



Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cambrian School District	Linh Nguyen Assistant Superintendent of Educational Services	nguyenl@cambriansd.com 408-558-4916

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.

CSD's efforts to solicit stakeholder feedback to inform the district's plan began in May 2020 and have continued throughout the development process throughout the 2020-21 school year. Engaging in outreach and surveying stakeholders have provided and continue to provide staff valuable input to inform the district's planning in all aspects. We've collected data, input, and feedback from staff, students, and parents. We've also gathered information from students and teachers interacting during synchronous and asynchronous learning, when we transitioned to hybrid learning and full-day in-person learning for the remainder of the year, from professional learning training, and the numerous staff, student, and community surveys.

Throughout the 2020-21 school year, the district and school sites administered a number of surveys to families, staff, and students to gain their feedback on distance learning. We've reviewed data and feedback from surveys to students, parents, teachers, and staff members, including district and site administrators, classified staff, and other support staff. These surveys include the District LCAP Input Survey to

families, staff, students, and community members, The English Learner program Needs Assessment Survey, the Staff Professional Development Needs Survey, Parent Engagement Survey, and the School Climate Survey all of which focuses on accelerating student learning and continued learning opportunities for the 2021-2022 school year.

During the 2020-2021 School Year Cambrian School District has been involving families, students, staff, and community members in multiple stakeholder engagement opportunities. School Board Meetings were held twice each month throughout school closure, during the summer, and throughout the 2020-21 school year. All meetings were held virtually and allowed for public comment. The district hosted and facilitated the following districtwide stakeholders' committees to update, review, and discussed the Learning Continuity & Attendance Plan goals, actions, and services and engage everyone in the development the Local Control Accountability Plan for 2021-2022 school year as well as the AB86 Expanded Learning Opportunities Plan:

- District LCAP Advisory Committee Meetings - 8/27/2020; 9/10/2020; 11/12/2020; 12/1/2020; 1/14/2021; 2/11/2021; 3/25/2021; 5/11/21
- District English Learner Advisory Committee Meetings - 8/28/2020; 10/9/2020; 12/4/2020; 2/12/2021; 3/5/2021; 4/2/2021; 5/14/2021
- Curriculum Instruction and Assessment Council Meetings - 9/22/2020; 11/10/2020; 1/2/2021; 3/2/2021; 4/13/2021

These opportunities provided with necessary feedback on what types of intervention programs to make available to students in ELA and Math, increase in counseling support and classroom lessons on social-emotional well-being, options for summer offerings to engage students in continued learning throughout the summer, and options to provide teachers on-going professional development, coaching, and learning to address students learning needs.

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

To address learning recovery and accelerating students learning, the Cambrian SD has and will continue to utilize our current comprehensive balanced assessment system, in which each assessment administered is purposeful and is used as one of the multiple measures to provide a holistic understanding of students' areas of strength and areas of needs. Using demographic data, enrollment and school records, information from community agencies, and staff or family recommendations, the District will identify which of its students meet one or more of the following criteria:

- Low-income students
- English learners
- Foster youth
- Homeless students
- Students with disabilities
- Students at risk of abuse, neglect, or exploitation
- Disengaged students
- Students who are below grade level

These identified students will be assigned priority to receive expanded learning program services during the regular school day and for the opportunity to participate in the District's expanded learning programs during the summer and after school.

All teachers will administer the Fastbridge English Language Arts and Mathematics diagnostic assessment as a screening tool throughout the year. The purpose of this diagnostic is to help teachers identify what students can do, which will allow teachers to build on student strengths as well as plan to address specific needs. This will also help teachers identify students who are at greater risk of learning gaps and adjust instruction accordingly. The Fastbridge assessments provide an individual pathway for students based on their needs, and it will assist teachers, school sites, and the district mitigate the learning gaps and accelerate learning for all students who will need additional support. Fastbridge is a district benchmark assessment and will be administered three times during the 2021-22 school year for all grade levels. This will allow teachers to monitor the growth of students toward grade-level proficiency, tailor instruction to meet individual student needs, and identify trends of mastery on grade-level standards.

Teachers will also use the ELA and Mathematics Curriculum Map guide as a resource for grade-level teams to identify priority learning standards by concepts and skills to create learning intentions and success criteria. The multiple sources of data will help teachers plan and differentiate for both whole group and small group instruction to meet the needs of all learners. Teachers will be able to use a gradual release of responsibility model to support students and guide students to success in independent work.

Ongoing assessment is an essential primary component in mitigating learning gaps that some of our students may have experienced since school closure. As such, the district Curriculum, Instruction, and Assessment Council revised the Comprehensive Assessment Plan and Calendar for 2021-22.

The district, school sites, and teachers will be using multiple measures to track student progress, including the following:

- Desired Results Developmental Profile (Preschool)
- Fastbridge ELA & Mathematics Screeners (TK-8)
- CBMreading & CBMcomp (Grades 1-5)
- Curriculum-based assessments for ELA & Math (TK-8)
- CSD Performance Assessments in ELA (Writing) and Mathematics (TK-8)
- Fastbridge Social-Emotional Learning Screener SAEBRS (TK-8)

Cambrian SD will use a variety of resources to identify students in need of academic, social-emotional, and other integrated supports. These resources will be used on-going throughout the year at either 6-8 week or 12-week intervals.

