

## 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.

Newhall School District's four core values are collaborate, innovate, persevere, and excel. As a District, we pride ourselves on working collaboratively with our stakeholders on our key initiatives. As a component of our Local Control and Accountability stakeholder feedback process in February and March we engaged participants in a District-level meeting with parents through Zoom during five separate evening meetings on February 27, 28 and March 1, 2, and 4. Participants collaborated in breakout rooms to provide feedback on our LCAP goals, and brainstormed ideas they believed would best support learning loss and social emotional needs of students due to the COVID-19 pandemic. Using a Google form, a recorder in each group collected the ideas and submitted the form at the end of each meeting. Big ideas that came out of the parent meetings included:

- Expanding Targeted intervention supports/WIN (What I Need) time
- Expanded summer school opportunity to include general education students

- Additional tutoring supports before, during, and after school
- Ensuring full-time counselors remain in place at all school sites

A similar process occurred at the site level with certificated and classified staff for each school. Big ideas that came out of the site level meetings included:

- Summer School and intersession for general education and special education students
- District supported intervention program
- Before and after school tutoring
- Ensuring full-time counselors remain in place at all school sites
- Additional intervention/WIN (What I Need) support staff (Certificated and Classified)
- Extended school year

After receiving the feedback from over 475 stakeholders, Instructional Services staff reviewed the information and identified common themes around learning loss and social emotional support needs. The Superintendent and Assistant Superintendent of Instructional Services met with the PTA/PTO presidents (3.22.21), School Site Council Chairs (3.25.21), and both union partners (3.26.21) to share the final considerations and gather additional recommendations.

Based on the feedback received, the District created a plan to address learning loss and social emotional needs during the summer of 2021 and for the 2021-2022 school year aligned to **strategies 1, 2, and 3** from the seven supplemental instruction and support strategies identified by the State. The plan includes:

- Providing summer school for targeted general education and special education students in 2021 and 2022 **(Strategy 1)**
- Creating a Tiered District Response to Intervention (RTI) model focusing on reading instruction with the support of a highly trained Learning Support Teacher at each school site **(Strategy 2)**
- Hiring additional full-time intervention staff at each of our Title I sites **(Strategy 2)**
- Providing targeted language support to EL newcomers and EL students with additional support from ELA/ELD curriculum specialists at our 5 Title I school sites under the guidance of our new Learning Support Teachers (LSTs) **(Strategy 2)**
- Providing additional social-emotional supports at our six most impacted schools based on the number of economically disadvantaged students, homeless students, and foster youth students **(Strategy 3)**

The vision for the summer school model based on parent and staff feedback included our traditional in-person ESY model and a second model called “LEAP to Learn”. A LEAP to Learn subcommittee consisting of site and district level administrators was created to address the needs of general education and special education students based on parent feedback. The committee met to plan for staffing, curriculum & instruction, parent communication, and facility needs. The committee met for five weeks to collaborate and create

the proposal that was shared with the PTA/PTO President's from each site as well as the School Site Council chairs. The Governing Board approved the LEAP to Learn plan on April 13, 2021. LEAP to Learn will be available via distance learning for ESY students as well.

The vision behind the districtwide response to intervention model was developed due to the over identification of certain student groups for special education services and the large disparity in reading scores between Title I schools and non-Title I schools on District assessments and the California Assessment of Student Performance and Progress (CAASPP). The model centered on providing research-based reading supports to strengthen tiered instruction in reading. After collaborating with several primary grade teachers and a couple of school sites trying on the implementation of Explicit Phonics and Orton Gillingham training during the 2019-2020 school year with a great deal of student success, the Instructional Services department created a proposal for the implementation of 10 general education Learning Support Teachers (LST) and 2 special education LSTs. Each school will be assigned one general education LST and the special education LSTs will support special education programs across the District. The District and our Newhall Teacher's Association collaborated to write a job description for this new position with a focus on providing targeted reading support to struggling readers to analyze data for grade level teams. In collaboration with our Newhall Teacher Association, a job description was crafted and approved by the Governing Board on 4.13.21.

