



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.

Due to COVID-19 and school closures for more than a year, district administration knew there would be a definite need for many of our students to receive supplemental instruction and supports. We began devising a plan to offer supplemental services to our students even at the time when no additional funding had yet been made available. We solicited input and feedback from our stakeholders (parents, teachers, staff, etc.) regarding the academic needs of the children/students in their care. In a typical school year, we would distribute an annual survey to both parents and staff to gather data regarding, among other subjects, possible needs for supplemental services and if those services might be or should be made available during school break times. Due to the changing needs of our students, families, and staff during the 2020-21 school year, we felt it was necessary to distribute numerous surveys and make other types of connections to solicit input on possible and/or proposed plans throughout year.

Consultations and connections with our stakeholders took place through virtual Zoom meetings, online surveys, phone conversations, and student home visits (when possible) and allowed us to assess our educational program, academic supports, social-emotional and behavioral supports, parent engagement, and school connectedness. We expedited the stakeholder engagement cycle due to Covid-19 and immediately reviewed the data in order to implement changes to our practices and/or to prepare for future plans in support of our students, their families, and our staff.

Parent data indicated a desire for more support for struggling students and longer/more instructional days. Teacher and staff data displayed the desire to connect with their students and reach those students who were disengaged and experiencing learning loss. Teachers and staff also expressed the desire for additional professional development. All stakeholders shared comments about the safety needed when returning to any in-person learning.

Our stakeholder groups (District (parent) Advisory Committee, District Staff Council (certificated staff), Classified Staff Council (classified staff), Administrative staff (certificated and classified), and School Board) were consulted and given the opportunity for input as our extended learning plan, Summer Academy, was being developed and revised. We will continue to involve our stakeholders as the plan is implemented this June and July.

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

All students in the district were invited to participate in our Summer Academy, a program that will provide supplemental support during summer 2021; however, if we are not able to accommodate all students who show an interest in attending, we will prioritize those students who are most in need of the services. We will specifically target invitations to students who are English learners, those with special needs, homeless and foster youth, students who are socio-economically disadvantaged, and those who may have specific challenges they have experienced during the pandemic as a priority. We will also rely on recommendations from classroom teachers and other certificated staff as we prioritize students for the program who may also be disengaged, at risk of abuse, neglect, or exploitation, or are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year.

This last year highlighted our need for a district-wide, systematic tool that could be used with all of our students for the purpose of universal screening and diagnostic assessments. We responded by moving forward with the purchase of i-Ready. I-Ready Assessment and i-Ready Personalized Instruction are part of a subscription-based software that will provide us with adaptive diagnostic assessment, growth monitoring assessments, and standards mastery assessments.

To support continuous learning and instructional decision making, the district will utilize the i-Ready mathematics and English language arts diagnostic assessments as one of many measures to monitor student progress. i-Ready Assessments will be administered to students districtwide in May, which will allow us to have current data on students enrolled in our Summer Academy in June. i-Ready Assessments will then be administered to students districtwide 3 times each school year. The California Department of Education (CDE) has identified i-Ready as an approved diagnostic assessment tool. The computer-based assessments include diagnostic and standards mastery assessments, dyslexia screening, and oral reading fluency assessments that can be used coherently to monitor and support student progress. The i-Ready Diagnostic is an adaptive assessment that adjusts its questions to suit each student's needs where each item that a student sees is individualized based on their answer to the previous question. The program provides for: Universal supports that are available to all students, regardless of their disability status or any other type of documented need; Designated Supports that are available for

use by any student as determined by an educator familiar with the student's characteristics and needs; and Accommodations that are available to students in accordance with their IEPs/504Plans.

In addition to assessing the academic needs, we will prioritize assessing the needs of our students' social and emotional health. We will continue to leverage our social workers and counselors to work with our teachers, site administrators, and district personnel to provide preventative and responsive supports to our students and families during the Summer Academy and through the 2021-22 school year.

We will administer post-program assessments to track student learning in ELA, math, and social-emotional development/well-being.

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

Parents and guardians of our students have been informed about the opportunity to enroll in our Summer Academy in multiple ways. The plan was shared at the March School Board meeting with more than 370 participants. A detailed parent letter was distributed to every family prior to Spring Break describing all of the specifics of the program. An interest survey was then distributed. Parents were asked to complete a short application to enroll and agree that they plan to have their child attend each day of the program and to participate fully. Within the first few days of the survey being sent, we had more than 1,400 interested participants. Information about the Summer Academy was shared on our district website, through our Peachjar Digital flyers, on social media platforms, and via automated phone calls and text messages. All communications regarding Summer Academy were provided in English and Spanish. Translations in other languages were also available.

