

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.

Hughes Elizabeth Lakes Union School District (HELUS) values input from parents, teachers, school staff, students and our community. HELUS uses the input collected when developing plans. All the previously mentioned stakeholders contributed to the development of the Expanded Learning Opportunity (ELO) Grant through surveys or virtual meetings. Surveys were conducted in April and May 2021. The data collected is reflected in the description of how the LEA plans to provide supplemental instruction and supports section of this grant report.

HELUS aligned the Expanded Learning Opportunity (ELO) Grant with our Local Control Accountability Plan (LCAP) to ensure efforts are working towards the same collective goals. The ELO Grant will fund extended instructional learning time, learning recovery, integrated student supports to address other barriers to learning, supports for credit-deficient students, additional academic services, and professional development these expanded opportunities are aligned with and will complement our LCAP goals.

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

Surveys were administered to all staff, parents, students and the community April 30 – May 3, 2021 and April 30 – May 10, 2021.

On May 11, 2021, the Expanded Learning Opportunity Grant overview and template was presented to the Board of Trustees and stakeholders attending the virtual board meeting. Input and comments were welcomed. None were received.

On May 12, 2021, an email communication explaining the ELO grant and requesting input via email was sent to all staff. One response was received.

On May 20, 2021, school staff meet in a virtual meeting to further discuss and student support options allowed by the ELO. The virtual meeting yielded the most input and questions.

On May 27, 2021, the HELUS Board of Trustees approved the Expanded Learning Grant Plan.

On May 28, 2021, the approved Expanded Learning Grant Plan was submitted to LA County Office of Education and the California Department of Education.

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

Students in need of learning or social-emotional support will be identified through multiple measures or through referral from any of the following: Counselor, teachers, parents or a student self-request. Multiple measures include standardized assessments or screeners, evaluating academic achievement, social-emotional conditions, student safety, and student engagement. The academic and social-emotional needs of students will be assessed through an initial assessment or initial screening. HELUS does not currently have the initial assessment and screening tools in place. Research on a district wide assessment that will meet the needs of HELUS is underway. We are seeking an assessment system which includes an initial assessment or screening assessment, benchmark assessments and summative assessment in the areas of English Language Arts, math, and social emotional stability. The assessments and screener will be identified prior to the start of the 2021-2022 school year. The assessment data from each content area assessment, will be used to identify the students most in need as well as reveal the specific needs of the students. The assessment result will be one of the multiple measures used. Additional measures include evaluation academic achievement by analyzing students previous CAASPP data and previous grades. Social-emotion screener and benchmark questionnaires. Student safety and engagement will be measured using student, parent, and teacher surveys conducted two times per year. Student safety and student engagement will also be measured by student attendance. Another area HELUS is monitoring is credit deficient students to complete graduation or grade promotion requirements. To graduate students, need a cumulative 7th and 8th grade point average (GPA) of 2.0 or greater. Students with a GPA at 2.0 or less in 6th – 8th grades will be identified for academic counseling.

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

Our communication tools we currently have in place to inform parents and guardians about the ELO include our Lions e-Roar, website, e-mail blasts, teacher newsletters, School Messenger (robo calling system), individual phone conversations, and parent-teacher conferences. Feedback from our stakeholder revealed that our communications (mainly Lions e-Roar) are not being read. HELUS will add a new communication platform such as Parent Square in an effort to better reach our stakeholders. Parent Square is available

through a smart phone app and provides the contemporary method of communication. Once the ELO opportunities are announced, parents and guardians interested in having their child participate will contact the child's classroom teacher or sign up online through Google Forms. HELUS has two families who need communications translated. A bilingual Instructional Assistance translates communications for these two families.

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

Hughes Elizabeth Lakes Union School District (HELUS) plans to implement Multiple Tiers of Systems of Supports with the ELO funding under the allowable use of adding additional academic in-person services for all students with an emphasis on serving English Learners, Foster Youth, low-social-economic and homeless students. Being a small school district with limited funding and resources, it has not been possible to offer MTSS. In earlier years, the district did implement Response To Intervention (RTI) supports. The District's RTI program was highly successful to the point of being recognized as a CA Distinguished School based on the RTI program. However, the District was not able to sustain RTI due to budget cuts. The ELO Grant will provide the resources to build a MTSS program. The new MTSS implementation will be similar to the previous RTI program with improvements of social emotions, attendance and behavioral supports added. The MTSS plan has built-in supplemental instruction and supports that address academic intervention, social-emotional interventions (mental health), attendance, and behavior interventions. MTSS begins with all students received Tier I (universal supports) as our base program. An initial diagnostic assessments or screeners are administered to all students allowing teachers to identify the students who need Tier II (targeted supports), and Tier III (intensive supports) services.

HELUS MTSS Tier 1 (universal supports) = Best First Teaching and Learning for all students by maintaining the low-class sizes already in place and reducing one large combination class. The largest class of 42 students will be reduced by splitting the 5th and 6th grade combination class into two classes making a 5th grade class and a 6th grade class. This reduction will decrease the student to teacher ratio and allow for closer support and monitoring of students' learning recovery. Our Best First Teaching and Learning includes using curriculum aligned with the California Common Core State Standards. The curricular areas currently align are English Language Arts and mathematics. The science curriculum is outdated and is not aligned with the CA Next Generation Science Standard; therefore, during the 2021-2022 school year, HELUS will pilot, select, and adopt a new science curriculum aligned with the CA Common Core State Standards and the CA Next Generation Science standards. A social emotional curriculum will be added to the Tier 1 – Best First Teaching and Learning as well as a district wide benchmark assessment systems to monitor academic growth and social emotional well-being. Teachers and Instructional Assistance will participate in professional development on the science curriculum, social emotional curriculum and the district wide benchmark assessments system.

HELUS Tier II (targeted supports) = Increased services and supports is for students in need of learning recovery and struggling academically. Tier II offers reteaching of concepts and skills taught but not grasped in Tier I curriculum through best practices. Tier II includes Instructional Assistance (IA) support during in-person class time. Teachers and IA's will work with small groups of students on targeted lessons to fill in gaps based on student's needs. An afterschool tutoring program will be established to offer extended learning time to help remedy learning loss and support struggling students with homework, English language arts and math assignments.

HELUS Tier III (intensive supports) = Intense intervention, one-on-one support, counseling/social emotional support, academic counseling and goal setting for credit deficient students and Student Success Team referrals. Tier III include students who are still struggling and need additional intensive explicit direct instruction beyond Tier I and Tier II. The intensive intervention will be provided by the teacher, IA or counselor and one or two students at a time. A specific focus for the intensive intervention lessons will be determined through teacher guidance or the Student Success Team meeting. Student success or lack of success in Tier III will determine if a student is referred for a Special Education Assessment.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	\$17,232	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$24,916	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	60,656	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	0	[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	\$7,919	[Actual expenditures will be provided when available]
Additional academic services for students	\$7,292.	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$18,292.	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	[\$ 136,307.00]	[Actual expenditures will be provided when available]

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

HELUS intends to coordinate 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, also known as ESSER II, to maximize support for students and staff. The learning recovery program that HELUS has designed is focused on providing supplemental instruction and supporting social and emotional well-being. The HELUS Expanded Learning Opportunities Plan was developed to provide tiered supports to identified students according to the Multi-Tiered Systems of Support (MTSS) framework. Through the MTSS lens, HELUS will be able to create an individualized accelerated learning path for identified students, beginning with universal supports and incorporating targeted and intensive supports where appropriate.

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.

California Department of Education
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