



# Rosemead School District

## Learning Continuity and Attendance Plan (2020–2021)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rosemead School District	Jennifer Fang, Ph.D., Assistant Superintendent, Educational Services	<a href="mailto:jfang@rosemead.k12.ca.us">jfang@rosemead.k12.ca.us</a> (626) 312-2900 x 213

### General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Rosemead School District (RSD) — like other school districts, organizations, and businesses-- has been impacted by the challenges of the Coronavirus (COVID-19) pandemic. As of September 21, 2020, the City of Rosemead has 818 confirmed cases of COVID-19 with a death rate of 51 per 100,000 residents. Our families are struggling with loss of employment, food shortage, housing displacement and child care issues. Some of our students have sick family members. Some are living with relatives away from home, some as far as Santa Clarita. Since March, we have seen a significant increase in our food distribution, suggesting that families are out of work and impacted financially.

Our chief priority as a district is the safety of our students, families and staff. On March 12, 2020, the “Safer at Home” Order, along with guidance from the Los Angeles County Department of Public Health and Los Angeles County Office of Education, directed schools to close to prevent the further spread of COVID-19. On the morning of March 13, our Board of Trustees called an Emergency Board Meeting and decided to close our schools. Originally, the hope was that schools would be able to reopen in two weeks; however, due to continued increases in COVID cases, on April 12, the superintendent announced schools would be closed for the remainder of the 2019-2020 school year. RSD immediately started planning for a more robust distance learning plan, and a family guide for distance learning was created to provide support for parents. Teachers provided daily live lessons, took attendance, and informed the office staff and community liaisons of

students who were not participating in distance learning to make contacts. For our students with disabilities, a Prior Written Notice (PWN) was sent to families informing them that services such as specialized academic instruction and related services listed on students' IEPs would be provided to the extent possible through distance learning during the period of school closure. On May 21, our district Credit/No Credit grading policy was Board approved and implemented. RSD provided breakfast, lunch, and supper grab-and-go meals to families throughout the spring and summer. Promotion ceremonies were made extra special by doing both virtual and "drive-through" ceremonies with stay in the car photo opportunities. During the summer, from June 15-July 14, we provided four summer programs through distance learning: a four week literacy and math-focused summer school for English Learners; an Extended School Year program for students with IEPs; a summer middle school algebra bridge class; and virtual tutoring with our After School Education and Safety (ASES) staff.

Throughout the summer, RSD worked closely with stakeholders through surveys and task force meetings to plan for the reopening of school in the fall. Based on guidance from the state, Los Angeles County Department of Public Health and Los Angeles County Office of Education, on July 14, a special Board Meeting was held to discuss and approve the superintendent's recommendation for a full distance learning reopening of schools for 2020-2021. In order to create a sense of community and shared learning amongst students and to impart the expectation that students are back in school while starting the year in a fully Distance Learning mode, RSD decided to maintain a school schedule that is similar to the traditional schedule. Daily instructional minutes will comply with state requirements. As we reopen, we have worked to improve the quality of instruction beyond what was offered in the spring. Some improvements include increased daily live instruction with a consistent weekly schedule for our students, a daily blending of synchronous and asynchronous instruction allowing for breaks between the two instruction models, and enhanced delivery of related services. We have returned to our previous grading practices and continue to provide social emotional supports for students, families, and staff.

[The Rosemead Reopening of School Plan](#) also outlines operational procedures for a hybrid model for in-person instruction with physical distancing and safety measures to minimize contact. We have outlined detailed instructions and protocols for responding to the various tiers of the recovery guidelines outlined by the California Department of Public Health and the County of Los Angeles Public Health Department. This plan also outlines the details of a safe return to in-person instruction that includes the COVID-19 Containment, Response and Control Plan which contains the specific descriptions of the health and safety protocols for face coverings, physical distancing, health screenings, cleaning, disinfecting, and ventilation.

## Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Extensive stakeholder input helped shape this plan. Though we describe this input below in detail, it is important to note that we will continue to gather input throughout the year so that we can adjust our supports and fine tune our program to best meet the needs of our students.

Last spring, we convened a Return to School Task Force, which included teachers, classified personnel, all of the principals, and district administrators. The task force met every week for two hours from April through August. This task force included classified and certificated staff selected by their respective associations to represent a variety of positions and all grade level spans and specialty areas including

psychologists, special education teachers, preschool teachers and aides, newcomer teachers, and office staff. Each task force member provided three rounds of feedback and input into the Return to School Plan. In June, the task force also created working subcommittees, which expanded the membership to include additional stakeholders. These subcommittees also met weekly to review research, discuss options, and collaboratively develop our 2020-2021 Reopening Schools Plan and our Distance and Hybrid Learning Plan. The superintendent held all staff input sessions during the summer. Though voluntary, they were very well-attended and yielded important questions and ideas for revision of the plan. In July, our district surveyed all staff and parents about their comfort and willingness to return to campus and the safeguards they would like to see prior to that occurring. More specific stakeholder group engagement is described below.

**Teachers:** Teachers from all grade level spans engaged actively in both the Return to School Task Force and various subcommittees. Through this work, they read and discussed sample plans and discussed the needs for students, staff, and the community of our district in distance learning, hybrid learning, and a full return to campus learning with additional safety measures. The ELD specialist teachers held a meeting to give input into the ELD program in distance and hybrid learning. Ninety percent of Rosemead teachers responded to a survey about their technology needs and experience in August prior to our professional development days, and they completed a post-PD feedback survey which included their opinion on how prepared they feel to teach in a distance learning setting using the new tools they were given. Literacy Leads and Technology Leads met in the spring and summer, respectively, to weigh in on reading assessments and technology use in the coming year. Finally, summer school teachers, who piloted a more structured daily schedule of synchronous and asynchronous learning, gave invaluable input on supports needed for engagement and connection with our English learner, immigrant, and at-risk students.

**Principals:** All five of the principals were actively involved in the Return to Schools Task Force and the Instructional Subcommittee. There was also principal representation on the Social-Emotional Health, Safety, and Instructional Technology Committee meetings. Principals met several times a month with the superintendent and his leadership team to plan for reopening.

**Local Bargaining Units:** The Rosemead Teachers' Association and Classified School Employees Association had strong representation on the Return to Schools Task Force and the subcommittees that developed the Return to School and Distance and Hybrid Learning Plans which are the foundation for this Learning Continuity and Attendance Plan. Both bargaining units also negotiated an MOU with the district outlining roles and responsibilities and working conditions for the 2020-21 school year in a remote, hybrid, and on-campus model.

**Administrators:** District administrators, including the Assistant Superintendent of Educational Services, Technology Administrator, Coordinator of Child Development and After School Programs, Nutritional Services and Fiscal Services Directors, Assessment and Accountability Coordinator, Human Resources Coordinator, and Special Education and Student Support Services Coordinator, were actively involved in the work of the task force and subcommittees.

**Other School Personnel:** Psychologists, the district nurse and health clerk, and confidential employees also participated in the task force and subcommittees.

**Parents:** Parents were surveyed in June using a google form. Each parent was sent an email, text, and phone call through Blackboard with a link to the survey in their primary language. Another survey, delivered in the parents' primary language, included the Leader in Me MRA (sent in May). In July, we convened parent feedback and input sessions with our Superintendent and Assistant Superintendent via Zoom, with

different sessions for each of our five main languages: English, Spanish, Vietnamese, Cantonese, and Mandarin. During these meetings, parents shared feedback on plans for returning to school. Our District Advisory Committee, which serves as our Parent Advisory Committee, and our District English Learner Committee (which serves as our EL PAC) met jointly in May to review our COVID 19 Operations Written Report. The DELAC and DAC met again, but separately, in early September to give input into this plan. During both the DAC and DELAC meetings, the Superintendent answered questions and fielded comments from the committees, and attendees were shown where on the website the full plan was posted for their review and input. The Superintendent responded in writing to all comments and concerns that were submitted.

**Pupils:** We sent the CALSCHLS Learning from Home survey, which provided information about sleeping and eating patterns, exercise, work habits, and frequency of interaction with teachers and peers. Summer school students provided written reflections on what worked and did not work during synchronous learning in the summer program. Finally, informal interviews with students were also conducted prior to the start of the school year.

