

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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The following is the local educational agency’s (LEA’s) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Board Approved May 11, 2021

The purpose of this plan is to provide our school community a brief, parent friendly description of how our district will implement a learning recovery program that provides supplemental instruction, support for social and emotional well-being, and meals and snacks for students who are included in one or more of the following groups: low income, English learners, foster youth, homeless, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level. This plan describes supplemental instruction in addition to our regular programs, and interventions provided as a supplement to those regularly provided by the district. Due to the future uncertainty of the pandemic and funding, there is great flexibility with the implementation and management of this plan. This document is not intended to be a detailed plan such as the district's Local Control Accountability Plan (LCAP), but was developed in conjunction with the LCAP, and is subject to change.

We will engage stakeholders as a continuous process throughout the year. Stakeholder engagement for this plan is integrated with LCAP stakeholder engagement. Purposeful engagement efforts were made that supports strategic planning, accountability, and improvement with state and local priorities. In the summer of 2020 the district developed a District Advisory Committee (DAC) which is made up of parents, teachers, classified staff and management, as well as administrators, with the primary purpose to develop a recommendation to the School Board for reopening schools, along with providing input for the development of this plan. The DAC meets regularly, solicits feedback from stakeholders, and plans the best possible educational options for our students in the face of the COVID-19 Pandemic. The work of the DAC has focused on the safety of our students and our staff. DAC representative members gathered information from stakeholders to share at

meetings. Stakeholder feedback was solicited through Blackboard Community Engagement, which provides mass notification tools that we used to send qualitative and quantitative surveys and inform community and staff members of the latest news, plans, and other important information. Surveys and instant updates to parents are sent in English and Spanish via devices to keep them informed, and solicit feedback. Community members are encouraged to call or write district representatives with their recommendations. Recommendations, comments, and survey results were used in the development of this plan.

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

We will identify students in need of academic and social-emotional services by using DIBELS assessments in the elementary grades and districtwide benchmark assessments for Mathematics and Language Arts. Additionally, we will use STAR ELA, STAR Math, student quarterly grades, and teacher and counselor recommendations to identify and assess the needs of our students.

To accelerate students' progress, district leaders and teachers need to identify exactly what unfinished learning needs to be addressed. We will need to prioritize accelerating student learning by accelerating their exposure to grade level appropriate content, so that every student can get back to grade level. This won't happen in a single year, but it should be our primary goal.

How we will address Pupil Learning Loss in English language arts, mathematics, and English Language Development:

- The first step will be to prioritize the most critical prerequisite skills and knowledge for each subject area and grade level.
- Second, plan our approach to diagnosing student's unfinished learning in that subject area and grade level.
- Third, modify the scope and sequence, and pacing guides for each subject area and grade level to reflect where teachers might need to provide acceleration support.
- Fourth, provide professional learning for leaders and teachers to diagnose students' unfinished learning and provide acceleration support.
- Fifth, monitor student progress on grade appropriate assignments, and adjust supports for teachers based on student results.

To measure students learning status, we will use Illuminate Ed, our student data management system. Utilizing diagnostic and formative assessments will give teachers quick accessible information about what students know, and where they need to be. Teachers will need to adapt their sequence and pacing to reflect where they need to provide acceleration support. From there, teachers should implement a systematic cycle of assessments on a weekly and quarterly basis, with formative and summative assessments to address student needs and focus on intervention strategies to accelerate learning, particularly for English learners, foster youth, low income, and homeless. We will also use Dynamic Indicators of Basic Early Literacy Skills (DIBELS) on a quarterly basis to measure literacy acquisition for kindergarten through 8th grade students. Other tools that will be utilized are Imagine Learning and literacy, and Imagine Math.

If, after data analysis, we find that the strategies are not meeting the needs of our students and the expectations of this plan, we will revise as necessary. We recognize that the challenge of overcoming learning loss will take several years.

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

Parents of identified students will be informed of the opportunities for supplemental instruction and support by telephone calls from school officials in their primary language. They will be informed of the programs being offered as well and schedules.

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

We will provide a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic and social-emotional supports; through engaging learning experiences in a positive school climate. To do this we will provide supplemental instruction and support for identified students using the strategy areas defined in this plan. It should be noted that the district is not required to implement each of the seven identified strategies.

This plan aligns to LCAP Goal 1 - All students will demonstrate growth towards meeting or exceeding standards in English Language Arts, Math, Science, History/Social Science and English Language Development, as demonstrated through state assessments, local formative assessments and course grades, and Goal 2 - The district will provide an engaging and nurturing environment where students will demonstrate a positive growth in attendance rates, decrease in student suspension and expulsion and increase in parental involvement. There will be more emphasis on small group reading and math instruction to help meet the needs of individual students. This will be somewhat dependent on whether COVID-19 safety guidelines allow for schools to reopen as normal next year. All services delivered to students with disabilities will be delivered in accordance with their individualized education plan.

