



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.

The San Ysidro School District has engaged stakeholders in a variety of ways through out the 2020-21 school year. The original work that the district completed in alignment with planning for student supports and learning as a part of our Reopening work groups to inform the Learning Continuity and Attendance Plan(LCP). These workgroups included parents, classified staff, certificated staff, as well as district and site administrators. Throughout the course of the year, the district created surveys to monitor feedback from stakeholders including parents, students, and staff on distance and in person learning programs and supports More recently, feedback collection has pivoted to planning for

the Local Control Accountability Plan(LCAP) and the upcoming year. The Executive Director of Educational Services met with school site administrators to gather feedback on needs. Each school site principal met with school site parent groups including parents of students with disabilities and unduplicated students and site staff to present the LCAP overview and solicit feedback in building the plan for the upcoming LCAP cycle. Additionally, students at the middle schools were included as part of the group whose feedback was gathered to create the plan. To gather additional feedback, in April 2021, the district posted an online survey through SurveyMonkey and solicited input from the same stakeholder groups as well as community members. Members of the Educational Services Department reviewed all of the data that was gathered throughout the year and most importantly the data that was collected from February - April to identify the supplemental and instructional strategies that the district would implement to support expanded learning opportunities that are supportive of student growth both academically and in regards to social emotional well being.

Through the analysis of the data that was gathered from feedback the district determined that the big areas of need identified through the feedback were intervention for students, additional support for English language development, sports programs, enrichment opportunities, mental health supports, continued supports for technology, and continued implementation of health and safety practices. The San Ysidro School District has implemented this feedback in the supports and services that we are prioritizing in the creation of this plan.

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

The San Ysidro School District will employ the use of diagnostic and ongoing common formative assessment to monitor and assess student academic needs on a 6-12 week basis. The district will implement tiered systems of support to address areas that require mitigation to prevent learning loss and to introduce higher level supports and scaffolds based on student needs. Additionally, the district will implement the use of the California Healthy Kids Survey(CHKS) annually as well as a universal screener to monitor the students social emotional wellbeing on 1-2 times per year. This data will help to inform the level of supports that student need based on the multitiered system of supports that has been established for mental health. Additionally, the Mental Health Program that we are putting into place will allow for us to provide universal supports for all students, tier 2 supports to include small group, 1:1 supports, and referrals for support for family or student needs; as well as Tier 3 referrals for ERMS assessments when necessary.

As a Provision I district, we are able to provide breakfast and lunch to students every day. Due to the current guidance that will allow for community feeding through June 2022, we will continue to provide our school meals program to all students when they are on campus and have community feeding opportunities at several locations throughout the district twice a week.

We will continue to provide and ASES program to provide access to before and after school programs to our students.

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

The San Ysidro School District will be using a variety of avenues to inform parents and guardians of student levels, the need for supplemental supports, as well as the opportunities that are available to students on an ongoing basis. The communication will be made available in both English and Spanish, or in any other primary language as required. We will also make every effort to notify parents through

a variety of methods including but not limited to notices sent home in back pack, email, US mail, text, robocall, and follow-up methods of communication such as personal phone calls.

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

The San Ysidro School District will provide supplemental instruction and support to students through the implementation of several strategies outlined below that will target social emotional well being, enrichment activities(STEM, Sports, etc.), Academic Language Development(ALD), English Language Development(ELD), English Language Arts(ELA), and math. The plan is organized by the areas of support outlined in the grant requirements, with the focus being quality engaging instruction for all students. Our plan includes the addition of academic and social emotional supports throughout the day in a tiered system, as well as opportunities for enrichment activities such as STEM, sports, technology, VAPA, and Spanish.

Extend Instructional Learning Time

The district will offer a 3 week summer school program as a full day program where students will be offered opportunities to address academic supports through social emotional learning, ELD/ALD, STEAM, career technical topics, and a sports clinic program. As a part of this program we will offer a summer bridge program for students in need of reading and math supports to support their success in the upcoming academic year. This program will be embedded in the full day program, so that students will benefit from academic support and enrichment opportunities. The focus of summer school will be to address immediate academic needs through the implementation of English & academic language supports, enrichment activities to build confidence and social emotional well being for our students. We will be using the results of diagnostic assessments to inform placement in our summer school programs.

