

# 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.

Alta Loma School District initiated the process of involving stakeholders in discussions about a return to school and what were the primary concerns and supports necessary for a successful reopening. Through this dialogue, it became evident that there were five specific areas of focus for the District. These included: academics, student engagement: social emotional, attendance, parent and family engagement, and addressing students with specific needs. Through this dialogue and with the information regarding the Extended Learning Opportunities Grant, a survey was developed, "Pathways to Success in Schools" which addressed these five areas and required feedback from key stakeholders. This survey was given to LCAP Advisory Committee, DELAC Advisory Council, Alta Loma Educators Association Bargaining Team, Curriculum Council teacher representatives, administrators, and Title I District Advisory Committee members. The input from these groups and through discussions with the ALSD’s mental health team, supplemental instruction and support strategies were identified and set in motion.

Highlights from these discussions included the following:

- Attendance at stakeholder meetings was increased as a result of being virtual
- Every stakeholder group expressed the need to increase mental health services and support
- A continued emphasis in reading and math, and especially writing
- Increased opportunities for socialization for students
- Teachers and administrators expressed a desire to receive continued training in the social emotional curriculum
- Safety protocols were a priority

- Increased support for students in need: small group, one-on-one
- Increased communication between school and home

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

Multiple diagnostics will be used to assess each student's learning gap which include:

STAR Data

District Benchmarks

Teacher recommendations

Grades

Parent feedback

IReady-pilot at one site

ELlevation-platform for EL data collection

Stakeholder Surveys

In an effort to identify students social emotional needs, the ALSD mental health team will provide training to staff to identify a student in need. Following training, a referral process is in place to provide support to students in need or crisis.

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 notified in a variety of ways:

- C.A.M.P. Alta Loma summer program: Students in grades K - 8 will be invited to participate in the program and then afforded the opportunity to sign up online for the program.
- Kindergarten Connection students will also be invited to participate through a parent letter once initial assessments have been completed at the start of the year.
- School site administrators will begin the process of outreach to their particular students participating in extended learning opportunities at the sites as programs begin.
- The ALSD Family Engagement Liaison will serve as a resource for outreach.
- Clinical Counselors, Board Certified Behavior Analyst and Behavior Health Therapists who will support students and provide training to staff and parents, and will also provide outreach to families. Translation services will be provided.

Language Line, a translation service company utilized by the District, will be available to parents needing information translated.

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

Please see the attached document titled "Tiered Framework" in the attachment file.

# 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	100000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	235000	
Integrated student supports to address other barriers to learning	1522496	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	1300000	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	38000	
Additional academic services for students	361527	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	202246	
Total Funds to implement the Strategies	3759269	

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

In completing the Local Control and Accountability Plan, the Alta Loma School District has worked to coordinate funds received from ELO, ESSR, and LCAP funds to maximize support for all students. Goals and actions have been established District-wide while coordinating and appropriating costs based on guidelines set forth. These funds will be used in combination with Title I, ELO, ESSR, and CARES Act funds to provide increased and improved services with ongoing discussion between all stakeholder groups to maintain a high level of transparency and consistency. Goals and actions will be reassessed at the LCAP Annual Update.

## Alta Loma School District ELO Tiered Framework

Universal Student Supports			
Academic	Social Emotional	Other Integrated Student Supports	Supplemental Instruction and Support Strategies
	Second Step curriculum and training		Training for school staff on strategies to engage students and families-social emotional health and academic needs
Thinking Maps, Write from the Beginning materials and training			Training for school staff on strategies to engage students and families-social emotional health and academic needs
		Maintain tech infrastructure, student devices, inventory software, connectivity, safety	Community Learning Hubs that provide students with access to technology, high-speed internet, and other academic supports
	Parent Ambassadors, Safe School Ambassadors		Accelerating progress to close learning gaps
1st grade expanded support-instructional aides			Additional academic services for students
Targeted Student Supports			
Academic	Social Emotional	Other Integrated Student Supports	Supplemental Instruction and Support Strategies
C.A.M.P. Alta Loma			Extending instructional learning time
Kindergarten Connection			Accelerating progress to close learning gaps
STATS Money			Integrated student supports to address other barriers to learning
		Alta Loma Tutoring Academy (ALTA)	Community Learning Hubs that provide students with access to technology, high-speed internet, and other academic supports
ELD materials and licenses			Community Learning Hubs that provide students with access to technology, high-speed internet, and other academic supports
Teaching Assistant Principals to support student achievement			Integrated student supports to address other barriers to learning
Additional aide support in Reading Intervention Program			Integrated student supports to address other barriers to learning
Math Integrated support-instructional aides			Additional academic services for students
Intensive Student Supports			
Academic	Social Emotional	Other Integrated Student Supports	Supplemental Instruction and Support Strategies
	Mental Health support staff, materials and training for staff and parents		Training for school staff on strategies to engage students and families-social emotional health and academic needs
		Induction Program for new teachers	Training for school staff on strategies to engage students and families -social emotional health and academic needs
Additional sections at the junior high to support students in danger of not promoting			Supports for credit deficient students to complete promotion requirements

# 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) or [lcff@cde.ca.gov](mailto: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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