

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.

This Expanded Learning Plan incorporated the input from multiple stakeholders: parents and guardians through surveys, teachers from all the schools in the district (4/21, 4/28, 5/5), the Emery Teacher Union, the ESS Student Council (5/19), the LCAP Parent Advisory Committee (3/23 and 5/17), the Districtwide English Learner Advisory Committee (5/26), the district Cabinet (5/17), the classified staff (via survey), and the Board Curriculum Committee (4/13). Additional feedback was collected via multiple surveys, during in-person meetings and at the district town hall meetings (3/9 and 4/20). All the surveys were translated into Spanish and Arabic, our two predominant second languages, so that the district could incorporate voices and ideas from the entire community.

The entirety of this feedback data was thoroughly analyzed, and we identified patterns in our stakeholders' suggestions. Next, the data was prioritized vis-à-vis the district's vision and mission and according to the frequency of requests. The resulting ideas and recommendations found their way directly into this Expanded Learning Plan.

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

Students will be identified based on attendance data and on the assessment data from ELPAC, IReady, and CAASPP English and Mathematics tests. Additional data will be considered as documented in the students' IEP along with the data from Aeries, our student information system, and with the social-emotional data from the *Healthy Kids Survey*. The attendance and participation/engagement data from 2020-2021 will be incorporated along with the pre- and post-tests data from summer school. Teachers will offer recommendations based on their classroom observations and parents will be asked to provide input with regards to the students' social-emotional state and other perceived needs.

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

Parents and guardians will be informed of the opportunities for supplemental instruction and support via written communications, translated into Spanish and Arabic, (both physical and digital), at the various community meetings, including the Parent Advisory Committee and the District English Learner Advisory Committee, during the town hall meetings with the assistance of the Spanish and Arabic interpreters and via robocalls and phone calls.

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

The EUSD will provide supplemental instruction and support to identified students with the six of the seven recommended strategies. These six strategies were recommended and agreed-upon by all the stakeholders in the district: teachers, parents/guardians, the Emery Teacher Association, the Parent Advisory Committee, the Districtwide English Learner Committee, and the ESS Student Senate during the meetings around Expanded Opportunities Learning Plan. In addition, we took into consideration the suggestions from the multiple surveys sent to our stakeholders. The strategies are as follows:

1. Extending instructional learning time:

The EUSD will offer extended summer school academic and enrichment opportunities for our AYES and AYMS pupils. Academic options will be offered at each grade level and also to incoming high school freshmen. Additional enrichment options will include drama, art, Verizon curriculum of augmented and virtual reality, Hip-hop, coding, and social-emotional activities through E-Sports. During the school year, the learning instructional time will be extended via after-school tutoring.

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

a. Small group tutoring will be provided by the certificated staff. This support will be delivered via targeted, research-based intervention programs. Additionally, homework

club will be offered to students who need help with organizational skills and/or assistance with the homework assignments.

b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both: teachers will provide targeted English Language Learning support after school. In addition, they will offer academic assistance during the school day in intervention blocks along with the after-school intervention utilizing digital programs such as IReady, Accelerated Reader, Learning A-Z, Raz Kids, Seesaw, Seesaw, Starfall, Edpuzzle. With the implementation of *Mystery Coding*, the district will integrate career technical education with the social-emotional learning which will benefit all of our scholars, including English learners, low-income, Students with Disabilities, homeless students, and Foster Youth. This integration will offer more explicit real-world connections and will increase student engagement.

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 will be offered via a curated collection of professional learning options in summer and during the school year. Teachers will be compensated for their time for professional learning opportunities attended after school hours. Additionally, the district Behavior Health Manager will facilitate suicide prevention training for all teachers and staff to ensure that they can identify symptoms of emotional and mental distress; the manager will also support students in need of services and/or refer them to the partnering community organizations for help.

Teachers will be provided with professional development opportunities in teaching SEL programs such as *Teaching with Relevance*, *NewsELA* social-emotional learning component, *Mystery Coding*, which is integrated with SEL, and *Edgenuity's Contemporary Health Course* that aligns with the requirements of the California Healthy Youth Act.

3. Integrated student supports to address other barriers to learning:

Special Education specialists will include behavior goals and strategies in student IEPs in order to address behavioral concerns early on. Also, the district will capitalize on the numerous benefits of social-emotional learning for students, including increased academic achievement, improved behavior, increased graduation rates, and improved student attendance (CASEL, 2020). Every school will implement a coherent, research based social-emotional learning curriculum to support students' wellbeing. These curricula will integrate the development of soft skills which are critical for students' success in the 21st Century. Schools will agree on several SEL strategies to be integrated across disciplines and will monitor and assess their implementation during Instructional Rounds/Learning Walks.

