

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.

The Santa Clara County Office of Education (SCCOE) and the Educational and Student Services and Support Divisions involved parents, staff, students, and community members in the development of the Expanded Learning Opportunity (ELO) Grant. The ELO Survey was provided in three languages (English, Spanish, and Vietnamese) via distribution email from school site principals. In addition, families were invited to stakeholder meetings conducted by site principals to provide opportunities for input on the ELO plan. To include all constituents, classified staff, certificated staff, community partners, students and administrators were provided the opportunity for input through the ELO Survey. Over 300 people responded to the survey and/or the input meetings. The ELO Survey and stakeholder engagement meetings provided opportunities for participants to choose activities and services which would enrich the expanded learning of students. Survey participants self-identified by role and location which enabled the ELO team to view responses in relation to specific programs. Stakeholders prioritized the following for spending of the grant: (a) summer school, (b) additional hours for staff to support learning opportunities outside of the school day, and (c) intervention and enrichment classes. Other priorities included: (a) parent education classes, (b) instructional materials and support, (c) increased mental health services for students, and (d) additional professional development for staff to support expanded learning programs. Stakeholders expressed encouragement for programs already in place and encouraged a continuum of services for students.

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

Students will be identified for participation in the Expanded Learning Opportunities (ELO) Grant Program based on student data and need. Priorities for special education students will be determined by their Individual Education Plan (IEP) goals and types of programs being offered (ie camps and extended day). Alternative Education students will be prioritized based on their student group status and need (English Learners, credit deficient students, IEP goals). Referrals and programming for additional mental health services will be determined through input from teachers, counselors, or parent referrals. Parent education classes will be organized by school site and cluster. After school programming and Saturday school will be provided as additional learning opportunities for students. The need for professional development for staff will be aligned with programming. Input and referrals for parent and student involvement will be done at the school site level as principals and counselors have the closest access to student and family needs. Assessments will be reviewed to support student needs and include: (a) local assessments such as Renaissance Star and SANDI, (b) ELPAC, (c) credit status toward graduation, (d) Individual Education Plan goals, (e) attendance data, and (f) mental health needs as defined by staff.

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

Parents and guardians of students will be informed of the opportunities for supplemental instruction and support by school principals and/or counselors. School staff will be responsible for referring and contacting families for support. Counselors and therapists will provide outreach regarding increased mental health services. Families will be contacted by family liaisons, teachers, or principals regarding parent education, mental health supports, and opportunities for enrichment and intervention classes.

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

The Santa Clara County Office of Education will provide supplemental academic and social emotional support for students with disabilities, English Learners, disengaged students, and students who are below grade level, credit deficient, or at risk of not graduating.

Extending Instructional Learning Time:

SCCOE will offer ongoing learning loss support through designated Saturday sessions. Sessions will be targeted to meet the needs of students experiencing learning loss. Services will come in the form of SAI, OT and SLP services.

SCCOE will offer a one week summer enrichment camp across multiple settings. The program will take the form of a summer camp and will offer learning loss support prior to ESY beginning. SCCOE will explore 2-3 different sites, offering grade spans to meet a diverse audience.

Accelerate progress to close learning gaps through the implementation, expansion, or enhancement of learning supports:

Support students with academic intervention in the form of extra instructional minutes throughout the school day.

Garden Instructor for Special Education Classrooms: The Special Education Department intends to utilize Berkeley Unified's Gardening and Cooking Program curriculum, Edible Schoolyard. This curriculum focuses on science, environment, health, language, social studies, and student engagement to build a cooking and gardening program at various sites. SCCOE will contract with an instructor to rotate to different sites to provide hands on instruction in the areas of gardening and cooking for all students.

Musical Me: Contract and materials will be used to support our students in the Special Education Program to teach skills related to music and movement.

Integrated Student Supports to address other barriers to learning:

Care Solace Counseling for all students: Care Solace's care navigation system uses proprietary technology and a vast database of behavioral and mental health care resources to find carefully vetted therapists and programs in minutes.

Nursing support by expanding the current Ro Health contract: All nursing staff will support the health program for students and also work with the school nurses to ensure that classrooms meet safety guidelines. The nursing team will assist in training staff, advising on health and safety questions, and assist with the proper usage of PPE.

Special Education after school fine arts enrichment programs: Special Education will offer an after school enrichment program using a fine arts focused curriculum to offer acceleration and an arts experiences to students.

Food for students during extended learning time (Saturday school and after school) for Special Education.

Additional Academic Services for Students:

Work to ensure the chosen curricula is implemented with fidelity (SANDI, TEACHH, Unique, STAR, LINKS). In addition, staff will train new teachers on the selected materials and strategies. In an effort to support district capacity building throughout the County there will be work with district partners to support the implementation of curriculum in moderate to severe programs. Collaboration with the high school and post-secondary programs and workability staff in order to continue to develop career opportunities and paid employment for students will also complement this work.

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

English Language Development training for Court and Community: Train staff in strategies to support EL students and monitoring EL progress and placement.

Home/School Liaison for Community Schools: staff would be responsible to support parent communication regarding student progress, organize activities, provide parent education and support activities for community school students and coordinate Parent Project for court school parents.

Effective School Solutions training will provide professional development, professional learning and educator support activities to Special Education staff and therapeutic mental health services for Special Education students.

Rebekah Therapeutic for Special Education: Parenting classes to support social emotional needs and staff training on social/emotional strategies.

Curriculum Training for Special Education Staff: Professional development and weekly coaching to implement curriculum STAR (Prek and Elementary programs) and LINKS (Middle - Post-Secondary). Substitute release and extra hours to support training.

Trauma Informed training for Special Education Staff: Release substitutes will be utilized for trauma informed practices training.

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	\$566,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$1,168,918	
Integrated student supports to address other barriers to learning	\$625,059	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$0.00	

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	\$0.00	
Additional academic services for students	313,428	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	410,000	
Total Funds to implement the Strategies	\$3,083,405	

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

ELO Grant funds will be used in coordination with ESSER funding to support multiple academic and health and wellness initiatives such as:

- *Community Schools Summer School Program Support: Contract and materials with SVCCreates and the Mayor's Gang Prevention Task Force (MGPTF) to support summer programming for community schools
- *Initial Drone Pilot Course for Community Schools with anticipated pathway with Gavilan Community College
- *English Language Learner certificated and para educator academic support
- *After school tutoring for social emotional and academic supports for court and community schools
- *Provide trauma informed training to staff and parents as well as transition support in Alternative Education
- *Support after school tutoring logistics for court and community schools
- *Expansion of the current Ro Health contract to increase nursing supports to Alternative Education and Early Learning Services
- *Court and community therapeutic supports for students with social emotional needs
- *Additional days for the current librarian to support summer programming at the court and community schools



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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