



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.

Surveys were sent out to all stakeholders (parents, classified/certificated staff) and leadership meetings with site leadership teams, school site council, district management and administration in order to gain input in the development of the plan. The supplemental instruction and support strategies were outlined in the survey in order to determine the top priorities to include within the plan. This input was analyzed for common priorities that are aligned with our district mission, vision, and LCAP goals and objectives. The district also engaged and worked collaboratively with the After School Program (ASES), the Jamestown Family Resource Center (JFRC) in the design of the plan. A draft was compiled and shared at a Board meeting in April for Board review and discussion. The draft final plan was revised and sent to the site leadership team, school site council, and bargaining units for final review and approval. The final draft was sent to the Board in May for approval to meet the June 1st deadline.

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

A Universal Screening Tool in both academics and mental health needs will be used at the end of the 2020-2021 school year and then reviewed/revised in the fall of 2021. This tool will be utilized three times a year. Academic baseline assessment will be given to all students

taking into account district benchmarks assessments, curriculum assessments, and CASSPP testing results. These benchmark assessments will be given three times a year, along with monthly progress monitoring assessments such as STAR reading and math and other digital assessment programs such as Study Island and Reading Eggs and Math Seeds. A Teacher on Special Assignment (TOSA) will be hired to provide both curricular guidance and instructional support in order to identify academic needs and to accelerate student learning. Monthly data talks will occur with each teacher to analyze student progress, and to formulate instructional goals based on the data analysis. Students identified through screening will be provided intervention in either or both subject areas of reading and math which will occur within the school day and after school. This will be important to help further support our low income, Homeless/Foster Youth, EL and at risk/disengaged student population who may not have the opportunity to seek outside of school academic support. An additional counselor will be hired to fill student mental health needs, especially for our at risk and disengaged students, as a result of COVID-19 and school closure/distance learning. Students will be referred for behavioral tiered supports including referrals to counselors and other mental health personnel, based upon tiered levels of need. This will be important for our low income, homeless/foster youth students who may not have access or the means to seek outside professional support. The district will partner with the Jamestown Family Resource Center to distribute a basic needs questionnaire at the beginning of the school year to assist in providing more intensive wrap-around services for SED and Homeless/Foster Youth students and families such as assistance with food insecurity, housing needs, transportation, and health services.

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

Once the Extended Learning Opportunities Plan is reviewed and Board approved, a district letter will be sent out to all families explaining the plan and the variety of support opportunities available in the upcoming year. Information regarding student assessment results and academic progress throughout the year will be shared with parents regularly along with any referral to intervention supports. After school homework support will be available to all students. For each individual academic and mental health support offered, a flyer will be developed with the outline summary of supports offered and how parents can access them. The district will provide both a paper and digital sign-up along with Spanish translations for greater access. Transportation options will be provided to our homeless/foster youth students if necessary to participate in any after school opportunities.

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

Supplemental instruction and support will be provided based on the identified priorities from stakeholder input from the seven strategy areas in the Requirements section. At the end of this school year, the district will provide academic support backpacks filled with standards-based materials to all K-2 students, with the focus of providing additional materials and opportunity for instruction to our students who are below grade level. In addition, to support below grade level, low income, EL, and homeless/ FY students and those that have been receiving Title I reading support will continue to have access to devices and digital curriculum over the summer to continue their reading growth. A summer school bootcamp will be held in mid-July through mid-August of 2021 to address learning loss and to front-load students for the new academic school year, with the priority on students below grade level, and homeless/ FY, and students with disabilities. Five teachers, including a primary special education teacher and two special education para-educators, and one counselor, will be hired to provide core academic instruction in language arts and math and mental health support, four hours a day for four weeks. This will also be in conjunction with our current After School Program Summer School program and ASES funding to provide afternoon enrichment activities in art, music, STEAM, and PE. To accelerate English language development for our low or beginning English Learners, a three-week support class will be available the first three weeks of summer for identified ELL students. Summer Mental Health support will be provided through the development of a counselor hotline and a one-day a week counselor check in-check-out system. An additional paid professional

development day will be added to the instructional calendar before the beginning of the 2021-2022 school year for all teaching staff to identify essential grade level standards with the development of a pacing guide in reading and math.

At the start of the school year, a Teacher on Special Assignment (TOSA) position will be utilized to specifically focus on curriculum and instruction to accelerate learning. This position will assist in providing direction and coaching to classroom teachers to create goals and objectives to guide their instruction for the benefit of the students to accelerate academic learning. Benchmark assessments, formative assessments, progress monitoring through the use of additional targeted software programs in reading and math, and data analysis will occur a regular intervals throughout the course of the school year. To support students below grade level, Reading intervention will continue with a full time reading specialist including additional reading support in kindergarten. Additionally, a math intervention specialist will be hired for both in school and after school support. In order to provide for the implementation of health and safety protocols and allow for a return to regular full day of in person instruction, additional classified supervision staff will need to be hired. It is unknown as to whether large gatherings will be allowed for the 2021-2022 school year, so to provide necessary supervision we will need to add three additional classified paraprofessionals and expand the hours on one para on the Chinese Camp campus by 1.25 hrs/day. As our ELL population is increasing and in order to respond to the lost instructional time from the past year of COVID, there is a need to increase the time of one of the bilingual paraprofessionals to provide more designated ELD. After the challenges of this past year and the inconsistencies of school attendance is will be even more important to focus on cultivating and promoting a positive school climate. This plan is aligned with district's LCAP goals and objectives, such as the Safe School Ambassador, Behavior and Attendance Support Assistant , MTSS Coordinator and supports and PBIS implementation. Currently our district is in partnership with Behavioral Health in providing training and supports in trauma informed practices and providing a stronger school/home connection which will be especially necessary to address our at risk/ disengaged student population.

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	39,300	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	124,382	
Integrated student supports to address other barriers to learning	\$127,198	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	0	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	0	
Additional academic services for students	4,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	12,470	
Total Funds to implement the Strategies	307,968	

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

ELO Grant funds are coordinated with Federal Elementary and Secondary School Relief Funds' and other state and federal COVID funding to support the health and safety of students by maintaining and upgrading our facilities and implementing safety protocols; Supporting multi-tiered systems of support to increase student achievement and social emotional needs and implementation of learning acceleration for all students; and fostering greater parent and student engagement and active participation within our school community. State and federal funding expenditures are prioritized for the following activities:

- Facility upgrades to promote health and safety
- HVAC upgrades
- PPE and ventilation filters
- Additional custodial services to continue health and safety protocols
- After school enrichment activities, clubs
- Field trips

Hire an additional math intervention specialist
Curriculum and instruction materials and personnel supports to accelerate learning
Technology devices, software and instructional support
Staff Professional Development for both designated and integrated ELD and to support a broad course of study
Paraprofessional support for both during and after school
Provision of transportation services to address chronic absenteeism especially for low-income and homeless/foster youth
Support cafeteria program and provision of meals to all students

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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