

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.

Throughout the COVID-19 pandemic, Rocklin Unified School District has continued to gather valued input from key stakeholder groups. The process for soliciting stakeholder input was varied to include meetings (in-person and virtual depending on current restrictions), online surveys, public feedback via phone, email, and School Board meeting comments. Feedback has been used to develop programs and meet the needs of our students throughout the COVID-19 pandemic up to and including the drafting of the Expanded Learning Opportunities Grant Plan, which will guide RUSD's efforts to mitigate learning loss over the next year. Feedback was collected from stakeholder groups in the following ways:

- School Site Councils (Various dates between January 2021 and March 2021): Site principals presented and gathered input via survey.
- California Healthy Kids Survey: Grades 5, 6, 7, 9, and 11 completed the survey. There were 890 student responses in grades 5 and 6 and 1633 responses in grades 7, 9, and 11.
- Student Forums (Various dates between December 2020 and January 2021): Superintendent, Directors, Principals, and

Teachers engaged with students around school connectedness, learning, and fairness at select elementary (3), middle (1), and high school sites (2).

- Parent/Guardian Survey (January 2021): District survey via email with 1147 responses.
- Staff Survey (January 2021): District survey via email with 368 responses.
- Foster and Homeless Youth Advisory Committee (December 2020, February 2021 and May 2021): Consultation and discussion.
- District Equity and Inclusivity Steering Committee (September 2020, December 2020, February 2021 and April 2021): Consultation and discussion.
- District English Learner Advisory Committee (September 2020, February 2021 and May 2021): Consultation and discussion.
- District Leadership Team (Various dates throughout the 2020-21 school year): Consultation, discussion, and survey.
- LCAP Parent/Guardian Advisory Committee (Including representatives from RTPA/CSEA) (January, March and May 2021): Consultation, discussion, and survey.
- LCAP Staff Committee (Including representatives from RTPA/CSEA) (January, March and May 2021): Consultation, discussion, and survey.
- Board of Trustees (Various dates throughout the 2020-21 school year): Presentation, discussion, and approval.
- The Learning Loss Plan utilizing Expanded Learning Opportunities Grant funds was presented and discussed during a regularly scheduled Board of Trustees workshop on April 7, 2021.
- The Expanded Learning Opportunities Grant Plan was presented during a regularly scheduled Board of Trustees meeting on May 19, 2021.

To ensure access of stakeholders, RUSD provided internet access via hotspots to all families without internet access. Additionally, RUSD reached out to families who speak languages other than English by providing translated surveys, district communications, and through individual contact with English Learner families by English Language Development teachers/staff.

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

Academic Assessments and Supports

Elementary schools in RUSD (Grades TK-6) are using a variety of formal and informal assessments to identify students in need of additional academic, behavioral, and social-emotional support. Academically, students are regularly assessed through grade level common assessments to determine whether they are exceeding, at, approaching, or below grade level standards. For students approaching and/or below in English language arts (ELA) and mathematics, there are targeted supports available through school wide intervention systems. All elementary schools also utilize the MAP assessment in grades 2-6 for ELA and mathematics. The MAP is administered four (4) times each year and again, utilized to group students for remediation and acceleration during the instructional day.

Finally, RUSD elementary schools utilize common web-based resources such as Freckle ELA/math to assess and provide differentiated practice for each student. Teachers use the results of these assessments to provide daily targeted instruction.

Middle and high schools in RUSD (Grades 7-12) will be reviewing data from a number of diagnostic, informal and formative assessments. In grades 6 - 8, students completed a winter and spring MAP assessment. This information will be used to determine appropriate placement for the next level course and the possibility of the need for additional interventions. In grades 9-12, students will be completing an IXL diagnostic assessment; additionally, 11th graders will complete the CAASPP assessment. Both sets of assessments will be used to determine appropriate placement for the next level course in 2021-22 and the possibility of need for additional interventions. Moving forward all students in grades 7-12 will participate in the IXL program which will require students to complete a new diagnostic four times per year to assess academic skills. Schools will utilize the results of the assessment information to place students into support courses with learning loss teachers and standards-aligned courses during the 2021-22 grade level.

Social-emotional and Behavior Supports

In the area of social-emotional learning (SEL), RUSD elementary schools utilize the In Focus curriculum at all grades as a Tier I program. For 2021-22, RUSD will be adopting a universal screening tool to assess all students for wellness. Based upon this data, tier two and three services will be available such as character education, conflict management, social skills lessons through Skillstreaming and Strong Kids, counseling services, and social services. The social services component will be available as a referral service to address student and family needs and trauma.

