



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.

Through a series of meetings and discussions with District administrative staff, Hamilton Unified Leadership Committee (comprised of District Administration, Certificated, and Classified staff), discussion focused on plans to best meet the needs of students over the next three years. Discussions and updates were presented to the Hamilton Unified School Board members throughout the months of February, March, April, and May. Also parents were consulted during our DELAC committee, Site Council meetings. Discussions also

took place with the Boys and Girls club which supports our students after school and during breaks on how we can partner together to meet the needs of the students we both serve.

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

Students in need of additional services were identified through multiple assessment measures. SBAC data, STAR Reading and Math data, as well as, staff recommendation and parental consultation. End of the year grades and report cards will also be evaluated to determine needs. Social Emotional Surveys will be given and used as well. Hamilton Unified School District will provide ongoing assessment throughout the school year utilizing classroom formative assessments, STAR Reading and Math Assessments as well as teacher created District Benchmark Exams. It became very clear that all students need support as we transition from a year of distance learning and pandemic environment to in-person instruction in a recovering pandemic environment. In addition to the assessments, students were also identified based on attendance, engagement, and social-emotional needs. The usage of our multi-tier of student support also helped to identify the students and grade levels in greatest need of support and intervention as well as in some cases acceleration. Ongoing Social/Emotional Surveys will also be utilized to be able to adjust services in meeting the needs of the students. As a community with diverse needs the need for support in academics, nutrition, social-emotional care, and mental health supports. survey results from parents, students, and staff also played a large role in the identification of students and the needs specific to Hamilton Unified and our students.

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

Opportunities for students will be shared with parents in a number of ways. Regular ongoing communication will take place utilizing our weekly newsletters, emails and phone calls. During Back to School night in August supports for students will be highlighted for all parents. Each school will also use the Student Study Team format to bring in parents as partners to discuss how to best meet the needs of students. All communication will be available in the parents preferred language. Documents will be translated and interpreters will be provided. Continued communication is the key to the success of this plan. It is honest, and authentic communication that will ensure we meet the needs of all our students. Our focus is on students and on making up for the loss of learning and disconnect associated with the closure and virtual distance learning implemented as a result of the covid-19 pandemic.

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

This plan will allow the District to use funds received through the Expanded Learning Opportunities Grant to implement a learning recovery program to meet the needs of students following the 2020-21 school year in which students were in taught in either a Hybrid, reduced day Am/PM schedule, or Distance Learning format for the majority of the school year. With the intervention teachers and the para support we will be able to provide a tiered level of support. Giving students the intervention when they need it and focusing on the skills that they need so that they can accelerate their learning. For students to be successful there is a strong need for parent support as well and we will be providing help in that area. Counselors and other support staff at all school sites will be focusing on the social-emotional needs of students over the next few years. The following areas will be how we plan to enhance the supplemental instruction

and support for these students. By adding additional instructional staff, the District will reduce class sizes and, thus, individual students will be better served by their classroom teacher. We will also be utilizing ESSER Funds to expand these supports past the 21-22 school year:

- The purchase of materials for English Learners to support the English Language acquisition;
 - The increase of support days as contracted with GCOE for a mental health clinician to support students' social-emotional behavioral health;
 - Extend Learning opportunities throughout the summer with support from Boys and Girls Club;
 - Extend Learning opportunities by providing an after-hours computer lab/community resource center at HHS;
 - Hire two temporary Certificated Intervention Teachers at full time;
 - Hire three temporary additional Certificated Teachers at full-time to engage in social/emotional support and smaller class sizes.
 - Hire three temporary additional part-time (5.75 hours) paraprofessionals and or temporarily extend the current paraprofessional daily work hours to full-time equivalent (5.75 hours) to engage in small group instruction and support;
 - Hire one temporary COVID Recovery Coordinator at .5 time;
 - Update/Upgrade Adult School capacity to act as learning hub for community;
 - Provide and fund staff development on emotional supports for students;
- *The plan is based on our ability to fully staff positions. Should we not be able to fully staff the plan will be updated to indicate alternative expenditures based on student needs.

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	\$25,000	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$460,000	[Actual expenditures will be provided when available]

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Integrated student supports to address other barriers to learning	\$60,000	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$5,000	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$0	[Actual expenditures will be provided when available]
Additional academic services for students	\$0	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$5,222	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$555,222	[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.

A multi-year plan has been developed to incorporate ELO funds along with Federal ESSER funds and our LCAP funds through a Strategic Planning Process so that programs that are being implemented in the 2021-22 school year will be able to be maintained for the 22-23 and 23-24 school years as well. Through the budgeting process over the next three years we will be evaluating the programs developed and determining which of these programs we will be continuing past the 23-24 school year. These determinations will be done utilizing data provided through academic testing and surveying parents and students. All stakeholders will be involved in this process.

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
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