

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.

Cutler-Orosi Joint Unified conducted a multitude of stakeholder engagement opportunities. Stakeholder groups such as parents, students, staff and administration were provided with input opportunities for the development of the Expanded Learning Opportunity Grant (ELO) Plan. The Superintendent and District Administrators systematically worked through the entire school district and community to obtain ELO input. Stakeholder input forums were conducted in both English and Spanish. Community stakeholders were offered multi-means of participation, Zoom and/or in-person. Stakeholders were asked to provide input on supplemental instruction and support strategies to address the acceleration of learning and close the learning gaps. The same process was conducted with the District’s two bargaining units, California School Employee Association (CSEA) and Cutler-Orosi Unified Teacher Association (COUTA). Input was collected via an online Input Survey. Stakeholders were informed of these forums by sending phone calls, emails, and social media posts (Facebook). Below are the dates for the meetings: (Meeting Title, Date, Location).

- *Superintendent Input Forum, April 6, 2021, District Office- Parents
- *Superintendent Input Forum, April 29, 2021, District Office- CSEA
- *Superintendent Input Forum, April 29, 2021, District Office- COUTA

School site principals also sought input for the development of the plan via School Site Council (SSC) and English Language Advisory Committee (ELAC) meeting as there are elected parents, teachers and support staff members on the council. At the District level, additional input opportunities were provided by Directors seeking input from District Advisory Council (DAC) and District English Language Advisory

Council (DELAC) members as they are elected parents in these committees. Below are the dates for the meetings: (Meeting Title, Date, Location).

- *School Site Council (SSC) Input, March 22, 2021, Cutler School
- *School Site Council (SSC) Input, March 24, 2021, Golden Valley School
- *School Site Council (SSC) Input, March 24, 2021, Palm School
- *School Site Council (SSC) Input, March 25, 2021, El Monte Middle School
- *School Site Council (SSC) Input, March 26, 2021, Orosi High School
- *School Site Council (SSC) Input, March 18, 2021, Alternative Education Schools

- *District Advisory Council (DAC) Input, April 6, 2021, 2021, District Office
- *District English Learner Advisory Council (DELAC) Input, April 6, 2021, District Office

Input forums centered around students were conducted at both high schools and the middle school. A cross section of the student population provided input for the development of the ELO plan. Below are the dates for the meetings: (Meeting Title, Date, Location).

- *Student Input Forum for ELO, April 29, 2021, El Monte Middle School
- *Student Input Forum for ELO, March 5, 2021, Orosi High School
- *Student Input Forum for ELO, March 16, 2021, Lovell High School

The District also engaged and collaborated with community partners in the design and implementation of services.

- *Community Partnership Forum for ELO (TCOE BHS), March 11, 2021, District Office

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

Cutler-Orosi Joint Unified has identified multiple measures for identifying students in need of academic, social-emotional, and other integrated student support. Students will be identified for academic support using a combination of local formative and diagnostic assessments. The Fountas and Pinnell Benchmark Assessment will be administered in grades TK- 5th in order to determine each student's reading level. Teachers will continue to conduct miscue analysis on the running record data to identify individual student needs. Students in grades 6-8 will continue to take the STAR Reading assessment 4 times a year. Intervention plans will be developed upon analysis of reading data. Students in grades 9-12 will continue to administer Scholastic Reading Inventory to identify struggling readers. Additionally, all grade spans will administer local formative and benchmark assessments in both English Language Arts and mathematics on a regular basis. Assessment results will be analyzed and instruction designed to identify student needs. All data will be micro-analyzed by significant subgroups (English Language Learners and Students with Disabilities).

The District will administer the Social Emotional Learning component of the California Healthy Kids Survey to determine social emotional needs of the overall population at the District and site levels. Students, parents, and staff may make a social emotional learning referral to Counselors and Educational Social Workers. The status of the referred students' social emotional needs will be progress monitored by

support staff. Interventions include: classroom observations, SSTs, referrals to outside agencies, and/or small group/one-one interventions. The District is in the process of identifying a comprehensive Social Emotional Learning universal screening instrument to be used TK-12.

Reports are pulled from the District's Student Information System to identify and support those in need of other integrated student supports. Students and families are referred to the Family Education Services where wrap around services are initiated, including, but not limited to: access to mental health services, meal vouchers, food pantry, parenting classes, housing vouchers, and/or rent assistance.

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

The District will inform the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities in a variety of ways. Concerns with the progress of students (academic, behavioral, social emotional learning) will initially be communicated by the teacher via telephone, email, or parent teacher conferences. Communication will be provided via the School Messenger, an automated messaging platform system used for one way communication. The District also communicates using the Remind Messaging System. Remind is a communication platform that helps educators reach students and parents where they are. Messages are sent to an entire class, a small group, or just a single person. Teachers/administrators can also schedule announcements ahead of time and attach photos and other files. With Remind, teachers/administrators can send text messages straight to any phone, including flip phones. Both School Messenger and Remind are synced with the District's Student Information System and can translate messages into the student's home language prior to sending. Teachers/administrators can use delivery receipts to see who is reading messages. If the issues persists, or teachers are unable to contact parents/guardians, a tiered intervention approach has been delineated in the District Attendance, Re-engagement, Interventions, and Safety Handbook. The District will continue to promote extended learning options via social media in both English and Spanish. A District newspaper is published quarterly outlying expanded learning opportunities and delivered to each students' home.

