

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.

Parents, teachers and school staff were involved in the development of the plan. Teachers at Redway, Casterlin, Whitethorn, MJH, SFHS all involved in collaborative meetings. Bus drivers/transportation department shared stakeholder input. Stakeholders at meetings for school improvement initiatives (Comprehensive Coordinated Early Intervening Services, Local Control Accountability Plan, Comprehensive School Improvement, Expanded Learning Opportunities Grant). Questions and prompts for both in-person stakeholder meetings and online surveys were created and used throughout the year. In- person stakeholder meetings were conducted for each of the schools' site councils. Stakeholders from each school site council or parent group gave input at meetings, individually in person, or by phone. Staff disaggregated the data/input from these meetings and determined specific priority areas. 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 three goals identified in the 2021-2022 LCAP.

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

Identifying students in need of academic support:
 1. Teacher observations

2. Formative assessments in English-language arts and math (including curriculum-based assessments, Renaissance STAR for math and English Language Arts 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 using the School Attendance Review Team (SART) and School Attendance Review Board (SARB) processes.
 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, parent-community stakeholder group meetings, and through information shared at 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 by mail or in student learning packets, for example a letter will be 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 SchoolWise all-call text-messaging and voice app, and emails sent through the SchoolWise system (our student information system).

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 receive phone calls from 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 student's needs increased at which time the student will be offered 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 and expanding a student centered coaching model. Student centered coaches support teachers in looking at student data to ensure deep implementation of adopted curriculum through engaging teaching strategies. District-wide, we will continue to operate and will expand our Positive Behavior Interventions 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 such as Humboldt Bridges to Success Mental Health Grant, TUPE grant, Arts and Creativity Initiative 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: Reduced class size Tier I and II: Classified: Increased classroom instructional aide support in classrooms at all sites. District data reveals that most students have experienced learning loss in one or more academic areas due to the closure of school to in-person learning that occurred during the 2019-20 and 2020-21 school years. At the junior high level, focusing on hiring at least 2 instructional aides or specialist teachers who can accelerate learning in math (algebra) and English Language Arts in particular is a need identified by stakeholders.

By decreasing the number of students in a classroom and increasing aide time, the District will provide a reduced student: teacher ratio which supports opportunities for direct, individualized instruction and our stakeholders 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 support for all students will allow them supports 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, food services, custodial/maintenance staff and bus drivers necessary to run the District, but increased 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 classroom support 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:

Tiers II and III: For students identified as in need of interventions as noted above, expanded learning opportunities will be offered. Summer intervention, enrichment, and credit recovery will be offered in person and if necessary for certain individuals as Independent Study packets. The majority of stakeholders identified Independent Study packets as being ineffective in many cases for the particular individuals in need of credit recovery therefore we will offer in person summer school. For this reason, most of the summer offerings will be in-person. Some funding will be used for transportation, custodial, and classified support staff. Teachers are developing enrichment and academic interventions to address social emotional and academic needs of individuals. To support and coordinate the summer offerings will require additional administrative support from principals and secretaries. Priority for registration will be given to students who are identified for Tier II and III interventions followed by all other potential registrants as space and staffing allow. In response to stakeholder input, summer offerings will be located at the Redway School and at the Miranda school campuses in 2021. The program will be analyzed and if evidence shows that summer intervention was effective, the program will be repeated or modified as needed for the following summer 2022.

Tier I, II, and III: Provide counselors to support graduation and promotion rates: 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, they support a safe school climate. Students in elementary grades will benefit from increased counseling availability, especially as we integrate social emotional learning into every aspect of their school day, including recess, lunchtime, and after school. Counselors 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.

Integrated student supports to address other barriers to learning:

Tier II and Tier III: Provide School Psychologists, Behavior Support Aides, and Nurses: Due to the limited number of school psychologists in the District much of their time is spent conducting assessments and participating in IEPs. Clerical staff will be needed to support the Special Education department with the increased paperwork brought by an increased number of requests for assessment that have been seen in this pandemic year.

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 collaboration with the Southern Humboldt Family Resource Center (FRC) and related services. A District Social Worker or social work intern, working in an integrated manner with the FRC's director, can help provide support.

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, 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. Services and online learning platforms (e.g. Cyber High, Apex) will be used as needed, in addition to increased staffing for Osprey Learning Center programs to support credit recovery.

Additional academic services for students:

Tier I, II and III: Expanded Learning After School is an evidence-based intervention which the District will offer at every site, with certificated and classified support. After School/Extended Day learning opportunities will be made available to all interested and identified students TK-8, with after school tutoring support in grades 9-12, which will include credit recovery opportunities: For more than two decades, Southern Humboldt Joint Unified School District has been able to offer a robust after school program through the After School Education and Safety (ASES) grant at three of our elementary 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 extending the day for present staff and by hiring new District staff to work in these programs as well as to create programs at schools that did not qualify for the ASES grant. Monies will also be used to hire academic intervention teachers who will provide direct academic student support beyond the end of the school day. Transportation for a late bus will also be included in the planned expenditures.

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

Tier I and II: Train new coaches and Provide student-centered coaching at each District school as well as our continuation high school: Over the past two years, the District has been developing and implementing a comprehensive model for Multi Tiered Systems of Support (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 county's Prevention and Intervention Team. In the past two years, the District also has laid the groundwork for and is implementing Student Centered Coaching for teachers, and increasing our District's capacity for providing more trained coaches within our own team of teachers. These coaches can be 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 coaches themselves receive professional development and support through a County-wide coaching collaborative. With many new teachers hired each year in the District, it is imperative that teachers are supported in implementing sound instructional practices in the classroom; the Student Centered Coaches will help ensure that such an imperative is realized across the District.

Materials, curriculum, equipment, technology, and supplies for learning as needed to support learning loss mitigation strategies. Continued use of hot spot technology may be needed in some cases for Independent Study and credit recovery options. Although the Digital Divide is extreme in Southern Humboldt and Northern Mendocino counties, community learning hubs were not well utilized by our students during Distance Learning. Stakeholders explained that the community hubs were not used primarily due to the distances students would have had to travel from their homes to reach a community learning hub and concern from some families about possible coronavirus exposure for students leaving their safe home, as well as health and safety protocols at offered sites which required outdoors use either at the picnic

tables under the eaves or in the vehicle to access the wifi safely. Due to the lack of usage of the sites, community learning hubs are not included in the plan at this time.

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	341,172	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports		
Integrated student supports to address other barriers to learning	241,617	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports		
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	24,000	
Additional academic services for students	32,957	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	10,000	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Total Funds to implement the Strategies	\$649,746	

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 a Continuous Learning Model based on the Carnegie Plan-Do-Study-Act cycle, 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 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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