



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.

All stakeholders were invited to participate in the development of the plan. Staff and parent surveys were completed and the data was compiled and used. After receiving the survey results, the Superintendent held meetings with each site staff for discussion and input. This format was also followed with parent groups including: District Indian Parent Committee (DIPAC), District English Learner Committee (DELAC) and school site councils.

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

Students will be identified via multiple measures. The identified student populations include, but not exclusive, are English Language Learners, Special Education, students supported by 504 Plans, foster, homeless, Free/Reduced, transportation support, counseling, and students benefitting from social-emotional support. Basing some of SPVUSD's California Healthy Kids survey to determine student needs as related to social emotional relational information. In addition, there will be multiple academic (summative/formative) assessments utilized to gear program support to specific student needs. The goal is to increase services in both SEL and academics to increase the level of student connectivity while decreasing the learning gap.

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

Utilizing stakeholder input to design ELOG plans, parents and community will be informed of opportunities via numerous Parent Link phone calls, SPVUSD website, and social media accounts. Personal phone calls/texts will be made to parents encouraging identified students to participate in expanded learning opportunities. In some cases, we will task SPVUSD Outreach personnel to visit homes with personal invitations to attend.

We will also increase parent outreach through Parent Appreciation in August to continue to cultivate relationships developed during distance learning. We will offer various sessions to parents regarding loss/separation, gratitude, self-care/regulation, and conflict skills. Many of our parents expressed interest through the SEL lessons they heard during distance learning. This will be another avenue for building connectivity and rapport.

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

In the SPVUSD community there has been significant loss due to COVID so we are developing a one week camp addressing social emotional needs, including grief/separation management and resiliency. SPVUSD will also contract with I Think Big, also supporting SEL, to present during the July 26-30 camp at the elementary, middle, and high schools. SEL day camps will be provided for students throughout the school year on Saturdays and during pre-established holiday periods, including another one week camp during summer 2022.

Regarding the mitigation of academic learning loss, we are using many of the same criteria as above to provide expanded learning opportunities during Extended Summer Year(ESY). SPVUSD is adding hours to the daily schedule as well as increasing ESY by three days. Students are being provided the opportunity for credit recovery at the high school level and standards/skills development for all grade levels. SPVUSD will also gear program specific support to the 9th, 10th, 11th, and 12th grade levels (similar to a Summer Bridge session, two SEL sessions mixed in with ELA and math).

Three Community Hubs will be developed to encourage reading and family connectivity in the old subdivision, new subdivision, and in Winterhaven. These three locations allow for easy access for families and students. The Community Hubs will be accessorized with wifi, grade level books, and furniture, if required. These locations are within communities that will be monitored and HVAC so the Community Hubs will be utilized more frequently. Access to technology/wifi, student laptop, and physical reading books will increase comfort and appreciation for language arts/math through various software loaded on laptops.

Credit recovery efforts will take many different forms. During the summer our high school students will be able to receive credit recovery opportunities and as expanded sessions throughout the 2021-2022 utilizing Edgenuity/or another web-based provider. By moving to a block schedule this will also allow students to complete two additional courses each school year, rather than the current six course master schedule. SPVUSD is also reviewing Xello to enhance college and career access. Xello prepares your K-12 students for future success with an engaging program that builds self-knowledge, personalized plans, and critical life skills.

Capturing Kids Hearts Training is an immersive, participatory experience. Teachers, staff, and administrators learn and practice skills they will use and model in their classrooms, schools, and districts as SPV recognizes with varying backgrounds and experiences SEL training will benefit all, including: (1)How to build meaningful, productive relationships with every student and every colleague. (2) How to create a safe,

effective environment for learning. (3) How to develop self-managing, high-performing classrooms using team-building skills. (4) High payoff techniques for dealing with conflict and negative behavior.

Paraprofessionals, Outreach Consultants, teachers, counselors, and other identified staff will be involved in all activities to promote learning, mitigate learning losses, increase resiliency, and develop other SEL skills.

Paraprofessionals will receive specific professional development in SEL, instructional strategies, and have opportunities to attend virtual conferences/workshops to support the aforementioned areas. Specifically, paraprofessionals will receive Capturing Kids Hearts training, 2021 Virtual American Indian/Indigenous Teacher Education Conference regarding Culturally Sustaining Practices for Teaching Indigenous Students, and other training currently being organized. They will also be involved in all expanded learning activities and camps SPVUSD organizes throughout the school year.

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	94,265	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	20,000	
Integrated student supports to address other barriers to learning	150,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	30,000	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	150,000	
Additional academic services for students	59,380	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	60,000	
Total Funds to implement the Strategies	\$563,645	

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 will be using the additional funds to enhance and expand our current programs funded by federal, state and emergency relief funds. (1) Surveys have been distributed to all staff with the seven goals of the ELOG. Many ideas for additional services came up and not all could be funded by ELOG so some will be funded by ESSER and others by LCFF. (2) The ELOG funds end August 2022, the expansion of summer school and the SEL camps over breaks will be continued with the ESSER monies that extend longer. (3) Paraprofessional duties have been extended and expanded and to do that they are needing new laptops which will be purchased through other federal funding.

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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