We plan to provide supplemental instruction and support by:

1. Extending instructional learning time. We will provide two summer school in-person sessions. Session 1 will be a summer wrap-up program from June 1-24, 2021 that reviews targeted standards from the previous year, and Session 2 will be a summer jump start from July 12-29, 2021 that prepares students for the coming year. Each session will focus on ELA and math, 8am-12pm, four days per week. We will use curriculum that provides essential grade-level skills with ready-to-teach, low prep, teacher-led, scripted lesson plans. Depending on whether COVID-19 safety guidelines allow for schools to reopen as normal, a distance learning option may run parallel to the in-person program for those families who don't feel comfortable returning their students to in-person learning. This extra time may be especially critical for low-performing and economically disadvantaged students, who seem to lose more ground during the summer than their peers. Additionally, we will provide targeted intervention after-school program opportunities at the end of the 2020-21, and during 2021-22 academic years. Strategies may include small group learning, and one-to-one, using Beyond the Bell program in 2021/2022 that will focus on bringing students up to grade level. Along with academics, teachers are encouraged to provide a variety of enrichment activities that they have a passion to share with students (i.e. art, music, dance, coding, photography, sports, etc.)

2. Accelerating progress to close the learning gap through the implementation, expansion, or enhancement of learning supports. We will use the following learning supports to accelerate student progress:

- Use an evidence-based instruction program to aid learning. The cycle from formative assessment to instruction enables the teacher to observe students' responses to targeted interventions and to proceed with instruction supported by ongoing performance data.
- Provide a rigorous curriculum that features balanced instruction, emphasizing basic skills for increasing comprehension. Students can achieve at high levels if they are taught at high levels.

- Introduce supplemental instruction intended to fill in students' learning gaps as quickly as possible and return them to core instruction. Instruction should be delivered at least three times per week in small-group settings in addition to regular classroom instruction.
- Provide for diagnostic assessments, progress monitoring using common formative assessments, and benchmark assessments of student learning, so teachers can pinpoint where students have gaps and intervene accordingly.
- Motivate and engage students by use of theme, technology, choice, and differentiation enhances motivation and engagement.
- Improve the home-school connection by encouraging parent involvement, which can directly impacting student achievement.

Curriculum

- Heggerty Phonemic Awareness Curriculum, focusing on eight phonemic awareness skills, along with two additional activities to develop letter and sound recognition, and language awareness. Lessons are designed for a classroom setting, and only take 10-12 minutes.
- The Standards Plus High Impact Summer Program provides teachers with targeted lessons that directly teach high impact grade level standards in 3 to 6 weeks.

3. Integrating student supports that address mental health, student trauma, and social-emotional learning. We will purchase the Second Step Program for K-8. Teachers will incorporate trauma informed practices in their normal classroom. This would involve things like keeping a regular predictable routine, clearly communicating expectations, talking about self-regulation, having sensory/calm down tools available for students, making personal connections with students, providing time/space for students to express emotions, focusing on student strengths, keeping a calm positive classroom environment, etc. Also, students will receive a Grab and Go breakfast and lunch at the end of each day.

4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.

- Purchase new Chromebooks so students have reliable high-speed internet.
- Purchase hotspots to provide internet services at home for distance learners.
- Provide for the use of Canvas, an online learning management system.

5. Additional academic services for students.

- Hire paraprofessionals to provide supplemental instruction and support, prioritizing English learners and students with disabilities.

6. Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs. At the beginning of each school year, the school staff take online trainings on bullying and suicide awareness. Those trainings provide staff information on how to recognize and address social emotional concerns, specifically in those areas, but those skills could also be used by teachers to identify and address a myriad of different social emotional concerns. Also, the school counselor sends out videos on suicide and bullying for staff and students, which provided information on things to look out for and ways to help. Also, at the start of the school year, the counselor communicates to teachers detailing her role, informing them of different things to look out for in their students (sudden changes in mood, difficulty with peer interactions, etc.), and encouraging them to contact her, or refer students to her if they see anything concerning. Lastly, the purchase of Second Step will also be a great way for teachers to be more in tune with their students' social emotional health as they will be discussing social emotional topics every week.

Teacher training will also include providing differentiated instruction so teachers can tailor instruction to meet individual needs, using ongoing

assessment and flexible grouping.

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	\$195,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$40,000	
Integrated student supports to address other barriers to learning	\$220,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$387,658	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	N/A	
Additional academic services for students	\$100,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$30,000	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Total Funds to implement the Strategies	\$972,658	

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

We intend to use ELO funds for the specific strategies noted in this plan, Any additional funding needed will be funded by ESSR funds. ELO Grant Funds will address the unique needs of low income, English learners, foster youth, homeless, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level. School districts may use Elementary and Secondary School Emergency Relief Funds (ESSER) funds for any allowable expenditure incurred on or after March 13, 2020, the date the President declared the national emergency due to COVID-19. Districts can use ESSER funds for a broad variety of authorized activities that address the impacts the COVID-19 pandemic is having on our school community. These activities may include: developing and implementing procedures and systems to improve the preparedness and COVID-19 response efforts, staff training and professional development on sanitation and minimizing the spread of infectious disease, purchasing supplies to sanitize and clean the facilities, purchasing educational technology (hardware, software, and connectivity) for students, and summer learning and supplemental after-school programs, including providing classroom instruction or online learning during the summer months.

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 to 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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