



College Elementary School District

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.

To develop the plan, the school site principal invited all stakeholders to multiple meetings to discuss strategies and identify areas of instructional and social emotional needs of our students. To ensure everyone was included, it was an open meeting with our School Site Council/LCAP committee and E/DELAC, other stakeholders were encouraged to attend and provide input. A parent and staff surveys were conducted to gather additional feedback.

To aid in identifying the seven supplemental instruction and support strategies, the district wide Universal Screener was used to determine student growth and progress or any areas of concern that needed to be addressed. The plan includes an extended school year with a “Jump Start for Learning” summer program, three weeks prior to the scheduled beginning of the school year. Students would be placed in small tutorial groupings that target areas where loss of instruction occurred and is evident by Universal Screeners and teacher observations. Programs designed for interventions would be implemented such as Lexia, Reading Plus, I-ready, and Common Core curriculum’s supplemental material designed for this use. If needed, staff would receive additional training prior to the start of the program to learn how to adapt the program to target specific academic needs.

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

The district will utilize -Ready, Lexia, Reading Plus, Dibels and STAR Reading/Math to measure student achievement and growth. The performance monitoring tools with each program will allow the district to measure the effectiveness of evidence-based services by student in order to determine individual student learning needs and then to formulate the interventions needed to help close the achievement gaps. The district will also use the SRSS (Student Risk Screening Scale) to identify student behavioral and social/emotional needs. The district will also provide counseling services for identified students. All students will have access to the school free meal program.

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

The Expanded Learning Opportunity Grant will provide supplemental instruction and support for all students within the College School District. The adopted Expanded Learning Opportunities Plan will be posted on the district website and the school principal will inform parents/guardians of the opportunities for supplemental instruction, mental health counseling services, and support by using several different formats. In addition, specific supports will be provided to 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.

All parents/guardians have access to the district portal, Parent Square, a schoolwide communication system that can be translated into any home language. We will also communicate and share with our stakeholders through our School Site Council and E/DELAC. The

district conducted a parent survey to notify and receive parental input of expanded learning opportunities for the summer and next school year. The district will also conduct an annual meeting for At-Risk students where parents will be informed of their students' progress and a plan for remediation which may include the "Jump Start for Learning" summer program".

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

The Expanded Learning Opportunity Grant will provide supplemental instruction and support for all students. In addition, specific supports will be provided to 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, disengaged students, and students who are below grade level identified by certificated staff. All services will be part of a multi-tiered system of supports that includes universal (tier 1), targeted (tier 2), and intensive (tier 3) supports for students based on their identified needs.

Support services have been identified in each of the following 7 strategy areas:

1. Extending instructional learning time in addition to what is required for the school year by providing summer school and taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.

- "Jump Start to Learning" summer school services for summer 2021, three weeks prior to the start of the school year
- Interventions provided within the school day and outside the school day
- The district also plans to continue to include in the master schedule intervention time in order to have focused remediation services for students based on identified needs.
- After school tutoring services for students with identified needs.
- ASES program support for students attending the program.

2. The district will also employ a full time Response to Intervention and a half time Rtl teacher to reach all grade levels TK-8th grade. During the regular school day, the district will provide small groups of identified students to receive intensive remedial support, and will provide after school tutorial services.

- The district will also employ an additional instructional aide to help assist with needed classrooms for supplemental instruction.

3. All staff have been trained for ACEs (Adverse Childhood Experiences) training and are certified as trauma informed suicide training, we are received on-going training with PBIS (Positive Behavioral Intervention Supports), as part of our district wide focus. Additional professional development training will be provided as needed.

- Integrated support services such as Counseling Skill Groups and Mental Health Counseling services will be a key area, and available for the district student community.
- Services will be provided to students with targeted (tier 2) and intensive (tier 3) supports

- The implementation of PBIS/Restorative Practices across the district, including training for all stakeholders

4. Provide students with access to technology and high-speed internet.

- Ensure all students are 1:1 with a device to ensure access to digital learning materials and resources for all students within the school day and beyond
- Purchasing of internet hotspots to ensure access for all students to digital learning materials and resources beyond the school day

6. Additional academic services for students for all district intervention programs that provide diagnostic, progress monitoring, and benchmark assessments to facilitate student learning.

- Securing an assessment solution that includes diagnostic/screening assessments as well as periodic assessments to gauge student progress and assist in the identification of students needing additional supports and interventions.
- Implementing a data dashboard to provide a variety of users the ability to monitor student progress and identify students needing extra support
- RTi teacher to assist teachers in developing materials matched to state standards, with an emphasis on accessibility for targeted students
- Conduct an Equity audit of district and school data, develop and implement an equity plan, and monitor progress.

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.

- Provide professional development on social-emotional supports for students to certificated staff
- Provide professional development on social-emotional supports for students to classified staff

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	[\$ 38,231.00]	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	[\$ 90,903.00]	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	[\$ 2,000.00]	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	[\$ 5,000.00]	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	[\$ 0.00]	[Actual expenditures will be provided when available]
Additional academic services for students	[\$ 6,604.00]	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	[\$ 2,500.00]	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	[\$ 142,763.00]	[Actual expenditures will be provided when available]

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

The district will coordinate services and funding, including the appropriate assignment of programs and services to the various federal Elementary and Secondary School Emergency Relief Funds received by the LEA. The budgeted expenses listed above are based on stakeholder input and priorities from surveys, focus groups, and committee meetings. The prioritize expenses are for in-person learning, interventions, supports, and training.

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 to 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.

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