

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.

The Hollister School District implemented outreach strategies to engage with community stakeholders. These stakeholders represented parents, migrant education families, classified staff, certificated staff, administrative staff, and community members at large.

Presentations also took place at the meetings of the Board of Trustees to report on ELO grant funding and potential uses.

The district implemented an online survey to gauge stakeholder support for ideas included in the plan implementation.

During April and May meetings, district administration engaged stakeholders in a review of areas of need and solicited input regarding ways that funding could help address those needs. This involved a collection of data, a review of data, and an analysis of data. The process also took place with the district's parent and community stakeholder groups. The analysis of district progress involved the California School Employee Association Chapter #625, School Site Council for each school, District English Learner Advisory Committee (DELAC), Hollister Elementary Teacher's Association, Migrant Parent Advisory Council, assistant principal meetings, and principal meetings.

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

Students will be identified through analysis of:

- STAR Reading assessment results

- STAR math assessment results
- Eureka assessment results
- Footsteps 2 Brilliance engagement data
- Attendance data
- Behavioral referral data
- SST referral data
- Distance learning engagement data
- Other measures

The plan will address academic gaps and provide other integrated student supports to ameliorate social-emotional needs. It will attempt to address barriers to learning such as lack of access to health, counseling, social work, and mental health services.

Students will be chosen for these interventions and supports through a process of disaggregating results. Those students scoring below grade level will be selected and strongly encouraged to take part in the extended learning activities. Similarly, some extended learning activities will take place during the school day. In those cases, students will have their services provided to them during the school day.

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

The district will provide supplemental instruction and support to the identified students through a variety of strategies. Parents will receive phone calls, written letters, and be invited to in-person meetings with assigned school staff to participate in the many programs offered. Strategies include:

- Parent letters
- AERIES phone messages
- Parent phone calls made by school staff
- Case management offered by social/emotional support staff
- Case management offered by YMCA/YA staff
- SST meeting referrals
- 504 meeting referrals

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

The Hollister School District plan is multi-faceted and student-centered; with a specific focus on:
 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.

Uses include:

- (1) The funds will be implemented to help HSD rehire laid off paraprofessionals and hire new paraprofessionals. The funds will also deepen and expand paraprofessional services by providing more advanced Orton Gillingham training.
- (2) The funds will be implemented to help HSD offer a robust, hands on learning summer school session. The funds will cover administrative, certificated, and classified salaries associated with the summer sessions. The funds will facilitate the acquisition of curriculum specifically designed to encourage hands on learning. Summer school sessions will be staffed by school administrators, teachers, counselors, office support staff, yard duty staff, and health office staff.
- (3) The funds will be implemented to help HSD offer strong social-emotional services programs to students. The funds will cover the cost of social and physical health related positions, social worker, school counselor, and mental health clinician salaries. The funds will facilitate districtwide Trauma Informed Practices training and Mental Health First Aid training.
- (4) The funds will be implemented to help HSD offer extended SEL and academic programs to students through coordination with YMCA and Hollister Youth Alliance (YA). The funds will facilitate the acquisition of materials and curriculum specifically designed to encourage hands on learning.
- (5) The funds will be implemented to help HSD offer high-quality academic services for students, such as Eureka math assessments, STAR Reading, STAR math, and other related academic diagnostic programs.

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	\$1,300,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$75,000	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Integrated student supports to address other barriers to learning	\$1,77,484	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$0	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$0	
Additional academic services for students	\$324,850	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$220,000	
Total Funds to implement the Strategies	\$3,694,339	

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 Hollister School District is coordinating ELO grant funds with federal Elementary and Secondary School Emergency Relief Funds received by the district. The funding is aligned to district plans that ensure internet access, device availability, access to effective curriculum, and implementation of extended learning. ESSER II funds represent a substantial investment in school reopening readiness, mental/social emotional services to students, training for staff, and provision of extended learning programs.

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 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 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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