

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.

Because of the short timeline involved in developing this plan along side the current planning for the Local Control Accountability Plan (LCAP), discussions related to the development of the Extended Learning Opportunities Grant Plan (ELO) were held during the already scheduled meetings with stakeholders for LCAP input. It was discussed separately from the LCAP process as an opportunity to include one-time dollars in services we would be able to provide for students over the next two years that fit within the seven categories identified for appropriate expenditures. As an elementary district, there was not a great need to provide "supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility". With that in mind, stakeholders were given the opportunity to provide input both during the meeting and as part of a Padlet created to capture the thoughts of various stakeholders for both the LCAP and ELO around the other six identified areas. The Assistant Superintendent of Educational Services met with the Parent Teacher Associations (PTAs) for each school site, with the staff at each school site, the District English Learner Advisory Committee (DELAC), the LCAP Advisory Committee, California School Employees Association (CSEA) for classified staff, and Lowell Joint Education

Association (LJEA) for certificated staff. In addition, communications through the Superintendent's Office in the Healthy Families Update for both staff and parents provided information on potential opportunities for input at meetings as well as regularly scheduled meetings with PTAs. The surveys conducted for the LCAP also provide information from parents, staff, and students that have helped to inform services that we may provide under the Extended Learning Opportunities Grant even though the survey was specific to the LCAP process. Discussions specific to the development of the ELO were also part of both Instructional Cabinet meetings and Principal meetings. The Board of Trustees is updated on a weekly basis through the Superintendent's Office in addition to information shared at regularly scheduled Board meetings once a month.

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

We use a variety of universal screeners, benchmarks, and other curricular assessments to determine the academic needs of students as part of our Multi-Tiered System of Supports (MTSS). We will have some assessment data from the state assessments that students will be taking in the coming month as well. As a small district, we monitor our Foster Youth, English learners, and homeless students on a regular basis. With a broader scope of students potentially needing academic, behavioral, and social-emotional supports, we are looking into additional screeners and a better formative assessment system across the district to bring some consistency to the data for monitoring and developing supports. Each site currently uses slightly different measures outside of the district-wide universal screeners and benchmarks which makes it difficult to develop district-wide supports with the greater need to modify Tier 1 instruction. As a district, we have met with iReady as a possible solution to a more robust assessment system for the coming year. Principals have reviewed the system and teachers will also examine the program before a final decision is made in the next few weeks. If not iReady, then another system will be purchased over the course of the summer (with input from stakeholders) in order to meet the greater need for identifying and monitoring the needs of a larger grouping of students academically. The program provides targeted supports based on individual student needs, so this will allow us to build that into our overall MTSS beyond just the assessment component. iReady also includes assessments to identify language development needs. We currently use Las Links for monitoring progress, but it does not have content to then support skill development based on the assessment data. This would allow us to better target the specific needs of our English learner students. We realize that not all students are coming in with academic gaps so we are also looking at how to identify and better serve our gifted and talented students including local norms and multiple assessments so that students are not overlooked due to some possible gaps with disrupted schooling.

We added Covitality, a universal screener for social-emotional needs for grades 4-8, during the pandemic and will continue with that for the coming year to identify those students at greater risk for mental health issues. The counselor, school psychologists, and interns for both counseling and psych services also assess students on a regular basis for mental health needs based on input from teachers and other staff members related to behaviors, attendance, or other information identified through the Weekly Engagement Summary required under Senate Bill 98 for monitoring students while a district is providing any type of distance learning.

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

At the beginning of the pandemic, the Superintendent began a Healthy Families Update that is sent on a regular basis to provide important information and resources for both families and staff. In addition to this newsletter and other regular communications with families through the sites, a survey was sent out to all families to determine the interest in summer learning since we do not normally provide a summer school program for students outside of the Extended School Year (ESY) for students with special needs. Information has also been provided through regularly scheduled meetings with PTAs and the DELAC meeting with our parents of English Learners. Each site will be sending out

information on the supplemental instruction and supports related to summer school, school meal programs in the summer, and ongoing supports in the coming year. This includes messages through School Messenger (texts and calls), email communications, and postings on both the district and site websites. Communications with families are based on the language identified within the Aeries student information system as the primary language for correspondence. Messages through School Messenger are translated based on the preferred language. Additional information from the Healthy Families Update and on the website is also translated into the required languages for our district. The Bilingual Aides and our Bilingual Clerk also interact with the families of our English learners to disseminate information. We will have them contact the families directly to be sure they are aware of the services being provided this summer since we have a fairly small population of English learners overall.