In the behavioral domain, all RUSD elementary schools have fully implemented Positive Behavior Interventions and Support (PBIS) systems and are using the SWIS data tracking system. The combination of PBIS and SWIS allows sites to track problematic behaviors and provide specific interventions and/or reteaching at the school, classroom, or individual level. Students identified as requiring more support, based on SWIS data, will have opportunities for more intensive Tier II/III interventions including social skills groups, check-in/check-out, counseling, and mental health services.

In the area of social-emotional wellbeing, secondary students will be completing a universal screening tool to assess all students' needs. These results will be reviewed by site administrators, site counselors, mental health therapists, and site social workers to ensure students receive the support they need to be safe and successful. RUSD will also be purchasing a SEL curriculum that will focus on self-awareness, self-management, responsible decision making, relationship building and social awareness. Additionally, secondary sites will continue to work on restorative and trauma-informed teaching practices.

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

RUSD's expanded learning plan is based on parent/guardian, staff, and community input gathered during the LCAP process and expands upon many actions in the District LCAP. The draft of the services in the Expanded Learning Opportunities Grant plan was shared at a Board workshop on April 7, 2021, with parents/community and staff at meetings in early May for input, and shared publicly for approval at the May 19, 2021 Board meeting. Specifics of the plan, including specific interventions and supports for learning loss provided to all schools, will be shared out with parents in an informational newsletter prior to the start of the 2021-22 school year.

Parent question and answer sessions will be held to ensure all parents understand how the District is using one time funding to address student needs following the COVID-19 pandemic.

Elementary parents/guardians in RUSD receive weekly updates from their school sites regarding in-school programs and extracurricular activities. Information about academic interventions during the instructional day is shared with parents/guardians via their classroom teacher. Opportunities for student remediation and/or acceleration are shared by the school site and teacher and include before and after school intervention, activities, and specialized clubs such as Math Olympiad and Writing Labs. Communication regarding learning recovery and acceleration programs will be shared out by each school during the 2021-22 school year.

Secondary sites have a variety of ways they provide updates to parents/guardians. Communications are shared via social media, School Messenger emails, recordings of the site daily announcements on the school webpage, and weekly updates. Information about academic intervention during the instructional day is shared with parents via their classroom teacher or grade level counselor. Opportunities for students to demonstrate mastery of the curriculum are provided daily on each site during an intervention period. In addition to a daily intervention period students meet with teachers before and after school. Communication regarding intervention and acceleration programs will be shared out by each school during the 2021-22 school year.

District-wide programs such as Extended School Year (ESY) for special education students and general education Summer School are shared with parents/guardians based on their individual needs of their child determined through the Individualized Education Plan (IEP) or assessments. Similarly, RUSD will offer individualized tutoring support to targeted groups such as English learners, foster youth, and students experiencing homelessness. This will be based on student need and communication will be directed specifically to the families involved. Finally, RUSD will offer a series of information sessions and workshops to the community, so parents/guardians can hear information about how to best meet the academic, behavioral, and social-emotional needs of their children. This will be mass communicated to all RUSD parents by the District office.

For families of English learners, communication regarding academic, behavioral, and social-emotional supports will be translated and sent to parents/guardians in multiple languages. English learner families will also have access to translators who will serve in a liaison role to increase school-to-home and home-to-school communication.

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

Extending instructional learning time

RUSD plans to offer robust Extended School Year (ESY) and Summer School programs for students in special education and general education in June/July of both 2021 and 2022. Students will be selected for these programs based on IEP recommendations and data from multiple assessment measures. During the four week programs, students will receive intensive small group instruction in both English-Language Arts and mathematics. The third priority of the program will be providing social-emotional learning and supports. Class sizes will be small (limited to 20 in general education classes) and be supported by an instructional aide to lower teacher to student ratios. Assessments will be provided throughout the summer sessions to progress monitor students. The target number of students for ESY/Summer school is 400. English learners, foster youth, Title I students, and students experiencing

homelessness will be prioritized for enrollment.

RUSD is also providing funding for each school site to provide 300 hours of before and after school intervention/enrichment during the 2021-22 school year. School sites will have the flexibility to determine what programs will be put in place that will most benefit their student populations.

During spring 2021, RUSD elementary schools will continue to offer targeted tutoring to identified students at all schools. Students will be identified for a small group intervention based on data from multiple measures.

During summer 2021, identified students transitioning from 8th grade to 9th grade will participate in a summer jump start program in math. This program will focus on essential learning and skills to be successful in Integrated I as a 9th grade student. Students will be identified for this program, based on multiple measures, including the IXL diagnostic and Measures of Academic Progress (MAP) assessments.

