

Expanded Learning Opportunities Grant Plan

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|---------------------------------|--|
| Helendale School District | Ross Swearingen, Superintendent | rswearingen@helendalesd.com 760-559-5459 |

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.

A strategic Planning Process was held at five different times where all staff and stakeholders were provided with data and asked to give feedback for implementation of a return to school. A compilation of data was presented based on demographics, student achievement, and student, staff, and parent surveys. Following the presentation of data, all stakeholders at each meeting were asked to provide their feedback as to how they feel that a focus on standards should be presented as we return to school. The input that was received during these meetings were used to develop a plan for summer school as well as ongoing instructional support for all students who needed it.

The seven Board Goals were the priority for adopting means of meeting student needs. The Goals are:

1. The District will ensure that its academic programs allow every child to reach their learning potential.
2. The District will remain a source of pride to the Helendale Community through its actions and its effective communication.
3. The District will always act in ways to maintain fiscal solvency in order to ensure the greatest learning opportunities for every child.
4. The District will build and maintain educational, extra-curricular, and athletic opportunities that enrich every student's learning experiences.

5. The District will use technology as a tool to enhance and engage student learning.
6. The District will provide operationally effective support systems in order to provide the highest quality learning environment for all students.
7. The District will teach, encourage, and expect positive student behavior in a safe and orderly school environment promoting effective teaching and maximizing learning.

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

Students who will be provided ongoing support will be identified through their performance in their current classroom as recognized by their classroom teacher or parent, achievement data from CAASPP results in 2021, or future performance during the 2021-22 school year as is determined by their classroom teacher, parent, or through student achievement data.

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 notified of additional assistance provided through District weekly presentations, direct personal invitations for summer school or tutoring assistance, the Student Study Team process, or any other means that school stakeholders and parents/guardians communicate in order to provide additional assistance to students.

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

The plan to provide additional assistance has many different components that will be implemented. The components are listed and denoted (F, T, or U) in order of who is F – focused, T- targeted or U –universal to all.

(F) Summer school will be provided to 1/5 of students in the district. If a student is offered but declines summer school another student will be offered the opportunity to take the student's place. Summer school will be provided for all grades TK-8 with a ratio of 20:1 for each elementary section and a ratio of no more than 30:1 students per certificated staff member for each middle school section. Student instruction will focus on ELA and Math and be presented by certificated employees and supported by classified employees in a style that is engaging and positive.

(F) At the beginning of the 2021-22 school year tutoring will be offered to students who are at risk based upon the outcome of Edmentum Exact Path feedback analyzed and administered during the first days of the school year. The outcome of edmentum will produce opportunities both in an individual setting as well as in small groups to address any sub-standard achievement in the California Standards of Math and ELA. Student instruction will focus on ELA and Math and be presented by certificated employees and supported by classified employees in a style that is engaging and positive.

(T) The purchase of technology for use with students will provide opportunities for students and staff to address student learning that may not have advanced at the pace predicted nor in the manner that focused on engaging strategies provided through technology. 50% of the District's Chromebooks will be refreshed with the purchase of new ones.

- (U) Additional certificated and classified staff will be added in order to support and provide additional learning opportunities for students who may have fallen behind with a priority on students who have disabilities or are second Language Learners.
- (U) Classified and Certificated Staff will be provided training in strategies to mitigate loss of learning for students at the end of the 2020-21 school year and throughout the 2021-22 school year based on the use of Edmentum and its component software.
- (U) Portable facilities will be purchased so that social distancing can be promoted now and in the future. These facilities may be used for classroom instruction, bathroom facilities, or for storage that will allow more instructional space throughout school campuses.
- (F) Opportunities for school aged child care will be used in order to allow parents to provide the opportunity for additional support without any need for out of pocket costs for child care for them.
- (U) Food services will be provided in order to nourish students during testing of Benchmarks to ensure that all students are nutritionally satisfied.
- (F) School Counselor or School Administrative Manager for one year at Helendale Schools to provide support for students with social-emotional needs.
- (U) Maintenance and custodial staff in order to ensure the cleanliness of school sites so that students are able to be present and learning.
- (U) Creation and implementation of Benchmark Assessments to be used to determine level of learning in order to continue support.

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 | [\$ 48,738.82] | [Actual expenditures will be provided when available] |
| Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports | [\$ 70,000.00] | [Actual expenditures will be provided when available] |
| Integrated student supports to address other barriers to learning | [\$ 141,452.83] | [Actual expenditures will be provided when available] |
| Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports | [\$ 14,220.36] | [Actual expenditures will be provided when available] |

| Supplemental Instruction and Support Strategies | Planned Expenditures | Actual Expenditures |
|--|-----------------------------|--|
| Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility | [\$ 64,750.00] | [Actual expenditures will be provided when available] |
| Additional academic services for students | [\$ 50,354.00] | [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 | [\$ 16,000.00] | [Actual expenditures will be provided when available] |
| Total Funds to implement the Strategies | [\$ 405,516.00] | [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.

Funds are being used from different accounts to ensure a matching of their allocation requirements with the needs of the students and staff of the School District. Use of Title I as well as all COVID-19 funding sources including ESSER 1 and 2 are being used to fund programs to mitigate student learning loss related to the California Standards.

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
March 2021