

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.

In order to engage parents/guardians and all program staff in the development of the Expanded Learning Opportunities Grant plan, the Alternative Education program created a survey for these stakeholder groups to participate in. The survey spoke to the supplemental and support strategies allowed to be implemented with this funding. Participants were asked to indicate which areas they felt should receive priority for funding and they had the option of selecting more than one area. A total of 108 parents/guardians and staff members completed the survey. Results of the survey are as follows. The percentage of respondents that selected each option is listed after the description of each supplemental and/or support strategy.

- Increase the number of instructional minutes per day: 11.0%
- Tutoring or other one-on-one or small group learning supports: 56.0%
- Educator training in accelerated learning strategies and addressing learning gaps: 22.0%
- Student supports to address barriers to learning (i.e., counseling, mental health services, before and after school programs, programs to address student trauma and social emotional learning): 71.6%

- Community learning hubs that provide students with access to technology and high-speed internet, and other academic supports: 33.9%
- Supports for students to complete graduation requirements and increase or improve students' college eligibility: 50.5%
- Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning: 30.3%
- Training for school staff on strategies, including trauma informed practices, to engage students and families in addressing students' social emotional and academic needs: 26.6%

The Alternative Education program determined which supplemental instruction and support strategies would be implemented by reviewing stakeholder responses to the survey and analyzing state and local data.

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

State and local data indicate that the vast majority of students enrolled in the Alternative Education program could benefit from supplemental instructional support. According to CBEDS data from the fall of 2020, the program's student population is 94.5% socioeconomically disadvantaged, 17.4% English learner, and 18.2% students with disabilities. According to the 2020 California School Dashboard, Court School's graduation rate was 69.0% and Community School's graduation rate was 76.5%. According to the 2019 California School Dashboard, 8.3% of Court School students and 74.5% of Community School students were considered chronically absent. The English Learner Progress Indicator on the same Dashboard reports that English learners have a performance level of "low" in Court School and "very low" in Community School. Local data indicates that upon enrollment in the program, the average high school student is deficient 50 credits and reads at a 5th grade level. The Alternative Education program will assess the academic achievement of students through state assessment scores and local benchmarks, such as STAR Renaissance reading and math scores.

The typical Alternative Education student has experienced some form of trauma in his or her life and has a high Adverse Childhood Experiences (ACEs) score. There are ten areas that are measured in determining an ACEs score, including abuse, neglect, family mental illness, family addiction, and family incarceration. In order to support students' social emotional needs, the program will contract with BrightBytes to survey students twice per year with questions related to their social emotional well-being and mental health needs. This information will be used to provide staff and students with the necessary supports to address student needs.

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

The Alternative Education program will initially inform parents/guardians of the availability of planned opportunities in two ways. The program will mail a letter home to the family of each enrolled student that outlines the opportunities that are available to their child. In addition, school sites will use School Messenger to communicate with parents/guardians through email, phone call, and text to inform parents/guardians of available services. All communication will be sent in English and Spanish. Subsequent notification will include notifying parents/guardians of opportunities through the enrollment process as well as at parent conferences and school events.

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

Based on stakeholder feedback and a review of state and local data, the Alternative Education program will prioritize Expanded Learning Opportunities grant funds in the following manner:

Increase the number of school social workers from two to four. School social workers are trained mental health professionals who assist with mental health concerns, positive behavioral support, academic support, and provide individual or group counseling for students and families. When a staff member submits a School-Based Mental Health Program Referral Form for a student, the school social worker will review the information and after speaking with the student, determine the level and type of support the student needs. Universal supports include social emotional learning (SEL) curriculum, targeted supports include check in/check out processes, and intensive supports include individual counseling.

Provide all staff with a professional learning series related to Trauma Informed Care. Through a professional learning series related to Trauma Informed Care, staff will learn to recognize the presence of trauma symptoms and be able to acknowledge the role trauma can play in a student's life. With an understanding of how trauma can impact students' social emotional well-being and academic achievement, staff will be able to provide appropriate supports, interventions, and referrals when needed. Staff will attend trainings on a quarterly basis. The long-term goal with the professional learning series is to become a Trauma Responsive School. Universal supports include the 4 R's of Trauma Informed Care (Realize, Recognize, Respond, and Resist Re-traumatization), targeted supports include classroom cultures, and intensive supports include wrap-around services.

