

# Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Chowchilla Elementary School District	Michelle Worrell Assistant Superintendent	worrellm@chowkids.com 5596658021

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.

The District engaged stakeholders throughout the 2020-2021 school year to discuss the needs of both our families and students. Our primary focus was targeting supports that would stabilize student learning, enhance instructional practices and target interventions. All meetings throughout the year were provided in multiple formats including Zoom or in-person arrangements for those who did not have the ability to Zoom from home. In addition, all meetings provided translators for families who needed access to the conversation through another language.

After the school year began, the District sought input from many different stakeholder groups. The data gathered from various stakeholder groups comprised of community members, local organizations, instructional staff and families was used to develop the instructional plan. The developed plan is a living document that is continually being improved. Throughout the year, school site administration, instructional staff and community liaisons conducted personal phone calls and robust parent survey's to gather input specific to the needs of our families. District leadership facilitated regularly scheduled meetings with site and grade level leaders, classified and certificated staff, and union leadership, to discuss program options that best support the needs of our students. In addition, the District held robust and well attended District Wide Parent Meetings and workshops to gather input specific to the needs of our families.

District stakeholders made up of representatives from each school site met regularly to discuss the targeted needs and supports for both students and families.

In addition, the status of the developed supports, monitored student progress and implementation effectiveness of interventions was discussed.

The stakeholder meetings took place on the following dates:

September 16, 2020	October 7, 2020	November 4, 2020	December 11, 2020	February 18, 2021
September 24, 2020	October 8, 2020	November 20, 2020		
September 29, 2020	October 19, 2020			
October 29, 2020				

The LCAP Advisory Committee met regularly with both school site and community stakeholders. The meetings provided an excellent platform for school leadership to share program information. The meetings were effectively designed to provide stakeholders with numerous opportunities to provide input on school programs, instructional practices, and those materials and resources that would effectively support student achievement.

The meetings were conducted on the following dates: March 11, 2021; March 18, 2021; March 25, 2021; April 8, 2021, April 15, 2021; April 21, 2021 and May 5, 2021.

The team looked over data for each of our student groups in all Academic Areas as well as Attendance, Engagement, Suspensions and Expulsions. The ability to conduct the meetings virtually dramatically increased both accessibility and participation.

LCAP meetings had strong participation from the following groups: Migrant, Homeless and Foster Families, English Learners (EL) , Families of students with disabilities, Board Members, Certificated Staff, Classified Staff, Administrative Staff, Union Leadership, and students. These committees met with the intent of looking at local student data from September to current, analyzing the data, finding gaps in student learning, and addressing what instructional supports we could put into action to help students make academic growth including extended learning opportunities. The committee focused heavily on actions that would follow students into the 2021-2022 school year.

On March 11th and March 18, 2021, the District met with the District English Language Advisory Committee (DELAC) to review and provide input on topics that included providing instructional supports to students who are English Learners and meeting the needs of those EL's struggling to keep pace in English Language Acquisition and accessing core subject-matter knowledge and skills.

The draft ELOP plan was presented to the public at the Board Meeting on May 10, 2021. The public comment period ran from May 10th through May 18th.

A draft of the Expanded Learning Opportunities Plan (ELOP) was made available by request to stakeholders at all sites. The plan was posted on each of the school websites.

An opportunity to provide school site administrators with both comments and considerations specific to the plan was also made available.

The approved ELOP plan submitted for Chowchilla Elementary School District Governing Board approval was posted on the districts website and a link included in the Board agenda, posted 72 hours prior to the meeting.

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

The District will use a combination of staff input, relevant local data, demographic information, school records, and family recommendations to identify which students meet the needs for expanded learning opportunities.

The District will identify students who are in one or more of the following student groups:

- \* Low-Income Students
- \* English Learners
- \* Foster Youth
- \* Homeless Students
- \* Students with Disabilities
- \* Student at risk for Social-Emotional Well Being
- \* Disengaged Students
- \* Students not enrolled in Kindergarten in the 2020-2021 School Year
- \* Students who are more than one year behind in subject-matter competencies

The District will provide a number of expanded learning opportunities that address learning loss for identified students. Programs designed to mitigate student learning loss will take place during the school day, after school, and during the summer months. The classroom teachers, in conjunction with grade level/department teams, student study teams, and district/site administration will frequently analyze student data to prioritize students that will be scheduled into expanded learning programs.

