

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rio School District	Dr. John Puglisi Superintendent	jpuglisi@rioschools.org 805.485.3111

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 support, 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.

Rio School District students, parents, classified and certificated personnel were provided an opportunity to provide input and/or make comments related to the District's plan through a community webinar, site webinar meetings "coffee with the principal" where RSD community members had an opportunity to engage in the ELO discussion and development. In addition, the Rio School District surveyed stakeholders to identify stakeholder preferences and needs in relation to the ELO Plan.

ELO ENGAGEMENT ACTIVITIES

April 12-16, 2021

- Rio School District Meets with VCOE to discuss the planning process and timeline.

- Rio School District completes ELO Website Link

April 19-23, 2021

- RSD meets VCOE to discuss ELO planning process and stakeholder engagement
- RSD Sent Parent Letter Notification to all parents via Parent Square
- RSD hosted the “ELO Stakeholder Webinar” April 22, 2021 at 5:30 p.m.
- RSD sent out Parent, Student, Employee Surveys in English and Spanish

April 26-30, 2021

- RSD Sites hosted their “ELO Site Meetings” with parents and other stakeholders
 - Rio Rosales, April 28, 2021 at 5:00 p.m.
 - Rio Plaza, April 22, 2021 at 8:00 a.m.
 - Rio Del Mar, April 28, at 5:00 p.m.
 - Rio Del Norte, April 27, 2021 at 8:30 a.m.
 - Rio Real, April 22, 2021 at 6:30 p.m.
 - Rio Del Sol, April 27 at 6:00 p.m.
 - Rio Del Valle, April 28 at 5:30 p.m.
 - Rio Vista, April 28 at 5:00 p.m.

May 2, 2021

- Rio School District Survey closes on May 2, 2021

May 3-7, 2021

- Rio School District Data Analysis
- Rio School District Hosted ELO Committee meeting with parent representatives from each site, CSEA & RTA representatives from each site, VCOE Rep. for technical guidance and 2 Board Members
- RSD Admin. attended ELO convening hosted by “The California After School Network”

May 10-14, 2021

- Rio School District Hosted ELO Committee meeting with parent representatives from each site, CSEA & RTA representatives from each site, VCOE Rep. for technical guidance and 2 Board Members and completed recommendations based on data from student, parent and employee survey.

May 19, 2021

- Rio School District's ELO Plan approval at Regular Board Meeting

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

Through the discussions with the stakeholders in the ELO RSD Committee and after analyzing the data from the student, parent, and RSD employee surveys, the following strategies were identified by the following groups and recommended to support student learning.

- 1- Extending instructional learning time
- 2- Accelerating progress to close learning gaps
- 3- Integrated student supports to address other barriers to learning
- 4- Community learning hubs
- 5- Supports for credit deficient students to complete graduation or grade promotion requirements
- 6- Additional academic services for students
- 7- Training for school staff on strategies

Additionally, RSD received feedback from the ELO Committee and, based on the feedback, RSD will identify students in the following manner:

- 1) Rio School District uses its Student Information System, Q, to identify homeless students, foster students, English Learners, special education students, and students with 504 plans. Additionally, Q is able to run reports for other identified subgroups of students who may need additional support based on Ethnicity and/or Socio-economic status. RSD extracts reports from the Q system that indicate student test scores for both state and local assessments and accommodations for testing.

- 2) The district uses site assessments and student progress reports to further identify students who would benefit from extended learning opportunities. These students will be given priority to enroll in summer programs based on their individual needs.
- 3) Student needs will be identified using data regarding their participation in growth through attendance reports, SARB schedules, Intervention Progress Team meetings, and report cards.
- 4) Students enrolling for the first time in 1st grade for the 2021-2022 school year will be asked if they attended TK or kindergarten in another district. If the parent is enrolling the student for the first time in school, the student will be provided a screening to determine if the student would benefit from participating in extended learning opportunities programs.
- 5) Additionally, students may be identified by previous participation in extended learning programs such as ASES and the Migrant Saturday Academy if assessment data from these programs determine that there is an ongoing need.
- 6) Students may also be identified based on teacher and/or administrator recommendations.
- 7) Finally, Rio District will consider enrollment for students referred by their parents as needing additional support and opportunities to improve their access to academic and enrichment programs available to students during the summer and in the 2021-2022 school year.

