Expanded Learning Opportunities Grant Plan

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laton Unified School District</td>
<td>Lupe Gutierrez-Nieves Superintendent</td>
<td><a href="mailto:lnieves@latonunified.org">lnieves@latonunified.org</a></td>
</tr>
</tbody>
</table>

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 2020-21 school year to discuss providing instructional supports and interventions.

After school started, the District sought input to inform major portions of the District’s instructional plan. Site administrators and school liaisons also reached out to families to encourage participation. Laton Unified School District held stakeholder meetings to review and provide input on topics that included addressing learning loss, providing supports to students, meeting the needs of struggling learners, and provide the opportunity for parents to give input on distance learning/phased reopening plan.

The District English Learner Advisory Committee (DELAC) also met to review and provide input on topics that included providing supports to students who are English Learners and meeting the needs of those ELs struggling to keep pace in English language acquisition and accessing core subject-matter knowledge and skills.

All meetings were accessible to the public for in-person attendance in limited numbers in order to follow social distancing requirements at the District’s Instructional Services building. Meetings were also made accessible virtually through Zoom so the public could access via electronic device or by phone call. A Spanish translator was available in the event that parents needed to access those services.

Stakeholder groups were asked to provide input regarding interventions and supports, including extended learning opportunities. During meetings with stakeholders, participants (migrant, ELD, homeless parents, board members, teachers, classified, and students) were asked to provide:
• Clarifying questions and/or comments;
• Input/suggestions for assessing and addressing learning loss;
• Supports for students who are struggling or have special needs;
• Supports for social and emotional well-being; and
• Access to technology.

Parents were surveyed to assess:

• What the District did really well in the areas of technology, food services, overall instruction and assessment, social and emotional support, and other areas.

Students were asked to respond to the same prompt, and the additional, “Where do you think the biggest learning loss occurred during the school closure due to COVID-19?” Responses from the above surveys were discussed at a community stakeholder meeting.

Additional formal meetings to gather concerns and present proposed actions were held during the winter and spring months. The District’s proposed actions to support and accelerate learning for our neediest students were a primary topic at all meetings.

Community-wide stakeholder meetings were held on March 23 and 25. Stakeholder input included: “Focus on improving middle school GPA; help LMS improve student GPA; breakfast lunch [should be] provided for students; enough staff for social-emotional curriculum; need more counseling; educative field trips; Science/Math/Literacy Nights.”

Students, parents, teachers, and support staff were also surveyed again in the Winter/Spring of 2021. Responses from those surveys were also examined to inform the development of the Expanded Learning Opportunities Plan. All materials, surveys, communications, and presentations were provided in English and Spanish.

The following groups participated in surveys and/or feedback sessions, such as stakeholder input meetings:

District Administration/Principals Meeting – Ongoing through the school year.

Classified Bargaining Unit including all Classified Staff Stakeholder Input Meeting, August 21, 2020.

Certificated Bargaining Unit including teachers Stakeholder Input Meeting, August 18, 2020, and on April 14, 2021.


Student Input Meeting – Surveyed Fall, 2020, Spring 2021, and met April 30, 2021

Parent Advisory Committee (PAC) Input Meeting and March 23, 2021
District English Learner Advisory Committee (DELAC) Input Meeting, March 25, 2021.

Meetings were held in small group settings and with social distancing and COVID mitigation guidelines in place.

The Public Comment period ran from May 5 to May 12, 2021. A draft of the Expanded Learning Opportunities Plan (ELOP) was made available to stakeholders by request at the sites and on the school website. Comments could be provided to school site administrators for consideration.

The ELOP submitted for LUSD Governing Board approval was posted on the District's website, and a link included in the Board agenda posted 72 hours prior to the meeting.

Board Adoption on May 12, 2021.

Submit to FCSS May 14, 2021.