#### SUMMATIVE AND FORMATIVE ASSESSMENT

The District uses a combination of formative and summative assessment strategies and tools to identify gaps in a students learning.

- 1) In August, the District conducted local assessments to gather baseline data on our students.
- 2) Monthly, site data teams used the unit assessments and current instructional levels to monitor student progress and made instructional decisions based on their findings.
- 3) A final, end of the year formative assessment is conducted at the end of the year and used to make curriculum decisions for the next year.

#### ASSESSMENT RESOURCES

##### GRADES TK-8 / MATHEMATICS ASSESSMENT RESOURCES

- Grades TK-5 \*Bridges Mathematics - Pre and Post Math Assessments
- Grades TK-6 \*Imagine Learning Assessments

Grades 6-8 \*CPM - College Preparatory Mathematics Assessments  
Grades 7-8 \*(IXL) Program - Mathematics Assessment

## GRADES TK-8 / LITERACY ASSESSMENT RESOURCES

Grades TK-6 \*Imagine Learning Assessments  
\*Guided Reading Assessments / Running Records  
\*Authentic Small Group Instructional Assessments  
GRADES 7-8 \*(IXL) Program - Literacy

A Bridges screening assessment is conducted prior to each unit of study.

The assessment provided valuable diagnostic information targeting specific learning gaps that needed to be addressed.

Grade TK-6 use daily guided reading scores, and small group authentic assessments, to develop target learning goals that are addressed during small group instruction. These learning goals are specifically designed and differentiated to meet the needs of students.

The District will continue to provide reading intervention supports to all grades TK-8 to the most at-risk students.

The majority of the 2020-2021 school year, CESD provided instruction on a distance learning platform.

While working from the virtual platform, it has been very challenging to obtain viable and accurate student data.

In April 2021, students returned to in-person instruction on a Hybrid schedule (attending in-person 2 days a week).

As students returned to in-person instruction, within a short time frame, teaching staff began seeing more accurate data.

The student data, in all areas, showed a significant decline in performance from the previous year. The district immediately began to look at data

and develop strategic plans to address the learning loss.

On April 26, 2021, in TK through 4th grade, CESD was able to expand its 2 day a week Hybrid schedule to 4 days a week. The 5-8 grade classrooms also expanded the number of students

attending school. Those students most disproportionately impacted began attending school 4 days a week.

As case rates decline, the number of students returning to 4 day a week, in-person, instruction will increase.

With the increase in student attendance days, the District is confident that student data will be more accurate and accessible.

CESD, will monitor student data for the months of May and use that current data to identify a list of the most at risk students. This list will be used, on a priority basis, to schedule classrooms for the Summer Expanded Learning opportunities.

The data will also be used to determine additional supports and interventions needed for the start of the 2021-2022 school year.

Teacher teams, working alongside administration and coaches, have begun to identify missing holes within the curriculum that were not able to be fully taught through a distance learning model.

Teams are identifying key standards and skills that need to be embedded into the following years curriculum to account for the learning loss acquired by students.

For the upcoming 2021-2022 school year, school teams will use current data as well as their scope and sequence to adjust content and develop units of study.

These data driven changes will allow staff to better address the targeted needs of students. It is vital to effectively target the learning loss gaps of students at the beginning of the school year.

These same teams will work throughout the year, prior to each instructional unit, to identify ways to embed the missing gaps within the curriculum as well as provide additional supports.

Student survey data, Mental Health referrals, and the expert knowledge of the District's counselors, psychologists, and student health support staff will be used to identify students at risk of abuse, neglect, and social-emotional supports. Instructional staff will also help to identify students in need of these services.

The District recognizes the importance of increasing social-emotional support systems created by the pandemic.

To address the growing Social-Emotional needs of our students, the District has recently increased our counseling support.

The Center for Youth Wellness has identified 6 basic components of care to help mitigate and address adverse childhood impacts.

