

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.

Sherwood has used community surveys annually to develop its LCAP and all parents, family member, teachers, staff and community members are asked to evaluate their experiences and give input regarding what they would like to see in terms of school improvement. Student surveys are also given with questions tailored for their experiences. This year, input was sought for revised questions to capture the experiences of the students and families during distance learning. Focus group members analyze the data and prepare presentation for public meetings of the board of directors. A draft of the plan is vetted at the public meetings and the final plan is posted on the school's website.

Included in this year's survey were questions to assess interest in participating in an after school tutoring program. As parents responses indicated an interest, this plan will address an after school tutoring program. Some teachers and parents have expressed interest in a summer program, so this plan will also address a summer program, child care, healthy snacks, and training for staff.

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

Formal assessment data is collected for all students three times a year for reading, math and writing. For reading, protocols developed by the Columbia Teachers College Reading and Writing Project are used with benchmark texts. The protocols measure accuracy, fluency, and comprehension to identify which level text would be the instructional level and which is an independent level. The levels used by the protocols and by Sherwood teachers are those developed by Fountas and Pinnell. Sherwood has tried different tools for math assessment and will be returning to the i-Ready Diagnostic & Instruction from Curriculum Associates to use with all students in the 2021-2022 school

year. For writing assessment, teachers give a prompt to students at the beginning and end of the year and analyze the writing with rubrics developed from the English Language Arts Common Core State Standards by the California Department of Education. The Basic Phonics and Spelling Test (BPST) is used with pre-readers and emergent readers and students in grades one through six and up take a spelling inventory assessment to identify in which developmental stage of spelling they are functioning. Sherwood has implemented Positive Behavior Interventions and Supports (PBIS) and tracks behavior incidents in the SWIS database (School-Wide Information System). Finally, Montessori teachers use anecdotal notes taken while observing students during the work period as another assessment tool.

If these data suggests that a student is struggling to reach grade level or behavioral expectations, the classroom teacher will immediately begin to adapt the lessons and curriculum to find the optimal level for instruction. Each modification is recorded, as is each strategy that is attempted. If the student does not respond to these modifications after six to eight weeks, a referral is formally made to the Student Success Team (SST) with the data collected.

The Student Success Team (SST) is a general education function and is composed of the school director, student's teacher, parent and other school personnel, depending on the nature of the referral. The primary function of the SST is to identify, discuss and recommend interventions to address the needs of the student and to support the teacher in meeting these identified needs. Anyone who has a concern for a student may refer the student to the SST for consideration. As the success of every student is a primary pillar of Sherwood Montessori, students who are identified by their teacher as needing extra support or services, whether because of academic troubles, being a high achieving student who needs additional challenges, issues with behavior or emotional issues, or other concerns can be referred to the SST.

The initial SST meeting agenda includes the following:

- Team members introduce themselves and explain their roles.
- Purpose of the meeting is stated and process is described.
- Team members share strengths and interests of the student.
- Areas of concern are described, listed, and categorized as either primarily academic or behavioral in nature. Up to two areas of concern are chosen as focus areas.
- Team members brainstorm potential modifications and strategies.
- Intervention strategies are chosen and recorded, including who is responsible, a timeline for implementation, and how often data will be collected.
- A follow-up date is set for the next meeting.

At the follow-up meeting, the plan's effectiveness, including progress monitoring data, is reviewed. If the identified strategies/interventions are not successful, the plan may be modified to include more intensified, individualized interventions. If all appropriate school based interventions have been exhausted, the student may be referred for an assessment for special education services.

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

Parents and guardians of Sherwood students receive weekly communication from the school in School Announcements via the Parent Square app. Parent Square allows parents to receive announcements via email, text, or both according to their preference. Parent/teacher conferences are held twice yearly, in October and in April, and data is shared with parents at these conferences, as well as information about

the support plans the school has in place and parent education opportunities. The Sherwood Montessori Parents Organization (SMPO) also shares messaging via social media on Facebook and Instagram. Finally, activities related to the plan are reported on at Sherwood Montessori Board of Directors meetings, which are open to the public.

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

Sherwood will use its existing assessment and analysis of data system detailed in the "description of how students will be identified and the needs of students will be assessed" section of this document. Supplemental instruction and support will include: access to a counselor, after school tutoring, healthy snacks, and child care. Sherwood staff continually learn and update training on Trauma Informed Practices, the Nurtured Heart Approach, PBIS, and Anti-Racist Anti-Bias pedagogy. Parent education to help parents understand the ways that the school supports student wellness and how parents can support this work at home is also included in the plan.

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	12,437	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	22,411	
Integrated student supports to address other barriers to learning	49,223	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports		

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		
Additional academic services for students	7,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	7,836	
Total Funds to implement the Strategies	98,907	

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

Sherwood is using its LCAP (Local Control and Accountability Plan) process and resulting plan as the overarching strategy to optimize use of state and federal relief funds. We have been provided with a grant funds tracking document from the County Office of Education that gives a big picture of where resources can be drawn. The cycle of inquiry with stakeholders gives us data from students, parents, teachers, staff and community members regarding myriad perspectives of how the school is serving students and areas of need to address.

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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