

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Joaquin County Office of Education	Sean Morrill Assistant Superintendent - County Operated School and Programs	smorrill@sjcoe.net 209-468-9050

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 overall process used to engage all stakeholders in developing the Expanded Learning Opportunities (ELO) Grant Plan built upon the feedback and needs assessment information generated from the Local Accountability Plan (LCAP) process. A majority of the LCAP is focused on closing the achievement gap for students, supporting their social/emotional growth and enhancing the student assessment/diagnostic programs. To ensure that the ELO grant plan was developed with parents, teachers, and school staff, the San Joaquin County Office of Education (SJCOE) held a series of additional feedback discussions and planning sessions with each group. There was a needs assessment and brainstorming activity conducted with all site administrators and support staff. From that activity, follow up informational/idea gathering meetings were conducted at the site level with staff, students and parents to further help solidify the plan. Engaging stakeholders also included gathering feedback from our Mental Health Clinicians, Truancy Specialists, Special Education staff, Student Services staff, Nutrition Specialists, Technology team, Professional Education Director, Site Administrators, and Site Counselors. This occurred through multiple on-line meetings, emails, phone calls and in person meetings. Through these efforts, participants had valuable input in developing the ELO Grant Plan. SJCOE also held an all staff meeting to solicit and gather feedback for the plan and met with union representatives for their input. SJCOE also engaged members of the DELAC and SSC to provide feedback that helped develop the plan.

In the Special Education program, parents were also included in the development of the plan via surveys, the IEP process, and individual learning loss plan development. Parents were surveyed on their interest in attending an in-person expanded learning program. Via the IEP process, the expanded learning program was shared and discussed. Prior to participation in the expanded learning program, parents will

participate in the development of an individual learning loss plan for their child, and provide feedback and consent to the plan which will be placed in the student's special education file/record. Teachers and instructional assistants were surveyed on preferred dates and hours of the expanded learning program for Summer 2021 and given the opportunity to apply for expanded learning program job opportunities. Teachers and instructional assistants were provided the proposed plan and asked for feedback and recommendations to the plan. Recommendations and amendments were made as needed.

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

All students will take the FastBridge diagnostic assessment in reading and math. Once students complete the assessments, teachers will meet individually with students to review the results of the assessment and develop individualized academic and social emotional learning goals with each student. The FastBridge results and report will recommend interventions for students based on the score, which will be included as part of the goal setting process. Teachers and students will create quarter 1 goals and then return to each student's goals to create Q2 goals. Teachers will continue to use formative assessments such as Quizlet and FlipGrid to help monitor student progress. Students will take additional assessments in winter and spring, and will continue to review and revise their academic and social emotional learning goals. Throughout the year, teachers will have the ability to create intervention groups via FastBridge to track and monitor student progress and apply specific and appropriate interventions based on student need. In addition to the diagnostic assessment timeline, teachers will use formative assessments to monitor student progress throughout the year and provide targeted interventions and support to students.

Counselors will conduct extensive transcript reviews to identify specific credit deficiencies for students that occurred prior to, and during the pandemic. Once these deficiencies are identified, Counselors will work with site teachers and administrators to develop class schedules that will meet the needs of students. The goal is to enroll students in classes they need to make progress towards graduation and to develop credit recovery plans as needed for individual students. Teachers, Counselors, and Mental Health clinicians will also conduct informal social-emotional needs assessments for students based on conversations, attendance data, and engagement data. Through this informal process, if students are found to need more in-depth social-emotional support, such support will be provided in accordance with the current MTSS model.

All English Learner students will be given targeted ELD instruction in both designated and integrated settings. Assessments in the ELD curriculum will be used to help teachers identify academic areas of need for their EL students. Students will also be given a common writing assignment (PWA) in four genres throughout the year (compare and contrast, narrative, research, and argumentative). These essays are assessed with a common writing rubric that is used program-wide. Elementary students in grades K-6 will be given the iReady assessment in math as part of the current math curriculum pilot. The iReady results are reviewed by teachers regularly and informs instruction and strategies. In summary, all students will be provided with assessments to determine their individual learning and social-emotional needs and have transcripts reviewed to determine current credit needs. This assessment process will be conducted on an on-going basis.

