

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.

Meetings were held in April with teachers, classified staff, parents, and students to obtain input on the development of the plan. Riverside County Probation provided input on the plan in April as well. During the meetings, the Expanded Learning Opportunities Grant template requirements were reviewed along with the allocations in order to frame the conversation on the development of the plan. The supplemental instruction and support strategies in the expenditure plan template were used to brainstorm and prioritize actions for students. The feedback from stakeholders was used in relation to student data, the state priorities, and the unique needs of our students. The stakeholders decided to focus on six of the seven areas due to funding for community learning hubs from other resources.

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

Students will be identified for supplemental instruction and support through multiple methods on an ongoing basis. MTSS data teams continue as a means to identify student needs at the classroom level. During MTSS collaborative meetings on Wednesday PLCs,

teachers, paraeducators, and principals review student data on attendance, behavior, grades, credits, and standardized test scores to determine classroom and school-wide interventions for students. Student learning and progress, as well as diagnosing learning loss, is measured through iReady, Moby Max, SANDI Assessments, Exact Path ELA and math pre-/post-tests, IABs, TELL, and curriculum/classroom-based tests. Principals review student data on attendance, behavior, grades, formal and informal measures to determine classroom and intensive interventions for students. Students with disabilities receive supplemental instruction and support through multiple methods on an ongoing basis and in accordance with their IEPs. Principals and case management teams continue to identify student needs at the classroom level.

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

The parents/guardians of students will be informed of the opportunities for supplemental instruction and support through Aeries Parent Square (in English and Spanish), email, mail, social media, on the webpage, and at School Site Council, English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), Parent Advisory Committee (PAC), and school site stakeholder meetings. All communication, in person and online, is conducted in Spanish. Aeries ParentSquare provides translations in multiple languages.

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

RCOE's plan to provide supplemental instruction and support includes extended instructional learning time, accelerating progress to close learning gaps through the expansion of learning supports, integrated student supports to address other barriers to learning (including supports for the transition of students with disabilities to become independent in the least restrictive environment for each individual), additional academic services, supports for credit deficient students to complete graduation requirements and to increase or improve students' college eligibility, additional academic services for students, and training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs. Stakeholders decided to use other ESSR funds for community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.

These resources enhance the instructional program for students in the following ways: additional learning time during the summer to address learning loss/needs; accelerating progress to close learning gaps through the learning supports from a reading intervention specialist-ELA/ELD TOSA in appropriate credentialed areas to support the students and teachers in specialized programs and a Financial Literacy course; integrated student supports such as experiential learning activities/trips/community-based instruction, social-emotional learning (screeners and approaches), behavioral/mental health counseling (these actions are supported by other ESSR funds); supports for credit deficient students through in-person and online HiSET prep programs, CTE courses, credit recovery classes and accelerated learning in all subject areas, including financial literacy; school Chromebooks, iPads, and hotspots for students to use at home (supported by other ESSER funds); additional academic services such as technology training in devices and applications for students and parents, Myers-Briggs assessment to identify student strengths, and formative assessments; and professional development in cultural competency/equity, unconscious bias training, Second Step SEL curriculum, technology tools and applications, SEL for Trauma Informed Care, CPR-First Aid, Capturing Kids Hearts, and Crisis Prevention and Intervention.