**The Public:** We held a public hearing via teleconference on September 17, 2020. The plan was posted on our website prior to the hearing for public view and comments or questions. There was a link on the website for anyone in the community to write comments or questions for the Superintendent, and the Superintendent responded in writing. The September 25 Board meeting when the plan was discussed and approved was also held via teleconference. The agenda was posted prominently on our District website along with the superintendent's written responses to questions from the public.

[A description of the options provided for remote participation in public meetings and public hearings]

For all staff and parent meetings, we secured remote participation through Google Meet or Zoom by spreading the word via email, text and phone calls in English and any other language parents have indicated they speak at home. When we learned that some families had access to a smartphone but not a computer, we helped them to use the Google Meet app or to call in to Zoom meetings and made slides and other meeting materials available on our website for those calling in. As many of our staff and parents were not familiar with how to contribute in such remote settings, we reviewed how to use the chat and unmute one's microphone in order to contribute ideas. We also mailed hard copies of our agenda and meeting materials to our DAC and DELAC members ahead of time and checked in with them to make sure they knew how to access the videoconference. To ensure broad participation, we held most parent meetings at several different hours and on different days to accommodate our families' varied schedules. The meetings were held either in English with interpreters translating into other languages, or there were separate meetings for each language. We also have used Zoom interpretation channels to have multiple languages being translated simultaneously. We posted recordings of the meetings for families who could not attend live and included contact information for parents to leave feedback or ask questions. The plan was presented at a public hearing, and all members of the public were invited to offer feedback and submit suggestions and questions about the proposed expenditures and actions. The Superintendent responded to the feedback and questions in writing.

[A summary of the feedback provided by specific stakeholder groups.]

**Principals:** Principal input was essential in formulating the plan. Principals walked their campuses with the superintendent and assistant superintendents to map out the possibilities that informed the model for hybrid learning and the visitor and safety protocols for when students return to campus. Principals helped our task force to realize that a hybrid model with half of the students coming each morning and the other half coming each afternoon would be possible yet impractical given cleaning needs. The principals on the instructional sub-committee were also quick to remind the group that we would need to provide high level supports for some families to meet the expectation that they would participate in synchronous learning and complete asynchronous lessons. They suggested holding parent meetings prior to school opening and moving Back to School Night to the first week of school.

**District Administrators:** The Coordinator of Special Education and Student Services, in collaboration with the district psychology team, collaborated to map out the tiered approach to interventions for emotional support and wellbeing. Our Child Development and After School Programs Coordinator, informed cleaning protocols relating to preschool toys and staffing for preschool should we open our preschool and developed the plan for our ASES tutors to support students with virtual tutoring. Our Director of Nutrition Services worked with the kitchen staff to adjust the grab-and-go schedule to ensure that children have meals for every school day. Our Technology Administrator led the Technology Subcommittee and promoted ideas for giving all students access to distance learning.

**Pupils:** Through the CALSCHS Learning from Home Survey, students indicated that a later start, more structure and consistency to the class and learning schedule, and daily, meaningful teacher interaction through synchronous daily connection were important. The survey also revealed that students needed us to assign and guide physical education, as they indicated low levels of physical exercise. Summer school student feedback showed the value of connections forged in synchronous lessons between students and teachers for English learners.

**Parents:** At parent input meetings, we received feedback that parents were confused by the wide range of communication and learning platforms, schedules, and expectations they were supposed to follow as parents. Parents also expressed a need for support in helping their children log on to instructional software and live lessons. The Reopening Availability Survey sent home to parents revealed that while approximately 70% of all families would like to return to school on a hybrid basis if the LA County Health Department deemed it safe, approximately 10% would not feel comfortable with their children returning to school until there is a vaccine, and another 10% would need their child to attend school every day due to child care. The parent survey also revealed that parents would be most unable to care for their children at home on Wednesdays.

**Feedback provided by DAC and DELAC:** Both our District Advisory Committee and our District English Learner Advisory Committee reviewed the plan, focusing on the actions we plan to take to support strong engagement and instruction and to accelerate learning in the months and years to come. Both groups were able to ask questions in writing, and the superintendent responded and posted the responses on our website. The feedback from DAC was positive about the first few weeks of Distance Learning, but the group expressed a need for more support for students with disabilities in distance learning. Similarly, DELAC expressed the challenges of English learners in distance learning. Both groups shared concerns about returning to school even if permitted.

**Teachers and Staff:** The staff Reopening Survey revealed that staff generally would be willing to come back to work as long as protective measures were in place. Teachers completed a survey about their confidence with the technology platforms we selected, which influenced our professional development plan. The teachers and staff who served on the task force and subcommittees gave input on the schedules for both distance and hybrid learning, the safety measures in the classroom, and the need for a system of supports beyond the teacher.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

**Schedule for Hybrid Model:** As a result of the parent survey, we created a hybrid learning plan with an A/B cohort model and plan to open additional classrooms for supervised learning for those students whose families will not be able to watch them at home on the days when their cohort is not in class. Parent input at both the DAC and DELAC meetings in September indicated that parents are very concerned about virus transmission on campus and about fidelity by all families to safety agreements. As a result, our custodial team will disinfect high touch areas such as the office, classrooms, restrooms, kitchens daily using an electrostatic disinfectant sprayer. All health and safety protocols will be used: signage for handwashing, masks and distancing have been placed around campuses, PPE are provided, temperature checks will be conducted before entering campus, and plexiglass has been installed in offices.

**Staff Meeting Schedule:** While we have traditionally had “late start” Wednesdays, we used the parent survey data to justify switching that time to Friday mornings and afternoons, when parents are less in need of child care.

**Technology for Distance Learning:** Parent feedback in DAC/DELAC meetings led us to select to streamline and standardize the learning and communication platforms we are using so that we can better support parents as they seek to help their children connect to the lessons online. Our push to check out District-issued Chromebooks to as many students as possible rather than allowing students to use cell phones and tablets came from parents expressing a need for help and our technology team deciding that they need to focus supporting fewer types of devices and operating systems.

**Synchronous Lessons:** CALSCHLS Learning from Home survey data and feedback from our EL summer program led us to include several hours of synchronous instruction each day as well as deliberate time set aside for community building and connection. Based on students’ expressed need for connection and desire to see their peers, we conducted professional development on Building Belonging from a Distance to support teachers in how to strengthen relationships in distance learning. We developed expectations for synchronous lessons that include students turning on their video camera and actively participating with remote input tools to support their desire to be engaged and to interact with others.

**Professional Development:** Teacher and classified staff surveys greatly influenced our professional development plan. We revamped our summer PD to focus on teaching with distance learning tools and designed follow up professional development. We incorporated technology training for our support staff who will need to help families get connected. At the DAC meeting in September, parents shared that younger students were struggling with independent work. As a result, we increased the ongoing PD focused on student engagement strategies in distance learning.



**MTSS:** The comprehensive Multi-Tiered System of Supports in this plan was born from feedback from teachers, psychologists, principals, and aides on the task force who shared how much emotional support as well as guidance with learning from home would be needed based on our spring foray into distance learning.

**Enrichment in Distance Learning:** During the DAC meeting, parents suggested that the schools provide arts enrichment even in distance learning. We will be partnering with resident artists from the Music Center to provide distance learning arts lessons. Students will learn various forms of the arts including fine arts and theatre. Classroom teachers also provide other arts and STEAM integrated lessons on a regular basis.

## Continuity of Learning

### In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

As soon as it is possible, in accordance with department of public health guidelines, in-person small group instruction will occur for targeted groups such as English Learners, students with IEPs, Homeless, Foster Youth, those identified with significant learning loss and our youngest learners. The district will transition classes, schools or the entire district back into distance learning as needed to respond to changes in health and safety conditions and state and county directives.

If and when health and safety conditions are satisfied, and state and county permissions obtained, and district leadership decides to enter Phase 2 (Hybrid Learning), elementary hybrid schedules will have the following elements: Students attend school in-person two days per week, and online three days per week; students attend on alternating daily schedules to reduce group sizes; all hybrid schedules will maintain distance learning on Fridays; instructional minutes will comply with state standards; Cohorts (groups of students) stay together and with the same teacher throughout school day and cohorts do not mix; wherever possible, children in families will be prioritized for matched schedules (e.g. all siblings in cohort A).

Schedules include support time for interventions, enrichments, small group instruction, and other activities that support student learning and engagement. The curriculum will focus on essential grade level/subject area standards and use high quality online tools, applications and platforms available to all students. There will be a strong emphasis on student social and emotional well-being, as well as academics and arts, as part of the learning program.