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

Using demographic data, enrollment and school records, information from community agencies, and staff or family recommendations, the District will identify which of its students meet one or more of the following criteria:

- Low-income students
- English learners
- Foster youth
- Homeless students
- Students with disabilities
- Students at risk of abuse, neglect, or exploitation
- Disengaged students
- Students who are below grade level

1. credit-deficient students
2. high school students at risk of not graduating
   3. those who did not enroll in kindergarten in the 2020–21 school year,
3. other students identified by certificated staff

These identified students will be assigned priority to receive expanded learning program services during the regular school day and for the opportunity to participate in the District’s expanded learning programs during the summer and after school.
To determine which of those students need academic, social-emotional, and other supports, including the provision of meals and snacks, the District used the following process:

To determine the levels of possible learning loss in grades K-8, The STAR Reading Assessment, Reading Inventory (RI), and Math Inventory (MI) data were analyzed. When comparing the data for the Math Inventory and Reading Inventory, we analyzed data for the assessments taken in December 2019, August 2020, November 2020, and February 2021. STAR Reading data was compared for March 2019, March 2020, and March 2021. HMH Math Inventory, Reading Inventory, and Renaissance STAR assessments included grade-level academic progress indicators. The levels of performance that were measured by the assessment were: "Far Below Standard, Below Standard, Approaching Standard and Meeting or Exceeding Standard."

Unfortunately, the assessments given do not give a breakdown of the specific skills that need improvement. However, each assessment monitors individual student academic progress over time, as well as grade-level academic proficiencies. Comparing the Math Inventory, RI, and STAR data was challenging due to inconsistencies with testing. Some teachers or grade levels did not give the assessment during a particular testing window. (Refer to STAR READING first grade, seventh and eighth grades.) We also see an inconsistency in the total number of students assessed for the MI and RI.

Reading Inventory: Percentage Meeting Standard

<table>
<thead>
<tr>
<th>Grade</th>
<th>December, 2019</th>
<th>August, 2020</th>
<th>November, 2020</th>
<th>February, 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>4.07%</td>
<td>22.44%</td>
<td>11.87%</td>
<td>26%</td>
</tr>
<tr>
<td>Grade 1</td>
<td>n/a</td>
<td>2%</td>
<td>14.5%</td>
<td>20%</td>
</tr>
<tr>
<td>Grade 2</td>
<td>5%</td>
<td>2%</td>
<td>7%</td>
<td>4%</td>
</tr>
<tr>
<td>Grade 3</td>
<td>17.5%</td>
<td>20.5%</td>
<td>18%</td>
<td>21%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>8%</td>
<td>15.5%</td>
<td>12%</td>
<td>14%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>22%</td>
<td>6%</td>
<td>8%</td>
<td>9%</td>
</tr>
<tr>
<td>Grade 6</td>
<td>20%</td>
<td>13.5%</td>
<td>16%</td>
<td>14.5%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>17.5%</td>
<td>18%</td>
<td>15.5%</td>
<td>15%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>38%</td>
<td>30%</td>
<td>4%</td>
<td>32%</td>
</tr>
</tbody>
</table>

The difference between the December 2019 and February 2021 Reading Inventory assessments indicates that while learning loss appears to have minimally impacted some grade levels (2, 5, 6, 7, 8), it did not have the expected overwhelming impact. Learning loss appears to be
most concentrated in the upper elementary grades, specifically 5th and 6th. Our English STAR Reading assessment supports this conclusion.

1, 3, 4, and 8 appear to have experienced no grade-level learning loss; in fact, these grade levels made gains in the percentage of students meeting or exceeding grade-level expectations. The site reading proficiencies increased from December 2019 to August 2020. The academic proficiency gains were initially attributed to tests being taken at home, though the February 2021 assessment, which was taken at school, demonstrates that student academic proficiencies continued to grow. The decline in the November 2020 assessment can be attributed to tests being initially taken at home. A large portion of eighth-grade students who met or exceeded standard were not assessed (15 students meeting or exceeding standard in August 2020, 2 meetings or exceeding the standard in November 2020, and 16 meetings or exceeding standard in February 2021.)

Teachers of Kindergarten students will use additional reading assessments to identify strengths and areas of growth in word recognition vocabulary, phonemic awareness, and comprehension. Other assessments, oral and written, administered by teachers will be combined with those to identify skills and knowledge to be addressed. Expert teacher recommendations will also be strongly considered. Because the foundation for reading success is laid in the early elementary years, these data will be critical in determining additional supports and interventions for those students in future years.

Preliminary examination of results confirms that the learning loss has occurred disproportionately in unduplicated pupil groups, so data will be examined with more depth. For English Learners enrolled in the Dual Immersion Program, academic proficiency assessments from March 2019 to March 2021 show greater learning loss than our English Only classrooms.

