

# Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Acton-Agua Dulce Unified School District	Larry King Superintendent	lking@aadusd.k12.ca.us (661) 269-5999

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.

Stakeholder meetings were scheduled during staff meetings. These meetings included teachers, classified, parents that represented EL, SWD and Foster, Low Income were involved in discussions as to what types of learning opportunities they would like to provide. The stakeholders provided feedback and prioritized the opportunities that meet the needs of the students of our district. Among these opportunities items discussed were summer school, before-school extended learning, after-school extended learning, targeted intervention during the school day, and off-campus learning centers. Families were surveyed to gather input as to the types of extended learning opportunities they felt would meet the needs of their children. Survey feedback on these opportunities were used to rank the priorities from most important to least important. Families expressed a need for students at all grade levels to be provided with additional enrichment programs such as Music, Afterschool Learning, intervention, Science, Arts, Field Trips to help extend their learning. These programs will assist in mitigating students' lost learning opportunities to connect their learning with real-world experiences. They also expressed a need for social-emotional support. Social and emotional learning (SEL) is essential in addressing the whole child in terms of education and human development. We are currently in negotiations with our CSEA Chapter. We will be surveying the paraeducators to gain feedback and input if they would like to have their hours temporarily increased or additional paraeducators hired. We will use a variety of data to identify the needs of our students.

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

We will be triangulate several pieces of data to identify students and their needs. Some of the data we will use are summative assessments, STAR assessment data K-12, credit deficiency, GPA, teacher recommendation, etc. We will utilize assesments and our state board of education adopted curriculum and supplementary programs and materials to address the needs of our EL learners and those needing

intervention. For example, the Moving with Math units has an online assessment in which we can give a pre and post-test to each student. English Learners will be offered additional English language development support at each site on the weekends. Low-Income Students and Foster Youth will be provided with additional social-emotional support at each site to assist with increased engagement and participation from the student population. Mentorship program by certificated staff to help assist with building social-emotional skills for Low Income, Foster Youth, Homeless populations. PBIS incentives will be used for attendance and behavior to support social-emotional well being which will lead to increased academic performance. Wellness Centers will be created at each site to help create a safe supportive space for students to decompress and provide a sensory outlet. Career Tech and college readiness programs such as Paxton Patterson and Project Lead the Way will be implemented to specifically address Low-Income students, Homeless, Foster Youth to assist the transition to real-world application. SWD will be provided with assistive technology to support with universal access and the least restrictive environment in a Gen Ed setting. Before and after school, homework clubs will also be provided to address the Low Income, Foster, EL, SWD. We will have additional instructional assistant support for summer school for SWD.

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

Parents have and will receive phone calls inviting their child to attend summer sessions, before and/or after school, and our in-school intervention classes. We will also speak to parents about their children during SST meetings. Principals have informed parents and guardians during School Site council meetings, PTO, and ASMO meetings. Blackboard will be utilized to send out letters and all calls to families for notification. Information will be available on the District website and social media outlets.

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

We will be providing a Summer session from June 15-July 13 TK-12. We will provide our families with two sites, one K-6 and one 7-12. Teachers and Instructional Assistants will work 4 hours per day and students will attend 3.5 hours per day. We will be providing both academic and enrichment opportunities. The after-school tutoring/homework club will be offered in the fall and before-school intervention at both sites. Targeted intervention will occur during the school day. We are considering a pull-out program at elementary or possibly grade-level targeted student trading, the size of the district may impact the ability to offer this program. As an alternate we plan to utilize our newly trained instructional assistants in the classroom to work with specific students. Our middle and high schools are developing a schedule that include an intervention elective. Summer sessions and after-school/homework clubs provide students access to the curriculum for extended learning time as well as in-person support for those students who struggled with distance learning. This is also a time that offers students opportunities for social-emotional support by allowing them the ability to have peer interaction in a positive, instructional environment.

## 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.

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Extending instructional learning time	\$280,877	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$276,065	
Integrated student supports to address other barriers to learning	\$15,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$65,000	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$85,000	
Additional academic services for students	\$238,840	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$25,000	
<b>Total Funds to implement the Strategies</b>	<b>\$985,782</b>	

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

Expanded Learning Funds are being utilized in congruence with ESSER funds to assist in bringing students back to school and closing the learning gaps as a result of COVID-19. We will be providing additional opportunities for intervention support and increased enrichment

opportunities for students. ELO and ESSER funds will be utilized to provide safety equipment to ensure adequate safety measures are in place for in-person instruction. The District will also be utilizing a combination of funds to continue to provide alternative options of learning environments. The district will utilize funds to enhance social and emotional learning (SEL) which is essential in addressing the whole child in terms of education and human development. The district will utilize the funds to bridge the digital divide for all students, leverage technology to expand universal access and support all students. The district will use funds to provide a high-quality educational system for all students focusing on high academic rigor with a Multi-Tiered System with a focus on narrowing the achievement gap for all Student Groups by implementing MTSS, College and Career Ready STEM Labs, Professional Development for staff, implementing our EL Master Plan and expanding virtual program options.

Our plan will eliminate barriers to student success and maximize learning time by improving attendance, progress monitoring and enhancing positive behavior and academic support. Actions in support of this goal include increased professional development for clerical and instructional staff and programs for all students with a focus on SWD, SED, EL, and FY. Provide connections between the community and schools to foster investment in education and provide meaningful transparent communication with all stakeholders. Ensure that parents, students, and teachers feel that our schools are providing a safe positive environment for our students to learn. Our plan will ensure that secondary students are on track to meet the A-G requirement to graduate from high school. Our plan will ensure that our students are college and career ready and experience academic progress and success in a broad course of study by offering credit recovery, partial credits, and secondary student engagement. The district will continue to provide a safe, secure, and drug-free learning environment for our students. Students will have access to standards-aligned material and a safe, secure, and aesthetically pleasing place to learn and grow.

# 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