Expanded Learning Opportunities Grant Plan

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.

Parents, teachers, and school staff provided feedback and input into ways in which to provide additional services to support students academic and social-emotional needs in alignment with the seven supplemental instruction areas. The virtual opportunities to provide input included staff meetings/professional learning communities, flexibly scheduled school and parent meetings, School Site Councils, English Language Advisory Committees, District English Advisory Committee, the District Advisory Committee, and the PTA. In addition, stakeholders provided feedback in response to the Local Control Accountability Plan annual survey that included the ELO strategies.

In addition, the Special Education program involved parents, staff and teachers in development of the plan through the School Site Council meetings and individual conversations with families and teachers. Teachers were polled to determine interest level and availability for supplemental instruction weeks.

Input was incorporated into the ELO Plan in the actions that addressed the supplemental instruction areas.

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

The LEA will identify the students who have access to the ELO Grant Plan actions. Tier I actions are universal; Tier II are targeted for specific students, and Tier III are intense actions for students with immediate, unique needs.
The LEA recognizes that the Court and Community Schools, as an alternative education program, serve a student population that is universally in need of social/emotional and academic support, exacerbated by COVID-19's impact on instruction. However, individual student needs vary. The LEA will utilize local benchmark assessments, grades, credit deficiency, and other academic progress data to determine students in most need of tutoring and graduation progress support. In addition, the LEA will work with, and receive feedback from, its collaborative partners, Guidance Learning Specialists, school psychologists and other school staff to determine the students most in need of additional social/emotional support.

The LEA will monitor and evaluate student achievement and progress through analysis of outcome information, including attendance, suspension, graduation and assessment data. This data will include overall attendance, chronic absenteeism and suspension rates, along with monthly monitoring of current 12th grade students regarding their progress towards completing graduation requirements. In addition to the above-mentioned data, and teacher/staff/student/parent survey results will be utilized in order to determine effectiveness.

In regards to the Special Education program, the LEA recognizes that school closures during the last year have caused social and emotional deficits for many of our students with extensive support needs. During a typical year, students are offered many opportunities to socialize with age-appropriate peers. The virtual platform learning model, although allowing the opportunity to focus on academics and other Individualized Education Program goals, was not conducive to social interactions with peers and adults. In addition, students will be prioritized in accordance with Education Code 43521 as follows:
For the purposes of this subdivision, “prioritized pupil groups” shall include all of the following:
(A) Pupils at risk for abuse, neglect, or exploitation.
(B) Homeless pupils.
(C) Foster youth.
(D) English learners.
(E) Pupils without access to a computing device, software, and high-speed internet necessary to participate in online instruction, as determined by the local educational agency.
(F) Disengaged pupils.

Students will be identified for services based on input from teachers, staff, and data gathered the 2020-2021 school year. Data includes formative assessments, grades, progress towards goals, and teacher input. Based on identified need students will be provided with additional academic, social emotional, and other supports provided through the ELO Grant. Student goals will be monitored on an ongoing basis in order to add or modify the supports being provided. The ongoing needs of the students will also be assessed through use of benchmark assessments and progress monitoring of Individualized Education Program goals.

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

The LEA will inform parents and guardians of students of the actions in the ELO Grant Plan. This will be done through emails, letters, regularly scheduled meetings, and flyers written in the family’s home language; home calls, both pre-recorded and made by staff; regularly scheduled orientation, PTA, SSC, ELAC, IEP and Section 504 meetings; and remote information meetings via Zoom and Microsoft Teams. Notification of students receiving services from the Special Education program will be made through individual contact by the student’s teacher in addition to a letter that will be sent to parents informing them of the supplemental instruction and support.
A description of the LEA’s plan to provide supplemental instruction and support.

The LEA is committed to providing the academic, social/emotional supports needed to support student learning. Adjustments to the specific actions outlined in this plan will be made through the life of the grant in order to ensure alignment with student need. 10% of funds in these actions are for paraprofessionals in the LEA’s Court/Community School and Special Education programs.

The LEA’s Court and Community School program will provide the following actions for supplemental instruction and support.