Math Inventory: Percentage Meeting Standard

<table>
<thead>
<tr>
<th></th>
<th>December, 2019</th>
<th>August, 2020</th>
<th>November, 2020</th>
<th>February, 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall</strong></td>
<td>14.25%</td>
<td>12.12%</td>
<td>9.12%</td>
<td>9.68%</td>
</tr>
<tr>
<td><strong>Grade 1</strong></td>
<td>28%</td>
<td>39%</td>
<td>13%</td>
<td>12%</td>
</tr>
<tr>
<td><strong>Grade 2</strong></td>
<td>7.5%</td>
<td>13.5%</td>
<td>9%</td>
<td>13.5%</td>
</tr>
<tr>
<td><strong>Grade 3</strong></td>
<td>33.5%</td>
<td>12%</td>
<td>7%</td>
<td>26.5%</td>
</tr>
<tr>
<td><strong>Grade 4</strong></td>
<td>7%</td>
<td>22.5%</td>
<td>9%</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Grade 5</strong></td>
<td>10%</td>
<td>4%</td>
<td>2%</td>
<td>6%</td>
</tr>
<tr>
<td><strong>Grade 6</strong></td>
<td>9%</td>
<td>0%</td>
<td>1.5%</td>
<td></td>
</tr>
<tr>
<td><strong>Grade 7</strong></td>
<td>9%</td>
<td>2%</td>
<td>7%</td>
<td>2%</td>
</tr>
</tbody>
</table>
Due to proficiencies from reading and math assessment in previous years, it was expected that math learning losses would be far greater than the learning losses in reading. In math, the difference of students meeting or exceeding grade-level expectations between December 2019 and February 2021 has decreased roughly 5%. Based on the Math Inventory, we currently have 9.68% of our 1st-8th grade students meeting or exceeding standard in math. The Math Inventory indicates that though 1-8 grades were impacted by learning loss as a whole, grades 2 and 4 were not impacted by learning loss.

To determine the levels of possible learning loss in grades 9-12, the 11th Grade IAB/FIAB assessment data, 11th Grade CAASPP ELA and Math assessment data, 9th -12th grade ELPAC, and Math Inventory (MI) data were analyzed. It was extremely challenging to compare data from year to year because common assessments had not been taken. When comparing the data for the Math Inventory, we analyzed data for the assessments taken in September 2018 and December 2019. We do not have MI data for the 2020-2021 school year. CAASPP assessment data was compared from the 2017-2018 and 2018-2019 school years.

The ELPAC assessment data was analyzed for the 2017-2018, 2018-2019, and 2019-20120 school years. Unfortunately, this assessment data did not give an accurate representation of our English Learners possible learning loss because we have yet to receive the assessment results for the 2020-2021 school year. Also, in the 2019-2020 school year, only students who had previously received a three or four were assessed therefore not giving an accurate representation of our entire English Learner population.

The MI, ELPAC, and CAASPP data helped to look at previous academic trends in relation to current academic proficiencies. IAB and FIAB assessments were given in both the 2019-2020 school year and 2020-2021 school year. Though thirteen assessments were given between the three school years, only three assessments were given in consecutive years.

HMH Math Inventory, IAB/FIAB assessments and CAASPP assessment data include grade level academic progress indicators. The levels of performance that were measured by the CAASPP and MI assessments were: "Below Standard, Approaching Standard, Meeting Standard, or Exceeding Standard". The IAB and FIAB assessments data include grade level academic progress indicators as well. The levels of performance that were measured by the assessment are: Below Standard, Nearing Standard, and Above Standard". The levels of performance for the ELPAC were measured with language proficiency levels: “Level 1, Level 2, Level 3, and Level 4.”

