



# Expanded Learning Opportunities Grant Plan

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

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

## Plan Descriptions

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

Through the LCAP stakeholder engagement process, RSUSD began to gather input on the needs of our district to support the development of district plans. Communication took place via the Community Engagement Coordinator, District and School websites, surveys, and parent stakeholder groups, all of which were offered in English and Spanish. In order to ensure feedback from all stakeholders, RSUSD sent a hard copy of the district needs survey to each home. Each site met with School Site Councils and English Learner Advisory Committees for recommendations and comments regarding the specific actions and expenditures proposed. A study group was also developed at the secondary level to get input from students.

District survey results were shared with stakeholder groups. Additional stakeholder group meetings were held to review stakeholder feedback and recommendations to seek further input. DAC and DELAC parent meetings were held to obtain input. CSEA and WKCTA input was obtained through meetings with each group. Site administration input was received at our District Leadership Team meeting.

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

RSUSD recognizes that uncovering and addressing the learning, social-emotional, and other integrated student supports needed will require ongoing monitoring throughout the school year. Students' learning status will be measured by grade level assessments in ELA and Math. All students will be assessed and data will be disaggregated by student groups, including English learners, foster, homeless, and students with exceptional needs.

A District Progress Monitoring Schedule will be used to monitor district wide student progress. Assessment data will be collected two times in the fall and two times in the spring. The following assessments will be utilized in the areas of English language arts, English language development, and mathematics: iReady, Star Early Literacy, Star Reading, and Star Math.

RSUSD will address learning loss and accelerated learning for pupils using a tiered instructional delivered system. Students are identified through screening and other data sources after Tier 2 strategies have not been successful, per assessment data. Star assessments in fall, winter, and spring will be used to identify progress in mastering essential standards and determine which require additional targeted instruction to address student needs.

To address the needs of students identified as homeless, outreach to families will occur to assess the needs of the family to determine appropriate resources. Families will be referred to resources that have been identified. Student academic needs will be supported by supplemental tutoring by a certificated teacher.

Foster youth will be identified and targeted for supplemental support, including tutoring and small group instruction. Outreach to foster parents will occur to assess the needs of the foster family to determine appropriate student supports or resources needed.

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

The adopted Expanded Learning Opportunities Grant Plan will be posted on the district website. All parent communication will be provided in English and Spanish and parents or guardians will be informed of opportunities for supplemental instruction, support, and training through Stakeholder Meetings including SSC, ELAC, DAC, and DELAC, Automated phone calls, Flyers, Back to School Night information tables, and Parent Teacher Conferences.

This plan is being presented at a public Board of Trustees meeting May 2021 for stakeholders, including parents, teachers, and school staff to promote opportunities available.

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

Working collaboratively with the RSUSD community, we have identified strategies for supplemental instruction and support. RSUSD will use a tiered framework of universal, targeted, intensive supports for academic social-emotional, and other integrated supports. All services delivered to students with disabilities will be in accordance with an applicable individualized education program. Specific actions included in the RSUSD Expanded Learning Opportunities Plan include:

Extended learning instructional time to include Summer Academies, a Kinder Readiness program, after school remediation, acceleration and tutoring programs targeting English learners, foster, and homeless, addition of Positive Behavioral Interventions and Supports (PBIS) aides at the elementary level. A preschool program with instructional aide support, academic materials and supplies.

Accelerating progress for English learner students through a Newcomer Program to include certificated and classified instructional support, materials, and training. Expansion of digital library resources for secondary level instruction.

Integrated student supports including a Health Care Coordinator, two additional school nurse assistants, a psychologist, student services coordination support, development of a district-wide data team process, leadership training, Student Support Coordinator to support our campus identified for Comprehensive School and Improvement (CSI), and materials and supplies for our foster/homeless youth.

Creation of a community learning hub via the Family Engagement Center, including a Adult Education Administrator to serve as a liaison between school administrators, faculty, staff, students’ parents and the RSUSD Community Learning Center to improve communication between the school and the student’s families; promote parent engagement in their children’s education; and to encourage greater community involvement for low income students, foster youth, and English learners.

Support for credit deficit students including a certificated teacher designated for Social-emotional (SEL) needs, additional PBIS Aides at the secondary level, afterschool support with Edgenuity, and increased academic support for students through tutoring and mentoring.

Additional supports will include use of a Multi-Tiered System of Support database platform to monitor student intervention plans, Rosetta Stone to enhance language development skills for Newcomers, and continued use of iReady for Tier 2 level intervention

Professional learning for certificated and classified staff offering focused training on addressing the academic and/or social-emotional needs of students and parents. Social-emotional (SEL) lead teachers to develop resources for grade level use and Technology lead teachers to support the integration of technology for increased student engagement.

## Expenditure Plan

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

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	\$786,000	

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$262,856	
Integrated student supports to address other barriers to learning	\$740,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$413,000	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$535,044	
Additional academic services for students	\$215,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$395,779	
Total Funds to implement the Strategies	\$3,347,679	

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

RSUSD serves a high number of English learners and students from low socioeconomic backgrounds, therefore we will receive funding from various sources to support and improve programs, instruction and technology use for our students. Budget development will reflect the feedback from our stakeholder groups. All funding will be carefully evaluated to determine the most effective use of funds. A large portion of our district ESSER II funds, in the amount of \$1,057,005, will be used to replace the Heating Ventilation and Air Conditioning (HVAC) units

throughout the District to improve the indoor air quality by replacing the outdated HVAC systems. As we return to in-person instruction, the health and safety of staff and students is a priority for our district.

# Expanded Learning Opportunities Grant Plan Instructions: Introduction

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

*For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact*  
[ELOGrants@cde.ca.gov](mailto:ELOGrants@cde.ca.gov) or <mailto:lcff@cde.ca.gov>

## Instructions: Plan Requirements

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

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

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

*EC* Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the

supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

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

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

### **Fiscal Requirements**

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

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

- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

## Instructions: Plan Descriptions

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

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

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

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

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

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

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

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

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

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

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



# Instructions: Expenditure Plan

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

Complete the Expenditure Plan data entry table as follows:

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

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

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

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

California Department of Education  
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