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

The District will extend the instructional learning time in addition to what is required for the school year by providing both summer and intersessional instructional programs. Students in the elementary schools will attend a 20 day science themed summer learning program designed to accelerate literacy development and build mathematical fluency. At the highschool level, students will have the opportunity to demonstrate mastery of learned concepts during the summer session and recover failed credits. Students identified with Disabilities will be offered additional support specific to their IEP goals. Speech therapists, occupational therapists, and interventionists will continue to provide students with specialized support. Throughout the school year, students will be offered before/after school tutorial support based on individual or small group needs. The secondary will offer a period 0 and a period 8, in order to allow failing students access to a broad course of study in addition to language development or interventions courses. English Learners have been invited to participate in an afterschool enrichment program designed to increase language proficiency through computer science.

The District will accelerate progress to close learning gaps through the implementation, expansion, or enhancement of learning supports in a variety of ways. The District will implement learning recovery programs and purchase additional materials designed to accelerate student

academic and English proficiency. Teachers will continue to provide high quality standards aligned instruction to all students. Under the facilitation of the Instructional Coaches, teachers will plan/pace essential standards, instruction, and assessments for the 2021-2022 school year. Grades Kindergarten through eight will implement Step Up to Writing to improve student achievement in the area of writing. Training will be conducted over the summer of 2021. Materials have been purchased and will be distributed prior to the start of the year. All teachers in grades TK-1 and instructional support received professional learning from the Institute of Multi-Sensory Education, a program designed using Orton-Gillingham methodologies. All staff will be provided a virtual refresher training during the summer of 2021. Teachers in grade 2 and any new instructional support staff will attend the Comprehensive training during the summer of 2021. Reading Specialists and Instructional Assistants supporting literacy in Learning Centers will receive either follow up or initial training on the Leveled Literacy Intervention (LLI) kit. Additional teachers will receive the initial LLI intervention training and materials to be used before, during, and afterschool to target learning loss. Additionally, a contract with Heinemann will provide teachers and instructional aides with implementation support throughout the year. Grade level classroom libraries will be purchased to increase student access to physical texts written at their instructional level. The District will continue to provide students access to electronic texts through the purchase of myON. Students will continue to use Reflex in the elementary to develop math fluency. One-on-one or small group learning supports will be provided before, after, and during school by highly trained certificated and classified staff. The District will continue to provide a broad course of study and enrichment opportunities to students.

The District will continue to integrate student support to address other barriers to learning. All sites use Positive Behaviors Interventions and Supports (PBIS) as an approach to addressing other barriers to learning. Teachers have all been trained on the implementation of Social Emotional Learning Curriculum. As part of a tiered approach, all students in grades K-8 receive weekly social emotional instruction via the Second Step Program while students in 9-12 receive instruction via the School Connect program. Small group or one on one support is provided for those identified as needing additional support. The District has secure additional counseling and mental health service professionals to address student trauma and social emotional learning and referrals for family and student needs. An additional Registered Nurse and several Licensed Vocational Nurses have been secured to address additional health concerns. The Family Education Center (FEC) serves as a resource for the community. The FEC houses therapists, a Women Infant and Children (WIC) office, Community Services Employment Training (CSET) center, infant/toddler educational center and various outreach aides. The FEC refers parents and students alike to outside agencies for additional wrap around services. The before and after school programs are an extension of the school. Before/after school staff receive the same professional learning as the instructional support staff at each school site. Leads work collaboratively with school sites to report any concerns regarding student achievement, behavioral or social emotional concerns.

The District will continue to provide students access to devices and high speed internet at all schools through Distance Learning Hubs. Students who continue on Distance Learning in the Fall ,may be provided access to community learning hubs created by the District in response to need. The District has developed systems to support credit deficient students to complete graduation or grade promotion requirements and to increase/improve students college eligibility. Additional opportunities to master grade level content and recover failed credits will be provided during an expanded summer program. Throughout the 2021-2022 school year, students can enroll in period 0 and period 8 to recover failed credits. Credit recovery will also be offered through asynchronous platforms such as Cyber High and Fuel Education throughout the school year allowing students to earn additional credit.

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	1,211,780	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	1,543,685	
Integrated student supports to address other barriers to learning	460,500	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	0	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	30,038	
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	58,572	
Total Funds to implement the Strategies	3,404,575	

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

The District coordinates the Expanded Learning Opportunity (ELO) Grant with funds received from the federal Elementary and Secondary Emergency Relief (ESSER) to ensure the support for students and staff is being maximized. The ELO Grant provides services that extend the learning time and allows students to accelerate progress and close the learning gaps. The ELO Grant provides supplemental instruction to the most at-risk student groups as defined in the ELO Grant requirements. Certificated and classified staff receive multiple levels of support to address the learning loss of students across all content areas. The supports include specialized professional development focused on research-based instruction and social and emotional well being. Paraprofessionals have been employed and assigned to classrooms to provide individualized instruction under the direction of a certificated staff. The coordination of funds ensures an alignment of services to address the needs of students and staff due to the detrimental effects of the pandemic.

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
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