

# 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.

Parent and community stakeholders gave input in a variety of ways this year. While the COVID pandemic kept groups from gathering in person, people were able to provide input during our many virtual meetings online. Those meetings included monthly Board of Trustees meetings, fall and spring parent-teacher conferences, IEP and Student Success Team meetings, and quarterly Parent Teacher Organization meetings. The district makes substantial efforts to provide and gather information through our alert system via emails, SMS texts, and recorded auto-calls, as well as with in-person telephone calls. Families also provided input over online and paper surveys. All information and contact is provided to families in their primary language.

The Superintendent/Principal also makes personal contact with most parent/guardians during the daily student drop off and pick up. Although the conversations are brief, much input regarding programs and learning recovery is gathered at these times. Another great source of parent input comes from surveys and in-person conversations conducted through our after-school program.

Teachers provided input toward the development of the plan during biweekly staff meetings and and informal meetings with school administration throughout the year.

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

Academically, students grades TK-2 are assessed multiple times per year using the Results reading assessment program. Teachers in grades TK-2 assess students at trimester progress report times using the benchmark assessments in ELA curriculum. Students in grades 3-8 are assessed at least at each trimester in ELA and math by means of curriculum benchmark assessments, Moby Max assessments, and

CAASPP interim assessments. Additionally, all 3rd-8th grade students are administered the CAASP in the spring. Students identified as possible academically at-risk take part in the Student Study Team process to further pinpoint specific needs of support. Students performing below grade level receive Tier 1 instruction and interventions within the classroom from the teacher and paraprofessional. TK-2 Tier 2 students receive intervention with the intervention teacher to provide individual support, while 3-8 grade Tier 2 students receive additional small group instruction from the teacher within the classroom or outside of the regular school day. Students in need of Tier III intervention receive this intervention from the resource program. English Language Learners are assessed according to state guidelines using the ELPAC. This subgroup is rarely more than 0-2 students school wide. Parents/guardians are formally notified of their student's progress via trimester report cards, in addition to midterm progress reports, parent conferences, and informal personal updates on any student of concern. Regarding social/emotional concerns, students are assessed literally daily through classroom teacher observations in conjunction with the school counselor and student support team members. The school has a streamlined process that allows students, parents, teachers, and support staff to refer students for any of the services provided by the school counseling program, including peer mediation, big buddies/little buddies, listening groups, friendship groups, lunch groups, individual, small group, and whole class counseling sessions or activities. Students in grades 5-7 participate in the California Healthy Kids Survey biannually. This data is also used to gauge student groups' social emotional wellness and needs. Data collected in CALPADS will be used to identify the low income students, foster and homeless youth, and EL students for participation in the appropriate programs.

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

Parents/guardians will be notified through virtual public meetings (School Board, Parent Advisory, Open House) about the school's planned offerings of supplemental instruction and support for summer 2021, and the 2021-2022 school year. These opportunities will also be communicated to families through the automated alert system by phone, email, and SMS. Parents will be provided program outlines and enrollment information in writing in their preferred language prior to end of current school year. We will notify parents/guardians again in similar means at the beginning of the 2021-22 school year regarding the opportunities for supplemental instruction and support for their children.

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

The district plan to provide supplemental instruction and support to students will encompass all strategy areas except #4, learning hubs. Input from teacher, staff, and parent stakeholders agreed with the district that areas #1-3 and #5-7 were appropriate and feasible for our school and structure, while #4 would be difficult with the lack of connectivity our rural area endures. These are the strategy areas the district will implement with the Expanded Learning Opportunity Grant. Cuddeback plans to offer a kick start program during the summer to extend instructional learning time and engage identified targeted students in need of Tier 1 & 2 learning recovery before the regular school year begins. This program will be staffed by both credentialed and classified staff, and coordinated with our ASES (the other Expanded Learning) program coordinator. The district also plans to accelerate the progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including increasing the FTE of the intervention program, and increasing the overall FTE for classroom paraprofessional group to

provide academic support to TK-8 students, targeting our students with exceptional needs, including low income, foster and homeless youth, and EL students.

The district plan includes increasing classified paraprofessional staffing to support the social/emotional health of our students, particularly those targeted students with exceptional needs including low income, foster and homeless youth, and EL students.

The district also plans to provide integrated student supports to address other barriers to learning, including food instability, prioritized for these same groups of low income students, students experiencing homelessness, and foster youth, by providing regular supplemental food bags to identified students at home during the summer and during non-school days.

The school plans to provide supports for credit deficient students to complete grade promotion requirements by providing certificated and classified employees for after school intervention and academic support for low income, EL, and homeless and foster youth students deficient in grade level skills and/or grade level promotion requirements.

And finally, the school plans to provide additional academic services for students by purchasing digital tools and programs to be used schoolwide to administer diagnostic, progress monitoring, and benchmark assessments of student learning. Data from these assessments will be used to expand learning opportunities and close learning gaps for our low income, students experiencing homelessness, our foster youth, and EL students.

## 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	12,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	38,800	
Integrated student supports to address other barriers to learning	13,500	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports		

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	9,200	
Additional academic services for students	17,525	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	4,000	
Total Funds to implement the Strategies	95025	

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 Expanded Learning Grant Funds are being coordinated with the Elementary and Secondary School Emergency Relief Fund (ESSER II) to maximize support for students and staff. ESSER II funds are being utilized on certificated salaries in funding an additional teacher in order maintain smaller class sizes to provide necessary academic and social emotional support to our middle grade students, and to adhere to COVID safety distancing and class group size protocols. ESSER II funding will focus on maintaining the continuity of regular instruction and on health and safety aspects of school operations, while the ELO Grant funds support specifically the implementation, expansion, and enhancement of learning supports categorized in the seven referenced strategies.

# 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](mailto:ELOGrants@cde.ca.gov) or [lcff@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 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.

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