In addition, small cohorts of students receiving special education services may be able to come to school every day to the extent that cohorts can continue to adhere to health and safety guidelines related to social distancing.

Beginning in September, assessments will be used to measure the concepts and skills students need for the first units of grade level instruction. Adaptive digital programs such as iReady, Accelerated Reader/STAR, reading running records, will provide real time data to teachers about students' potential unfinished learning, while providing students with additional practice to accelerate learning.

Assessments will be used to determine how to bring students into grade level instruction and focus support in the case of unfinished learning. Teachers will use on-going assessment to inform and support student success on rigorous learning tasks. All assessments on the district's assessment calendar will be administered. A team of highly trained English Learning Specialists will provide English Language Development.

One-to-one ELPAC testing, special education assessments and reading running records will be done in person using all of the health and safety protocols.

Students with the greatest challenges will be prioritized to attend school in person every day and get tutoring on the asynchronous/independent work and attend instruction in smaller classes (youngest learners, English learner newcomers, students with disabilities, foster/homeless youth).

**Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]**

Description	Total Funds	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering school sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	\$60,000	N
Health Materials: Additional Thermometers to screen student temperature	\$3,000	N
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	\$75,000	N
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	\$17,5000	N
Custodians: Maintain staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas.	\$1.2M	N
HVAC filters: Sites will replace HVAC filters 2-3 times per year as recommended.	\$10,000	N
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk or 1:1 assessments.	\$2,000	N
Additional School Supplies: Additional supplies to limit the number of individuals using shared objects.	\$12,500	N



## Distance Learning Program

### Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

We will provide continuity of instruction through distance learning or a hybrid approach, depending on the state health regulations. In distance learning, students will receive 4-6 hours daily of synchronous learning through teacher-facilitated lessons via Zoom as well as asynchronous lessons for the rest of the instructional day. The daily schedules, outlined in the [RSD Distance and Hybrid Learning Plan](#), outline the frequency of daily synchronous and asynchronous instruction by grade level. To ensure that students have access to a full curriculum whether we are operating in a distance, hybrid, or in-person mode, we have activated online components of our core, state-adopted curriculum for ELA, ELD, and mathematics. We also hosted materials pickups from the school and were able to distribute hard copies of textbooks and consumable workbooks for students to take home. To utilize the online versions of our textbooks, we have trained our teachers in how to use the online textbooks and assessments and have used Single Sign On (SSO) to make it easy for students to access curricular resources without keeping track of multiple URLs and logins. We have also conducted parent trainings in how SSO operates and created a distance learning website with how-to videos and presentations in all languages for parents, students, and teachers. All teachers have created Google Classrooms to make assignments accessible. To further support parents who had difficulty helping our youngest learners access the online curriculum, our technology department enlisted the help of each school's front office and community liaison teams, creating tech help lines for each school and training the office staff in the distance learning platforms.

For Science and Social Studies, students will access the physical textbooks sent home as well as high quality online resources the teachers will integrate into lessons. We will devote this fall to completing our K-8 science and middle school English textbook adoption process and will have the opportunity to pilot the digital resources of all of our curriculum choices. Where gaps exist in online textbooks, such as with our social studies curriculum, teachers will use synchronous lessons to guide students through textbook readings, will use their document cameras to share texts and other materials with students in Zoom, and will design standards-aligned lessons using primary source documents available on the internet.

Should we have the opportunity to transition from distance to hybrid or fully in-person learning, students will continue to access the curriculum the same way that they have during distance learning. They will have hard copies of books but also online access to the same resources. With all students having a Chromebook, if we transition to a hybrid, students will be able to bring their Chromebook back and forth to school on days when they attend in person.

## Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Ensuring that all students have reliable access to the internet and a proper device for engaging in synchronous lessons and completing asynchronous work has been a top priority for our district in the past few months. In early August, we notified all families that for distance learning, all students would need a Chromebook or laptop and internet access. Combining our existing Chromebook carts, newly purchased Chromebooks, and 500 donated devices along with hundreds of hotspots, our technology team was able to check out Chromebooks to all who requested them during device distribution days at each school and enabled each school office team to check out more devices as the need arose. The week before school started and through the first weeks of school, teachers, principals, and community liaisons continued to remind parents that all children needed their own device.

In addition to providing devices, our district launched an intensive parent academy. The week before school, all principals hosted coffee chats in which they explained the daily schedule, which includes 3 to 4 hours of synchronous lessons, and clarified the expectations that students would need to be able to log into our Single Sign On Portal and use Google Classroom and Zoom, and that parents would need to use Class Dojo. Our Assistant Superintendent of Educational Services worked over the summer with a cadre of teacher technology leads, who created a video library for parents in English, Spanish, Vietnamese, Cantonese, and Mandarin. This team then hosted twelve parent workshops, covering all five major languages in our district, showing parents how to use Zoom, Google Classroom, Class Dojo, and iReady. The videos are housed on our new RSD Distance Learning Website, making it easy for parents to find how-to videos that show our own Single Sign On and the exact path students will see.

Our school offices also opened for visitors, so parents needing help connecting could come to the school site for support. A training for office staff held on the fourth day of school was essential so that they could help troubleshoot when parents call or come by the office.

Teachers, administrators, and front office staff have been carefully monitoring attendance and participation and following up daily with any family of a student who has missed a synchronous class to find out the reason. Where connectivity is an issue, schools or the technology team will issue new devices or hotspots or help show students or parents how to navigate the Chromebook or learning platform. When absence or lack of work completion is due to something else, school staff addresses the cause and tries to help the family, referring to counseling or offering advice as needed.

The weekly engagement record is another tool we are using to ascertain student and family needs to ensure that students are accessing the curriculum and learning. Each Friday, teachers review the attendance in synchronous lessons and asynchronous work from the week and note any concerns for follow up support. The support team at each site then reviews the notes, follows up with the families of students who are not engaging to determine what the barrier is, and records the actions taken.

## Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Our distance learning schedule is heavy on synchronous learning. At the elementary level, teachers engage in whole group, small group, and 1:1 synchronous lessons for approximately 300 minutes each day. During live lessons held through Zoom, students are expected to have their cameras on and their names accurately displayed. Teachers take attendance and make notes throughout the lesson on student engagement. During live lessons, teachers also check for understanding using Zoom tools such as the chat box and polls, have students enter responses teachers can monitor in real time through Pear Deck and Google Docs, and informally observe student work in breakout rooms and small group discussions. The synchronous lessons are complemented by additional asynchronous work which students complete using instructional software, such as iReady and IXL, Flipgrid, or Google documents, which the teachers then check in the afternoon to identify how they need to adjust instruction.

Teachers take attendance daily, marking students present if they have attended synchronous lessons or completed asynchronous work. Office staff makes notes if there has been contact with the parent or guardian indicating that the student was attempting to participate but has had a technical difficulty. Teachers also input grades into their gradebooks for in-class and asynchronous assignments at least twice per week.

To measure the time value of pupil work, teachers post in their Google Classroom each day a daily agenda listing the assignments and activities for both synchronous and asynchronous work and the time each will take. Principals will review these agendas to ensure that the instructional minutes align to our schedules. Each morning, from 8:00-8:30 am in elementary school and 8:25-8:55 am in middle school, while students complete independent work and log in to Google Classroom, teachers will review asynchronous work from the previous afternoon to help them make any adjustments needed for the day's lessons and identify students who will need support during 1:1 or small group instruction in the afternoon.

To monitor this participation at the district level, teachers will complete and certify a weekly engagement record in which they certify the time value of assignments and asynchronous lesson activities as outlined in a daily agenda of all synchronous and asynchronous activities posted in google classroom and the attendance record for each student indicating their level of participation in synchronous and asynchronous activities. A districtwide meeting with all teachers and follow-up meetings at each site helped teachers to norm on how to estimate the time value of assignments.

## Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

The Educational Services Department in collaboration with the instructional sub-committee made up of administrators, teachers and staff from preschool, elementary and middle schools, including special education and after school education staff, developed guidelines, tools, and training to support teachers outlined in the Distance and Hybrid Learning Plan that was approved by the teacher's union and Board of Trustees. Educational Services recruited a team of teachers with educational technology expertise to plan and provide professional development trainings prior to the first day of school for teachers and staff on using educational technology tools. Parent educational technology trainings was also provided during the evenings and Saturday. The workshop training sessions were recorded and uploaded on the newly created RSD Distance Learning website for parents, students and teachers to use as a self-paced learning resource. The resources and videos for parent resources are translated into Spanish, Vietnamese and Chinese. Educational Services will also continue to offer professional development for designated and integrated English Language Development. Student Support and Special Education Services will also provide ongoing professional development for increasing parent communication, social emotional learning, in person and remote assessments and IEP do's and don'ts.

