



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.

The district maintains a Parent Advisory Committee that provides input into the districts' programs and services for students. The district's Parent Advisory Committee (PAC) met regularly throughout the school year. Each school site council elected a parent for the district PAC from their School Site Councils. The Superintendent, Director of Categorical Programs, Director of Educational Services, Chief Business Officer, and principals also attended these meetings. The purpose of the PAC is to engage parents in the LCAP review and planning process, to elicit their input into the district's programs and services for students, and to provide them with the opportunity to voice priorities for their students. During a scheduled meeting, the Expanded Learning Opportunity Grant was presented and explained. A survey with the seven strategies was presented and as was the opportunity to provide input.

Teachers and School Staff

The Expanded Learning Opportunities Grant was an agenda item at the district's sessions with the certificated and classified collective bargaining units virtual meeting scheduled on April 30, 2021. The bargaining units were given the opportunity to provide input into the district's services and programs and on how to prioritize these programs and services. Bargaining units recommended that the district expand

or maintain paraprofessionals. In addition, they recommend that the district continue their focus with an emphasis on increasing services for school safety and student physical and social/emotional wellbeing as funding permits.

Surveys were also sent to all certificated and classified staff with a list of all seven strategies to gain their voice in prioritizing opportunities for our students. Results of the Survey are below, % is of respondents that felt the item was a priority:

Providing additional support to students and existing staff: 49%
Provide other extended learning and enrichment programs: 46%
Add additional physical space (like classrooms, outdoor learning areas, shade structures) to ensure social distancing: 45%
Evidence-based interventions and community services for social, emotional, mental health, and academic needs of students hit hardest by the pandemic: 44%
Provide after-school tutoring: 44%
Tutoring or other one-on-one or small group: 42%
Provide summer school: 37%
Hiring additional personnel, such as nurses and custodial staff, to facilitate social distancing and keep schools safe and healthy: 36%
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: 34%
Extending instructional learning time: 23%
Resources to implement CDC's K-12 guidelines for safe in-person learning, including improving ventilation and PPE: 22%
Providing measures for social distancing and safety protocols on buses (i.e. bus monitors): 20%
Hire short-term classified staff: 15%

Surveys were also sent to parent and community members for their input, with a list of all seven strategies to gain their voice in prioritizing opportunities for our students. Results of the Survey are below, % is of respondents that felt the item was a priority:

Hire short- term classified staff 15.2%
Resources to implement CDC's K-12 guidelines for safe in person learning 21.6%
Add additional physical space 44.8 %
Provide additional support to students and existing staff 48.8%
Evidence based intervention and community services for social, emotional & mental health 44%
Provide summer school 36.8%
Provide after-school tutoring 44%
Provide other extended learning and enrichment programs 46.4%
Hiring additional personnel such as nurses and custodial staff, to facilitate social distancing 36%
Provide measures for social distancing and safety protocols on buses 20%
Extending instructional learning time 23.2%
Tutoring or other one on one or small group 42.4%
Add additional physical space 4%
Training for school staff on strategies, including trauma-informed practices, to engage students 3.2%

Stakeholder Meeting with bargaining unions, teacher and classified representatives was held on April 30th to gain input on the Expanded Learning Opportunity Grant and possible expenditures. Below is the feedback and big ideas/suggestions provided at that meeting: Hiring of additional paraprofessionals, expanding the hours of current paraprofessionals, providing classroom libraries and expanding school libraries, professional development to assist with social emotional health and academic needs, hiring of additional music and PE teacher for K-5, and additional support for mental health.

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

Students in need of academic, social-emotional, and other integrated student supports will be identified using a variety of multiple measures. For academic support, results from the district's assessments in ELA and math, students' instructional reading levels, along with teacher and school site principal input will be used to identify students in need of additional services. For students needing additional social-emotional support, school attendance and discipline data along with input from teachers, principals, school counselors, and mental health clinicians will be used to identify students. Students will be monitored on an ongoing basis with formative assessments to determine their progress. If sufficient progress is made, they may be exited. New students may be added to groups throughout the year if they meet the same eligibility criteria to enter either academic supports or social-emotional supports. Students who are low-income, English learners, foster youth, homeless, students at risk of neglect or abuse, disengaged students, students below grade level, students with disabilities, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, and high school students at risk of not graduating will be given priority to receive these services.

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

Families of students identified as requiring additional services will be contacted by the school via written communication, phone, electronic communication (e.g. ParentLink/Blackboard) or in-person in their primary language.

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

The district will provide supplemental instructional and support to students by:

1. Extending instructional learning time: The district will provide summer school to students during the grant period. Credentialed teachers will provide instruction to small groups of students for a period of 3 weeks, 5 days a week. The primary focus of the summer instruction will be targeted to English Language Arts and Mathematics, but may also include other content areas that would tie in ELA and mathematics.

2. Accelerating Progress to Close Learning Gaps through the Implementation, Expansion, or Enhancement of Learning Supports: Intervention will be provided to identified students during the regular school year throughout the grant period. The focus of the intervention group will be ELA and Math. Assistance and Professional development will be provided to staff, on how to effectively addressing learning gaps, how to accelerate progress, and training on facilitating quality and engaging learning opportunities for all students. Paraprofessionals are providing this assistance with the supervision of certificated staff. Materials and supplies will be purchased to support STEM learning to accelerate student academic proficiency. Each site will be provided funds to build both the school and classroom libraries. Professional

development will be provided to our instructional aides to enhance their ability to support students. Professional development will also be provided to both Kings Lake and Corcoran High School staff through Kings County Office of Education in writing.

3. Add additional Psychologist, for added services to our special populations, add additional K-5 Music Teacher and K-5 PE Teacher to provide additional opportunities and services to our students, including helping to fund the salaries for our LVN's within the District.

4. Community Learning Hubs that Provide Students with Access to Technology, High-Speed Internet, and other Academic Supports: Outdoor hubs enhanced with access ports are being installed districtwide to provide students with high speed internet outside the school buildings to allow access to the internet before school, during school, and after school. This will also allow uninterrupted connectivity if a student moves from indoors to outdoors for instruction and supports.

7. Training for School Staff on Strategies to Engage Students and Families in Addressing Students' Social-Emotional Health and Academic Needs: The district will 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	115,318	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	1,142,000	
Integrated student supports to address other barriers to learning	528,500	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	900,000	

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	0	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	0	
Total Funds to implement the Strategies	2,685,818	

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

Based on maximizing support for student and staff needs, expenditures are itemized according to each individual fund and following guidelines/requirements of those funds. Additionally, more flexible funds are considered timeline requirement of expenditures. Example: Student devices were expensed to CRF funds having a deadline of 5/31/2021 to spend funds, but are also allowable toward the In-Person Instruction Grant but we have a longer spending timeline of 8/31/2022.

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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