

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 2020-21 school year, all parent and staff surveys we administered included questions related to student learning. We heard feedback from all stakeholders with concerns about students' who may have learning gaps after a year of distance, then hybrid, than a return to in-person instruction five days a week. All parents and staff were asked what interventions and supplemental supports students would benefit from on our spring LCAP survey. Parents, teachers, and staff who participated on our Expanded Learning Committee (Spring 2021) served as integral representatives of their stakeholder groups. The committee met multiple times to plan expanded learning opportunities based on student data, observational data, survey data, and stakeholder feedback. Principals provided feedback on the plan through management meetings.

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

All EUSD students are given a reading (Literably) and a math (iReady) assessment three times a year for monitoring student learning. Teachers and principals analyze student results to determine student needs for in-class support, site-based intervention support, and additional expanded learning needs. Students who score below grade level in reading on two local measures (Literably, iReady, Fountas & Pinnell, STAR) may be eligible for intersessions and/or summer school. Students participating in interventions at school or during the summer will be given additional assessments to monitor progress towards grade level reading levels. All schools will use the Data Based Consultative Intervention (DBCI) process to monitor students' academic, behavioral, and social emotional needs. English Learners are identified for intersession and summer school eligibility based on their current reading and language learning levels, as measured by Literably, ELPAC, and site-based formative assessments.

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

Teachers will communicate with parents through parent/teacher conferences, progress reports, and report cards about student progress. When a student is eligible for site-based intervention, the teacher and/or principal will inform the parents and guardians about the intervention plan. When a student is eligible for summer school or intersession, the parent will receive an invitation letter explaining the summer school program with an opportunity for parents to give permission for their child to attend.

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

* 1 Coordinator of Intervention and Enrichment - This Coordinator will develop a district-wide Multi-Tiered System of Supports, helping all schools create their Data Based Consultative Intervention (DBCI) process, monitoring and tracking all students receiving intervention. The Coordinator will train and support the TOSAs at the site level focused on MTSS and intervention and will support any intersessions or summer schools related to the program. One year cost- \$185,343

* 9 Teachers on Special Assignment (TOSA) focused on MTSS/ Intervention Support - Each school site will have a Teacher on Special Assignment to manage the site's Data Based Consultative Intervention (DBCI) process, monitoring and tracking all students receiving intervention, and supporting the site-based equity work. This TOSA will also teach a group of students, serving as a demonstration teacher modeling best practices in small group instruction Estimated one year cost- \$1,083,888

* Social Emotional Learning (SEL) screener - Twice a year assessment of all students - \$12,000

* 1 day of counseling support for each school site - In order to meet the additional social and emotional needs of students returning to full-time in-person school, each school site will receive one day of counseling support- \$200,000 for one year

* Summer School for below grade level readers in 2021 and 2022 - EUSD will offer a summer school in 2021 and 2022 to support students who are reading below grade level based on multiple local measures; math may be added in 2022 if there is a need. Summer school will include Instructional Assistants as well as classroom teachers to support student learning. A fall and/or spring intersession will be considered if there is significant student need at the time. \$265,000 for teachers, \$48,649 for paraeducators/ IA's

* TRAC teachers at summer school for 2021 and 2022- Offer a weekly Social Emotional Learning (SEL) lesson by our TRAC teachers for all students attending summer school - \$30,000

* Instructional Assistants for DLI classes in 2021-22 to support students returning from Cloud Campus - Students from our Dual Language Immersion program who attended Cloud Campus, the 2020-21 full-time distance learning program, missed a year of direct Spanish instruction. Therefore, all students leaving Cloud who are returning to a DLI class will be a year behind in Spanish academic performance, requiring additional support. Instructional Assistants will be hired to provide Spanish support within the DLI classes for former Cloud Campus students and other students needing Spanish intervention. Six 29-hour IA's for the two DLI schools - \$254,910

* Purchase Performance Matters - Purchase a data analysis and progress monitoring tool that aligns with our Student Information System (Power School) for tracking of student data and progress monitoring of local assessments, interventions, and behavioral supports. \$87,214

- * Intervention classes to support Tier 2 reading and math instruction at all sites - \$180,000
- * Extend the instructional learning time for English Learners attending summer school by offering childcare - (\$200 for 4 weeks - 40 kids) \$8,000
- * EL intersession for Fall and Spring- Offer a 5 day intersession for Newcomer English Learners, and English Learners performing below grade level, during Fall and Spring Break - \$50,000
- * iReady Reading - Purchase the digital program to provide a reading benchmark assessment three times a year with all students - \$75,000
- * Professional Development in reading for teachers - intensive guided reading institute in summer - (30 teachers \$40/hour) - \$15,000
- * MTSS TOSA PD/training - Provide intensive guided reading/literacy instruction for the MTSS TOSA's- \$10,000
- * MTSS - Progress monitoring meetings with site TOSA twice a year - All teachers will have two release days throughout the 2021-22 school year to meet (individually or in teams) with the principal and DBCI team (MTSS TOSA, etc.) to discuss student progress monitoring. \$110,000
- * Reading Intervention Resources - Purchase Fountas and Pinnell kits to provide site-based reading interventions at all sites - \$50,000
- * Spring district-wide professional development facilitators planning time for literacy/equity-based sessions for final District First Friday - \$7,000
- * Math Manipulatives - In order to support our students deeper understanding of place value and number sense, and to develop problem-solving abilities aligned to CGI, EUSD will purchase math manipulatives for use in upper grade classes and intervention supports. \$65,000
- * MTSS Project planning day for all grade level teams for collaboration on student progress monitoring, benchmark assessments, and intervention plans - \$56,000
- * Curriculum and assessment mapping by a team of staff, in order to align with our MTSS and Equity plans - \$25,000
- * Newcomer kits for use by district Site Program Support Teachers to support new English Learners - \$10,000
- * Integrated services with Child Nutrition Service to provide school lunch to all students - \$75,000
- * Homework Clubs - Extend the learning time for at-risk students at our 4 Title I schools by created homework support clubs for after school academic support- \$120,000

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	501,649	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	1,714,141	
Integrated student supports to address other barriers to learning	75,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	0	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	0	
Additional academic services for students	329,214	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	354,238	
Total Funds to implement the Strategies	2,974,242	

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

EUSD is using the ELO Grant funds in coordination with other federal ESSER Funds based on student need, stakeholder feedback, and funding requirements. Feedback was received through surveys and committees, with a focus on what students will need to be successful, addressing student learning needs, student and staff safety and health and mental wellbeing. EUSD will use ESSER funds for items that align with the ELO Grant funds planned, such as site-based counseling and additional technology purchases, to enhance the plan outlined here.

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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