

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.

In order to develop the Expanded Learning Opportunities Grant Plan, administration met to review student data and discuss the seven supplemental instruction and support strategies, and identified which of the strategies would be implemented. Administration brainstormed possible supports to address gaps in or barriers to learning.

This entire process was again completed in staff meetings at each facility. The data and list of suggested supports was presented to the School Site Council and additional feedback was received. This information was presented at a school board meeting. Members of the public were invited to comment.

Additionally, a survey was emailed to all staff and a survey for parents and students was sent through our notification system, Remind. Teachers were asked to share the link of the parent/student survey with the families of their students. These surveys asked stakeholders to prioritize a list of suggested strategies and supports to address student needs, as well as asking for additional suggestions.

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

To identify students’ need for supplemental instruction and support for social and emotional well-being, NU-SCS will use a combination of Star Renaissance screening, teacher created formative assessments, CAASPP interim and summative assessments, missed assignment policy meeting documentation and high school transcripts. The Star Renaissance screening will be administered three times throughout the school year. Staff will meet to collaborate on Star Renaissance growth reports and other data and design an appropriate program tailored to

their needs. Parent/guardian and student input will also be considered when determining who to target. At-risk students will be referred by staff or parents to our SST process or missed assignment process to determine barriers to learning. Supports targeting the barriers to learning will be determined and implemented.

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

NU-SCS began by sending surveys to parents/guardians, students and staff to gather suggestions for programs. This process provided an initial notification that something will be available. Once options for program structure and time frame are decided upon, we will notify parents about those options and seek input regarding the numbers of students who are available for programs after school, on weekends, or over the summer. Once this data has been gathered, we will schedule our programs accordingly through schoolwide notifications from administration on Remind, notifications by teachers to their students by email, text, or phone call. Additional opportunities to notify parents and students include back to school night, parent teacher conferences, newsletters, website notifications, and social media announcements. Currently, NU-SCS does not have any students who are English learners enrolled. If we do have a student who is an English learner enroll in our school, parent notifications will be translated into the primary language.

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

As a result of initial review of data gathered, stakeholder feedback and an analysis of identified needs, NU-SCS will expand the number of hours our existing tutors work with students. We plan to offer after school, evening and weekend tutoring during the 2021-22 school year. We will keep our learning centers open additional hours in order to provide a place for any students to receive tutoring or to have internet access and an environment that is conducive to learning. We will hire additional tutors to meet our students' needs. We intend to create and/or provide training to tutors on research based intervention strategies.

We are creating summer programs focused on elementary skill building, especially kindergarten students who had little or no classroom instruction this year. A targeted summer program that focuses on high school credit recovery will also be offered. A targeted elementary skill building and a high school credit recovery program will also be offered during the 2021-22 school year. The school vans will be used for student transportation when needed.

For those students needing a more intensive or targeted support, we will purchase additional intervention curriculum in reading and math (All About Reading and Do the Math Now) for elementary students. We also intend to create an intervention coordinator position to oversee all interventions, including the elementary skill building and high school credit recovery programs and high school course make-ups to meet college eligibility (a-g) during this summer and the 2021-22 school year.

We are working on agreements to provide social, emotional, and mental health support through one-on-one counseling, group teen empowerment programs (such as Elevate, offered by Lassen Counseling).

We will offer stipends for teachers to develop a training program for parents. This training program will be designed to provide instruction and strategies for parents to use to support their children in home-based learning. The teachers will then offer this training program to all parents in a group setting, either at our learning center or on Zoom. Childcare and snacks will be provided whenever this training is occurring at one of our facilities.

All of our programs will include schoolwide AVID and PBIS strategies to create an engaging learning experience in a positive learning environment. Additionally, all services delivered to students with disabilities will be delivered in accordance with an applicable individualized education program.

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	\$14,900	\$0
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$45,400	\$0
Integrated student supports to address other barriers to learning	\$11,500	\$0
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$0	\$0
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$8,500	\$0
Additional academic services for students	\$13,900	\$66,709
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$25,640	\$0

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Total Funds to implement the Strategies	\$119,840	\$66,709

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

ESSER II funds we receive will be used to supplement our supply of Chromebooks and hot spots, pay for additional cleaning at learning centers, pay for PPE and cleaning supplies, complete school facility repairs and improvements to reduce risk of virus transmission and to support student health needs. We will also add additional air filtering and purification devices, and other air cleaning, fans, control systems, and window and door repair and replacement. Finally, we will use ESSER II funds on other activities that are necessary to maintain operations and continuity of services and continuing to employ existing staff, such as summertime cleaning, repair, and maintenance efforts.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education (COE), or charter schools, collectively referred to as 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, 2024.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov. <mailto: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 to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students’ needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The ‘Supplemental Instruction and Support Strategies’ column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the ‘Planned Expenditures’ column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

An LEA may amend its ELO Grant Plan, including the planned expenditures, based on changes in student needs identified as part of the LEAs ongoing assessment of the needs of students identified for supplemental instruction and support. LEAs are encouraged to collaborate with community partners when amending their plan.

A materially altered plan should be brought to the governing board or body of the LEA for adoption. School districts must submit the amended plan to their COE; charter schools must submit their amended plans to their chartering authority; COEs and school districts in a single-district county must submit their amended plans to the California Department of Education (CDE). COEs and school districts in a single-district county must submit their amended plans to the CDE by email at ELOGrants@cde.ca.gov. LEAs are also strongly encouraged to post an amended plan to the same web page as their LCAP.

The plan must be updated to include the actual expenditures by **December 1, 2024**. 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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