

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.

Teachers and School Staff: April 19, 2021 teachers and staff were involved in the development of the plan by scheduling one-on-one or small group collaborative discussions facilitated by Carla Benchoff, Director of Instructional Support with the Santa Barbara County Education Office. Following the individual or small group discussions, the teachers and staff met as a team to prioritize needs and discuss next steps for planning. All staff previewed the plan to ask questions, make new requests, and add details if needed.

Parents: Parents were involved in the plan by having access to 'DRAFT' of plan and contacting the school office for input. Parents were provided access April 21-April 23 to review and ask for clarification or make requests.

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

Students identified by teachers and staff through formative assessments, home visits, attendance, district DIBELS assessment, ELPAC assessment, assessments provided with the research/evidence-based curriculum programs currently being implemented, and completion of class work. Students whose assessments and class work show that they are underperforming will be given additional intensive support with like peers in small-group instruction. Students with chronic absenteeism, and their guardian/s, will be offered access to teletherapy lab (located on school grounds) for counseling services and SEL support. On-going formative assessments, Smarter Balanced Standardized Assessments, Accelerated Reader progress, an SEL self-assessment, and attendance in teletherapy lab will be used to monitor progress and assess needs of students in the following categories: low-performing, English learners, disengaged, and as identified by staff.

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

Parents will be informed by having the final plan sent to their home address. The plan will also be posted on the district website following board approval.

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

Based upon qualitative and quantitative data collected during the 2020-2021 school year, the Cuyama Unified School District has found gaps in students' foundational skills in language arts and a need for Social Emotional professional development and support to best assist parental requests and support students lack of engagement in school based activities and opportunities to form relationships with peers and adults.

Tier 2 support will include targeted interventions based on summative and formative assessments to all TK – grade 12 students. We plan to hire 2 certificated teachers and one paraprofessional for the 2021-22 school year to focus on the identified learning gaps and provide extra support to our English learners, low performing students, and students identified by staff. Each certificated teacher hired will be working with targeted students in K-5 and 6-12. Adjustments to the number of students receiving Tier 2 support, in all grade levels, will be adjusted as needed. The paraprofessional hired will work with all intervention teachers and support efforts by administering assessments, providing small group support, and providing language support as needed.

Tier 2 Academic Support will focus on Phonics, Phonemic Awareness, Vocabulary, Comprehension, and Reading Fluency for low performing students and English Learners. Our new certificated teachers and paraprofessional will be provided with professional development in the foundations of reading and evidence-based strategies to best assist English learners.

Social Emotional Learning will focus on school wide and classroom support by engaging all staff in professional development for the 2021-2022 school year. Feedback from certificated staff included the need to involve all school staff in SEL professional development to

provide students with a strong foundation and a continuum of support TK – grade 12. SEL professional development will include strategies for self-care and engagement, routines for establishing relationships, problem solving strategies, social emotional assessments for staff and student using CASEL self-assessments, targeting identified school wide SEL priorities, continuous reflection and measurement of progress through rubrics

Social Emotional Support Using feedback from stakeholders, we foster a culture that promotes the health, safety, and well-being of students, staff, and parents. To continuously support this effort, the school reminds families of the mental health services available through our countywide Youthwell resources. SEL professional development support will assist by guiding students, staff, and parents to the best resources to match their needs.

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 | [\$ 0.00] | [Actual expenditures will be provided when available] |
| Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports <i>Expanding Tier 2 academic support to include middle and high school 2 certificated teachers – one- year position 2021-2022</i> | \$154,887.00 | [Actual expenditures will be provided when available] |
| Integrated student supports to address other barriers to learning | | [Actual expenditures will be provided when available] |

| Supplemental Instruction and Support Strategies | Planned Expenditures | Actual Expenditures |
|--|----------------------|---|
| Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports | | [Actual expenditures will be provided when available] |
| Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility | | [Actual expenditures will be provided when available] |
| <p>Additional academic services for students</p> <p><i>Extra support for Tier 2, assisting intervention teachers with assessments, language support, and small group instruction led by paraprofessional – temporary position 2021-2022 school year</i></p> | \$18,268.00 | [Actual expenditures will be provided when available] |
| <p>Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs</p> <p><i>Professional Development in SEL and Reading Foundations</i></p> | \$9,525.00 | [Actual expenditures will be provided when available] |
| Total Funds to implement the Strategies | \$182,680.00 | [Actual expenditures will be provided when available] |

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



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.

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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