



Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Liberty Union High School District	Erik Faulkner Assistant Superintendent	faulkner@luhsd.net (925) 634-2166, x2023

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 2021 Expanded Learning Opportunities Grant Plan through a variety of meetings where the grant was discussed. Over 45 meetings were conducted to share our current information and gather feedback from stakeholders. Presentations included the district goals, state priorities, metrics, activities, ongoing actions and services, and student achievement data. All of the meetings were held virtually between August 2020 and May 2021. Stakeholders included parents (including parents of English Learners, Socio-economically Disadvantaged students, Homeless, and Foster Youth), students, teachers, staff,

administrators, community members and/or business organizations. Meetings with Spanish-speaking parents were conducted in English and Spanish. These stakeholders were paramount in the development of the Expanded Learning Opportunities Grant.

Stakeholders gave specific suggestions for a learning recovery program that provided supplemental instruction and support for social and emotional well-being of high-needs students, including English Learners, low-income, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

The collective recommendations for the Expanded Learning Opportunities Grant include:

Academic Supports

– Expanded Summer School, increased Tutoring, Smaller Class Sizes in ELA and Math, increasing paraprofessional support, free SAT prep courses, special summer program for English Learners, increase technology infrastructure, devices, software, and personnel

Staff Development

– Interactive/Engaging Lessons based on Research-Supported Best Practices, Identifying Learning Gaps & Providing Learning Supports, Instructional Technology, Cultural Responsiveness/Equity, SEL strategies, re-instate ELA and Science Instructional Coaches

Social-Emotional Supports for Students

– Expand Mental Health resources (MFTs, Psychologists, counselors), Provide re-engagement activities, Offer assistance to all students, Implement Peer Group Counseling programs, Teachers integrate SEL strategies into daily teaching, add one nurse

These collective recommendations for the Extended Learning Opportunity Grant were presented to the Parent Advisory Committee on May 6, 2021 and the District English Learner Advisory Committee on May 6, 2021. Both committees endorsed the collective recommendations.

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

Learning Recovery

Students who are credit deficient and/or who failed a class will be identified through Aeries, the LUHSD Student Information System. Counselors will reach out to the students and their parents/guardians and help them sign up for the appropriate academic support. Counselors will provide specific supports to high-needs students in helping them reduce/eliminate barriers to success.

Teachers will identify students needing additional support through classroom formative assessments administered in the first weeks of the school year. Teachers will reach out to students needing support and their parents and recommend the best intervention for that student.

Counselors and teachers will focus on high-needs students, including English Learners, low-income, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, credit-deficient students, high school students at risk of not graduating.

A classroom teacher and/or the case manager will identify Students with Disabilities needing additional support. Case managers will work with student and their families to provide the appropriate intervention per the student's Individualized Learning Plan. Teachers and assistant principals will provide similar support to students with a 504 Plan.

Parents of students needing learning recovery supports can contact a student's teacher and/or counselor, who will work with the student and family to provide the appropriate academic support.

Bi-lingual support staff will work with teachers and counselors to communicate with the families of English Learners. Teachers on Special Assignment will coordinate the appropriate support options for English Learners.

Social-Emotional Support

Teachers will refer students needing additional social-emotional support to the student's counselor, who will work with the student to provide the appropriate social-emotional support. In addition, parents can contact their child's counselor to request social-emotional support. Students can also self-refer to their counselor to request social-emotional support. Students needing higher levels of support will be referred to the MFT interns and/or school psychologist.

Teachers, counselors, case managers, and Teachers on Special Assignment will monitor the progress of high-needs students throughout the year and identify students who demonstrate a drop in achievement/engagement and connect the students with the appropriate academic and/or social-emotional support.

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

School site staff will use a variety of communication tools including email, school websites, social media posts, robo-messages, and US mail to publicize the opportunities for supplemental instruction and support. Informational flyers will be developed and posted on school websites and in public areas on campus. Teachers and counselors will provide parents/guardians and students with information regarding supplemental instruction and other student supports through their Canvas Home Page. Staff will distribute informational materials at parent/guardian-facing events such as Walk-Thru, Back to School Night and Open House. Schools will communicate with families in their home language. Bi-lingual Parent Liaisons will be available throughout the school day to answer questions from parents and guardians.

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

LUHSD will provide the following supplemental instruction and support:

Extending instructional learning time

- Expanded Summer School - Summer school has been expanded to allow for an increased number of high-needs students to attend classes. Edgenuity will be used to provide students with the opportunity to take any of the core academic courses they failed in the 2019-20 school year. Teachers have received training on how to facilitate Edgenuity in the summer school classroom and how to work with students who are taking the course for a second time.