Each Friday, there is a built in time for weekly staff team meetings and grade level professional learning communities. Teachers also have time every morning and afternoon for lesson planning and collaboration so colleagues can support one another.

Educational Services is utilizing *"The Distance Learning Playbook"* by Doug Fisher, Nancy Frey and John Hattie as a guide to delivering high quality teaching and learning using research-based strategies that have the greatest impact on increasing achievement. Each Monday, Educational Services will have a book club Professional Learning Community with principals and administrators to discuss what works best in distance learning and select sections from the book along with video examples for principals to share with their teachers during their Friday staff team meeting and PLC times. There will be a focus on effective use of digital learning tools, balanced assessment practices, and engaging instructional strategies designed to help students gain a deeper understanding of the essential standards.

All staff will receive training in strategies that support a positive school climate by integrating practices that support student and staff well-being, prioritize relationships and create a safe place to learn.

## Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

COVID-19 and the resulting transition to a distance learning model have significantly impacted the roles and responsibilities of staff across the district. In some cases, new roles and responsibilities are still being defined (or refined) and will continue to evolve as the district prepares to reopen sites for in-person instruction.

Early Childhood and After School Education and Safety (ASES) Educators have been temporarily reassigned to support classroom instruction, especially small group or 1:1 instruction. The additional support from reassigned staff will focus primarily on the most vulnerable students in primary grades, students with disabilities, English Learners, and homeless/foster youth.

Other staff members such as noon-duty lunch aides have been temporarily repurposed during distance learning to support meal distribution or classroom instruction. Community liaison responsibilities have been shifted to support contacting students and parents as well as be the first point of contact for social emotional supports.

## Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

**Support for English Learners:** Our primary supports for English learners will be through strategic daily integrated and designated ELD, as described below. Designated ELD will focus on oral language (listening and speaking). We have provided and will follow up on professional development to both teachers and instructional support staff on technological tools that can be used for oral language instruction and feedback, including use of Zoom breakout rooms and Flipgrid. A professional development series focusing on integrated ELD will take place at all schools this year. This series will include practice with our upgraded EL progress monitoring system, which uses the OPTTEL rubric to measure EL students' reading, writing, speaking, and listening skills and guides teachers to identify focus areas for instruction.

As outlined in the Los Angeles County Department of Public Health K-12 Reopening Protocols, we will be inviting small pods of English Learner students for on campus targeted instruction beginning September 21, 2020.

To ensure that our English learners have access to the technology needed for distance learning, our district team and each school principal conducted a series of parent workshops in five languages on how to help students access technology platforms, how parents can view student work and progress, what assessments look like in the remote setting, and how to communicate with teachers. Communication tools like Blackboard Connect and Class Dojo were selected in part for their interpretation capabilities. Each school team tracked student participation starting on the first day of school and conducted outreach in students' home language for anyone who was not connected. During June and July, the four-week summer program the district hosted for English Learners and students with disabilities presented the opportunity to get a head start on helping students get connected and comfortable with digital learning tools and synchronous lessons. Smaller class sizes allowed teachers more time to explain the technology to students. We had a physically distanced drop in center for parents to come get help with devices and how to navigate them. Currently, school offices are open for support by phone and in person, safely distanced. Our community liaisons are available to help translate technology assistance into Spanish, Vietnamese, Mandarin, and Cantonese.

**Elementary English Learners:** Integrated English Language Development (ELD) will be taught along with the content area lessons in all formats (live/synchronous lessons, live in-person lessons, and asynchronous lessons). This instruction will focus on language skill

development to support content instruction, using the ELD standards to amplify the Common Core State Standards (CCSS) and Next Generation State Standards (NGSS). Integrated ELD instruction will include strategies such as structured academic discourse with modeling, direct vocabulary instruction in language of the discipline, explicit grammar instruction to support content writing or reading, language scaffolds like sentence frames, and time for students to apply new language skills with corrective feedback.

In addition, all ELs will receive at least 30 minutes of instruction dedicated to Designated ELD during the school day as part of their daily schedule. In Designated ELD time, students will be grouped by EL proficiency level to receive targeted instruction aligned to the California ELD standards. The primary curriculum for elementary Designated ELD is *Wonders ELD*, with Imagine Learning as a support for newcomers.

**Elementary ELD in a Hybrid Model:** For Integrated ELD when in the hybrid model, language instruction will be incorporated into math, ELA, science, and social studies synchronous and asynchronous lessons. When students are on campus, designated ELD will be taught as a 30-minute block within small groups of ELs organized by level within their own classroom. Students who are at home will engage in asynchronous ELD with guidance from the teacher through recorded lessons and independent practice. EL students who are enrolled in a full distance learning program while the school is in hybrid mode will receive daily Designated ELD through live virtual instruction with a teacher.

**Elementary ELD in Distance Learning:** During full distance learning, designated ELD will be taught for 30 minutes during live/synchronous lesson time. Teachers will all post a class schedule in Google Classroom that denotes when designated ELD is happening. Schools and grade levels (with principal approval) will select from one of several formats for elementary designated ELD. For example, all students on a grade level will join one Zoom at the same time, with students broken into Zoom breakout rooms by level with a teacher for Designated ELD. All options include: 30 minutes are scheduled explicitly within the school day; differentiation by student ELD level; focus on ELD standards; and lessons that tie to content (primarily ELA content).

**Elementary English Learners:** Integrated ELD will be taught along with the content area lessons in all formats (live/synchronous lessons, live in-person lessons, and asynchronous lessons). This instruction will focus on language skill development to support content instruction, using the ELD standards to amplify the CCSS and NGSS. Integrated ELD instruction will include strategies such as structured academic discourse with modeling, direct vocabulary instruction in language of the discipline, explicit grammar instruction to support content writing or reading, language scaffolds like sentence frames, and time for students to apply new language skills with corrective feedback.

In addition, all middle school ELs will receive Designated ELD instruction daily during Advisement from 9:00-9:20 each morning. ELs will be enrolled in an ELD advisement according to their English language proficiency. ELD Advisement teachers will engage in professional development each quarter to collaborate on the instructional routines for their Designated Advisement classes. The Designated ELD advisement will use the Grades 7 and 8 ELD standards as the basis for instruction that will support the ELA class content.

**Middle School ELD in a Hybrid Model:** For Integrated ELD when in the hybrid model, language instruction will be incorporated into math, ELA, and sci/social studies synchronous and asynchronous lessons. On days when students are on campus, Designated ELD will be taught during the Designated Advisement period (scheduled by proficiency level as described above). Students who are at home will either join the students at school via Livestream or engage in asynchronous Designated ELD Advisement with guidance from the teacher through recorded



lessons and independent practice. EL students who are enrolled in a full distance learning program while the school is in hybrid mode will receive daily Designated ELD through live virtual instruction with a teacher.

**Middle School ELD in Distance Learning:** During full distance learning, designated ELD will be taught daily during live/synchronous lessons during the Advisement period.

**Support for Newcomers:** Rosemead teachers have received training in GLAD and SDAIE strategies to help them support students with limited English. In weekly Professional Learning Community meetings, teachers preview lessons and discuss how they will scaffold instruction for newcomers. All newcomers in our district also utilize the Imagine Learning Language and Literacy software, which uses primary language support for directions until the students' English develops. During distance learning, elementary newcomers receive designated instruction with the English language development specialist. This specialist also collaborates with each homeroom teacher to plan supports and scaffolds for instruction when the newcomers are learning alongside their more English proficient peers. The core ELA curriculum, *Wonders Reading*, has a Newcomers ELD component to support both designated and integrated instruction. At the middle school level, newcomer students and students who have been in the country less than two years who do not have the language skills needed to access core ELA are enrolled in an ELD Language Arts 7 or ELD Language Arts 8 class in addition to their designated ELD advisement. Their teachers will use National Geographic's *Inside the USA* and *Inside Level A* curriculum to teach basic interpersonal communication as well as academic language skills.

