



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.

Stakeholder input for the Extended Learning Opportunities plan was provided through the District's LCAP Advisory Committee. Participation on the LCAP Advisory Committee is a two-year commitment, with 50% of the committee being replaced annually. The forty-five member committee consists of eight parents, eight community members, eight certificated and eight classified personnel including Association leadership, five administrators including Classified Management and Special Education, and eight students. The committee members represent a variety of sites, both elementary and secondary, student groups, community programs, and multiple ethnicities and socio-economic groups. The community partners represent a variety of local behavioral and mental health service providers, crisis intervention, expanded learning programs, and other community leaders.

There were five committee meetings held between February and May 2021. In sequential order, the focus of each meeting was as follows:

1. Data sharing including comparative local assessment data by grade level, student group, and district-wide, California Dashboard data, local metrics, and progress monitoring data
2. Review of the most recent student achievement and social emotional learning data with progress monitoring
3. Review and analysis of stakeholder feedback from a local social emotional learning (SEL) screener (Kelvin Education), including application of the eight state priorities and Board of Education criteria
4. Review and analysis of all feedback and data to support a comprehensive needs assessment, aligned with current actions and services, to identify gaps; program representative question and answer panel to provide further information on program implementation and results
5. Development of a finalized list of new program considerations, reflection on analysis of existing programs and ranking of both new and existing program priorities

The draft Redlands Unified School District Expanded Learning Opportunities Grant Plan was presented to the District English Advisory Committee (DELAC), as well as presented to site administrators with the expectation of principals sharing the district plan with their school stakeholder groups. All stakeholders were provided the opportunity to provide feedback and input regarding the ELO grant plan via the Redlands USD website utilizing the LCAP Feedback link.

Based on the input collected from the LCAP Advisory Committee, DELAC, Site Administrators, and the LCAP Feedback link, the Superintendent presented the Board of Education with the recommendations from the Educational Services Division to implement an Extended Learning Opportunities plan to support the existing goals and strategies of the District's Redlands 2025 Vision and current LCAP initiatives. The draft ELO plan was presented on May 25, 2021. The plan was formally adopted by the RUSD Board of Education and was submitted to the San Bernardino County Office of Education.

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

Screening and Diagnostic Assessments

In grades K-8, the District will utilize a combination of academic screeners, site-based formative assessments, and standards-based summative assessments incrementally throughout the year. In grades 9-12, the District will utilize a combination of diagnostic assessments, site-based formative assessments, and standards-based summative assessments incrementally throughout the year. All students in grade 3-12 will participate in Kelvin pulse surveys each month to identify individual needs and district trends to support social/emotional learning. All of these assessments will assist in the identification of students needing additional supports and interventions.

Student Grades & Progress Monitoring

Student progress in classroom learning and in supplemental learning programs will be monitored every six to eight weeks to identify students in need of additional support. Additionally, trends across the district will be monitored to ensure the effectiveness of selected evidenced-based strategies, so the District can continue to refine the learning recovery process.

Student Referrals

Referrals for students needing additional supports may be made by the student, parents/guardians, teachers, and other school staff members. These referrals will be routed to the appropriate staff member, including school counselors, site administration, and district level staff, as appropriate.

Outreach

Students who have not engaged with classroom-based learning or online supplemental programs will be contacted and supported. Site and District staff will be available to visit homes of students to support with the re-engagement process.

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

Parents and guardians of students will be informed of the opportunities for supplemental instruction and support through the various methods of communication already in use within the District. These methods include Aeries Communications messages sent via phone, email, and text message; social media posts; school and district websites; workshops and seminars led by parent liaisons, school counselors; and in-person and virtual conversations and events hosted by the school. In addition, information will be provided during Intervention Support Team (IST) meetings, Individualized Education Program (IEP) meetings, and other conferences with school staff members.

Family communications are sent in English and Spanish.

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

The Expanded Learning Opportunity Grant will provide supplemental instruction and support for all students within the Redlands Unified School District. In addition, specific supports will be provided to students who are included in one or more of the following groups: low income, English learners, foster youth, students experiencing homeless, 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 are credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff. All services will be part of a multi-tiered system of supports that includes universal (tier 1), targeted (tier 2), and intensive (tier 3) supports for students based on their identified needs.

Support services have been identified in each of the following seven strategy areas:

1. Extended instructional learning time in addition to what is required for the school year by providing summer school and taking any other action that increases the amount of instructional time or services provided to students based on their learning needs:
 - Elementary summer school
 - Elementary after-school intervention and transportation

- Middle school summer school
- Middle school before/after-school intervention and transportation
- Middle and high school STEM camps
- K-12 Saturday learning opportunities

2. Acceleration of progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:

- District-wide diagnostic and progress monitoring systems
- Supplemental instructional curriculum materials
- Supplemental online learning subscriptions

3. Integration of student supports to address other barriers to learning, such as the provision of counseling or mental health services, or programs to address student trauma and social emotional learning, or referrals for support for family or student needs:

- Additional temporary teachers; before/after-school ELA and math classes to provide academic support and acceleration
- Expansion of counseling and mental health services

4. Access to technology, high-speed internet, and other academic supports:

- Extended day staffing at high school libraries
- Parent/community liaisons

5. Supports for credit-deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility:

- High school credit/grade recovery and advancement summer school
- Before/after-school credit recovery classes

6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning; securing an assessment solution that includes diagnostic/screening assessments, as well as periodic assessments to gauge student progress and assist in the identification of students needing additional supports and interventions:

- Instructional aides to support small group instruction
- Online and in-person tutoring opportunities

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:

- Staff Development to support the implementation of Universal Design for Learning (UDL)
- Staff Development to support social emotional learning (SEL) and trauma informed care (TIC)
- Continued partnership with Hatching Results to provide professional development and support to school-based counselors

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	\$2,887,100	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$1,101,710	
Integrated student supports to address other barriers to learning	\$5,835,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$600,000	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$2,370,220	
Additional academic services for students	\$2,570,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$406,814	
Total Funds to implement the Strategies	\$15,770,884	

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 Redlands Unified School District Executive Cabinet, with input from Education Services, Business Services, and the Human Resources Divisions, coordinates services and funding, including the appropriate assignment of programs and services to the various federal Elementary and Secondary School Emergency Relief Funds received by the LEA. The budgeted expenses listed above are based on stakeholder input and priorities from surveys, focus groups, and committee meetings throughout the 2020-2021 academic year and prioritize expenses for in-person learning, interventions and supports, social/emotional learning, and staff development.

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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