SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item 6.1

Meeting Date: May 27, 2021

Subject: Approve AB/SB 86 Expanded Learning Opportunities Grant Plan Adoption

- ☐ Information Item Only
- ☐ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: _____)
- ☐ Conference/Action
- ☒ Action
- ☐ Public Hearing

Division: Business Services and Continuous Improvement and Accountability Office

Recommendation: Adoption of the district's Expanded Learning Opportunities Grant Plan. Adoption of dependent charter school Expanded Learning Opportunities Grant Plans.

Background/Rationale: The California Legislature provided $6.6 billion in the Assembly Bill 86 COVID-19 relief package to support learning recovery, including $2 billion for In-Person Instruction (IPI) Grants and $4.6 billion for Expanded Learning Opportunities (ELO) Grants. Governor Newsom signed AB 86 on March 5, 2021. The Expanded Learning Opportunities Grant Plan must be completed by LEAs as a condition of receiving an ELO Grant.

Financial Considerations: SCUSD's ELO allocation is $28,585,878.

LCAP Goals: College, Career and Life Ready Graduates; Safe, Emotionally Healthy and Engaged Students; Family and Community Empowerment; Operational Excellence

Documents Attached:

1. Executive Summary
2. SCUSD Expanded Learning Opportunities Grant Plan
3. Bowling Green Elementary Charter School Expanded Learning Opportunities Grant Plan
4. George Washington Carver School of Arts and Science Expanded Learning Opportunities Grant Plan
5. New Joseph Bonnheim Community Charter School Expanded Learning Opportunities Grant Plan
6. Sacramento New Technology High School Expanded Learning Opportunities Grant Plan
7. The MET Sacramento High School Expanded Learning Opportunities Grant Plan

Estimated Time of Presentation: 20 minutes

Submitted by: Rose Ramos, Chief Business Officer

Vincent Harris, Chief Continuous Improvement and Accountability Officer

Approved by: Jorge A. Aguilar, Superintendent

Board of Education Executive Summary

Business Services and Continuous Improvement and Accountability

Approve AB/SB 86 Expanded Learning Opportunities Grant Plan Adoption

May 27, 2021

I. Overview/History of Department or Program

The California Legislature provided $6.6 billion in the Assembly Bill 86 COVID-19 relief package, including $2 billion for In-Person Instruction (IPI) Grants and $4.6 billion for Expanded Learning Opportunities (ELO) Grants. Governor Newsom signed AB 86 on March 5, 2021.

State guidance specifies that ELO Grants shall be expended only for any of the following purposes:

- Extending instructional learning time
- Accelerating progress to close learning gaps
- Integrated pupil supports
- Community learning hubs
- Supports for credit deficient pupils
- Additional academic services
- Training for school staff

II. Driving Governance:

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.

III. Budget:

SCUSD's allocation for the state for Expanded Learning Opportunities as part of AB 86 is $28,585,878. An LEA may use ELO funds for any eligible expenditures from the start of the 2020–21 fiscal year on July 1, 2020, through August 31, 2022.

IV. Goals, Objectives and Measures:

Required Plan Descriptions Include:

- A description of how parents, teachers, and school staff were involved in the development of the plan.
- A description of how students will be identified and the needs of students will be assessed.
- A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.
- A description of the LEA's plan to provide supplemental instruction and support.

Also required are the projected expenditure amounts in each of the following areas. It is not required that an LEA allocate funds in all areas:

- Extending instructional learning time
- Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports
- Integrated student supports to address other barriers to learning
- Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports
- 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
- Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs

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

V. Major Initiatives:

State guidance requires that LEAs implement a learning recovery program for 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.

A recent policy brief by Policy Analysis for California Education (PACE), *Reimagine and Rebuild: Restarting School with Equity at the Center,* has been used by staff as a foundational guide in developing expanded learning opportunity plans. The brief outlines five restorative practices that should be prioritized:

1. Center Relationships:
   Prioritize building and nurturing relationships of mutual support and high expectations among students, families, and educators.
2. Address Whole Child Needs:
   Identify the unique social, emotional, mental health, language, and academic needs of every student; develop plans to address those needs.

3. Strengthen Staffing and Partnerships:
   Invest in staff and deepen community-based partnerships – including during summer and out-of-school time – to address student' individualized learning and mental health needs.
4. Make Teaching and Learning Relevant and Rigorous:
   Support educators to prioritize equity; racial, cultural, and linguistic relevance; rigor; and the highest priority standards in curriculum and instruction.
5. Empower Teams to Reimagine and Rebuild Systems:
   Lay the groundwork for long-term systemic transformation and cocreation among racially, linguistically, and culturally diverse students, families, educators, and community partners.

Staff have also drawn from a recent Annenberg Institute report that focuses on High-Dosage Tutoring as a key practice to accelerate student learning.

Additionally, staff have acknowledged recent findings and stakeholder input emphasizing the need for summer programs to be engaging and fun, in additional to academically enriching.