SUMMER PROGRAMS - Tier I
The jointly identified supplemental instruction and support strategies that will be implemented include extending instructional learning time by increasing the number of instructional days beyond the regular school year at Community Schools, to include instruction during the months not regularly in session: June and July. Essential student services will be provided during the increased number of instructional days to include but not limited to paraprofessionals, guided learning specialist services, school psychologists, behavioral support mentors, academic tutors, special education and special needs services in accordance with IEPs and 504 Service Plans, Foster Youth services, English learner support, and access to mental health services. In addition, instructional minutes will be extended within the Court School programs beyond the school day during summer sessions to provide services to students based on their needs.

TUTORING - Tier II and Tier III
At Court Schools, tutoring learning supports, one-on-one or small group, will be enhanced to accelerate progress to mitigate learning gaps. Services will be provided by school personnel and contracted service providers such as the California Teaching Fellows. Community Schools will utilize a Teacher on Special Assignment for individual support

CURRICULUM AND MATERIALS - Tier I
Student academic proficiency and/or English language proficiency will be accelerated through the use of additional learning recovery programs and materials, to include the purchase of additional student licenses of such materials and necessary educator training in facilitating quality and engaging learning opportunities for all students. The Community Schools will provide students with a Chromebook and WiFi hot spot so they have access to technology, high-speed internet, and other academic supports.

SOCIAL/EMOTIONAL SUPPORT - Tier II and Tier III
Other barriers to learning for Court and Community School students will be addressed through access to increased health, counseling, mental health services, access to school meal programs and programs to address student trauma and social-emotional learning. Certificated and classified staff will provide services to students in the aforementioned areas through individual and/or small group support utilizing Social Emotional Learning resources such as Base Education, identified Nearpod modules, Positive Action, and Ripple Effects. Outdoor learning with a focus on enrichment, skill building, and opportunities to learn in different ways will be provided by school personnel and in collaboration with community-based organizations. Culminating projects, such as but not limited to, crocheting activities will be integrated into literacy and math enrichment as well as SEL opportunities. The CTE classes will be provided with additional materials and equipment. In addition to these opportunities being provided after school and beyond the standard instructional minutes, a Court School certificated teacher will provide targeted services in these areas to identified students beginning with the summer months and continuing throughout the new school year. The Community Schools will provide additional contracting for extra mentoring support for students, and additional school
psychologist time to meet student’s needs. Two Teachers on Special Assignment will provide additional 1/1 support for students, as well as training and assistance for classroom teachers.

GRADUATION SUPPORT - Tier II and Tier III
Credit deficient students will be provided with increased opportunities to complete graduation requirements and to improve college eligibility. School personnel and Community-based organizations, including higher education institutions, will collaborate to provide additional informational and post-secondary planning in-person and/or virtual rapport building and goal setting visits.

PROGRESS MONITORING AND ASSESSMENTS - Tier I
Additional academic services at Court and Community Schools will include diagnostic, progress monitoring and benchmark assessments of student learning throughout the extended instructional days and increased instructional days. Two classrooms and a library each at Court Schools and Community Schools will be upgraded with technology and assessment stations for orientation and testing for the highly mobile student population as they enter and exit the program.

PROFESSIONAL DEVELOPMENT - Tier I
Additional trainings for Court and Community School staff will include trauma-informed practices, and engaging students and families in addressing students’ social-emotional health needs and academic needs. Examples of professional learning opportunities include full engagement in Social Emotional Communities of Practice, equitable practices, and trauma-informed school wide systems.

The LEA's Special Education program will provide the following actions for supplemental instruction and support.

SUMMER ACADEMY - Tier I
We propose that students be afforded the opportunity to return to school for four hours per day for fifteen days following our Extended School Year session to focus on reintegration into the school environment and to practice social skills in preparation for the new school year. In addition to a focus on social emotional learning, functional routines necessary to focus on instruction and maximize learning time in the classroom will be taught during this session. Students will be taught by teachers with Education Specialist credentials, trained paraprofessionals will support the learning environment and needs of students and school psychologists will be available to assist with implementation of behavior support needs. Although not all students require behavioral supports, those that do may require additional support to prepare for the new year.

