

## Expanded Learning Opportunities Grant Plan

| Local Educational Agency (LEA) Name  | Contact Name and Title         | Email and Phone  |
|--------------------------------------|--------------------------------|--|
| Baker Valley Unified School District | Cecil Edwards - Superintendent | <a href="mailto:cecil_edwards@baker.k12.ca.us">cecil_edwards@baker.k12.ca.us</a><br>(760) 733-4567 |

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 Baker Valley Unified School District encourages parents, teachers, and support staff to participate in the decision-making process and provide valuable input from their perspective. We work in a collaborative process, encourage innovation and extend opportunities to connect and interchange ideas in order to better serve our students.

Parents:

Our parents are crucial in the development of services for our students. We have held parent meetings -and will continue- as a way to gather input, share information and ideas conducive to meet the needs of our students. Parents and community partnerships will enhance the quality of education and will create a welcoming environment at our school and provide them with the knowledge that they are an integral part of our school. These partnerships will support extended services for children and families, including supervision of children during distance learning, extended learning opportunities, and focus on supporting the students that need it the most.

Our district is committed to developing a richer relationship with our parents during the 2021-2022 school year. As with our students, our parents have lost out on a year of relationships and collaboration with our school team. During the coming years, we will ensure our parent meetings, both the PAC and ELPAC, are focused on the success of all students and that the conversations are data driven with all student's success at the heart of the discussion. We will pay close attention and spend considerable collaboration time focused on our unduplicated students and the services, curriculum and support we provide them.

We have received input from parents through several different venues including zoom meetings, surveys, teacher conference and individual parent meetings. In addition, our school Board has provided ample opportunities for parents to provide input during the Board meetings as well as Board members being open to meet and interact with parents and community members.

#### Teachers and Staff:

Our teachers are committed to deliver high quality instruction supported by partnerships with colleagues, other districts, county, parents, community members, higher education institutes, and other educational agencies. Our teachers are committed to the academic success, social emotional well-being and the overall well-being of all students at Baker Valley Unified.

During our grade level meetings, staff meetings, and individual meetings, we discuss data and identify students that need additional support. Our open-door policy enhances and supports a collaborative process that facilitates and accelerates targeted support for our students. Our focus on cross grade level communication is the key to student success.

Our staff has been an integral part of our school. They are all focused on the success of our students and continually step up to provide additional services and support for our students. Our staff model how to learn, to nurture curiosity and creativity as well as being part of the community at large. All of our staff members are involved in every aspect of the school and are eager to participate, share and offer input at all planning, collaboration and student success meeting.

During the research, building and writing of the AB 86 plan, all teachers and staff members took the time to participate, provide input, offer advice and support the team. Teacher and staff participated in brainstorming sessions, conducting research, evaluating data and attending professional development session. During the writing process, all staff members had access to the document and were encouraged to make suggestions directly on the document itself. Teachers and staff member input was sought and incorporated into the plan in areas that are focused on supporting our unduplicated students, including different support for all students that are behind academically, Support for our ELD students and our socioeconomically disadvantaged students.

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

At Baker Valley Unified School District, we will use several different avenues to identify students in need of support and then how we will assess that need. Below outlines the different tools and services we use to identify and assess student needs:

Teacher/Staff: Our teacher and staff members are the most important part of the identification and assessment process. Teachers and staff have firsthand knowledge of our students in all areas including academic, social emotional need and mental health needs. When a teacher has identified a student either through observation or assessment tools, they have several options for support.

- a. Referral to administration for support and follow up
- b. Parent contact
- b. Referral to our Mental Health services (school psychologist, social emotional service)
- c. Referral to the Student Study Team
  1. The Student Study Team (SST) will convene and follow the SST process to identify needs of the student
  2. The SST will provide support and interventions based on the identified needs
  3. The SST will provide a follow up schedule that will assist in monitoring impact and provide additional resources  
Including referral to different agencies or testing.

