



San Pasqual

Union School District

The Little School in the Valley

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.

In response to the pandemic, the District engaged in frequent outreach efforts. Input from stakeholders was essential in guiding the distance learning instructional model and the plans to safely return students to on-campus learning. While the District continues to engage stakeholders for this purpose, the focus has shifted to multi-year planning, including the expenditure of relief funds to provide expanded learning opportunities for students. As set forth below, stakeholder input was key in identifying needs and priorities.

Engagement meetings were conducted as follows:

- Staff (certificated, classified, administrative, San Pasqual Elementary Teachers' Association, Principal, Assistant Principal): 8/5/20, 8/14/20, 8/17/20, 8/25/20, 9/2/20, 9/8/20, 9/23/20, 9/30/20, 10/7/20, 10/14/20, 10/21/20, 10/28/20, 10/29/20, 11/4/20, 11/18/20, 12/2/20, 12/9/20, 12/16/20, 12/14/20, 1/6/21, 1/13/21, 1/20/21, 1/27/21, 2/2/21, 2/10/21, 2/17/21, 2/24/21, 3/3/21, 3/10/21
- School Improvement Committee: 7/20/20, 8/6/20, 9/10/20, 9/28/20, 10/27/20, 11/9/20, 1/11/21, 2/8/21/ 4/12/21
- School Site Council (SSC)/PAC: 10/6/20, 12/8/20, 2/2/21, 4/7/21
- School Board: 8/11/20, 9/8/20, 10/13/2, 11/10/20, 12/15/20, 1/12/21, 2/9/21, 3/9/21, 4/13/21
- Community Input Meetings (DELAC, Coffee with the Principal, PTO, School Foundation): 7/24/20, 8/7/20, 8/25/20, 8/30/20, 9/2/20, 9/8/20, 10/13/20, 11/17/20, 12/15/20, 1/15/21, 1/19/21, 2/9/21, 2/19/21
- Parents of SWD students were engaged via the above opportunities in addition to their IEP participation
- Guardians of Foster Youth were engaged via the above opportunities, as well as conferences, Student Study Team, and IEPs, as appropriate.

Additionally, surveys were distributed to parents, guardians, community members, staff, and students as follows:

- LCAP Parent/Guardian/Community surveys distributed in English and Spanish via email, school website, and paper copies (95 responses)
- LCAP DELAC Parent Survey (6 responses)
- CA Healthy Kids Parent Survey distributed via email and school website (162 total responses, including 82 in-school, 25 remote only, and 54 hybrid)

- LCAP Teacher Survey distributed via email and staff bulletin (17 responses)
- LCAP Classified Survey distributed via email and staff bulletin (10 responses)
- CA Healthy Kids Staff Survey distributed via email, and staff bulletin (40 responses)

- LCAP Student Survey distributed to 4th (40 responses), 6th (46 responses), and 8th-grade (37 responses) students via Google GSuite
- CA Healthy Kids Student Survey administered in the classroom to 5th-grade (53 responses) and 7th-grade (52 responses) students.

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

Students are identified and needs assessed through a variety of methods. The District will administer state testing this year to students in grades 3-8 to adequately measure student progress and effectively disaggregate progress via subgroups, including low-income students, English learners, foster youth, and students with disabilities. In addition to State Testing, the District assesses academic progress through

local assessments, including Measures of Academic Progress (MAP), Diagnostic Reading Assessment (DRA), and English Language Proficiency Assessments for California (ELPAC). The District is investigating the use of a "universal screener" to identify and address early literacy needs. The District has partnered with both Multiple Measures and Forecast 5 to acquire the tools necessary to effectively disaggregate data for schoolwide, classroom, subgroup, and individual analysis.

As noted above, the District also surveys parents, guardians, staff, students, and community members. The California Healthy Kids Survey (CHKS) primarily reports on school climate issues, including student mental health and safety issues.

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

As noted above, the District actively engages stakeholders via input and informational meetings (i.e. Coffee with the Principal) and surveys. In addition to maintaining a current website, the District also utilizes Blackboard to disseminate phone calls, emails, and texts to keep parents well informed. School Site Council (SSC) meets periodically to both solicit and disseminate information. Students with special needs and challenges are invited to participate in Student Student Team (SST) meetings, 504 meetings, Individualized Education Plan (IEP) meetings, as appropriate. Families of English Learners are supported and informed via District English Language Advisory Committee (DELAC). Additionally, English Learner and Foster Youth liaisons have been established to support students, families, and guardians, as needed.

