



# 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.

Surveys to parents, teachers, and school staff were sent on April 16, 2021. Information was discussed during our staff meeting. A shared Google Doc was created so that stakeholders could add comments and collaborate. Data collected was used to inform decisions when developing this plan. Our School Site Council meets in May, and we will continue to refine specific spending targets.

38 parents responded to the survey. Respondents represent a balanced sampling of our school, with 52.6% representing the academy students and 47.4% representing our homestudy students. Parents reported these in order of most importance:

- Additional/expanded supports to close learning gaps (76.3%)
- Supports for credit deficient students to meet graduation requirements (39.5%)
- Additional supports to address other barriers to learning (28.9%)
- Extended instructional learning time (23.7%)
- Community learning hubs (23.7%)

Teachers and school staff were also surveyed to determine what strategies and supports were most needed. 7 staff members responded and reported these in order of most importance:

- Additional/expanded supports to close learning gaps (71.4%)
- Supports for credit deficient students to meet graduation requirements (57.1%)
- Extended instructional learning time (28.6%)
- Additional supports to address other barriers to learning (14.3%)
- Community learning hubs (0%)

Staff members identified these as the 4 areas for which they feel they need training the most: 1) identifying gaps in learning; 2) supporting students with IEPs; 3) linking data to instruction and 4) social emotional learning.

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

These assessments tools will be used to screen students:

Grades K-1: Kindergarten Skills Inventory

Grades 1-6: DIBELS

Grades 2-12: NWEA MAP 2-3x year for reading and math

Grades K-12: Benchmark assessments for math

English Learners: any of the above that applicable based on grade level as well as ELPAC and SOLOM

Students with Disabilities: any of the above that are applicable based on grade level as well as informal measures related to IEP goals Social

emotional: Holistic Student Assessment (HSA)

Students identified as being below standard will also be given Dibels/DAZE for ELA and/or Georgia Numeracy for math to determine the types of academic intervention, if any, are needed and to monitor progress in intervention. HSA results will be used to determine any types of social/emotional intervention that may be needed.

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

Parents will be notified of schoolwide plans via ParentSquare in English and Spanish. Students who are identified for targeted instruction will receive individualized communication, translated as needed.

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

The school will focus the funds in three major areas outlined below: JCS-Pine Valley plans to hire new personnel and/or provide testing opportunities for current aides to become paraprofessionals in order to provide small group instruction, MTSS, and monitor assessment progress. We will extend. We will, We will expand our mental health support with an additional day on campus for groups and individual meetings.

Integrated Community Supports

Staff will work with our families and community liaisons to provide services which may include:

- Community Space with Tech, Internet, Supplies, books etc
- Nutrition workshops and food support
- Workshops and evening events for families (i.e, Math Night)
- Community referrals for mental health support
- Increased educational and engaging field trips

#### Expanded Learning Opportunities

Staff will work to extend our academic programs and services. Some details could include:

- Extended daily schedule to include small group time within the day
- Increased PE, VAPA and/or STEM throughout the year
- More days per week on campus to support credit deficient students and accelerate learning

#### Additional/expanded supports to close learning gaps

Staff will work together to increase the school's capacity to address learning loss and accelerate learning. Some details could include:

- Increased training of Instructional Aides to provide tutoring and small group instruction including support to pass paraprofessional testing
- Hire paraprofessional as needed to support assessments, data tracking, and MTSS
- Professional Learning program for aides and teachers to include targeting learning loss, supporting students with exceptional needs, data and assessment, and social and emotional learning
- Additional programs to target learning loss and credit deficiencies
- Additional supports for assessing and monitoring student progress
- Additional day on campus for counselor services
- Expanded meal program from breakfast only to include a second meal and snacks for those identified as being free or reduced

## 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	\$10,000.00	

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$20,000.00	
Integrated student supports to address other barriers to learning	\$28,000.00	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$20,000.00	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$1,000.00	
Additional academic services for students	\$15,466.00	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$3,000.00	
<b>Total Funds to implement the Strategies</b>	<b>\$97,466.00</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.

Title II ESSER funds will be identified with goals, actions and services in our LCAP and aligned with the ELO Grant Plan. As a part of our ELO funds, we will implement a Learning Acceleration Program (detailed in the Plan Description section). To supplement the Learning Acceleration Program, we will use ESSR funds to address the unique needs of low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, by lowering the student to teacher ratio in

our home study program. The lower student to teacher ratio will also ensure the adequate capacity of teaching staff to address learning loss and assess and monitor progress amongst these same student groups.

# 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 [lcff@cde.ca.gov](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 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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