

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

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

The **Adelante Leadership Team** which includes the Instructional Specialist, Special Education Director, teacher leaders, classified staff and a Board member met numerous times to discuss and design a multi-year approach to addressing the missed opportunities for learning that many of our most vulnerable students experienced due to the pandemic. The team looked closely at data collected at the last marking period. The data reveal that many of our K-3 students are not progressing in reading as they would during a typical year. For that reason, the primary focus of the summer learning will be to offer engaging, enriching, joyful experiences that support language and literacy skills needed for biliteracy development -targeting Emerging Bilingual students (EL) who are not yet reading or reading below the end of third grade target in Spanish as determined by the EDL/DRA assessments. Additionally, students who are receiving Special Education services and in need of this additional math and literacy support will be invited to receive individualized or small group support. A community partner, Just Communities Central Coast, has been assisting us with supporting children in learning pods

and developed close relationships with the children. They will partner with us to provide the afternoon programming for students. They worked closely with the design team to ensure a coherent full day summer program.

Families were surveyed throughout the school year and asked to give feedback about their child's academic progress, social, emotional and physical wellbeing. An additional survey was sent out specifically addressing plans for ELO funds and LCAP. Families were given the opportunity to offer suggestions and identify areas where they would like to see more support for their student. Reading support is an area of most concern and the need for expanded learning opportunities and support, and training for teachers to meet the needs of their students. The pandemic has been particularly difficult for the younger students who were learning to read and write over zoom. We see many students who are reading below grade level or who have not mastered foundational reading skills. For this reason, we are placing trained paraeducators two hours a day in both 2nd and 3rd grade classes to support biliteracy development.

Small focus groups were conducted before we returned to in-person instruction, one for families of Emerging Bilingual students (EL) and one for families of students receiving Special Education services. This was an opportunity for staff to listen to families and hear what is working well for their child(ren) and where we can improve as a school to better support both the families and the children. Families expressed the need for a full-day program due to childcare needs. Based on this feedback we designed the summer learning experience to include a full-day option. Parents also expressed concerns about the social-emotional and physical wellbeing of their children after a year in distance learning. Program Design includes a strong focus on accelerating learning while grounding the learning in relationships. The summer learning plan incorporates social emotional learning along with physical activity and opportunities for creative expression. Culturally sustaining books will be carefully chosen to reflect back the genius in our students and notice the genius in others. Additionally, literacy-based ELD will be a part of the learning experience to support students' trajectory toward biliteracy. The plan for summer learning will extend into the 2021-22 school year as well to support students as they recover lost opportunities for learning-we are planning a multi-year response. These parents also identified professional development for teachers as a need so they can better support the needs of their students.

Staff were presented with initial plans and many have provided input and made recommendations for specific students to be included in the expanded learning opportunities. Staff were also invited to participate in the ELO and LCAP survey and provide feedback. There has been overwhelming interest from staff to teach in the summer learning program and collaborate on the design to ensure continuity of instruction into the 2021-2022 school year.

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

Students are identified through established priority criteria. Initially Adelante identified students scoring at or below the identified independent reading level in L1(primary language) based on DRA/EDL cut scores for significant reading deficiency as determined by California Department of Education. From there, Emerging Bilingual (EL) students, homeless students, students who were chronically absent during the school year and students receiving Special Education services were given priority. During the summer learning program students will be assessed weekly to document progress. Running records will be used to assess those who are already reading while those still learning foundational skills will be assessed for phonemic awareness skills. Paraeducators will be working

closely with teachers to support flexible small groups to better meet individual needs in literacy, math and literacy-based ELD. Regular assessment will continue into the 2021-2022 school year.

Instructional Aides will continue to support small group instruction for reading and math during the school year and provide additional support to those students who need it (Identified through formative assessment data and initial screeners)

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

All parents were initially informed about the Summer Learning Program through Parent Square. After general information was sent out it was also shared at the Adelante Board of Directors meeting where many parents attended. Once students were identified for targeted support, an invitation was sent along with a registration form and a survey for families to complete to help the design team address family and student needs. This was conducted through Parent Square or direct communication with the teacher. Follow-up calls have been made to ensure information shared is clear. As plans are finalized parents will be notified.

Additional instructional support opportunities will be shared with families through Parent Square, the teacher, and SST meetings if that level of support is required. The school psychologist will facilitate parent meetings to provide strategies on creating routines and a supportive learning environment in the home.

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

Supplemental instruction and support will be offered in several ways:

Summer Learning - Robust six week full-day program designed to accelerate learning for our most vulnerable students.

Currently there are instructional aides in grades Kinder and 1st. We plan to extend that support to both 2nd and 3rd grade (2 hours in each grade) in order to provide differentiated reading and math support in small groups. The research on highly trained paraeducators is overwhelmingly positive and we have seen the benefits of this in Kinder and 1st grades.

Teacher professional learning-Teachers need support in Spanish literacy instruction and biliteracy development. This is an area of growth for our teachers and something they are eager to learn more about and adapt their pedagogy to current research about bilingualism, developing metalinguistic awareness and the bilingual brain.

MTSS/PBIS technical support as well as professional development for attending to students' social-emotional needs. Now, more than ever the need for social emotional learning (SEL) is necessary. Provide and monitor interventions and work closely with our intervention specialist to ensure the well being of all students.

Improved progress monitoring tools in literacy, language development and math in order to obtain reliable and valid indicators as an index of student improvement across time.

Provide after school tutoring with credentialed teachers for students in need of individual and unique learning experiences and one-on-one attention in order to improve academic performance.

Tier II Reading Intervention support: We will add trained paraeducators to the Reading Intervention team. The intervention team will work regularly with identified students, administer assessments and report growth.

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 <i>Summer Learning Plan</i>	\$150,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports <ul style="list-style-type: none"> • <i>Reading Intervention paraeducators</i> • <i>Progress monitoring tools for literacy and math</i> 	\$27,278	
Integrated student supports to address other barriers to learning <ul style="list-style-type: none"> • <i>MTSS -PBIS/SEL PD/ Technical Assistance</i> 	\$ 15,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	x	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	x	
Additional academic services for students <ul style="list-style-type: none"> • <i>Tutoring support after school with credentialed teachers (2 days a week 4 teachers 30 weeks)</i> 	\$20,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs <ul style="list-style-type: none"> • <i>PD-Metalinguistic awareness, cross-language transfer, Literacy-based DELD, Biliteracy instruction, social emotional health</i> 	\$ 40,000	

Total Funds to implement the Strategies	\$252,278	
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A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

ELO Grant Funds are being coordinated with ESSER funds to support positive student outcomes. A large portion of previous federal grants were used to purchase student devices and hotspots to increase access to technology and reliable internet for all students and to implement protective safety measures as well as new furniture to accommodate social distancing requirements. The ELO grant actions work to expand instruction from our previous distance learning instruction program and hybrid model to the full in-person model we are planning for the 21-22 school year. The technology, furniture purchases and safety measures will still be utilized during the 2021-22 school year. Additional IPI Grant funds (89K) will be used in conjunction with ELO grants to support in-person instruction during the summer designed to accelerate learning for those students most adversely affected by COVID-19 due to missed opportunities for learning and collective trauma. These funds will also be directed toward additional paraeducator support for literacy.

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.

California Department of Education
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