



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.

Stakeholder engagement is a priority for the District leadership. During distance learning, in order to gather diverse perspectives from students, parents, classified, certificated and management staff (including site principals, assistant principals and district leadership), we continued to hold meetings reviewing local indicators, feedback surveys, the LCAP Advisory Committee, and the work of the Futures Advisory Taskforce. As of April 30, over thirty-seven surveys (34,173 responses) were sent. Topics included LCAP priorities, student benefit waivers, distance learning models, access to technology, parent engagement, curriculum, testing, and professional learning. Not every stakeholder group answered every survey. Follow up was completed by school site personnel to encourage more participation, and links were posted on Canvas Learning Management System, Twitter, Facebook, school and district websites, and shared via Blackboard Connect.

Three LCAP Advisory Committee meetings were held prior to the adoption of this plan. There were 74 members invited to participate. Participation was as follows: The Superintendent, 2 student board members, 3 assistant superintendents, 6 directors, 1 Interpreter, 1 Ed Services Secretary, 2 ESTA representatives, 2 CSEA representatives, 4 Bilingual Assessment Technicians, 5 Bilingual Parent Liaisons, 11 certificated staff, 8 classified staff, 10 parents, 5 principals, 5 assistant principals and 8 students. Meetings were held on Jan. 25, March 18, and April 29.

Expanded Learning Opportunities Grant Presentation

This plan was presented to the LCAP Advisory Committee on April 29, 2021. A draft plan was posted on the website on April 30 through May 10th with a link to provide feedback.

Stakeholder Feedback: LCAP Advisory Committee

This group met on April 29 and were in favor of moving forward with the plan. They shared support for expanded tutoring and summer school options. Interventions were a priority, and if additional learning models such as distance learning are offered, the group suggested students be carefully monitored so that support is provided in a timely way should students struggle. Social-emotional wellness and supports continue to be a priority for our stakeholders, and the Advisory Committee agreed that expanded staffing, professional learning, and resources are critical in this area. The group shared support for increased access to technology, credit recovery, and conducting an equity audit. The participants were satisfied. The feedback that was given was about included the suggestion that a review of data and assessment of students' needs be conducted at the beginning of the year in order to make adjustments to interventions and supports provided.

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

Grade Guardian

Designated school site personnel will monitor student engagement in Canvas and Edgenuity. Using Grade Guardian, identified staff can create dashboards of groups of students where student progress is monitored for attendance, engagement and participation. The intention is to better identify and support struggling students and get those students back on track with appropriate interventions as needed.

Dashboard

Using the Forecast5 5Lab Dashboard, a variety of users will be able to monitor student progress and identify students needing extra support. These users include site and district administrators, school counselors, intervention teachers on special assignment, and house leads. Data used to help identify students includes attendance, engagement, work completion, discipline, grades, and other indicators of “on track” status.

Screening and Diagnostic Assessments

The district will explore the implementation of a diagnostic assessment or “screener” to assist in the identification of students needing additional supports and interventions.

Student Referrals

Referrals for students needing additional supports may be made by the student, parents/guardians, teachers, and other school staff members. These referrals will be routed to the appropriate staff member, including school counselors, social workers, and assistant principals.

Outreach

Students who have not engaged will be contacted and supported. A MTSS team will be assigned to visit homes of students who are not engaging.

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 the various methods of communication already in use within the district. These methods include Blackboard connect messages sent via phone, email, and text message; social media posts; school and district websites; workshops and seminars led by parent liaisons and school counselors; and in-person and virtual conversations and events hosted by the school. In addition, information will be provided within School Study Team meetings, Individualized Education Program meetings, and other conferences with school staff members. All family communications are sent in English and Spanish.

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

The Expanded Learning Opportunity Grant will provide supplemental instruction and support for all students within the Escondido Union High School District. In addition, specific supports will be provided to 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 are credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff. All services will be part of a multi-tiered system of

supports that includes universal (tier 1), targeted (tier 2), and intensive (tier 3) supports or students based on their identified needs.

Support services have been identified in each of the following 7 strategy areas:

1. Extending instructional learning time in addition to what is required for the school year by providing summer school and taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.

- Summer school services for Summer 2021 and Summer 2022
- Distance Learning instructional model oversight and support
- Interventions provided within the school day and outside the school day

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:

- Tutoring or other one-on-one or small group learning supports provided by staff, with an emphasis on support for targeted students
- Increased hours for classified paraprofessionals serving as Bilingual Instructional Assistants and Lab Classroom Assistants, with an emphasis on support for Emerging Multilingual Students (EMLs)
- Educational Technology Teachers on Special Assignment (TOSAs) to support teacher instruction, with an emphasis on accessibility for targeted students
- 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 counseling or mental health services, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

- Increased number of social workers and social work interns to provide students with targeted (tier 2) and intensive (tier 3) supports
- Partnership with National Conflict Resolution Center to expand the implementation of Restorative Practices across the district, including the development of a districtwide implementation plan, school level plans, training for all stakeholders, and administrator coaching in implementing the practices at each school campus

4. Provide students with access to technology, high-speed internet, and other academic supports.

- Purchasing of laptop computers to ensure all students are 1:1 with a device to ensure access to digital learning materials and resources for all students within the school day and beyond
- Purchasing of internet hotspots to ensure access for all students to digital learning materials and resources beyond the school day

5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.

- Expansion of online licenses to allow for credit recovery options

6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.

- Securing an assessment solution that includes diagnostic/screening assessments as well as periodic assessments to gauge student progress and assist in the identification of students needing additional supports and interventions.
- Implementing a data dashboard to provide a variety of users the ability to monitor student progress and identify students needing extra support
- Curriculum Teacher on Special Assignment (TOSA) to assist teacher teams in developing Blueprint course materials matched to state standards, offered in Canvas Learning Management System, with an emphasis on accessibility for targeted students
- Conduct an Equity audit of district and school data, develop and implement an equity plan, and monitor progress, as guided by the EUHSD Equity and Cultural Proficiency Committee

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.

- Provide at least two days of professional learning on social-emotional supports for students to certificated staff
- Provide at least one day of professional learning on social-emotional supports for students to classified staff

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	\$1,797,738	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$1,420,321	
Integrated student supports to address other barriers to learning	\$714,934	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$892,667	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$23,333	
Additional academic services for students	\$489,455	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$510,500	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Total Funds to implement the Strategies	\$5,848,948	

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

Cabinet members coordinate services and funding, including the appropriate assignment of programs and services to the various federal Elementary and Secondary School Emergency Relief Funds received by the LEA. The budgeted expenses listed above are based on stakeholder input and priorities from surveys, focus groups, and committee meetings throughout the 2020-2021 academic year and prioritize expenses for in-person learning, interventions and supports, and training.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

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

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

Instructions: Plan Requirements

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

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

For purposes of this requirement

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

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

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

The seven supplemental instruction and support strategies are:

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

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

Fiscal Requirements

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

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

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

Instructions: Plan Descriptions

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

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

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

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

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

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

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

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

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

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

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

Instructions: Expenditure Plan

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

Complete the Expenditure Plan data entry table as follows:

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

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

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

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

California Department of Education
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