Parent and teacher feedback during our LCAP feedback reinforced the idea of providing additional targeted learning support opportunities based on the limited academic progress some of our students made this school year. Executive Cabinet made a recommendation to consider extending the school day by 30 minutes to provide every student with guaranteed support each day; however, a negotiated agreement could not be reached with our teacher's union. Feedback from our teacher's union was to hire additional intervention staff and to hire additional staff to support the social-emotional needs of our students. Based on this request from our labor partners, the plan is to hire additional full-time intervention staff at our five Title I sites, hire curriculum specialists to support our LSTs, and hire additional full-time counselors for six sites.

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

The ESY and LEAP to Learn committee identified the following criteria for identifying eligible students:

**ESY LEAP to Learn Criteria for Eligible Students:**

-Any student who has ESY identified in their IEP is eligible to participate. Parents were surveyed via a google form to sign-up for ESY and those who wanted ESY were also surveyed to determine if they wanted their child to also participate in an afternoon session of LEAP to Learn.

**LEAP to Learn Criteria for Eligible Students:**

- Students with IEPs
- McKinney Vento students
- Foster Youth students

- English Learner students
- Economically Disadvantaged students
- Chronically absent students
- Report card grades with 1s
- Struggling readers
- Students recommended by their teacher and/or site administrators
- Students with significant SEL needs
- Students whose parent(s) requested the support

Each school site used the criteria above to prioritize eligible students for the LEAP to Learn program. All families were surveyed to determine who was interested in participating in the 4-week session. Based on space availability in the LEAP program, sites invited families to participate with the understanding that they must attend all 19 days given the limited availability.

Upon the parent/guardian completing a signed agreement to participate in the LEAP to Learn program, each student will be administered academic screeners in reading and math prior to the end of the school year to maximize learning time and help identify the learning gaps for each student. All teachers will administer a pre and post assessment to measure learning growth. Frequent progress monitoring will take place during the 4-week session. Teachers will complete a summary report of areas of strength and growth for each of their students that will be shared with the student's teacher in the fall.

The implementation of the districtwide RTI model will use a universal reading screener and diagnostic assessments to determine the learning gaps of students. Each school site currently has a structured RTI model called "WIN Time" that stands for "What I Need" time where students receive additional support or enrichment in ELA and math. The additional full-time intervention staff that will be hired at each of our Title I schools will allow sites to create more targeted supports throughout the day. The ELA/ELD curriculum specialists may support the LST during small group instruction or support EL students during designated ELD time at our Title I sites. The LSTs at each school site will provide further targeted Tier 3 support in reading and progress monitor these results over multiple cycles of targeted intervention. Each grade level Professional Learning Community (PLC) will be using universal screeners and common formative assessments to determine three to four week math and ELA response to intervention cycles based on priority standards. Pre and post assessments will be implemented to progress monitor student growth for each cycle. Grade level teams meet each Friday to analyze the results and determine next steps.

All students will have the opportunity to participate in a social-emotional screening tool with parent consent at the start of the school year or as needs arise to determine additional counseling supports needed by each student. Counselors will form groups based on common needs or meet individually with students as appropriate.

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

An overview of the LEAP to Learn model was shared at our April 13, 2021 Board. Following the Board meeting, all parents and guardians were surveyed via a Google form to determine their interest in having their child(ren) participate in the LEAP program and whether they wanted the in-person or distance learning model. Ongoing updates and reminders have gone out to families via ParentSquare. Once the District had determined how many students they could serve, the students selected based on the criteria outlined above were invited to commit to attending for all 19 days. All open slots were filled prior to the start of the LEAP to Learn summer school program launching. Communication has been in English and Spanish.

