



## 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.

Curtis Creek School District used established committees to address the expanded learning opportunities grant plan. Our committees are composed of certificated and classified staff, parents, school and district administration with those members serving as representatives of our Special Education, English Language Learners, Homeless and Foster Youth students. Review of the needs of the students, staff and programs identified five supplemental instruction and support strategies that will be implemented to support students and focus on learning loss. The identified needs include providing two sessions of summer school, returning to a six hour school day fall of 2021, tutoring with small group learning support after school provided by certificated staff, hiring of a full time counselor, partnering with behavioral health to increase student support teams, providing access to school meals. Establishment of strategic benchmarks to assess student learning for summer school and for use into the school year has started. Training of staff on strategies to engage students and families in addressing social emotional health needs will include up to 28 sessions of trauma-informed practice beginning in June. The plan will allow the district to access the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for students with disabilities, students at risk of abuse, neglect or exploitation, disengaged students, and students who are below grade level, assessed with learning skills loss.

The committees identified best practices to serve our students. All ideas were gathered. Activities, services, equipment and programs were developed.

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

Students were identified by using our local assessments, STAR reading, BPST, Freckles Math and DIBELS as well as staff recommendations and parental consultation. Our psychologist helped identify those students who are struggling with social emotional needs as well as academics. It is very evident that during our pandemic environment, with the many educational transitions (distance learning to hybrid learning to in-person learning) our students need support as we enter a recovering pandemic environment. In addition to academic assessments we also looked at attendance, engagement, and social emotional needs. Our community is also in need of supports in nutrition and mental health. Community stakeholders, staff, and students also played a large role in the identification of students and the needs specific to Curtis Creek.

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

CCSD plans to consult and share with each family the results of our findings regarding possible gaps in learning caused by the closure and the many educational modes of instruction offered this past year. As we identify students in need and share with parents we will also share ideas for support and the programs and strategies CCSD is prepared to implement as we use the grant funds to improve student success. These conversations will take place in-person, virtually, by mail notification and phone calls. We will encourage all students and families to participate in CCSD offerings in order to maximize engagement and support. We are listening to the voices of our student stakeholders as we develop supplemental instruction and opportunities. We will also use our Connect-Ed system to share information on activities, and support opportunities for student engagement. This will allow us to share resources and opportunities available in the coming months. Continuous communication is key to the success of this plan. Open and continued communication will ensure that we meet the needs of all our students. Our focus is on making up for the loss of learning and disconnect associated with the closure and distance learning models implemented as a result of the COVID-19 pandemic.

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

The plan will allow CCSD to use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for Special Education, English Language Learners, Homeless and Foster Youth as well as low income students, students at risk of abuse, neglect or exploitation, disengaged students and students that are below grade level, and assessed with learning loss. The activities/actions were developed to best serve CCSD students. CCSD will use the following tools, activities, and programs to provide the best supplemental instruction and support to all students:

Summer Learning Sessions will be offered twice during summer break. (Kindergarten - 6th grade first session...second session Kindergarten through 7th grade. Both sessions to include Special Education supports) These sessions are designed to engage and support students with gaps in their academic learning while providing extended opportunities to develop social emotionally as well.

Extended day will be offered to be inclusive and supportive of families next school year. These opportunities will increase the school day with both before school and after school opportunities.

Employment of a full time Pupil Personnel Services school counselor that all students and families may have access to as a primary social emotional support and service provider.

Purchasing baseline assessments to identify learning loss in students TK-8.

Purchasing materials for English Learners to support English Language acquisition materials.

Purchase of supplies and curriculum materials to use before and after school to support student academics and social emotional needs.

Provide staff with incentives to support Positive Behavior Interventions and Supports (PBIS) program which engages and establishes a stronger school connection. (\$500 per each summer session)

Temporarily extending the current paraprofessional daily work hours (7 hours daily) to engage in after school small group support.

June 2021 Summer in-service training...Fostering Resilient Youth...all staff access to participate

January 2022-May 2022 8th grade afterschool promotion support sessions, three days per week

The plan is based on our ability to fully staff and retain personnel in these positions. Should we not be able to fully staff the plan, CCSD will up date the plan to indicate alternative expenditures based upon student needs.

# 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	\$123,654	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$20,056	
Integrated student supports to address other barriers to learning	\$71,655	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	0.00	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$3,433	
Additional academic services for students	\$17,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$77,224	
<b>Total Funds to implement the Strategies</b>	<b>\$347,801</b>	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures

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 combination of ELO Grant funds with other funds received from the federal Elementary and Secondary School Emergency Relief Funds allows for all COVID-19 funds to be used to support all students in reducing learning loss, providing greater student engagement in academics and extracurricular activities, and providing a safe and orderly environment. Maintaining school staffing at levels required for interventions and student supports. Maintain facilities, playgrounds and track areas. Others areas prioritized were:

- Sports utility vehicle for additional transportation, including sports events, extended day and meal distribution
- Enrichment clubs, robotics, Meet the Masters
- Accelerated Reader
- After school enrichment activities
- Hire additional paraprofessionals and extend the current hours
- School track upgrades to address safety and physical health
- Develop the garden area
- Outdoor classroom areas around campus
- Multi year subscriptions for services like ZOOM, Nearpod, Netop
- Development of several Learning Commons areas on campus to facilitate STEAM activities relevant to grade level projects
- Increase technology/devices to manage a four year cycle of replacement

# Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

*For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact [ELOGrants@cde.ca.gov](mailto:ELOGrants@cde.ca.gov) or [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov)*

## Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

*EC* Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the

supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
  - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
  - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
  - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

### **Fiscal Requirements**

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.

- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

## **Instructions: Plan Descriptions**

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

### **A description of how parents, teachers, and school staff were involved in the development of the plan**

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

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

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

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

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

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

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

# Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

## **A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA**

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education  
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