

## Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lost Hills Union School District	Harrison Favereaux, Chief Administrative Officer	<a href="mailto:hafaver@losthills.k12.ca.us">hafaver@losthills.k12.ca.us</a> (661) 797-2941

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 district reached out to parents, teachers and school staff in a variety of ways. First, the district sent out google surveys to better understand their perspective on expanded learning programs and needs. Then the district scheduled zoom meetings for each group. two (2) zoom meetings were scheduled for staff: one for classified staff and another for certificated staff. Additionally, morning and evening meetings were scheduled for parent input. During Local Control and Accountability Plan meetings, stakeholders also had an opportunity to give their input on extended learning programs and activities.

The district also reached out to teachers and classified union representatives.

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

Funds will be primarily used to provide services to Low-Income Students, English Language Learners, Foster Youth, Homeless Students, Students with Disabilities, Chronically Absent Students, and other students identified for learning loss recovery. We will use

our student information system to gather lists of students in each of these groups. Additionally, teachers will be able to refer other students to participate in these programs.

To assess students' needs, we will look at a variety of student assessments and other data already available to us such as: Acadience Math and Reading, Local Benchmark Data, Attendance Data, and Preschool DRDP Data.

#### **Acadience Reading and Math:**

Assigned staff will be responsible for assessing students at the beginning of the year (August), middle of the year (January) and end of the year (May) using Acadience/DIBELS assessments. The assessment tool accounts for the grade level of students and target goals adjust based on the time of year. If students fall into red or yellow categories, they will be placed into an intervention group and will be referred to expanded programming. These students will be monitored at least every other week on the Acadience/DIBELS subtest to monitor their progress.

#### **Local Benchmarks:**

Quarterly Illuminate Inspect Benchmarks will be used to monitor progress on key common core standards. Information will be used to reteach students, from small groups for specific needs when needed, and to refer students to before or after school programs.

#### **State Assessments:**

For 4th-8th grade student groups, we will analyze 2021 CAASPP data for English Language Arts and Mathematics to better understand their academic needs.

#### **ELLs:**

Students who are identified as English Language Learners will also be assessed using the ELPAC. English Learners with 1 or 2 scores on the ELPAC will receive extra one-on-one or small group instruction.

#### **Incoming Transitional Kindergarten (TK) and Kindergarten Students:**

TK and Kindergarten teachers will use the Preschool DRDP Data to determine the needs of students who participated in the district's preschool program. They will use this data to provide immediate intervention, small group instruction, and expanded opportunities at the beginning of the school year.

#### **Attendance Data:**

Student Attendance Data will be used to identify students who were chronically absent in 2020-21. These students will be referred to expanded learning programs. Student support teams will monitor this data on a monthly basis.

#### **Social-emotional:**

Students in need of social-emotional support will be identified through teacher, staff, parent or self-referrals. The Student Risk Screening Scale (SRSS) will be completed three (3) times per year to identify students who may be at risk for challenging, antisocial

behaviors (Preschool-8th grade). Additionally, students will complete a school wide needs assessment survey at the beginning of the school year.

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

The district will post all information on the district's website to inform parents of the opportunities for supplemental instruction and support available to their students. Additionally, the district will send out flyers, text messages, and social media messages.

Parents of students who are referred to any expanded learning program will receive letters informing them of the referral and reason for the referral. These letters will be followed by phone calls and in some cases home visits.

Administrators and teachers will use parent meetings, parent conferences, and any other parent event to remind parents of the opportunities available to students.

All communication will be provided in parents' primary language.

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

**Before School Program:** The district also plans to organize small group instruction on specific reading and math skills per Acadience assessment data. It will also provide homework assistance to ensure students are staying on track with their day-to-day assignments. Both services will be facilitated by a combination of certificated and/or credentialed staff four days per week for one hour.

**Afterschool Program:** The district plans to organize homework assistance, small group intervention/instruction in reading and mathematics, and access to a variety of extracurricular activities. The program will work in collaboration with the Boys and Girls Club in 2021-22, providing a number of enrichment classes such as coding, music, art, and cooking. The district services will be facilitated by a combination of certificated and credentialed staff four days per week for 2.5-3 hours. Late bus transportation routes will be provided.