Staff have developed plans for a summer school program that includes the following elements:

- A learning program to accelerate classroom learning that also gives students opportunities to reconnect with the learning communities that will be critical to their own healing and academic success.
- A Youth Employment Program for incoming juniors and seniors
- Collaboration between Community Based Organizations, Teachers, Academics, Facilities/Operations, Health and Student Support Services, Risk Management and Youth Development Support Services
- A combination of high-dosage tutoring and enrichment activities such as music, dance, painting, theatre arts and athletics
- Survey(s) to measure success
- Credit recovery options for students who need support to get on-track for graduation

The following are examples of activities/programs that are proposed for the 2021-22 school year:

- High-dosage tutoring - intensive tutoring that will occur in one-to-one or very small groups on a sustained, daily basis to help students accelerate their learning.
- Arts programming - expansion of a pilot program that meets theater and English Language Arts standards while also incorporating Social Emotional Learning (SEL) signature practices.
- After-school tutoring to extend instructional learning time - provided by paraprofessionals and/or certificated staff.

- Increased capacity of Expanded Learning programs - increase the number of students served at existing sites and expand programming options to target sites without current programming options.
- Expand efforts of Men's and Women's Leadership Academy (MWLA) programming.
- Expand training offered by district's Social Emotional Learning (SEL) team to include more school sites.
- Trauma-informed training for school site staff, provided by SCUSD's Student Support and Health Services department and Student Support Center staff.

VI. Results:

Following adoption, the Expanded Learning Opportunities Grant Plan will be submitted to the Sacramento County Office of Education (SCOE). While the plan does need to be submitted to SCOE, it does not need to be approved by the county superintendent of schools.

Also included in this item for board adoption are the Expanded Learning Opportunities Gran Plans for the district's dependent charter schools. These include:

- Bowling Green Elementary Charter School
- George Washington Carver School of Arts and Science
- New Joseph Bonnheim Community Charter School
- Sacramento New Technology High School
- The MET Sacramento High School

VII. Lessons Learned/Next Steps:

Key dates for this process include:

- May 27, 2021: Adopt Expanded Learning Opportunities Grant Plan
- By June 1, 2021: Submit adopted plan to Sacramento County Office of Education (SCOE)
- June 2021-Aug 2022: Implementation of Plan
- Aug 31, 2022: Expenditure deadline for grant funds
- By Dec 1, 2022: Update plan to include actual expenditures

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sacramento City Unified School District	Jorge A. Aguilar, Superintendent	Superintendent@scusd.edu 916.643.7400

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.

Stakeholder input to inform development of the plan was solicited through a survey process, a series of spring listening sessions, and the ongoing stakeholder engagement in alignment with the Local Control and Accountability Plan (LCAP) process.

To specifically seek input to inform the Expanded Learning Opportunities Grant Plan, a section was added to the spring LCAP survey. This asked respondents to share their priorities regarding the types of supplemental instruction and supports most needed for the summer and coming year. Respondents were also prompted to provide any additional input that the district should consider in planning for learning recovery programs. The survey was open to all parents/caregivers, staff, students, and community members. Surveys were made available in hard copy form and as a google form online. The survey was translated into Spanish, Hmong, Chinese, and Vietnamese.

Spring LCAP Listening Sessions were also modified to include a prompt that asked attendees to share what additional supports were especially important to them regarding learning recovery in the summer and coming year. Attendees were provided a list of example supports based on the elements described in the instructions within this plan document. Listening sessions were open to all

parents/caregivers, staff, students, and community members and included simultaneous interpretation in Spanish, Hmong, Chinese, Vietnamese, and Russian.

Additionally, an ad hoc board committee partnered with the Parent Institute for Quality Education (PIQE) to conduct a survey of families to deepen understanding of family priorities for the 2021-22 school year, including priorities for Expanded Learning Opportunities.

Overall, stakeholder input emphasized some key themes. These included, but were not limited to:

- Summer school needs to be fun, engaging, and provide opportunities for social interaction in addition to addressing academic needs.
- Credit recovery is a critical need and should be made available in flexible formats during the summer and throughout the coming year. Students need a variety of options for completing credit recovery.
- Individualized learning plans and support will help to more effectively connect students to services and supports such as tutoring.
- Addressing early literacy is critical. We need to ensure that students are proficient readers as they finish the early grades (3rd grade).
- Addressing social-emotional learning needs and trauma is very important and needs to happen first in order for us to fully address academic needs.
- We need to strategically reengage our students who have become disengaged over the last year.

In addition to the spring survey and listening session process, staff developing the plan were able to access summaries of stakeholder input from the ongoing LCAP engagement process. This input itself was a continuation of a longer engagement process that extended back to the discussions of expanded learning opportunities that informed development of the Learning Continuity Plan.

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

The student groups identified by AB 86 will be prioritized for any expanded learning opportunities. These groups include 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.

