

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Eureka City Schools	Michael Davies-Hughes Assistant Superintendent of Educational Services	davieshughesm@eurekacityschools.org (707) 441-3363

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.

Parents, teachers and school staff were involved in the development of the plan via the 2021-2022 LCAP stakeholder process. Questions and prompts for both in-person stakeholder meetings and online surveys were applicable to both LCAP and ELO Plan development. In-person stakeholder meetings were conducted for each of the schools' site councils, the DELAC, the Indian Education Parent Advisory Committee and via a District-wide stakeholder meeting. The LCAP writing team disaggregated the data/input from these meetings and determined specific priority areas.

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

Students will be identified for additional support within two broad categories; those needing academic support due to learning loss and those needing social-emotional and mental health/behavioral supports. These two categories are compatible with the two goals identified in the 2021-2022 LCAP.

Identifying students in need of academic support:

1. Teacher observations.
2. Formative assessments in English-language arts and math (including curriculum-based assessments, CAASPP interim assessments, ELPAC, and other local measures used for determining grades and student progress on meeting CA standards).
3. Review of weekly student attendance and daily participation logs to determine any students needing reengagement strategies.

4. Through implementation of other standard practices for identifying students who may be at risk of academic failure (e.g. Student Study Teams, progress reports, quarter/semester grade analysis).
5. Concerns expressed by parents (which may lead to Student Study Team referral).
6. School-wide or District-wide student data analysis where underperforming student groups may be identified.

Identifying students in need of social-emotional and mental health/behavioral supports:

1. Teacher and other school staff observations (e.g. administrators, counselors, classified support staff) - especially in the area of school engagement.
2. Analysis of student attendance data.
3. Students who are being suspended or are otherwise facing disciplinary consequences for inappropriate behavior.
4. Referrals by teachers and or other schools staff for partner agency referrals (e.g. DHHS, Bridges Grant mental health referrals, Mental Health demonstration grant referrals).
5. Students referred for behavioral Student Study Team meetings.
6. Analysis of school-wide or District-wide disciplinary data.

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

The District executes a comprehensive approach to informing parents and guardians of students regarding opportunities for supplemental instruction and support. This approach has been expanded as a result of the COVID-19 pandemic, where more frequent and targeted communication with parents has been necessary during distance and hybrid learning. Below are examples of the District and school approaches to communicating about supplemental instruction and support:

1. Board meetings. Staff provides regular, sometimes monthly, reports to the Board regarding the various programs either currently available or those that are planned to be available in the future to support student success. The public has access to all documents associated with agenda items brought before the Board. Parents and guardians have the opportunity to provide public comments during Board meetings and during public hearings.
2. Stakeholder meetings. Parents and guardians are informed of current and planned supplemental instruction and support at school site council meetings, ELAC and DELAC meetings, parent-community stakeholder group meetings, and through information shared at LCAP stakeholder meetings.
3. Online surveys and questionnaires. For example, the District recently surveyed parents and guardians regarding their interest in summer school offerings.
4. Letters home. For example, a letter was recently sent home to parents and guardians regarding the opportunity to register for after school extended learning opportunities for 2021-22.
5. Posting on District and school websites and social media platforms.
6. Through online communication tools such as the "Remind" app, and emails sent through the School Messenger system (via our student information service).
7. Phone calls made by school staff. For example, students with D's or F's on their progress reports at the secondary level all received phone calls for the school sites about the opportunity for intervention services.

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

The District will continue to implement a multi-tiered systems of support (MTSS) approach to providing supplemental instruction and support. This tiered approach will ensure that all students receive a high quality "floor" (Tier I) of universal supports to meet the needs of all students. Through a process of data analysis (noted above in the section on a description of how students will be identified and the needs of students will be assessed) Tier II supports will be implemented for students identified as needing such services. Finally, after a period of implementation of Tier I and Tier II services, data may indicate that a students needs increased or improved supports (Tier III). All tiered supports, whether they be academic and/or social-emotional/behavioral, will be engaged through evidence-based practices and a commitment to ongoing staff training and support. The District has, and plans to continue funding, a cadre of CARE Specialists and instructional coaches who are responsible for ensuring deep implementation of adopted curriculum through engaging teaching strategies. District-wide, we will continue to operate within the Positive Behavior and Supports (PBIS) model for creating and sustaining a positive school and District climate. Targeted and Intensive supports will be identified and utilized through the engagement of supplementary services obtained by grants (e.g. Learning Communities for School Success Program grant, Humboldt County Mental Health Demonstration grant, Bridges to Success Mental Health Grant, TUPE grant; CREATE arts integration grant), and through our partnerships with local colleges of higher education and social services. The plan may be described as follows for six of the seven strategies selected by the District:

Extended Instructional learning time:

Tier I: Certificated: Five additional days of instruction across 21-22 and 22-23 (\$794,436). Tier I and II: Classified: Five additional days of instruction across 21-22 and 22-23 (\$150,000). Add a half hour of instruction for TK-3 for the 2021-22 school year (\$237,000). District data reveals that most students have experienced learning loss due to the closure of school to in-person learning that occurred during the 2019-20 and 2020-21 school years.

By increasing the number of instructional days students will be afforded the opportunity to accelerate their learning and/or fill-in gaps for academic learning loss. Additionally, students have had limited opportunities to interact with their peers in a meaningful way during the aforementioned years. Increasing the instructional year for all students will allow them more time to build strong relationships with their peers as well as access the school supports for mental health and wellness that may not be available outside the school setting. Classified support may come in the form of office clerical and custodial/maintenance staff and bus drivers necessary to run the District with five additional school days, but classroom classified support may be provided for students who are struggling with either academics or behavior/social-emotional needs (Tier II and III interventions).

