

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.

We have used a variety of means throughout this school year to solicit input and feedback from all of our stakeholder groups to assist us in developing our 2021/22 school plan which includes significant opportunities to expand our students' learning. We have held town halls for staff and families, received feedback from our parent advisory and English Learner Committees, and received input from our various leadership teams. We have also sought student input through ongoing surveys (a regular practice) in preparation for the 2021/22 school year. The Academy's staff and families have been surveyed throughout the year to provide input on the effectiveness level of various elements of our school program resulting in adjustments to our schedule, classes, distance and hybrid learning environments, etc. Our elementary school staff has played a critical role in helping determine how we will provide specific expanded learning opportunities to students for the 2021/22 school year and beyond. This includes actions both in our summer enrichment program and during the regular school year, as well as our after- school program which is connected closely to our regular program. Both our instructional and student culture leadership teams have reviewed student data (Academic, social-emotional and behavioral) to help us determine not only a plan on how to impact all students, but also to impact specific demographic groups including those student groups specifically targeted in the ELO grant (Including students with disabilities, English Learners, students who qualify for Free and Reduced Lunch, etc.).

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

We use a variety of measures to both identify and assess students who need additional support including increasing their expanded learning opportunities. We assess all students three to four times a year using the Renaissance Star Reading and Math assessments to measure growth from Fall to spring as well as a universal screener initially given in the Spring. Students who score at the lowest levels are given follow

up assessments so that we can determine if there is a need to provide specific intervention support services to individual students. In addition to the Star reader and math assessments, we also use the state's ELPAC and CAASPP assessments to assess and monitor students academic well being so that we have multiple sources of data to assess how each student is performing. As, or even more important, is our ongoing use of classroom assessments to monitor our students' progress towards subject specific standards. Students who need additional support are provided targeted individualized and/or small group instruction to accelerate their learning in areas where they are below the standard. We communicate how students are performing in individual parent/guardian conferences that are held twice during the year. A year-end report is sent home to families.

In addition to academic assessments, we are using a social emotional learning (SEL) screener to identify students who may need additional SEL support. We also utilize staff and parent/guardian data to help us identify students (especially in our youngest grades) who need counseling services and/or other supports.

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

We communicate with parents/guardians primarily through ParentSquare. Parents/guardians have the ability to comment and send direct messages via ParentSquare to ask questions, and provide feedback. We send weekly newsletters, which include information about opportunities for supplemental instruction and support. We also create parent groups within ParentSquare so we can communicate directly with targeted groups of parents/guardians, such as families of emerging bilingual students. We follow up ParentSquare posts and messages with texts and phone calls to make sure we have reached everyone. In situations where a student is being invited to a specific program, we send translated letters and emails and follow up with phone calls. Additionally, we hold information sessions via virtual Town Halls to provide an opportunity for the school to present our plans, as well as address questions and concerns. Once the funds have been distributed, a school-wide email will be sent describing how the funds were spent. (Via ParentSquare)

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

Our main academic priorities for the 21-22 include implementing strategic curricula, teacher professional development and planning time, and hiring two full time Instructional Aides to address literacy and math learning loss mitigation and promote learning acceleration in a differentiated model.

For ELA, we will adopt SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), a research-based foundational skills program proven to help both new and struggling readers in grades K–12 build skills and confidence for fluent, independent reading. We will continue with Making Meaning for Reading Comprehension and Vocabulary, and implement Being a Writer Being a Writer, a proven, research-based writing curriculum for grades K–6. Combining a writing process approach with guided instruction, Being a Writer is student-centered, rigorous writing instruction for students in grades K–5. To support this, Teachers will participate in ongoing Professional Developments, and data collection to inform their teaching practice. Two instructional aides will be hired to pull small groups for reading, and will support with math in order to provide a strong differentiated model to meet accommodate and accelerate students at their various levels. Additionally, we will continue to hold an instructional coach position. This coach will provide professional development sessions, followed by

observations and small group or 1:1 coaching for teachers. In addition, the instructional coach will work with our reading intervention teacher to strengthen our Tier 2 and 3 reading intervention programs.

All instruction will be informed by ongoing curriculum assessments (ex: SIPPS mastery tests), as well as STAR assessments.

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	35,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	120,000	
Integrated student supports to address other barriers to learning		
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		

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	24,945	
Total Funds to implement the Strategies		

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 Academy of Alameda Elementary School is coordinating the use of the Expanded Learning Grant and other federal ESSER funds by budgeting all funding sources across several categories to best meet the needs of the staff, students and community as we return to in-person instruction. In 2021-22, the Expanded Learning Grant funds are primarily budgeted towards Summer Program Enrichment opportunities, Instructional Aides to assist Kindergarten classrooms, along with Instructional Aides that will support reading and math instruction to accelerate progress towards closing the achievement gap. In 2021-23, the ESSER funds are primarily budgeted towards literacy and math interventions, increased mental health staff, professional development, and technology. The school will also use these funds to purchase any furniture and/or personal protective equipment needed to ensure staff and student safety for in-person instruction. When prioritizing the use of available funds, we will continue to prioritize student services such as counseling, mental health support, tutoring, diagnostic assessments, and progress monitoring.

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.

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