

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.

Amador County Unified School District went to great lengths to involve parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan. Each school Principal facilitated a process where staff members were given the opportunity to look at each of the seven areas and come up with a school-specific plan to address student needs in each area.

An informational email and phone message was sent to all parents and families with a link to a Google survey to provide written feedback on their ideas for each of the seven areas of the plan. We are pleased to report that there were 194 responses to this survey. Families with limited access to technology were encouraged to pick up a paper copy of the survey at their school office. Student social-emotional and mental health needs and strategies to address them were discussed with the director of behavioral health and the mental health services act coordinator in our regular, ongoing monthly meetings with these agencies.

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

Amador County Unified School District will purchase the Illuminate Fastbridge assessment system, a comprehensive K-12 assessment suite that encompasses English Language Arts, Mathematics, and also includes a social-emotional screener. All K-12 students will complete the beginning of year assessments in August, 2021, and the data gathered will be used to identify students who may benefit from supplemental instruction and additional supports. The district-wide teacher developed TK-6 assessment plan will also be used to guide this work, including local assessments embedded in our adopted curriculum and ongoing formative assessments for progress monitoring. Anecdotal observations from teachers and other school staff members will be another piece of data to be considered. Our existing referral process and forms for social-emotional concerns will be utilized to identify students in need of additional supports in this area.

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

Families will be notified of these opportunities for supplemental instruction and support in a variety of ways. Examples include teachers and principals making phone calls to families, written letters being sent home to families, and the use of our automated messaging system to communicate via recorded phone message, email, and text message. All communication will be translated and sent to families in their primary language, as applicable.

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

This collaboratively developed plan represents the ideas generated by school staff, including teachers, administrators, and classified support staff. It also encompasses the valuable feedback provided by parents, family members, and community members through the Google Survey that was sent home.

Our goal with this plan is to think outside the box and for the expanded learning to not be "traditional" or remedial, wherever possible. We want this to be an opportunity for students to learn standards-aligned skills and content through instruction that incorporates a well-rounded education, including science, math, and the arts. Experiential learning that offers engaging activities is critical.

Supplemental instruction and student supports will be provided to identified students using the structure of our existing multi-tiered system of supports (MTSS). The level of support a student receives will depend on their individual needs, ranging from tier 1 universal supports that all students receive to tier 3 intensive supports that only students with the most significant needs will receive. An Illuminate Fastbridge Summer Institute will be offered to all interested teachers to learn more about this new assessment suite and to develop them into site-level experts to support rollout and implementation.

In order to accelerate learning, the research tells us that we need to prioritize grade level content and support student access through just-in-time supports. Acceleration is not an approach for only certain students. It's a system-wide approach to prioritizing access to grade level content and providing students with intentional scaffolds when needed. By inserting content when it is needed to be successful with grade level work, we maintain a focus on acceleration, not remediation. This approach also integrates missed pre-requisite skills in the most efficient and effective manner.

The plan for increasing learning time at the secondary level includes the addition of a zero period, an acceleration winter intersession, lunch intervention, staffing for additional credit recovery sections in the master schedule, a flex period built into the master schedule for support and intervention during the school day (in discussion at this point), “night” school, and finding a solution to provide transportation home for students after intervention done outside of normal school hours to provide equitable access. After school remedial and enrichment clubs will be offered to identified students. We also hope to partner with Amador County Recreation Agency (ACRA) to create after school / weekend / evening activities and clubs for students.

An engaging, in-person summer learning program will be offered to all K-8 students, utilizing a STEM based curriculum. All materials and supplies needed for the hands-on activities will be provided to summer school teachers. Credit recovery summer school will be offered to high school students.

Teacher release time to collaborate and review data, create common formative assessments, and prepare plans to address unfinished learning is also being planned. Professional development in best practices for learning acceleration to focus on priority grade level standards and acceleration, not remediation, will also be provided to all interested staff members. Professional development in the core content areas will be offered as well, to help meet students’ unfinished learning needs.

An innovative approach to increase student engagement and promote integrated instruction in the disciplines of science, English language arts (ELA), and mathematics will be the addition of an elementary teacher on special assignment in the role of a Science Technology Engineering and Mathematics (STEM) instructional coach. Targeted workshops from the Exploratorium and the Greater Good Science Center will help build scientific communities through phenomena based, equity focused instruction and activities at the secondary level and help to connect science, ELA, and math at the K-5 level.

To help address unfinished learning in ELA and mathematics, additional intervention teachers will be added. Paraprofessionals (instructional assistants) will be hired for every school, to provide another layer of support in addition to the intervention teacher in meeting student needs. Professional learning in closing mathematics achievement gaps will also be offered, and to support implementation of this, an elementary and secondary mathematics instructional coach will be added. Math manipulatives and materials needed to conduct hands-on science experiments and art projects will be purchased to increase the level of hands-on student engagement through these activities.

Amador County Unified School District understands the social-emotional toll the COVID-19 pandemic has taken on our students and families. Social isolation and loneliness combined with reduced income, income insecurity, or job loss have resulted in increased anxiety and stress levels that are unhealthy for both students and adults. This has an impact on the social emotional health and overall well-being of many people. In an effort to address this need, an additional counselor (above and beyond the existing 12 counselors) will be hired to support the social-emotional and mental health needs of students. We also have 3 bilingual counselors on staff to ensure students can receive services in their primary language, as applicable.

Counselors and teachers also incorporate social-emotional learning (SEL) within their daily and weekly instruction. The district is currently in the early stages of advertising for and hiring a mental health therapist to eliminate traditional barriers to accessing this more intensive level of support such as insurance, lack of providers in Amador County, etc.

Professional development in trauma-informed practices will also be provided for all ACUSD staff. A contract for services is in the approval process with a renowned presenter from Los Angeles County Office of Education on this topic. In an effort to support students' overall health and well-being, free breakfast and lunch will be provided for all students as well.

More evidence-based English Language Development (ELD) materials will be purchased to supplement and enhance the ELD component of our adopted textbooks. Professional development in ELD best practices will continue to be provided to certificated and support staff. EL students will receive 15-30 minutes of designated ELD instruction each day (depending on grade level and ability), in addition to integrated ELD throughout teachers' lessons.

Centralized locations for wifi accessibility in outlying areas will be advertised and created (as needed) in partnership with our local providers, to ensure all students have equitable access to technology.

Home visit training to support students and families in a number of ways is being studied and considered for possible implementation during the 2021-2022 school year.

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	\$251,957	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$1,684,091	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$332,192	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$0	[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	\$76,454	[Actual expenditures will be provided when available]
Additional academic services for students	\$30,000	[Actual expenditures will be provided when available]

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	\$10,000	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$2,384,694	[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.

All state and federal relief funds are being carefully studied and budgeted to provide the best possible programs to support all students and staff, based on the allowable uses for each funding stream. We have and continue to hire multiple staff members to support classroom teachers, students, and parents to ensure learning is accelerated and social-emotional needs are met. All funding is being used to support students in accelerating learning progress, providing a safe and positive school environment, and promoting greater student engagement in academics and extracurricular activities.

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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