

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 engaged stakeholders throughout the 2020-21 school year to discuss options for reopening schools and providing instructional supports and interventions.

When it was clear in the summer months of 2020 that school would not be able to open for in-person learning, the District sought input from certificated and classified employees as well as parent groups for optimal distance learning schedules and technology needs. When a waiver for in-person learning became available in October, the District again sought input from the same stakeholder groups to develop instructional plans that best fit the learning needs of students. Meetings were held with the DELAC committee, Parent Advisory Committee, Certificated, Classified, and Classified Management groups to develop a plan that would maximize instructional minutes and minimize student learning loss. As a result, the District reopened for K-6 on 11/3/20 with an a.m./p.m. 4 day schedule. In February of 2021, after only 3% of K-6 students remained in a distance learning environment, parents and teachers were surveyed and overwhelmingly supported a change to a 5-day in-person schedule. In April, upon Madera County’s movement to the Red Tier, 7th and 8th grade students were added to in-person learning.

Prior to students returning to campuses both in November and April, each family was contacted personally by phone to review the available learning options, transportation schedules and the learning needs of students. Parents overwhelmingly chose to have their students return to school and by mid-April, only 2% of students remained as distance learners.

In all meetings and surveys during the first three quarters of the school year, stakeholder groups were asked to provide input regarding interventions and supports, including extended learning opportunities. During meetings with stakeholders, participants (parents, teachers, and classified staff) were asked to provide:

- Input/suggestions for assessing and addressing learning loss
- Supports for struggling students or those who have special needs
- Supports for social and emotional well-being
- Access to technology

These results from stakeholder input during the first part of the school year were examined and used to help inform the development of the Expanded Learning Opportunities Grant Plan. To glean further specific input for learning loss mitigation with regard to expanded learning program opportunities, the District engaged stakeholders again in the Spring of 2021.

On April 13, 2021, District Administrators met with certificated staff representatives to discuss extended school year options for student learning loss and expanded learning opportunities. The four options considered were additional school days at the beginning of the year, additional school days at the end of the year, summer school, or increased/enhanced after-school tutoring. On May 3rd and 4th, District Administration met with all teachers at each campus to also discuss the extended time option. 100% of teachers at both campuses agreed that enhanced/increased after-school tutoring would be the most effective for student remediation and review. Teachers also indicated a need for increased intervention during the school day and advocated for an additional teaching position dedicated solely to small-group instruction based on an RTI model.

On April 26, 2021, District Administration met with classified staff members to glean input on extended learning time. Of the options discussed, most agreed that after-school tutoring would offer the most effective solution to learning loss. Classified staff also indicated a need for more small group instruction with paraprofessional support as well as additional transportation for after-school tutoring. Several employees noted that transportation has long been a barrier to after-school learning opportunities.

On April 28, 2021, a Parent Advisory Committee meeting was held to discuss learning loss mitigation options. Of the parents in attendance, the majority felt that additional instruction in the course of the regular school year would be most effective. They indicated that after-school tutoring could be designed specifically for those students with the highest need. The Parent Advisory Committee members also felt that transportation for after-school tutoring would enhance student participation.

On May 6, 2021, District Administration met with the DELAC Committee to glean input on extended learning time and supports. All in attendance preferred supports and additional time for learning loss mitigation efforts to be scheduled during the school year instead of additional school days. The majority in attendance supported after-school tutoring options but expressed concerns about transportation as a barrier to participation. Most said that adding a transportation component to after-school tutoring would make it accessible for their students. All on the committee also expressed support for small-group intervention and continued access to technology for students at home.

In addition, School Climate Surveys were sent out on April 16th to assess parent preferences for extended learning time in the 2021-22 school year. Of the comments made by parents, most felt that supports during the school year would be more effective than adding days to the year or providing summer school.

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

Using demographic data, enrollment information, school records, and staff or family recommendations, the District will identify which of its students meet one or more of the following criteria:

- Low-income students
- English learners
- Foster youth
- Homeless students
- Students with disabilities
- Disengaged students
- Students who are below grade level

These identified students will be assigned priority to receive expanded learning program services during the regular school day, and the opportunity to participate in the District's expanded learning programs in the form of after-school tutoring.

To further identify the specific learning needs of students, the results of formal and informal assessments will be used to inform curriculum and instruction for expanded learning opportunities.

