

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.

SCOE Alternative Education has been proactive in gathering data to identify the student, teacher and parent needs as well as other stakeholder requests. Frequent communication with students, families and staff provides insight into areas of student struggle and barriers to success.

At the onset of the COVID-19 emergency, one of the first steps taken was to contact Community School students and families to offer assistance in accessing resources related to basic needs. Part of this initial outreach included an inquiry as to whether or not families had access to the Internet and to a device that could be utilized during distance learning. We realized that we quickly needed to be able to support our families in utilizing electronic platforms for communication. Over time, parents have increased their comfort-level and use of these electronic platforms, which has greatly enhanced and increased two-way communication and dialogue with them. We address language barriers with our Spanish speaking families by providing verbal translation services as well as providing all print materials in Spanish as well as English. Utilizing bilingual staff to provide outreach to our Spanish speaking families is a priority for our program.

Parents and students have been surveyed several times since the onset of the COVID-19 emergency, to help us better understand both their experience in our program and to better ascertain their needs. Shortly after the 2019-20 school year ended all Community School parents were sent a Learning from Home Survey to assess their perceptions of the program's distance learning program and to learn more about their experiences and concerns about school closures. The survey's intent was to get parent feedback to help the program address the needs of families as students were engaged in schooling from home. A follow up Reopening Schools survey was sent to parents prior to the start of the 2020-21 school year. Parents were also invited to attend Zoom informational meetings where information was shared and questions were answered about distance learning. Although these were not specific to the Expanded Learning Opportunities Grant, they helped to better paint a picture for us of what our student needs were as we pivoted to hybrid/in-person learning. Parents and students were surveyed specific to the Expanded Learning Opportunities Grant and were asked to provide their input related to programs and services for students and families. The student survey was made available electronically but we were also able to offer it to students via paper/pencil at school, if they were more comfortable with the electronic platform. Our conversation and dialogue with students is ongoing - pre-COVID and during distance learning we engaged students in empathy interviews to better understand their school experience and their needs. Throughout distance learning, we conducted weekly 'all-school' student meetings to keep the dialogue open and maintain our strong sense of school community. Since students are now back at school in-person, we have been able to engage in further conversation with them specific to what opportunities the ELO funding might be able to provide.

In July, program staff were surveyed related to school reopening for the 2020-21 school year. The survey provided the staff the opportunity to provide input related to reopening school sites in the Fall, express their comfort level in returning to work, provide input on specific measures the program could take to increase their confidence in the safety of in-person classes, and what type of educational program would be best for students in the Fall. This was followed by an all-staff school reopening update meeting. Check in meetings with staff are ongoing and regularly scheduled - each site has a weekly staff meetings. At these meetings, staff share student progress and concerns - both academic and social-emotional and brainstorm strategies to provide individualized support to every student. The Expanded Learning Opportunities Grant funding has also been discussed at regularly scheduled teacher learning community meetings as well as at staff LCAP work group and stakeholder engagement meetings. The Department Director has also been engaged in ongoing conversations with partner, agency and

district stakeholders related to the Alternative Education educational program during distance learning, as we pivoted to hybrid/in-person learning and as we look forward to the years ahead as we plan for programming and services.

All the described stakeholder engagement and outreach has led to an improved understanding of current needs, not only for our students/families and staff but our agency and district partners as well. The feedback received from all stakeholders has informed the development and refinement of the Extended Learning Opportunities Grant Plan. The plan will be presented to the County Board of Education for approval on May 27, 2021.

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

The Sonoma County Office of Education (SCOE) Alternative Education Program serves approximately 135 students daily and over 400 students annually throughout the county. Our education services are provided for students who are incarcerated, have been expelled from school, identified as habitually truant, pregnant or parenting, placed on probation by the court or otherwise referred by a school district, probation or social service agency. Due to the nature of the populations that we serve, all students in our program can benefit from additional services, programming and academic supports. As school site teams, we meet regularly and use a case management approach to review students progress, barriers to accessing education and collaborate to identify supports that will be most impactful. .We also regularly engage students and their parents in dialogue about what is working well for them and what they perceive as the greatest barriers to their success in school. Through these conversations and the relationships we have built, we also get to know the families and their individual circumstances and needs. We will ensure that we are first targeting pupils who are eligible for free or reduced-price meals, English learners, foster youth, homeless pupils, pupils who are individuals with exceptional needs, pupils at risk of abuse, neglect, or exploitation, disengaged pupils, and pupils who are below grade level, credit-deficient pupils, high school pupils at risk of not graduating, and other pupils identified by certificated staff through the case management process.

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

At the onset of the COVID-19 emergency, one of the first steps taken was to contact Community School students and families to offer assistance in accessing resources related to basic needs. Part of this initial outreach included an inquiry as to whether or not families had access to the Internet and to a device that could be utilized during distance learning. We realized that we quickly needed to be able to support our families in utilizing electronic platforms for communication. Over time, parents have increased their comfort-level and use of these electronic platforms, which has greatly enhanced and increased two-way communication and dialogue with them. We address language barriers with our Spanish speaking families by providing verbal translation services as well as providing all print materials in Spanish as well as English. Utilizing bilingual staff to provide outreach to our Spanish speaking families is a priority for our program.