- Students will be identified for ELA & Math support through our Fastbridge assessments in grades TK-8. TK/K will utilize the Fastbridge earlyReading and earlyMath assessments, an evidence-based assessment used to screen and monitor student progress. Typically administered in grades PreK-1, they may be used for screening for frequent progress monitoring. Each assessment is designed to be highly efficient and inform instruction. These assessments will be given every trimester and through cut points, we will identify students that need additional academic support and at what tier that support is needed whether it be a Tier 2 intervention or Tier 3. Additional diagnostic Curriculum-Based Measurement (CBM) for grades K-5 in reading and math will provide teachers with a more detailed assessment of students' reading fluency and comprehension skills and math problem-solving skills.
- Students identified for tiered intervention will be given assessments every 46-8 weeks to monitor progress and growth.

- The MTSS team at each site will come together at the 12 week assessment period as well as the 6-8 week intervention monitoring to decide if students need additional academic supports or are able to move out of requiring additional support, or if they need additional support based off the 12-week assessment.

Every teacher will as part of Tier I instruction implement the Second Step SEL curriculum in TK-5 and Habitudes SEL Curriculum in Grades 6-8. Students that reach out for support or if a teacher is observing that a student is struggling socially and emotionally will be offered a tier 2 intervention with small groups or tier 3 one-to-one counseling support. Our elementary school sites will increase counseling services to a minimum of 4 days a week vs. previously 2 days a week and our middle school sites will have an increase of 3 additional counseling days.

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

Cambrian School District will provide ongoing communication regarding the opportunities that are available for students in ELA, Math, and SEL. Any student through the identification process that needs extra support for learning acceleration the parent/guardian will be reached out to via letter and phone call in the parent/guardian language. Parents/Guardians will also receive ongoing updates on their students' progress if they are receiving and supplemental supports.

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

Cambrian SD will provide supplemental instruction and support for students with increased Tier 2 and 3 interventions in ELA and Math.

Extending Instructional Learning Time

- Hiring new and extending hours of current paraprofessionals to support in the classroom and before and after school for one to one or small group tutoring
- Summer programs for 2021 and 2022 to accelerate learning progress
- After School Learning Hubs for targeted instruction, homework support, and access to devices and the internet

To accelerate progress to close learning gaps through the implementation, expansion, or enhancement of learning supports

- Providing professional development for teachers in strategies in accelerating English Language Proficiency to support our EL students
- Provide yearlong professional development for staff to increase data literacy to have a deeper understanding when looking at student data and making instructional decisions to support learning.

Integrated Student Supports to address other barriers to learning

- Extended learning day opportunities for tutoring that will also provide access to technology and internet access that will be supported by both certificated and classified staff.
- Increasing counseling services at all sites for Tiered level of support, including classroom support, small group counseling, individual counseling for students with specific needs, and parent outreach.
- The district made additional investments to enhance the Social-Emotional Learning Curriculum and program to support Tier I instruction
- The District will continue meal service for families over weekends and school breaks

Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports

- The District will continue to have learning hubs open during our hybrid models for students that do not have access to the internet and need technology support. Students will be attending these learning hubs every day for the full school day. We have identified students who need these supports with the support of our community liaisons.
- All students in need of a device will be provided one for use from home if they are not able to attend school and/or access hotspots for the internet.

Additional Academic Services for Students

- Imagine Learning for Reading and Math is available to all students needing extra support in grades TK-5, and all special students in grades 6-8 as a supplement
- The District will provide Tier II Intensive Interventions using the Leveled Literacy Intervention program
- Purchase supplemental intervention curriculum and provide supplemental instruction for students who need extra support, using Read180 for grades 6-8, the Sonday System 1, which offers structured, systematic, multisensory reading intervention for readers at the beginning stages of reading through the end of the 2nd-grade reading level, the Sonday System 2 which offers structured, systematic, multisensory reading intervention for intermediate readers in reading levels from third through eighth grade.
- The District will continue to use Fast Forward, an evidence-based, adaptive reading, and language program that delivers 1-2 years gain in 40-60 hours of use for any struggling learner focused on supporting our English learners in grades 6-8.

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

- Summer professional learning opportunities focus on supporting students returned for full-time in-person learning with a focus on Tier I intervention & support, SEL, and using assessment to drive instruction
- Providing continued support with the implementation of PBIS at all sites during the 2021-2022 School year.
- Continued the MTSS training and ongoing support for all MTSS sites teams
- Supporting teachers and staff on the implementation of the SEL curriculums Second Step and Habitudes as well as including training on trauma-informed practices to support students and families.
- Tier I best instructional practices, including GLAD, Guided Reading, Cloze Reading, Math Talks,

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	693,167	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	308,007	
Integrated student supports to address other barriers to learning	71,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	60,000	
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	273,911	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	622,000	
Total Funds to implement the Strategies	2,028,085	

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

As much as Elementary and Secondary School Emergency Relief Funds (ESSER) are federal categorical funds, they will be used to supplement, and not supplant, the activities being funded by the Expanded Learning Opportunities grant. These uses may be for activities not

covered by the Expanded Learning Opportunities Plan, or to provide additional services not included, but complementary to the Expanded Learning Opportunities Plan, such as additional supports and interventions, contracted services to support students' social-emotional needs, professional development, or other activities. The determination of specific ESSER funded actions may be based on needs that have been identified after the District has begun implementation of its expanded learning program activities and has monitored and evaluated those activities using students' progress data.

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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