### CAASPP ELA Summative

<table>
<thead>
<tr>
<th>11th Grade Exceeds Standard</th>
<th>Students Assessed</th>
<th>Below Standard</th>
<th>Nearly Met Standard</th>
<th>Met Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td>51</td>
<td>37%</td>
<td>35%</td>
<td>28%</td>
</tr>
<tr>
<td>2018-2019</td>
<td>44</td>
<td>21%</td>
<td>36%</td>
<td>27%</td>
</tr>
</tbody>
</table>

### CAASPP Math Summative
<table>
<thead>
<tr>
<th>11th Grade</th>
<th>Students Assessed</th>
<th>Below Standard</th>
<th>Nearly Met Standard</th>
<th>Met Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds Standard</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017-2018</td>
<td>51</td>
<td>64%</td>
<td>23%</td>
<td>11%</td>
</tr>
<tr>
<td>2018-2019</td>
<td>44</td>
<td>64%</td>
<td>23%</td>
<td>11%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELPAC</th>
<th>Students Assessed</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td>36</td>
<td>22%</td>
<td>25%</td>
<td>33%</td>
<td>19%</td>
</tr>
<tr>
<td>2018-2019</td>
<td>38</td>
<td>18%</td>
<td>21%</td>
<td>42%</td>
<td>18%</td>
</tr>
<tr>
<td>2019-2020</td>
<td>7</td>
<td>43%</td>
<td>0%</td>
<td>14%</td>
<td>43%</td>
</tr>
</tbody>
</table>

Math Inventory. Students Assessed

<table>
<thead>
<tr>
<th>7th - 2018 (Currently 9th)</th>
<th>36</th>
<th>64%</th>
<th>25%</th>
<th>11%</th>
<th>0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>8th - 2019 (Currently 9th)</td>
<td>35</td>
<td>83%</td>
<td>14%</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>8th - 2018 (Currently 10th)</td>
<td>58</td>
<td>86%</td>
<td>10%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>9th - 2019 (Currently 10th)</td>
<td>57</td>
<td>72%</td>
<td>28%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>9th - 2018 (Currently 11th)</td>
<td>32</td>
<td>94%</td>
<td>6%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>10th - 2019 (Currently 11th)</td>
<td>31</td>
<td>81%</td>
<td>19%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

ELA IAB/FIAB (11 - Language and Vocabulary Use)

<table>
<thead>
<tr>
<th>11th Grade</th>
<th>Students Assessed</th>
<th>Below Standard</th>
<th>Nearing Standard</th>
<th>Above Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019 – 2020</td>
<td>128</td>
<td>45%</td>
<td>47%</td>
<td>8%</td>
</tr>
<tr>
<td>2020 -- 2021</td>
<td>49</td>
<td>45%</td>
<td>51%</td>
<td>4%</td>
</tr>
</tbody>
</table>
Similar to our elementary and middle school, due to proficiencies from reading and math assessment in previous years, it was expected that math learning losses would be far greater than the learning losses in reading. In math, when comparing the academic proficiencies from the CAASPP in 2017-2018 and 2018-2019, to the Algebra and Functions I (IAB) and Seeing Structure in Expressions/Polynomial Expressions (FIAB) we see a similar trend that a very small portion of our 11th grade students are meeting or exceeding the standard. Because we do not have data from the same assessments it is hard to identify the exact amount of potential learning loss.

As we move forward it is imperative that we solidify an assessment plan that will be implemented yearly with fidelity. The district will take into account individual classroom data, Interim Assessments (IAB/FIAB), and other measures will be examined at grade level, classroom and individual student levels to determine, plan and drive instruction for the 2021-2022 school year. One of the main focus areas is to create a consistent assessment system for our 9th-12th grades so that data can be analyzed and compared from month to month and year to year. Our high-school team is in the process of working with our FCSS coaches to create a year plan that uses the IAB and FIAB to assess learning as well as drive instruction. We will move forward using the same yearly pacing to ensure we have consistent data to analyze. In connection with the elementary and middle schools, we are also noticing a drastic change in social emotional skills. Tiered systems of academic and social emotional support are being established. We are also implementing school-wide AVID as well as the implementation of Leader In Me. To support teachers in analyzing student data to inform and drive their instruction, they will receive professional development and continual support, and be provided with increased and consistent time for Professional Learning Communities where data analysis and opportunities for collaboration are strongly encouraged.

Individual classroom data, Interim Assessments (IAB) from CAASPP, and other measures will be examined at grade level, classroom, and individual student levels to determine, plan and drive instruction for the 2021-2022 school year. English Learners were given the ELPAC assessment, and those results will demonstrate language acquisition progress. Additionally, data from other local assessments, grade reports, and teachers’ expert opinions will be considered in identifying participants’ needs and planning instruction, supports, and interventions for the Expanded Learning Program, as will input from family members and the students themselves.

