



Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Island Union Elementary School District	Charlotte Hines Superintendent/Principal	charlottehines@island.k12.ca.us (559) 924-6424

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.

To allow stakeholder engagement opportunities and provide opportunities for input, we reached out to multiple groups who have provided feedback on the creation of our district's programs and service for students. The School Site Council met to review the plan. Prior feedback was shared and they reviewed the current LCAP and give input not already provided by other stakeholders. Certificated and Classified staff were given an opportunity to work in partners to discuss and give suggestions for future improvement and change. Each English Learner family was contacted personally to allow them to share aspects of the LCAP pertaining to EL students' services and programs. Staff (Both

bargaining units), students (TK-2 and 3rd-8th), as well as parents were given an online anonymous survey. The survey results as well as the given input from the meetings held were presented to the school board on two separate occasions explaining to them the process of the document's creation. This process creates transparency of how goals, actions, and expenditures are tied to student progress and outcomes.

The Parents, School Site Council, both Bargaining Units as well as staff, students and the IUESD School Board of Trustees all shared needs for and the desire to increase services. The District needs assessment, including the California School Dashboard, local formative and summative assessments, along with input from the teachers and parents, indicate that the following supplemental instruction and support strategies will be identified for IUESD students:

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. Maintain or expand programs and services for students, especially students who are low-income, English learners, and /or foster youth.
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 students needs.
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.

Note that strategy #5 is not indicated because the district does not have any high schools. Strategy #4 is not indicated because students have internet access at home and at school. Families without access to the internet are provided with a wifi hotspot by the district.

These specific needs will be supported within the above strategies:

- Maintain or expand programs and services for students, especially students who are low-income, English learners, and /or foster youth.
- Continue to provide services and programs that support student' social/emotional health and well-being.
- Provide outreach, training, and support for parents in parenting skills and strategies that support the social/emotional well-being of their children.
- Continue to provide training for teachers and staff in supporting students' social and emotional health.

- Increase services for at risk students and/or student groups including after school tutoring and summer enrichment programs.
- Support parent awareness of available interventions, enrichment and support using Dojo, the district website, and other communication tools, ensuring families can make use of available resources.

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

Student in need of academic, social -emotional, and other integrated student supports will be identified using a variety of tools. For academic support including summer and after school tutoring, results from the district's formative and summative assessments in ELA and Math, students' instructional reading levels, along with teacher and school site principal input will be used to identify students in need of additional services. For students needing additional social/emotional support, social-emotional survey as a pre and post, school attendance and discipline data along with input from teachers, school counselors, administration, and staff will be used to identify students. The use of these assessment tools will be ongoing. New students may be added to the groups of identified students throughout the year. Students making significant progress may be exited. Students will be assessed with district and school site formative assessments regularly to monitor their progress. Additionally students who are low-income, English learners, foster youth, homeless, students at risk of neglect or abuse, disengaged students, students below grade level, and students with disabilities will be given priority for receiving services.

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

For academic and social/emotional support, families of students identified as requiring additional services (using the systems listed above) will be contacted by the school via written communication, phone, electronic communication (e.g. Dojo) or in-person. For summer meals, the district's communication tools include the district website, Dojo, and all call phone system to notify parents and families.(in English and Spanish)

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

The district will provide supplemental instruction and support to students by:

1. Extending instructional learning time: The district will provide a robust after school tutoring during the grant period.. Credentialed teachers will provide intensive instruction/intervention to small groups (8 or fewer). The primary focus intensive reading (EBLI/ETSL/OG) and math but may also include instruction in additional content areas.

Students who are low-income, English learners, foster youth, homeless, students at risk of neglect or abuse, disengaged students, students below grade level, disengaged students, students below grade level, and students with disabilities will be provided services Monday, Tuesday, Thursday, Friday. Providing these opportunities as well as health and social support services during these times when they would normally not be in school is an increase in services and an extension of instructional learning time.

2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports. Our credentialed teacher, teacher on special assignment (TOSA), is trained in additional methodologies to support the instructional practice needs of our current instructors. The TOSA will provide in class, on the spot, training with the instructor, as well as train the instructor on best practices of utilizing data to target needed instruction. This progress monitoring will help pinpoint specific needs of students.

3. Integrated student supports to address other barriers to learning. The district will provide two paraprofessionals trained in intensive reading programs(ETSL, OG) to support the students reading below grade level targeting their specific needs during intervention as well as after school tutoring Monday, Tuesday, Thursday and Friday. These groups will be small group (less than 6 students). The will additionally be able to provide support in ELA and Math and additional content areas.

6. Additional academic services for students. The TOSA will provide services such as diagnostic, progress monitoring using the district benchmark assessment data as well as independent reading level assessments to determine if/when new students may need intervention and/or after school tutoring. The TOSA will then consistently monitor the intervention students to verify they are making progress and change the course as needed. The TOSA will plan the targeted lessons and plan the intervention and tutoring for the targeted groups.

7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health and academic needs. The district will expand its team of psychologist, behavior aide, and counselor to provide needed support for students and staff. These team members will provide ongoing trauma-informed, and social-emotional health training with the certificated and classified staff so that they, too, are able to provide supportive strategies, as well as assisting with the implementation of the trained strategies with staff and students.

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	\$27,136	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$90,098	
Integrated student supports to address other barriers to learning	\$30,000	

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	0	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	0	
Additional academic services for students	\$65,861	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$41,000	
Total Funds to implement the Strategies	\$247,373	

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 district will coordinate ELO funds with other funding sources to maximize and optimize the programs and services that students receive. Where practicable, employees that provide direct services to students who are newly hired with ELO funds, will be funded with alternated funding sources including, but not limited to ESSER after the ELO expires at the end of 2021-2022. This coordination will maintain the increased levels of direct services to students beyond the term of the ELO grant period. ESSER funds will be used to continue having a teacher on special assignment who will be spending half their day as an instructional coach to support teachers and the other half of the day as the intervention coordinator facilitating, supervising, and providing small group and one-on-one instruction. These two programs which include our robust after-hours tutoring sessions funded with the ELO work together to support student to mitigate learning loss that has occurred as a result of the COVID related school closures.

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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