By increasing the number of daily instructional minutes for TK-3 we are helping to ensure that our youngest learners are provided with the greatest boost to their instruction so that we do not have to remediate their learning in later grades. This is an evidence-based strategy for mitigating learning loss.

Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports:

Tier I, II, and III: Provide counselors to support graduation and promotion rates (\$451,230): Counselors at the secondary level provide an invaluable service not only to provide academic advisement on college and career opportunities for students but also for individual and small-group counseling. As a result of the school closures to in-person learning over the past eighteen months, many students have been negatively impacted with regards to their social-emotional health and well-being. Counselors not only provide direct services to students, but

they also liaison with outside service providers through referral processes and outreach to families to provide them with ideas and support for addressing student mental health/behavioral concerns at home. Our counselors also provide ongoing supervision to social work interns placed at our sites from Humboldt State University. These intern services are provided through the grant funding of the Humboldt County mental Health Demonstration project.

Integrated student supports to address other barriers to learning:

Tier II and Tier III: Provide School Psychologists, Behavior Support Aides, and Nurses (\$791,535): Due to the limited number of school psychologists in the District much of their time is spent conducting assessments and participating in IEPs. Though this work is crucial, the District has a need for increased direct services to students as well as an opportunity for classroom teachers and support staff to receive training in best practices for addressing student behavior and social-emotional needs. Increased psychologist services will help address the increased number of students who have been impacted by trauma during school closures. Behavior Support Aides (BSAs) under the direction of Board Certified Behavior Analysts (BCBAs) provide direct services to students who need Tier III supports so that they are able to access classroom instruction and self-regulate behavior. School nurses play a critical role in supporting student health needs. They are part of a multi-disciplinary team whereby student health needs are considered in conjunction with academic and behavioral/social-emotional and mental health needs. School nurses are also integral to creating a safe and supportive school environment and responding to health crises as evidenced by the District's comprehensive response to the COVID-19 pandemic and our efforts to implement best practices based on guidance from the County Public Health Department as well as CDPH and CDC.

Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility:

Tier II and Tier III: Supporting homeless students via MFRC and related services (\$187,000). Unfortunately, the District has a relatively high number of students who are considered homeless as compared to the state. The COVID-19 pandemic has had disproportionately negative consequences for homeless students in terms of accessing instruction and access to resources to mental health and social emotional supports. Our family Resource Center is a lifeline to many homeless families and as requests for services increase as a result of the COVID-19 pandemic we should, as a District, be ready to respond. By making sure that our homeless students' basic needs are met, we are more likely to improve their school attendance and reduce chronic absenteeism. Regular school attendance is a significant contributing factor in addressing credit deficiencies and ensuring that students are able to promote or graduate to the next level of their education or be prepared to enter the workforce after high school.

Additional academic services for students:

Tier I, II and III: After School/Extended Day learning opportunities made available to all interested and identified students TK-8, with after-school tutoring support in grades 9-12 (\$400,000): For more than a decade, Eureka City Schools has been able to offer a robust after school program through the After School Education and Safety (ASES) grant at all four of our elementary school and at both middle schools. However, due to limited funding through this grant, and a requirement to prioritize eligibility based on a number of factors, many families who request this service are denied. With a greater number of students needing academic and social-emotional support as a result of school closure to in-person learning, the District would like to open eligibility for extended day learning and enrichment to all interested students. With increased funding we will be able to secure additional staff for this service - by expanding our partnership with the City of Eureka (who

currently provides us with recreation leaders for this program) as well as hiring new District staff to work in these programs. Monies will also be used to hire academic intervention teachers who will provide direct academic student support beyond the end of the school day.

Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs:

Tier I and II: Provide CARE Specialists/TOSAs at each elementary and middle school as well as our continuation high school (\$411,878): Over the past two years, the District has adopted a comprehensive model for MTSS that includes an opportunity for ongoing professional development for new and veteran staff. This ongoing professional development and support is frequently provided by the site's CARE (Comprehensive Approach to Responsive Environments) Specialists. These CARE Specialists are teachers on special assignment (TOSAs) who have considerable expertise on curriculum and instruction as well as best practices for creating and sustaining effective classroom environments where students feel safe and supported. The CARE Specialists themselves receive professional development and support through a County-wide coaching collaborative. With 10-25 new teachers hired each year in the District, it is imperative that teachers are supported in implementing sound instructional practices in the classroom; the CARE Specialists help ensure that such an imperative is realized across the District.

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	\$1,181,436	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$451,230	
Integrated student supports to address other barriers to learning	\$791,535	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	Not included in ELO expenditures	

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	\$187,000	
Additional academic services for students	\$400,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$411,878	
Total Funds to implement the Strategies	\$3,423,079	

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 cost for implementing the strategies identified in the ELO Grant plan exceeds the funding provided. These additional costs will be covered by other funding sources including the In-Person Instruction grant and/or ESSER II and III funding. The approach the District is taking to providing the needed services for students is as follows:

1. Determine the need
2. Identify the best practices to meet this need (actions and services determined with input from stakeholders)
3. Determine funding sources that are appropriate to use for the action and service
4. Provide the service
5. Collect data on effectiveness of the service in meeting the need(s)
6. Reevaluate selected actions and services based on the results of data analysis/evaluation
7. Repeat steps 1-6

This approach ensures that it is not the funding source ESSER, ELO, IPI, LCFF, etc. that drives the decision-making and the coordination of the use of these funds, but rather the actions and services that are implemented to serve a prioritized need. This approach is also applied to the development of other plans (e.g. LCAP and SPSAs). Decision-making regarding the coordination of ELO Grant funds with other federal

ESSER funds received by the LEA will be the shared responsibility of the District's business services, fiscal services and educational services divisions.

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 or 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.

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
March 2021