



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 Spring of 2021 Summerville Elementary administration engaged in a series of stakeholder meetings and engagement opportunities to understand the current needs and wants of the community and to investigate the implementation of broader systems of support to engage the schools community of learners. The district implemented the following stakeholder engagement process:

- * March 2021 - Parent Newsletter and Social Media Presentation regarding the availability of Extended Learning Opportunity Grant funds.
- * April 7, 2021 - District Management Team meeting creating communication strategy and needs assessment for the school.
- * April 7, 2021 - Classified Labor negotiations meeting, discussing relevant needs with classified labor partners and opportunities to implement new strategies for student support across the school.

- * April 12, 2021 - Certificated Labor negotiations meeting, discussing relevant needs with certificated labor partners and opportunities to implement new strategies for student support in the classroom.
- * April 13, 2021 - School Board Meeting providing overview of granted opportunities.
- * April 23, 2021 - PTSA Meeting reviewing input from Governing Board members as well as input from the public comment section of the board meeting and labor partners input.
- * April 26, 2021 - Indian Education Parent Committee meeting reviewing input from Governing Board members as well as input from the public comment section of the board meeting, labor partner input, and PTSA committee meeting input.
- * May 3, 2021 - LCAP/ELO General Parent meeting to review data from the annual LCAP parent survey and ELO parent survey that was sent out to all parents and community stakeholders on April 22, 2021.
- * May 7, 2021 - Summerville Elementary Staff meeting to review data from the LCAP/ELO survey and take planning input for the following school year.

Through these series of meetings, multiple opportunities were provide to staff members and parents to participate in providing the school with feedback in implementing a learning recovery program for the school.

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

Screening and Diagnostic Assessments:

As a baseline, the district will use current district-wide assessments as a primary means to identify students who are behind in reading, ELA, or math instruction. Students identified as needing additional supports will be referred to the school's intervention process for support. Additionally the district will utilize site student support team (assistant principal and school guidance counselor) to complete weekly student support checks, analyzing student discipline and intervention data in search for further student support needs.

Student Referrals:

Student need additional support may be referred to site administration by parents/guardians, classroom teacher, school aides, site staff, assistant principal, guidance counselor, Indian Education program coordinators, Blue House program managers and program coordinators, and After School Safety Education Program leaders. Referrals will be routed to site administration and assessed at weekly student support meetings.

Outreach:

Students who show high rates of absenteeism or who show that support interventions are not working will be contacted further intervention through the Student Success and Support Team.

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

Parents and guardians will be informed of the opportunities for supplemental instruction and support through the schools current communications methods:

- * Classroom - Remind messages

- * School - School Messenger, Email, Text, and Phone Messages
- * Monthly Parent Communicator Newsletters
- * Monthly PTSA Meetings
- * Quarterly Indian Education Parent Committee Meetings
- * Monthly Site Council Meetings
- * As needed, Student Success and Support Team Meetings
- * Contact from site administration

The district will provide information to parents and guardians in their primary language as needed and as applicable using technology related to the school's communication services and translations services as needed.

Information pertaining to the opportunities for supplemental instruction and support will be posted on the district website with links to contact school administration regarding referral opportunities.

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

Utilizing the multi-tiered systems of support framework, Summerville Elementary School will provide all students with the opportunity to benefit from supplemental instruction and support provided through the Expanded Learning Opportunities Grant using the tiered intervention system that has been implemented to support all learners while identifying students who may have additional needs. Specific supports will also be provided to students who are in targeted categories and who may be in need an additional supports to enhance their learning opportunities. These include low-income students, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are performing below grade level as identified by district-level assessment and by certificated staff.

Summerville Elementary School has identified the following areas of support services to implement the learning recovery program for our students. These supports are being proposed to specifically address the social and emotional well-being of our students and to maximize the learning opportunities provided at Summerville Elementary School.

Extending Instructional Learning Time

- Summer School Expanded Learning Opportunitites during the Summer of 2021 and 2022 targeted at Kindergarten to Second Grade Learners.
- Summer Ramp Up and Engagement Program during the Summer of 2021 and 2022 targeted at Elementary and Middle School students (grades 3rd - 8th) to support social and emotional learning needs and broader school engagement.

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

- Expanded after-school remediation program for students below grade level and nearing grade-level marks.
- Continue the expansion of classroom Paraprofessional and Special Education Paraprofessional support at the hours established during the 2019-2020 school year.

Integrated student supports to address other barriers to learning

- 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.

Additional Academic Services for Students

- Provide social and emotional learning support through a Social Emotional Learning Specialist with attention to individual learner support, classroom-based supports, grade-level group supports, and whole school learning experiences.
- Extended assessment intervention solutions for teachers to be able to more closely monitor student achievement scores and areas needed for intervention at the individual level, classroom level, and grade level.

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

- Provide staff training in the RTI strategy in order to develop Tier II and Tier III interventions of support through PBIS.
- Provide staff training in the Student Success and Support Team model.
- Provide two days of professional learning for social-emotional supports for students to certificated staff.
- Provide one day of professional learning from social-emotional support for students to classified staff.

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	\$50,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$39,403	
Integrated student supports to address other barriers to learning	\$20,000	

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		
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	\$104,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$60,000	
Total Funds to implement the Strategies	\$273,403	

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 Summerville Elementary School District Management and Core Team members will work to coordinate and align its ELO grant funds with other funds received from State and Federal support to provide services that will collectively maximize support for all students and staff broadening the overall support structure for the school. The budgeted expenses listed in this grant are based on the input received from stakeholders in the area of expanded learning support and the priorities established by the Governing Board at their annual planning meeting completed on February 24, 2021. Community and stakeholder engagement will continue through the Fall of 2021 to ensure cohesion, coordination, and appropriate distribution of special state and federal funds and fidelity with the current needs of the students and staff of Summerville Elementary School.

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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