**Support for Students with Mild to Moderate Disabilities:** Support for students with disabilities will be provided by the Special Education and Student Support Services Department to reinforce learning for all students, including students with disabilities, via remote learning platforms. The District will be using Google Classroom as its Learning Management System. The Special Education department will work in collaboration with other departments to ensure all students have access to curriculum and instruction as well as related support services. Special Education service providers will develop and expand their online classrooms to continue to serve students in accordance with each student's Distance Learning Plan. Education Specialists and other special education service providers will contact parents to develop and/or revise their child's/children's Distance Learning Plan. Support will be provided for teachers in providing specialized and differentiated daily content lessons to students with identified disabilities to make curriculum accessible. Psychoeducational evaluations will be conducted in accordance with Center for Disease Control ("CDC"), California Department of Education ("CDE"), and Department of Public Health ("DPH") physical distancing guidelines, being mindful of assessment tools specifications and student needs. The Special Education Department is collaborating with special education teachers and related services providers to build capacity for provision of IEP services through multiple modalities specific to each student including but not limited to Google Classroom, web based instructional materials, videos, and specialized learning materials. In addition, the district has procured supplemental instructional materials and made them accessible to teachers to meet the needs of each student based on their Individualized Education Program/Distance Learning Plan. Education specialists will continue to collaborate with general education teachers, related service providers, outside agency providers, and administrators to provide appropriate supplementary aids, accommodations and modifications for students to access general education curriculum. In addition, education specialists will collaborate with families through phone conferences and emails and offer regular office hours to both families and students as needed. Education specialists continually monitor student progress and adjust services as needed as reflected on the remote learning plan.

Lastly, Special Education staff will continue to provide all regular duties and responsibilities as mandated by SB 98 to the greatest extent possible.

As outlined in the Los Angeles County Department of Public Health K-12 Reopening Protocols, we will be inviting small pods of students on an IEP for on campus targeted instruction beginning September 21, 2020.

**Support for Students with Moderate to Severe Disabilities:** In addition to the supports listed above, students with moderate to severe disabilities will be supported through the use of a new modified curriculum that is web-based and can be accessed remotely (Unique Learning Systems).

**Support for Low Income, Foster and Homeless Youth:** District staff is collaborating with Los Angeles County DCFS and LACOE to implement data match procedures in an effort to ensure that all foster youth are correctly entered into the student information system. In doing so, staff will be able to effectively monitor FY student engagement and response to supports and adjust as needed. Staff will support families in transition with enrollment and registration as well as technical support for internet access and devices. In addition, we refer families to community based food assistance programs and resources, transportation assistance, as well as housing, medical, and dental assistance referrals. RSD is collaborating with the City of Rosemead, local grocery stores and churches for monthly food distribution.

**Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]**

Description	Total Funds	Contributing
Devices: Chromebooks made available for all students who need a device to access distance learning at home	\$80,000	N
Districtwide refresh student Chromebooks and portable Wi-Fi hotspots for students who need access to the internet at home such as foster youth, students experiencing homelessness, and low-income students	\$110,000	N
Additional technology to support teaching in Distance Learning: smart video cameras for live streaming, headsets, microphones, cables, and devices for staff.	\$161,000	N
English Learner Support: Maintain staffing of EL Specialists who provide designated ELD to newcomers and lesson support for all English Learners	\$421,439	Y
Instructional Leads/Trainers: Maintain existing staffing and supports to facilitate effective delivery of research-based, standards-aligned instructional practices for low-income students. Expand professional development efforts to meet distance learning context needs including, but not limited to, effective use of essential standards documents, integration of SEL practices, use of learning management system, and implementation of targeted small group and individual sessions	\$33,000	Y
Resident artists and art supplies for Arts/STEAM instruction during the school day to promote well-rounded students	\$81,000	Y

Professional Development: PD Days for teachers focused on technology, integrated ELD, data analysis, and instructional planning for learning acceleration	\$600,042	Y
Collaboration Time: Fund substitutes to allow teachers to collaborate with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessing and addressing learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID	\$7,000	Y
Parent trainings/workshops to support learning at home: registration fees for parent institute, speaker fees, and materials	\$6,000	Y
Parent Outreach: Continue and increase hours for community liaisons to support parents and families with additional needs due to pandemic	\$124,000	Y
School Psychologists/Counselor/Wellness Staff: Continue to address the social emotional needs of students and staff to keep students engaged and healthy	\$205,474	Y
Special Education Para educators, Behaviorists, Speech & Language Pathologists: Continue providing appropriate staffing for both position types and adapt delivery of services and supports to distance learning context	\$1,000,000	N
Activities to support ELs and SWD being on campus every day if in hybrid mode or even in distance mode with permission (setting up extra classrooms, supervision by bilingual staff who can help with asynchronous work) Additional instructional aide hours to support breakout rooms for designated ELD	\$50,000	N
Science Curriculum: Adopt better science curriculum that has online digital access for distance learning and printed text for every student to take home	\$300,000	N
Purchase of additional e-resources to allow teachers and students access to supplemental curriculum: Renewal of iReady, Accelerated Reader, IXL, Mystery Science, Imagine Learning, and other teacher resources.	\$200,000	Y
Purchase of additional digital tools to enhance distance learning engagement and provide resources for asynchronous assignments: Screencastify, NearPod, and others	\$69,558	N
Purchase other support tools for digital and telephonic parent communication: Parent Portal and Blackboard Connect Communication	\$100,805	Y
Increase Consistent & Available Translators for the district and schools to provide oral interpretation at meetings and written translation of parent communication	\$20,000	Y

## Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

### Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Last year, our district began to develop a Multi-Tiered System of Supports for academics. This work will be utilized in all learning models (distance, hybrid, and in-person learning): teachers and administrators will review assessment and engagement data to identify students who need additional support. Given that our schools are all schoolwide Title I, with 70-90% students qualifying for free/reduced priced lunch, our approach is focused on low-income students and students whose families speak a language other than English. Community liaisons will regularly check in with and examine the data of foster youth and unhoused students; administrators, EL specialists will carefully examine the data of English learners and reclassified students; and administrators and special education case managers will analyze data and service logs of students with IEPs; and administrators and classroom teachers will analyze the data for low income students. When a student is falling behind, our staff will reach out to the school team to make a plan to more effectively leverage our learning loss strategies.

Our first strategy for addressing learning loss is to build acceleration into pacing plans for core subjects by identifying pre-requisite content knowledge and skill gaps. To support students in mastering grade level standards, we will need to adjust our scope and sequence and the pacing of our district curriculum. To fill in gaps left from lost learning in the spring, teachers will focus on teaching grade level skills and standards and will strategically add instruction on just-in-time skills, concepts, or prior knowledge needed to access grade level lessons. Pre-assessments will be used at the beginning of each unit to measure the concepts and skills students need for any given unit of grade level instruction. Teachers will then add lessons on essential knowledge or skills just prior to when students need them for that unit, filling in most critical gaps not in isolation but at the moment when they are needed. Taking advantage of time for small group and 1:1 instruction built into our distance learning schedule, teachers will be able to provide additional support to small groups and individuals when needed. If permitted to bring cohorts onto campus for small group instruction, our teachers will bolster grade level instruction with lessons on prior knowledge and skills that are missing for students who are most behind.

To support the identification of skills to prioritize and teach, grade level collaboration at the elementary school level and course level professional learning communities at the middle school level will meet at least weekly to examine student data and co-plan. Districtwide professional development days will be devoted in part to guided analysis of benchmark data and facilitated co-planning and analysis of essential standards as outlined in documents such as *Achieve the Core's Priority Instructional Content in ELA and Math*.

We are leveraging effective practices identified in the *Distance Learning Playbook* to provide coaching and professional development to our teachers to implement high quality Tier 1 instruction through distance learning. We will also leverage adaptive software including iReady in ELA and math (K-6), Freckle Math and IXL (7-8), and Imagine Learning (K-8 for English language learners at emerging). This software allows teachers to use real-time data on student performance in the programs to select differentiated teacher-directed lessons math based on student proficiencies in reading, math, and language development.

Our distance learning schedule includes small group instruction. At the elementary level, asynchronous time built into the school day allows teachers to pull small groups of students into Zooms for extra support targeted to their needs. Special education service providers can work with students with IEPs. At the middle school level, students attend a daily advisement period each morning focused on their needs. English language learners receive additional instruction on the ELD standards in classes programmed by ELD level; students who need extra instruction in prerequisite math skills attend math-focused advisements, and students with special needs receive specialized tutoring focused on their IEP goals during this period.

