

# 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.

Teachers held individual parent conferences with parents of at risk students in the spring during which time priorities of intervention programs and needs were communicated. Teachers then meet frequently through Staff Meetings and collaboration opportunities with the Roberts Ferry School Principal/Superintendent to identify themes and common occurrences between current programming weaknesses and communicated desires and needs. Finally, further clarification was also sought out through follow up meetings with parents of identified students.

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

Students will be assessed with a variety of diagnostic assessments based on their grade level. Examples of these diagnostics include, but are not limited to, Reading Accumaticity through a one minute cold reading of grade level appropriate passages, Phonemic and Multi-Syllabic screening assessments, and various online diagnostics such as Lexia Core 5. Teachers will also provide recommendations to Social Emotional interventions based on qualitative observations. All staff will participate in Capturing Kids' Hearts Professional Development to assist in the identification of students in need of Social-Emotional and Behavioral supports. All of the aforementioned assessments and observations will be reviewed throughout the year to ensure proper placement within interventions and access to services.

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

Roberts Ferry School will provide families with an program overview at the start of the school year to build interest and understanding of future diagnostic assessments, and awareness of embedded and target program offerings. Upon qualification for individual program

offerings, parents and/or guardians will be informed of the qualifying needs of their student(s) and request for permission to participate. Parents and/or guardians will also be provided with suggestions of how to support their students(s) intervention progress within the home, and regular updates on student progress. Parent Conferences are scheduled twice throughout the year, however additional meetings will be scheduled should adequate Social-Emotional or Academic progress not be observed.

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

Roberts Ferry School plans to resume their After School Program in the 2021-22 School Year while enhancing its activities and supports to be more focused on academic intervention. To accomplish this goal, RFS will include paraprofessionals and certificated teachers in small group instruction in one-hour segments for a portion of each week. Additionally, RFS will hire a part time Special Projects Coordinator who will coordinate the administration of diagnostic assessments of all students and disaggregation of this data to identify students in need of both the aforementioned After School Program and In-School Interventions. This position will also provide the oversight to the Before and After School staff, providing scaffolding to the intervention and professional development in an around structured academic activities to encourage positive social interactions from students while addressing academics. Similarly, this position will offer In-School support to the certificated staff through tandem and model lessons inclusive of post-lesson professional conversations. Updated technology will be provided to ensure students have equal and adequate access to individualized digital intervention programs. In addition to digital intervention programs, an intervention program designed to support early phonemic development at the primary grades and multi-syllabic phonic development at the intermediate grades will be purchased and implemented.

To address the Social-Emotional needs of students, all staff members of Roberts Ferry School will participate in Capturing Kids' Hearts, a Professional Development with the outcome goal of strengthening students’ connectedness to others through enhancing healthy bonds with their teachers and establishing collaborative agreements of acceptable behavior. In addition to this, a Student Assistant Specialist from Center for Human Services will be provided one day weekly for those students in need of more individualized Social-Emotional and Behavioral support.

## 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	29,300.00	

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	31,800.00	
Integrated student supports to address other barriers to learning	11,500.00	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	11,000.00	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility		
Additional academic services for students	30,000.00	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	13,000.00	
<b>Total Funds to implement the Strategies</b>	<b>126,600.00</b>	

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

Extended Learning Opportunities (ELO) are being coordinated with other Federal Elementary and Secondary School Emergency Relief Funds (ESSER) by taking into consideration the spending deadlines of each respective fund. This coordination ensures the longevity of a multi-tiered approach to addressing student and staff needs during COVID-19 including physical safety, social-emotional supports, and academic interventions.

The proposed ELO expenditures will ensure that students receive extended learning opportunities in the form of extended paraprofessional support and coordinated In-School and After-School Interventions. A Reading Specialist will also be provided through additional Relief Funds, such as the AB 86 In-Person Instruction. Additional coordination of funds will ensure appropriate safety measures are in place inclusive of PPE, individual items for students to reduce shared item risk, and ongoing Professional Development to address Learning Loss and Social-Emotional needs of students.