The District has chosen to administer the SBAC in the spring to glean information about gaps in student subject matter mastery. For students in grades 4-8, assessment data from the spring 2021 SBAC will be used to identify students who need supports in Language Arts and Math. For students in grades 1-3, local assessment data will be used to inform content and methodology for additional supports. The District uses "RESULTS" ELA assessments to measure students' reading accuracy, fluency, and comprehension. In Math, in addition to SBAC data, student needs will be identified from the results of curriculum-based assessments and teacher collaboration.

With regard to social emotional learning needs, the District will be providing professional development to teachers in August of 2021 to review strategies for recognizing and supporting students' mental health needs.

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

Based on the results of state and local assessment data, students for whom additional instruction and support have been identified will have the opportunity to participate in small group interventions as well as after-school tutoring. Before school begins on August 16, 2021, District Administration will review SBAC results from students in grades 4-8 to determine student needs. For students entering grades 1-3, local RESULTS and Math assessment data will be analyzed to also determine specific students for whom learning loss has impeded progress in mastering grade level standards.

Those in need of the most support will be assigned small group interventions during the context of each school day. In addition, those students at both campuses who need further support will be assigned specific days for after-school tutoring. Parents will be informed of their child's expanded learning opportunities and counseled about the need for students to have access to after-school supports to bring their child(ren) to grade level standards mastery. All District parents will be informed of the availability of transportation for after-school supports to remove barriers to participation.

Parents will be notified by teacher phone calls and ClassDojo messages of the opportunities to receive expanded learning program services after school, and also notified if their child is receiving supplemental instruction and support services during the regular school day.

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

Based on feedback from certificated staff, classified staff, and parent groups, Alview-Dairyland's plan for supplemental instruction and support is based on in-school intervention and after-school tutoring.

The District plans to hire an additional teacher dedicated solely to small group intervention instruction at the Dairyland campus. Students with the greatest learning needs will rotate through the small group instructional setting based on an RTI model throughout each school day. In addition, the District plans to hire two new paraprofessionals for push-in classroom support; one at each campus. The paraprofessionals will support classroom teachers to work with small groups of students to re-teach and reinforce concepts in all subject areas.

In addition, ADUSD will implement an enhanced/increased after-school tutoring program designed to meet the learning needs of students who need further supports to address learning loss. Each teacher will be offered incentives to tutor three days after school each week in core subjects. Teachers will be given direction for numbers of participants and clear criteria for those students who need the additional time to master grade level standards. In addition, transportation for after-school participants will be offered in the form of a "late bus" for those students who have no other available option.

Additionally, the District will continue to offer devices and connectivity to support student learning needs. Although, the District plans for in-person full-day instruction in the 2021-22 school year, devices and connectivity will be still be maintained for students with 2:1 ratio to facilitate online homework supports, and when needed, online instructional help.

Teachers and staff will also be provided with professional development prior to the start of the 2021-22 school year to identify students' social emotional needs as well as strategies for providing mental health support. All teachers will be given tools to support students in the classroom and specific criteria for student referrals to Madera County Behavioral Health for more intensive counseling and support.

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	\$100,800	\$100,800

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$105,000	\$105,000
Integrated student supports to address other barriers to learning	\$6,500	\$6,500
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports		
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility		
Additional academic services for students	\$47,000	\$49,500
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$ 2,500	0
Total Funds to implement the Strategies	\$261,800	\$261,800

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 focus of ELO Grant funds will be used primarily for learning loss mitigation--extended learning time, supports, technology and SEL needs. Additional Emergency Relief Funds have been and will continue to be used to support school safety, cleanliness and increased technology. With state and federal relief funding in 2020-21, the District invested in cleaning equipment and supplies, student and staff PPE, touchless faucets, thermometers, Plexiglass in public contact areas, and a food distribution structure. To date, the largest expenditure of

Emergency Relief Funds was the purchase of a second set of student Chromebooks to provide a 2:1 device to student ration and facilitate online learning and support on and off campus.

Additional Emergency Relief Funds that are scheduled for the upcoming year will be used to further contribute to academic student supports, safety, transportation and cleanliness. The District is planning for additional facilities to accommodate and provide proper student spacing for intervention classrooms, conference areas, a STEM lab and larger band classroom. In addition, Emergency Relief funds are planned to purchase another bus to meet the needs of after-school transportation. Other planned projects include an outdoor eating/learning space and further enhancements to each campus to facilitate more classroom space and ensure that learning loss mitigation supports can remain in place beyond the 2021-22 school year.

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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