

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 the ban on community members on campus due to COVID 19 restrictions, gathering input from community stakeholders had to be completed by new and diverse means. The school found success through frequent phone calls to parents, during opportunities for public input at virtual meetings including monthly Board of Trustees meetings, quarterly School Site Council meetings, parent teacher conferences, IEP, and Student Success Team meetings, and by regularly distributing paper and online surveys to school families. This outreach was provided to all pupils and their guardians in their language of preference. Staff was also able to garner input from families of distance learners during weekly student work drop off and pick up. Staff was also able to garner informal input from parents as they dropped off and picked up their children at the daily health check station, and when they picked up their children from the afterschool program. School staff members, including the after school program coordinator, provided input towards the development of the plan during biweekly staff meetings.

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

Academically, students grades TK-5 are assessed six times per year using the Dibels reading assessment program. Students grades TK-2 are assessed three times per year using the Core Growth assessment system. Students grades 3-8 are assessed three times per year using the CAASPP interim assessment system. Additionally, all 3rd-8th grade students are administered the CAASP in accordance with state testing guidelines. Students performing below grade level receive Tier 1 instruction and interventions within the classroom, from the teacher

and paraprofessional, and Tier 2 intervention with the intervention teacher to provide additional small group instruction and individual support. Students in need of Tier III intervention receive this intervention from the intervention teacher or resource teacher through the Student Success Team process. English Language Learners are assessed according to state guidelines, using local measures as well as the ELPAC.

All parents/guardians are formally notified of their student's progress at each midterm and at the conclusion of each trimester, as well as informally at regular intervals, in the parents' preferred language.

All students are also assessed using locally developed formative, benchmark and summative assessments in both language arts and math. Parents/guardians are formally notified of their student's progress at each midterm and at the conclusion of each trimester, as well as informally during parent teacher meetings and conferences.

Socially-Emotionally, students are assessed by classroom teachers in conjunction with the school counselor and the Student Success Team. Students, parents, teachers, and support staff can refer students for any of the services provided by the school counseling program, including peer mediation, big buddies/little buddies, listening groups, friendship groups, lunch groups, individual, small group, and whole class counseling sessions or activities. Students in grades 5-7 participate in the California Healthy Kids Survey biannually. This data is also used to gauge student groups' social emotional wellness and needs. All parents/guardians are formally notified of their student's proposed involvement in counseling program services, and parent permission is secured prior to student participation. Student progress at each midterm and at the conclusion of each trimester, as well as informally at regular intervals, is provided in the parents' preferred language. CalPADS data will be used to identify the schools low income students, foster and homeless youth, and EL students in order to make sure these students are having their needs met socially, emotionally, and academically, and to make sure these students are participating in the school's after school program and meals program.

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

School staff notified parents during parent conference week, held in March, 2021, of the school's offerings of supplemental instruction and support for the remainder of the 2020-2021 school year, summer, 2021, and the 2021-2022 school year. At that time, parents were given written information regarding the summer jump start program, scheduled for August, 2021. Parents were also given the opportunity to enroll their children in after school intervention offerings, both during the remainder of the 2020-2021 school year and the 2021-2022 school year. Parents of students with IEPs and those targeted for Tier III intervention supports were informed of additional supports for their children through virtual meetings, written notifications, and phone calls.

As the 2021-2022 school year begins, parents will again be notified by the same methods used during the 2020-2021 school year regarding the opportunities for supplemental instruction and support for their children. The Title I Parent Notification letter, sent at the beginning of the school year, will also provide parents and guardians with the school's offerings of opportunities for supplemental instruction and support during the 2021-2022 school year.

All information provided to all pupils and their guardians is done so in their language of preference.

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

Through the stakeholder input process, it was determined that strategy areas 1-3, 5-6 would be implemented with the Expanded Learning Opportunity Grant funding. It was determined that these areas will provide the most support for our students. The school plans to extend instructional learning time by offering a summer jump start program, staffed with certificated and classified employees, including after school program employees, for our targeted students in need of Tier II and Tier support.

The school plans to accelerate the progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including increasing the FTE of the intervention teacher, and hiring an additional classroom paraprofessional to provide academic and social emotional support to middle school students, targeting our students with exceptional needs, including low income, foster and homeless youth, and EL students.

The school plans to provide integrated student supports to address other barriers to learning, including maintaining a .95 cafeteria cook's assistant to provide safely packaged nutritious meals to students experiencing food instability - low income students, students experiencing homelessness, and foster youth.

The school plans to provide supports for credit deficient students to complete grade promotion requirements by providing certificated and classified employees for after school intervention and academic support for low income, EL, and homeless and foster youth students deficient in grade level skills and/or grade level promotion requirements.

And finally, the school plans to provide additional academic services for students by purchasing computer programs to be used schoolwide to administer diagnostic, progress monitoring, and benchmark assessments of student learning.

Data from these assessments will be used to expand learning opportunities and close learning gaps for our low income, students experiencing homelessness, our foster youth, and EL students.

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	15,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	54,654	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Integrated student supports to address other barriers to learning	26,500	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	0	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	10,000	
Additional academic services for students	14,382	
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	120,536	

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

Expanded Learning Grant Funds are being coordinated with the Elementary and Secondary School Emergency Relief Fund (ESSER II) to maximize support for students and staff. ESSER II funds are being utilized on certificated salaries in order maintain smaller class sizes to provide necessary academic and social emotional support to our first - third grade students.

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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