

# Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ravenswood City School District	Gina Sudaria Superintendent	gsudaria@ravenswoodschools.org (650) 329-2800

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.

Ravenswood has worked to involve our stakeholders in developing our plans throughout the pandemic. This included creating cross-functional working groups that included parents, teachers, union leaders, principals, central office staff, and community members during the initial shift to distance learning. All these stakeholders have provided input on our Learning Continuity and Attendance Plan, COVID safety plans and checklists, the return to school Recovery & Reopening Plan, and our budget approach and strategy. We have also done a tremendous amount of engagement as we are working on our upcoming 3-year LCAP. All of this engagement has the common goal of finding the best ways to support our families.

The development and revision of the Ravenswood Reopening & Recovery Plan was led by a committee that involved district leadership, cabinet and staff, school principals, representatives from the RTA and CSEA, board members, parent representatives, and our Community Partnerships (REF, B&GCP, CASSY, Innovate Public Schools). We have been committed to engaging with all parts of our community working collectively to implement an instructional program that will best serve our students at this challenging time. We believe the best way to do this is to ensure there is two-way communication where we educate and inform on some issues, but also gather feedback and continue to revise our plans and instructional strategies for the pending needs of our students and families. Representatives from all parts of our community participated in community focus activities to help to guide this development, including multiple surveys, focus group discussions, and town hall meetings. We continue to gather regular feedback from our families, partners, students, and staff about how we are doing, and in what ways we could adjust our plans to better meet the needs of our community. This group has also provided regular updates through district wide communications (e.g. emails, video messages, social media posts) and has also updated our school board at nearly every

meeting. For transparency, the presentations, meeting notes and minutes, and other relevant documents connected to the development and revision of the Reopening and Recovery Plan are available on our website in both English and Spanish.

We also began convening a multi-stakeholder Learning Acceleration Committee beginning in January 2021, also known as the Committee to Resolve Educational Inequities Exacerbated by a Global Pandemic. The purpose of this committee has been to convene community members across roles to review current literature and research around pandemic responses efforts to support student social emotional needs and academic learning, and evaluate possible strategies for our district to take in the 21-22 school year and forward.

Our overall Recovery Plan encompasses all areas of supplemental instruction and support that this ELO plan also seeks to address, and our LCAP has also had extensive stakeholder engagement as part of the development process. It is clear that parents, teachers, and school staff, as well as community partnership voices have been regularly involved in district planning and decision-making processes, and that this ELO plan is also a product of those existing discussions and meetings.

Our Strategic Plan, Recovery Plan, and LCAP together formed the base of our plan for the ELO Grant. Through the existing feedback from stakeholders, and our budget alignment planning process it was determined that the ELO Grant funds would be best used focusing on Extending Instructional Learning Time, and Accelerating Progress To Close Learning Gaps. The four other areas relevant to Ravenswood were also identified as being important to stakeholders, and are being addressed through other funding sources and plans.

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

Ravenswood has an "Unduplicated Pupil Count" of approximately 94%. "Unduplicated Pupils" are students who fall into at least one of the following categories: Foster Youth, Homeless Students, English Learners, or students who are eligible for free and reduced meals. Over 90% of our families qualify for free and reduced lunch. Approximately 40% of our students are considered homeless - living in situations including at shelters, foster kinship, and overcrowding with multiple families to one domicile. The majority of our students experience the stresses and traumas associated with growing up in poverty. Attendance can thus be a challenge. We also have an increasing number of Newcomer students who arrive in our district from another country, speaking little to no English. Approximately 53% of our students are considered "English Learners". Additionally, approximately 20% of our students are identified as requiring support from our Special Education department. Even before the global pandemic many of our students had academic results below grade level, and these challenges have only been exacerbated through distance learning and the local situation. As a result of this data, the learning recovery programs implemented through the ELO Grant will aim to serve and address the needs of 100% of our students.

We expect to continue to rely upon our instructional learning teams, assessment data from internal and external benchmarks and its analysis, the diagnostic expertise of site specific and districtwide staff (e.g. on-site social workers, psychologists, coaches, and our student services and special education departments), and of course our teachers to identify students in need of support. We will also continue to engage our stakeholders, particularly in identifying and addressing barriers to learning. We know that this unprecedented pandemic will require us to constantly collect information on what our students need and what is working for them over the next few months. We will continue to use this information to adapt our plans in a way that best supports their needs.

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

As referenced earlier, ~100% of our students fall into one of the student group identifiers listed in EC Section 43521(b). This means that many of our supplemental instruction and support strategies will focus on LEA-wide or school-wide actions. Parents and the community have been and will continue to be an integral part of our stakeholder engagement processes, and as such will continue to be informed of the district-wide, or school-site specific actions through our district website, district wide communications such as emails, social media outreach, and principal or school specific outreach. Some of these approaches - such as extended day - will be “opt-out” initiatives so the opportunities will be more easily accessible.

We will also be providing targeted supports to higher needs students as needed. Information about targeted, additional, or optional opportunities will be provided on our website, and through communications to parents from school-sites and the district in English, and Spanish. Teachers and Community Liaison staff may also specifically identify these higher-need students, and contact their families to encourage that student’s involvement in a specific opportunity or program. Similar to our approach throughout the pandemic, we will monitor which streams of communications are working in reaching families and use those - including, as we have done throughout the pandemic, home-visits, calling parents directly, texting, or other family-specific approaches.

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

Using the Expanded Learning Opportunity (ELO) Grant Funds, Ravenswood will provide supplemental instruction and support to students within two of the seven strategy areas, “Extending Instructional Learning Time” and “Accelerating Progress to Close Learning Gaps”. However, it is important to note that the district’s overall approach to supporting students provides strategies across all these areas.

