

## 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 Marin County Office of Education (MCOE) serves students in regionalized special education programs throughout the county as well as through our alternative education programs comprising Marin's Community School, Phoenix Academy, Oracle Independent Study, and Juvenile Hall.

#### SPECIAL EDUCATION PROGRAMS

In our special education programs, parent, teacher and school staff input on priorities was gathered throughout the past school year in a variety of ways, including discussions during staff meetings, focus groups, meetings with certificated and classified leadership, staff surveys, and parent surveys. Discussions were held with community partners and agencies, as well as local school districts whose students are served in the special education programs operated by the Marin County Office of Education (MCOE).

## **ALTERNATIVE EDUCATION PROGRAMS**

Our alternative education programs have been examining data from the past six (6) years through our LCAP and WASC processes, including the time during the pandemic. In that self-study we have consulted with staff, students and families to create priorities and goals, including what we are doing to support students in the pandemic year related to opportunities they may have lost.

The team decided on utilizing our Expanded Learning Opportunity Grant to support robust summer programs for 2021 and 2022 that are open to all students to address their academic progress. The teachers and staff who are available to work summer provided input to make the summer program engaging, exciting and productive to help students catch up in their credits towards graduation as well as to support their social and emotional needs.

The School Site Council/English Advisory Committee reviewed the plan and supported the proposed use of the funds. We met with parents and guardians on April 22, 2021 at a Family Meeting at which we reviewed all LCAP and WASC goals in addition to reviewing and getting feedback on this plan. Parents are very much in favor of a summer program and as a result of their feedback we will incorporate a greater focus on student leadership and tying it to students' passions to improve engagement in our summer program.

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

## **SPECIAL EDUCATION PROGRAMS**

All students enrolled in a special day class operated by the MCOE will be notified of the opportunity to participate in supplemental instruction programming, made possible by COVID-19 relief funds. Information will be shared out through parent email as well as by phone for families who do not have an email address or do not respond to the email survey. All communications will be provided in English and in Spanish.

## **ALTERNATIVE EDUCATION PROGRAMS**

Our alternative education schools comprise students who are identified as needing our program usually because they have had attendance issues for a variety of reasons and are behind in credits. In addition, most of our students' academic progress slowed down during the pandemic distance learning for a variety of reasons. Therefore, this plan covers academic support and recovery for all students. Our outreach will focus on all students with emphasis on those who are farther behind in learning to support credits earned towards graduation.

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

## **SPECIAL EDUCATION PROGRAMS**

The MCOE special education programs serve only students eligible for special education. All students enrolled in an MCOE special day class have been identified and will be offered the opportunity to participate in the supplemental instructional program during the summer.

## **ALTERNATIVE EDUCATION PROGRAMS**

Parents and guardians of students served in our alternative education programs received a “live” description of the summer program at the Family Meeting on April 22, 2021. In addition, each family is receiving texts with the fliers and calls to let them know about the summer learning opportunities. All meetings and written communication are in English and Spanish.

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

## **SPECIAL EDUCATION PROGRAMS**

Learning time will be extended through the provision of one (1) week of supplemental instruction to be provided to special day class students immediately following the conclusion of their Extended School Year program during the summers of 2021 and 2022. Enhanced programming will be implemented across all special day classes, such as Arts Unite Us, will be provided. Professional development will be provided for special education staff in areas of equity, Social-Emotional Learning (SEL) and evidenced-based practices and strategies to support academic needs for students with disabilities.

A consistent comment from teachers, parents and guardians relative to regionalized special education classrooms is about the need to find a solution to the ongoing difficulty in finding substitute paraprofessionals. In response, we plan on implementing a pilot program to hire four (4) additional full-time paraprofessionals to ensure that all classrooms are fully staffed at all times. The new staff will provide additional academic support when not serving in a substitute capacity. We anticipate that the additional time in this pilot program will be split fairly equally between substitute work and providing additional academic support, although only additional academic support will be charged to the Expanded Learning Opportunity Grant.

## **ALTERNATIVE EDUCATION PROGRAMS**

We plan on supporting all students enrolled in our alternative education programs through two (2) summers in a more robust program than we can normally offer with more instruction and more teachers providing it and additional support through our partnership with the Multicultural Center of Marin.

## **COUNTY WIDE PROGRAMMING**

The coordination of various countywide mental health and wellness initiatives and programs will take place. Coordinated planning and organization will help to promote implementation across all school districts within Marin County, including all MCOE operated student programs. A unified and organized approach to the dissemination of resources, trainings and implementation will help to ensure that students, staff and the school community have access to identified supports and initiatives regardless of the school district. Targeted mental health and wellness programming will focus on prevention and intervention efforts that are designed to help enhance and/or establish school environments that proactively promote mental health and wellbeing for students and staff.

# 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 Special Education Alternative Education	\$173,440 \$ 23,940	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$0	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning Special Education Alternative Education County wide mental health programming Pilot program to add paraprofessionals	\$ 4,703 \$ 40,060 \$229,484 \$115,093	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$0	[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 Special Education	\$ 40,000	[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 Special Education Alternative Education	\$ 8,000 \$ 2,190	[Actual expenditures will be provided when available]
<b>Total Funds to Implement the Strategies</b>	<b>\$639,910</b>	[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.

Certain of the strategies identified in the plan will be multi-funded with both ELO Grant funds and federal Elementary and Secondary School Emergency Relief (ESSER) funds. In addition MCOE is using 15% of the ELO Grant in coordination with ESSER funds to fund the costs associated with bringing both staff and students back for in-person instruction.

# 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 (5) 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).*

## 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 (7) 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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