Parents who will have children receiving targeted intervention and supports are notified by the classroom teacher at the onset of the additional support. The RTI support is documented on the student's report card.

Based on the data from the universal social-emotional screener, counselors will then create groups and notify families of these services. All students with parent consent who have been identified will participate.

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

The LEAP to Learn AM model will target general education students and special education students who do not traditionally qualify for ESY. The AM model will run June 21- July 16 from 8:00-11:00 am in small cohorts of 12-14 students targeting math, reading/writing, and social-emotional support needs. Students will receive breakfast and lunch each day. Traditional ESY will run 8:00-11:30 in small cohorts of 8-12 students focusing on their IEP goals. ESY students will have an additional opportunity in the afternoon during a PM LEAP to Learn session from 12:30-3:30. During this time, they will engage in similar activities that the general education students had in the morning. The summer school models will target reading, writing, math and social emotional needs of students each day. LEAP to Learn teachers will focus on our ELA and math districtwide grade level priority standards from the previous grade level while supporting the sites PBIS model.

During the 2021-2022 school year, the Learning Support Teachers will provide targeted instruction to our students with the most intensive needs around reading foundational skills. The implementation of a districtwide response to intervention plan and adding a Learning Support Teacher at each school site will ensure that progress-monitoring data are recorded and reviewed each week by grade level teams during PLCs. Having reading instruction modeled by a highly skilled reading specialist teacher will build capacity across all schools. The additional ELA/ELD curriculum specialists will provide supplemental, targeted supports to our most struggling students throughout the week.

Adding additional full-time intervention staff at our Title I sites will allow for more differentiated instruction and smaller targeted groups to support both reading and math. Each school site will create a plan that supports learning recovery for those students who need additional time and support as part of their current response to intervention model called WIN (What I Need) while also providing enrichment opportunities for students who are proficient. The power behind this model is that the supports will occur while students are already at school and will extend over the entire school year. Teachers will be expected to differentiate instruction ELA and math each day.

The additional counseling staff hired will provide extra social-emotional supports to students by collaborating with the existing full-time counselor at each site. Having two counselors will allow staff to split the caseload in half permitting them to visit more classrooms, provide more small group and individual counseling opportunities, and monitor attendance issues more closely. With parent consent, all students will have the opportunity to participate in a social-emotional screening tool at the start of the school year or as needs arise. Counselors will form groups based on common needs or meet individually with students as appropriate. Based on major themes drawn out in the screener, counselors will create mini-lessons they will present to students in the classroom as well.

## 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 (LEAP to Learn Summer Program in 2021 and 2022)	\$ 384,180	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports (Hire ELA/ELD Curriculum Specialists)	\$ 376,220	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning (Hire additional counselors)	\$ 489,000	[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]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$ 0.00	[Actual expenditures will be provided when available]
Additional academic services for students (Hire up to 15 full-time Intervention Teachers) (Hire Learning Support Teachers) (Indirects)	\$ 2,652,911	[Actual expenditures will be provided when available]

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$ 0.00	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$ 3,902,311	[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 focus of the ESSER I funds were used to support returning to our AM/PM hybrid model in February 2021 by purchasing PPE, installing hydration stations, and additional hand sanitizer stations. As of April 19, 2021, all of our schools are now open for full-time in-person instruction. Teachers commented on the acceleration of learning immediately upon the return to our hybrid model and then further growth once we were able to return for a full day.

The ESSER II funds are planned to be used to upgrade our HVAC systems at sites to provide higher quality air and will help improve attendance by removing allergens in the air and ensuring a safer air quality. While our average daily attendance rate for the District is just over 96%, we believe we can increase that to 98% in the coming years.

The ELO grant is enabling us to launch our Learning Support Teacher model and a robust summer school program for both general education and special education students. The ESSER III funds will allow us to keep our Learning Support Teachers, additional intervention staff, and the summer school program intact for an additional year or two beyond the expiration of the ELO grant.

# 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