

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 Salida Union School District provided opportunities for stakeholders to engage in the development of the district’s Expanded Learning Opportunities (ELO) Grant Plan.

Parents participated in the planning process during spring School Site Council/LCAP Advisory Committee meetings. Surveys collected from families identified the need to support struggling students with intervention in reading and mathematics. Families were also interested in summer learning opportunities for their children to connect in a "camp like" fashion, to be "unplugged" and have time for their children connect since many were feeling isolated during school closure and distance learning.

Teachers and school staff met during multiple spring LCAP stakeholder meetings to identify successes and challenges encountered during the 2020-2021 school year. During these meetings staff identified the supplemental instruction and support strategies needed to implement a learning recovery plan as required by Education Code(EC) 43521(b). Priorities included: Summer Learning Academy, additional supplemental teachers and paraprofessionals to provide tutoring and small group intervention and additional behavior support for students.

The district partnered with the Stanislaus County Behavioral Health and Recovery Services (BHRS), Stanislaus COE Instructional Support Services and Stanislaus County Cradle to Career teams to leverage their resources for an effective plan that will ensure equitable and positive outcomes for Salida students and their families.

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

The district has prioritized the following students for the Expanded Learning Opportunities: Homeless students, Foster Youth, At-risk students (academic/behavioral), Special Education students, English Learners, Disengaged Students and those lacking sufficient technology or access to the internet for academic and behavioral support services.

To identify students' instructional needs, the district will use diagnostic and formative assessments in English language arts, English language development and mathematics. Assessments will guide teachers to understand what students know and identify any "unfinished learning" that may exist. Assessments will be used meaningfully and yet sparingly to make strategic instructional decisions. Through careful instructional planning, decisions will be made to prioritize the major work of the grade level. Teachers will incorporate prior grade-level knowledge and skills, when necessary, to support access to current grade-level content. And, as often as possible teachers will integrate on-going practice and review into teaching current grade-level content, instead of disrupting it. Through the use of the Stanislaus COE Readiness Assessments for Math Project (RAMP) the district will ensure student access to grade level learning in mathematics. The district will also leverage diagnostic assessments and progress monitoring reports found in adaptive learning solutions (iReady reading and math, Imagine Language & Literacy) to ensure student growth in Tier 2 and 3 interventions.

The district staff will identify students in need for integrated support services through:

- Student Study Team meetings
- ReEngagement Plan process focused on Attendance and Engagement
- PBIS team meetings focused on Behavior data monitoring

District counselors, psychologists and health staff will identify students who need wraparound supports or referrals to community agencies/services to address health, trauma, social-emotional, or mental health needs.

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

The district will inform parents/guardians of identified students of the opportunities for supplemental instruction and support through:

- Family/teacher engagement meetings held at the beginning of the year
- Written correspondence inviting students to participate
- Personal phone calls communicating the importance of participation
- Text messaging, social media, mass phone calls/emails with outreach to all families with information about opportunities

All information will be provided in English and Spanish and translators available for families as needed.

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

The district will focus on five of the seven supplemental instruction and support strategies:

The district Summer Learning Academy will be offered at grades K - 8 to extend the instructional learning time. During the academy students will participate in STEAM (Science, Technology, Engineering, Arts and Mathematics) project based learning to learn how career scientists

and engineers to solve real-world problems. There will be extended learning through arts activities; an application of literacy and mathematics skills will be integrated through the learning and weekly culminating activities created by students will be showcased. In addition, eligible students with disabilities will participate in Extended School Year (ESY) services in addition to the Summer Learning Academy and be provided additional days focused on intensive instruction to meet the goal of their IEPs.

The district will focus its efforts to accelerate student learning through a multi-tiered system of academic and behavior support.

Small group academic intervention will focus on increasing English language proficiency and early literacy skills at elementary schools. After school tutoring will be provided at the middle school. Additional staff at each campus will be added to increase access to district Tier 2 and 3 supports. The district will continue the use of adaptive learning solutions that accelerate reading, language proficiency and mathematics for students. Software such as: Footsteps2Brilliance (TK-K), iReady Reading (Grades 1 - 5), HMH Read 180 Universal reading intervention program (Grades 6 - 8), Imagine Language and Literacy (K - 8) will be used to help teachers provide all students a path to growth and proficiency. Through the addition of iReady mathematics software students in 1 - 8 grades will have access to Tier 2 mathematics intervention.

To address barriers to learning, the district will focus on strengthening its Positive Behavior Intervention and Support (PBIS) structures. Next year middle school students and staff will participate in Rachel's Challenge a transformative program that builds a positive school climate less susceptible to harassment, bullying and violence. Participants examine their own lives in the light of personal challenges – to dream big and start their own chain reaction of kindness and compassion. In addition, counselors and district psychologists will support students with interventions and services for a variety of social and emotional concerns such as self-harm, anxiety depression and/or suicide threat. Counselors will provide monthly newsletters to families giving tips, resources and strategies for health and coping (<https://www.stancoe.org/mental-health-resources>), as well as, information to access district programs and services to support families.

The district will partner with community agencies/services to help a child and their family meet identified needs such as: county mental health, Jessica's House (support for children, teens and their families grieving a death), Community Hospice, Stanislaus BHRS (Behavior, Health and Recovery Services), Beyond the Walls (counseling services for students with incarcerated parents), and Center for Human Services (a local nonprofit serving youth and families in Stanislaus County through prevention, education, intervention, shelter, and counseling).

Professional learning will be provided to staff focused on small group instruction in guided reading, instructional practices mathematics, and the implementation of NGSS through STEM project based learning. Training for school staff will focus on strategies to engage students and families, addressing students' social-emotional health and academic needs through Positive Behavior Intervention Supports (PBIS).

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	559,359	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	789,874	
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	0	
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	137,847	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	86,500	
Total Funds to implement the Strategies	1,573,580	

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

ESSER funds will support the objectives of this plan by extending services beyond the expiration of Expanded Learning Opportunities Grant deadline to include:

- Summer School in 2022 and 2023
- Increased staffing to provide additional instructional support
- Increased staffing to provide additional social-emotional health needs
- Increased services to address student support barriers to learning
- Extend educator training opportunities
- Extend additional academic services and learning recovery programs for 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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