Contract with AmeriCorps to place 11 mentors at school sites. In an effort to support students' social emotional well-being and to assist students with completing graduation requirements and improving college eligibility, the program will place AmeriCorp mentors at school sites. By working with students one-one-one and in small groups, AmeriCorps mentors will build relationships with students, which will enable them to determine which students may have more intensive mental health needs. AmeriCorp mentors will support students academically by recruiting students to participate in a CTE program and by assisting students in after school tutoring labs. Student demand will determine which school sites offer before and/or after school tutoring options. Universal supports include fostering positive staff/student relationships, targeted supports include mentor services, and intensive supports include individual counseling.

Maintain 20 teachers to support a low student to teacher ratio. Smaller class sizes allow teachers to provide more individualized and targeted instruction, with the goal of mitigating learning loss and closing the achievement gap. Universal supports include instructional strategies such as whole group instruction, targeted supports include small group instruction, and intensive supports include individualized instruction.

Hire seven additional paraprofessionals to support students with disabilities and English learners. Paraprofessionals will provide individual and small group instructional support to assist students with disabilities and English learners in achieving academic success. Paraprofessionals who work with students with disabilities will work under the direction of a Special Education teacher to ensure each student is receiving an education in accordance with his or her IEP. Paraprofessionals who work with English learners will work under the direction of general education teachers to have an understanding of each student's proficiency level. This will enable paraprofessionals to target individual academic needs to increase students' language proficiency. The Teacher – ELD Specialist will provide additional support and guidance. Universal supports include differentiated instruction, targeted supports include small group instruction, and intensive supports include individualized instruction.

Hire an additional Teacher – Technology Specialist. To support extended learning on an online curriculum, instructional staff will need additional support in learning how to implement technology-based curriculum in order to maximize student achievement. The Teacher – Technology Specialist will provide small group and one-on-one support to instructional staff to increase their knowledge base and expertise in utilizing online curriculum, including modeling high quality direct instruction to support online content. The online curriculum will be used for both distance learning

and in person instruction. The Teacher – Technology Specialist will provide push-in support in classrooms to assist students with navigating online curriculum to ensure academic success. Universal supports include differentiated instruction, targeted supports include small group instruction, and intensive supports include individualized instruction.

Provide instructional staff with Universal Design for Learning (UDL) training. UDL uses a variety of strategies and resources to help meet the diverse learning needs of students, improve accessibility to learning opportunities, and increase student success. When implemented, UDL removes barriers to learning and provides all students with an equal opportunity to succeed. UDL offers options for how information is presented, how students engage in learning, and how students demonstrate their knowledge. The flexibility UDL offers is critical to the various learning styles of students enrolled in the Alternative Education program. Universal supports include student choice, targeted supports include additional time to complete assignments, and intensive supports include individualized teaching and re-teaching of concepts.

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 <ul style="list-style-type: none"> Before and/or after school tutoring labs staffed by AmeriCorp mentors 	Included in the Supports for Credit Deficient Students category.	Actual expenditures will be provided when available.
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports <ul style="list-style-type: none"> Universal Design for Learning (UDL) professional learning series Teacher – Technology Specialist Teachers (20) Paraprofessionals (7) 	UDL: \$50,000.00 Teacher – Technology Specialist: \$100,000.00 Teachers: \$2,303,041.00 Paraprofessionals: \$350,000.00	Actual expenditures will be provided when available.
Integrated student supports to address other barriers to learning <ul style="list-style-type: none"> School Social Workers (2) 	\$260,000.00	Actual expenditures will be provided when available.
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	N/A	N/A

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility <ul style="list-style-type: none"> AmeriCorp mentors (11) 	\$230,000.00	Actual expenditures will be provided when available.
Additional academic services for students <ul style="list-style-type: none"> Supports provided by AmeriCorp mentors 	Included in the Supports for Credit Deficient Students category.	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 <ul style="list-style-type: none"> Trauma Informed Care professional learning series 	\$30,000.00	Actual expenditures will be provided when available.
Total Funds to implement the Strategies	\$3,323,041.00	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.

The Alternative Education program has been focusing on supporting the social emotional and academic needs of students. In order to maximize support for staff and students, Expanded Learning Opportunities (ELO) Grant funds will be used in the same manner as other Elementary and Secondary School Emergency Relief funds. Previous grant funds were expended on building academic curriculum, implementing social emotional curriculum, and purchasing necessary technology for both in-person and distance learning instruction, just to name a few. The supplemental instruction and support strategies implemented with ELO funds will continue to support the infrastructures already established to develop the social emotional well-being of staff and students in addition to supporting the academic achievement of all students.

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.

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