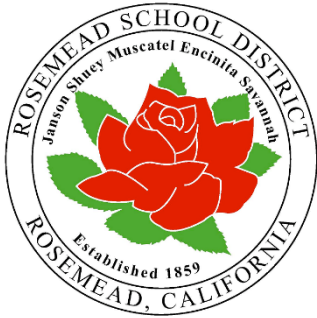


Rosemead School District 2021-2024 LCAP OVERVIEW

Mission Statement



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

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

The Rosemead School District strives for all members to **LEAD:**

L - Lifelong learners and leaders of our global society

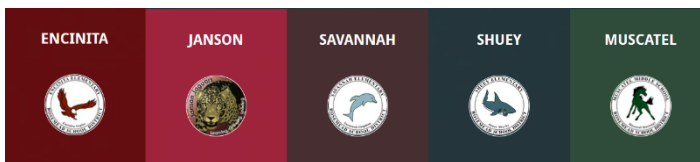
E - Ethical behavior and mindsets

A - Academic rigor, support, and achievement

D - Diversity is valued and respected

Overview

5 SCHOOLS



2,300 TK-8th GRADE STUDENTS

STUDENT ETHNICITY:

Asian	54%
Filipino	1.4%
Hispanic/Latino	36%
Caucasian	2%
African American	0.3%
Other/Mixed Race	6%

STUDENT GROUPS:

79% Low Income
37% English Learners
<1% Foster Youth
12% Homeless
11% Students with Special Needs
7% Students Identified as Gifted

HOME LANGUAGES SPOKEN

Cantonese: 17%
Tagalog: 0.3%
Mandarin: 8%
Spanish: 20%
Vietnamese: 18%
Other: 2%

2021-24 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 students socially and emotionally, teaching leadership, creating a culture of student empowerment, and aligning systems.



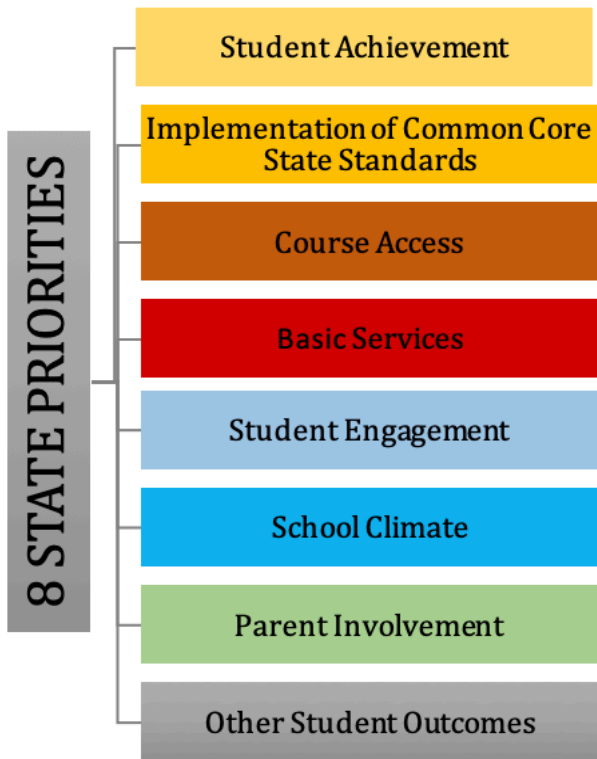
4

MEANINGFUL CONNECTION

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

Local Control Funding Formula (LCFF)

8 STATE PRIORITIES



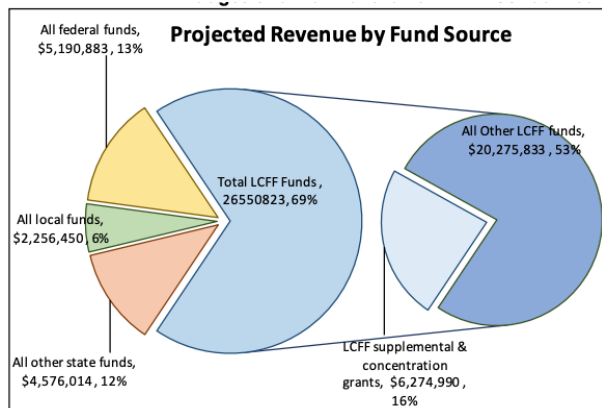
ABOUT THE LCAP

California's Local Control Funding Formula (LCFF) provides Base, Supplemental, and Concentration (S & C) funding to school districts. S & C funds are targeted to improve student outcomes for all students, especially for English learners, foster youth, and low income students.

The Local Control Accountability Plan (LCAP) shows how these funds will improve student outcomes and performance for all students, especially English learners, foster youth, and low income students.