The District has placed emphasis in supporting programs that address these components which include:

- 1) Psychotherapy and / or Psychiatric Care
- 2) Mindfulness / Meditation Practices
- 3) Supportive Relationships
- 4) Regular Exercise / Physical Activity
- 5) Quality Sleep
- 6) Balanced Nutrition

In addition, all staff, has been provided access to both ACES training and additional mindfulness training.

Both the supplies and support systems to help implement the training is also accessible to staff.

The goal of this training is to help students struggling with social-emotional issues.

The District understands the importance of expanding the learning opportunities for students and staff in all areas of their lives including mental health.

#### RESPONSE TO INTERVENTION (RTI) PYRAMID OF SUPPORT - TIERED INTERVENTION

The District RTI Pyramid or Tiered Intervention Systems are designed to provide both academic and social-emotional services to our most at-risk student populations. The Tiered Intervention system is separated into three Distinct Levels or Tiers of support.

The type of support an individual student may need is based on an individualized plan developed with input from the classroom teacher, support staff, administration, and the parent. Students will progress through the RTI Pyramid and receive instructional supports as deficiencies and

areas of need are identified. The extended support is designed to mitigate gaps in learning as well as support emotional wellness.

#### TIER-1 SUPPORTS - CLASSROOM SUPPORT

Tier-1 supports will take place within the classroom. Classrooms will provide differentiation of content to meet specific student needs in a small group format for

each academic area focusing the heaviest on phonics, reading, writing, ELD and math. These in-class supports will include the additional support of

small group instruction from an instructional aide who pushed into the classroom in grades TK-2.

Tier-1 also includes whole class mindfulness activities that will teach students ways to deal with social-emotional stress. KAGAN strategies that focus on engagement will also be used within the classroom at a Tier-1 Level. These practices are designed to create a classroom environment focused on having students work together cooperatively. It is very important that classrooms direct their focus on teamwork, and implement instructional practices that will help increase both the listening and speaking skills of students.

#### TIER-2 SUPPORTS - LABS & SMALL GROUPS

Tier-2 supports include our Reading and Math Intervention Labs. In addition, more intensive Small Group Counseling and/or Mindfulness sessions will be conducted outside of the classroom.

Student Study Team (SST) Meetings will be planned and developed for struggling students. The parent, teacher, and support staff will develop a more intensive SST plan focused on setting both academic and social emotional goals, and the actions to complete those goals, for those students not progressing under their Tier-1 supports.

The team will return to a follow-up meeting 6-8 weeks later to check on student progress.

If the student is continuing to not make the needed progress with the additional extensions of learning then they will move to Tier-3.

#### TIER-3 SUPPORTS - STUDENT STUDY TEAM (SST), (1-1), (1-2), and INTENSIVE INTERVENTION

Tier-3 supports include the most intensive levels of supports including one-on-one psychologist support, and one-on-one support with a Reading Specialist or Resource Teacher.

The SST process will continue to take place. Students in a Tier-3 model will continue to be in all after school programs being offered.

All students participating in extended learning programs, both Summer learning and after school extensions, will be provided with snacks and transportation.

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

All students were invited to attend the CESD Summer Extended Learning option. Parents were notified of the Summer registration process through LCAP parent meetings, board meetings, phone call auto-dialer message, Parent Square, teacher phone calls, and teacher postings on their Google Classrooms.

As CESD moves into the upcoming school year, we will analyze student data, create extended service grouping and call families to offer the additional services. Families who we are unable to contact via phone or Parent Square will receive home visits.

These offerings will include additional supports outside of the classroom during the school day for Reading, Writing, Mathematics, and English Language Development (ELD) as well as After School Program offerings. Using the process described earlier to identify students who are the most in need of services, they will be placed into these groups and families will be notified of the additional services. In addition, the additional intervention services and supports will be documented in the student files along with the pre and post data.

When the 2021-2022 school year begins, parents will again be notified of the opportunities to receive expanded learning services after school, and also notified if their child is receiving supplemental instruction and support services during the regular school day.

