

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.

San Ramon Valley Unified School district is deeply embedded in and connected to its community. The district is committed to engaging community stakeholders, students, staff, and parents at a deep level. Stakeholder feedback was received via surveys, Thought Exchange, Principal Coffee talks, town halls, staff meetings, student advisory groups and student surveys. Additionally feedback was received at six LCAP stakeholder meetings, the SRVUSD Community Advisory Committee (CAC), SRVUSD PTA Presidents meeting, and the SRVUSD District English Learner Advisory Committee (DELAC).

SRVUSD Stakeholder Engagement Webpage:https://srvusd-ca.schoolloop.com/pf4/cms2/view_page?d=x&group_id=1616224415753&vdid=i20b2rcr4gob

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

Students are identified and the needs assessed using ongoing data analysis, interventions and ongoing progress monitoring. Using data drawn from Fast Bridge assessment formative assessment solutions, all student were assessed in English and Math to determine intervention needs and performance gaps. The cycle of continuous assessment continues with daily and weekly progress monitoring, checking for understanding, teacher conferences, counseling support, ongoing Fast Bridge formative assessments, and interventions during Student Support periods. Site staff, social workers and site administration provided additional data and support to identify the needs to be assessed, "by name, by need" of each student.

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

Using the student and families primary language, parents and guardians will be informed of the opportunities for supplemental instruction and support in the following manner: parent/teacher conferences, counseling meeting, social worker home visits, school and district websites, email, phone and letter.

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

In order to address these performance gaps, SRVUSD expanded it's Multi-tiered System of Supports for English Language Arts and math, employing 26 teachers working across the district over the next two years to support staff to create effective intervention systems to meet the unique needs of our students. Additionally, SRVUSD has increased para professional supports to provide supplemental instruction, increased English Learner supports, increased access to technology, provided reading and math support classes during and after the school day, daily student tutorial opportunities, extended learning and remediation opportunities in Summer School, small group sessions at each site during and after school to provide intervention, and using Edgenuity for credit deficient students. In order to provide successful instruction and support, SRVUSD has created robust professional development opportunities for all staff, focused on interventions, social emotional supports, deep learning and equity. and Along with the use of data, teacher conferences, Wellness rooms, Student Support Team meetings and embedded Student Support periods were provided at all campuses. These programs 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.

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	\$3,000,000	TBD
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$12,000,000	TBD
Integrated student supports to address other barriers to learning	part of \$12m	TBD

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	\$3,000,000	TBD
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	part of \$12m	TBD
Additional academic services for students	\$1,050,663	TBD
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	part of \$12m	TBD
Total Funds to implement the Strategies	\$19,050,663	TBD
"Estimated Total ELO Allocation per EC 43521(b)(3)1 (A.2 + B.3 + C.2) D.1"		

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

As discussed at the May 4th Board Meeting under Action Item 10.3 "Recommendation for One-Time Education Programs", the \$19+ million in Expanded Learning Opportunity Grant dollars is part of a \$30 million investment, which includes all remaining Federal "Elementary and Secondary School Emergency Relief" (ESSER) Funds and \$9+ million in AB 86 In-Person Instruction Grant dollars. The ESSER dollars to be utilized for this investment are specifically derived from the third round of ESSER dollars (ESSER 3) announced by the Federal Government in February and March 2021. San Ramon Valley Unified School District's (SRVUSD's) total estimated allocation of these ESSER 3 dollars is \$3,379,534. The District's previous funding rounds of ESSER dollars --- approx. \$500,000 in April of the 2019-20 fiscal year and approx. \$1.5 million in late Fall of the 2020-21 fiscal year --- have been fully invested to deliver student instruction during the COVID-driven virtual learning in the second semester of 2019-20 and the first and second semesters of 2020-21. The Board's action on May 4th directing staff to implement the \$30 investment plan across the 2021-22 and 2022-23 school years includes investments for students across six categories including:

- (1) \$12 million in a "Multi Tiered System of Supports" (MTSS) Model including, but not limited to, an estimated twenty-six (26) teachers working across the District over the next two years to support staff in creating effective intervention systems so students can achieve grade-level standards. The Model includes goals for this team to continue to build capacity in staff to create/strengthen site-based learning supports to differentiate student learning and meet the unique needs of our students, lead professional development, support monitoring of student progress, and organize use of student support time and before and after school opportunities. This team will also support the implementation of the strategic plan including deep learning, equity, and social emotional well-being.
- (2) \$3 million in student supports provided by Classified Personnel. Senate Bill/Assembly Bill (SB/AB) 86 required a minimum of 10% of allocated funds must be invested in paraprofessionals. Paraprofessionals may provide supplemental instruction and support for all students and should prioritize English learners and students with disabilities. Funds may be used to rehire laid off paraprofessionals, increase hours of part-time paraprofessionals, and hire new paraprofessionals. The District may move forward to rescind planned reductions of paraprofessional positions, funded through site fundraising efforts, for 2021-2022, as well as restore instructional assistants who provide/support arts instruction.
- (3) \$7 million in Class Size and Staffing Ratios. As-of May 2021, California Department of Public Health (CDPH) guidance continues to includes directions to districts that students must be spaced no less than three feet apart from each other and stable groups of students should be established --- across elementary and secondary master schedules --- to minimize student mixing and assist with contact tracing. The District's plan to meet this guidance includes adjusting staffing ratios in grades four and five from 29:1 to 26:1, which will provides fewer students per classroom and allow students to be spaced out appropriately. The District also plans to provide a "Staffing Reserve" for Middle and High Schools for additional staffing to create stable groups or "houses" so that students can move between classes with the same peers as much as possible.
- (4) \$3 million for 2021 Summer School initiatives including the expansion of intervention and remediation summer program capacity. This expansion of the program compared to previous years will allow for more class offerings for students. Prior to this upcoming summer, summer programs in SRVUSD were accessible primarily by invitation, so this year's model is designed to accommodate parent requests for summer educational opportunities. Further summer enrichment opportunities continue to be available through the San Ramon Valley Education Foundation (SRVEF), the City of San Ramon, and the Town of Danville.
- (5) \$3 million in student technology and curriculum, including, but not limited to, Middle School Science materials and Elementary phonics (reading) and social studies materials. Technology investments will include both hardware and software investments for students. The District has made a tremendous amount of progress over the last year integrating technology into the curriculum. Given the deep learning component of the strategic plan, it is important to continue to support student learning by continuing use of online technology including "Fastbridge" (a software tool that assesses and monitors student progress toward standards), "Lexia" (a software tool for Elementary English Language Arts (ELA) online interventions), and "IXL" (a software tool for Math and ELA online interventions).
- (6) \$2 million in continued COVID-related health and safety initiatives. Investments will include continued procurement of Personal Protective Equipment (PPE) for students and staff, maintaining safety-related facilities investments (such as ongoing enhanced heating-ventilation-air-conditioning (HVAC) capabilities (filters, etc.), custodial/cleaning capabilities (supplies, time, services, etc.), and turniture investments (eg: single-person desks where previously multiple students utilized one piece of furniture)), and specific and targeted COVID testing for students and staff.

The District expects to provide updates related to this \$30 million investment plan to the Board throughout the 2021-22 and 2022-23 school years.

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.

California Department of Education
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