

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 district provides multiple ways for parents to participate in the decision making of the school district. First, ELAC/SSC and Principal Forum meetings take place frequently throughout the year, and on the agendas are topics that focus on ways to support and improve our students academic performance as well as providing socio-emotional support during the pandemic. More specifically, transparency in one-time funds that have been received by the district have been shared in order to glean input on how to expend those funds. Some parents have expressed their ideas to help support their children to the principal.

Multiple surveys have been given to all staff that have focused on quantitative data on how the district can meet their needs through various means of support. The majority of staff has completed the survey and given the district ideas for professional development and or changes in programming to support not only themselves but their students. Qualitatively, the Superintendent and principal has met with grade level leads specifically and discussed their ideas on how to expend COVID funds, as well as providing a forum for the classified staff to voice their ideas on how to support all stakeholders.

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

Frequent, formative assessments are key to identify where our students academic achievement lies. This occurs through multiple ways at Oak Valley. For TK-3rd grade, students are engaged in Guided Reading daily which teachers meet their immediate literacy learning needs. Fourth thru eighth grade participate in Accelerated Reader which monitors their growth in reading frequently. Other core content areas are

assessed by standards within classroom level assessments that are measured through end of unit assessments, quizzes, writing samples, projects, etc. At the district level, standards-aligned benchmarks are given each trimester.

Throughout the aforementioned assessment process, the MTSS (Multi-Tiered System of Supports) process will be implemented. An Intervention Specialists and support staff will be hired for the 2021-2022 school year to assist in the monitoring of SSTs that will provide interventions for students academically, behaviorally, and socio-emotionally. As students move up the tier, interventions will be more frequent and individualized. Based on teacher feedback, 1:1 and small group interventions are more valuable than an online program that a child can utilize during the day.

The district has purchased a program called Beyond SST which will collect all tier 1, 2, and 3 interventions for all students. This program will be utilized by all certificated staff and monitored by the Intervention Specialist in order to progress monitor all our students in need. All staff will receive professional development on MTSS and the Beyond SST program. The district has also chosen to utilize the grade level standardized pacing guides that are found in the Illuminate Assessment program. Illuminate Assessments has been used in the district for some time now but without full understanding of the system district wide. Therefore, the district will begin utilizing the standardized pacing guides in order to ensure alignment and continuity of standards vertically throughout all grade levels. Illuminate benchmarks will then be used each trimester for 2nd-8th grade. TK/Kinder and first grade will utilize the pacing guides but will have different benchmarks. During PLCs, teachers will analyze data in order to info their instruction that will support the individual needs of our students.

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

Social media, Blackboard phone calls, and flyers will be frequently sent home about various supplemental programs, etc. But more specifically, the district's Community Liaison and the School Counselor will make direct connections with families in order to share supplemental support services and to encourage their participation through phone calls, parent conferences, or home visits, especially focused on our neediest students. Teachers also will make contact to assign or encourage participation in supplemental supports.

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

An Intervention Specialist and support staff of 4 instructional aides will provide Tier 2 and 3 intervention support through 1:1 and small group interaction throughout the day for TK-8th grade. The Bilingual Instructional Aide will work specifically with ELLs in 1:1 and small group settings focusing on ELPAC deficit areas following the ELD framework. Utilizing the MTSS progress monitoring system along with Beyond SST program, students can be identified immediately for intervention support in reading, writing, and math. Online supplemental programs such as IXL and STAR provide students with access to standards-based learning at their level either throughout the day during interventions or it can utilized at home. Expanded learning opportunities will be available through after school and Saturday tutoring along with access to summer school. The librarian position will move from part-time to a full-time position in order to provide more access to literacy activities before and after school.

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	235,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	310,000	
Integrated student supports to address other barriers to learning	2,500	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	2,500	
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	60,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	8,252	
Total Funds to implement the Strategies	618,252	

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

1. The Learning Loss Mitigation (LLM) funds initially supported the school counselor's position for the 2020-2021 school year and the district will continue to keep this position, as well as adding additional Psychologist contracted days, with the ELO funds for the 2021-2022 school year in order to meet the ongoing mental health needs of our students.
2. ELO is supporting technology access for our students by providing the infrastructure needed as well as hot spots. The district is using ESSR round 3 and LLM funds to purchase new updated Chromebooks, new teacher laptops, SWIVL devices, and will continue to pay for online instructional and assessment program subscriptions.

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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