Throughout the year, the District, will advertise additional services available via Parent Square and flyers sent home, to continue to notify parents of optional services.

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

Supplemental instruction and support will be prioritized for:

Low Income Students, English Learners, Foster and Homeless Students, Students with Disabilities, Students At-Risk of Social-Emotional support, Disengaged Students, Students Below Grade Level, students who did not enroll in Kindergarten for the 2020-2021 school year, and other students identified by certificated teaching staff.

#### SUMMER LEARNING CAMP

Chowchilla Elementary School District will begin an extension of the regular school year, through a summer learning camp. There will not be a delay in instructional services for these students. Students will finish the regular school year on June 3, 2021 and begin the Summer Learning Camp Extension of Services on June 8, 2021.

This Summer Learning Camp will be provided to all students, based on family registration, from June 8th through June 30th, 8am-12:15pm for all grades TK-8.

The instructional focus will be on:

- \* CA Content Standards Instruction will be focused on essential standards
- \* Reading and Writing
- \* Math with hands-on activities
- \* English Learner Supports
- \* STEM, Art, Music, P.E, Horticulture, and Readers Theatre

Chowchilla Elementary School District understands the importance of teaching the "whole" child by ensuring that students and families are supported in both academic content and social-emotional learning.

#### 1. EXTENDED INSTRUCTIONAL LEARNING TIME

##### SUMMER LEARNING PROGRAM:

CESD is offering extended learning time to all families within our district for an additional month of school. Extended learning time will focus on Reading, Writing, Mathematics, ELD and Re-engaging students in learning. Classrooms will have approximately 12 students within each group. These small groups will allow for more intensive instruction with a high level of differentiation. At the end of the year, all students will be taking a combination of local benchmarks and summative benchmarks. This benchmark data will be used to target specific areas of growth needed for each student. In addition, each student will be offered a daily elective class. These classes will consist of STEM, Music, Art, Dancing, and P.E. At the end of the Summer Learning Program, students will take a summative assessment to check for mastery of the specific skills that were targeted.

#### AFTER SCHOOL INTERVENTIONS:

Each school site will provide after-school interventions for one hour per day, 4 days a week, for a 6 week cycle. This will allow sites one more opportunity to provide additional instruction to students in need of extra support. Each 6 week cycle will have a variety of instructional offerings. The class offerings will be based off the identified student needs at that time. Grade level teams will use current local unit data to make the determination of which students meet the qualifications for the extended instructional time. In addition, parents will be allowed to make requests to participate in the program. The interventions will be taught by both classified and certificated staff.

In the past, CESD has not been able to provide transportation for after-school interventions due to the lack of available buses and bus drivers.

With the addition of one bus and one evening bus driver, the District will be able to offer more after-school program options to all students who need the additional support.

## 2. ACCELERATING PROGRESS TO CLOSE LEARNING GAPS

#### MATH LAB INTERVENTIONS:

In support of providing robust Math Interventions, CESD will hire 4 new certificated teaching positions. One teacher will be placed at each of the 4 elementary school sites.

They will be tasked with developing and providing targeted math interventions to students who fall within the Tier-2 and Tier-3 support criteria.

These intervention staff members will work with grade level teams to look at data on a consistent basis and ensure that all students struggling within each standards based unit are identified and receiving support services.

## 3. INTEGRATED STUDENT SUPPORTS TO ADDRESS OTHER BARRIERS TO LEARNING

#### EVENING COUNSELING/SUPPORT:



Evening counseling support will be made available to all students. A specialized texting app has been purchased that will allow students immediate and confidential access to a trained counselor. Many students want to talk to a counselor about issues happening at home in real time. It is important, especially at the Middle School level, that the District provide creative alternatives that will provide students with a safe outlet with which to talk and receive support from a counselor. It is not realistic to have a student in crisis wait until the following day to speak with someone. In cases like these, students often return to school and then leave class to talk to a counselor.

With a texting app, to receive support in the evenings, students will be able to resolve some of their problems or stress and return to school successfully the following day.

In addition, if students are a victim of abuse or neglect they can let someone know about it right away who can ensure they receive the help they need.

