



# Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

## Plan Descriptions

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

Parents were involved in the process through School Site Council and DELAC meetings where the information regarding funding was presented and they were given the opportunity to share what services were needed by their students to help them improve academically and socially. The recommendations were noted and some of them have been incorporated into the plan. The most common request from parents was to provide support services to students who were struggling academically. In addition, parents completed surveys to inform us of areas that needed additional attention. Teachers, students and school staff also completed a survey to inform us of areas of need and continued focus. Staff representing departments across campus participated in School Learning Team (SLT) meetings that focused on identifying student academic and social needs. This group, SLT, also identifies professional development for the summer of 2021 and the 2021-22 school year.

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

Students were identified using attendance, engagement, grades and course completion data. Student academic needs will be evaluated using pretests, in-course formative assessments and post tests. Social needs will be identified and evaluated by the District personnel who work and interact with them and their families.

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

Any student who failed a course needed for graduation will automatically be enrolled in Summer School. Parents/guardians and students will be informed of the opportunities for supplemental instruction and support by the student's counselor, through telephone conferences, mail, email, automated telephone calls, texts, video and posts on social media, the District website and the Principal's Forum.

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

TUHSD will offer a vastly-expanded, in-person summer school in 2021. The schedule will offer courses during both morning and afternoon sessions. The focus of summer school will be to facilitate course credit recovery (which is largely driven by the negative impact of the COVID-19 pandemic) across all core subject areas, but especially within mathematics, English Language Arts, and Science. Students who are on track for graduation will be given an opportunity to participate in summer enrichment activities focused on Career Technical Education courses in order to remain engaged in school with a focus on overcoming the effects of social isolation experienced in a distance learning environment. Certificated will be provided with time for curriculum and professional development to prepare for instruction of both summer school and school year courses. More than \$843,045 - the grant amount - will be expended to provide the expanded summer school. In addition to expanded course offerings, instructional aides will be hired and utilized to maximize instruction and student success. The instructional aides will each be assigned a caseload of students who struggled academically or failed to engage in the learning environment over the past school year. They will track student progress, contact parents, and provide tutoring and assistance as needed. In addition to formative assessments in their classes, students will be given a diagnostic test at the beginning of summer school and again at the conclusion of the session to evaluate progress and readiness for classes during the school year.

## 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.

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Extending instructional learning time	661,442	

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	2,000	
Integrated student supports to address other barriers to learning	144,623	
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	30,000	
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	4,980	
<b>Total Funds to implement the Strategies</b>	<b>843,045</b>	

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

Student needs - both in the immediate future and over the long term - are at the forefront of the with regard to TUHSD's planning and implementation of the use of all pandemic response funding. In recent months, the District has utilized these funds to ensure both summer and regular school year course materials and student supports are available beyond the traditional classroom on the internet (by way of programs such as Canvas, Zoom, and the like). The District has converted multiple sets of course material from paper-based to digital, including purchasing and implementing materials to support & enhance both core (i.e. English, Social Science, Mathematics), Fine Arts

(Band, Choir, Art, etc.), and CTE course offerings. The District also made a conscientious effort to invest in our ability to query and gauge our student population - and their parents - by way of services provided digitally by Qualtrics.

To maximize the ability of those online supports to be accessed by our student population, the District made a significant investment into a Wi-Fi tower which will facilitate student access (at no cost to students' families) to the TUHSD network and the internet across the majority of our student service area/metropolitan District boundaries. To ensure District network reliability, the District made another significant investment in a generator to provide backup power in the event of a power outage. Moreover, to further enhance and maximize the availability, efficiency, and effectiveness of out-of-classroom materials and supports, the District is evaluating the need for and considering updates/upgrades to its digital infrastructure & equipment (such as updating and/or replacing servers, data-carrying wiring/cabling, network switches, etc.).

Since the early Fall of 2020, the District has operated in a hybrid format, facilitating instruction to students in one form or another both in a Distance Learning and/or In-Person format (asynchronously early on and simultaneously more recently). To do so, the District recognized a need for additional, mobile power supplies in its classrooms and thus made a significant investment to provide power towers to student classrooms. Moreover, in order to facilitate this hybrid instruction (both during normal hours and after traditional school hours), the District made a significant investment in laptops for all staff members and faculty.

Since the onset of the pandemic-driven school closures (or reduced availability of in-person attendance), the District has continued to serve meals in a non-congregate setting, providing meals curbside to students and families who are off-campus at any given time and providing the same for students arriving or departing for the day. In order to maximize the delivery of meals to our neediest of students, the District provided meal delivery services along traditional bus routes in remote areas within the District's boundaries and directly to the door of our Special Education students (as desired).

The District continues to seek out additional methods by which to support students both during the regular school day and afterward, utilizing all sources of funding, especially those one-time funds provided in response to mitigating learning loss amid the COVID-19 pandemic.

# 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:ELOGrants@cde.ca.gov) or [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov)*

## Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

*EC* Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the

supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
  - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
  - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
  - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

### **Fiscal Requirements**

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.

- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

## **Instructions: Plan Descriptions**

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

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

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

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

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

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

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

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

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

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

# Instructions: Expenditure Plan

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

Complete the Expenditure Plan data entry table as follows:

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

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

## **A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA**

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

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