

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ripon Unified School District	Kathy Coleman, Director Michelle Harmon, CBO	kcoleman@riponusd.net 209.599.2131 mharmon@riponusd.net 209.599.2131

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.

Input has been taken from all stakeholders, including parents, school personnel, representatives from the local bargaining units and others across the district through ELAC, SSC, PFC, staff, administrator, and specific Learning Opportunity Think Tank meetings. The Parent Advisory Committee, DELAC, CAC and community meetings are held regularly to review input, updates and have discussions relative to current initiatives and needs. Administrator meetings included cabinet, ed services, principal and other district staff. Input was taken from the Director of Student Services (special education) and actions discussed in detail. Additional meetings were held with secretaries, bilingual paraprofessionals, library clerks, and student information/data personnel. Input is a regularly listed agenda item with all groups. Administrators guide discussions and take note of stakeholders' suggestions. Meetings are held throughout the year, some weekly, others biweekly, monthly or quarterly. Contact continues through email and Zoom when in-person is not possible.

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

Teachers anticipate student needs in advance and in-between SDRTs and refer students to appropriate supports and services, as well as make adjustments to classroom activities and instruction. Principals also meet with teachers in-between benchmarks to analyze student data and assist in making adjustments to plans and providing intervention. Student data review teams (SDRT) are held on a regular basis with

teachers, principals, the director of student services and other support staff. The team reviews benchmark data, grades, teacher observation and more. Recommendations are made on an individual basis.

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

Parents and guardians are contacted through a plethora of methods. Phone calls are made, flyers are sent home, surveys are used, letters are emailed and information is placed on the school and district's websites. Some information is provided on social media. Opportunities are discussed in IEPs. Plans are shared during School Site Council meetings, Parent Club meetings, Board meetings, Parent Advisory and DELAC meetings and more.

For example, in order to provide for as many scholars as possible in the upcoming summer school session, targeted students received letters of invitation, with follow-up calls. Flyers then went home to all students as handouts and through email. (All written information is also provided in Spanish.) Credit deficient high school students and their parents were contacted directly to take part in the summer program.

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

Supplemental instruction and support is extended through a Multi-Tiered System of Supports (MTSS) that meets the social emotional needs of students across the district in order to accelerate the academic growth of all learners, including mental health services and culturally responsive teaching. This tiered framework bases universal, targeted and intensive supports on students' needs for academic and social-emotional programs and services. All services delivered to students with disabilities are delivered in accordance with an applicable IEP. Stakeholders are involved in strengthening learning environments that are safe, effective, and engaging. Universal Design for Learning (UDL) is provided to engage, meet individual needs and challenge all students. Supplemental instruction and support will extend learning time with tutoring in all subject areas, including after school math support for elementary and tutoring also in all areas, including support for advanced classes such as calculus for high school. In addition, an extensive summer school program will be held for closing gaps, enhancing learning and credit recovery.

Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports will include the addition of Math TOSA(s), starting with Title I schools, and paraprofessionals for English learners, students with disabilities and academic math support. Paras will be trained and guided district-wide. STEAM programs will be extended to include more activities and experiences for all students. Additional academic services will be provided for students with a general music teacher for the primary grades. Instruments and supplies will be added to expand and enhance music programs. Research shows that music training boosts all language-related networks in the brain. This aides in vocabulary development, a better sense of grammar and the learning of second languages. Additional supplemental licenses will be purchased including, but not limited to, some that may provide certifications for students and some that will specifically enhance the focus on closing the gap for English Learners. Newcomer curriculum is being researched and will be put in place for students new to the United States. Learning supports will also be enhanced with technology including items such as short throw projectors and Chromebooks.

Integrated student supports to address other barriers to learning include adding a COTA (Certified Occupational Therapy Assistant), two or more counselors, an additional nurse, a psychologist intern and an associate professional clinical counselor intern. We also have a need to

increase mental health and behavior support. Access to school meal programs and snacks may be provided to allowed student groups as needed to support the learning recovery program.

Community learning hubs will be generated through parent and family evening activities for academic support. These may include science night, math night, multicultural events and more STEAM activities.

Credit deficient students needing extra support to complete graduation requirements will have opportunities for after school and night classes for credit recovery, as well as summer school.

Additional academic services such as diagnostic, progress monitoring and benchmark assessments will be provided with iReady or a similar tool, for all students K-12 and provide supplemental supports for K-8.

Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs will include, but not be limited to, an instructional math coach (1 period) for the high school, staff trained to provide parent classes, summer digital learning opportunities, informative presenters, appropriate conferences such as Child Welfare and Attendance, PBIS, Restorative Practices, Restorative Justice and certifications for teacher growth such as Google Suite.

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	\$345,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$886,030	
Integrated student supports to address other barriers to learning	\$517,479	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$10,000	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$60,000	
Additional academic services for students	\$350,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	67,000	
Total Funds to implement the Strategies	\$2,235,509	

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 Opportunities grant coordinates well with the Elementary and Secondary School Emergency Relief fund. The Elementary and Secondary School Emergency Relief (ESSER) funding is intended for purchases related to preventing, preparing for, and responding to COVID-19. This allows the district to purchase items such as masks, PPE, cleaning supplies, and technology. Additionally, the funds are for improved air quality for classrooms and school buildings. All of these purchases allow the district to remain open safely with the necessary resources. The Expanded Learning Opportunities grant is focused primarily on providing supplemental instruction and support for students. This includes tutoring programs and summer school to extend instructional time. Additionally, the grant will be utilized in order to provide additional support through the hiring of paraprofessionals, Math TOSA(s), counselors, and other support staff. The grant also allows the district to provide services to parents and families by offering evening activities and parent classes. Utilizing both State and Federal funding sources, the district will continue to conduct in-person instruction by taking the necessary precautions related to COVID-19 as well as by implementing additional programs to provide supplemental instruction, support for social and emotional well-being, and additional academic services.

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 <mailto:lcff@cde.ca.gov>

Instructions: Plan Requirements

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

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

For purposes of this requirement

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

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

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

The seven supplemental instruction and support strategies are:

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

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

Fiscal Requirements

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

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

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

Instructions: Plan Descriptions

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

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

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

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

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

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

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

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

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

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

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

Instructions: Expenditure Plan

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

Complete the Expenditure Plan data entry table as follows:

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

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

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

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

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