Student survey data, mental health referrals, All4Youth referrals and the expert knowledge of the District’s counselors, psychologist, and student health support staff will be used to identify students at risk of abuse, neglect, or exploitation and in need of additional social-emotional supports. Instructional staff and administrators will also assist in identifying students in need of those services. The District recognizes that the pandemic and the subsequent impacts on students, staff, and families have created a need for social-emotional learning as an integral part of the curriculum of the expanded learning program and will ensure it is integrated into those opportunities.

One of the main focus areas is to create a consistent benchmarking system for K-8 so that data can be analyzed and compared from month to month and year to year. Though learning loss in Reading, Writing, and Math is evident, we also notice a drastic change in social-emotional skills. Tiered systems of academic and social-emotional support are being put in place. To support teachers in analyzing student data to inform and drive their instruction, they will receive professional development and support and be provided with increased and consistent time for Professional Learning Communities where data analysis and opportunities for collaboration are strongly encouraged.

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. Using the “intervention pyramid” as a reference point, academic and social-emotional supports will be part of instruction for all students, increasing as individual students are identified for more intensive supports.
Tiered supports for social-emotional learning will begin with all students participating in:

2nd Step Curriculum for K-6 *Bell schedule that supports 2nd Step *PBIS systems that target positive reinforcement and engage every stakeholder *PBIS routines are ingrained in every aspect of our school environment and practice *LHS/LMS Breaking Down the Walls program *Franklin Covey, "The Leader in Me" curriculum *High School Prep course requirement for all 9th graders * Positive Behavior Recognition Awards/Assemblies

The next tier will include:

*Targeted behavior intervention groups led by the site counselor *Student Support/Resource Center *Rosetta Stone ELD Language Tutorial *LHS mentors and leadership at LES/LMS *PBIS Focus Intervention

At the most intensive level, the targeted intervention will be:

*All4Youth *Behavior Plans *One-on-One Counseling/Psychologist *PBIS Intense Support

Integrated with those in a corresponding pyramid, academic supports will begin with all students participating in:

*Good first instruction for all that targets essential standards, 21st-century learning, and standards-based curriculum * ED. Tech Team-using technology to enhance instruction *Viable assessment system is driven by essential standards that shapes targeted instruction *Small group instruction provided by a teacher and driven by students’ needs *LMS intervention elective class *Structured Intervention (scheduled daily) in grades K-5 *High School Prep course requirement for all 9th graders *Standards-Based Report cards * Academic Achievement Awards/Assemblies

The next academic support tier will include:

*Reading groups for ELA, Math, and ELD *After school tutoring for ELA, Math, and ELD for LHS and LMS *Systematic SSTs and 504 plans

At the most intensive level, the targeted intervention will be:

*One-on-One Intervention with Resource Teacher/Reading and Math specialist

All participating students will be provided appropriate meals and snacks and transportation to and from the extended learning programs (summer program, after school program, etc.) as necessary.

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

As described above, 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 were identified and prioritized to participate in the District’s expanded learning programs.

Using the described process of examining data and considering staff and parent recommendations, the students among the groups listed above were identified as in most need of services, and those names were submitted by teachers to school administrators. The families of those students were directly contacted, using a combination of phone calls and home visits, to notify their parents or guardians of the opportunity to participate in the summer expanded learning program and the after-school program if they were not already participating.

Parents of qualifying students were also notified through a broad array of online and hard-copy methods, Blackboard Connect including personal phone calls, district mass messaging system, Remind, Class Dojo, advertisements on school social media sites.

Input on Continuity Learning Plan:
The district’s community liaison send out a mass media message on 8/13 at 7 pm, text with Zoom link went out 8/17 at 7pm and 8/18 at 5pm
The meeting was held on August 18 at 5:30 pm

School Reopening Parent Informational Meeting:
The district's community liaison called parents personally to invite them to the meeting.
The meeting was held on September 18 at 5 pm Zoom link was available

The district's community liaison sends out mass media messages on Blackboard Connect throughout this time to every home in our district with the objective to communicate with families during every stage of our reopening plan. There was increased communication when services changes or when specific issues needed to be addressed, such issues include but are not limited to technical support/information, meal program, and/or bell changes schedule changes.

