

# Plan Descriptions

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

District Administration held a series of informational meetings to discuss the Expanded Learning Opportunities (ELO) grant and solicit input from stakeholders. Meetings with teacher and school staff were held In-Person, parents' meetings in both English and Spanish. Meetings with the District English Language Advisory Committee (DELAC) were also held via ZOOM. One of the purposes of these meetings is to engage parents in the LCAP review and planning process and to get their input into the district programs and services for students. The district utilized surveys to gather input on this plan regarding actions and prorates for their students. Administration outlined how students will be identified and candidates for the opportunities afforded through the ELO grant. Administration also informed parents of how they would be informed if their student(s) were to qualify for opportunities through the ELO grant. The following instruction and support strategies were determined as a need for our students' academic and social emotional well-being.

Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including Tutoring or small group learning supports provided by certificated or classified staff; Learning recovery materials designed to accelerate student academic proficiency or English language proficiency, or both, Educator training for both certificated and classified staff.

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. Transportation has been a topic of parent within our district. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.

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

General Shafter School District will utilize diagnostic assessments such as STAR Renaissance benchmarks and teachers' assessments as measuring tool to identify the needs of students below grade level, or with a learning loss. We will use learning recovery material to provide support and instruct to the students identified as being below grade level. School attendance and input from teachers, paraprofessional, and Principal will be used to identify students needing additional social/emotional support. We will identify specific needs and provide intervention to the identified student. For students with disabilities, we will keep within the guidelines of the student's IEP.

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

General Shafter School District will promote general supplemental instruction and support opportunities through a take home flyer and our local communication systems including, written communication, phone calls, electronic communication or in-person meetings in their primary language. The district will notify each parent or guardian of students who qualify for supplemental instruction and support with a detailed letter explaining the opportunities afforded to their student(s). Letters will be distributed to parents and guardians in their primary language.

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

General Shafter will utilize the resources through the ELO Grant to purchase additional staff to supplement our current instructional programs which include services to the following: English Learners, students with disabilities, low income and students who are below grade level. Staffing levels will increase to provide greater support for our students who are identified as needing extra support, including services provided in accordance with an IEP, that are designed to meet students social and emotional needs. The district will utilize the additional staffing to provide one on one tutoring and small group supports. English language students will be provided additional support by both certificated and classified staff. Supplemental staffing will be utilized to track students progress through additional in-depth assessment, progress monitoring and benchmarking.

### 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. \$50,000

Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports \$6,000

Integrated student supports to address other barriers to learning \$25,000

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

Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility

Additional academic services for students \$74,000

Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs \$5,000

Total Funds to implement the Strategies \$25,000

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

General Shafter will coordinate ELO funds with other funding sources to maximize the programs and services that pupils receive. Employees that provide direct services to student funded through the ELO grant may be funded with alternate funding sources

including, but not limited to ESSER after the ELO grant expires at the end of the 2021-2022 school year. ESSER funds will be used to reduce class sizes to provide more opportunities for small group and one on one instruction. The additional tutoring session funded with the ELO grant along with the smaller class sizes funded through ESSER work together to support students to mitigate learning loss that has occurred because of the COVID-19 pandemic relation school closures.

## 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	\$50,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$6,000	
Integrated student supports to address other barriers to learning	\$25,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	0.00	
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	\$74,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$5,000	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Total Funds to implement the Strategies	\$25,000	

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

General Shafter will coordinate ELO funds with other funding sources to maximize the programs and services that pupils receive. Employees that provide direct services to student funded through the ELO grant may be funded with alternate funding sources including, but not limited to ESSER after the ELO grant expires at the end of the 2021-2022 school year. ESSER funds will be used to reduce class sizes to provide more opportunities for small group and one on one instruction. The additional tutoring session funded with the ELO grant along with the smaller class sizes funded through ESSER work together to support students to mitigate learning loss that has occurred because of the COVID-19 pandemic relation school closures.

# Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education (COE), or charter schools, collectively referred to as 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, 2024.

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). <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 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.

**An LEA may amend its ELO Grant Plan, including the planned expenditures, based on changes in student needs identified as part of the LEAs ongoing assessment of the needs of students identified for supplemental instruction and support. LEAs are encouraged to collaborate with community partners when amending their plan.**

**A materially altered plan should be brought to the governing board or body of the LEA for adoption. School districts must submit the amended plan to their COE; charter schools must submit their amended plans to their chartering authority; COEs and school districts in a single-district county must submit their amended plans to the California Department of Education (CDE). COEs and school districts in a single-district county must submit their amended plans to the CDE by email at [ELOGrants@cde.ca.gov](mailto:ELOGrants@cde.ca.gov). LEAs are also strongly encouraged to post an amended plan to the same web page as their LCAP.**

The plan must be updated to include the actual expenditures by **December 1, 2024**. 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.

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