

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Las Lomas Elementary School District	Dr. Beth Polito Superintendent	bpolito@llesd.org 650-854-2880

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.

In April 2021 we provided opportunities for parents, teachers, school staff, and students to participate through surveys and through input sessions.

- Joint Committee on Priorities (JCOP/PAC met on April 20, 2021, and added to the brainstormed list of ideas created by the District Leadership Team.
- The Pandemic Recovery Planning Committee (PRPC) met on April 27, 2021, and added to the brainstormed list of ideas created by the District Leadership Team, and the Joint Committee on Priorities (JCOP/PAC)
- The District English Learner Advisory Committee (DELAC/ELPAC) met on April 28, 2021, and added to the brainstormed list of ideas created by the District Leadership Team, the Joint Committee on Priorities (JCOP/PAC), and the Pandemic Recovery Planning Committee.
- District staff and teachers added ideas to the list of ideas through their participation in a survey from April 19 - 29, 2021. The ideas from the survey were shared with the Certificated and Classified Union Leadership on April 30, 2021 and May 3, 2021. (37% response rate)
- District Parents added ideas to the list of ideas through their participation in a survey from April 1 - 29, 2021. (38% response rate)

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

In April the leadership team analyzed the March benchmark reading and mathematics data. From the data the team identified students that were below benchmark in spring 2020 and still remained below benchmark in spring 2021. These students became the primary focus of extra support from April to June and are the priority for summer school. The next group of focus students are those students that were on target for spring 2020 but have not maintained the progress and are below benchmark standards in spring 2021. In order to best understand their projected growth this year, the site administration will discuss each student with their homeroom teacher and create an Individual Learning Plan (ILP) for each student. Some services for these students may include extra support during the 4th quarter and an invitation to summer school.

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

- Email continues to be the most efficient method of communication to inform parents of opportunities for supplemental instruction and support. Email messages are translated into Spanish and personal phone calls are made as a follow-up to non-responsive email inquiries.
- The District will utilize a survey tool (i.e. Google Forms) for sign-ups for the supplemental supports. Information and details will also be posted on the school websites on a regular basis, messaged through site and district newsletters, and discussed at Superintendent and Principal Coffee/Chats.
- Strengthen communication channels with families who are struggling and connect them or inform them about local resources, such as the libraries that are hosting free summer campus, clinics that offer diapers, and subsidized farm baskets, or the CBOs who are addressing rental assistance and other socioeconomic issues.

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

1. Extending instructional learning time:

- In spring 2021, the school sites have created an extended day program for all East Community students. This program will continue through the 2021-22 school year. |
- The traditional summer school program, in 2021 and 2022 the program will extend beyond the minimum 19 days of instruction and include 4 weeks of virtual summer school during July.
- The District is offering a five-day Kickstart Program for all incoming Kindergarten, First Grade, Fourth Grade, and Sixth Grade students.

2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports:

a. Tutoring:

- Join with local School Districts to work together to establish after school tutoring on campus and in hubs
- Research local companies/organization that offer virtual and in-person tutoring that we can offer to the families throughout the 2021-22 school year
- Use classified and certificated instructors to provide 1:1 targeted support to identified students outside the instructional day
- Work with both union leadership teams to set up tutoring before and after school

b. Learning recovery programs and acceleration of student academic proficiency:

- Work with the Las Lomas League to incorporate after school programs/classes that focus on learning recovery and academic acceleration
- Provide targeted reading and math support from learning recovery specialists
- Use assessment data to target intervention, acceleration, and support in the classrooms (Reading, Math, SEL)

c. Educator training in accelerated learning strategies and effectively addressing learning gaps

- Each year, the District offers summer professional development opportunities for the teachers and staff. Beginning in June 2021 through August 2022, the District will make available multiple professional development opportunities for teachers and staff in accelerated learning strategies and effectively addressing learning gaps in addition to the regular offerings.
- An emphasis will be on mathematics, social-emotional learning/wellness, assessment, and diversity, equity, inclusion.
- Professional development will be made available for teachers and classified staff.