Finally, we are planning programs to provide students additional opportunities to learn through academic enrichment focusing on literacy, math, and science. Once we are allowed to return to campus, we plan to expand our summer school program and provide before and after school small group intervention. We have tentatively planned for a Mandarin Intensive Program to bolster the Mandarin language skills for students in our new dual language Mandarin immersion program. In the meantime, we are utilizing tutors to provide one-on-one supports to students who may be academically behind while we are in distance learning.

## **Effectiveness of Implemented Pupil Learning Loss Strategies**

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

To evaluate the effectiveness of our approach to accelerating learning, we will monitor student progress and achievement. The iReady and STAR diagnostic assessments we will administer every three months allow us to track both achievement and growth compared to national benchmarks and norms. By uploading data from various assessments into a database (School City/Illuminate), we can disaggregate data by subgroups to identify trends and direct supports. If we notice trends among students indicating that a grade level, class, ethnic group, etc. is making less progress toward proficiency than others, we will know a change is needed. Similarly, if we see that our students are progressing more slowly than students nationally (as indicated by iReady and STAR data), we will seek new solutions and strategies.

The English language development monitoring tool we have developed, which incorporates the OPTEL (the Observation Protocol for Teachers of English Learners) as well as ELPAC practice items will help teachers identify the effectiveness of integrated and designated ELD instruction.

Use of interim SBAC assessments, including Focused Interim Assessment Blocks, will help us to assess progress towards standards mastery. Practice CAST questions will support evaluation of our approach in science for grades 5 and 8.

Finally, teachers will monitor student work each day and evaluate it formally twice a week. In grade level-alike and course-alike teams, teachers will compare results of common formative assessments and share best practices.

## Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Distance Learning Playbook will be utilized in coaching and professional development for teachers to improve instruction using high leverage strategies to increase achievement for low income, English Learners and at-promise students. Purchase book with digital resources for all teachers and administrators.	\$4,500	N
After School and possible Saturday intervention classes taught by credentialed teachers to support struggling early readers, English Learners, and at-promise students	\$132,506	Y
Data Dashboard and Software Tools: Maintain a data system to support implementation of the district's common assessment program and allow teachers to analyze. Purchase data warehouse and visualization software to quickly identify students who have become at-promise or are falling behind and to identify when students are progressing even if they are still below level and track English Learner progress.	\$24,000	Y
Summer Programs: Provide 4-week supplemental summer school taught by credentialed teachers in June-July 2021 for students entering kindergarten, Title I students who are academically behind, English learners at emerging and expanding levels of proficiency, and other at-promise students to fill academic gaps.	\$80,000	Y
Special Education Summer Programs: Provide summer academies for students with disabilities	\$134,402	N

## Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The district psychological services team curated a new Social Emotional Wellness webpage with school-based and community-based resources for students, parents, and educators. District will implement a 3-Tiered model to support social emotional well-being of students, parents, and staff. Staff can access the resources found on the new webpage to help support students with Tier 1 levels of support. In addition, users can access the referral process to be used in order to connect students with targeted or intensive supports.

We are also partnering with Care Solace, a third party agency which will work to connect social, emotional, and mental health providers with students, families and staff. We will be able to monitor referral process effectiveness by tracking the number of referrals and actual connections made with mental health providers.

**Examples of Universal Supports:** Leader in Me/7 Habits; Check-ins with every student by teachers/staff; Incorporating SEL practices into virtual classroom/curriculum



**Examples of Targeted Supports:** Social Skills Group; SEL Group; Check In Check Out (CICO); Specific Groups: Trauma/Anxiety/Anger Management

**Examples of Intensive Supports:** Individual Counseling; Referral to Outside Agency

The Special Education & Student Support Services Department will convene regular meetings with community based mental health providers to review referrals, caseloads, and discuss the necessity for any additional resources to fully meet the needs of referred students. Professional development workshops and resources will be provided in the area of Trauma Informed Practices to support staff as they work to engage students and families through this pandemic.

## **Pupil and Family Engagement and Outreach**

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

School staff will identify students who were disengaged during Spring 2020 distance learning. Staff will connect with families of students and determine student and/or family needs to ensure continuous engagement. Staff will connect families with appropriate services to meet those identified needs. District will provide parent education on how to best support their children in the current learning model. Staff will closely monitor student attendance and participation.

RSD will implement a 3-Tiered model to support student attendance and engagement. Please see below for sample strategic actions/interventions within each tier of support:

### **Tier 1:**

District staff will establish positive attendance expectations through PBIS and parent webinars. RSD will establish a protocol for tracking student attendance and will assign specific duties/responsibilities for comprehensive attendance monitoring and response to designated staff at each school site. Daily participation will be measured through review of evidence of participation in online activities, completion of regular assignments, completion of assessments, and contact between district employees with students and families. The district will ensure that the weekly engagement record is completed for each student documenting synchronous and asynchronous instruction for each partial or whole day of distance learning, verifying daily participation and tracking assignments. Attendance clerks and school community liaisons will conduct daily phone outreach for absent students. Their outreach will also serve as one method of identifying students who may need social emotional supports. School staff is prepared to provide Social Emotional Learning for all students.

### **Tier 2:**

School staff will conduct additional phone outreach in an effort to identify additional barriers for learning for any student who has not accessed online courses or participated 3 days or 60% of instruction per week in accordance with guidelines in SB 98. Staff will promote a

culture of attendance with students, parents, and the local community. They will identify and respond early to patterns of chronic absenteeism or truancy. Staff may call/text parents, call/text students, email parents and students, send a letter via US Mail or conduct a home visit. Staff will connect families with staff and community partners who can address these barriers for learning, including but not limited to:

- Referrals for counseling
- Support from technology services
- Teacher intervention
- Online attendance conferences
- School Attendance Review Team
- Additional connection to resources

### **Tier 3:**

In the event that students do not respond to interventions, school teams may move forward with a review by School Attendance Review Board (SARB) which will focus on the provision of supports and intervention rather than punitive measures. SARB objectives include:

- Re-establishing clear expectations
- Reviewing previous interventions
- Uncovering additional barriers to learning
- Assigning interventions and support
- Potential referral to District Attorney's Office

## **School Nutrition**

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Weekly meal service was provided throughout the Spring school closure and continued through the summer. During Fall Distance Learning, Nutrition Services is continuing to offer meals through a drive-through, touch-less pick up at each school. Nutrition Services will continue implementation of key operational procedures developed during the spring school closures that continued through the summer months that ensure safe and effective meal delivery services. These include use of a drive-thru process that ensures 6-10 feet of social distancing for staff and community members, use of appropriate personal protective equipment (PPE) by all staff, and clear signage at all distribution points to reinforce social distancing practices and now use of masks for community and staff required per state and county health orders. Families can

pick up 5 breakfast and 5 lunches each week. Family Meal ID Cards were mailed out to all families that qualified for free and reduced meals prior to the first day of school to identify students. All families received a list of meal services that are available. Families are able to pick up meals for all students in their household at one location, regardless if they go to different schools. Meals meet USDA guidelines for the School Breakfast and National School Lunch Program.

During Hybrid Learning, students will be able to pick up breakfast and lunches for distance learning days, and receive meals on campus during in person learning. Students that opt for continued Distance Learning will be able to continue pick up of breakfast and lunch for five days a week. When in person school returns, food will be available at all campuses. If students remain in Distance Learning, meal pickups will continue. Students that qualify for free and reduced price lunches are receiving meals at no cost. Families that do not qualify will be charged through the student account.

Rosemead City, local grocery stores, and churches have and will continue to provide food banks for families who are in need every month.

On August 31, 2020, USDA extended the waiver to provide free meals to all children 18 years and younger through the Seamless Summer Option. Rosemead School District will take advantage of this extension and offer all Rosemead students free breakfast, lunch and supper effective September 9, 2020 through December 31, 2020.

**Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]**

Section	Description	Total Funds	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, packaging materials, and Personal Protective Equipment.	\$120,000	N
Mental Health and Social and Emotional Well-being	Leader in Me and PBIS: Trainings/coaching and materials for a classroom culture and support system that creates a positive learning environment	\$76,000	Y
Mental Health and Social and Emotional Well-Being	Health Staff: Staffing and supports to provide critical health information, workshops for parents on preventative care, referrals, and support. Support district's broader efforts to educate the community about	\$312,202	Y

	COVID, support contact tracing, and engage in direct outreach especially to students and families who do not have regular access to health care.		
Student/Family Engagement and Outreach	School Office/Community Liaison and Student Support Services: Staffing and supports to provide students and families a centralized access point for support services including, but not limited to, monthly food distribution in conjunction with monthly Rosemead City Food Bank, clothes distribution, referrals to community support agencies, parent education classes.	\$63,341	Y

### Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
21%	\$6,283,865

### Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Rosemead School District comprises five schools which are schoolwide Title I. Over 80% of our families districtwide qualify for free or reduced lunch. Our students come predominantly from homes where a language other than English is spoken: 40% of our students are English learners, and another 20% are IFEP or RFEP. We have foster youth and “parachute” students in our district as well. We analyzed attendance, participation, and technology access data from the spring to help us understand the needs of our unduplicated pupils. When evaluating our programs to determine where additional support is warranted, we designed our actions with these student groups in mind.

**Instructional and Assessment Materials:** Our efforts at distance learning in the spring revealed that our English learners, foster youth, and low income students were less successful in navigating the hodgepodge of online and hard copy materials they were being asked to use. For the new school year, we needed a more coherent way to deliver instruction. Streamlining our approach to use fewer learning platforms (Google Classroom) makes it easier for parents who do not speak English and who are not tech-savvy to support their children. Moreover, unduplicated students are at a higher risk of learning loss without the instructional strategies and materials that target their specific areas of need. We needed tools to help teachers differentiate supports for ELs and at-risk students who were more likely to fall behind when

accessing lessons remotely. Instructional software that is computer adaptive (including iReady, IXL, and Accelerated Reader) helps all students, but especially unduplicated pupils who are more likely to be academically behind. Another essential tool for monitoring our unduplicated pupils to make sure we are supporting them is a suite of diagnostic and progress monitoring assessments. iReady and STAR assessments, along with SchoolCity/Illuminate and Multiple Measures, allow teachers and school teams to spot trends and students needing additional supports. We can disaggregate data by groups to make sure our UDPs are getting the additional supports they need.

**Professional Development:** Unduplicated students are more likely to have fewer opportunities for academic support or access to resources outside of what the school offers. Workshops to support teachers' skills in using technology and teaching in a remote environment have been offered to all teachers. The benefits of these professional learning opportunities will be felt most strongly by English learners, who rely on their teachers to help them develop their academic language skills, and low income students, who are more likely to experience learning loss without high quality instruction. In addition to focusing on using technology for engagement in distance learning, professional development this year will build teacher and staff capacity to apply differentiated instructional strategies and provide effective integrated English language development, both important for unduplicated pupils. Teachers and staff will also receive time for collaboration and lesson plan design, which will be important for collaboratively planning designated ELD time (which is coordinated amongst the grade levels) and interventions for students needing targeted small group instruction. Instructional leads also support professional development by planning, facilitating, and giving input into supports for teachers, particularly in the areas of literacy and distance learning for our at-risk, low income students and English learners. Instructional leads will, through a trainer of trainers model, bring back to their sites and grade levels revamped curriculum maps and instructional best practices to support our most needing subgroups. Teachers will be paid for six supplemental professional development days.

**English Learner and Intervention Specialists:** English Learner students have unique learning needs. Their ability to access the content is challenged in a distance learning environment. To best support their needs, each school has an English Learner specialist that works directly with students learning English as a second language to develop their English proficiency and target instruction. These specialist teachers also support Tier 2 interventions, which predominantly impact low income students and foster youth.

**Parent Outreach:** Collaborating with our parents, who play a larger role in supporting student learning in a distance or hybrid model, is more important than ever. While the outreach efforts outlined in this plan are used by all parents, they are most essential for parents who would not understand or be able to participate in school meetings or support their children without the efforts due to language barriers or lack of confidence in calling the school for help. Hosting parent meetings online with translation channels, which is possible with our additional translators and Zoom Education accounts, has greatly increased participation amongst parents, allowing us much greater access to parents' needs, ideas, and feedback. Community liaisons at each school and at the district level who speak parents' language call parents of students who are not engaging to find out what they need and connect them with resources. Blackboard Direct makes it easy to send parents information by email, text, or phone in the home language, and our parent portal makes it easier for parents to access student information such as test scores, grades, and attendance data without us relying on mailing paper home. While these tools serve all parents, they are especially important for parents of English learners who do not speak the language. We are also finding that many low income families have moved during the pandemic. Email and cell phone numbers tend to be more stable, so using Blackboard to communicate has been helpful.

**Mental Health Supports:** The pandemic has exacerbated the stresses related to poverty and being a new immigrant to this country. COVID-19 infections and lay-offs in Los Angeles County disproportionately affect low income people, and the interactions in the community so helpful to immigrant families have been limited by the stay-at-home orders. Partnering with CARE Solace, a mental health concierge service, will allow our families to be connected quickly with mental health agencies and providers. Our psychologists and counselors will attempt to be a support for our families by providing counseling, developing and training our teachers and school teams in a system of supports for mental health, and training our employees in Trauma Informed Practices. Community liaisons also will support our unduplicated students by connecting them with mental health treatments and basic needs such as food and housing without which parents cannot support their children emotionally. Finally, continuing our work with Positive Behavior Interventions and Supports (PBIS) and the Leader in Me will help us to help students to thrive through the uncertainty of this year. Low income students and foster youth, whose home lives may be disproportionately impacted by the pandemic, or who may be less likely to volunteer for leadership positions, stand to benefit from these programs. In addition, to support the physical health of our students, many of whom do not have health insurance, we fund a nurse practitioner to work at each school site to advise parents about health and nutrition.

**Additional Opportunities to Learn:** We have planned a number of in-person classes for students for whom distance learning is likely to lead to great learning loss. After school and Saturday classes will be planned, with priority given to our unduplicated pupils. These intervention classes will focus on helping students to catch-up to grade level standards as well as accelerate English language development for ELs.

**Arts Enrichment:** Most of our students, coming from low income backgrounds, do not have the opportunity to attend arts programming outside of school. We intend to bring resident artists to teach art lessons to our students, as well as to model art instruction which the classroom teachers will continue after the residency ends. This program will enrich our low income students' vocabulary, appreciation of art, and brain development.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

**Distance Learning Program:** We will increase and improve the learning opportunities for our unduplicated pupils by bringing small group cohorts of students to campus during Distance Learning. The instructional focus will be to provide high quality instruction on essential standards and accelerate the learning. English learners and low income students who are not engaging effectively in distance learning will be prioritized for these small groups.

**Pupil Learning Loss- Professional Development:** The overwhelming majority of Rosemead School District students fall into unduplicated student groups. Studies indicate that in order to close the achievement gap between these students and their more advantaged peers, teachers need to be knowledgeable about how to provide individualized and differentiated instruction, English Language Development, and interventions in the classroom. In reflecting on our teachers' attempts to reach English learners and low income students via Distance Learning last spring, we recognized that professional development focused on effective strategies to engage students, facilitate academic discourse and English language development, and differentiate instruction is needed. We will improve the instruction unduplicated pupils receive by providing time for professional learning communities each week and six additional days of professional development for teachers



and staff focused on research-based strategies to address learning loss and needs of unduplicated pupils. Our instructional leads provide support for our professional development program. For this year in particular, due to the challenges that COVID-19 has presented to students, families and staff, we will provide professional development for Trauma Informed Care.

**Supplemental Instruction:** We recognize that English learners, low income students, and foster youth are more likely to struggle with distance learning than peers with more resources or more English at home. For this reason, we are planning to provide more opportunities for students who need it via Saturday and after school classes when it is safe to resume in-person instruction. In addition, our arts program is a supplemental program for all students that will especially support low income students who have little access to the arts outside of school.

**Supplemental Instructional Software:** Demographic data reveals that 80% of Rosemead students participate in the Free and Reduced Lunch program and 40% are English Learners. These factors can produce additional challenges because families often do not have the resources to support their children with tutoring at home. Therefore, differentiating instruction in the classroom is critical to meeting the academic and language needs of all students, especially our unduplicated student groups. I-Ready is a researched-based program with proven success and will be utilized to support core instruction and provide at-risk students with more opportunities to overcome educational disadvantage factors and develop improved academic skills.

