



Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rancho Santa Fe School District	Donna S. Tripi Superintendent	dtрпи@rsf.k12.ca.us 858.756.1141, Extension 114

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.

We have been providing in-person instruction for all students from the beginning of the school year. District assessments administered at the start of the school year demonstrated learning needs for some of our students in both reading and math. Math needs throughout the year have been more significant than reading needs.

In addition to diagnostic testing in reading and mathematics through iReady (September, winter, end of year), the K-8 Principal meets with teachers monthly to analyze informal classroom data and evaluate students' needs. Intervention teachers attend these meetings and provide valuable input. A plan is created during the meetings to determine next steps for students at risk of not meeting grade level standards. If classroom interventions are not successful after a prescribed period of time, students will begin to receive intervention services through a pullout program. We consider our pullout program with specialized intervention teachers to be a Tier 3 intervention. The K-8 Principal and classroom teachers monitor the progress of students receiving support.

As we considered the needs of our students throughout this school year and what additional supports we might provide, teachers and staff have had the opportunity to offer input through faculty meetings, grade level/department meetings, and all staff meetings. In addition, teachers were sent a survey to ask for their insights on how well our current programs are meeting the needs of their students, and additional supports the teachers feel are needed to meet the ongoing needs of our students.

We have also held parent meetings throughout the year via Zoom to gain feedback on our efforts. We hosted Superintendent's Chats, Principal's Chats, and Board Members' Chats. Through these vehicles, parents provided feedback on how well our programs and services are meeting the needs of their children. Our Education Foundation holds monthly meetings and provides input as well. In addition, parents provide feedback and suggestions through a comprehensive survey. Questions probe to what degree our current actions are meeting the needs of our students, and how we can improve upon our programs and services for the following year. We had 67% of our parents respond to our survey -- 268 surveys returned from 233 households.

Administrators provided input on the plan during weekly cabinet meetings. We reviewed all data and determined the best use of funds across funding sources.

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

The Rancho Santa Fe School District is a single district serving K-8 students. Students are identified for targeted support if they are at risk of not meeting the challenging state academic content standards using one or more of the following criteria:

- Students in grades 3-8 who scored below grade level expectations on end of year standardized testing (SBAC) in reading and/or math.
- K-8th grade students take the iReady assessment three times in the year. This diagnostic assessment is highly correlated with the state standardized testing given at the end of the school year in reading and mathematics. Classroom teachers work with individual students on the student's identified areas of need, however, they receive targeted support program services if they do not make progress in the identified areas after a specified time (generally four weeks) of classroom support.
- Students who are reading below grade level expectations using Literably (individual reading assessment) are brought to the team (teachers and Principal) to determine if targeted support is needed.
- Students who are reading below grade level expectations based on classroom performance (guided reading group, Reading Workshop performance).
- Students in grades K-2 are given a Dyslexia screener if they are not making the expected reading progress after interventions have been put in place for a specified time (generally four weeks).
- Students who do not make expected gains in mathematics as evidenced by exit slips, unit tests, etc., are brought up at progress monitoring meetings. If interventions (small group work in the classroom, iReady pathways) are not successful, students are given targeted support services.
- Teachers or parents can bring concerns with reading or mathematics progress to our progress monitoring team and students may receive targeted supports if parents and/or teachers feel that their performance at school and at home demonstrate a need for such support.

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

Parents of students who are targeted for intervention will be informed of the opportunities for supplemental instruction and support through a conference with the child's teacher. A follow up email will give parents all of the information concerning the program and what services will be provided. The Principal's Office will follow up if the parent does not respond.

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

The District has determined that we will provide the following supplemental programs:

- A summer program that will be held a month prior to the beginning of the school year. We will target students who did not meet grade level standards at the end of the school year. It will be offered to students entering first grade through students entering eighth grade. We feel that extending the school year for these students will provide time and attention on filling the gaps in their learning.
- An additional intervention teacher in the elementary school for students requiring support in mathematics. As students entered the school year, our students demonstrated needs in mathematics. Though they made progress through the year, we feel ongoing support is needed in the 2021-2022 school year.
- An additional Special Education teacher to provide additional support for students with disabilities, 5th - 8th grade, and intervention for middle school students at risk of not meeting grade level standards. We will be supporting our SWD students in the middle school through a team teaching model - SPED teacher with general education teacher in core subjects. This will provide more support than previous years where they have been supported through aides assigned to students in classes. The additional SPED

teacher will also provide support to students at risk of not meeting standards in middle school through a pull out program during the students' Advisory period. Previously, they were assisted by their general education teachers during their Advisory class.

- A full time instructional aide to work with students with disabilities. The aide will be trained in specific intervention programs and will assist students K-8.
- A diagnostic tool to assess students' knowledge and skills in reading and mathematics; an associated software program that creates an individualized pathway for students targeted to their learning needs. This will help teachers identify student needs more precisely, target those needs in instruction, and to set up an individualized program to meet those needs that students can do at school and at home.
- Set up a new sensory room with equipment and supplies funded through the grant. This will be used for Special Education students who have sensory 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
Extending instructional learning time	\$20,000.00	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$242,000.00	
Integrated student supports to address other barriers to learning	\$5,000.00	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports		
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility		

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Additional academic services for students	\$25,000.00	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$18,000.00	
Total Funds to implement the Strategies	\$310,000.00	

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

Other federal relief funds will be allocated to curriculum and other instructional resources, professional development, and a technology refresh of all devices and teacher work stations. This information is contained in the LCAP.

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
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