

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hesperia Unified School District	David Olney, Superintendent	david.olney@hesperiausd.org 760-244-4411

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.

Throughout the COVID-19 pandemic, the LEA has continually worked with parents, staff, and labor partners to ensure a unified approach in moving toward a return to in-person instruction, along with a focus on providing as many opportunities as possible for learning. The LEA has met repeatedly with representatives of classified, certificated, and administrative leadership to plan for high-quality instructional programs, meaningful prioritization of on-site learning, and environments that allow students, staff, and the community to remain safe and healthy. Collaborative discussions were held with stakeholder groups (staff, parents, students) through surveys, HUSD district leadership Board meetings, school site council meetings, English learner advisory meetings, bargaining sessions, and special board meetings. Additionally, parent, student, and staff surveys have been utilized to gather input and establish priorities. The LEA completed the following activities to ensure input from all stakeholders: conducted surveys to the community solicited input during meetings with HUSD District Leadership, DAC meetings, and meetings with instructional coaches. In addition to District level meetings, site administrators discussed needs with site staff, the results of which were reported at the District Instructional Leadership meeting. Through the LCAP survey and Title 1 survey, students, staff, and parents were provided opportunities to add input

in writing on how our school should spend all funds connected to students returning to school and extended learning opportunities. The information and feedback were evaluated and utilized in the development of this plan.

District-level leaders, school site administrators, and the staff were given the opportunity to look over the plan and provide feedback on how the LEA should spend all funds connected to students returning to school and extended learning opportunities.

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

During the pandemic, many areas were monitored by the LEA. Student engagement, grades, academic achievement, absenteeism, and overall student well-being were monitored and addressed. The goal of assessing and identifying student needs both during the pandemic and moving forward into the next school year is essential. Student needs will provide the proper resources and extended learning opportunities to promote on-time graduation and social-emotional support for all students. Resources are provided with the intent to minimize chronic absenteeism for students missing school due to loss of interest, students at-risk of not graduating, credit-deficient students, and support of social-emotional well-being needs. The data collected identified students who may also need transportation and technology resources for in-person academic, health and wellness, and mental health support provided by teachers, counselors, and psychologists.

With the intent to identify barriers and progress monitoring, each student is given a diagnostic assessment establishing baseline data for interventions and moving towards academic acceleration. The site leaders, teachers, and counselors work with students and families to track student engagement and academic achievement, differentiated instruction, EL strategies, and collaborative learning opportunities.

Each student also has access to a school counselor, school psychologist, and social workers. The student supports serves as a resource to both students and families in need. The student support team uses strategies that include: home visits, phone calls, counseling meetings, and referral resources for food, shelter, clothing, and counseling. The goal is to ensure that these risk factors do not interfere with students' learning.

Additional on-site hours are provided to special education and at-risk students to recover lost instructional time and provide additional observation and assessment of learning gaps through before and after school tutoring and summer learning.

Training for staff is conducted throughout the school year on Student Wellness, Student Engagement, and Academic Acceleration.

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

Information on the opportunities for supplemental instruction and support will be communicated to parents and guardians via District and school site websites, and the plan will be available for viewing on these platforms. Our District utilizes several social media platforms where such information will be distributed. Information will be disseminated at site-level parent meetings, and the site staff

will have knowledge of the plan to share freely with parents and guardians. Automated phone calls in both English and Spanish will be sent to parents to communicate these opportunities further.

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

As outlined in the following expenditure plan, the District plans to provide various supplemental instruction and support opportunities to all students with a focus on the identified students as listed above. Below are the supplemental instruction and support opportunities being offered:

1. N/A
2. Accelerating progress to close learning gaps through the implementation of, expansion, or enhancement of learning supports will be provided through student academic support by using tutoring before and after school provided by certificated teachers and paraprofessionals. In addition to district-provided tutoring, contracted tutoring services will be provided for students. Also, the hours of paraprofessionals will be increased to support students during the school day. Certificated staff will also receive structured time to plan for implementation, expansion, and enhancement of learning supports. Lastly, an additional preschool classroom will be made available for students based on needs criteria. To meet the academic needs of all HUSD students, a virtual independent study program will be made available.
3. The integrated student supports to address other barriers to learning will be addressed through the concentration on student social-emotional, well-being, and student engagement. The elementary students' social-emotional well-being will be addressed through site-wide focused support as well as small group and individual support of all students provided by elementary school counselors. Small group and individual support will be determined by universal screener and staff recommendation. In addition to personnel, school sites will provide space for students to take a break. Student engagement will be addressed through after-school programs, re-engagement strategies, structured activities during the school day, and additional hours for campus supervision. Districts will support families and students in engagement through the coordination of the district family resource center and school site.
4. Community learning hubs will be strengthened through our use of our established Family Resource Center and the coordination of the site parent-community liaisons.
5. The supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility will be addressed through various credit recovery platforms, utilizing extended summer school to accelerate earning of credits for those deficient. Address Advanced Placement testing costs to support students' college eligibility. Lastly, increase staffing at the alternative high schools to again address the credit deficient student needs.
6. N/A
7. Training on staff will be centralized on the stakeholders' input from surveys on Student Wellness, Student Engagement, and Academic Acceleration.

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
1. Extending instructional learning time will be provided	[\$ 0.00]	[Actual expenditures will be provided when available]
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	[\$ 5,200,000.00]	[Actual expenditures will be provided when available]
3. Integrated student supports to address other barriers to learning	[\$ 3,629,249.00]	[Actual expenditures will be provided when available]
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	[\$ 100,000.00]	[Actual expenditures will be provided when available]
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	[\$ 432,000.00]	[Actual expenditures will be provided when available]
6. Additional academic services for students	[\$ 0.00]	[Actual expenditures will be provided when available]
7. Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	[\$ 200,000.00]	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	[\$ 9,561,249.00]	[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.

The LCAP and LCFF funding will continue to fund the base program for HUSD. The ELO funds will be utilized as described above to complement the continuous effort of the LCAP. By maximizing the funding of our long-term goals, the ELO funding will be utilized to

accelerate the three-year plan of the LCAP. The plan for all ELO and ESSER Funds is to address the current safety of staff and students, mitigating learning loss and support each supplemental instruction and support strategies being implemented to maximize the just in time support that will be needed.

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