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

Rio School District is committed to high levels of constant communication and collaboration. Based on the feedback from the ELO Committee RSD will inform parents regarding extended learning opportunities in various formats including, but not limited to:

- 1) The district's family communication system, Parent Square, which allows for emails, text messages, and phone calls,
- 2) Direct mailers of the flyers being sent home to the student's current address on file with the district,
- 3) Flyers sent home periodically with all students in the district,
- 4) Representation of the programs posted online through media including district and site websites, Facebook, and Twitter,
- 5) Personal phone calls and/or home visits from the school counselors to homeless and foster youth,
- 6) Personal phone calls and/or home visits in order to invite families to Migrant, Mixteco from the parent liaison and MICOP representatives,
- 7) Promotion at live support events for EL's, Migrant, Mixteco, Homeless/Foster Youth at school sites and at district coordinated parent support events.

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

The Rio School District will extend instructional learning time by enhancing and expanding the RSD Summer Academies during the 2021 and 2022 summer sessions. For the 2021-2022 school year, RSD will also use ELO funds to accelerate progress to close learning gaps through the implementation, expansion, or enhancement of learning supports through the After School Education and Safety (ASES) program. The ASES program provides academic enrichment, homework assistance, and physical activity in a ratio of 20 students per staff from after school dismissal until 6pm daily. Additionally, RSD will accelerate progress to close learning gaps through the implementation, expansion, or enhancement of learning supports and will utilize ELO funds to extend the day/week through literacy and mathematics provided by the Learning Support Team (LST). RSD will integrate student supports to address other barriers to learning through the LST team which supports at-risk student subgroups (English Language Learners, Migrant, Mixteco, Homeless/Foster Youth, Students with an IEP, Low SES, and students who are disconnected students due to COVID19 and had a learning loss during the pandemic). The LST team integrates student learning in smaller group settings during the regular school day and after the end of the regular school day. RSD will provide Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports through parent workshops that support the child's academic and social emotional development. RSD's students and their families will also be supported through outside referrals and other partnerships to meet the needs of the student and families. RSD will continue to support and supplement students, families and employees through technology support both 1:1 devices and access for online learning platforms. RSD will continue with support for ELL's/Spanish/Mixteco student learning and families in their native language. RSD will support faculty, staff and administrators through training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs. **Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility**

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 <ul style="list-style-type: none"> Summer School Academies 2021 & 2022 (\$1,628,228.00 each summer) 	\$ 3,256,456.00	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports <ul style="list-style-type: none"> Extended Day (ASES Supplemental) 2021-2022 	\$ 200,000.00	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning Literacy Support Team Reading/Tutoring Support - After School Day	\$100,000.00	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports <ul style="list-style-type: none"> Online learning platforms for Parent/Student Support for At Risk Youth (Homeless, Foster Youth, Migrant, English Learner) 	\$100,000.00	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility <ul style="list-style-type: none"> LST accelerating academic instruction during the school day 	\$ 200,000.00	[Actual expenditures will be provided when available]
Additional academic services for students <ul style="list-style-type: none"> Parent/Student Support for Mixteco Parents/Students 	\$ 160,000.00	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs <ul style="list-style-type: none"> Training for Classified, Certificated and Management 	\$ 120,000.00	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$ 4,136,456.00	[Actual expenditures will be provided when available]

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

ESSER I, II, III, Learning Loss Mitigation, as well as ELO Funds will be combined and utilized to coordinate services for students, parents and employees to increase safety, technology support, enhanced learning environments for disconnected students, child care, transportation, due to the COVID19 pandemic.

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.

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
March 2021