



# Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sunol Glen Elementary School District	Molleen Barnes Superintendent/Principal	mbarnes@sunol.k12.ca.us (925) 862-2026

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 conducted a "needs assessment" with a focus on accelerating the safe return to in-person instruction and providing staff the resources to expand academic, mental health and social-emotional supports. The results of this needs-assessment were shared with teachers and staff and their input was solicited. Based on the information gathered via these two endeavors, a draft plan was developed and presented to stakeholders who were then given the opportunity to provide input.

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

Our public education system was not built, nor prepared, to cope with a pandemic of the magnitude of COVID -19. We lacked the structures to sustain effective teaching and learning during the shutdown and to provide the safety net supports that many students receive in school. While we do not know the exact impacts, we do know that students' academic performance has deteriorated during the pandemic, along with their progress on other developmental skills. We also know that, given the various ways in which the crisis has widened existing socioeconomic disparities, educational inequities are growing.

Sunol Glen's approach to ensuring each student has access to and receives the help they need is as follows:

1. In the Spring of 2021, all 3-8 grade students will be assessed using the I-Ready Language Arts and Math programs.
2. The results of these assessments will be used to determine and identify students in need of support due to learning loss during the Pandemic.
3. Additionally, students may be identified by District assessments (writing samples, Fontas and Pinnell Reading assessments, Eureka Math and Go Math curricular assessments, Zearn, etc.).
4. Classroom teachers will also monitor students' performance and social interactions to further identify students in need of support.

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

It is the school's belief that the pandemic and subsequent school closure, distance learning, school reopening and hybrid model have all contributed to ALL students being impacted either academically, emotionally or both. Therefore, all parents will be notified of the programs put in place to help augment student learning and provide ongoing emotional support for our students. The parents will be informed through multiple means including - but not limited to - newsletters, Board meetings, Parent Meetings, SST's, Community Club meetings, emails, phone calls, etc.

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

The LEA will provide instructional support by the following staffing measures and programs to be held for the 2021-2022, 2022-2023 and 2023-2024 school years:

1. The addition of a supplemental Math instructor for the middle school (7 and 8 grade). This will reduced the student to teacher ratio thereby allowing for greater student-teacher interactions which will positively impact student learning.
2. The addition of a Reading support provider for students behind grade level standards in grades K-5.
3. An increase of our school psychologists hours to provide one-on-one counseling for any Tk-8 grade student. Attending school in person plays a critical role in developing the social and emotional skills critical to succeeding in

life. Students have lost in-person contact with relatives and friends and have witnessed many sobering daily life realities, all of which have disproportionately impacted mental health. The addition of psychologist hours will help us address this need.

4. The purchase of software programs that provide individualized access to the content in Math, English Language Arts, Writing and Science. Additionally, the district will provide reading intervention for grades K- 5, writing support for grades Tk-8 and Math support for grades 7-8. These supports are being provided to supplement classroom instruction to close the learning gap created by school closures during the COVID 19 pandemic

5. The purchase of 90 Chromebooks to ensure all students have access to working devices. Since we plan to supplement classroom instruction via the use of software programs described above, the District wants to ensure there is no impediment to learning such as the challenges brought on by old antiquated technology devices. Successful technology-based learning requires that students have access to devices that can support the system requirements of the programs in use.

6. An upgrade for our Internet Infrastructure to ensure ample bandwidth to support teacher and student needs. Maintain the position of an IT consultant to maintain the infrastructure and ensure uninterrupted access.

7. The re-instating of an instructional aide position to provide more individualized support in classrooms (Tk-8 grade)

8. The opening of an After School Homework Club - supported by a staff member

9. The provision of Meals available to students

10. The provision of Professional development opportunities for the teaching staff. The District will set aside more time for teachers to collaborate on instructional planning and improve their knowledge and skills through professional development as this approach has been seen as a way to improve instructional quality.

## 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	22000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	116000	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Integrated student supports to address other barriers to learning	82000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	60000	
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		
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	25000	
Total Funds to implement the Strategies	305000	

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

The District will create a Needs Assessment List and utilize ELO Grant funds and other Federal Elementary and Secondary School Emergency Relief Funds to thus be able to provide support for our students to address the Learning Loss and Social-Emotional impact due to the COVID 19 Global Pandemic. Some of the strategies being developed include:

- \* Use Title I funds to identify 7th & 8th grade students who are struggling with academics and provide extended day coaching to help bring performance up to grade level. This will facilitate transition to high school.
- \* Use federal Summer Food Service Program funds to provide breakfast and lunch to students.
- \* Use ESSER II funds to Purchase educational technology (including hardware, software, and connectivity) for students that are at risk of falling behind.



# 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  
March 2021