

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.

Alum Rock Union School District involves a variety of stakeholders in annual community forums to provide input to the Local Control Accountability Plan. This year, these sessions were held in March 2021. In preparation for the additional grant funding, we added an opportunity during these sessions for stakeholders to provide input to be considered for the Expanded Learning Opportunity Grant. These forums were open to all of our ARUSD Community. Parents and community members were informed of these meetings via district website, informational flyers and automated phone calls and texts. All meetings provided Spanish and Vietnamese interpretation. Additional input was provided during sessions with various stakeholder groups.

STAKEHOLDER GROUPS INVOLVED IN PROVIDING INPUT TO THE LCAP:

- Community Forums
- Alum Rock Administrators Association (ARAA)
- Alum Rock Educators Association (AREA)
- California School Employee Association (CSEA)
- Teamsters
- School Staff
- LCAP Family Surveys via on-line survey in English, Spanish and Vietnamese
- Student Survey (3rd - 8th grade students) via on-line survey
- LCAP Advisory Committee provided input to the processes used for gathering input from Stakeholders.

PARENT ADVISORY COMMITTEES WHO PROVIDED INPUT TO THE LCAP:

- District Advisory Committee (DAC)
- District English Learner Advisory Committee (DELAC)

In addition to input gathered through our annual LCAP sessions, staff held various Expanded Learning Opportunity Grant listening sessions with families, students, teachers, site leaders and ASES partners to understand the type of support needed to ensure that identified students feel supported and reconnected to learning. Information from these various stakeholders was gathered in a variety of ways including virtual Zoom meetings and surveys.

The following trends were consistent among stakeholder groups. Actions to address these ideas were considered in the development of Expanded Learning Opportunities grant plan.

- Increased counseling services
- Social Emotional Learning programs and training
- Homework/Tutoring centers
- Maintain and Expand Summer Learning Recovery Programs
- Expand Enrichment Programs to re-engage students and provide opportunity for socialization
- School day support for students provided by ASES providers
- Classroom para support
- Reading Intervention Specialists
- Trauma-informed practices training for all staff
- Technology and Internet Access

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

The Alum Rock Union School District Instructional Services team will work in partnership with school site administrators and teachers to help identify, prioritize and support students most in need of critical support. Per grant guidelines, the following student groups will be prioritized for support: 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. In addition, we will utilize local assessment data, observational data, SST recommendations, teacher recommendations and parent requests to prioritize academic interventions and supports. Using a tiered system, staff will identify students using SST documents and observational data on behavior, attendance and engagement to determine the most appropriate level of support services in the area of SEL and mental health.

In addition, we will continuously monitor students' progress and solicit feedback to ensure that our district learning recovery program is responsive to students' social-emotional, mental health and academic needs to keep them engaged in school. Academic progress will be monitored through the SST process and overall progress monitoring. SEL/Mental Health progress will be monitored through case management, behavior data, and SST meeting notes.

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

District office staff at Alum Rock Union School District, in partnership with school site personnel will use a variety of communication methods to inform parents of the opportunities for supplemental instruction and support. In addition to our automated communication methods and webpage announcements, site community liaisons and district SLS coordinators will conduct phone calls to identified families who are not responding to initial outreach. This strategy ensures contact is made with all parents and guardians, including those who do not have access to technology.

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

EXTENDING LEARNING TIME IN ADDITION TO WHAT IS REQUIRED FOR THE SCHOOL YEAR

The district will provide a robust summer learning recovery program each summer during the grant period. The primary focus of the summer instruction will be on English Language Development, English language arts and mathematics and Summer bridge classes but may also include instruction in additional core content areas. In addition, we will provide visual and performing arts, sports and leadership summer opportunities for students with the main purpose of promoting creativity, movement and joy as students transition to in-person classes.

Realizing that students have not had the opportunity to socialize and work with peers during school closures, ARUSD staff feels strongly that we need to create spaces for interaction and socialization among students. We also acknowledge that after this challenging year, students will benefit from opportunities for self expression and creativity as a way to process their inner thoughts and feelings. With this in mind, we will provide after school visual and performing arts opportunities for students that include musical theatre, dance, animation, storytelling, technical theatre and more. These programs will help students build skills in expression, collaboration, creativity and social emotional wellness. Additionally, students will have opportunities to work with advanced technology in lighting, sound and music production that will challenge them and develop skills that can be used in high school and beyond.

TO ACCELERATE PROGRESS TO CLOSE LEARNING GAPS THROUGH THE IMPLEMENTATION, EXPANSION OR ENHANCEMENT OF LEARNING SUPPORTS

Alum Rock district staff conducted listening sessions with various stakeholders to understand ongoing support needs and ensure identified students continue to feel connected to learning beyond the initial development of the plan. Our learning recovery program includes plans to offer school year and summer programs that meet the academic needs of identified students and enrichment programs to rebuild socialization skills and re-engage students.

In addition, teachers will be compensated to support Math and ELA intervention tutoring efforts. The district will provide integrated support for students in grades TK-2 with educational tutors (paraprofessionals). Paraprofessionals will work in classrooms providing supports for students including, but not limited to, small group instruction and one-on-one student support in ELA, math and additional content areas and/or during after school and summer programs. Expanded Learning (ASES) partner staff may also provide similar learning supports.