#### COUNSELING CONSULTANT:

CESD will consult with a Licensed Clinical Social Worker. Throughout the year, Brooke Durrell, owner of Ranchos Counseling Services will provide advanced training and support to our psychology, counselors, and instructional staff. She will provide trainings, model lessons and be available to consult on cases.

In addition, the District will purchase support materials in support of Social-Emotional, Tier-1 supports within the classrooms.

#### 4. COMMUNITY LEARNING HUBS THAT PROVIDE STUDENTS WITH ACCESS TO TECHNOLOGY, HIGH SPEED INTERNET, AND OTHER ACADEMIC SUPPORTS

##### EVENING INSTRUCTIONAL SUPPORT:

The ability, at home in the evening, for many families to support their struggle student(s) with core academics will continue to be a challenge. For families looking for additional support, CESD will offer evening tutoring to students both in person and via Zoom.

All content areas and subject matter will be supported during these evening support sessions.

The evening support is designed to help with all types of homework which is aligned with current standards and units of instruction. Families who do not have transportation to receive the tutoring in-person may choose to attend via Zoom.

Technology needed to access evening support will be provided to families without access.

Both a Chromebook and hot-spot will be made available for checkout at the school site library.

#### 5. ADDITIONAL ACADEMIC SERVICES FOR STUDENTS

##### TECHNOLOGY CONTRACTS:

CESD will contract with Imagine Learning, IXL, Zoom and Go Guardian to provide additional instructional resources to students while at school and at home.

Go Guardian gives schools the ability to monitor the students technology use and restrict their access to non-educational websites. The district is very pro-active in assuring that a student's use of technology is safe and not abused. Imagine Learning and IXL are both adaptive programs that begin at each students level and differentiates per student as the program progresses through instructional levels.

## 6. TRAINING FOR SCHOOL STAFF ON STRATEGIES TO ENGAGE STUDENTS AND FAMILIES IN ADDRESSING STUDENTS' SOCIAL-EMOTIONAL HEALTH AND ACADEMICS

### COUNSELING:

This past year, staff, students and families have been faced with unprecedented trauma related experiences.

The CESD Special Education Team and a targeted Academic Coach will provide a wide range of Tier-1 intervention training to both certificated and classified staff. The Tier-1 intervention trainings will focus on best practices and strategies that focus on building strong student relationships.

The District has placed those mindfulness practices that supports student wellness as a priority.

The District will continue to focus staff trainings that effectively capture the three basic characteristics of mindfulness:

1. Intention to cultivate awareness (and return to it again and again)
2. Attention to what is occurring in the present moment (simply observing thoughts, feelings, sensations as they arise)
3. Attitude that is non-judgmental, curious, and kind.

Research has shown that mindfulness helps us reduce anxiety and depression.

Mindfulness teaches us how to respond to stress with awareness of what is happening in the present moment, rather than simply acting instinctively, unaware of what emotions or motives may be driving that decision

Restorative Circles is another small group structure found to be effective when working with at risk students.

There is a solid base of research highlighting the success stories of this practice in many cities including New York City Schools, Chicago and Los Angeles.

New York City schools showed a 72% decrease in suspensions from 2012-2016 when adding restorative circles to their curriculum.

Chicago schools showed a drop in suspension rates from 23% to 16%.

Los Angeles reported a 92% decrease in the number of days lost to suspensions.

In support of students and families, the District will also partner with local, County, and Regional Agencies.

If a student moves beyond Tier-1 Counseling (within the classroom), they will be scheduled to receive more intensive services from the school site counselor. If more extensive services are needed contact information to other support agencies will be provided.

The ability to effectively train parents and provide immediate access to resources will be a strength of our training. This past year has truly escalated what would have been minor student issues at home into big concerns. Parents have expressed the lack on knowledge needed to address many of these trauma induced situations. Parents will be taught simple strategies that can be used at home to support their struggling children.

## 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	735,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	327,436	
Integrated student supports to address other barriers to learning	36,811	

<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	442,000	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	N/A	
Additional academic services for students	60,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	25,000	
<b>Total Funds to implement the Strategies</b>	<b>1,626,247</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.



# 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  
March 2021