

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.

PARENTS

In order to engage parents/guardians and staff in the development of the Expanded Learning Opportunities Grant plan, the district held parent group meetings to discuss supplemental and support strategies allowable with this funding. The district's School Site Committee (SSC) held regular meetings throughout the school year. Parents and guardians elected members to serve on the district's SSC. The principal and teachers attended SSC meetings and participate as active members. The purpose of the SSC is to engage parents in the LCAP review and planning process, elicit their input into the district’s programs and services for students, and to provide parents with the opportunity to voice priorities for their children.

LIBERTY PARENT TEACHER CLUB ADVISORY COMMITTEE (LPTC)

The LPTC is comprised of parents to include parents of English learners; teachers and community members with an interest in the achievement of all students and the programs and services they receive; and district level leadership. The LPTC met regularly throughout the school year. At each LPTC meeting, members receive information and provide recommendations on the development and implementation of the programs and services that support all district students to include:

- low-income,
- English learners,
- homeless students,

- foster youth,
- 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, and other students identified by certificated staff.

The LPTC and/or SSC made the following recommendations:

- 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 students' social-emotional health and well-being
- Ensure that the support systems are efficient and are reaching students in need
- Have accountability in place to ensure that supports are reaching students and are effective in decreasing absenteeism
- 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.
- Identify groups of students, especially high-risk students, who are improving and replicate strategies and supports that were given to these students to other high-risk student groups.
- 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 Remind, the district website, and other communication tools, ensuring families can make use of available resources.
- Maintain or expand the programs and services for English Learners under each of the districts LCAP goals at their current levels
- Emphasize the academic language required for proficiency in mathematics and provide instruction and support to EL students that supports understanding, reasoning, spoken, and written expressions.
- The administration reviews the achievement and progress of EL students in detail, including the California School Dashboard English Learner Progress Indicator, the Academic Indicators in English language arts and math, the Suspension Rate and Chronic Absenteeism Indicators.
- The administration receives information on the district's reclassification procedures and rates, along with other data including data relating to the metrics that are part of the state's priorities. Members receive information and provide recommendations on programs and services for English learners.
- Advisory committees review EL student achievement and provide recommendations as to how the district's programs, can be improved to increase the achievement of ELs.

TEACHERS AND SCHOOL STAFF

The Expanded Learning Opportunities Grant was discussed with teachers and staff. These groups provided input into the district's services and programs and on how to prioritize these programs and services. The bargaining unit recommended that the district expand or maintain the programs and services for students, especially students who are low-income, English learner, or foster youth with an emphasis on increasing services for school safety and student physical and social-emotional wellbeing as funding permits.

SUPPLEMENTAL STRATEGIES

District needs assessments, including the California School Dashboard, local formative and summative assessments, along with input from teachers and parents indicate that the following supplemental instruction and support strategies will be identified for LESD students:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days during the school year, providing summer school or intersession 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. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
5. 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.

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

Students in need of academic, social-emotional, and other supports will be identified using a variety of assessment methods. 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, social worker and behavioral health assessments, along with teacher and school principal input will be used to identify students in need of additional services. For students requiring additional social-emotional support, school attendance and discipline data and input from teachers, principal, school social workers, school psychologist, and student specialists will be used to identify students. Further identification will be based upon student engagement, and social-emotional needs. LESD will continue to utilize the methodology of Response to Intervention (RTI) meetings for review and discuss student assessment data for identifying students throughout the school year. New students may be added to identified student groups 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 additional services.

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

Parents of students identified as requiring additional services (through methodologies outlined above) will be contacted by the school via phone, written communication, electronic communication (e.g., Remind, Parent Square), or in person in their primary language. School

communication methods are available in English and Spanish. Liberty will continue to implement these methods to provide information to parents and guardians. Parents must provide written approval for their child to participate in opportunities for supplemental instruction and support programs such as before and afterschool, counseling, mental health, medical, or specialized service programs. Virtual and in-person parent meetings are held for general and special education students to include: student study team (SST), individual education program (IEP) and 504 plan meetings. During these meetings a team made up of an administrator, teacher, school psychologist, specialized staff and the parent(s) to collaborate and discuss specialized programs and supplemental instructional opportunities available for their child.

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 summer school program each year during the grant period. Credentialed teachers will provide intensive instruction/intervention to small groups of students. The primary focus of the summer instruction will be on English language arts and mathematics but may also include instruction in additional core content areas.

Provide English learners, foster youth, homeless, students at risk of neglect or abuse, disengaged students, students below grade level, and students with disabilities additional services during summer and intersession through the 2021-2022 school year. Afterschool support for this subgroup of students with academic and enrichment activities as well as health and social support services during this time when they would not typically 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:

After-school tutoring/intervention will be provided to identify students during the regular school year throughout the grant period. Tutoring will be provided to small groups of students (2-8) and will focus on ELA and math.

Training and professional development will be provided to teaching and support staff, especially in the areas of 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:

The district will provide integrated support to students in grades TK-3 with educational tutors (paraprofessionals). Educational tutors will work in classrooms providing support(s) for students including, but not limited to, small group instruction and one-on-one student support in ELA, math and additional content areas.

4. TRAINING FOR SCHOOL STAFF ON STRATEGIES TO ENGAGE STUDENTS AND FAMILIES IN ADDRESSING STUDENTS' SOCIAL-EMOTIONAL HEALTH AND ACACEMIC NEEDS:

The district will expand its robust training and support programs and will provide additional professional development opportunities for teaching and support staff, especially in the areas of supporting students' social-emotional needs.

The items outlined above were the greatest areas of need for the District identified for supplemental instruction and support. As we continue student assessments and gain a better understanding of the learning loss experienced by our students, there may be required changes in programs implemented accordingly as needed.

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	\$80,274.00	Actual expenditures will be provided when available.
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$58,000.00	Actual expenditures will be provided when available.
Integrated student supports to address other barriers to learning	\$85,000.00	Actual expenditures will be provided when available.
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports		
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$75,000.00	Actual expenditures will be provided when available.
Additional academic services for students	\$100,000.00	Actual expenditures will be provided when available.
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$13,000.00	Actual expenditures will be provided when available.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Total Funds to implement the Strategies	\$411,274.00	Actual expenditures will be provided when available.

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 all students receive. Where practicable, employees which provide direct services to students who are newly hired with ELO funds, will be funded with alternate funding sources including, but not limited to Elementary and Secondary School Emergency Relief (ESSER) funds, LCAP and Federal program funds, after the ELO expires and 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 utilized to reduce class sizes to provide more opportunities for in-class small group and/or one-on-one instruction. Providing smaller class sizes funded by ESSER combined with the robust after-hours tutoring and summer school sessions funded with the ELO work together to support students to mitigate learning loss that has occurred as a result of the pandemic related to school closure.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education (COE), or charter schools, collectively referred to as 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, 2024.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@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 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.

An LEA may amend its ELO Grant Plan, including the planned expenditures, based on changes in student needs identified as part of the LEAs ongoing assessment of the needs of students identified for supplemental instruction and support. LEAs are encouraged to collaborate with community partners when amending their plan.

A materially altered plan should be brought to the governing board or body of the LEA for adoption. School districts must submit the amended plan to their COE; charter schools must submit their amended plans to their chartering authority; COEs and school districts in a single-district county must submit their amended plans to the California Department of Education (CDE). COEs and school districts in a single-district county must submit their amended plans to the CDE by email at ELOGrants@cde.ca.gov. LEAs are also strongly encouraged to post an amended plan to the same web page as their LCAP.

The plan must be updated to include the actual expenditures by **December 1, 2024**. 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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