



Central Union School District

Lemoore, CA

Expanded Learning Opportunities Grant Plan

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
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| Central Union Elementary School | Cindee Rael Coordinator of Curriculum & Instruction | crael@central.k12.ca.us (559)924-3405 ext. 2647 |

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 LEA used a process to involve stakeholders (parents, teachers, and school staff) in the development of the Expanded Learning Opportunities (ELO) Grant Plan and identification of support strategies that will be implemented. Throughout the school year, stakeholders were provided updates on student academic, social, and behavioral needs. These stakeholder groups included School Site Council (SSC), District Advisory Council (DAC), Indian Education Council (IEC), and English Language Advisory Council (ELAC). During scheduled meetings, members reviewed, discussed, and provided feedback on addressing learning loss needs. Teachers provided additional input though feedback in collaboration meetings, MOU planning meetings, and communications with site and district administrators. The need to provide an expanded learning program beyond the school year was a request by many stakeholder.

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

The District's plan includes identifying students in need of academic, social-emotional, and other integrated student supports. A Multi-Tiered System of Supports is being implemented at all sites. Students will be identified at the site level. Academic data from the Districtwide screener, Renaissance STAR Reading and STAR Math identifies students in need and provides information on the specific needs of students. This adaptive assessment is given 3 times per year. STAR Assessments are also available for progress monitoring of students on a regular basis. Data from formative assessments aligned to grade level Essential Standards and teacher input assist in identification and needs. Social-emotional needs and students in need are determined based on data compiled by district counselors, SEL screener data, and teacher recommendations. Other integrated student supports (health, counseling, mental health services, school meal programs) are available to students to address barriers to learning. These services may be coordinated through the Student Study Team (SST) process.

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

Parents and guardians of students identified as needing supplemental instruction and support will be contacted personally. Site staff will communicate the student's need and the opportunities available. Program offerings will be provided to parents/guardians, will outline the expectations, and give information of the criteria that determined how their child would benefit from this program. This information will be provided in the parents'/guardians' primary language of English or Spanish.

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

A Multi-Tiered System of Supports is being implemented at all sites. 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. Professional Learning Communities (PLCs) are utilized at the district and site level. This data driven process includes addressing the needs of all students and closing the gaps for our high risk students (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)

The Districtwide academic screener assessments are administered to all students. Differentiation strategies utilized in Tier 1 instruction provide core instruction to all students with supports as needed. Targeted supports are provided as a component of sites' MTSS/RTI systems. Targeted Intervention (Tier 2) focused on providing supports leading to the success of students meeting grade level Essential Standards are included in the school day. Teams have developed identification criteria and are developing clear exit criteria. Additional academic services for identified students, such as progress monitoring (Strategy 6) will be leveraged to monitor progress of students and effectiveness of supports. Due to learning loss resulting from COVID19, more significant numbers of students are in need of such supports as well as more intensive supports due to larger gaps. Expanded Learning Opportunities will be provided to extend instructional learning time (Strategy 1). Each site will offer an Expanded Learning Opportunity this summer from June 7 to June 25, 2021 addressing students' academic needs. This opportunity includes both pre- and post-testing to monitor student progress and program effectiveness. Supplemental support needs will continue to be evaluated on an ongoing basis. Additional expanded learning opportunities (after school, Saturday options, and intersession options) will be offered based on student needs. Expanded learning opportunities will focus on Tier 2 (grade level) and/or Tier 3 (previous grade level(s) needs of students as determined by sites. The District is planning to purchase materials to be used in intensive Tier 3 academic intervention (Strategy 2b - learning recover programs and materials). It is exploring the purchase of a comprehensive assessment and instruction program that empowers educators with the resources they need to help students succeed. The online adaptive program would be combined with direct teacher instruction to reach students one to two years behind grade level through the 2021-22 school year. Staff will be provided additional training (Strategy 7) as needed to address students' academic needs.

Integrated student supports to address barriers to learning (Strategy 3), such as health, counseling, and access to meal programs are provided throughout the school year. The District will include integrated supports in expanded learning opportunities as appropriate and based on students' identified needs.

Support for social and emotional well-being and positive school climates has never been more crucial. A districtwide SEL Screener is taken twice a year. Data informs staff of site trends and student needs. Social Emotional Learning (SEL) Tier 1 lessons are delivered in classrooms based on the needs of students. Counselors (Strategy 3) support sites and teachers in meeting student needs. Based on data from surveying parents & staff of student needs, counselors plan topics and provide guidance to site leadership teams in determining the focus for their site.

The Student Services Coordinator and counselors will attend training (Strategy 7) on trauma-informed practices, to engage students and families in addressing students' social emotional health needs. The team will then share strategies and support staff during school year.

Student nutrition (Strategy 3) impacts student learning. All students have access to meal program through June 2021. Breakfast and community meal offerings are available through the 3 weeks of the summer expanded learning opportunity. In 21-22 the state will be returning to the National School Lunch Program (NSLP). The District is investigating becoming a Free & Reduced District for all students (CEP) to expand access to healthy nutrition to all 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 | 811,000 | |
| Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports | 100,000 | |
| Integrated student supports to address other barriers to learning | 100,000 | |
| 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 | 90,088 | |

| Supplemental Instruction and Support Strategies | Planned Expenditures | Actual Expenditures |
|--|----------------------|---------------------|
| | | |
| Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs | 50,000 | |
| Total Funds to implement the Strategies | 1,151,088 | |

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 looks at the coordination of funds on an on-going basis to best meet the needs of students. ELO Grant funds are being utilized to provide needed expanded learning opportunities and inclusion of integrated services in those opportunities as appropriate. The ESSER funds will provide for PPE and sanitation and facilities needs to allow for social distancing for those expanded learning opportunities. Based current needs, the district anticipates the need for expanded learning opportunities beyond the ELO Grant. ESSER funds will help support any extensions of those opportunities as the district continues to address learning loss, in-person learning, facilities, and increased social and emotional health student needs.

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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