Tier one universal supports and interventions (all students) for academics will include summer school for all students who need intervention, support, or credit recovery from June 1 through July 30, 2021. The number of hours/courses scheduled for students will be based on student Exact Path assessment scores in ELA, reading, and math and grades and credits. A six-hour day will be offered during summer school and the courses and number of classes scheduled for students during summer school will be based on student academic learning needs in specific subjects/areas and or courses that need to be remediated based on grades. Tier one responses will include differentiated instruction during class by the teachers and instructional assistants (individualized support and small group instruction) and credit recovery classes using Edmentum courseware (learning modules with pre-/post-tests). Intensive Instruction in academic and supplementary services to support educational benefit. A new after school academy (tentatively named Accelerate to Graduate) will be offered during the 2021-2022 school year in the afternoon from 2:30-4:30 p.m. and will provide a range of services to support students with academic or social-emotional support. Students will have options to engage in tutoring, credit recovery, visual/performing arts, sports/activities, CTE, and/or receive support with social-emotional domains of learning such as behavioral/mental health counseling, mentoring, and social work services. Tier one universal supports and interventions (all students) for behavioral health include Positive Behavior Interventions and Supports (PBIS), Panorama SEL screener, mentoring, suicide prevention education, sensory supports, applied behavior analysis strategies, and access to the site wellness centers.

Tier two targeted group supports and interventions (interventions for students who have been assessed for regression of skills) for academics will include targeted in-class intervention from teachers, after school support from instructors, and tutoring from contracted providers. Tier two targeted group supports and interventions (interventions for students at risk) will include mental health group counseling (in substance abuse, anger management, etc.), Boys Town social skills, Second Step Social Skills, Care Solace referrals for families, other means of correction, risk assessments, and choice reinforcement assessments.

Tier three intensive individualized supports and interventions will include ELA and math intervention courses during summer school and targeted intervention tutoring in ELA and math during the after school academy. Tier three Intensive Individualized Supports and Interventions will include individual mental health counseling, the ACES screener, the Global Assessment of Functioning (GAF) screener, and Care Solace referrals.

All services delivered to students with disabilities will be delivered in accordance with each student's individualized education program (IEP). RCOE will collaborate with Riverside County Probation, Riverside County SELPA, Riverside University Health Systems-Behavioral Health, California Department of Education Supporting Inclusive Practices, and our partners to leverage resources to meet student needs.

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
<p>Extending instructional learning time. Summer school for six hours each day for students (from June 1, 2021 to July 30, 2021), after school Accelerate to Graduate program for two hours each day (from August 16, 2021 to May 26, 2022). Intensive Instruction added to ESY for 1 hour daily for 20 days for learning recovery and tutoring. For students not attending ESY, virtual intensive instruction 1 hour daily for 20 days. Contracting with teachers and IA staff to provide in-home services for students requiring additional in-person behavioral, social-emotional, and academic support through December 2021. These costs include salary and benefits for teachers and paraprofessionals (paraprofessional costs total \$639,820).</p>	<p>\$2,981,386</p>	<p>[Actual expenditures will be provided when available]</p>
<p>Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports. Learning recovery programs and materials designed to accelerate student academic proficiency of English language proficiency or both. Increase the number of subscriptions for iReady and Moby Max. Provide implementation training for teachers and paraprofessional from company consultants. Provide a reading intervention specialist-ELA/ELD and TOSA for coaching and support for teachers in the classroom to support implementation (supported by other ESSR funds). Implement a Financial Literacy course. Educator training, effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students. Provide training to all staff to be able to address the needs of all students in order to provide a cohesive safe environment to learn: Dr. Fitzgerald - AntiRacism and UDL Dr. Michelle Borba - Strive to Thrive - understanding where student are Dr. Doug Fisher - addressing learning gaps for students Katie Novak for UDL</p>	<p>\$300,000</p>	<p>[Actual expenditures will be provided when available]</p>

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
<p>Integrated student supports to address other barriers to learning</p> <p>Supplement classroom instruction with experiential learning activities/trips, social-emotional learning screener and approaches, behavioral/mental health counseling, and bus passes (these actions are supported by other ESSR funds).</p> <p>Contract services for a social worker and MFT to provide services to students as well as training and support regarding trauma-informed practices in the classroom, increase the role of school psychologists to oversee and monitor mental health assessments and services.</p> <p>To ensure food services during in-person ESY instruction, the hiring of paraprofessional and a food service worker to ensure breakfasts and lunches are provided to the various school programs.</p>	\$922,614	[Actual expenditures will be provided when available]
<p>Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.</p>	0	[Actual expenditures will be provided when available]
<p>Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.</p> <p>Implement in-person and online HiSET prep programs, CTE courses, and credit recovery classes.</p>	\$101,000	[Actual expenditures will be provided when available]

