

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

RKMS will be using the iReady assessment platform to assess student learning gaps. The baseline diagnostic will be administered in September 2021. The baseline will provide RKMS with detailed data on each student's grade level placement, as well as specific standards and skill sets that students have or have not mastered. The baselines will be used to set grade-level targets for each student, as well as set stretch growth goals to determine how each student can move forward on a path to proficiency.

RKMS will administer a family needs assessment survey in the Fall of 2021 to determine each family's need for wrap-around services, which will be coordinated by RKMS's department of family and student services. RKMS will also administer the Panorama Education social-emotional learning and school climate survey in the Fall of 2021 to determine the social-emotional and mental health needs of each student.

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

Parents will receive an individual student report with the results of the iReady diagnostic to be administered in September 2021. Based on those results, individual students will be identified to receive targeted support. These opportunities will be communicated directly to parents/guardians by RKMS's school administration.

All students will receive interventions and enrichment opportunities that are embedded in the normal

- Paraprofessionals to support the closing of learning gaps through instructional support in the classroom.
- iReady - diagnostics to assess student learning gaps, and a personalized learning intervention platform and curriculum.

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	\$20,000	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$248,640	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$77,045	[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	[\$ 0.00]	[Actual expenditures will be provided when available]
Additional academic services for students	\$5,850	[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	[\$ 0.00]	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$351,535	[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.

RKMS is coordinating the use of ELO funds with other Federal ESSER Funds to provide additional social-emotional and academic support to students. During RKMS's SSC meeting where it sought stakeholder feedback on the use of ELO funds, RKMS provided information on federal sources of COVID relief funding, so as to provide stakeholders with a more comprehensive view of RKMS's available resources, and to ensure that the use of all COVID relief funds are well coordinated to produce a holistic plan for students and families. Also, since the ESSER III funds can be used over the next three school years, RKMS has created a five-year budget to ensure the sustainability and longevity of its expanded learning opportunities.

Additionally, RKMS uses the California Standardized Accounting Code Structure (SACS) as outlined by CDE, and uses the Resource Code to track each grant's revenue and expenditure, to ensure there is no double counting of expenditures.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county o

“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

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.

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

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