**Summer school:** The district plans to coordinate summer school with the Migrant Education Program and the Boys and Girls Club to expand services to more students. 18 days (6.5 hrs/day) of classes and two days of training will be provided by primarily credentialed staff. To the extent possible, summer core programming (Migrant and ELO) will be a continuation of the traditional school year, using similar curriculum and assessments. Boys and Girls Club will be leveraged for enrichment activities and, when appropriate, teacher prep periods. A counselor and social emotional support services will also be available. Bus transportation will be provided.

**Saturday school and intercession:** The district plans to combine efforts with the Migrant Education program to run Saturday academic tutoring for students not enrolled in Migrant Education. Saturday school runs 6.5 hours per day for 20 weeks. If there is

family and teacher interest, the district will also organize a winter enrichment program, offering core academic and extracurricular to students. Bus transportation will be provided.

**Paraprofessionals:** Paraprofessionals will be responsible for small group learning during Response to Intervention (RtI) time in the traditional academic day. Further, they will provide small group and general tutoring support during afterschool, before school, summer school, Saturday school, and intercession. They will be trained in and utilize Acadience data and 95% curriculum. Also, they will be responsible for tracking the progress of students and working collaboratively with teachers.

**Curriculum and materials:** Academic and enrichment consumable materials and curriculum will be utilized for the supplemental programming. For example, staff may need cooking or art supplies for enrichment activities. Or, extra state-adopted workbooks may need to be purchased to ensure continuity in programming for students and teachers.

**Progress monitoring:** The district will continue to use a systematic cycle, to assess learning loss, already in place to facilitate the implementation of supplemental instruction and support. Students will be assessed with Acadience/DIBELS in the beginning of the year. Using these assessment results, the district will prioritize reading instruction, with the younger students. Small group instruction will be established by Acadience results for intervention. Intervention will occur during the school day. However, additional support/intervention will be provided in the before/afterschool program for students who score within the “Red” and “Yellow” categories. Staff will utilize the strategies/focuses used during the school day in order to build upon the district’s goals (Close Reading, Reciprocal Teaching, and Read, Draw, Write with sentence frames). Students will be monitored bi-weekly to assess progress; information will be shared with students’ instructional day teachers. All students will be formally assessed by Acadience/DIBELS in the middle of the year (January) and end of the year (May). Groups will be modified accordingly. A similar system will be established for math.

Since the district already implements a before school, afterschool, and summer program, our main focus is to expand these services to more students, provide smaller targeted intervention, and most importantly to improve the rigor of these programs by hiring the highly qualified teachers already employed by the district. English Learners, Socioeconomically Disadvantaged, Special Education, Foster Youth and Homeless students will be given priority enrollment in these programs.

All services and supports will be provided using a tier approach. Some services will be provided universally, others will be targeted to specific students, lastly a smaller group of students will receive intensive level support.

All programs and services will integrate a positive, engaging school climate.

## 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	\$183,520.00	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$33,425.00	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	[\$ 0.00]	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	[\$ 0.00]	[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	[\$0.00]	[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	[\$ 0.00]	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	[\$ 0.00]	[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.

District has utilized ESSER funding to hire additional teachers to keep small cohorts of students and maintain social distancing. These teachers will be included in the supplemental services and programs outlined in this plan.

District has hired paraprofessionals to assist with distance learning, maintain small student cohorts, progress monitor student academic growth, and support small group instruction. These paraprofessionals will be included in the supplemental services and programs outlined in this plan.

ELO funds will be braided with other ESSER funding to provide enhanced programming and support (i.e. serve more students for more hours). For example, teacher and paraprofessional supplemental pay will come out of both funding allocations. Custodial staff will be paid out of other ESSER funds to ensure safety of the classroom environment. Replacement Chromebooks will be purchased to ensure continuity of services during instructional day and during expanded learning opportunities. Lastly, bus transportation to and from expanded learning programs will be provided via other ESSER funds.

Note for the budget above:

Teacher pay - extended instructional time

Paraprofessional pay - accelerated progress to close learning gaps

Counselor pay - integrated student supports

Bus transportation - extended instructional time

Materials and supplies - extended instructional time

# 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](mailto: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  
March 2021