Staff will use the district's Early Identification and Intervention System (EIIS) to review attendance, behavioral, and social-emotional indicators and the district's Common Assessments to review Math and ELA performance. Collaboration across the academic office and with the Multilingual Literacy, Special Education, Homeless Youth Services, and Foster Youth Services departments will support identification of students, assessment of needs, and ensure that the target student groups are being prioritized.
To meet state testing requirements, the district is utilizing local assessments (District Common Assessments and i-Ready adaptive diagnostics) in both English Language Arts and Math. These results will provide additional data to assess student needs and identify students for supports.

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To identify students for credit recovery support, staff will conduct an analysis of graduation status with regard to credits. The following groups will be prioritized:

- Seniors within 20 credits of graduation/A-G on-track status
- Homeless Youth and Foster Youth
- Juniors within 20 credits of graduation/A-G on-track status
- Sophomores within 20 credits of graduation/A-G on-track status
- Freshmen within 20 credits of graduation/A-G on-track status
- Any other student in need of credit recovery

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 through a variety of communication channels. For summer school, identified students will be pre-registered to reduce the barriers for target student populations to access the supports. Families will have the ability to 'opt-out' of the opportunity if they choose. Communication will be provided through the district's email newsletter, website, social media, and hard copies mailed home. Expanded learning opportunities during the school year will also be communicated through school channels including newsletters, email, and any other tools individual school sites use to disseminate information. Where needed, individual phone calls will be made to homes and the district's existing home visit practices to re-engage disengaged students will be continued. Specialized departments including Homeless Youth Services, Foster Youth Services, Multilingual Literacy, and Special Education will also be collaborating to communicate out the opportunities available. The district's Matriculation and Orientation Center (MOC) staff will support translation of materials into the district's top languages to provide the information to parents, caregivers, and students in their primary languages.

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

In addition to input from parents, teachers and staff, Sacramento City Unified School District's plan to provide supplemental instruction and support has been guided by "Reimagine and Rebuild," recommendations from California-based family and student engagement organizations, associations representing 39 educators and system leaders, research institutes, and civil rights and equity groups. A policy brief issued by this group states "As we recover from this public health and education emergency, we must build toward an education system that places equity at the center so that all students—and especially those most affected by the pandemic and by systemic racism and other injustices—have the support and opportunities they need to achieve their potential (*Reimagine and Rebuild, Restarting School with Equity at the Center*)." We embrace the core idea that "this rebuilding and recovery must begin by nurturing student social and emotional wellbeing to support academic progress."

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As schools reopen, the following practices are recommended by the Reimagine and Rebuild group. Elements of these have been thoughtfully and purposefully integrated into SCUSD's ELO Plan:

CENTER RELATIONSHIPS. Prioritize relationships of mutual support and high expectations between families, students, and educators.

ADDRESS WHOLE-CHILD NEEDS. Identify and develop plans to address the unique social, emotional, mental health, language, and academic needs of every student.

STRENGTHEN STAFFING & PARTNERSHIPS. Strengthen staffing and deepen community-based partnerships, including during summer and out of school time, to address students' individualized learning and mental health needs.

MAKE TEACHING & LEARNING RELEVANT & RIGOROUS. Support educators to prioritize racial equity, relevance, rigor, and priority standards in curriculum and instruction.

EMPOWER TEAMS TO REBUILD & REIMAGINE SYSTEMS. Lay the groundwork for systemic, long-term transformation by co-creating plans with students and families of color, educators, and community partners.

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The Reimagine and Rebuild group recommended that "every California district should take approximately 6 weeks over the summer or at the beginning of the school year to offer students, families, and educators a restorative restart." **Summer Matters @SCUSD** will be the district's initial ELO strategy. Summer Matters @SCUSD is a summer learning program to accelerate classroom learning, giving students opportunities to reconnect with the learning communities that will be critical to their own healing and academic success. Activities will be offered five days a week for five weeks from June 28 through July 30, 2021. Tentatively 28 elementary, five middle and all 15 SCUSD high schools will host summer programs. The final number of sites will depend on CBO capacity, availability of staff, and interest from families.

Summer programming is a collaboration between Community-Based Organizations, teachers, and the Academic, Facilities/Operations, Nutrition Services, Health and Student Support Services, Risk Management and Youth Development Support Services (YDSS) departments at SCUSD. All programs will follow our Return to Health guidelines. All Sites will operate as community sites.

