



## Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hillsborough City School District	Louann Carlomagno, Ed.D. Superintendent	lcarlomagno@hcsdk8.org (650) 342-5193

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.

HCSD developed this plan in collaboration with parents, teachers, and school staff. For actions and services related to the 2020-2021 school year, parents, teachers, and staff were involved in planning through Return to School teams and ongoing feedback sessions throughout the year. Plans and student supports, including in-person instructional offerings, were considered as the foundation for safe in-person learning and for providing effective Virtual Classroom programs.

Additionally, teachers were given opportunities to share input related to the seven approved instructional strategies outlined in the plan directions in developing plans for the 2021-2022 school year. Information provided by them was used to refine and develop action steps. Classified staff were also encouraged to provide input. District administrative leadership developed outlines and recommendations. These were revised based on feedback and input from certificated and classified educators and from parents. Input from parents, staff, and students

at feedback sessions in March 2021 related to the 2020-2021 school year was also considered in the development of this plan. Based on the input received, focusing on additional professional development for all staff, including mental health and SEL, and adding staffing (temporarily) to support accelerating student learning for those identified as needing the support will be the best use of these funds.

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

For the 2021-2022 school year, students receiving supports consistent with these grant funds will be identified based on data gathered from state and local assessments, attendance records, SEL screening measures, office referrals/visits, counselor visits, and any other related metrics that may be identified over time. Data gathered will also be disaggregated by student groups to see where additional support may be needed. Those students identified for supports will be progress monitored to ensure that interventions are being successful.

During the 2020-2021 school year, our students with identified disabilities at all levels were brought back onto campus first in September 2020. This was followed by elementary students in October 2020, and Crocker students in November 2020. This order was developed to provide those at greatest risk of unfinished learning, or learning loss, being prioritized to receive in-person instruction. Assessments were used throughout the year to determine which students needed additional reading support at the elementary level. Assessments and data were also used to determine which students needed additional academic and SEL support from service providers at all levels. HCSD is prepared to provide information to parents in primary languages when requested.

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

Parents and guardians of any students identified for additional academic support that extends beyond the typical classroom structure will be notified that additional support is needed and is being provided. Notification will be by the classroom teachers, intervention provider, or school/district administrators. Similarly, parents and guardians of students requiring additional or specialized SEL and/or mental health support will be notified by teachers, counselors, or school and district administrators. It is anticipated that the majority of supports provided through this grant will occur during the school day.

Resources for parents will also be provided on a case-by-case basis if it is determined that level of support is needed for successful intervention. This plan was in place during the 2020-2021 school year and will continue through the remainder of the grant.

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

The following are resources and supplemental support that were put in place to provide in-person instruction to students as early as possible and to mitigate any learning loss during the 2020-2021 school year. As applicable, some funds from this grant may be used for these items for the 2020-2021 school year.

- Summer learning to support our most at-risk students;
- Schedule revisions to support in-person for all who opted in and to support those who chose to remain in Virtual Classroom after in-person instruction was offered;
- Staff professional learning for those needing to switch roles over Summer 2020 to assume new teaching positions to provide in-person instruction for as many students as possible;

- FTE adjustments for some staff to provide additional learning to students;
- Hiring additional teachers to provide in-person instruction;
- Health and safety measures including COVID-19 testing, clearing and disinfection, PPE, ventilation and school site upgrades, and additional health and safety measures;
- Professional development for staff;
- Curriculum resources to provide supplemental instruction and resources to students and staff.

For the 2021-2022 school year, HCSD will allocate funds from this grant to implement the supplemental student supports and strategies listed below. It is important to know that these are intended to be one-time funds, meaning any positions or additional hours funded from this will be for one year only and meant as a way to provide additional support to students above and beyond what they'd normally receive. This is intended to help mitigate the impacts of the COVID-19 pandemic.

- 2.0 FTE additional staffing for K-5 to be shared across sites based on identified student needs using and MTSS model. This could include additional Reading Specialists to support upper-grade students across school sites, Math Intervention Specialists to work directly with students to support math, and/or additional counseling resources to support the mental health/SEL needs of students. These roles will be student-focused by providing additional instructional support by working directly with students (2.0 FTE x \$140,000/educator = \$280,000);
- 1.0 FTE additional staffing for Crocker to support student needs. This could include intervention in mathematics or ELA. This could also include additional counseling and mental health support based on an MTSS model (\$140,000);
- Add the equivalent of 3.29 full-time paraeducators to be placed across school sites to support classroom instruction and the needs of identified students under the supervision of certificated educators (\$160,000);
- Orton-Gillingham training for all staff working with K-3 students (\$45,000 for 35 staff members);
- Professional development for certificated and classified educators on learning loss and learning acceleration, mental health and trauma-informed practices, family and community engagement, and/or other areas identified that specifically related to mitigating the impacts of the COVID-19 pandemic (\$100,000).

Some of the supports provided will be universal, such as professional development for teachers, paraeducators, and other school staff, while other supports will be provided directly to students in a targeted or intensive approach based on assessment data gathered. This data will help identify student needs and areas of support and will be provided to those who need it. The focus of professional development and student interventions will be focused on engaging learners with resources and curriculum that connects to previous learning and occurs in alignment with positive school climate goals and initiatives.

## 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.

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Extending instructional learning time	\$899,851	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$30,000	
Integrated student supports to address other barriers to learning	\$45,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$0	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$0	
Additional academic services for students	\$30,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$40,000	
<b>Total Funds to implement the Strategies</b>	<b>\$1,044,851</b>	

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

The District did not receive the first round of federal Elementary and Secondary School Emergency Relief (ESSER I) Funds. It is estimated the District may receive \$102,264 ESSER II funding. If received, ESSER II will be used as mandated, and if permissible, supplementing but not supplanting the AB 86/SB 86 expanded learning and in-person instruction efforts as described in this plan.

# 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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