

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

The Rosemead School District (RSD) has made great efforts to communicate and work with parents, teachers and school staff throughout the course of the COVID-19 pandemic to ensure a collaborative process to prepare for school re-opening for in-person instruction and continuing learning. The district held multiple task force meetings with representatives from certificated, classified and administrative leadership teams to plan for high quality distance and hybrid learning along with creating positive, safe and healthy environments. Parent meetings through District English Learner Advisory Committee (DELAC) and District Advisory Committee (DAC), LCAP Parent/Community, RSD Board Meetings and site coffee chats were also held to provide stakeholders with opportunities to give input and feedback on the new Local Control Accountability Plan (LCAP) and Expanded Learning Opportunities (ELO) Grant Plan. In addition, the district invited parents, teachers and staff to complete an LCAP & ELO Grant Plan Survey to gather input to determine the goals, actions and budget priorities. The administrative leadership team conducted a data analysis and needs assessment. The areas of need are categorized into four areas of focus: learning acceleration, social-emotional, powerful first instruction, and engagement. We will continue to integrate our district-wide Leader in Me/7 Habits and Positive Behavior Interventions and Supports (PBIS) to create an engaging learning experience in a positive school climate.

Three LCAP Parent/Community meetings were held prior to the adoption of this plan. The April 22, 2021 meeting was dedicated to presenting the ELO Grant and seeking input on prioritizing areas of need for this one-time funding. A presentation on the ELO Grant was shared at the April 14, 2021 DELAC/DAC meeting and at the May 6, 2021 board meeting. The DELAC/DAC and school board input and feedback influenced the actions and services in the plan. A draft plan was posted on the district website on May 20, 2021 for public review. On May 25, 2021, the plan will be presented for board approval. After the board approves the plan, it will be submitted before June 1, 2021 to the Los Angeles County Office of Education (LACOE).

Teacher, staff and parent feedback surveys suggest that the two highest priorities for returning back to school are providing social-emotional support (with over 70% rating this as highest priority) and academic interventions during and after school (with over 75% rating this as highest priority). The following is a summary of the top responses:

- Social emotional and mental health supports
- After school interventions
- STEAM and more enrichment opportunities such as music, arts, robotics and sports
- Access to technology
- Summer school
- During school tutoring
- Parent education workshops
- Professional learning for teachers and staff focused on targeting/differentiating instruction

A description of how students will be identified and the needs of students will be assessed.

Rosemead School District uses a whole-child approach to teaching and learning. The use of multiple measures such as local assessments, grades, observations, and referrals will be used to identify students and provide targeted assistance to address students' academic and social-emotional needs. Ongoing progress monitoring will be built into grade level collaboration as part of the Multi-Tiered System of Support (MTSS) plan.

To identify students' academic gaps and monitor progress, we will use early literacy assessments in the primary grades (and as needed in upper grades), i-Ready math and reading diagnostics in grades K-6, and the STAR reading and math tests in grades 7 and 8 will be used as universal screening tools and for ongoing progress monitoring. Due to the nature of our district's hybrid learning context in the spring of 2021, our Board determined that giving the SBAC would not be viable. Thus, end of year i-Ready and STAR scores were used to identify students for summer intervention and for fall intervention courses at the middle school. The district will be exploring updated assessments for early reading foundations to identify students who need additional support.

Students will also be monitored for attendance, engagement and participation. Early identification and detection will be a priority so students who are struggling can get the support they need to get back on track with targeted interventions as needed. The Collaborative for Academic, Social, and Emotional Learning (CASEL) screener will also be utilized. Students will receive responsive services through a tiered support model that includes school counselors/psychologists, nurses and district supported agencies.

Referrals for students who need additional support can be made by the student, parents, teachers, and other school staff. A Student Success Team (SST) will evaluate the referral and determine next steps, which can begin with a team meeting with the parent to better understand the child's strengths and areas of need in order to design a plan for intervention.

Support will be provided for students who are experiencing homelessness by providing supplemental instructional materials and supplies, transportation and other resources of need.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Parents and families will be informed of the opportunities for supplemental instruction and support through the various methods of communication already in use within the district. When parents were surveyed asking what method of communication they preferred, they said ClassDojo is the best and then email. The district will continue to use phone blast messages, email, text messages, social media posts, school and district websites, parent meetings/events, individualized outreach by community liaisons and school staff, and in person and virtual conversations during school events. In addition, information will be provided in English, Spanish, Chinese and Vietnamese. To promote supplemental instruction and support taking place beyond the bell, our district staff will develop promotional materials (such as [this flyer for our intervention summer program](#)), and school staff will make an effort to personally recruit students who could benefit from these opportunities.

A description of the LEA's plan to provide supplemental instruction and support.

The Expanded Learning Opportunities (ELO) Grant will provide supplemental instruction and support for all students. In addition, targeted support will be provided to the most needy students including students who are low-income, English Learners, foster/homeless youth, students with disabilities, and students who are performing below grade level standards. Our Multi-Tiered Systems of Support (MTSS) will include universal (Tier 1), targeted (Tier 2) and intensive (Tier 3) supports based on academic, social, and emotional needs.

Supplemental instruction and support have been identified in each of the following focused areas:

1) Extending instructional learning time in addition to the requirements including:

- Before/After School intervention, enrichment and sports
- Instructional materials, curriculum, subscriptions for software and publications

2) Accelerating progress to close learning gaps

- Targeted Assistance Groups (TAG); TAG instructional aides will support targeted/differentiated small group instruction during the school day
- Professional development to build the capacity of teachers, staff, and administrators to accelerate learning, provide targeted/differentiated instruction, and apply universal design for learning (UDL)
- Districtwide diagnostic and progress monitoring to guide instruction
- Early reading foundations assessments and other progress monitoring tools
- Supplemental curriculum, books, materials and subscriptions for software and publications
- Leveled library books for targeted assistance small group instruction (TAG)

3) Expanding integrated student supports to address other barriers to learning

- Expansion of social-emotional and mental health services
- Leader In Me/7 Habits program and coaching
- PBIS program and coaching
- Professional development on Social-Emotional Learning (SEL), Trauma Informed Care, suicide prevention and implicit bias
- Parent workshops
- Community liaisons and translators

4) Providing students with access to technology, high-speed internet

- Chromebooks and WiFi hotspots
- Educational technology and upgrades

5) Training for school staff on strategies to address students' social-emotional health and academic needs

- Professional Learning Communities (PLC) and grade level and cross grade level collaboration
- Ongoing professional development to support MTSS, literacy, math, science, STEAM, LIM, PBIS, Designated & Integrated ELD

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	\$450,000	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$750,000	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$200,000	[Actual expenditures will be provided when available]
Access to technology, high-speed internet, and other academic supports	\$300,000	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$0	[Actual expenditures will be provided when available]
Additional academic services for students, such as diagnostic, progress monitoring and benchmark assessments of student learning	\$0	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$74,556	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$1,774,556	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

All funds previously received in the first two rounds of ESSER allocations will be spent or obligated in the current fiscal year and the next school year. The district plans to obligate the funding from ESSER III to sustain and support many of the effective Expanded Learning Opportunities into the 2022-23 fiscal year after the expiration of ELO Grant funding. cvc

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students’ social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
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