All Summer Matters @SCUSD programs will include the following restorative restart components:

- **Focus on Relationships:** Safe space to build mutual relationships with fellow students and adults. Enrichment activities will provide opportunities of collaboration, thus building trusting relationships among peers. Staff will focus on community agreements in order to address discipline issues.
- **Addressing Mental Health:** Social workers will hold circles and check-ins addressing well-being, safety, trauma, anxiety, loss of stability, how to manifest feelings, in order to work on building trusting relationships

- **Connecting with Families and Communities:** Parent education nights and regular check ins with parents/guardians
- **High-dosage of Tutoring:** Teachers will work with small groups of students to accelerate classroom learning

Summer Matters @SCUSD includes elementary, middle and high school programs. Elementary programs will target incoming 1st graders through incoming 6th graders while middle school programs will target incoming 7th and 8th grade students. During the morning hours, students will participate in academics and physical education. Enrichment activities such as art, dance, music, and C-STEM will be held in the afternoon hours. Each day will open with a social and emotional (SEL) welcoming, a daily skill-builder following a weekly theme. Staff from Community-Based Organizations will provide classroom instruction while Credentialed teachers pull out groups of three to four students for high-dosage tutoring sessions of 45 minutes. The day will end with an SEL closing.

Focus Areas include Foundational Reading for grades 1-4; ELA/ELD (reading & writing) for grades 5-6; and Math (ratio & proportion, number sense) for grades 7-8. Curriculum materials will be research-based and effective. Student progress will be measured through diagnostic, formative and post-tests.

At the middle school level, Summer of Service will also provide incoming 7th and 8th grade students with service-learning opportunities that address community issues and concerns. YDSS Expanded Learning staff work collaboratively with CBO staff to provide a unique experience in educational and enrichment activities. Students will engage in project-based learning.

High School juniors and seniors will have the opportunity to work as paid interns (Summer Ambassadors/Peer Mentors) to support programs at elementary and middle school sites. Students will receive $14/hour and work for six weeks, four hours daily five days a week. They will be required to submit online applications in order to apply. The district's Youth Development Support Services department staff will conduct interviews, select students, and hold trainings on professionalism and safety at work.

Online credit recovery will be available at every SCUSD high school from June 21-July 23, Monday – Friday from 8–11:30 am. Both in-person and distance options will be available for students. In-person programming at every high school during the same time period may also include 9th and 10th grade Bridge Programs and Math and AP Success Camps, depending on the site needs and capacity.

Additional summer opportunities offered through SCUSD will include:

Freedom School: Will be held at four sites. The Freedom School program is rooted in the civil rights movement with staff training provided by Children's Defense Fund. SCUSD teachers and CBO staff work together to deliver an Integrated Reading curriculum

Summer@CityHall: Program participants learn about pressing issues in their communities alongside City officials. Students earn five high school credits, a monetary stipend at the end of the six-week course, and 42 hours of internship.

Arts-based Enrichment Program in collaboration with Sacramento County Office of Education

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Extended School Year (ESY) is a special education and related service that is considered when offering an individual with exceptional needs an offer of a free and appropriate public education (FAPE). The district's ESY will be held June 28 -July 23rd for a minimum of 20 instructional days, including holidays. Programming will consider the nature and severity of a student's disability; regression and recoupment; degree of progress towards IEP goals and objectives; and emerging skills/breakthrough opportunities. ESY will be offered at two elementary, one middle and one SCUSD high school site, as well as through John Morse Therapeutic Program.

School Year 2021-22 ELO Programming

SCUSD students returned to in-person learning in April and May 2021. At the time this ELO plan was being written (mid-May), district and school-site staff were just beginning to assess the full needs of students. We anticipate that this will continue over the summer and that the full extent of individual students, especially for students who remained remote learners, will not be fully known until the early months of the 2021-22 school year. Consequently, the ELO plan for the school year will be fluid and flexible as needs are revealed.

Using Rebuild and Reimagine recommendations aligned with ELO priority areas, SCUSD proposes the following activities/programs for the 2021-22 school year.

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

- **High-dose tutoring** - intensive tutoring that will occur in one-to-one or in very small groups on a sustained, daily basis, during the school day, to help all students accelerate their learning in an individualized manner. It is an intentional use of additional time with a specific focus on building prerequisite knowledge and skills while simultaneously integrating new learning that is part of the grade-level curriculum.
- **Arts programming** – expansion of a pilot program that served 1,696 students across 72 classrooms and 67 teachers in SCUSD elementary schools. The program met theater and ELA standards as well as incorporated SEL signature practices.
- **Teacher Intern Program -** Teacher interns/guest teachers from Sac State's teaching credential programs would be placed in five comprehensive high schools - CKM, Hiram, Burbank, Rosemont and Kennedy -- to increase the graduation rates for socioeconomically disadvantaged students. Our long-term plan is to have teachers who come from the neighborhoods being served by these schools so future generations will be able to see themselves in the classroom.

Extending instructional learning time

- **After-school tutoring** provided by paraprofessionals and/or certificated teaching staff
- **Junior and senior high school student ambassadors** throughout the school year to support students at elementary and middle school sites. Students will receive $14/hour.
- **Expansion of Expanded Learning Programs** - The district's Expanded Learning programs are offered at 57 school sites throughout the district from September through May, serving 14,000 students. All are funded through state grants. The programs serve as community learning hubs with access to technology and academic supports. ELO funding will be used to increase the

number of students served at current Expanded Learning sites and to expand programming to sites without Expanded Learning programs.