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
<p>Additional academic services for students</p> <p>Implement technology training in devices and applications for students and parents, Myers-Briggs assessment to identify student strengths, and formative assessments (Exact Path ELA, reading, and math pre-/post-tests, IABs, the Test of English Language Learners) to measure student learning and progress. Administer Exact Path ELA and math (Edmentum) pre-tests/post-tests to all students in order to measure student growth in ELA, reading, and math.</p> <p>Implement the SANDI assessments to determine the progress of growth for our students with significant disabilities, training teachers in both the in-person and virtual models for implementing the assessments. Additional social-emotional surveys and assessments will be implemented by the school psychologists to look at opportunities for additional instructional/emotional support for students.</p>	\$25,528	[Actual expenditures will be provided when available]
<p>Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs.</p> <p>Provide professional learning for teachers, instructional assistants, principals/administrators on the following topics during the summer, PLCs, and after school in 2021-2022: cultural competency/equity, unconscious bias training, technology tools and applications, SEL for Trauma Informed Care, CPR-First Aid, and Capturing Kids Hearts.</p> <p>Two full days of training will be provided to teachers with less than three years of experience in instructional strategies, SEL curriculum, IEP goals and implementation, behavior management, and parent communication and relationships.</p> <p>Monthly Parent training will be provided for parents in both in-person and virtual mode to address issues and concerns regarding their child's disability providing strategies and resources for support. In-person training, when safe, will have child care available. Virtually, a system will be set up for parents to access the presentation with a device check out.</p>	\$27,000	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$4,357,528	[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.

The Expanded Learning Opportunity Grant funds are being coordinated with Elementary and Secondary School Emergency Relief Funds received by RCOE. The quantitative data (academic, attendance, and behavior) and qualitative information (student/parent/staff input, survey responses, observations) of our socio-economically disadvantaged students, English learners, foster youth, and students with disabilities are prioritized to determine student needs for resource allocations and services. Resources are coordinated to enhance academic achievement, attendance, and behavior of English learners, foster youth, socio-economically disadvantaged students and students with disabilities. The plan focuses the attention of the entire school community on the analysis of data and implementation of evidence-based practices. By providing an integrated program, students receive a combination of services to meet their unique needs. Expenditures are directly related to supplemental instruction and support strategies for students to improve academic achievement and social-emotional well being. Principals, teachers, and paraprofessionals implement a well-articulated program that ensures that students are experiencing success in school.

Other Elementary and Secondary School Emergency Relief Funds (ESSER II, ESSER III, and GEER II) are used to complement the aforementioned strategies. Other ESSR funds are used for in-class differentiated instruction (individual and small groups, centers), instructional scaffolds and supports, and in-person and online tutoring in ELA and math. ESSR funds will be used to support the Canvas Learning Management System and purchase of school Chromebooks and hot spots for students to use at home to enhance their learning. ESSR funds are also used to enhance the learning experiences of students through intramural and after school sports programs, e-Sports, community service projects, fitness programs on campus, behavioral/health/mental health counseling, wellness centers, and college and career courses, activities, and trainings for the juniors and seniors. Professional development is structured to promote student success in learning and includes funding support staff such as a math TOSA and professional development in Universal Design for Learning and culturally responsive instruction. Resources are utilized for professional development activities such as funding substitute teachers for in-class coaching and co-plan/co-teach seminars, collaborative instructional reviews, off-campus workshops, and consultants. Resources to enhance parent communication and workshops are an important part of resource allocation. All staff members work together to provide a coherent program for all students on a continuous basis.

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
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