

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 support, 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 El Dorado County Office of Education's Special Services Department operates 26 regional programs that serve students with moderate to severe disabilities ages 5 to 22. Classroom-based programs include: Preschool, K-12 Multiple Abilities, Autism Programs K-5, LEAD (Learning Emotional and Academic Determination) Programs K-8 and Adult Transition Programs. We provide special education itinerant related services including and not limited to: speech and language, occupational therapy, physical therapy and adaptive physical education. We also provide itinerant low incidence services including serving students who are deaf and hard of hearing, have orthopedic impairments, as well as vision and orientation and mobility needs. Most of our students attend programs that are not located in their neighborhood school and also receive transportation services.

Throughout the 2020-21 school year, Special Services has been actively engaging families and staff to develop enhanced learning opportunities for students enrolled in regional programs. In September 2020, families were asked to indicate via survey whether they were interested in having their child participate in an expanded learning opportunity in Summer 2021. The correspondence clearly communicated that this option would be offered **in addition** to Extended School Year (ESY). The majority of those who responded

indicated interest in a summer expanded learning program. Parents also provide feedback throughout the IEP process, including attending annual IEP meetings as well as additional IEP meetings and/or parent-teacher conferences as needed.

In March 2021, families received a more in-depth survey highlighting a variety of options for expanded learning in Summer 2021. In this survey, families were provided with several options for expanded learning, including adding an hour of expanded learning time to each day of the Extended School Year Program and/or attending an additional one or two week Expanded Learning sessions prior to the start of the 2021-22 school year. 81 caregivers responded to the survey with 96.4% expressing interest in summer expanded learning options. The Summer 2021 program will provide both expanded learning options as described below.

In October 2020 and January 2021, families, teachers, and staff received surveys to gather feedback regarding school safety, resources to enhance learning, and learning loss. Input was also gathered from teachers, SLPs, and other service providers at monthly team meetings, where administrators facilitated discussion and gathered input on COVID-related challenges including student and staff safety, staffing needs/vacant positions, the availability of substitutes, distance learning and expanded learning options.

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

All students in our programs will have access to the supplemental instruction and support described below. All students being served by Special Services have Individualized Education Programs (IEPs). The Individuals with Disabilities Education Act (IDEA) requires that students have IEP goals that are based on identified needs and that progress on those goals is reported to parents at least as often as progress is reported for general education students. Consequently, our staff will use formal and informal assessments, observational data, student work samples, input from parents and progress on goals to determine students' strengths and needs. As part of this plan, we will also purchase the Student Annual Needs Determination Inventory (SANDI) so that teachers have additional resources to evaluate and document progress of students in our programs. The SANDI is a specially-designed comprehensive summative and formative assessment for students with intellectual disabilities that measures learning and progress over three year cycles.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support. Parents will receive ongoing communication letting them know how they can register their students for the Summer 2021 Expanded Learning Program. Families will receive enrollment information electronically and will have access to hardcopy packets if needed. Parents who do not respond electronically will be contacted directly to ensure their students have the opportunity to participate. Communication will be made available in the parent's primary spoken language. Parents will also be informed and updated of additional learning opportunities throughout the year via email, text and application notifications through ParentLink, our family communication system.

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

Extending Instructional Time: The El Dorado County Office of Education, Special Services, will be offering additional instructional time through Expanded Learning Programs during the summer of 2021 and 2022. The Expanded Learning Program will be in addition to our 20-day, four-hour, Extended School Year (ESY) Program. ESY is made available to eligible students under the Individuals with Disabilities Education Act (IDEA) to address student regression over extended breaks. Families may choose to participate in any or all of the following Expanded Learning Options during the summer of 2021.

- ESY + One Hour of Expanded Learning: Participation in one additional hour of supplemental specialized instruction daily after the traditional ESY day for a total of 20 additional hours of specialized instruction.
- Expanded Learning Session 1 (July 19-23, 2021): Participation in one week, 4-hours daily, of supplemental instruction in July for a total of 20 hours additional instruction with round-trip transportation provided.
- Expanded Learning Session 2 (July 26-30, 2021): Participate in an additional one week, four hours daily, of supplemental instruction in July for a total of 20 hours additional instruction with round-trip transportation provided.

Recognizing that not all families will participate in summer Expanded Learning, we intend to operate up to 20 classrooms and will staff the programs to ensure that student/staff ratios are consistent with those offered during the regular school year. Instructional support and services will be individualized to meet student needs and support progress towards the IEP goals, as well as offer enrichment activities that support academic, social, emotional and behavioral progress.

