



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.

Stakeholders were involved in the development of this plan through the District Advisory Committee (DAC) and district surveys. The DAC committee consists of parents, site and District administrators. The DAC committee met on May 6, 2021, to discuss the Expanded Learning Opportunity (ELO) Grant Plan. At this meeting, the committee reviewed the requirements in the ELO grant and were able to provide input on how grant funds will be spent. In addition, parents and staff had an opportunity to participate in a district-wide survey that asked for input regarding student connectedness, engagement, and student achievement. The information obtained through this process was used to develop supplemental instruction and support options for students.

District staff members were also engaged in the process through LAEA and CSEA negotiations. In addition, meetings were held with every department in grades 6-12 to explain the funds that were available, how they could be spent as well as the opportunities that are available to staff to collaborate and create interventions. The District will continue to engage parents, teachers and staff to ensure all students receive opportunities for supplemental instruction and support.

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

The District has an ongoing commitment to providing the best first instruction for all students. This encompasses the District's signature practices as well as targeted interventions for all students. Identifying students who need additional academic support throughout the school year is mainly through the classroom teacher and assessments the classroom teacher implements. These assessments include district benchmark assessments as well as reading and math assessments. Based on a student's performance is what then identifies students for inclusion within the District's intervention programs. The District administers district benchmark assessments to all students three times a year in ELA and Math. These assessment results are used to inform instruction and identify areas of need for students. Teachers and administrators are provided individualized student data that allows them to identify specific areas of need for students. In addition, students in grades K-5 are given a Fountas and Pinnell (F&P) reading assessment three times a year. This data is used to identify students who are not reading at grade level and students are recommended to participate in the school site reading lab. There are three sessions of reading lab each school year that correspond to the F&P assessment window. At the secondary level, students who are not receiving passing grades may be enrolled in a supplemental course in the skills lab that offers a reduced class size and allows students to recover academic credit.

The District offers a Summer Academy for students in grades K-5 and is 4-week in length during the summer. The Summer Academy provides additional instruction to students as identified by classroom teachers in collaboration with parents and focuses on continued instruction and application of grade level skills. This summer program also includes prescriptive reading and writing instruction. In addition, a Summer Bridge program is offered to students in grades 6-8. The Summer Bridge is an opportunity for students to receive additional support in the areas of Math, STEM and Humanities. For students going into grade 6, they are provided with prescriptive reading and writing instruction as well as early math intervention. At the 9-12 level, students have the opportunity to participate in summer school which includes credit recovery as well as a 9th Grade Summer Bridge. The 9th Grade Summer Bridge provides opportunities to students for continued instruction as well as application of grade level content and is available to students in the areas of Biology, Algebra I and Humanities.

In the 20-21 school year the District modified the Student Success Team (SST) process to be uniform across all school sites (TK-5) and to identify an SST coordinator at each school site. The goal of the SST coordinator is to work with staff to identify students in need (academically and socially emotionally) and provide intervention. In addition, parents, principals, teachers, counselors, and psychologists make ongoing recommendations of student needs in all areas of social-emotional well-being, academically, and in situations of a life-altering event.

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

Parents/Guardians will be notified of opportunities for supplemental instruction and support through on-going district communication protocols. This includes consistent and timely communication from district and site administrators, weekly/monthly newsletters, parent/teacher conferences, Back to School Night, and Open House. Parent conferences are held twice a year in grades TK-8, once in the Fall and once in the Spring. Parents/guardians are also notified of student progress at reporting periods (progress reports and report cards). Both progress reports and report cards are each issued four times a year to students twice in the Fall and twice in the Spring. Upon completion of district benchmarks, parents/guardians receive a score report with their student's progress and is available in multiple languages. In addition to these methods of communication, site principals, teachers, counselors, and psychologists reach out directly to parents/guardians of students who are performing below grade level, or who they have a concern about a student, to set up a Student Success Team (SST) meeting. Follow-up SST meetings are scheduled throughout the year with students and parents to assess progress on attempted interventions. Results from SST meetings are then used to provide a plan of additional support for students. Parents/Guardians are also notified of summer/intervention recommendations from their classroom teacher. All communications to parents/guardians are available in the student's primary language.

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

In alignment with MTSS, all school sites provide a variety of interventions that include universal tier 1 support, targeted tier 2 support as well as intensive tier 3 supports for students. MTSS supports are provided to students based on feedback from parents, teachers and administrators and are continuously monitored by District staff. The District will provide ongoing supplemental instruction and support to students by collaborating with teachers and administrators to identify the greatest needs. Some of the ways the District will provide supplemental instruction and support is with the utilization of software programs in conjunction with teacher led interventions and mental health and social emotional supports. Some of the supports include:

- > Summer School and Summer Bridge programs are available to all students in grades K-12. Students are recommended by teachers, in conjunction with parents, and will receive additional support in reading, writing, and mathematics. At the secondary level, students are able to take a bridge course in math, STEM and humanities that is additional enrichment.
- > Students with special needs are able to access an Extended School Year (ESY) through the IEP process. In addition, students are able to access a jumpstart program prior to school starting which would provide additional intervention.
- > Reading Lab Intervention Support. Available to students in grades (K-4).
- > APEX online program for students in grades 6-12 who are credit deficient.
- > Release time for teachers to analyze assessment data.
- > Summer work groups for teachers to collaborate and create intervention programs and/or curriculum to support students.
- > Summer work groups for teachers to work with students in need of additional support and/or review.
- > KYTE Learning (online professional development software).

- > Professional Development for teachers and staff in the areas of district signature practices, social-emotional well-being, mindfulness, conscious discipline, mental health, SST implementation, Illuminate, Google, etc.
- > Support in mental health through additional mental health counselor(s).
- > Hiring of additional intervention teachers.
- > Development of a Well Space at Los Alamitos High School.
- > Implementation of PAPER for all students in grades 9-12 to provide additional academic support.
- > Implementation of Challenge Success program to support student well-being and academic engagement.

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	1,100,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	1,000,000	
Integrated student supports to address other barriers to learning	1,005,444	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	475,000	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	350,000	
Additional academic services for students	1,000,000	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	1,000,000	
Total Funds to implement the Strategies	5,930,444	

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 Expanded Learning Opportunities grant funds are being coordinated with ESSER funds to maintain the operation of and continuity of services and continuing to employ existing staff. The District is committed to providing supports and interventions to all students in the areas identified by stakeholders.

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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