Integrated student supports to address other barriers to learning

- **Kognito on-line self-paced modules for students** to meet mandated Suicide Prevention training for all students
- **Men's and Women's Leadership Academy (MWLA) expansion** to five high school sites. The MWLA is Sacramento City Unified School District's conscious effort to intentionally combat the school-to-prison-pipeline for underserved low-income students of color by creating supportive and productive learning environments. Through a framework of Social Justice Youth Development, and with an active collaboration of district administration, school counselors, certified teachers and youth voice, MWLA empowers students through wraparound services that promote: Social Emotional Learning; culturally relevant and responsive leadership development; meaningful mentorship; and academic support that engages students through their own means of learning. MWLA is currently operating on 11 campuses throughout SCUSD. Three school sites offer the program during the school day with a credentialed teacher.
- **Enhanced communication vehicles –** cell phones for use by Student Support Center staff are a highly successful outreach strategy as evidenced by high-service volume even during the pandemic when many students/families have been disengaged. Texting is incredibly successful. Laptops with capability to plug into the ethernet for stronger internet support - much of the support work done by Student Support Center staff will likely stay virtual for many SCUSD students.

- **Peer Mental Health Support –** Partnership with People Reaching Out (PRO) Youth and Youth Forward. The partnership will provide opportunities for youth to be employed as peer mentors and expand the range of mental health supports available to students. One project within this effort will engage students in service learning projects focusing on mental health, well-being, and related issues. A second project will hire and train recent high school graduates to serve as Youth Advocates.

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

- **Expansion** of the work currently being done at school sites by the district's SEL teams to include more school sites. The SEL team will support all sites in receiving Trauma Informed professional learning from Turn Around for Children, Focus sites will receive additional follow up training tailored to their unique needs, including three SEL signature practices: Trauma Informed, Mindfulness Practices, and Antiracist. Coaches will also sit in on site PBIS, DBDM leadership meetings and consult on a variety of climate/culture-related topics and provide individual coaching for teachers and site leaders. Specific supports are also given to school sites when they need restorative conferences and harm circles done for both students and adults.
- **Trauma-informed training** for school site staff, facilitated by SCUSD's Student Support & Health Services department and Student Support Center staff at school sites
- **Meaningful parent engagement strategies** - The district's Family and Community Empowerment (FACE) Department will provide training, information and technical assistance to assist all SCUSD schools in the creation of effective school-family partnerships.

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- **Flourish Agenda Training**, deeper dive - Student Support and Health Services staff will complete the Healing Centered Engagement (HCE) training/coaching by end of school year - this next level of training will focus on implementation of healing centered practices and policies.
- **Flourish Agenda Healing Centered Engagement Certification** for 60 staff - This professional development supports SCUSD LCAP goals (2020): "SCUSD acknowledges its responsibility to deeply examine and understand our own implicit biases and positions of power and privilege, to build our cultural competence, and to integrate into our curriculum the teaching and learning of social justice, anti-racism, and social and emotional learning".
- **Kognito on-line, self- paced modules** to meet mandated Suicide Prevention training for all district employees
- **Mindful Schools Mindful Educator Training** for new Student Support Center staff- provides professional development to support our staff in learning ways to manage stress and build resilience as well as develops staff skills in utilizing mindfulness strategies to provide compassionate, social emotional interventions.
- **Foster Youth Education Summit -** Provide professional development to Foster Youth Services staff to stay current and relevant on supporting students residing in foster care
- **California School Nurses Organization Training for School Nurses** - Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs via conferences
- **Scholarships** for new nurse toward School Nurse Credential – to encourage nurses to work in the public school sector
- **Clinical Supervision** for staff pursuing Mental Health Clinician licensure - furthering the professional skills and knowledge of mental health staff
- **Capacity-Building for Community School Teams – Family Engagement Learning Institute** - The Family Engagement Training is a 2-day training for school stakeholder teams. The teams assist with assessing present family engagement practices, implementing activities, evaluating next steps and continuing to improve and coordinate practices for the engagement of families.
- **Implementation Support to Family Engagement Teams** - As a follow-up to the Family Engagement Institute, High Expectations Parental Service will provide support to 3 school teams to ensure the quality implementation of their family engagement action plans.
- **Teacher Professional Development** - High Expectations Parental Service will provide two 2-hour family engagement trainings for the teachers and staff of Sacramento City Community Schools. The trainings, designed around the Dual Capacity-Building Framework for Home-School Partnerships, will equip teachers and staff with the skills, tools, and resources needed to build positive relationships with families in ways that leads to increased student achievement. Teachers will participate in interactive and collaborative activities that provide them with the capabilities and confidence for effective partnerships with all families.

Summer 2022

Programs for Summer 2022 will be based on student need and input from students, teachers, school staff, and parents, as well as data gathered during the school year. We anticipate an expansion of Summer Matters @SCUSD to additional sites and made available to more students.