In the Special Education program, data is collected on goals and objectives continually for students in the special education program. In addition to daily and weekly data, quarterly progress reports are developed for each student to monitor progress and provide parents with an updated progress report. Services for the expanded learning program will be offered based on each individual student's progress toward IEP goals, as well as the analysis of data that documents student regression experienced during the in-person closure.

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

Outreach to pupils and parents will include, but is not limited to communication through:

- Social Media
- School Website
- Peachjar eflyers
- Phone Calls
- Automated Text Messages
- Tier 3 & 4 level case management as needed/appropriate
- Home visits as needed/appropriate

All information shared through the avenues above will be in multiple languages with translators provided as needed. Through these multiple mediums, parents/guardians and students will be informed of their specific credit needs and basic skill levels in reading and math. Along with this outreach process, parents/guardians and students will be notified during quarterly parent conferences of their current academic progress and standing. During these meetings the opportunities to engage in summer sessions, extended sessions during the school year, after school opportunities, Saturday sessions, and the creation of technology hubs for student use will be discussed.

In Special Education, electronic communication via email and text messages has been and will continue to be utilized as a method of communication with parents and guardians to inform them of the expanded learning program. In addition to the group emails and texts, an individual letter will be mailed to each family with the student's expanded learning hours, location, and teacher name. Along with this letter, a copy of the student's individual learning loss plan will be included for parent feedback and consent.

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

The plan to provide supplemental instruction and support is focused on four areas: 1) Providing additional opportunities to take classes during summer sessions, extended sessions during the school year (weeks traditionally off for students), and Saturday sessions for students to access the school site to complete assignments, get additional one-on-one support and complete credit recovery projects. Extended learning time will also include a zero-period option and extended school day based on student need with additional enrichment opportunities. 2) Providing technology hubs which will include internet access, Chromebook carts, copy/printer/scanners and access to on-line credit recovery curriculum. These hubs can be accessed during school hours, after school, and on Saturdays so students can have solid connection to the internet to do research, print assignments/projects, and log onto and complete credit recovery courses. Depending on the needs of each community, the hubs can also include access to community resources and social emotional support and resources as needed. 3) Providing student centered reengagement strategies by creating a student reengagement team, which will work with all sites and families and utilize the SJCOE MTSS framework to coordinate Tier 1, 2 and 3 resources, and interventions and expand SJCOE's Career Technical Opportunities for students. 4) Providing training for staff, teachers and families to help students and families reengage with school through focusing on both the academic and social emotional needs of students and staff.

In the Special Education program, students will be offered a 62 hour expanded learning program (in addition to their regular Extended School Year) for specialized academic instruction with embedded related services in accordance with the student's individual IEP (to include, but not

limited to, speech & language, behavior intervention, occupational therapy, physical therapy, mental health counseling, and Adaptive PE services).

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	\$1,319,319	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$537,000	
Integrated student supports to address other barriers to learning	\$477,238	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$470,000	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$208,865	
Additional academic services for students	\$0	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$320,000	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Total Funds to implement the Strategies	\$3,332,422	

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

The ELO and ESSER grant funds are being utilized to support all strategies described above. All strategies also align to the goals in the LCAP and SJCOE will use a continuous improvement process to monitor progress towards goals and adjust course as necessary by analyzing relevant data and gathering feedback from students, families and staff.

In the Special Education program, ELO grant funds and ESSER funds are being utilized to support all strategies described above. Additional staff, to include supplemental instruction assistants, a school nurse, and a BCBA are being hired. Mental health services and supports will be available to all students, to support their social emotional wellbeing. On-going training in the areas of Crisis Prevention Intervention (CPI) and Mindfulness will expand beyond the 2021 school year, in an effort to train all SPED staff in these evidence-based practices. In addition to the 62 hour expanded learning program in the Summer of 2021, the ESSER funds will be utilized to support an additional 62 hour expanded learning program in the Summer of 2022.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov or lcff@cde.ca.gov

Instructions: Plan Requirements

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

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

For purposes of this requirement

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

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

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

The seven supplemental instruction and support strategies are:

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

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

Fiscal Requirements

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

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

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

Instructions: Plan Descriptions

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

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

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

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

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

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

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

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

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

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

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

Instructions: Expenditure Plan

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

Complete the Expenditure Plan data entry table as follows:

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

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

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

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

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