ASSISTIVE TECHNOLOGY - Tier II and Tier III
All related services have been provided during the school closures in accordance with the students’ Individual Education Programs however many of our students will require additional support to utilize their voices within the school environment and reinitiate use of the assistive technology they had been using. During the school closures, students and families were provided the assistive technology necessary in the home environment to ensure access to the instruction as designed in the IEP however many of the devices have not been returned to the classroom. Due to this and the need to provide rigorous instruction in the area of communication, this proposal establishes communication devices including iPads with Proloquo 2 go and Lamp for Life apps. In addition to purchase of devices, it will be necessary to train teachers to implement some of the teaching methodologies since the skills will need to be modeled and implemented throughout the day and every day, not just when a Speech Language Pathologist is available for lesson delivery.
OUTSIDE LEARNING ENVIRONMENTS - Tier I
Given the increased risk that many students have due to medical concerns, this proposal recommends installation of outside learning environments in which students many participate in socially-distanced instruction and ensure appropriate ventilation in a free-air location. Installation of outside learning spaces will also encourage students to experience socialization with others on campus.

ORTHOPEDICALLY IMPAIRED EQUIPMENT AND TRAINING - Tier III
Students with Orthopedic Impairment have not had access to the classroom environment to the extent that they would normally. Due to this, students will require a much higher level of support by appropriately trained specialists in the area of Orthopedic Impairment. Access to teachers of the Orthopedically Impaired is sparse because of a lack of specialists available in the field, an Added Authorization program consisting of 120 hours of training is available as an add-on to a teaching credential. This additional training and support would ensure that students are seen in a timely manner following their return to school and that appropriate follow up occurs for the student. In addition to the need for training, devices including gait trainers, lifts and changing support stations will be required to encourage access to the learning environment and re-teach independent skills and hygiene that may have lapsed during their time at home. Several of the devices that students require to ensure continued progress were sent home for use and may be required until full transition back to full-time instruction is complete.

PROFESSIONAL DEVELOPMENT - Tier I
Students returning from distance learning will require a higher level of support to prepare for a return to full-time instruction. Therefore it will be necessary for teachers and paraeducators to implement new instructional strategies and evidence-based practices to encourage progress on Individualized Education Program goals. Several trainings including behavior supports, evidence-based practices, de-escalation strategies, assistive technology and communication will be included in the proposal 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.

<table>
<thead>
<tr>
<th>Supplemental Instruction and Support Strategies</th>
<th>Planned Expenditures</th>
<th>Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extending instructional learning time</td>
<td>$1,233,765</td>
<td></td>
</tr>
<tr>
<td>Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports</td>
<td>$672,590</td>
<td></td>
</tr>
</tbody>
</table>
### Supplemental Instruction and Support Strategies

<table>
<thead>
<tr>
<th>Description</th>
<th>Planned Expenditures</th>
<th>Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated student supports to address other barriers to learning</td>
<td>$54,498</td>
<td></td>
</tr>
<tr>
<td>Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility</td>
<td>$190,000</td>
<td></td>
</tr>
<tr>
<td>Additional academic services for students</td>
<td>$210,000</td>
<td></td>
</tr>
<tr>
<td>Training for school staff on strategies to engage students and families in addressing students’ social-emotional health and academic needs</td>
<td>$20,000</td>
<td></td>
</tr>
<tr>
<td>Total Funds to implement the Strategies</td>
<td>$2,380,853</td>
<td></td>
</tr>
</tbody>
</table>

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

At the district level, the LEA works with the internal finance and appropriate program departments in order to coordinate and distribute the other federal Emergency Relief Funds with those utilized in the Expanded Learning Opportunities Grant Plan. The impact of one-time funds such as the ELO funds and EESER II federal funds will allow the LEA to provide additional academic, social/emotional, and enrichments opportunities to support skill development and needs identified as a result of the pandemic. Funding will allow the LEA to maximize support for both students and staff above and beyond the supports currently being offered.
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.

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 LEA’s 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
March 2021