**Health and Social & Emotional Well-Being:** Research compiled by Paul Tough, among others, suggests that children who grow up in low-income environments tend to have more emotional and behavioral problems due to additional financial-related stressors. We will increase and improve the mental and social emotional supports for unduplicated pupils by providing wellness checks and lessons on social-emotional health. School psychologists and counselors train all of our staff in Trauma Informed Practices as well as provide direct counseling to students. In order to provide a positive school environment so that all students feel safe and can learn, our district is implementing the Leader in Me student leadership program. While this program provides all students with the opportunity to learn and develop critical leadership skills and everyday work habits that promote success, the Leader in Me program is especially helpful for the academic and social-emotional development of our foster youth and low income students who may be less likely to have opportunities for leadership outside of school. This program provides our students with essential skills and habits that they will use in high school, college, and their adult lives. With the move to distance learning, for example, the program has made space in the school day to help students learn about digital citizenship and leadership in virtual class meetings. In addition, to support the physical health of our students, many of whom do not have health insurance, we fund a nurse practitioner to work at each school site to advise parents about health and nutrition.

**Pupil and Family Engagement and Outreach:** To ensure high quality care and support to the families of low income students and immigrant students who are not fluent in English, we provide additional outreach and communication through funding community liaisons and translators. These personnel help connect our families to community resources, explain technology in a language parents can understand, and walk parents through school processes like participating in parent councils.

**School Nutrition:** Our district has been reaching out to unduplicated students and their families to encourage them to apply for free meals as well as providing them with the locations of the monthly Rosemead City Food Drive and other local food banks to ensure these families have food to eat. We are also providing a free supper program for all children under 18 from September 9 - December 31.

Several actions from the existing LCAP that are both (a) being implemented district-wide and (b) increasing or improving services for unduplicated students are being maintained in the 2020-21 school year.

**Additional actions not included in this plan to support English Learners:** We will improve the quantity of curricular supports for English learners by purchasing Imagine Learning Language and Literacy accounts for our emerging bilingual students. We will improve the quality of instruction for English learners by paying for substitutes for a four-part series of professional development for middle school designated ELD teachers and for monthly collaboration meetings with EL specialists at all sites. English learner specialists at each campus provide supplemental support for ELs directly and for the EL program through co-planning.

The California Teacher Induction Program (CTIP), formerly known as Beginning Teacher Support and Assessment (BTSA) training helps prepare teachers to teach effectively and manage all of the demands of the profession. This is especially important for serving our students from various economic, academic, and language backgrounds. All new teachers to Rosemead will be trained in the areas of classroom management, data analysis, differentiated instruction, and research-based practices to support all students. Given our student population, a significant emphasis in Induction mentoring will be on supporting our new teachers with addressing the academic needs of English learners and students from disadvantaged backgrounds.

**After School Enrichment:** Studies indicate that students who are struggling require additional time to catch up to their peers. Therefore, students from the unduplicated student groups benefit greatly from after school enrichment programs that supplement the instructional component of the regular school day. We have begun to offer online academic enrichment classes, although we hope to be able to offer more hands-on learning when we can resume in-person. S & C funds will be used to support this program.

**District Oversight and Guidance for Supplemental Programs:** To ensure that all schools are compliant with state and federal program guidelines, and to provide professional development to teachers on English language development and supporting at-risk students, we will fund an Ed Services coordinator to monitor time accounting, equipment inventory, implementation of the LCAP goals, and careful stewardship of CARES Act funds.

**Literacy and Technology Leads:** Research by TNTP shows that classrooms that served predominantly students from higher income backgrounds spent twice as much time on grade-appropriate assignments and five times as much time with strong instruction, compared to classrooms with predominantly students from low-income backgrounds. Keeping this in mind, our district is committed to identifying high quality curriculum and instructional approaches. We will provide stipends to teacher leads at school sites to support curriculum piloting and development, create a more robust formative assessment system, and implement and disseminate instructional best practices in four areas: math, science, STEAM, and literacy. These teams will collaborate to review curriculum, select assessments, and receive PD on best practices and will take the ideas back to their school sites. The instructional leads will enhance their own leadership skills, which we hope will assist with teacher retention, and will provide invaluable stakeholder input into curriculum and instruction decisions, benefiting all students, but especially low income students.

**Interventions:** In districts with high percentages of students representing the unduplicated count groups, it is particularly important to provide a wide range of interventions and additional support services to address their academic needs so that they may catch up to their peers and schools can close the achievement gap. In order to provide a comprehensive program of support to students needing additional academic

assistance, Rosemead offers a full day kindergarten as well as during-the-day and after-school interventions at the elementary and middle schools.

**Instructional Assistants:** Early childhood development is a critical component in laying a foundation for school success. Many of our students enter school without the foundational skills and concepts necessary to meet the academic standards for kindergarten. This is particularly true for low income students, English Learners and Foster Youth. Instructional aides in the classroom provide opportunities for one-to-one and small group instruction and early intervention-- even in distance learning. Supplemental funds will be used to employ 3-hour instructional aides in each TK and Kindergarten classroom as well as to pay for three supplemental professional development days for instructional aides to learn best practices for supporting at-promise students.

**Preschool:** According to a report written by the U.S. Department of Education (2016), underserved communities lack access to free quality pre-school, schools with high, challenging standards, and engaging teaching. We know that the foundation for future success is often linked to children's ability to attend pre-school. However, many of our families cannot afford it. Therefore, we will continue to pay for a preschool director to support our pre-K program and serve the preschool children in our district.

**Computer Lab Aides:** Research shows that disadvantaged students need additional support in order to overcome academic deficits. Technology is a tool which enables students to learn new skills and concepts. Funding computer lab aides will provide additional time for students to learn technology skills and develop computer related competencies. The lab aides will also provide students with more support using computer-based intervention programs. In the distance learning setting, lab aides teach lessons to students through Zoom while teachers are able to collaborate with grade level colleagues. Computer lab aides will also receive three supplemental professional development days for instructional aides to learn best practices for supporting at-promise students.

**Parent Portal and Data Management System:** The key to ensuring that all students have the opportunity to achieve high academic levels is to monitor their learning through ongoing assessments and analyze that data regularly to determine instructional plans and interventions when needed. A supplemental student database system is funded to help track the progress of students and provide essential information to teachers about their students' progress. This coming year, we plan to help parents access SBAC and ELPAC scores for the first time through the parent portal.

**Parent Involvement and Education:** With over 80% of families living in poverty, parent involvement can be a challenge for our families. Families living in poverty often work multiple jobs, may have limited English language skills, and in some cases may have had few positive experiences with their children's teachers or schools. These factors frequently work against a school's attempts to form relationships with families living in poverty. Studies indicate that the more that parents are authentically engaged in their child's education, the greater the likelihood of academic and social success for students. Rosemead School District will provide a wide range of school and district supports and opportunities to increase parental involvement in the schools, such as principal meetings, parent-teacher conferences, parent education nights, and other parent group meetings. Though our EL rate is approximately 40%, well over 80% of our parents speak a language other than English. It is therefore essential that we provide written and oral translations at all parent meetings for families who do not speak English fluently. We hire translators for written documents as well as utilize our community liaisons for in-person translation.

**School Counselors:** Research demonstrates that school counselors serve a vital role in maximizing student success. But many students do not get access to high quality school counselors that they need, and this is particularly true for students from low income families and students in precarious living situations, such as foster and homeless youth. We are also finding that some of our long-term English learners, who are academically behind, are expressing academic frustration and acting out, and some of our newly arrived English learners benefit from counseling to help them adjust to a new culture and environment and the changes in family life that a move to a new country has brought about. Supplemental funds will be used to provide counseling services in order to support the social emotional needs of students and ensure that students receive the counseling services they need.

**Enrichment Opportunities:** To support our English learners and low-income students in building background knowledge and vocabulary, developing 21st century skills such as collaboration and communication, and increasing their math, science, and engineering competencies and cultural knowledge, we will provide GATE programming and opportunities for enrichment for unduplicated students that include Mathletes, Engineering Fridays, and -- health conditions permitting-- field trips. These are experiences that students whose families have more resources can afford. We will also utilize our matching Arts Advancement Grant to provide students with opportunities to learn various art forms from Music Center's Resident Artists Program.

**PBIS:** Research indicates that a positive school culture is strongly related to increased academic achievement. Furthermore, it is the district's responsibility to ensure that all students are provided with access to the academic program. Students who struggle with behavior are often academically at risk. In order to promote a positive school climate where all students can learn effectively at all sites and ensure that students are not out of the classrooms for extended periods of time.