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

The District plans to provide supplemental instruction and support in the following keys areas:

1. EXTENDING INSTRUCTIONAL LEARNING TIME

The District will offer a Summer School program targeting literacy needs in the primary grade levels. Additionally, for our students with disabilities, an expanded Extended School Year (ESY) summer school program will be offered to all students who qualify and led by a team of specialized academic instructors. Social and emotional supports will also be provided to these students concurrent with summer instruction.

2. ACCELERATING PROGRESS TO CLOSE LEARNING GAPS

Accelerating progress to close learning gaps will include enhancements to personnel and programs/materials:

Personnel

Due to the pandemic, the District's reading specialist was repurposed to serve as the Distance Learning Specialist. To accelerate learning, for the 2021/22 school year, the Reading Specialist position will be reinstated full-time with a focus on building literacy in 1st-3rd graders. While this position will be funded via LCFF Supplemental Grants, an additional instructional aide will be hired to support these literacy efforts, targeting low-income students, English learners, foster youth, students with disabilities, and students who are not yet meeting grade-level standards.

Programs/Materials

The following programs/materials will be purchased and implemented to accelerate student academic proficiency and/or English language proficiency:

Programs: Orton-Gillingham and Lindamood Bell
Focus: Systematic, structured literacy building
Students: K-8 students with disabilities, students reading below grade level

Program: TBD (pending committee selection)
Focus: Writing supplementary materials
Students: Grades K-8

Program: Eureka Math (Engage NY)
Focus: Common Core math
Students: Grades K-5

3. INTEGRATING STUDENTS SUPPORTS TO ADDRESS BARRIERS TO LEARNING (including programs to address social-emotional learning)

The District will hire an Arts/Social-Emotional Learning (SEL) Teacher. Through performing and visual arts and in conjunction with the school psychologist, the teacher will use the arts as a medium to address and explore the four SEL competencies of self-awareness:

1. Recognize one's feelings and thoughts.
2. Recognize the impact of one's feelings and thoughts on one's own behavior.
3. Recognize one's personal traits, strengths, and limitations.
4. Recognize the importance of self-confidence in handling daily tasks and challenges.

Additionally, the District will fund Care Solace for students, families, and staff. Care Solace ensures that communities can access reliable, ethical and high-quality mental health care services by working directly with students, families, and staff to coordinate referral and delivery of services.

4. Additional Academic Services

The District utilizes diagnostic, progress monitoring, and benchmark assessments to monitor student progress and target students for additional supports. Measures of Academic Progress (MAP) will be administered 3 times per year to provide local and actionable assessment data and extended to include primary grades. To better identify early literacy concerns, especially for students with suspected disabilities, a universal screener will be utilized. The District is partnering with the San Diego County Office of Education and Forecast 5 to acquire the knowledge and tools to more effectively and efficiently disaggregate data to guide instruction.

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	\$10,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$78,000	
Integrated student supports to address other barriers to learning	\$260,500	
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	\$1,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$5,000	
Total Funds to implement the Strategies	\$354,500	

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

As previously reflected, the District intends to use ELO grants to support the academic and social/emotional needs of children through additional programs, services, and resources. The District has received other state and federal emergency relief funds which it has allocated or intends to allocate as follows:

CARES Act Coronavirus Relief Fund

Amount: \$189,000

Primary Uses: Personal Protective Equipment (PPE), 1x "off-schedule" salary bonus, curriculum/software licenses, classroom equipment/barriers, sanitation equipment/custodial services

Prop 98 Learning Loss Mitigation Fund

Amount: \$42,000

Primary Uses: Distance learning equipment, classroom equipment, sanitation supplies, PPE

Prop 98 In-Person Instruction Grant

Amount: \$154,000

Primary Uses: Ventilation (i.e., multipurpose room door repair, HVAC replacement)

CARES Act Governor's Emergency Education Relief (GEER)

Amount: \$25,000

Primary Uses: Outdoor learning (shade structure)

CARES Act Elementary & Secondary School Emergency Relief (ESSER I, II, & III)

Amount: \$804,000

Primary Uses: Ventilation (i.e., HVAC replacement, shade structure)

Senate Bill 117

Amount: \$9,000

Primary Uses: Custodial

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 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 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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