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

In addition to plans for supplemental instruction and support during the school year, Lowell Joint plans to operate a summer learning session for both the summer of 2021 and 2022. We already have almost 600 families signed up in the first week which is about 20% of our student population. We anticipate the number will continue to grow before the window closes. We will be offering a three-hour a day program to focus on building skills while engaging students in topics of interest. The goal is very little screen time for the summer to help transition students back to the classroom environment while jump-starting intervention for skill gaps. We anticipate providing supports such as counseling and psych services during the summer as well. While open to all students, the priority is to support low income families, English learners, students with special needs that do not qualify for Extended School Year, Foster Youth, and Homeless students. Offering a summer program allows us to continue with school meal programs, provide counseling and psych services, and complete Project GLAD training which requires a 4-day demonstration in a classroom with students. Anticipated expenses under Extended Instructional Learning Time for approximately \$600,000 include: Summer School programs for both the 2021 and 2022 school years at two sites. This includes 2 Principals, 2 Office Managers, a minimum of 21 teachers based on current numbers, counseling and psych services, custodial support, and nutritional services (250K for two summers = 500K); A Learning Link to address the needs of our 4-5 year olds that did not enroll in Transitional Kindergarten or Kindergarten in the 2020-2021 school year, which will run concurrently with the summer program for previously enrolled students. (50K for two summers = 100K)

As we move into the 2021-2022 school year, we will provide before and after school opportunities for one-on-one and small group supports and homework help along with more intervention support within the school day. We have included some funds to increase the access to technology and high speed internet where the before and after school intervention takes place on each site as well as including certificated and classified staffing to be available for these times. We have offered this through Supplemental dollars in the LCAP historically, but we are anticipating a much greater need for this in the coming year. As such, we will need more spaces than just the library with the potential for social distancing to still be in effect. This will allow us to create some additional hubs for targeted students along with the qualified staff to support their needs.

We are looking for ways to lower the teacher-student ratio to help meet the needs of students in this coming year. It is not feasible to lower class sizes across the board given that the one-time dollars are not sustainable and we do not have the funds to address every site; however, we have built in some dollars to address the issue of class size where it will create the biggest impact for students. For elementary sites, we will be hiring a second intervention support person to work with small groups and one-on-one with the most struggling students. To support our English learners we are hiring an additional Bilingual Aide to increase the small group and one-on-one language support. The iReady system (or similar system) will also provide support for English Language Development. While many of our existing services are designed to increase language proficiency, this will add resources to provide Tier 3 supports for those English learners that are not fully

progressing with our current language interventions. Because we are offering a summer program, we are able to provide training in Project GLAD for 15 teachers to develop the necessary tools for supporting language instruction for both our English learners and those experiencing language gaps due to disrupted schooling. In addition to language development and other language arts skills targeted through intervention, we will need to address mathematics and science. iReady will have built in supports to individualize skill development for students along with existing interventions to target any gaps. Because we were mid-pilot on a new Science adoption when schools closed, we had to purchase some transitional materials to provide science instruction online. Our existing core materials did not have a digital platform for instructional purposes. With this in mind, we know that we will need to target meaningful ways to incorporate both math and science to augment regular instruction as students return. We are adding some additional opportunities for project-based learning through STEAM in our labs in order to increase the intervention supports for mathematics, science, and the arts (including language arts).

We are looking to hire additional interns for the coming year to augment our counselor and psych supports. We already use interns, but we are hoping to hire a few more this year in anticipation of the greater social and emotional needs of students upon returning to the campuses full time. We are also looking at a more formalized social-emotional curriculum that can be implemented by teachers in the classroom for all students. We are currently evaluating SEL materials from Studies Weekly since it is a platform that our teachers and students are already familiar with in grades TK-6. We began with some professional development for staff on self-care, which included connections for teachers on the importance of self-care for students and how to bring quick, mindful moments into the classroom to support both positive behavior and social-emotional well-being. We purchased the "Calm Classroom" for each teacher, which provides strategies that can be used on a daily basis to promote a healthy learning environment for students.

