



Big Lagoon

Union School District

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.

The Expanded Learning Opportunities Grant Plan has been developed in tandem with the 2021 LCAP. Parents participated in Zoom workshops to identify goals and actions to support student learning in the 2021-2022 school year. Parents representing the Big Lagoon Rancheria and the Yurok tribe were integral partners in these discussions. Opportunities made possible by the ELO Grant were discussed with teachers in weekly staff meetings and with classified staff in individual conversations as all-staff meetings have been limited due to COVID restrictions. The Superintendent reported to the Board at monthly meetings to apprise them of funding opportunities and to solicit their input on the LCAP goals and actions, which will be supported in part by the use of ELO grant funds. With each group the Superintendent discussed the areas of supplemental instruction and support strategies that were applicable to the district and worked collaboratively to identify those that would be implemented.

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

BLUSD is a very small, single school district where the strengths and needs of each student are known individually. The district will continue with its schoolwide implementation of a multi-tiered system of support (MTSS) to identify and address the academic, social-emotional and behavioral needs of all students. Beginning with IXL Learning assessments administered in the Spring of 2021 in lieu of the CASSPP, students will be universally screened to establish a baseline of their academic progress and identify their content-specific areas of need. In the 4th - 8th grade classroom, Easy CBM assessments will also be used as those students have been assessed with that system periodically throughout the year. This data will help identify individual and grade-level areas of need in math and ELA. In addition, students' standards-based report cards in K-8 will be analyzed to identify both individual needs and any grade-level patterns that might indicate a need for remediation or acceleration. At the beginning of the 2021-2022 school year all students will be universally assessed with the Devereaux Student Strengths Assessment (DESSA) to measure their social-emotional competence and to identify the foundational practices and growth strategies that will be supported by the district's SEL Action and Sustainability Plan. Data from these assessments will be used to develop universal practices to support all students, as well as more targeted and intensive interventions to support students in small groups and on an individual basis.

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

Frequent, in-person communication is an integral part of the Big Lagoon school culture. Teachers, school support staff and administration will all play a role in communicating with families about the opportunities for supplemental instruction and support. Families will be informed multiple times and via multiple measures (phone calls, email, newsletters, school website and social media), including individual outreach by school staff if necessary and meaningful. Outreach will continue throughout the school year as the district evaluates and adjusts the program.

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

1. Accelerate progress to close learning gaps by implementing, expanding, or enhancing classroom-based learning supports.

Big Lagoon will use a portion of the grant funds to hire a paraprofessional to provide support to students with exceptional needs. While this person will primarily work with students with disabilities, they will also be assigned to provide targeted support for general education students who need extra assistance meeting grade-level standards.

Beginning with IXL Learning assessments administered in the Spring of 2021 in lieu of the CASSPP, students will be universally screened to establish a baseline of their academic progress and identify their content-specific areas of need in math and ELA. Based on the initial assessment, IXL creates an action plan for each student for the content standards they need to work on. All students will spend time each week working to improve their mastery of the grade-level standards, remediating where needed or accelerating where they can.

Read Live will be implemented as a Tier 2 or Tier 3 intervention to support struggling readers.

2. Integrate student supports to address other barriers to learning

We will use part of the grant funding to employ a Food Service Coordinator to offer two meals cooked on site each day. This support ensures that students are well-fed and ready to learn. In addition, the Food Service Coordinator is an additional caring adult on campus who students trust and can talk to if they need support.

At the beginning of the 2021-2022 school year all students will be universally assessed with the Devereaux Student Strengths Assessment (DESSA) to measure their social-emotional competence and to identify the foundational practices and growth strategies that will be supported by the district's SEL Action and Sustainability Plan. We will continue to integrate social-emotional learning into all aspects of our school business so that students are supported in an emotionally safe school environment. An after-school homework club will be offered provided that staffing is possible. Finally, we will use grant funds to provide a travel stipend for our social work intern from Humboldt State University. The intern will help families identify and address their students' barriers to learning, which might include transportation, or access to school meals as well as other needs that might be served by our community-based partners.

3. Provide additional academic services for students

The contract hours for the education specialist will also be augmented to provide Tier 2 or Tier 3 direct support for general education students who are performing below grade level. We will purchase student planners for the 4th - 8th grade students to provide a tool for students to use in goal-setting, progress monitoring and self-management.

4. Seek out training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs.

School staff have already begun participation in the county-wide Social Emotional Learning (SEL) Community of Practice, which provides professional development in developing and implementing a plan to integrate SEL best practices into daily instruction. Further professional development will focus on best practices in implementing IXL and DESSA as part of a school-wide multi-tiered system of support.

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	0	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$3,350	
Integrated student supports to address other barriers to learning	\$9,900	
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	0	
Additional academic services for students	\$3,600	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$1,500	
Total Funds to implement the Strategies	\$18,350	

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

Big Lagoon USD does not receive Elementary and Secondary School Emergency Relief (ESSER) funds.

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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