3. Integrated student supports to address other barriers to learning (health, counseling, or mental health services, trauma and social-emotional learning, meal programs, before and after school programs)

- Increase counseling time at Las Lomas
- Evaluate the need for additional behavior support at La Entrada
- Collaborate with the newly hired K-3 elective staff to address diversity, equity, and inclusion, as it relates to health and wellness. And consider how to apply aspects of the course at La Entrada.
- Evaluate the need and add additional therapeutic and mental health services at La Entrada and Las Lomas
- Provide Care Solace subscription/membership to all staff, students, and their families so that they can access local mental health resources, such as therapy.
- Host listening circles focus groups, or other means of gathering input and ongoing data from students about how LLESD can best support their physical, mental, and social-emotional wellness needs.
- Create formal student groups and informal spaces (e.g., Zen Den) for students to meet during and before/after school, based on interest or identity (e.g., SEL-themed focus based on results of survey data - like groups that focus on building grit or developing relationships, social justice-oriented, racial or ethnic identity, peer tutoring)
- Continue to provide meals to the students in need through the District lunch program
- Partner with the PTA and local community-based organizations to provide parent resources, especially for populations who historically have had limited access and low participation rates
- Partner with the PTA and local community-based organizations to organize community building events, especially those that are health, resilience, social justice, and/or DEI focused.
- Research SEL programs and best practices and gather input from staff and families about content and delivery, and based on findings, pilot-test SEL options during 2021-22 to implement a more formal plan beginning in 2022-23.
- Convene Health and Wellness Team will provide individual, ongoing physical, mental, and social-emotional support to students and staff and address systemic level improvements/changes.

4. Community learning hubs:

- Join with local School Districts to work together to establish community hubs in East Menlo Park and East Palo Alto

- Continue to provide to underresourced families technology equipment and access and transportation.

5. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning:

- In addition to our local benchmark assessments, the District is introducing a universal screener to be used to screen all Kindergarten and first grade students. The screener may also be given to our focus, second through fifth grade in the fall, to understand their needs better.
- Review and reestablish our November, March, and June cut points on our reading, writing, and math benchmarks.
- The fourth and fifth grades will establish a benchmark at each trimester to monitor progress.
- In spring 2021, the sixth through eighth grade students were given a new reading pre-assessment, and they will take the post-assessment in June.
- Use this post-assessment data as a baseline to inform the instruction in the summer.
- Throughout the summer, the teachers will revisit the June data and monitor progress through weekly reading assessments. The work this summer will be a pilot for a process for using reading data regularly in middle school.
- As an effort to standardize the reading assessment in K - 5th grade, training, and calibration are available through the summer professional development to revisit the assessments and understand not only what the assessment is informing about the reader but specific next step instructional strategies for each student on an Individual Learning Plan.
- Review the K-3 math assessments in place and revisit the content standards alignment and the cut points for proficiency.
- The fourth and fifth grade teachers will review their math unit assessments and determine standards alignment and cutpoints for student proficiency.
- Standardize/align math assessments at all grade levels (K-8)

6. 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

- Each year, the District offers summer professional development opportunities for the teachers and staff. Beginning in June 2021 through August 2022, the District will make available multiple professional development opportunities for teachers and staff on social-emotional wellness and trauma informed practices in addition to the regular offerings.
- The District will continue the partnership with the Institute for Social Emotional Learning (IFSEL) and the San Mateo County of Education to provide support and training throughout the school year.
- Professional development will be made available for teachers and classified staff.
- Work with both union leadership teams to gather additional professional development needs

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	140,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	156,00	
Integrated student supports to address other barriers to learning	295.000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	30,000	
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	10,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	80,000	
Total Funds to implement the Strategies	711,000	

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

Federal Elementary and Secondary School Emergency Relief Funds I and II

- Cleaning supplies for Summer 2021, School Year 2020-21, and Summer 2022
- Personal Protective Equipment for Summer 2021, School Year 2020-21, and Summer 2022
- Outdoor classroom space/Canopies for School Year 2020-21, and Summer 2022

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
March 2021