We recognize that we have families that opted not to begin their children in Transitional Kindergarten and/or Kindergarten due to the pandemic in the 2020-2021 school year. This is especially difficult in those formative years for developing school-readiness skills and language. With this in mind, we intend to open a Learning Link that will run concurrently with our summer program for students who were previously enrolled in the district to identify and support these students in transition to enrollment for the fall of 2021. Our Learning Link is a space designed for 4-5 year olds to come with their parent and/or guardian to have structured opportunities to develop the necessary skills for success as they enter formal schooling. This also allows for opportunities for existing students that may not want to commit to a full summer program with students of this age to get some intervention in skill development before returning in the fall. The Learning Link will be open for a few hours each day while summer school is in session. A classified staff member under the direction and support of our Early Literacy TOSA will set out stations for parents to work with their child on key areas of school readiness as identified by the Early Developmental Index (EDI) results we have from prior to the pandemic. As we are able to assess the needs of children in attendance, we can modify the program to address additional skills. To begin with, the focus will be on gross and fine motor skills, prosocial and helping behaviors, concepts of print, phonological awareness, and communication skills/oral language development.

The break down of anticipated expenditures for the remaining categories are:

Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports (\$530,000); STEAM resources for increased intervention in mathematics, science, and language arts (45K); lowering the teacher-student ratio (380K); Training in differentiation, depth and complexity, and Project Glad to support the needs of students with both academic and language gaps. (40K for training; 45K for compensation for summer professional development outside of the contracted year, and 10K in resources for training)

Integrated student supports to address other barriers to learning (\$90,000): Additional counseling and psych interns to address the social-emotional needs of students based on referral and information gathered through the Covitality screener. Costs include 5 interns (60K), Screener (5K), and resources for social-emotional lessons within the classroom (25K).

Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports (\$235,000): 30K per site for increasing access to technology in the before and after school space for intervention support (180K total); 55K for classified/certificated intervention support before and after school.

Additional academic services for students (\$510,000): Additional intervention person for each elementary site (180K); one additional Bilingual Aide (50K); Assessment system and individualized instruction based on identified needs (iReady for 2 years-\$280K)

Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs (\$5,000): Training in Social-Emotional curriculum for staff. (5K); additional trainings are listed under the accelerating progress for academic needs.

Of the above identified expenditures, the Bilingual Aide (50K), Counseling and Psych Interns (60K), and classified staff for summer school (80K) make up the required expenditures (10% of the overall funding total) for paraprofessionals. (190K)
 Additional support for intervention may also use paraprofessionals above the required set aside.

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	\$600,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$530,000	
Integrated student supports to address other barriers to learning	\$90,000	

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	\$235,000	
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	\$510,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$5,000	
Total Funds to implement the Strategies	\$1,970,000	

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

Because the funds for the Expanded Learning Opportunities Grant (ELO) are on the same timeline as other federal relief funds and the planning for the Local Control Accountability Plan (LCAP), we are focusing the expenditures of the ELO funds on the targeted summer supports and the interventions for the 2021-2022 school year. In coordination with the LCAP, federal Title monies, and other one-time federal relief dollars, we are creating a comprehensive plan of support that can then be funded by the appropriate sources based on the criteria for expenditure, deadlines for the expenditure of funds, and the need for sustainability built into the budget versus one-time costs that are better incurred through one-time dollars. The Assistant Superintendent of Educational Services, who oversees state and federal programs, is developing the ELO plan alongside the LCAP and LCAP Federal Addendum to ensure cohesiveness of action items along with the Director of Fiscal Services to ensure the appropriateness of expenditures under each of the separate sources of funding. With the school closures and the significant need for professional development that involved more one-on-one coaching, modeling, and co-teaching, two TOSAs were added and partially funded out of CARES Act dollars that expire in June of 2021. This fund was also used to keep the teacher to student ratio manageable while experiencing declining enrollment that would have warranted the loss of certificated staffing while in distance learning.

Educational Assistants (classified staff) were hired to support teachers in the primary grades with monitoring younger students online as we transitioned back to some in-person students under a hybrid model. Two certificated positions per site were also funded under CARES to support the 4-6 grade teachers with a roving support person as well as one teacher who could pull small groups for intervention or step into sub in an emergency situation for the continuity of instruction from someone familiar with the site, the students, the curriculum, and the digital platforms needed to ensure virtual learning could continue. With the completion of the Expanded Learning Opportunities Grant Plan, and the completion of the LCAP and the LCAP Federal addendum in the next two months, the ESSER II and ESSER III monies will continue to be coordinated along side these other funds to best meet the needs of our students as we plan for the next three years. As students return to campus full-time and we are able to get a better sense of their academic and social-emotional needs, we will continue to work with stakeholders for any additional expenditures related to the support of students. There will continue to be costs associated with the safe operating of schools related to increased sanitation measures, protective personal equipment, additional staffing and/or hours for services provided specific to school re-opening and learning recovery, and the mental health and social-emotional well-being of both staff and students. We will continue to partner with families, students, staff, and community partners to move forward in providing for the varied needs of our diverse student population.

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:lceff@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 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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