At the conclusion of the Expanded Learning Session during Summer 2021, families and staff will be provided with the opportunity to provide input and feedback to inform offerings and program structure for Summer 2022.

Accelerating Progress to Close Learning Gaps:

Students with disabilities served in our programs have unique social, emotional, behavioral, and academic needs as identified in their IEPs. As part of this plan, \$80,000 will be used towards the purchase of learning recovery programs, materials and professional development to accelerate student learning in order to make progress towards goals. These funds will be used in accordance with a plan to be developed by the Resource Team made up of teachers, school psychologists, related service providers, and administration. The plan for allocation of these funds will focus on learning recovery to accelerate student progress and will be developed by October 2021.

Integrated Student Supports to Address Other Barriers: As a result of the pandemic and distance learning, some students require additional services in areas of need identified in their IEPs such as orientation and mobility, vision services, speech and language, occupational therapy, etc. Additionally, some students could not be properly evaluated utilizing web-based platforms, creating a significant backlog of students requiring concurrent services, make-up services and assessments. The plan commits up to \$100,000 to secure qualified service providers to address the need for additional related service time to support student needs in these areas.

Many of our students have and will continue to experience social, emotional, and behavioral challenges as a result of limited school access related to the COVID-19 pandemic. These students require additional support to overcome barriers to learning. Teachers and

service providers will benefit from additional professional development, coaching, and consultation related to positive classroom management and behavioral interventions to create environments where students can achieve academic success. \$200,000 will be used to provide these additional supports and services to students and teachers as needed, including but not limited to consultation and coaching with behavior specialists, professional learning related to supporting pro-social behaviors, verbal de-escalation, crisis intervention, and/or behavior plan development and implementation.

Additional Academic Services for Students: All teachers assigned to classrooms serving one or more students with intellectual disabilities will be provided with access to the Student Annual Needs Determination Inventory (SANDI), a specially designed comprehensive summative and formative assessment for students with intellectual disabilities. The SANDI is an online tool and teacher subscriptions will be provided for the 2021-22 and 2022-23 school years. These funds may also be used to purchase additional formative and/or summative assessments as appropriate to identify student’s educational needs and monitor progress towards IEP goals. Additionally, training will be provided to ensure that teachers know how to use the assessments purchased and receive on-going coaching and support for implementation.

Training for School Staff: Instructional aides, teachers, related service providers and drivers will have the opportunity to participate in professional development in areas to increase their skills in addressing students’ academic, social, emotional, and behavioral needs. Up to 10 hours of training will be made available outside of the workday and team members who elect to participate will be compensated in accordance with any applicable negotiated agreements.

Teachers benefit from exposure to master practitioners who can model the use of effective evidence-based and high leverage strategies to engage students and families in addressing students’ academic, social-emotional, behavioral and health needs. As a result of the COVID-19 pandemic, many educators have been forced to work in isolation. In an effort to increase staff capacity to provide effective and targeted instruction and interventions to students with disabilities, teachers will be provided with up to two days during the 2021-22 school year to shadow or observe model programs within the greater Sacramento region as identified by the administrative team. Funding will be used to provide substitute teachers and reimbursement for mileage.

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 <ul style="list-style-type: none"> ● Expanded Learning Summer of 2021 and 2022 	\$505,108	[Actual expenditures will be provided when available]

Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports <ul style="list-style-type: none"> • Learning recovery materials and professional development 	\$80,000	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning <ul style="list-style-type: none"> • Additional related service time • Behavior coaching and professional learning 	\$100,000 \$200,000	[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 <ul style="list-style-type: none"> • SANDI and other formative and summative assessments 	\$44,845	[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 <ul style="list-style-type: none"> • Up to 10 hours professional learning for instructional aides, teachers, related service providers, and drivers. • 2 release days for teachers to observe/shadow model programs 	\$64,923	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$994,876	[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.

The ELO Grant Funds will be coordinated with other federal Elementary and Secondary School Emergency Relief Funds by identifying additional materials, resources and services that will support students over the next eighteen months to accelerate learning in a safe, secure and supportive learning environment. The use of ELO Grant Funds and ESSER funds will be coordinated to provide services, materials, and programs to identify and meet the unique needs of students with disabilities, with a focus on areas where our students have been impacted by the effects of COVID-19. Funds will also be used to provide expanded learning opportunities to accelerate student learning, including social, emotional, and behavioral development.



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.

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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