INTEGRATED STUDENT SUPPORTS TO ADDRESS OTHER BARRIERS TO LEARNING

ARUSD is committed to the expansion of mental health services to provide additional support for identified students based on a tiered system of support. Staff will coordinate with school site personnel such as administrators, counselors, and teachers to ensure students have access to mental health support. In addition, we will build out the district's SEL program to build capacity in staff (ie. after school staff) and parents by offering trainings on SEL, and trauma informed practices and other strategies to ensure consistency for students.

Alum Rock's Expanded Learning After School Program provides a safe place where students engage in core day learning and other enrichment experiences as well as SEL activities to deepen connections that enhance students' self-awareness, resilience and self-efficacy. We will provide additional student support after school by expanding site programming with the intent of eliminating or reducing the waiting lists for students to be admitted to the Expanded Learning (ASES) programs by operating site-based homework/tutoring centers.

Understanding the link between nutrition and student learning, our district is committed to continuing our meal service for youth to ensure that all students come to school with energy to learn. Child Nutrition Services will continue to provide breakfast, lunch and supper meals via different accessible meal pick up services for in-person, distant learners and community children 18 and younger. Meals will be assembled, prepared, distributed, and served in safe packaging and serving lines that ensure all safety regulations and protocols for food, staff, and community.

COMMUNITY LEARNING HUBS THAT PROVIDE STUDENTS WITH ACCESS TO TECHNOLOGY, HIGH-SPEED INTERNET AND OTHER ACADEMIC SUPPORTS

Alum Rock Union School District will establish community learning hubs at schools or quadrants throughout the district to provide students and families with well resourced learning spaces. Resources will include access to technology and internet connectivity, access to tutoring resources, access to support staff, and accessibility during and after school, and if staffing allows, expanding to evenings and weekends.

The community learning hubs will support students in providing safe, accessible spaces for homework assistance, tutoring support, technology access, and enrichment opportunities. The community learning hubs will support families through district and school site coordinated digital literacy offerings, workshops designed to support parents with resources to assist their children with homework, as well as additional parent classes including TSEL. This support will be offered through a combination of district and school staff, as well as through community partnerships. Students and staff will be surveyed regularly to determine program effectiveness and identify additional needs. Funding will support staff, technology and materials needed to support family learning.

SUPPORTS FOR CREDIT DEFICIENT STUDENTS TO COMPLETE GRADUATION OR GRADE PROMOTION REQUIREMENTS TO INCREASE OR IMPROVE STUDENTS' COLLEGE ELIGIBILITY

Alum Rock will support middle school promotion requirements by supporting after school or Saturday Academies at each middle school site. Each site will identify students entering eighth grade to participate in order to improve their grade point average to meet the eighth grade promotion requirements as determined by ARUSD. These academies will provide students the opportunity to complete missed assignments, give access to extra credit work in addition to intervention support. Funding will be provided for staffing, outreach and additional materials needed to run the academies. In addition, sites can decide to include any seventh grade students needing this intervention in order to stay on track for eighth grade promotion requirements.

ADDITIONAL ACADEMIC SERVICES FOR STUDENTS

Alum Rock and it's Expanded Learning (ASES) partners engage in school year planning with all district departments. This coordination of services and training ensures that Alum Rock adopts a cohesive model that is supportive and responsive to youth and families. The Expanded Learning team participates in trainings targeted for teachers and school day staff to promote cohesion between school day and summer/after school (i.e. Springboard training, CCSS, CPS,

In order to close the learning gaps as a result of school closures, we will provide an evidence-based program that addresses early literacy foundational skills, such as phonological awareness, phonics, fluency, vocabulary, and comprehension, while also teaching the academic language and close-reading strategies that students will need for proficiency beyond third grade.

TRAINING FOR SCHOOL STAFF ON STRATEGIES TO ENGAGE STUDENTS AND FAMILIES IN ADDRESSING STUDENTS' SOCIAL-EMOTIONAL HEALTH AND ACADEMIC NEEDS

ARUSD will expand its robust training and support programs and will provide additional professional development opportunities for teaching and support staff, especially in the areas of supporting students' social-emotional needs such as, but not limited to, Trauma-informed practices training for all staff, restorative practices, character building, suicide prevention, SEL, mental health first aid and others.

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	\$1,200,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$2,272,288	
Integrated student supports to address other barriers to learning	\$2,000,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$500,000	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$300,000	
Additional academic services for students	\$385,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$200,000	
Total Funds to implement the Strategies	\$6,857,288	

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 district will coordinate ELOG funds with other funding sources to maximize and optimize the programs and services that students receive. Where practicable, employees that provide direct services to students who are newly hired with ELOG funds, will be funded with

alternate funding sources including, but not limited to ESSER and Supplemental Concentration after the ELOG expires at the end of 2021-2022. This coordination will maintain the increased levels of direct services to students beyond the term of the ELOG grant period. Services initiated through ESSER funds combined with additional learning loss recovery support funded with the ELOG work together to mitigate the learning loss that has occurred as a result of the COVID related school closures.

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 <mailto: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 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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