Assessments: Student assessment are an integral part of the identification process. Students are assessed using both diagnostic and formative assessments as well as observations and anecdotal notes. Assessments are conducted by teachers, counselors, school psychologist, staff members and administrators. Assessments are used to identify student needs and provide guidance to the support services needed by the student.

- a. Diagnostic Tools Used (sample):
  1. iReady assessments (Reading and Math)
  2. Star Reading
  3. CAASPP
  4. Locally Developed diagnostic assessments
  5. Testing
  6. Parent/Family consultation
- b. Formative Assessments
  1. iReady assessments (Reading and Math)
  2. Teacher Developed Assessments
- c. Observation/Notes

1. Teacher/Staff observations
2. Counselor observations and notes
3. School Psychologist observation and notes

Supports Provided: We offer several support options based on the assessment and needs of our students. A few of the support provided for our students are:

- a. Differentiated instructions
- b. Reading Interventions classes
- c. Pull out ELD support
- d. Tutoring
- e. Summer School
- f. Credit Recover
- g. Social Emotional Counseling
- h. Academic Counseling
- i. School Psychology
- j. IEPs and 504s
- k. School Meal Programs, including summer meals.

Once a student is identified as having a need, the team (teacher, parents, counselors and administration) all work together to develop a plan of support for that student. The Baker Valley team has a close working relationship with the CAHELP JPA and seek guidance, support and direction from them when designing support plans for students in need.

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

A student support needs and the development of the plan to support those needs starts with the communication between the teacher/counselor/administrator and the parent. At Baker Valley Schools, we believe that the success of the student starts with the communication between the us and the parents. Below outlines the different ways we communicate with our families.

a. Individual Student Needs:

1. The parent is notified by a phone call that a meeting is needed to discuss the needs of their students. This is for all support programs that have been identified for the student. Phone calls and meetings are always conducted in the parents/guardian's native language.

2. Meetings are set so that all involved support personnel are present. Based on the support need this could include but not limited to: classroom teacher, intervention teacher, counselor, psychologist, RSP teacher, administration, CAHELP JPA, translator and any other individual associated with providing support

b. Tutoring and Summer School: Because we are such a small school, we provide after school tutoring and summer school to any student or family that wants to participate, not just to those who have been identified as needing these support programs.

1. Individual students identified as needing the support will receive a phone call and participate in a meeting.

2. The school posts the dates and times for both afterschool and summer school on our website and Facebook page. These posted and associated documentation (flyers and letters) are done in both English and Spanish.

3. Letters and flyers for both afterschool and summer school are given to students to take home to their families. All letters and flyers are done in both English and Spanish.

4. A hyperlink is generated from our website that links directly to the documentation for afterschool tutoring and summer school and then that hyperlink is sent to all parents via the school's mass notification system (blackboard)

5. All flyers and letters are readily available in the school office in both English and Spanish

6. Support activities are also posted on our school sign.

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

At Baker Valley Unified School District, our plan for the Expanded Learning Opportunity Grant is focused on mitigating learning loss, early support for our English Learners and credit recovery for our high school students who are in jeopardy of not meeting graduation requirements. Baker has a very high percentage of low-income students (88%) and homeless students (50%) so all programs provided support those identified students as well. We are focused on Supplemental Instruction and Support Strategies 1, 2, 3, 5, 6, and 7.

1. Strategy 1: Extending instructional learning time

a. Summer School 2022. We will have a total of 4 teachers, 3 paraprofessionals and 1 Nutrition Specialist.

(1) Elementary School: We will focus on reading and language intervention to support our students who have been identified as being below grade level readers. We will also offer EL support for our EL students. Half of the day will be spent in reading intervention and EL classes and the other half will be spent in enrichment classes (art, robotics)

(2) Middle School: Our Middle school summer program will focus on reading intervention for those students that have been identified as reading below grade level. We will also have an EL support class that offers summer EL support for our EL identified students. Half of their day will be spent in reading intervention and/or EL support and the other half of the day will be spent in enrichment classes (interactive science projects and gardening)

2. Strategy 2: Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports:

- a. Teacher for Reading Intervention
- b. Teacher for pull out ELD program at the Elementary School
- c. Reading support program with an imbedded ELD support program (LexiaCore5)

3. Strategy 3: Integrated student supports to address other barriers to learning

- a. Social Emotional Counseling (Education Related Mental Health Services - ERMS and CareSolace)
- b. After School Program

4. Strategy 5: Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility

a. High School: Our High School summer program will focus on credit recovery for those high school students who are in jeopardy of not meeting the graduation requirements. One teacher will assign and oversee students use the Edgenuity platform to recover lost credits.

