

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.

This plan was originally developed by the site and district administrative team based on data and observed needs. Proposals were then taken to teacher leadership teams where input and feedback was taken to modify and add to the plan. Updated plans were then sent to all staff in the district with an opportunity to provide feedback as needed. Finally, the plan was presented to a parent advisory committee where more ideas were generated and suggestions were given for prioritization.

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

RUSD uses a benchmark assessments from NWEA called Measures of Academic Progress (MAP) three times throughout every school year. The data from these assessments inform us how students are achieving in reading and math. MAP data not only indicates how students rank nationally and what standards they are ready to learn, but also provides reports showing whether their national percentile rankings have decreased or increased from previous years which helps to identify learning gaps for individual student achievement. This assessment will provide one data point, to use with others, to identify students who are below their grade level standard and those who have exhibited signs of learning loss. Teachers and administrators will use this data, along with other local assessments to identify students for instructional support.

During the 2020-2021 school year, RUSD developed a wellness survey for students and staff which provides data to help identify students who are in need of additional mental health support. We will administer the survey in spring of 2021 and again in the fall of 2021. Teachers, classified staff, and counselors will be notified to alert administration when there are students of concern who might benefit from extra social-

emotional support. We will provide universally accessible support to all students as most individuals experienced some form of trauma as the result of the COVID-19 pandemic.

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

Following the implementation of assessments in spring 2021 and the subsequent fall, students will be identified for targeted programs to accelerate learning. For specific intervention programs and before or after school learning opportunities, parents will be notified by email that their child qualifies for participation in the program. Follow up phone calls will be made to parents who do not respond by email. Information will be provided in a family's home language as needed. For universal opportunities available to all students, parents will be notified of these programs and supports through regular, weekly parent newsletters.

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

Our plan to provide supplemental instruction and support contains three parts: accelerating learning to close achievement gaps for students using multiple methods including maximizing technology applications, providing social-emotional support for students and staff, and providing relevant professional development for teachers and paraprofessionals to support these areas. Each of these parts contains various strategies that will provide the support needed to recover any learning loss that may have taken place over the last year of remote and hybrid learning.

All actions and services will meet the needs of all students, particularly those in the following groups:

- Low income students
- Students with disabilities
- English learners
- Homeless and foster youth
- Disengaged students
- Students achieving below grade level
- Students identified by certificated staff

Accelerating Learning

The first step we've identified in this process is making sure we can identify where learning gaps exist for students. We will bolster some of our assessment systems, as well as provide professional development for teachers on how to determine which of their students need extra support. Once those students are identified, we will work on accelerating their learning using adaptive apps targeted to their level of need; increasing the individual or small group support provided by paraprofessionals; providing before and after school tutoring; and by providing more professional development to teachers and paraprofessionals on how to differentiate when classes have varying levels of need.

Social-Emotional Supports

In an effort to reduce barriers to learning that could be caused by social-emotional challenges, we have planned the following actions and interventions. We will hire a temporary mental health counselor or intern (social worker, psychologist, counselor) that would provide direct support to students and staff. In addition, we will provide more training for teachers and paraprofessionals on trauma informed practices and coaching training for all teacher leaders in the area of equity and inclusion to make sure that we are supporting all of our students, including

our students with unique needs. Lastly, we will provide parent nights where families can learn about supporting their child's academic and social emotional learning at home.

Technology

Over the last year of distance and hybrid learning, students' devices have experienced considerably more wear and tear than in a normal school year as devices were used at exponentially greater rates and were transported between home and school on a regular basis. We will allocate some of our funds for the replacement of damaged devices to make sure that every student has access to highly functioning technology when accelerating learning.

Listed below are the ways in which we are planning to spend our funds broken down into the seven strategy areas.

Extending instructional learning time

- Increasing intervention time to accelerate learning for students identified by certificated staff as achieving below grade level with paraprofessionals (targeted & intensive academic support)
- Before or after school tutoring and program coordinator (targeted & intensive academic support)

Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports

- Increasing high quality assessments to grades 6-8 (MAP from NWEA) (universal academic support)
- Professional development for teachers and paraprofessionals for closing learning gaps, e.g. Momentum in Teaching (K-5), Fountas & Pinnell, Columbia University Teachers' College Struggling Readers (K-8), Soliday reading intervention program; including associated substitute costs (PD addresses both universal and targeted academic supports)
- Hire consultants to support teacher PLC teams two times during 2021-2022 school year in analyzing MAP data for students exhibiting signs of learning loss and identify ways to provide instruction that will meet the needs of students in their classes based on data (targeted academic support)
- Instructional technology hardware and software for accelerating learning, e.g. Lexia, ToDo math, keyboards & replacement devices that were broken during transportation over the last year (universal academic support)

Integrated student supports to address other barriers to learning

- Hire a temporary counselor to support students and staff (targeted social-emotional support)
- Trauma informed practices professional development (universal and targeted social-emotional support)
- Increased paraprofessional social-emotional targeted support
- Create a stipend CARE teacher position to track and support students of concern (targeted social-emotional support)
- Equity coaching training for teacher leadership teams and equity and inclusion professional development for the whole staff (universal social-emotional support)
- Substitute coverage for Relationship Mapping release days for teachers to identify and discuss student needs (universal and targeted social-emotional support)

Additional academic services for students

- Increased paraprofessional hours for EL and other supports (targeted academic support)

Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs

- Consultant fees for parent education nights regarding supporting children at home both academically and emotionally (universal support)
- Professional development in trauma informed practices (targeted social-emotional support)

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	10,000.00	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	200,000.00	
Integrated student supports to address other barriers to learning	150,000.00	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	0.00	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	0.00	
Additional academic services for students	273,000.00	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	105,000.00	
Total Funds to implement the Strategies	738,000.00	

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

The Reed Union School District will coordinate ELO funds with other funding sources to maximize and optimize the programs and services that students receive. Where practicable, employees that provide direct services to students who are newly hired, or have been increased in work hours with ELO funds, will be funded with alternate funding sources including, but not limited to ESSER after the ELO expires at the end of 2021-2022. This coordination will maintain the increased levels of direct services to students beyond the term of the ELO grant period. ESSER funds will be used to provide safe environments for both, students and teaching staff by creating outdoor teaching opportunities, safe campuses, and to provide more opportunities to provide supplemental instruction and support as identified in our three-part plan to accelerate learning, provide social-emotional support for students and staff, and provide relevant professional development for teachers and paraprofessionals. These opportunities created by combined ELO and ESSER funds will support students to mitigate learning loss that has occurred as a result of the COVID-19 Pandemic related school closures.

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 or 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 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
March 2021