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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	$17,585,878	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	$3,000,000	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	$2,000,000	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	$1,500,000	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	$2,000,000	[Actual expenditures will be provided when available]
Additional academic services for students	$500,000	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	$2,000,000	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	$28,585,878	[Actual expenditures will be provided when available]

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

Expanded Learning Opportunity Grant Funds are being coordinated with other Federal Elementary and Secondary School Emergency Relief Funds according to three overarching principles: follow a coherent districtwide strategy, demonstrate suitability and sustainability, and use of funds are compliant and accountable. Using these principles the district evaluates that the expenditure is an appropriate use of funds, meets the expiration deadline, is sustainable, and is complementary to services or products already in use by the district. The

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district also coordinates the use of multiple COVID funding sources to support long-term investments that are critical to a coherent districtwide strategy that focuses on addressing learning loss and safely re-opening schools.

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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

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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.

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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.

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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]).

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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

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Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bowling Green Charter School	Sylvia Silva-Torres & Amber Sutton Principals, Bowling Green Chacon & McCoy	sylvia-silva-torres@scusd.edu & amber-sutton@scusd.edu (916) 395-5215 & (916) 395-5210

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.

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Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Bowling Green Charter involved parents, teachers, and staff through community meetings, Steering Committee meetings, and staff prioritization collected through Google Forms.

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

Student learning loss will be identified through common assessment data, teacher input, and observation. Prioritization will be offered to students of low-income, English learners, foster youth, students experiencing homelessness, 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 or enrolled late, and other students identified by certificated staff.

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

Bowling Green Charter utilizes ClassDojo as first lines of communication with families, with the majority of our community connected here. Second lines of communication come through email, phone calls, social media and paper communication to provide opportunities to all students.

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

Bowling Green Charter is looking to implement more support to students through the hiring of additional instructional aides to be placed in all grade levels. We would like to offer expanded learning time through certificated tutoring hours to address specific learning goals, and intervention materials targeted at specific learning loss areas by grade level. We would like to support our students through the implementation of school wide procedures that address the whole child, including their academic and social emotional needs and adding Social Worker time.

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.

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Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	183,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	489,524	
Integrated student supports to address other barriers to learning	87,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports		
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		

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	36,840	
Total Funds to implement the Strategies	796,364	

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

Bowling Green Charter has utilized federal funding from the CARES funds to address obstacles of Distance Learning and to remove barriers to access learning at a distance. The ELO funds will be focused on providing a more robust in person learning environment to address the needs of our students in both their academic and social emotional journey to returning to school.

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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*.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

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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.

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- 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]).

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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

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Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
George Washington Carver School of Arts and Science	Allegra Alessandri Principal	allegra-alessandri@scusd.edu 916-395-5266

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.

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Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Parent, Students and Teachers were surveyed for input over the course of the 2020-2021 school year. Ideas were shared with Parent Group and Teachers and Students Government for input. Parents were surveyed and the results were shared with eth Parent Guild to refine the plan. Al students were surveyed and invited to join the planning process. Those students indicating interest met with the principal and planning committee to design Extended Learning Opportunities for the summer and throughout the school year.

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

All students will have access to Extended Learning. Students who have been flagged for poor attendance, credit recovery, incoming 9th graders will be personally invited. Grades and Attendance for the 2020-2021 school year will be used to asses students. Students will be flagged for ELO by teachers based on classroom performance, grades and attendance to determine academic, social-emotional, and other integrated student supports needed. Students will be assessed throughout the ELO for attendance. They will take a pre- and post- survey to assess social emotional resilience.

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

Parents and students will receive information via newsletter, Infinite Campus email, text and phone call. Students will receive fliers and teachers will promote in their classroom. Our RSP teachers will reach out individually to SPED students to enroll in the program.

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

Will offer extended learning time through the Waldorf Main lesson program which will enable students to earn more than the 60 credits each year. The Extended Learning Program will enable students to enrich and deepen their work integrating the arts through main lessons 2 or 3 times a year and earn ten additional credits. We will offer Zero and 7th periods as well so that student have the opportunity to recover credits and also extended their learning by taking extra electives and hands on art programs. These additional periods will enable students to earn an additional 20 units each year in both credit recovery for students who are credit deficient and extended learning. We will offer drama/ ELA; statistics; AP Art; Math 1. Potentially by 2022 some of these classes will also earn 11th and 12th graders ACE credit through Sacramento State University.
We will hire additional Instructional Aide support to collaborate with student support in the classrooms to address closing the learning gap. We will spend additional funds for college advising and college admissions test preparation. Additionally we will offer trauma Inquiry training for all teachers to address student trauma and social-emotional learning loss. We will add attendance tech to help track students for school attendance and increase FTE for instructional aides, primarily to focus on research based interventions in math.

