

# 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.

<p>As part of the development of the Expanded Learning Opportunities Grant Plan, the San Benito County Office of Education provided multiple opportunities for parents, students, teachers and school staff to be involved. Stakeholder engagement opportunities included:</p> <ul style="list-style-type: none"> <li>-School Staff Meetings (3/3/21, 3/10/21, 3/17/21, 4/7/21, 4/14/21)</li> <li>-School Site Council Meeting (4/14/21)</li> <li>-English Language Advisory Committee (4/14/21)</li> <li>-Migrant Education Program Parent Advisory Committee (4/14/21)</li> <li>-School Staff Stakeholder Meeting including representatives from CTA and CSEA Bargaining Units (4/23/21)</li> <li>-Meeting with Youth Alliance (4/22/21)</li> <li>-Parent Meeting-Spanish (4/27/21)</li> <li>-Parent Meeting-English (4/28/21)</li> <li>-Student and Parent Survey (March 2021)</li> </ul> <p>Parents identified small class sizes, communication from school staff as well as one-on-one and small group assistance from the Teacher Assistant as areas of strength. Staff reported providing all students with Chromebooks and hotspots, the support of the school counselor, the Restorative Justice Program and the Positive Behavior Intervention and Supports (PBIS) Program as areas of strength. Students felt that the staff cares about them, teachers were accessible and both students and teachers treated each other with respect.</p> <p>Areas of growth identified from all groups included providing additional college &amp; career opportunities and post-graduate options, giving students the opportunity to connect with the community, continuing to offer credit recovery options and including Social Emotional Learning into the curriculum. Stakeholders agreed that interventions need to take place during the school day, otherwise students will most likely not attend. Parents also noted that they learned how important it was for their students to have reliable</p>
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technology. Additionally, they asked for more opportunities for students to participate in clubs and organizations on campus. Both staff and parents agreed the in person instruction is the best mode of instruction for most students.

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

Students enrolled in SBCOE programs are referred from other schools due to concerns with behavior, attendance and/or academic progress. As part of the referral process, detailed information about each student's behavior, academic and attendance needs, along with information about other programs (Migrant, English Learner, SPED, etc.) and previous interventions is provided. Information about each student is summarized in a database that is part of SBCOE's Multi-Tiered System of Support framework which helps determine appropriate placement in interventions. As students move in and out of interventions and show progress in each area, these are recorded.

In addition to the information provided by the previous school and data from the previous school year, student academic needs will be identified using several different methods. All students enrolled in the program will take the Star 360 assessment in Math and ELA at the beginning of the school year to be used as a diagnostic. Students who enroll later in the year will be assessed upon enrollment. To measure progress throughout the school year, students will also take the Star 360 assessment again in December and March. The more formative IXL assessments will also be used to assess students on specific standards and skills throughout the school year. Test results from the English Language Proficiency Assessment for California (ELPAC) and California Assessment of Student Performance and Progress (CAASPP) will also be reviewed to determine strengths and growth areas.

Students with attendance concerns are identified through weekly attendance reports, school attendance contracts and School Attendance Review Board (SARB) contracts. Each student's attendance will be monitored weekly. Behavior needs are assessed in a similar fashion.

School climate is measured three times throughout the year with a school climate survey that is given to students and parents. This data is used to inform the Social Emotional Learning program as well as activities of the Positive Behavior Intervention & Supports (PBIS) Program and the Restorative Justice (RJ) Program.

To inform decision surrounding college and career readiness, students will use the Naviance Program to take a career inventory. This information will be used to guide students to select elective courses and help them develop post-graduation plans.

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

Parents/guardians will be informed of the opportunities for supplemental instruction and support through personal phone calls, email and letters. Information will also be available at Back-to-School Night, during parent teacher conferences, at IEP Meetings and at other school functions. Individual parent meetings with the parent, students, school counselor and Principal will be held for students who need additional support or who have not chosen to access the support.

Students and parents who are new to the program take part in a formal orientation meeting where the Principal and School Counselor discuss the various opportunities for credit recovery, supplemental supports and interventions available at the school. At the end of each quarter, the School Counselor will review each student's progress. If a student is not progressing, the counselor will meet with the student and parent to discuss how the school can best support the success of the student.

Opportunities for parents to become more involved in their student's education will also be made available. These include the parent workshops on topics such as restorative practices, PBIS and how to support students academically. Parents will also be given updates on current programs and activities and be given the opportunity to provide feedback during stakeholder meetings and through the School Climate Survey.

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

Currently, the SBCOE Alternative Education programs provide a variety of supplemental programs and supports to students including:

- Restorative Justice Program
- Positive Behavior Interventions & Supports
- Teacher Assistant (Santa Ana Opportunity School) who provides small group and individual tutoring in and out of the classroom
- Edgenuity courses for credit recovery
- Part-time (0.4 FTE) School Social Worker

The supplemental supports listed above are funded with LCFF Supplemental/Concentration Grant, Title I, Title IV and other grant funds.

Expanded Learning Opportunity Grant funds will be used to fund the following additional supports:

- One 5-Hour Instructional Aide to provide in-class support to students
- One Intervention Teacher to allow for smaller class sizes and to provide academic support based on student needs
- Upgrades to the science classroom to allow for expanded laboratory opportunities
- Contracted services with Youth Alliance to provide enrichment activities and address college and career readiness
- Materials and supplies for enrichment and career/technical activities for students in the Juvenile Hall Court School
- Contracted services to provide arts in the classroom
- Summer School for credit recovery
- Field trips to colleges and universities

## 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	\$45,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$20,000	
Integrated student supports to address other barriers to learning	\$138,277	
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	\$20,000	
Additional academic services for students	\$12,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$5,000	

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Total Funds to implement the Strategies	\$240,277	

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

San Benito County Office of Education is also receiving Federal Elementary and Secondary School Emergency Relief Funds known as ESSER II funds. Personal Protective Equipment (PPE), cleaning and sanitizing supplies and air filters will be purchased to provide clean and safe facilities for in person learning. Summer school staffing at the Juvenile Hall Court School will address learning loss. Technology will continue to be used in the classroom whether students attend in person or virtually. As a result, updated technology will be purchased and a Technology Support Specialist will be hired to ensure students and staff have stable internet access and reliable devices for learning. To support students' mental health and social emotional needs, funds will be used to provide a Restorative Justice Coordinator.

Some funds will be used to provide services that support students countywide including purchasing arts supplies for the countywide Arts Showcase that promotes all forms of student art. Countywide professional learning opportunities for teachers and administrators will include administrative leadership training and a professional development series focusing on strategies for teaching English Learners.

# 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](mailto:ELOGrants@cde.ca.gov) or [lcff@cde.ca.gov](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 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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