A crucial part of the plan to extend instructional learning time will be to expand the instructional day 4 days per week, excluding minimum days, for students who are identified to need additional support to access core instruction and accelerated learning. The expansion of instructional minutes will support the mission of increasing the instructional learning time for students in order to meet each student's needs through supports throughout the instructional day. At the middle schools, the implementation will be made through an extension of the school day by one period to support acceleration of progress for ALL students. This plan will allow for periods 1-6 to include the core instructional programs and academic supports through academic electives such as AVID, AVID Excel, ELD and support classes for Math & ELA. The 7th period will then focus on enrichment electives such as, technology, Spanish, STEM, VAPA, and sports opportunities. At the elementary schools the extended instructional time will allow for small group rotations to address the needs of students at their individual level with small group support and targeted tutoring in the areas of ELA, ELD, and math. Additionally, students would have enrichment opportunities on a rotational basis to include STEM, VAPA, social emotional well being, and sports. The focus will be to push targeted support in for each student who needs the support and to introduce enrichment activities to build an engaging learning experience in a positive school climate through the building of community and a climate where students are valued and supported to have access to achieve the core instructional program and enriching school experiences.

Depending on the additional staffing requirements created by these expanded learning opportunities, the district will work to implement a variety of staffing strategies, which may include a combination of certificated, classified, and temporary intervention teachers.

Addressing Learning Gaps and Accelerating Progress to Close Gaps

To achieve the goal of closing learning gaps the district will focus leveraging extra paraprofessional hours in order to expand the use of small group and 1:1 supports. The program will be to integrate student supports to address other barriers to learning through the use of paraprofessional to support small group instruction for students who require additional support during guided reading, math, and designated ELD groups. Students will be grouped using results of diagnostic and formative assessments to determine the placement of students to be supported in a tiered system of support that would give students additional instructional supports based on a tiered framework. This implementation will come as a build on the instructional design, which provides universal instruction for all students and small group supports depending on student needs. In addition to the whole group lessons/supports, this strategy allows for specific additional supports to be employed for students depending on their need for reteaching and scaffolding supports:

1. Student who are working at or above grade level to have 2 days/week of small group teachers/staff led small group time;
2. Students who are at a targeted or strategic level will get 4 days of small group teachers/staff led 1:1 or small group time;
3. Students who are at an intensive level with 2 daily opportunities for teacher/staff led 1:1 or small group time

This multitiered system helps students to get the level of support that is matched to student need based on data. In order to leverage this practice, and provide students with this multitiered approach across more subject areas, the district will incorporate this practice into designated ELD and math. This will be accomplished by increasing the hours worked by our paraprofessionals, whose push-in support will serve as an additional academic support. The district will support the development of paraprofessionals through professional development in data monitoring and instructional practice, planning, and support throughout the school year. Additionally, the district will work with paraprofessionals to monitor student achievement.

Accelerate Academics &/or English Language Proficiency

The district will employ temporary Intervention Support Teachers who will work with targeted groups of students in a small group setting to increase access to core instruction and accelerate learning. This will support student language proficiency as and accelerate academics in all subject areas. These teachers will be centrally trained in instructional practice, monitoring student data to impact instructional practice, and to support the work of paraprofessionals at each school site. This additional support will be leveraged to enrich the current instructional design and tiered approach as described above that focuses on the needs of students with a multitiered approach to daily instruction. As meaningful partners in the academic success of all learners the district will work to engaging students and families in addressing students' academic needs. This will be through the incorporation of student voice in learning, as well as opportunities for family and student workshops to engage in the educational system.