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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	25,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	25,000	
Integrated student supports to address other barriers to learning	60,000	
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	60,000	
Additional academic services for students	60,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	20,000	
Total Funds to implement the Strategies	255,000	

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

No ESSER funds were allocated to the site during the current year and allocations of ESSER funds to the site have not been confirmed as of this writing. Any ESSER funds received will be utilized in alignment with the strategies/actions in this plan and the school's mission, vision, and site plan.

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*.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

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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.

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- 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]).

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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

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Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
New Joseph Bonnheim Community Charter	Christie Wells-Artman Principal	christie-wells-artman@scusd.edu 916 277-6294

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.

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Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Our NJB mission is to develop responsible, respectful, and proactive citizens to become caretakers of our community, our state, our country, and our planet. This begins with our concept for the New Joseph Bonnheim (NJB) being centered on agriculture and on the very community it serves.

"Our NJB vision is to create a quality education program through a variety of learning intelligences to prepare students for the 21st Century."

1. Improve academic and social outcomes through ethical practices.
2. Create a school culture that emits a civic, social and educational responsibility and involves parents, scholars and staff.
3. Foster communication and positive relationships between school personnel, students, parents and community.
4. All persons will take personal responsibility and accountability for their actions and the actions of others.
5. Have a school climate in which every student, parent, and teacher is willing to help one's neighbor, respectful of all people around them, and is willing to be the light in the darkness.

Our targeted and laser-like focus of “Solving Our Big Problem” of having every scholar be able to read, write, think critically, and master grade level standards is the very crux of what NJB stands for as a dependent charter, will be accomplished by high quality first instruction. All of our goals described below in the introduction support our quest for high quality first instruction and learning.

Our Steering Committee meets once a month to discuss the gaps facing our children in the pandemic. After much consideration, in closing the achievement disparity in each grade, we looked at data and determined that a tutoring program and enrichment program to focus on reading,math, and science. By having interventions provided as a supplement to those regularly provided by the New Joseph Bonnheim, 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.

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

Every teacher will fill out a data pool that will cover attendance, ELA, MATH, and SCIENCE standards, illuminate data, and i-ready. A group of students will be clustered into learning groups to move them into proficiency range.
Summative and Formative assessments will be used: i-Ready results will be used to group students, BPST/SIPPS data used to assess for beginning reading skills.

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

Parents will be informed by the following school- home communication: letters, lcap section on our webpage, meetings such Steering Committee, PTA, Home Visit, ELAC. Class Dojo, and Facebook. Every parent will look at a data pool that will cover attendance, ELA, MATH, and SCIENCE standards, illuminate data, and i-ready. A group of students will be clustered into learning groups to move them into proficiency range.

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

We will use the UBD(Universal By Design) UbD is a process of backward curriculum design. There are three important steps to backward design planning: Identifying the desired outcome. Determining assessment evidence. Along with the UBD lesson design, teachers will get training and coaching, on how to look at assessments, body brain compatible learning, a tenet in our charter, and other supports (like training in our newly adoptive curriculum: GOMath, and Benchmark. A reading intervention teacher will be included and Summer reading readiness program this Summer 2021.

Using Understanding by Design’s framework (UbD) can help ensure that curriculum, content, and assessment are aligned with the specific outcomes and transferable skills we seek to impart to our students. UbD is a process of backward curriculum design. There are three important steps to backward design planning:

Identifying the desired outcome
Determining assessment evidence
Planning learning experiences and instruction

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Step 1: Identify desired results

Teachers begin with the end in mind: What are the desired results for the lesson, unit, or exercise? Identifying the specific content knowledge or skill set teachers expect from students helps to narrow focus. Textbooks, the Internet, and the world at large provide such rich content options that it can be difficult to hone in on our exact goals for a lesson.

Identifying the educational priorities of a lesson or unit deliberately narrows content into a manageable stream. “Understandings” and “Essential Questions” help articulate and communicate the educational priorities. This, again, narrows focus and ensures that content is the means, and skill acquisition and transfer are the end.

Step 2: Determine a method of assessment

In the second step, teachers decide how to assess learning. This assessment goes much deeper than a simple multiple-choice exam. It should measure a student’s ability to attain those educational goals and exhibit high-level learning. Major assessments should examine several of the six key traits of deep learning identified by UbD:

Explanation
Interpretation
Application
Perspective
Empathy
Self-knowledge

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Deliberate assessment may not measure all of these every time, but when significant learning needs to be examined, an assessment that requires a combination of these skills can help instructors to know if students understand material enough to transfer their knowledge outside of the classroom.

Step 3: Plan instruction and learning experiences

Once instructors have created deliberate goals and identified assessment methods, they can plan individual learning experiences aligned to the educational goals and assessment with a deliberate focus on how those individual learning experiences support transfer, meaning making, and skill acquisition.

An important final step can be reflection. After the individual lessons or the unit as a whole, it is incredibly important to revisit that first step and measure how effectively the individual learning experiences aligned with the overall goals.