Foster youth and students experiencing homelessness will also have access to free online tutoring services outside of the instructional school day. Tutoring will be focused on specific identified skills, however on-demand homework help will also be available through the same tutoring service.

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

RUSD student assessment data over the course of the 2020-21 school year has shown a need for intervention and acceleration in mathematics and support for targeted student groups in English Language Arts. Two math instructional coaches will help coordinate the math acceleration and intervention for students. Intervention/acceleration will be provided to students through eleven (11) Learning Recovery Teachers at the elementary level, one per elementary school site, and eight (8) secondary Learning Recovery Teachers, one ELA and one math per secondary site.

Academic instructional aide time will be added at all elementary, middle and comprehensive high schools in order to meet the intervention needs of students in small ELA and math groups.

RUSD will purchase and provide professional development on math intervention curriculum.

In order to meet the learning recovery needs of students with disabilities, specialized supplemental curriculum/software will be acquired. Additionally, an instructional coach will be maintained in order to support the implementation of these programs.

RUSD will accelerate progress and close learning gaps for students through the retention of highly qualified staff. Staff will be provided stipends for their work on closing gaps for students and increasing in-person instructional time during the 2020-21 school year.

Integrated student supports to address other barriers to learning

RUSD will work with District staff to select and provide professional development for a K-12 social-emotional learning (SEL) curriculum and social-emotional screener. The implementation of a screener, will allow school staff to understand the needs of students on campus and provide needed support services to students throughout the year. The social-emotional curriculum will be taught to all students to establish foundational social-emotional skills for all students. Students needing additional support services based on the SEL screener, will be offered social skills groups, school-based therapy or support from a school social worker. In order to support student needs, four full-time social workers will be contracted through RUSD's community partner, Wellness Together. Additionally, six elementary sites needing additional mental health support will receive one additional day of school based therapy contracted through RUSD's community partner, Wellness Together.

RUSD will provide an optional parent/family education series. Topics, including social-emotional wellbeing and learning acceleration, will be selected using the results of the 2021 LCAP survey.

An increase in behaviorist staff (one Board Certified Behavior Analyst (BCBA)) will be added to meet the needs of students with disabilities with high behavior needs.

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

RUSD will continue to make student laptops and internet hotspots available to all students who require them. Although this is not directly part of the expanded learning opportunity grant funds, devices are available through the District Technology Loan Program for students and families in need.

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

Credit recovery will be offered and expanded during the 2020-21 and 2021-22 school years. During spring 2021, credit recovery options are available within the school day at both comprehensive high schools (WHS and RHS). Summer school will also be available during summer 2021 and summer 2022 to meet students' needs. During the 2021-22 school year, night school will be available as a credit recovery option.

Additional academic services for students

To ensure support for students with special needs and the special education program in RUSD, there will be an increase in psychological services staff (2 full time psychologists).

RUSD will purchase a web-based supplemental curriculum and diagnostic assessment, IXL, to monitor students' progress in mathematics and provide additional content aligned practice for students.

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

As part of elementary efforts around Socio-emotional learning and education, staff will be trained on outreach and at home strategies for increasing wellness and mental health. Learning Recovery Teachers (see above) and Instructional IAs dedicated to infusing SEL learning throughout the school day will be reaching out directly to families of targeted students to increase wellness and engagement with the school.

Curriculum camps for secondary educators will be held during the 2021 summer to adjust scope and sequence and ensure coverage of all essential learning.

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	\$699,090.00	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$5,479,734.00	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$683,862.00	[Actual expenditures will be provided when available]

Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$0.00	[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	\$316,754.00	[Actual expenditures will be provided when available]
Additional academic services for students	\$200,550.00	[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	\$83,750.00	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$7,463,740.00	[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.

RUSD created plans with stakeholder input to address Covid-19 related needs, including academic, behavioral and social-emotional supports, and is utilizing Elementary and Secondary School Emergency Relief (ESSER) funds and Expanded Learning Opportunity (ELO) grant funds to meet the needs of students. The funding sources used for each component of the overall District plan are dependent upon the fiscal requirements of each source. The majority of the ELO grant funds will be used to assess learning loss and social-emotional needs. Those strategies proven during the 2021-22 school year to be most effective with students will be extended during the 2022-23 school year using ESSER funds. ELO grant funds are included in the District's Local Control and Accountability Plan, where specifically aligned to each goal and action.

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.

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 wellbeing, 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
March 2021