Due to the impact of COVID-19 and distance learning, we were able to increase communication with parents as their comfort level with electronic platforms of communication increased. We utilize email, ParentSquare, website updates, text messages, phone calls and Zoom meetings to connect with parents and students. We will take advantage of the groundwork that has been laid and utilize these same platforms to inform parents and students of opportunities for supplemental instruction and support. We are also now able to meet and engage with students in person at school and have had dialogue with them related to the ELO grant funding and the opportunities, programs and services it will enable us to provide.

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

Our plan will involve the development and implementation of the core areas we see as essential for our students' success. This will include, extended instructional time, social-emotional learning and access to professionals for students and staff, assessment and analysis, credit recovery, curriculum and intervention processes, and staff training and professional learning. It is hoped that by building on the strong relationships we have between students and staff that we will be able to implement strategies that increase student engagement and academic achievement. We will continue our relationship building with our students and families, as well as build a robust accelerated learning program for our students. Our data shows us our areas of strength and areas for growth and improvement. We hope to build upon both our strengths as a staff and program and the strengths of our students.

Our plan to provide supplemental instruction and support will be driven by what we know about our students and families and what they have reported to use through surveys and ongoing dialogue about the programs and services they feel most in need of. At the heart of everything we do is support for social and emotional well-being - students who have their social-emotional needs met can then be emotionally available to take full benefit of academic and other supports and services offered through the school. We also know that some of these needs begin at home so we will also work to address family needs as well. Surveys have indicated that provision of nutritious meals at schools is a priority for both students and parents - we plan to continue and expand our meal/snack service and will be providing weekly meal bundles through the summer for our families.

Though surveys indicate that students and parents feel connected and supported at our schools, absenteeism/truancy, lack of motivation and decreased student achievement are still of concern. As part of an intensive case management approach, we will intensify our efforts around providing supplemental instruction and support in a tiered framework that bases universal, targeted, and intensive supports on pupils' needs for academic, social-emotional, and other integrated pupil supports, and provides services through a program of engaging learning experiences in a positive school climate. We will utilize survey results to inform programming moving forward and will also rely on staff input related to individual student needs, both academic and social-emotional.

Extending instructional learning time will include lengthened summer programming, with built in enrichment activities and outdoor education, driven by student interest and input. Additional academic (including intensive ELA and math intervention and ELD) and social-emotional support (counseling services) will be available during summer programming. During the school year programming will include the expansion of CTE classes and experiential learning activities, linked to student interest.

Intensive academic intervention services will be expanded to include tutoring or other one-on-one or small group learning supports to accelerate progress to close learning gaps. We will also intensify efforts and expand services to our English Language Learners to support and accelerate their progress toward English language proficiency.

It is our plan to use the ELO Grant funds to increase our students ability to have access to high quality instruction as well as provide our teachers, paraprofessionals and other staff with the tools and training needed to meet our students where they are, address unfinished learning and accelerate their progress .Educator training, for both certificated and classified staff will include accelerated learning strategies and effectively addressing learning gaps, as well as instructional coaching.

Integrated pupil supports to address other barriers include the provision of health/wellness services/center, increased case management/intervention around truancy, additional counseling, to include social-emotional support for students through arts education, access to before and after school programs, referrals for support for family or pupil needs.

Community learning hubs that provide pupils and families with after-hours (evenings/weekends) access to technology, high-speed internet, and other academic supports will also be developed.

We will increase programming and support for credit deficient pupils to complete graduation. This will include addition of counseling staff and increased intervention and tutoring services, to include online credit recovery options, as well as work-based learning opportunities and career technical education. Academic planning will include post graduation plans and systems to track student progress upon exit from our program will be enhanced and implemented.

We will develop and implement a balanced system of assessment to include diagnostic, formative, interim and summative assessments , including identifying new tools to for diagnostic assessment, as well as enhancing and increasing progress monitoring and benchmark assessments of student learning. This will include staff training on assessments and professional learning in the use of diagnostics and its practice in the classroom.

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	150,000.00	0.00
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	125,000.00	338,697.86
Integrated student supports to address other barriers to learning	275,000.00	311,797.11

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	150,000.00	125,524.09
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	150,000.00	0.00
Additional academic services for students	326,186.00	456,552.22
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	100,000.00	2,908.98
Total Funds to implement the Strategies	1,276,186.00	1,235,480.26

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

At Sonoma COE we are coordinating our efforts to prioritize services for students in support of social-emotional health and academic services to diagnose and address unfinished learning through a program of engaging learning experiences in a positive school climate. All programs, training, curriculum, and development from all funding will be utilized with an eye on social-emotional supports, implementation of interventions to accelerate student learning and teacher/staff development. ELO Grant funds will be utilized to implement a wide compliment of actions and service that can then be coordinated with other federal Elementary and Secondary School Emergency Relief Funds.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education (COE), or charter schools, collectively referred to as 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, 2024.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@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 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.

An LEA may amend its ELO Grant Plan, including the planned expenditures, based on changes in student needs identified as part of the LEAs ongoing assessment of the needs of students identified for supplemental instruction and support. LEAs are encouraged to collaborate with community partners when amending their plan.

A materially altered plan should be brought to the governing board or body of the LEA for adoption. School districts must submit the amended plan to their COE; charter schools must submit their amended plans to their chartering authority; COEs and school districts in a single-district county must submit their amended plans to the California Department of Education (CDE). COEs and school districts in a single-district county must submit their amended plans to the CDE by email at ELOGrants@cde.ca.gov. LEAs are also strongly encouraged to post an amended plan to the same web page as their LCAP.

The plan must be updated to include the actual expenditures by **December 1, 2024**. 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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