

Expanded Learning Opportunities Grant Plan, 5.11.2021

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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.

There were multiple stakeholder sessions and opportunities for input conducted to elicit feedback from the community about strategic actions to best meet the needs of students:

Each of the five schools and the Early Childhood Education program held three stakeholder meetings that included representatives from the following stakeholder groups: parents/guardians, teachers, classified staff, counselor/mental health staff, union leaders, school administrators, and district administrators. The groups analyzed student data for academics, attendance, and behavior and identified strengths and needs. They then provided input about strategic actions to meet student needs. (18 sessions)

Each of the five schools held a student focus group session to get student input about strategic actions to meet student needs. (5 sessions).

There was a district committee that met three times to analyze stakeholder feedback about program strengths and needs, student strengths and needs, and strategic actions. The committee identified trends in the feedback data and developed key recommendations

for strategic actions. The following stakeholder groups were represented on the committee: parents/guardians, teachers, classified staff, counselor/mental health staff, instructional coach, district nurse, union leaders, school administrators, and district administrators. (3 sessions)

The District Advisory Committee/District English Learner Advisory Committee comprised of parents/guardians, teachers, school administrators, and a district administrator provided input on district program strengths and needs to best support students. (1 session)

The Budget Advisory Committee met to analyze and give recommendations regarding the value of some key strategic actions to inform the plan. (1 session)

A ThoughtExchange survey was sent to all parents/guardians and all staff to elicit input about “the most important things to focus on as we continue our work to support all students.” Themes emerged from their responses which informed this plan.

Stakeholders identified six of the seven areas of the Extended Learning Opportunities Grant as key areas for investments in strategic actions to best meet students’ needs. The only area not identified was “5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility” because Romoland School District is a TK-8 school district with no high school and thus, no credit deficient students.

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

Romoland School District implements a multi-tiered system of support (MTSS) in each of three areas: academics, attendance, and social-emotional behavior. Student data in academics, attendance, and social-emotional behavior is intrinsic to each MTSS. The data of all students is monitored in tier 1 across all three multi-tiered systems of support. Students in need of tier 2 and 3 supports are identified per the data, and the students are provided supports and resources to reach success in their area(s) of need. The needs of students in the following groups are considered through each MTSS:

- 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 and other students identified by certificated staff

The district assesses the academic needs of students in grades K-8 with the use of the iReady Reading Diagnostic Assessment and the iReady Math Diagnostic Assessment three times per year. Formative assessments are employed across all content areas to determine students’ response to instruction and to adjust instruction accordingly throughout the school year.

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

Parents/guardians and students will receive communications about opportunities for supplemental instruction and support through the various communication platforms used by the schools and district: emails, text messages, robocalls, school and district webpage postings, social media posts, direct calls, parent/guardian conferences, meetings, and newsletters. Information will be provided in English and Spanish, as well as parents'/guardians' primary languages, as applicable.

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

Extending instructional learning time:

- Summer Learning Program 2021, in-person instructional program, available for all students
- Summer Learning Program 2022, in-person instructional program, available for all students
- Bilingual instructional aides to support English Learner students in Summer Learning Program, 2021
- Bilingual instructional aides to support English Learner students in Summer Learning Program, 2022

Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports:

- Afterschool and Saturday tutoring and office hours
- Virtual tutoring services
- Newcomer English Learner student instructional materials
- Instructional staff professional learning: Orton-Gillingham literacy methods
- Instructional staff professional learning: Universal Design for Learning (UDL)
- Bilingual instructional aides to support English Learner students throughout the school year
- Instructional aide professional learning: Personalized Learning support methods for students in English language arts and math
- Virtual Program 2021-22 for students and families who need/select this model of instruction

Integrated student supports to address other barriers to learning:

- Board Certified Behavior Analyst (BCBA) services
- Increase Elementary School-Based Mental Health Therapist services
- GoGuardian

Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports:

- Parent Institute for Quality Education (PIQE) program at all schools
- Romoland Cares Parent/Guardian course series with specialists/guest speakers
- Community learning events at schools

Additional academic services for students:

- GoFormative assessment platform
- Nearpod digital curriculum (core subjects, social-emotional learning, and digital citizenship)

Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs:

- Staff professional learning: Trauma-informed practices

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	\$ 740,000.00	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$1,440,000.00	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$ 298,300.00	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$ 150,000.00	[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	N/A to a TK-8 school district	[Actual expenditures will be provided when available]
Additional academic services for students	\$ 155,000.00	[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	\$ 262,340.00	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$3,045,640.00	[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.

The District 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. This is called "braiding the funds" to maximize funding and provide services over time, as applicable, with consideration that the ELO Grant funds are one-time state funds which must be expended by August 2022.