

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.

Parents, staff and community were involved with the development of this plan through feedback solicited and given in a number of forms. LES sent out surveys assessing needs and challenges families were having with school engagement. Our student support team, foster youth and homeless liaison, counselor, and special education teams all visited homes and spoke with community members about how systems could be improved and how to spend our funds to bring about the best support for our students and families. LUES has monthly meetings with our English Language Acquisition Committee, LES Advisory Committee (Formerly called our Stakeholders which also acts as our School Site Council) and our Indian Education Advisory Council to discuss the monetary spending and needs for the school. Our Superintendent attends our local Tribal Council quarterly to share the plans and solicit input. Staff and community members worked together to create a reopening plan which was worked into the the Expanded Learning Opportunities Grant Plan for needed materials, supplies and school structure. As developments have been occurred regarding the plan, the staff and Board have been kept updated bi-weekly for the staff and monthly for the board.

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

Our Psychologist/behaviorist, our newly hired counselor/social worker and our special education team have developed assessment plans for any and all students attending the school who demonstrate need. We are focused on primary grades, new students, foster youth, homeless and special needs children to determine if students have physical disabilities that can be solved with speech, vision and environmental supports and once a plan has been made we review consistently to analyze if it is working correctly. We have developed a system for teachers to refer students for Student Support Team meetings if there is difficulty with attendance, physical hygiene, ability to engage in

school work and finishing work. Our student support team (which includes all of the above members plus a bilingual student support coordinator and a native american student support director, a native american secretary and our staff of in classroom aides) all observe and discuss student situations and performance to determine if assessment is needed, if behavior plans are appropriate or need to be modified and how to work with families to extend the support received at school to the home. Regional referrals for support of families is part of our focus as well. We work in partnership with a Community Resource Center housed on campus to help families who identify needs that the school cannot help meet. The flow of communication between home and the school is the key to identifying if students need assessment and referrals for testing and/or resources. Contact with the school for any need or question is encouraged and occurs on a daily basis. We use our website, our office phone, texts, and emails, whatever works best for our families to facilitate conversations about anything they need or to get updates on how plans are working for children and children who need assessments. Families are comfortable asking for student assessments to happen.

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

Communication is of paramount importance. We inform our community (parents and guardians of students) of the opportunities for supplemental instruction (such as our After School Program which offers tutoring services and summer school) through our website, by sharing posters with our local Indian Tribes, monthly letters from the Superintendent, all calls to the community, through our meetings with our English Language Acquisition Committee, LES Advisory Committee (Formerly called our Stakeholders which also acts as our School Site Council) our Indian Education Advisory Council and our Board meetings. We have posters sent home and during our meetings with families we discuss all the possibilities that are available at our school.

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

Decreasing our student to teacher ratio is one of our primary focuses. We have had combo classes traditionally but are separating our 1 / 2 combo into 2 separate classes by hiring an additional teacher as well as our 7 / 8 classes into two separate classes. Each teacher will have less than 20 students per class in these classes. Providing at least one aide in each class so teachers will be able to run stations and create learning groups in their classes. We purchased high quality English Language Arts curriculum which provides us with a built in RtI program to assess and work with students at their current reading level and work to move them forward in small groups. 2021-2022 schedule includes a school wide initiative to focus on reading in half hour to an hour and a half increments for ELA (as developmentally appropriate). Our after school program will provide additional tutoring on homework and classwork. Our 5 / 6 combo and 7th and 8th grades will be working together to provide more diverse, in -depth educational classes by working as a middle school team. Students will rotate between the 3 teachers who can then specialize in their discipline offering higher quality instruction. One of our newly hired instructors for our general ed class comes from special education and will be able to offer additional tutoring time and instruction for our at-risk populations. Before school begins for the 2021-2022 school year, we will be offering a jumpstart summer school which will focus on students identified by teachers who could use some additional help to catch up and get ready for the school year. Our psychologist, and counselor will be teaching our new social/emotional curriculum. We have scheduled in rotations at the end of each day which will offer additional supplemental instruction and support for a 45 minute period. All the teachers will be working with the same grading program that also allows for parents to access student assignments and grades. We will be teaching parents how to access the programs and they will be able to follow their students throughout their time at LES. We are looking purchasing a van to provide transportation for homeless, foster youth and at risk students to help them get to school and also to deliver food and packets as needed. This will all be contingent how the pandemic continues. We increased the time of our psychologist to 4 days and we hired a full time counselor/social worker to help families and youth with social emotional needs. We are providing professional development for all staff regarding trauma informed care, and on RTi.

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	\$30,131	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$0	
Integrated student supports to address other barriers to learning	\$0	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$36,658	
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	\$15,000	
Total Funds to implement the Strategies	\$82,139	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures

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

We are leveraging our relief funds to maximize the dollars allocated. We plan to use the Reopening Grant, Expanded learning grant and ESSER funds to do the following and relief some of the impacts to our general fund LCFF dollars:

- Paraprofessionals - Maintain and adding to our paraprofessional staff and establishing all entry level positions at \$15.00/hour. Increasing time spent on campus from .75 FTE to .85 FTE
- Providing new social emotional curriculum for instruction.
- Increasing our behaviorist/school climate director to 4 days per week.
- Splitting our 1/2 class into two separate classes and our 7/8 into two separate classes -Two additional teachers
- Providing a BSA for our SDC class- contract with HCOE
- Purchasing a van
- Increased Costs with Van
- Increased Transportation Costs
- Purchase PPE Supplies
- Maintain Custodial
- Cafeteria Contribution in order to provide health meals to our students.
- Purchasing more chromebooks for 1:1 at school and at home.
- PD training- Powerschool
- Purchasing more F & P class sets and professional development
- Increasing ASES staff. (work study students)
- Hiring a 1.0 FTE social worker for more in depth time to be spent with students and their families.
- Increase sports to 5 per year. (van will help transport)
- Repair our roofs and floors.
- Community theme-based dinners for stakeholders
- Required professional development for teachers over the summer
- Increase PBIS and MTSS strategy implementation and fidelity.
- Summer school for two weeks- 2021-2022
- Providing a music teacher one day a week.
- Providing rotations daily from 2-3pm to explore special topics
- Increasing our student support team to 3 members.

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
March 2021