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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		
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports		
Integrated student supports to address other barriers to learning	11,400	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	12,000	
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	185,428	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs		
Total Funds to implement the Strategies	206,031	

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

No ESSER funds were allocated to the site during the current year and allocations of ESSER funds to the site have not been confirmed as of this writing. Any ESSER funds received will be utilized in alignment with the strategies/actions in this plan and the school's mission, vision, and site plan.

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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*.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

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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.

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- 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]).

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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

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Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sacramento City Unified School District	Jessica Martin Principal	jessica-martin@scusd.edu 916 395 5254

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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 purpose of this funding was shared with the staff during a staff meeting on 4/27/21. The staff reviewed the current school data, discussed loss of learning as a result of the pandemic, and discussed how the funding could help close the academic gap as a result of the learning loss. The plan was then taken to the School Site Counsel which is a public meeting. All parents and community stakeholders were invited. The plan was reviewed and discussed with SSC and was also open to public comment.

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

Data analysis of the following metrics were used to identify learning loss and specific needs of student groups. Specifically, students a needs analysis will be completed for students who had poor attendance in the 2020-21 school year, who scored low grades, and who seemed to struggle with distance learning based on teacher observations and feedback.

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

All of the opportunities for supplemental instruction and support will be published on the school website, discussed in monthly parent meeting, discussed during PTSA, and approved by School Site Counsel. Teachers will also share the opportunities for supplemental support and instruction with the students they serve.

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

- SNTHS will extend the instructional learning time for students who need extra time and support by providing an extra hour study hall after school that will be staffed by a certificated staff member.
- SNTHS will accelerate the progress to close learning gaps through the implementation, expansion, or enhancement of learning supports by hiring a part-time para professional to support students in classes and also in the after school study hall.
- SNTHS will provide accelerated student supports to address other barriers of learning by hiring a part-time paraprofessional to support students in classes and also in the after school study hall.
- SNTHS will provide community learning hubs that provide students with technology, high speed internet, and other academic supports by providing the use of a computer lap with laptops and desktop computers, with high-speed internet will be available for students to use before school, during lunch and after school. The computer lab will be staffed by certificated personnel and a paraprofessional.
- SNTHS will provide supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility by providing an additional hour, per week, of credit recovery support provided by certificated personnel
- SNTHS will provide additional academic services for students through the Echo Learning Management System
- SNTHS will provide training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs in partnership with the New Tech Network

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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	5,206.25	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	15,206.25	
Integrated student supports to address other barriers to learning	12,803	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	53,993	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	10,412.50	
Additional academic services for students	15,704	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	15,704	
Total Funds to implement the Strategies	129,029	

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

No ESSER funds were allocated to the site during the current year and allocations of ESSER funds to the site have not been confirmed as of this writing. Any ESSER funds received will be utilized in alignment with the strategies/actions in this plan and the school's mission, vision, and site plan.

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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*.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

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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.

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- 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]).

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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

DRAFT

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
The Met High School	Denise Lambert, Principal	Denise-lambert@scusd.edu 916-395-5417

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 initial details of the plan were emailed to the members of the SAB (School Advisory Board) who were asked to provide feedback and then to suggest other specific programs offerings for the target populations and specific expenditures to meet those program goals. Then at a staff meet, specific information about the grant and the current proposed targeted educational plan was presented to teachers and staff who were then asked to review the seven criteria and provide further suggestions and recommendations to the plan.

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

Students in the targeted groups will be identified using data including but not limited to: attendance and academic performance collected from Infinite Campus, the SCUSD data management system. In order to ensure that all of the targeted students' needs were

considered, individual advisors will evaluate the needs of their advisory students in order to identify individual students' academic needs.

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

Families and students will be informed of the supplemental opportunities by letter, Schoology post, email and individual phone calls.

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

The school will offer after school tutoring in a small group setting two days a week to those students who disengaged during the COVID-19 year and are not on track to graduate. The school will hire a mental health specialist in order to support the mental health needs of our students. Finally, we will hire a one-year Resource teacher who will support additional academic services to ameliorate graduation. They will oversee the credit recovery program, and re-invigorate our home visit program to increase engagement from student and families, monitor students that are not on track for graduation and work with students to increase college eligibility. The school will also provide summer school for students that are off-track for graduation(summer will be funded by SCUSD).

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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	$2,500.00	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	$150,000.00	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	[$ 0.00]	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	[$ 0.00]	[Actual expenditures will be provided when available]

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]	[Actual expenditures will be provided when available]
Additional academic services for students	[$ 0.00]	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	$35,000.00	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	$187,500.00	[Actual expenditures will be provided when available]

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

No ESSR funds were allocated to the site during the current year and allocations of ESSR funds to the site have not been confirmed as of this writing. Any ESSR funds received will be utilized as detailed in this plan that aligns with our current mission, vision, site plan, and WASC goals.

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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

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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.

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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.

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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.

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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

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