DISTRICT FUNDING



Federal Funds:

Title I, II, III, IV; Individuals with Disabilities Ed Act (IDEA); Medi-Cal; Migrant Ed

Local Funds:

Donations, SELPA (Special Ed)

State Funds:

State lottery; mental health; block grants

FUNDING FOR LCAP GOALS

Projected General Fund Revenue for the 2021-2022 LCAP Year

Revenue Source	Amount
LCFF Base Grant	\$20,275,833
LCFF Supplemental & Concentration Grants	\$6,274,990
Total LCFF Funds	\$26,550,823
All Other State Funds	\$4,576,014
All Local Funds	\$2,256,450
All Federal Funds	\$5,190,883
Total Projected Revenue	\$38,574,170

Total Budgeted Expenditures for the 2021-22 LCAP Year

Revenue Source	Amount
Total Budgeted General Fund Expenditures	\$40,466,302
Total Budgeted Expenditures in LCAP	\$19,239,254
Total Budgeted Expenditures for High Needs Students in LCAP	\$6,283,865
Expenditures Not in LCAP	\$21,227,048

GOAL 1: EXEMPLARY TEACHING



Provide each student with effective, engaging instruction that helps them master grade-level standards and achieve college and career

Related State Priorities

- ✓ Basic Services
- ✓ Academic Standards
- ✓ Student Achievement

2021-2024 ACTION STEPS

- Recruit & retain highly qualified teachers and staff
- Professional learning for teachers and staff
- ELD/Intervention teachers
- Induction/beginning teacher support
- TK-3 class size reduction to facilitate differentiation and targeted small groups
- 4-6 teachers to reduce combination classes to facilitate differentiation and targeted small groups
- Paraprofessionals to support students
- Instructional lead teachers
- EdTech hardware, maintenance, repairs, updates

BUDGET FOR GOAL 1

Total Estimated Expenditures:

\$17,275,897

Estimated Expenditures for Targeted Subgroups:

\$4,681,896

METRICS

Metric	Desired Outcome for 2024
Fully credentialed and appropriately assigned teachers	-99% full credentialed teachers -0 mis-assignments
Access to Standards-Aligned Instructional Materials (Dashboard local indicator)	-100% of students have access to their own standards-aligned instructional materials.
Implementation of state standards (Dashboard local indicator)	-Rating of "full implementation or "Full implementation and sustainability" on 4 out of 5 focus areas
Student outcomes on adopted course of study: CAASPP ELA and math scores and CAST scores	-65% of students meeting or exceeding standards in ELA -60% of students meeting or exceeding standards in math -60% of students meeting or exceeding standards in science
Student and teacher evaluation of instruction on California Healthy Kids Survey	-98% of teachers agreed or strongly agreed with the statement, "Teachers from this school are providing effective instruction with the school's instructional model."
Feedback on effectiveness of professional development	Average results from PD day feedback surveys: -95% of participants will respond with a 3 or 4 out of 4 to the question, 'How prepared do you feel to implement what you learned or worked on?' -95% of participants will respond with a 4 or 5 out of 5 to the question, 'How would you rate the value of the content of this session?'
Facilities rating on the Facilities Inspection Tool (FIT)	100% of schools in "good" repair on Facilities Inspection Tool

GOAL 2: ACADEMIC SUCCESS FOR ALL STUDENTS



Provide each student with effective, engaging instruction that helps them master grade-level standards and achieve college and career

Related State Priorities

- ✓ Student Achievement
- ✓ Course Access
- ✓ Other Student Outcomes

2021-2024 ACTION STEPS

- Assessments: diagnostic, formative, summative, benchmarks
- Data analysis and progress monitoring
- Targeted academic intervention during the school day
- Middle school supplemental intervention and enrichment courses during the school day
- After school intervention and enrichment programs
- Supplemental educational software programs
- Supplemental instructional, project-based learning/STEAM materials, supplies, and subscriptions
- Special projects and PD for English learners and low income students

BUDGET FOR GOAL 2

Total Estimated Expenditures: \$1,956,490

Estimated Expenditures for Targeted Subgroups: \$1,746,490

METRICS

Metric	Desired Outcome for 2024	
CAASPP ELA results for all students and subgroups	Student Group	Distance from Standard (Dashboard Color)
	All	35 points above standard (green)
	Hispanic/Latino	1 point above standard (green)
	Socio-economically disadvantaged	30 points above standard (green)
	Students with disabilities	10 points below standard (yellow)
	English learners	24 points above standard (green)
	Homeless	20 points above standard (blue)
Local reading assessment growth	Kindergarten- Grade 6: -Median percent progress toward typical annual growth on winter i-Ready Reading Diagnostic: 100% -Percent of students who started 1 year below grade level who met stretch growth on winter i-Ready Reading Diagnostic: 50% -Percent of students who started 2 years below grade level who met stretch growth on winter i-Ready Reading Diagnostic: 45% Grades 7-8:	

