



## 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 Los Altos School District has been involving families, students, staff, and community members in multiple stakeholder engagement opportunities.

\*Survey provided to families, staff, and students on our LCAP that focuses on accelerating student learning and continued learning opportunities for the 2021-2022 school year -April 8, 2021

\*ELO staff Task Force on ways LASD can create a learning recovery plan -April 20 and 22, 2021

\*K-2 Teacher Survey on Professional Development to support student learning and interest in Summer Programs -April 15, 2021

\*Budget Review Committee meeting with staff and community members -April 29, 2021



**\*Principal input sessions - week of April 26**

These opportunities provided necessary feedback on what types of intervention programs to make available to students in ELA and Math, increase in counseling support and classroom lessons on social emotional well-being, options for summer offerings to engage students in continued learning throughout the summer and options to provide teachers on-going professional development, coaching, and learning to address students learning needs.

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

Los Altos School District will use a variety of resources to identify students in need of academic, social-emotional, and other integrated supports. These resources will be used on-going throughout the year at either 4-6 week or 12 week intervals.

\*Students will be identified for reading and phonics support through our spring iReady assessments in grades 3-8 and Fountas and Pinnell Benchmark system (K-8) and universal ELA screener (K-2). These assessments will be given 3 times per year to students not meeting benchmark and through cut points we will identify students that need additional academic support and at what tier that support is needed whether it be a Tier 2 intervention or Tier 3. New interventions will be developed beyond what is currently provided.

\*Students will be identified for writing support using a common assessment - given every 12 weeks and through cut points we will identify students that need additional academic support and at what tier that support is needed whether it be a Tier 2 intervention or Tier 3. New interventions will be developed beyond what is currently provided.

\*Students identified for tiered intervention will be given a pre, mid, and post assessment to monitor progress and growth.

\*Students will be identified for math intervention using a screener that will be available to Care Teams.

\*The Care Team at each site will come together every month to review data and decide if students need additional academic supports or are able to move out of requiring additional support. A district partner will work directly with school CARE teams to streamline data collection and help direct coaching, programs, and other resources.

\*Students will be identified for mental health supports through self or parent identification, teacher identification, and Care Team recommendation.

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

Los Altos School District will provide on-going communication regarding the supplemental opportunities that are available for students in ELA, Math, and SEL. Any student through the identification process that requires extra support for learning acceleration the parent/guardian will be reached out to via letter and/or phone call in the parent/guardian language. Parents/Guardians will receive on-going updates on their students' progress if they are receiving any supplemental supports.

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

Los Altos School District will provide supplemental support for students with increased Tier 2 and 3 interventions in ELA and Math, as well as social and emotional supports.

**Extending Instructional Learning Time**



- \*Hire new and extend hours of current classified staff to support in the classroom and before and after school for small group interventions
- \*Pay for certificated staff to provide before and after school small group interventions
- \*Provide summer school programs for 2021 and 2022 to accelerate learning progress

Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports

- \*Hire an intervention specialist teacher at our school sites with our highest EL and SED populations to support and provide Tier 2 and Tier 3 interventions in reading, phonics, and/or math
- \*Provide yearlong support for staff to increase data literacy, to have a deeper understanding when looking at student data, and making instructional decisions to support learning

Integrated Student Supports to address other barriers to learning

- \*Provide a therapeutic arts program through CHAC as a support for students suffering from trauma post pandemic
- \*Continued meal service for students participating in summer school
- \*Psychologist on special assignment to support early identification of students needing intervention, progress monitoring, data analysis, and communication to families
- \*Hire academic counselors for junior high schools to support academic student growth
- \*Hire or extend hours of behavior technicians to support social and transition behaviors on campuses

Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports

- \*Hire new classified staff to support blended learning on campus - LASD+ programs at all school sites
- \*Purchase technology and infrastructure equipment to support learning

Additional academic services for students

- \*Purchase Intervention curriculum: Leveled Literacy Intervention and Sonday Reading and Phonics intervention and Do the Math for Math intervention
- \*Purchase summer intervention curriculum and supports

Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs

- \*All teachers will be trained in evidence-based intervention strategies for meeting individual student needs in SEL, literacy, and math, including English language acquisition needs, to close the achievement gap
- \*K-2 small group intervention summer training with Teachers College
- \*Training for instructional aides in reading and math support
- \*Training and continued support for CARE teams to implement cycles of intervention and progress monitoring



## 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	750,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	300,000	
Integrated student supports to address other barriers to learning	400,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	690,000	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	N/A	
Additional academic services for students	80,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	90,000	
Total Funds to implement the Strategies	2,310,000	

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 ELO Grant funds are being coordinated with the other ESSER funds by using these additional funds in implementing a learning recovery program to provide supplemental instruction, mitigate learning loss, and targeted specifically to the students that need it the most through in-person instruction. These funds will assist our school in expanding programs for Math & ELA interventions, summer school, counseling support, and provide professional development to our teachers in learning to address the students' learning needs.



# 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 <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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