

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.

At both Round Valley Elementary School and Round Valley High School, site principals met with staff multiple times to discuss the learning loss that has occurred during the last year as a result of the COVID-19 Pandemic, the significant learning loss that many of our students are facing, how best to help our students overcome the learning gaps and recover credits (high school), and develop an action plan for how to meet our students' varied learning and social-emotional needs as they begin to return to school. Proposed actions were developed by staff. The principal then facilitated a discussion with each School Site Council that focused on our students' learning losses and how to help students overcome learning gaps. SSC members were asked to provide input/feedback and new actions were developed based on this input. The action plans were reviewed by the administrative leadership team (superintendent, business manager, and two principals) and a coordinated action plan was developed. Principals shared with Mendocino County Office of Education Ed Services personnel the District's Action Plan and obtained feedback on strategies outlined in the plan. The Round Valley Unified School District Board of Trustees have reviewed and approved the District's 2021 Expanded Learning Opportunities Grant.

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

Students at RVES will be identified for participation in the 2021 Expanded Learning Opportunities Grant programs by several methodologies, including the following:

1. Dibels ELA and mathematics assessments (grades K-5);
2. IXL ELA and mathematics assessments (grades 6-8);
2. Grade level benchmark assessments;

3. Teacher evaluations and teacher observation of student performance and content understanding;
4. Grades; and
5. Parent referrals / Student self-referrals.

Student needs will be assessed through use of Dibels data, Benchmark assessment data, IXL assessment data, classroom on-going assessments, and teacher evaluation..

Students at RVHS will be identified for participation in the 2021 Expanded Learning Opportunities Grant programs by several methodologies, including the following:

1. IXL and Benchmark student progress assessment data;
2. Renaissance Star quarterly assessments (ELA and mathematics);
3. Teacher evaluations (classroom assessments) and teacher observation of student performance and content understanding;
4. Grades/ Review of student transcripts (credits earned, deficiencies, etc.); and
5. Parent referrals / Student self-referrals.

Student needs will be assessed through use of Benchmark assessment data (Schoology), IXL assessment data, classroom on-going assessments, and Renaissance STAR testing (designed to assess student progress).

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

All parents will be sent letters that describe the purpose of the 2021 Expanded Learning Opportunities Grant, the District's strategies that will be implemented to meet student learning needs, and how students will be identified for participation in expanded learning programs. In the letter, parents will be provided information on how they may refer their student for these programs. The letter will also be posted on each school's Facebook page, and the principals will share information on the new programs at Back to School Night , Freshman Orientation, and parent conferences. Whenever a teacher has a concern about potential gaps in a student's learning, he/she will contact the parent and provide information on the programs that may help a student to overcome learning gaps.

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

At the elementary school, the following strategies will be put in place, effective July 2021:

1. Summer School will be offered for students to help decrease student learning loss as a result of COVID and school shut downs.
2. Implementation of the 95% reading and mathematics supplemental programs.
3. IXL ELA and mathematics intervention programs.
4. Amplify programs.
5. .68 FTE mathematics specialist to oversee and provide math interventions.
6. Instructional aides (2 part-time) to support the mathematics intervention and EL programs.
7. Community Learning Hub at the elementary school library/computer center three days/week for 4 hours after school each day.
8. PBIS continued professional development.
9. Mendocino County Office of Education Ed Services personnel will provide training to staff focused on strategies to engage students and families in addressing students' social-emotional health and academic needs.
10. Social-emotional counseling for students.

At the high school, the following strategies will be put in place, effective July 2021:

1. Summer School will be offered for students for credit recovery/learning loss.
2. Increase the number of credit recovery periods during the school day, through the use of APEX and Schoology platforms. A part-time teacher will be hired to provide credit recovery.
3. Increase the number of mathematics core and intervention courses through hiring of a part-time mathematics teacher.
3. Provide tutors to support students who are struggling with core subject matter. Two ELA and one mathematics/science tutor will be hired to provide direct intervention (individualized or small group) for identified students.
4. Extend the learning day four days/week by 90 minutes/day. Teachers will provide learning support for students in the after school program, with at least one certificated staff member teaching during each extended learning day session.
6. Mendocino County Office of Education Ed Services personnel will provide training to staff focused on strategies to engage students and families in addressing students' social-emotional health and academic needs.
7. The academic counseling program at the high school will modify its focus towards a greater emphasis on supporting students to complete high school in a timely manner, providing more frequent review of credits with students and parents.
8. Open the high school's computer lab for use four hours in the evening, three days/week. The computer lab staff will provide technology support for students who are working on assignments and completing credit recovery online.
9. Social-emotional counseling for students will be provided through expansion of Tapestry's (mental health provider) mental health counseling for school.

The Round Valley Unified School District will replace outdated Chromebooks throughout the district. The District will utilize funds to support school meals/nutrition programs for students.

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	5,400	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	30,800	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Integrated student supports to address other barriers to learning	161,757	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	20,000	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	150,000	
Additional academic services for students	127,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	5,000	
Total Funds to implement the Strategies	499,957	

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

We are still in the process of developing a coordinated plan to spend all federal Elementary and Secondary School Emergency Relief Funds. To date, we have coordinated expenditures for technology that has been necessary for distance learning, paid teachers stipends to encourage their return to in-person learning, purchased equipment for classrooms and supplies needed to successfully reopen our classrooms to students, replaced an outdated and unsafe facility with a new classroom so we could decrease number of students in a classroom, and provided materials and personnel to support extended learning programs.

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