	Median student growth percentile on mid-year Star Reading Test: 65	
CAASPP Math results for all students and subgroups	Student Group	Distance from Standard (Dashboard Color)
	All	25 points above standard (green)
	Hispanic/Latino	10 points below standard (yellow)
	Socio-economically disadvantaged	15 points above standard (green)
	Students with disabilities	40 points below standard (yellow)
	English learners	10 points above standard (green)
	Homeless	5 points above standard (green)
Local math assessment growth	Grades Kindergarten-6: -Median percent progress toward typical annual growth on winter i-Ready Math Diagnostic: 81% -Percent of students who started 1 year below grade level who met stretch growth on winter i-Ready Math Diagnostic: 60% -Percent of students who started 2 years below grade level who met stretch growth on winter i-Ready Math Diagnostic: 75% Grades 7-8: Median student growth percentile on mid-year Star Math Test: 64	
California Science Test	-Grade 5: 60% met or exceeded standard -Grade 8: 60% met or exceeded standard	
English Learner Progress Indicator (ELPI)	-65 % of English Learner students will progress toward English proficiency on the ELPAC -ELPI Level: Very High	
English Learner Reclassification Rate	-25% of ELs Redesignated as Fluent English Proficient (RFEP)	
Accelerated Growth in Star Reading and Math Scores for AVID Students	Winter, 2024: Median Growth from August to December for AVID Students -Median Student Growth Percentile on Star Reading: 65 -Median Student Growth Percentile on Star Math: 65	

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.

Related State Priorities

- ✓ Student Engagement
- ✓ School Climate

2021-2024 ACTION STEPS

- Positive Behavior Interventions & Support (PBIS) & SWIS data licenses, Leader in Me (LIM) licenses
- Leader in Me & PBIS materials
- Psychologists & Counselors
- Social-emotional/mental health and health office services

BUDGET FOR GOAL 3

Total Estimated Expenditures:

\$777,794

Estimated Expenditures for Targeted Subgroups:

\$777,794

METRICS

Metric	Desired Outcome for 2024
Attendance Rate	-P1 Attendance Rate: 98%
Chronic Absenteeism Rate -All students: 2%	-Hispanic Students: 3% -White Students: 5%
Middle School Dropout Rate	-Zero students will drop out. Fewer than two students will leave school and not reenroll in another California public school.
Suspension Rate	-Overall: 0.5% -Hispanic/Latino students: 3% -Socioeconomically disadvantaged students: 3%
Expulsions	-0 students expelled
School Connectedness: California School Climate, Health, and Learning Surveys Data	Positive response to the questions with statements about caring relationships at school (<i>An adult cares about me, listens to me, and notices me.</i>) -Students Elementary: 85% -Students Middle: 65% -Parents: Elementary: 55% -Parents: Middle: 35% -Teachers: Elementary: 70% -Teachers: Middle: 55%
Meaningful Participation at School on the CALSCHLS survey data	Positive response to the questions with statements about meaningful participation (Students: <i>At school, I do meaningful things, help decide activities, have a say</i> ; Parents: <i>This school gives all students opportunities to "make a difference."</i>) -Students Elementary: 85% -Students Middle: 80%
Leader in Me Measurable Results Assessment (MRA) and Lighthouse School Status	LIM MRA Average Scores -Leadership: At least moderately effective (70 or higher) -Culture: Effective (80 or higher) -Academics: At least moderately effective (70 or higher)
Positive Behavioral Interventions and Supports Implementation	5/5 of Rosemead schools will have attained Silver PBIS recognition level or higher

GOAL 4: MEANINGFUL CONNECTION



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

Related State Priorities

- ✓ Basic Services
- ✓ Parent Involvement
- ✓ Student Engagement
- ✓ School Climate

2021-2024 ACTION STEPS

- Parent workshops and outreach
- Community liaisons
- Translators
- Parent/community communication tools

BUDGET FOR GOAL 4

Total Estimated Expenditures:

\$289,785

Estimated Expenditures for Targeted Subgroups:

\$289,785

METRICS

Metric	Desired Outcome for 2024
Parent Input in Decision Making	-100% DAC/DELAC minutes reflect parental input on district processes or decisions
California School Climate Survey Promotion of Parental Involvement Scale Responses	-95% of parents strongly agreed or agreed with the statement, "School actively seeks the input of parents before making important decisions." -95% 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	-100% of DAC/DELAC meetings will have quorum -80% of School Site Council meetings will have quorum -80% of ELAC meetings will have quorum -Average parent attendance at LCAP input meetings will be 50
Parents of Unduplicated Pupils' Perception of Communication and Engagement on CalSCHLS Survey	Parents responding "strongly agree" or "very well" to questions about communication with parents about school (<i>How well do teachers communicate with you about how your child is doing? Provide information on your expected role at your child's school? Keep you informed about school activities?</i>) 65% of free/reduced price eligible parents 55% of parents whose children are English learners