



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

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

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

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

Our Assistant Superintendent of Educational Services has been a guest at our joint District Advisory Committee and District English Learner Advisory Committee meetings in January of 2022 and November of 2021 to share updates on the LCAP and request input from the committees on how to use additional funds. The district is also holding monthly LCAP Community Meetings from January - May 2022 (January 12, February 9, March 9, April 13, May 11, with a combined DELAC/DAC on June 1), to provide updates on the implementation of LCAP action plans, progress toward outcomes and engaging educational partners in the development of the goals, actions and budget priorities in the LCAP.

The district plans to send out several new surveys in March/April 2022 to engage educational partners and seek additional input for how the district can better support student learning, provide social-emotional/mental health supports and effectively use additional funds. These surveys will include the new LCAP Survey, California Healthy Kids Survey, California School Staff and Parent Survey, the Leader in Me Survey, and the Positive Behavior Intervention & Support (PBIS) Survey.

RSD Board approved district plans can be found on our webpage at the links below:

**Learning Continuity And Attendance Plan Link:** <https://drive.google.com/file/d/1VL1rAKIIYWqenvDVznhehbdlgYWrhK77/view>

**Expanded Learning Opportunities Grant Plan Link:**

[https://www.rosemead.k12.ca.us/cms/lib/CA01902711/Centricity/Domain/42/Expanded%20Learning%20Opportunities%20Grant%20Plan%20BoardApproved\\_RSD\\_5.25.21.pdf](https://www.rosemead.k12.ca.us/cms/lib/CA01902711/Centricity/Domain/42/Expanded%20Learning%20Opportunities%20Grant%20Plan%20BoardApproved_RSD_5.25.21.pdf)

**ESSER III Expenditure Plan Link:**

[https://www.rosemead.k12.ca.us/cms/lib/CA01902711/Centricity/Domain/42/ESSER%20III%20ExpenditurePlan\\_2021\\_Rosemead.pdf](https://www.rosemead.k12.ca.us/cms/lib/CA01902711/Centricity/Domain/42/ESSER%20III%20ExpenditurePlan_2021_Rosemead.pdf)

**Educator Effectiveness Block Grant 2021-2026 Link:**

[https://www.rosemead.k12.ca.us/cms/lib/CA01902711/Centricity/Domain/42/RSD%20EducatorEffectivenessBlockGrantPlan%202021-2026\\_BA%20Dec%202021.pdf](https://www.rosemead.k12.ca.us/cms/lib/CA01902711/Centricity/Domain/42/RSD%20EducatorEffectivenessBlockGrantPlan%202021-2026_BA%20Dec%202021.pdf)

**Local Control Accountability Plan 2021-2024 Link:** <https://www.rosemead.k12.ca.us/site/Default.aspx?PageID=653>

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

Rosemead School District received \$808,547 in additional one-time Supplemental and Concentration Funds in 2021-22.

RSD intends to use these funds for:

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

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

COVID Emergency Relief Funds (CARES, ESSER I, ESSER II, ESSER III) and Expanded Learning Opportunities Grant (ELO-G) are used to support professional development to train and prepare teachers and staff on health and safety protocols throughout the pandemic, along with professional development with an academic focus to mitigate against learning loss by accelerating learning. We also dedicated these funds to hire additional staff, purchase personal protective equipment, instructional materials, and one-time technology purchases.

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

Three LCAP Parent/Community meetings were held prior to the adoption of this plan. The April 22, 2021 meeting was dedicated to presenting the ELO Grant and seeking input on prioritizing areas of need for this one-time funding. A presentation on the ELO Grant was shared at the April 14, 2021 DELAC/DAC meeting and at the May 6, 2021 board meeting. The DELAC/DAC and school board input and feedback influenced the actions and services in the plan. A draft plan was posted on the district website on May 20, 2021

for public review. On May 25, 2021, the plan will be presented for board approval. After the board approves the plan, it will be submitted before June 1, 2021 to the Los Angeles County Office of Education (LACOE).

The district has also conducted several educational partners surveys to gather feedback on the development of the Learning Continuity Plan, Expanded Learning Opportunities Grant Plan, the Educator Effectiveness Block Grant, and the Local Control Accountability Plan. The district conducted a survey of educational partners in October 2021 to seek additional input from students, parents, teachers and staff after returning back to in person school. The extensive feedback was used to develop the ESSER III Expenditure Plan.

Teacher, staff and parent feedback surveys suggest that the two highest priorities for returning back to school are providing social-emotional support (with over 70% rating this as highest priority) and academic interventions during and after school (with over 75% rating this as highest priority). Seven priorities emerged from the consultation process and surveys:

1. Social Emotional and mental health supports
2. Academic interventions (including extended learning opportunities, especial for students who are part of the vulnerable populations
3. Enrichment opportunities such as music, arts, robotics, coding and sports
4. Professional development for teachers and staff on accelerating learning and intervening
5. Parent education workshops on supporting learning at home
6. Environmental safety through health protocols and sanitizing

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

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

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

Rosemead School District considers the LCAP to be the comprehensive planning document that captures the priorities, goals, and actions to improve student outcomes. RSD's LCAP, district mission, along with the board goals are all aligned to meet the following LCAP goals:

LCAP Goal 1: Exemplary Teaching: Provide each student with effective, engaging instruction that helps them master grade-level standards and achieve college and career readiness.

LCAP Goal 2: Academic Success for ALL Students: Implement a robust system of supports with equitable opportunities for students needing additional support so that all students flourish and achieve at their highest level.

LCAP Goal 3: Empowered Leadership: Develop life-ready leaders by supporting students socially and emotionally, teaching leadership, creating a culture of student empowerment, and aligning systems.

LCAP Goal 4: Meaningful Connections: Every family is connected, engaged, and supported in helping their student at home.

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

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

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

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021