

# 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.

All actions in the Expanded Learning Opportunities Grant Plan are aligned with Goal 2 of the Local Control Accountability Plan (LCAP) , which is to: "Increase student achievement and social/emotional wellbeing for all students, with an emphasis on closing the opportunity gap and attaining equity for English language learners, students from socioeconomically disadvantaged backgrounds, students with exceptional needs and students in need of learning acceleration due to the COVID-19 pandemic." The goals and actions of the LCAP undergo a stakeholder engagement process that involves students, parents, staff, SELPA, and the governing board.

In addition, surveys were sent out to parents, staff, and students asking for their priorities on the actions/services that are the most effective in supporting student learning and overall success.

District leadership provided additional input to support the development of the plan at a cabinet meeting on 4/27/21.

District leadership also met with leaders from Boys & Girls Club to explore ways in which we can expand our partnership in order to best meet the needs of students and parents/guardians.

The plan was sent via email to all staff for review and feedback.

The plan was sent to parents via our parent messaging system for review and feedback.

The plan was posted on the district website in English and Spanish.

The plan was also discussed with staff at a meeting on 5/10/21 and a DELAC/Parent Advisory Committee on 5/12/21. Feedback was sought at these meetings.

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

At a district, school site, grade level and classroom level, assessment data will be analyzed regularly to determine student learning needs. This includes the use of STAR reading/math assessment results, foundational reading assessment results, district benchmark assessments and state achievement tests. Teachers will also regularly use formative assessments, and for students with disabilities, progress towards IEP goals, to determine ongoing learning needs.

Social-emotional needs will be assessed by Review 360. Students identified as needing social-emotional support will be referred to the coordinated services team (CST). Counselors will provide additional whole class push-in support and lessons, as well as small group and 1:1 student support. Additionally, teachers will incorporate social-emotional learning standards into instruction through classroom community-building activities and lessons.

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

Parents will be informed of the opportunities for supplemental instruction and support in both English and Spanish in the following ways:

- School and districtwide communications sent through our parent messaging system (ParentSquare)
- Parent conferences
- Individualized recommendations made through phone calls or electronic messages through ParentSquare
- Targeted interventions and supports will be recommended through the coordinated services process

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

All of the actions listed below are aligned with a tiered framework of universal, targeted, and intensive supports based on identified student needs.

Universal supports will include small group instruction/instructional assistant support, as well as integrated student supports that focus on social-emotional learning, physical health, mental health, and student engagement.

Targeted and intensive support will be provided by intervention teachers. Intensive support will also be provided by special education service providers as determined appropriate by the IEP team.

Students in need of additional supports will be identified through a referral process to the Coordinated Services Team (CST). This group, which is made up of principals, teachers, counselors, and community partners, meets once per week during the school day to review student referrals sent by staff. This team evaluates the referred students' needs and provides them with psychosocial or academic interventions

geared specifically for them. Family members are involved throughout the process and are given support in accessing school and community resources.

Our Expanded Learning Opportunity Grant plan to provide supplemental instruction and support includes:

- 3 full-time intervention teachers
- 6 full-time instructional assistants to provide small group instruction
- Instructional materials to support learning acceleration
- Integrated student supports during the school day that focus on social-emotional wellbeing, mental and physical health, and student engagement (e.g. social-emotional learning activities and curriculum, enrichment opportunities that focus on health and physical activity, etc.)
- Additional integrated student supports outside of the school day: Expanding afterschool learning opportunities and offering afterschool enrichment
- Professional development on trauma-informed practices/social-emotional health

## 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                                                                                   | \$0                  |                     |
| Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports | \$693,746            |                     |
| Integrated student supports to address other barriers to learning                                                       | \$390,000            |                     |

| <b>Supplemental Instruction and Support Strategies</b>                                                                                                 | <b>Planned Expenditures</b> | <b>Actual Expenditures</b> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|----------------------------|
| 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                                                                                                              | \$0                         |                            |
| Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs             | \$10,000                    |                            |
| <b>Total Funds to implement the Strategies</b>                                                                                                         | <b>\$1,093,746</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.

The ELO grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds. We will utilize federal Elementary and Secondary School Emergency Relief Funds to continue services in this plan beyond the 2021-22 school year. Additionally, we will use the federal funds to expand or increase services and supports to students beyond what is included in this plan.

State and federal funding related to COVID relief will be used to support all students in learning acceleration, social-emotional and physical wellbeing, and student engagement/school connectivity. Funds will also be used to support the implementation of necessary health and safety protocols (e.g. Personal Protective Equipment, student and/or staff testing when necessary, necessary expenses to support increased cleaning & disinfecting, increased ventilation, necessary staffing to implement safety plans, increased nursing support, etc.). The different funds available will be assigned according to the regulations for each funding source.



# 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](mailto:ELOGrants@cde.ca.gov) or <mailto: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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