Quality & Engaging Learning for ALL

The district will employ teachers who provide high quality STEM and physical education with integrated ELD instruction through the Sci-Phy program at our elementary school sites. This program delivers high quality engaging instruction that focuses on Project Lead the Way (PLTW) modules

Training for school staff on data monitoring, instructional planning and implementation will be ongoing and led by the district resource teachers and school site administrators. The district will also use additional funding sources to support professional learning on strategies to support the learning needs of English learners and students with disabilities, as well as develop a stronger system of support for these areas

of need through the strategic use of resource teachers to support teaching and learning in those areas of focus. A similar program will be offered at the middle schools through a computer science module of PLTW during the 7th period elective.

Assessment of Student Learning: Diagnostic and Formative Assessments with Progress Monitoring

Assessment of student learning will be integrated throughout out the year in ELA, ELD, and math through the use of diagnostic (STAR Reading & STAR Math Assessments) as well as local formative assessments. The review of student achievement data using these measures will form part of our Data Review Sessions (DRS) with the intention of informing the direction for guided planning of interventions and instructional best practices to impact classroom instruction. Teachers work with colleagues and their site administrator to analyze the impact of instructional practices and agree on instructional practices to be implemented in the next instructional cycle as well as to identify students who require different tiers of support and determine how that support will be given.

Integrated Student Supports to Address other Barriers to Learning

The district will also continue to provide multitiered support for mental health and social emotional well being through the hiring of 3 additional social workers. These social workers will support the multi-tiered supports that have been in place this school year. This includes the continuation and support of tier 1 interventions for students, such as the continuation and support of Restorative Justice practices and the implementation of the Second Step curriculum for all grades. Additionally, they will provide small group supports, and 1:1 sessions as needed to ensure that tier 2 supports are available to students at all school sites. These supports are intended to support a positive school climate, increase mental health supports at our school sites, and build capacity for staff to deliver tier 1 supports for all students as part of classroom. Additionally, we have a dedicated social worker to provide the needs of students at the tier 3 level including the ERMHS services.

Additionally, social workers will support the professional learning of school staff in the areas of social emotional well being and trauma informed practices. This will help to build capacity among staff to create supportive positive learning environments. This learning will also include students and families, so that the entire school community is able to understand and advocate for one another.

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	\$2,423,971	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$423,000	
Integrated student supports to address other barriers to learning	\$345,000	
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	\$1,035,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	Under Integrated Student Supports	
Total Funds to implement the Strategies	\$4,226,971	

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 San Ysidro School District has worked to coordinate ELO Grant Funds along with ESSER II funds in order to maximize the support for students and staff. The funding sources have been used to maintain and refine services and supports to for students to ensure a support

system for students and an increase in temporary services. ESSER II and ELO has allowed for us to maintain stable support systems through support staff and to hire temporary staff, who will be used to support the immediate academic and social emotional needs of our students, as well as build capacity for continued support from permanent staff after the funding sources are no longer available. Please see a few examples of how we are using resources that are existing and embedding additional resources to supplement and build long term capacity with temporary dollars in support of individual student and staff needs.

In the area of academic supports and enrichment, ELO and ESSER II funds are being used to support the Sci-Phy program which provides students with Project Lead the Way (PLTW) instruction and allows teachers time to implement data reflection sessions and guided planning sessions, which drive our continuous model of improvement. This model informs student interventions, as well as the implementation of best practices to be implemented and monitored during the next instructional cycle. Furthermore, we have anticipated the need for expanded learning time for students through a variety of strategies; two such strategies include the hiring of temporary intervention teachers to increase small group leveled instruction to accelerate learning for all students and an increase in the hours that our paraprofessionals deliver support services to students. We are also mindful of the fact, that this gives us an opportunity to train these teachers and paraprofessionals centrally as well as support them with implementation through our Resource Teachers which will strengthen instructional practice at all levels.

Additionally, the funding sources are being used to support the implementation and support of our Multi-Tiered System of Support(MTSS) which includes the continuation of support positions such as our Outreach Consultants and Full Community Services Coordinator who support families with attendance, engagement, and wrap around services. An additional support for students would be the addition of social workers to support students with mental health needs and support staff by building capacity with the implementation of Tier I support and our social emotional curriculum.

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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