When the 2021-22 school year begins, parents will again be notified of the opportunities to receive expanded learning program services after school, and also notified if their child is receiving supplemental instruction and support services during the regular school day.

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

Supplemental instruction and supports will be prioritized for:

Low-income students; English learners; Foster youth; Homeless students; Students with disabilities; Students at risk of abuse, neglect, or exploitation; Disengaged students; Students who are below grade level, including credit-deficient students, high school students at risk of not graduating, those who did not enroll in kindergarten in the 2020–21 school year, and other students identified by certificated staff. Individuals eligible for these priority services will be identified as described in the second section above. The expanded learning program will include, but may not be limited to:

*Summer program through June – Full Day of academic learning – target learning recovery and acceleration and social-emotional needs
*Extended Learning Summer Program – July

*Part-Time Reading Specialist for K-4 for 2021/2022

*Intervention Groups with Resource Teachers 4-8 grade

*Mentors from LHS

*Supplemental Resources Available for Academics and Social-Emotional Learning

LUSD Summer Academy – 2021

Summer Learning Academy - June 9-30, 2021 (K-12)

Teacher Work Day - full day

Student Day - full day

Academics

- Reading Groups
- Math Intervention
- Writing - pre and post based on a rubric
- Reading Support in Spanish
- Credit Recovery

Social-Emotional Learning

- Engagement Camps - offer different camps every week with a different target, cooking, art, athletics, etc.
- STEM, Science, Readers Theater
- Sports, (teamwork)
- Arts/Ceramics,
- Music, (outlet)
- Arts/Craft
- Culture Development- Link Crew
- Life Skills Class

Progress will be measured with pre-and post-assessments.

Reading: LES/LMS - STAR Reading/Early Literacy

Math: To be determined
Writing: To be determined

Extended Learning Summer Camp - July, 2021

9am to 12:30: 3.5 hour program Tuesday - Thursday
- Summer Sports Groups
- Community Garden
- Access to School Gym
- Summer Book Bag
- Coding/STEM
- Supplemental Resource

ABC Ya

Lyrics to Learn

MobyMax

Imagine Learning

Reflex

Typing Courses

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.

<table>
<thead>
<tr>
<th>Supplemental Instruction and Support Strategies</th>
<th>Planned Expenditures</th>
<th>Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extending instructional learning time</td>
<td>$493,134</td>
<td></td>
</tr>
<tr>
<td>Supplemental Instruction and Support Strategies</td>
<td>Planned Expenditures</td>
<td>Actual Expenditures</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrated student supports to address other barriers to learning</td>
<td></td>
<td>$21,500</td>
</tr>
<tr>
<td>Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports</td>
<td></td>
<td></td>
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<tr>
<td>Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility</td>
<td></td>
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<tr>
<td>Additional academic services for students</td>
<td></td>
<td></td>
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<tr>
<td>Training for school staff on strategies to engage students and families in addressing students’ social-emotional health and academic needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Funds to implement the Strategies</td>
<td></td>
<td>$514,634</td>
</tr>
</tbody>
</table>

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

Inasmuch as Elementary and Secondary School Emergency Relief Funds (ESSER) are federal categorical funds, they will be used to supplement, and not supplant, the activities being funded by the ELO grant. These uses may be for activities not covered by the ELO Plan, or to provide additional services not included, but complementary to the Plan, such as additional supports and interventions, contracted services to support students’ social-emotional needs, professional development, or other activities. The determination of specific ESSER-
funded actions may be based on needs that have been identified after the District has begun implementation of its expanded learning program activities and has monitored and evaluated those activities using students’ progress data.
Expanded Learning Opportunities Grant Plan Instructions: Introduction

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

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

Instructions: Plan Requirements

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

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

For purposes of this requirement

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

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the
supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (EC Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.

2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
   a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
   b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
   c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.

3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.

5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility.

6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.

7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students’ social-emotional health needs and academic needs.

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

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

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.

- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
• An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

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

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

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

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

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

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

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

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

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

Describe the LEA’s plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students’ needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, EC Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (EC Section 43522[h]).
Instructions: Expenditure Plan

The ‘Supplemental Instruction and Support Strategies’ column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the ‘Planned Expenditures’ column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the ‘Actual Expenditures’ column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

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

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021