



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.

During the 2020-2021 school year Saratoga Union School District has encouraged meaningful student, family, staff, and community engagement in order to support student learning and mental health well-being. These efforts include:

- *Superintendent's Advisory Council (monthly meetings) to share ideas and hear concerns about student progress
- *District English Learner Advisory Council (4 quarterly meetings) to hear the unique needs of English learners
- *Local Control Accountability Survey with a question about extending the school year

- *Jumpstart Survey to measure interest in social-emotional summer school offerings
- *Visits Redwood Middle School student leadership classes to hear input on schedules and needs
- *District Leadership Teams, elementary and middle school (summer 2019 through present time) to discuss student academic/SEL needs
- *Staff meeting visits in May to hear ideas for student learning and SEL needs
- *Classroom visits to observe and hear about student needs
- *KELVIN survey to measure student growth mindset

The input we received provided the necessary guidance on the types of interventions, programs, and offerings we could make available to our students in ELD/ELA, math, and social-emotional learning. The majority of concern seemed to centralize on social-emotional needs and helping kids to have opportunities to engage appropriately with one another. There was also discussion on the best interventions for younger students, especially kindergarteners and first graders who have barely spent time on campus, and the best type of remedy including summer school and 1:1 or small group literacy instruction by Reading Recovery trained intervention teachers.

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

Saratoga Union School District will use a variety of measures to identify students in need of academic and social-emotional supports. These resources will be used on-going throughout the school year.

Students will be identified in grades K-5 in reading through DRA assessments that will be administered three times throughout the school year. In grades, 6-8 students will be given the iReady reading assessment three times throughout the school year. Students that are identified below academic standard will be given appropriate tier 2 and 3 interventions. An MTSS team is currently being formed that will further develop the intervention programs to be used.

In math at the kindergarten level students will be assessed using ESGI. In grades, 1-5 students are currently being assessed using End-of-Module unit tests. A team of elementary administrators and teachers will make a decision as to whether iReady math assessments will be used as well during the 2021-2022 school year. At the middle school grade levels, 6-8, End-of-Course tests and iReady assessments will be used throughout the year to determine students in need of intervention.

A Multi-Tiered System of Supports, MTSS, team which includes the current elementary intervention teachers will come together routinely during the school year to monitor students who are receiving interventions to determine if additional supports are necessary or if a student no longer requires additional support.

Results from the California Healthy Kids Survey will be used to identify the overall SEL needs of the students in the district. A KELVIN survey tool will be used quarterly to assess students in need of social-emotional counseling or other intervention.

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

Saratoga Union School District will provide on-going communication through the district website, school site newsletters, and Parent Square regarding opportunities that are available for students in academic areas as well as social emotional learning. Additionally, if a student is

identified through assessment as needing a specific academic or mental health support the classroom teacher, site administrator, or intervention teacher will communicate via email or phone call. All communication will be sent in the parent/guardian's language and a translator will be provided for conversations.

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

Saratoga Union School District will provide supplemental instruction and support for all students in Tier 1 in identified areas of need and for specifically identified students in Tiers 2 and 3.

Extending Instructional Learning Time

- *Hiring new paraprofessionals and extending hours where necessary of current paraprofessionals to support students struggling in academic areas in small groups or one-to-one. (Tier 2)
- *Academic summer school programs for identified 1-8th grade students for 2021 and 2022 (Tier 2)
- *Social-emotional Learning Program called "Jumpstart" during the summer for 2021 and 2022 available to all students (Tier 1)

Accelerating Progress to Close Learning gaps through the Implementation, Expansion, or Enhancement of Learning Supports

- *Hiring a 65% Data Support TOSA to work with teachers and administrators to increase benchmark and data literacy to have a greater understanding when looking at student data and making instructional decisions to support learning (Tier 1 and 2)
- *Providing Reading Recovery professional development for select primary and RSP teachers in strategies that will accelerate English language proficiency for EL students and other identified primary-grade struggling readers. (Tier 3)
- *Implementing iReady or a similar system of support for measuring student outcomes and delivery of tailored instruction and practice in mathematics and ELA (Tier 1)

Integrated Student Supports to Address Other Barriers to Learning

- *Hiring of CASSY counselors (Tier 2 and 3)
- *Hiring of a social worker (Tier 2 and 3)
- *Providing SEL professional development to all staff and administrators and purchasing of SEL curriculum (Tier 1)
- *Providing Equity training to all middle school staff (Tier 1)
- *Providing SEL after school classes at grades 4-8 (Tier 1 and 2)
- *Providing Starting Arts programs both during and after school for SEL (Tier 1)

Additional Academic Services for Students

- *Providing after school academic tutoring in mathematics and ELA for RMS middle school students

Training for School Staff on Strategies to Engage Students and Families in Addressing Students' Social-emotional Health and Academic Needs

- *Providing SEL professional development to all staff and administrators and purchasing of SEL curriculum (Tier 1)
- *Providing Equity training to all middle school staff (Tier 1)
- *Continuing PBIS at one elementary school and exploring the idea of expanding this to other sites (Tier 1)

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	\$396,457	\$96,457
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$125,757	
Integrated student supports to address other barriers to learning	\$374,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports		
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility		
Additional academic services for students	\$8,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$110,260	
Total Funds to implement the Strategies	\$1,007,274	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures

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

SUSD will receive Elementary and Secondary School Emergency Relief III funds of \$409,000. Any costs above the \$964,573 granted to the District under the Expanded Learning Opportunity Grant will be funded by Elementary and Secondary School Emergency Relief III 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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