Our psychology interns and social workers at the EUSD Health Center will provide critical group and individual counseling and other mental health services to our students and the wider community.

Equally important, to eliminate bullying and to minimize negative behavior, the EUSD will implement restorative justice practices which focus on mediation and agreement rather than on punitive measures. These strategies will increase student engagement

and reduce suspensions, which are disproportionately used with our minority students. Restorative justice practices support equity and are beneficial for all students, including low-income, Foster Youth, Students with Disabilities, English learners, homeless children, and students who are below grade level. As evidenced by the implementation at a pilot school in Oakland USD, our neighboring district, restorative justice practices decreased suspensions by 87 percent in three years, with a corresponding decrease in violence. All the staff in the district will be offered training about restorative justice. Restorative justice practices hold real promise to ensure greater equity at EUSD.

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

Credit recovery opportunities will be available to ESS students under the guidance of the school counselor with Edgenuity, a personalized digital program. These supports will be available during the school year and in the summer.

5. Additional academic services for students:

Students will be assessed with diagnostic, progress monitoring, and benchmark assessments of student learning. The schools will use STAR, IReady, Edgenuity, CAASPP Interim Assessments and CAASPP summative assessments to gauge student attainment. This data will be collaboratively analyzed by teams of teachers and used for planning strategic interventions for small groups of students and to inform instructional planning.

6. 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:

All EUSD certificated and classified staff will be given an opportunity to engage in professional development about trauma-informed practices to ensure that they are well-equipped to support students who experienced trauma as a result of the pandemic or for any other reason. This action will benefit all of our students and staff, including English learners, Students with Disabilities, Foster Youth, and low-income students. This work will be lead by the district Behavior Health Manager.

All 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, as follows:

Tier I: all students will participate in research-based and CA Standards-aligned instructional offerings and will be assessed using the base-line, progress-monitoring, and summative assessment instruments. Additionally, all students will have access to enrichment courses and offerings. Finally, every student will engage in practicing social-emotional strategies of self-regulation and wellbeing, such as mindfulness.

Tier II: based on assessment data, students in need of additional support will be referred to a COST team and will receive in-school interventions, after-school tutoring, counseling by the social work and psychology interns, and social-emotional supports. All students in this tier will have agreed-upon improvement plan.

Tier III: a group of students who are not showing enough progress in Tier II may be referred to SARB, provided individual targeted interventions, counseling by the social work and psychology interns, and/or referrals to the outside mental health providers.

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 (summer school)	\$194,500	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports (an intervention specialist for AYES)	\$139,000	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning (culturally responsive books for summer reading; ELD Aid)	\$14,547 + \$70,346 (ELD Aid)	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	ESSER funds	[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	Supplemental and Concentration funds	[Actual expenditures will be provided when available]
Additional academic services for students	Supplemental and Concentration and Title I funds	[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	\$126,391	[Actual expenditures will be provided when available]

academic needs (teachers' time for attending PD in summer and during the year – 20 hours per teacher; part-time literacy coach and part-time math coach)		
Total Funds to implement the Strategies	\$474,212 plus \$70,346 for the paraprofessional position (of which \$51,927 is projected to be funded by this grant and the rest will come from general funds).	[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.

The budget in this Expanded Opportunities Plan covers only a fraction of the actions and services described above as evidenced in the table provided. Many of these actions will be paid with the parcel tax funds, with Supplemental and Concentration allocations, and with the Title I, II, and III funds. The ESSER and ESSERII funds were spent on activities, services, and supplies related to preparation for school reopening such as PPE, COVID-related equipment, examination of the attendance system, additional hand-washing stations, and repairs of the HVAC system. In addition, the ESSER funds were used to hire behavioral aids for the district Learning Hub where students with disabilities, pupils who were poorly engaged, and academically or emotionally struggling students were supported during distance learning.

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

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

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

For purposes of this requirement

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

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during

the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.

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

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

Fiscal Requirements

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

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for

full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.

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

Instructions: Plan Descriptions

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

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

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

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

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

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

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

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

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

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements

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

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

Instructions: Expenditure Plan

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

Complete the Expenditure Plan data entry table as follows:

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

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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- 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.