It is believed that the ELO Grant Funds will be most effectively used at Ravenswood through a number of universal support initiatives (eg. extended day learning at school sites, acceleration academies, and enhanced curricula materials for learning recovery). Targeted or more intensive supports for higher-need students will also be provided, however it is clear from an evaluation of our student population needs that supports that are usually considered targeted (such as high dosage tutoring) will be beneficial for all students to participate in. This multi-tiered framework of strategies is necessary to ensure that the broad needs across the district are met with the most appropriate support at the most effective level of intervention.

Under this grant, we are focused on three strategies:

#### Extending The Day

We are planning on extending the school day and are working with our unions to identify specifics. The broader initiative will rely on the support of our paraeducators for the duration of this program, especially as we prioritize services for students with disabilities and English learners. Ravenswood has identified a strong priority for retaining existing paraprofessionals, as they have good knowledge of and experience with our families and community. The extended day supplemental learning time will primarily be provided by increasing instructional minutes on certain days and through an expansion of a robust summer school program.

#### High Dosage Tutoring

High dosage tutoring has been found to have a significant impact on student learning. We are still in the design phase regarding our specific approach, but we expect this to be provided by a partner organization, either one-on-one or in small groups multiple times a week. It is important that this approach is aligned with our curriculum and identifies and addresses individualized learning gaps. Rigorous research provides strong evidence that high-dosage tutoring can produce large learning gains for a wide range of students, including those who have fallen behind academically. Although teachers tend to be the most consistently effective tutors, recent studies have found that paraprofessionals and trained volunteers can be just as effective when tutoring one-to-one or in small groups.

#### Acceleration Academies

Acceleration Academies are a recent research-backed initiative that focuses on rapidly accelerating student learning in a specific content area. While we are in the early stages of planning, these have generally involved a week-long intensive support during a school break led by a highly qualified teacher within a specific subject area. For example, students who are significantly behind in math may be selected to participate in the week-long intensive led by one of the district's higher performing math teachers. By focusing primarily on math for five hours a day for five days, students will receive an additional 25 hours of math instruction - the approximate equivalent of a month of instruction. Depending on need, demand, and teacher availability, we plan to run multiple Academies over the year at each school site.

This combination of extended day activities, acceleration academies, and high dosage tutoring will be part of a whole school academic excellence experience. It is important that student's social-emotional well-being and relationships are prioritized in order to develop an engaging learning environment and positive school culture and climate that students are excited to participate in.

## 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.

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Reported Expenditures</b>
Extending instructional learning time	\$300,000	\$190,468
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$2,077,035	\$1,142,805
Integrated student supports to address other barriers to learning	\$0.00	\$419,029

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Reported Expenditures</b>
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$0.00	\$114,281
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	n/a	n/a
Additional academic services for students	\$0.00	\$304,748
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$0.00	\$114,281
<b>Total Funds to implement the Strategies</b>	<b>\$2,377,035</b> <i>This was the preliminary / assumed allocation</i>	<b>\$2,285,610</b> <i>This was the actual allocation for Ravenswood</i>

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 has been fortunate to have received a significant amount of funding across a number of different sources, including not just the stimulus funds outlined above, but also outside philanthropic funds through the Ravenswood Education Foundation. Our primary focus has been using the expertise of our community to identify what initiatives will best benefit students. Once identified, we are then working to identify funding streams to support those initiatives (e.g. ESSER, ESSER II, and ESSER III) - knowing that these needs and specific initiatives will evolve as more information comes in.

Broadly speaking, independent of funding source, our community has prioritized the following initiatives over the next few years to support students returning to campus full-time, and stimulate accelerated student learning:

- Extending the day (\$4m)\*
- High dosage tutoring (\$3m)\*
- Class size reduction in 4th and 5th grade (\$2.5m)

- Expanded summer school (\$2m)
- Acceleration academies - targeted weeklong intensives designed to rapidly boost student achievement (\$1.5m)\*
- School specific strategies (\$1.5m)\*
- Intervention and ELD supports (\$750k)\*
- Learning hubs to allow students a safe place to learn during the day (\$750k)\*
- Technology enhancements (\$750k)\*
- Higher quality and replacement instructional materials (\$600k)
- Materials to ensure that students are able to safely return to school (\$400k)\*
- Stipends to incentivize staff to return to school (\$500k)

We have added a “\*” to initiatives that we believe could be incurred against this funding source, depending on how it ultimately makes sense to braid these various funding streams together.

Finally, it is important to note that over the last year we have also made significant investments in responding to the pandemic. This includes creating learning hubs, purchasing new online-centered curriculum or buying take-home curricula for students, and purchasing supplies directly related to the pandemic (e.g. air purifiers, hand sanitizers, etc.).

# 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, 2024.

*For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact [ELOGrants@cde.ca.gov](mailto:ELOGrants@cde.ca.gov) or [lcff@cde.ca.gov](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 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.

An LEA may amend its ELO Grant Plan, including the planned expenditures, based on changes in student needs identified as part of the LEAs ongoing assessment of the needs of students identified for supplemental instruction and support. LEAs are encouraged to collaborate with community partners when amending their plan.

A materially altered plan should be brought to the governing board or body of the LEA for adoption. School districts must submit the amended plan to their COE; charter schools must submit their amended plans to their chartering authority; COEs and school districts in a single-district county must submit their amended plans to the California Department of Education (CDE). COEs and school districts in a single-district county must submit their amended plans to the CDE by email at [ELOGGrants@cde.ca.gov](mailto:ELOGGrants@cde.ca.gov). LEAs are also strongly encouraged to post an amended plan to the same web page as their LCAP.

The plan must be updated to include the actual expenditures by December 1, 2024. 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  
July 2021