

# Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lodi Unified School District	Dr. Cathy Washer Superintendent	cwasher@lodiUSD.net 209-331-7010

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.

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The district held virtual community meetings, due to COVID restrictions, for teachers, schools staff and parents/families. Staff provided information related to the Expanded Learning Opportunity Grant allowable uses to teachers, schools staff and parents/families and oversaw the gathering of input. Surveys to parents, students, and all employees was conducted to collect preferred strategies and services for the Expanded Learning Opportunity Grant. Survey data and input collected during virtual community meetings was analyzed in order to determine priorities for Expanded Learning Opportunity Grant.

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

The district will engage in a variety of efforts to identify, measure and monitor student progress in a manner that integrates social-emotional learning (SEL), academic, and behavioral information as well as the strategies that will be developed and documented based on that information. The district will incorporate a holistic data system that will identify the level of intervention required based on established criteria that correctly balances metrics from SEL surveys, diagnostic and benchmark assessments, and discipline and attendance data. Intervention strategies will then be developed, including the goals and specified timeline based on the data. This information will be carefully monitored to identify the progress and effectiveness of the interventions. The platform that will house these data will also collate and report data to school

site and district site administrators via the platform's dashboard tool, providing regular updates on intervention effectiveness and goal attainment.

Students in grades K-2 will be administered DIBELS beginning, middle, and end-of-year assessments to inform progress for one of the District's primary goals: all students reading at grade level by third grade. Students in grades 3-12 will be administered a reading comprehension exam at the beginning, middle and end of the year as well to inform staff of reading comprehension growth during the year. Students in grades 3-11 will be administered summative benchmark exams in both math and English Language Arts to inform students, staff, and parents on the criterion-based achievement of students throughout the school year. Criterion cut points will be developed and weights established for all metrics in order to provide a holistic measure of student success, the data of which will be uploaded to the District's dashboard. District benchmarks will be evaluated for content validity, reliability, and correlation with state assessments utilizing vendors contracted with the District to provide psychometric analysis services in order to ensure the assessments continue to maintain their stated objectives across multiple years. The district will administer the CAASPP testing in April and May 2021. Teachers will also administer formative and summative assessments to help guide classroom interventions, provide differentiated instruction, or other supplemental supports.

Special Education and 504 "child find" obligations will be met as per federal guidelines. District will focus on increased pre-intervention supports to mitigate learning loss due to distance learning prior to assessment (when appropriate) to ensure that students with transitory issues are not inappropriately identified as disabled and designated as Special Education or 504. Students that are already identified as needing Special Education or 504 supports will be offered additional resources as needed. Some resources will be offered broadly to all students (including students with disabilities), some resources will be offered to students who may have had interruptions in services or responded poorly to remote services, and some resources will be offered based on a student's individualized needs. IEPs and 504 review meetings will be offered as needed to address students individual support needs based on goal progress and regression.

Professional development will be provided by Curriculum Department staff to assist teachers in analyzing student progress. Teachers and other support staff will be provided with ongoing opportunities to provide feedback regarding student needs.

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

The district will inform parents and guardians of students identified as needing supplemental instruction and support of the availability of opportunities by:

Electronic text, email, and voice messages on Blackboard, the district's mass communication application, notices on the district's website, district social media sites such as Facebook and Twitter, Peachjar newsletters, Student Study Teams (SST), parent conferences, and site newsletters. Messages from Blackboard can be directed to individuals or groups. The district will provide this information in the parents' and guardians' primary languages, as applicable. The district's staff will provide translation services as needed. The district will facilitate ongoing communication with district and school level parent groups to strengthen the partnership between home and school.

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

The district will pursue actions in each of the allowable use strategies in support of service to all students including: extended time, accelerated instruction to close learning gaps, Social Emotional Learning (SEL) supports, community learning hubs, supports to accelerate credit deficient pupils, additional assessment services, and professional development for staff on SEL and academic supports. Paraprofessionals will be included in these efforts.

The district will add days or minutes to the instructional calendar as is allowable under current and future bargaining agreements. Summer programs will be expanded to include both elementary and secondary schools. During this extended time, staff will provide supplemental instructional supports to students, addressing the needs of students based on their assessment data, both formative and summative, using a tiered approach with identified students receiving classroom supports. Students will receive supplemental supports from staff, including paraprofessionals, delivering both classroom and non-classroom based and push in or pull out supports, or consultant provided supports, universally applied and integrated utilizing specifically applied resources. Small group, whole group, and individualized instruction, tutoring programs and instructional materials will be provided to address learning recovery and accelerate learning for all students, including English learners, foster, homeless and pupils in poverty.

Following district goals, we will seek to recover learning and address instructional gaps related to early literacy, mathematic fluency, and college and career readiness. To engage students in hands-on and engaging activities, an effort will be made to provide STEAM and other enrichment activities both after school and during summer or intersession time.

Special Education will continue to offer Extended School Year and will offer additional supports to students with special needs beyond the regular school day/year. Specialized service providers will be offered opportunities to provide additional services and support to help mitigate learning loss in specific areas (I.E. speech, mental health, academics, etc.). Contract providers will also offer/provide specialized services to ensure that consistent supports are available to meet the volume of student needs. When appropriate, IEP modifications will be made to address student needs.

Students will have access to counseling and mental health supports to address social-emotional concerns and/or student trauma. Staff will be afforded professional development to address both academic needs and social-emotional needs through a trauma-informed lens to provide a positive and supportive school climate. LUSD will seek to partner with local community learning and social services centers, including local teen centers, to provide academic and SEL support including technology resources.

The district will support credit deficient students by providing a variety of credit recovery options; an online credit recovery platform, adult school, and 0 and 7th-period options to improve graduation and grade promotion requirements and to enhance student college eligibility.

For expanded learning opportunities the district will make efforts to the maximum extent permissible under the guidelines of the United States Department of Agriculture, provide meals and snacks to students identified in the ELO grant application.

The Professional Development department will focus on social-emotional health needs and academic needs. Additional days and hours of professional development will be provided. The focus of the district's back-to-school conference will include many sessions on how to address these two topic areas. On-going professional learning will take place after the school day for teachers to gain the skills necessary to meet the challenge of accelerating learning and addressing social-emotional health. Additionally, supports will be provided through the

Positive Behavior and Intervention Supports program to provided tiered behavior and academic interventions at each site. The district will seek to provide comprehensive supports for the SEL needs of students through these allowable services.

At least 85 % of the funding will be for purposes of supporting in-person services under the seven allowable uses and 10% allocated to fund paraprofessional services.

## 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.

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Extending instructional learning time	6,600,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	11,500,000	
Integrated student supports to address other barriers to learning	990,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	100,000	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility	100,000	
Additional academic services for students	100,000	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	562,675	
Total Funds to implement the Strategies	19,952,675	

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

District 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 (CRRSA) Act of 2021 to maximize support for students and staff. We will use CRRSA funds to maintain activities provided through ELO Grant for an additional year until funding expires or is expended.

# 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.

California Department of Education  
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