

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.

PARENTS

LEA maintains parent advisory committees that provides input into the schools' programs and services for students. The School Site Council (SSC) and English Learners Advisory Committee (ELAC) meets regularly throughout the school year- ELAC on Tuesdays/SSC on Thursdays. Each committee is composed of elected parents-10 on ELAC and 5 on SSC. The principal, Student Support and Success Coordinator, Instructional Leadership Teams (ILT) grade level leads, Learning Academy Coordinator, teachers, and other school support staff attend these monthly meetings. The purpose of these committees is to engage parents in the LCAP and Single Plan for Student Achievement goal(s) review and planning process, to elicit their input into the school's programs and services for students, and to provide them with the opportunity to voice priorities for their students. ELAC is comprised of parents of students who are English learners and school leadership. At each ELAC meeting, members receive information and provide recommendations on the development and implementation of the programs and services that support the school's students who are English learners. ELAC

reviews the achievement and progress of EL students in detail, including the California School Dashboard English Learner Progress Indicator and Chronic Absenteeism Indicators. ELAC receives information on the school's reclassification procedures and rates, along with other data including data relating to the metrics that are part of the state's priorities. Members receive information and provide recommendations on programs and services for English learners. ELAC members review EL student achievement and provide recommendations as to how the school's programs can be improved to increase the achievement of ELs. The ELAC then reports to the SSC right after their meeting.

The SSC made the following recommendations regarding the Extended Learning Opportunities Grant funding:

- Maintain or expand programs and services for students, especially students who are low-income, English learners, and/or foster youth.
- Continue to provide services and programs that support students' social/emotional health and well-being
- Have accountability in place to ensure that supports are reaching students and are effective in decreasing absenteeism
- Provide outreach, training, and support for parents in parenting skills and strategies that support the social/emotional well-being of their children. Identify groups of students, especially high-risk students, who are improving and replicate strategies and supports that were given to these students to other high-risk student groups.
- Increase services for at risk students and/or student groups including after school extended school program and summer enrichment programs.
- Support parent awareness of available interventions, enrichment and support using ClassDojo, school website, Learning with the Principal and other communication tools, ensuring families can make use of available resources.

Teachers/School Staff

Monthly Staff Meetings will support the review of our school goals and what the data has indicated are our gains/growths. During Instructional Leadership (grade level) dialogued and discussed specific grade level needs to meet school goals.

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

We will continue to use our problem solving cycle- Analyze-Diagnose-Design-Actions to identify the needs of students. After each assessment cycle, create our plan with the support of Here's What? So What? Now What? Teachers complete Target Student Plans-where they select 5-6 students they will monitor progress every 2-3 weeks to ensure instructional practices need to be shifted.

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

Support parent awareness of available interventions, enrichment and support using ClassDojo, school website, monthly Learning with the principal monthly meetings, teacher workshops and other communication tools, ensuring families can make use of available resources.

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

LEA will provide supplemental instruction and support to students by extending instructional learning time.

The LEA will provide an effective summer tutoring program during the grant period. Credentialed teachers and instructional assistants will provide intensive instruction/intervention to small groups of students. After-school tutoring/intervention will be provided to identified students during the regular school year throughout the grant period. Tutoring will be provided to small groups of students and will focus on ELA and math. Professional development in foundational skills and math training will be provided to teachers and support staff.

LEA will provide integrated support to students in grades TK-2 with instructional assistants. They will work in classrooms providing supports which includes, but not limited to, small group instruction and one-on-one student support in ELA, math and additional content areas.

LEA will collaborate with our mental health services and community partner to provide additional professional development opportunities for teaching and support staff, especially in the areas of supporting students' social-emotional needs.

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	\$ 45,732	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$30,000	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$40,000	[Actual expenditures will be provided when available]

Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$15,000	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	N/A	[Actual expenditures will be provided when available]
Additional academic services for students	\$50,000	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$25,000	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$205,732	[Actual expenditures will be provided when available]

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

In planning for the months and years ahead, the LEA is implementing programming that will have both immediate and longer-term impact on the students we serve, nearly all of whom meet the parameters indicated in the ELO grant opportunity. The learning recovery plans described here were developed in coordination with the other funding sources (for example, ESSER and ESSER II) to maximize and optimize the programs and services that students receive. The LEA is using ESSER funds to further support increased levels of direct services for students, including, but not limited to, additional school staff to decrease student/staff ratios, additional small-group intervention opportunities during, before and after the regular school day, summer and vacation programming and increased availability of comprehensive, wrap-around supportive services.

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.

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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