5. Strategy 6: Additional academic services for students

- a. Academic Counseling Support for Students

6. Strategy 7: Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs

- a. Reading intervention and ELD Support Profession Development

## 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:<br><b>a. Summer School 2022 summers. We will have a total of 4 teachers, 3 paraprofessionals, 1 Nutrition Manager</b>   | [\$ 15,000]          | [Actual expenditures will be provided when available] |
| Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports:<br><b>a. Teacher for Reading Intervention (\$24,000)</b><br><b>b. Teacher for pull out ELD program at the Elementary School (\$24,000)</b><br><b>c. Paraprofessional Support for academic intervention (\$10,000)</b><br><b>c. Reading support program with an imbedded ELD support program (LexiaCore5) (\$28,000)</b> | [\$ 86,000]          | [Actual expenditures will be provided when available] |
| Integrated student supports to address other barriers to learning:<br><b>a. Social Emotional Counseling (Education Related Mental Health Services - ERMS and CareSolace) (\$15,000)</b><br><b>b. After School Program – Elementary (\$5,000)</b><br><b>c. After School Tutoring – Middle and High School (\$5,000)</b>   | [\$ 25,000]          | [Actual expenditures will be provided when available] |
| Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports  | [\$ 0.00]            | [Actual expenditures will be provided when available] |

| Supplemental Instruction and Support Strategies  | Planned Expenditures | Actual Expenditures                                   |
|--|----------------------|---|
| Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility:<br><b>a. High School Summer Program: Focus on credit recovery for those high school students who are in jeopardy of not meeting the graduation requirements. (\$7,000)</b> | [\$ 7,000]           | [Actual expenditures will be provided when available] |
| Additional academic services for students:<br><b>a. Academic Counseling Support for Students through TinyEye Counseling Services (\$15,000)</b>  | [\$ 15,000]          | [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:<br><b>a. Reading intervention and ELD Support Profession Development</b>   | [\$ 3,000]           | [Actual expenditures will be provided when available] |
| Total Funds to implement the Strategies  | [\$ 166.00]          | [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.

Our school district has received several grants that are available to provide additional services to our students. COVID19 has impacted our educational institutions, but with this funding support, we will be able to mitigate the impact. The following funds have been received and are coordinated strategically in order to meet the needs of our students.

The Coronavirus Relief allocated from the Coronavirus Aid, Relief, and Economic Security Act has allowed us to provide a safe environment for students receiving in-person learning. Additionally, with this funding, we were able to provide integrated services that supported teaching and learning with the use of technology and student nutrition as well.

The Learning Loss Mitigation Fund has allowed us to increase services and add additional core academic support as well as continue addressing health and safety concerns. This fund allowed us to integrate and support services for our students, helped us transition from distance learning to in-person learning. It is important to mention that our students received not just academic support but also social-emotional support as well.

The extended learning opportunity grant will help us support students during the summer and the next 2021-2022 school year. This one-time funding will enhance tutoring, mitigate learning loss, support credit recovery for our high school students and provide additional support for our EL students.

The coordination of all allocated funding is crucial in following the successful implantation of services. These grants combined strategically will allow us to accelerate, enrich and extend learning in the classrooms. The tutoring must be strategic, tailored to meet the needs of the identified students. Baker Valley Unified School District works collaboratively with our community partners in identifying supplemental instructional services as well as supporting strategies that will be implemented in accordance with these grant requirements.

# 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).*

## 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.

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  
March 2021