessment Data: i-Ready



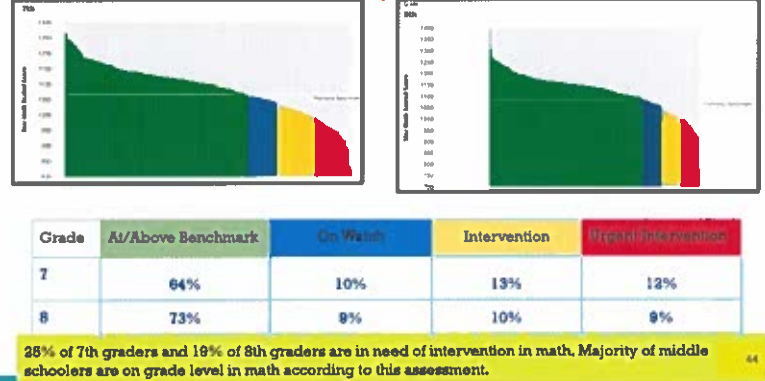
Mid-Year Assessment Data: i-Ready Math Growth



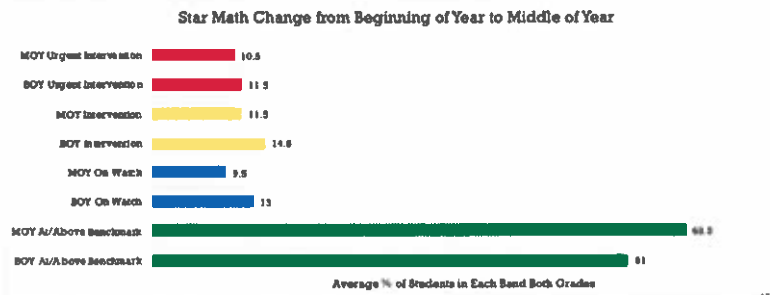
What Are the Relative Placements for Different Student Groups?



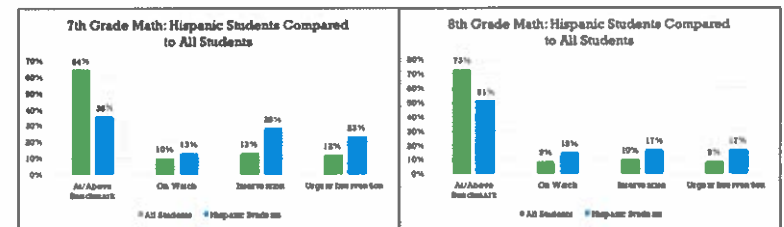
Star Data (Grades 7-8): Math Overall



Star Data (Grades 7-8): Math Growth from Beginning



Star Data: Math: Hispanic Subgroup



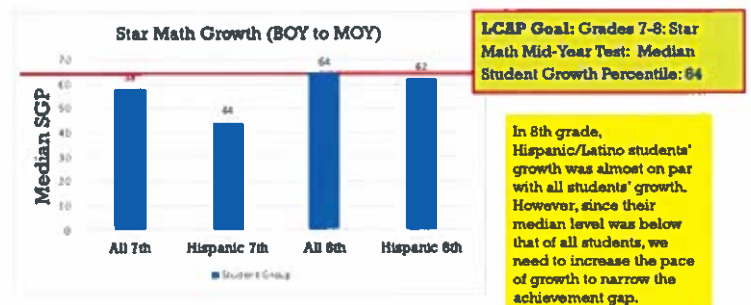
Star Math Growth Using SGP

Student Growth Percentile, or SGP, compares a student's growth to that of his or her academic peers nationwide. These peers are students in the same grade with a similar achievement history on Star assessments.

SGP is measured on a 1-99 scale. Lower numbers indicate lower relative growth, and higher numbers indicate higher relative growth. For instance, if a student has an SGP of 78, it means the student has shown more growth than 78 percent of his or her academic peers. Teachers and administrators can use SGP scores to determine if students grew more than, less than, or as much as expected.

LCAP Goal: Grades 7-8: Star Math Mid-Year Test:
Median Student Growth Percentile: 64

Star Math Growth Using SGP



Closing

The continuing impacts of the COVID-19 Pandemic, including the challenges of hiring staff, implementing health and safety protocols, and addressing learning acceleration needs due to the impacts of distance learning, has presented many challenges the first half of the school year.

Despite these challenges, Rosemead School District is committed to implementing the LCAP to provide the necessary services to our students.

We acknowledge, and sincerely thank, the hard work and dedication of our employees, the support of our parents, and the resilience of our students to continue our reach for excellence.



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Questions?



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