In order to reach the students that we felt should be prioritized (as listed above), our school principals, social workers, counselors, and classroom teachers personally reached out to those families.

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

LMSV Summer Academy is a fun and engaging supplemental program that will be available for any student in LMSV grades K-8 that will take place during summer 2021. The summer school aims to build social-emotional learning skills and focus on accelerated learning of English language arts and math essential standards and skills.

The program will take place June 28-July 23, Monday-Friday, in-person. Current plans include classes to be held at 11 of our schools, where 2 schools in close proximity are combined on one campus. Students will attend class from 8am-12pm each day and will be provided with a daily nutrition break and snack along with a grab-and-go lunch. Transportation and childcare options and supports are currently being explored.

Specific skills and topics that will be addressed during our Summer Academy include:

- Math - Number sense and fractions
- English language arts - Reading fluency and writing
- Building social-emotional skills and collaborative group skills
- Filling gaps that may have occurred as a result of learning during the pandemic
- Accelerated learning and exposure to academic standards for the new school year

Because class sizes will be small, the supplemental instruction and support that will occur during Summer Academy will be provided through a tiered framework, based on the individual needs of each student, where all students will receive universal supports, while others also receive targeted and/or intensive supports and interventions. The activities that are planned for students will be hands-on, collaborative, and engaging. The school climate will be rich with strong relationship building activities between adults and children and between children and their peers.

Elementary school class schedules will include:

- Community building and social-emotional learning
- Math (Number Talks and building number sense, Small group instruction, and math games)
- PE (Basketball drills, soccer drills)
- Nutrition break (Healthy snack and a break)
- Writing (Writers' Workshop, reading text, and personal narrative writing)

Middle School class schedules will include:

- Community building and social-emotional learning
- Period rotations:
- Math
- English language arts
- Social studies, science, elective

All students will have access to devices during Summer Academy. Though the aim is a "low tech" experience since many of the students have spent so many hours behind a screen during the past year, we know that educational technology is an important part of the educational program. Teachers will determine when and how they will use technology during our LMSV Summer Academy.

Paraprofessionals at LMSV Summer Academy will perform a variety of functions to support student learning. They will engage in small group instruction, one on one support, and a variety of other tasks to support the entire class. The focus of LMSV Summer Academy is to accelerate learning in the areas of ELA and math and paraprofessionals will help students meet their individual needs in these areas.

English learners are highly encouraged to attend LMSV Summer Academy. Designated and Integrated English language development (ELD) will be provided to students during the program. The English language development (ELD) focus will be done through Guided Language Acquisition Development (GLAD) strategy areas:

- Sentence frames
- Cooperative strip paragraphs
- Sentence patterning charts with chants

We also have tentative plans to host a "Breakthrough English Program" as an intersession program during October break and spring break during the 2021-2022 school year.

Progress throughout Summer Academy will be monitored in the following areas and in the following ways:

- Sense of self-efficacy and confidence

- Teachers and students, pre and post surveys
- Math skills
- Pre and post assessment of number sense
- Writing
- Summative writing assessment - personal narrative

We will invest in two days of professional learning for our Summer Academy, allowing teachers collaboration and planning time prior to summer school beginning. This will include two hours/week of ongoing professional learning in the focus areas of number sense and mathematics, writing, social-emotional learning, ELD strategies, and engaging students in academic talk.

We will continue to leverage our social workers and counselors to work with our teachers, site administrators, and district personnel to provide preventative and responsive supports to our students and families during the Summer Academy and through the 2021-22 school year. These support staff will provide resources and supports (restorative practices, trauma informed care, and community partnerships) for site staff, students, and families to ensure that our students' social and emotional needs are met.

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	4,655,865	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	1,420,380	
Integrated student supports to address other barriers to learning	709,674	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	0	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
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	746,820	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	233,464	
Total Funds to implement the Strategies	7,766,203	

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 were coordinated and combined with other federal ESSER funds (ESSER II) to increase staffing to reduce class size, hire 28 site-based substitutes, hire a safety consultant, purchase additional technology, support our school-age childcare program. and to enter into a contract with Qualtrics to develop and disaggregate data on stakeholder surveys.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov or lcff@cde.ca.gov

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the

supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.

- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

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

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

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

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

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

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will 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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