- In-person Summer Learning Loss (Special Education and English Learners) - Extra sections of summer school courses have been allocated for Students with Disabilities and English Learners. Teachers working with Students with Disabilities will provide students with accommodations and modifications as indicated in each student's IEP. Additionally, teachers will provide individualized instruction and assessment to Students with Disabilities. English Learners will take classes using Edgenuity, so that each student can focus on a specific class that he/she needs to pass in order to graduate. Teachers will scaffold language supports for English Learners. Counselors will be available to provide social-emotional support during summer school.

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

- Expand Para Professional hours to school day* - Paraprofessionals will work additional hours to provide students with additional academic support in their classes. This will provide high-needs students with more academic supports and better enable them to understand the material being taught in class. Paraprofessionals can help students review important concepts taught in class and help them with their homework. In addition, paraprofessionals communicate with classroom teachers to identify specific learning gaps that the paraprofessional can then remediate with the student. By providing positive reinforcement, paraprofessionals also contribute to the social-emotional well-being of the students.

Integrated student supports to address other barriers to learning

- Additional Nurse, Associate Marriage & Family Therapists and Psychologist - By providing students with access to nurse, we will increase the physical well-being of our students. This, in turn, will reduce/eliminate some barriers that students may experience and increase the likelihood of their success. Additionally, LUHSD will provide MFT interns and psychologists that students can access to support their social-emotional well being. During the pandemic, students were exposed to isolation due to remaining at home. At the same time, the economic downturn created pressures on families which can become barriers to learning. MFTs and psychologists can meet with students needing social-emotional support and provide research-based best practices to increase their well-being.
- Supplemental specialized academic instruction and supports - These supports include after school tutoring, summer school instruction, and special supports for students with disabilities. Additionally, tutorial support classes will be provided to students in the fall who need additional academic support to increase their achievement. Beginning Fall, 2021, students will also have the opportunity to participate in after school tutoring. High-needs students, such as English Learners, Socio-Economically Disadvantaged Students, Foster Youth, Homeless, Students with Disabilities, and those at-risk of not graduating will be prioritized for these programs. Students in Summer School will use Edgenuity to individualize their coursework; each student will be able to take a course they need in order to graduate. During the regular school year, tutorial support teacher will communicate and coordinate with core academic teachers to ensure that each student is receiving individualized support.
- Additional counseling days - Beginning Fall, 2021, all counselors will work 2 additional days at the beginning of the school year to review the progress of the students on their caseload, with a special focus on high-needs students. Counselors will review student schedules and ensure that students are properly placed. Additionally, counselors will contact students and families and offer extended learning opportunities such as after school tutoring. Counselors will reach out to parents to consult and communicate and schedule changes. Bi-lingual Parent Liaisons will support counselors when calling home to Spanish-speaking families.
- Add Homeless and Foster Youth Liaison - LUHSD will add a position of Homeless and Foster Youth Liaison. This liaison will meet with students at each of the 5 campuses on a regular basis to ensure the students' academic achievement and support their social-emotional well-being. The Homeless and Foster Youth Liaison will communicate with classroom teachers to identify any additional learning needs and will communicate with counselors to connect students with resources. The Liaison will also reach out to case/social workers to ensure a continuity of care for the students.

Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports

- Tutorial Support for English Learners - English learners will be offered the opportunity to participate in Tutorial Support classes. These classes will have teachers who can support English Learners in completing assignments in their current classes. Additionally, the Tutorial Support teachers will be trained in Edgenuity so that English Learners in Tutorial Support can take a core academic class previously failed to help the student get back on track for graduation. Tutorial Support teachers will communicate with each student's teachers to ensure the student is making satisfactory progress on his/her coursework.
- Virtual and Satellite Tutoring - Students will attend summer school on a hybrid model and have access to virtual lessons every other day of summer school. In addition, students will have access to after school tutoring during the regular school year both in-person and virtually after regular school hours. Additionally, 4 satellite tutoring hubs, including a teacher and access to the internet, will be placed at various locations within the community. Students will be able to go to the satellite locations for tutoring when they are unable to go to a campus.
- Technology upgrades
 - o Increase bandwidth to 10Gig and increase Wi-Fi - The increase in bandwidth will allow teachers to share multi-media rich instructional content with their students. It will also allow students to create multi-media rich projects to demonstrate their learning with their teachers. This increase in bandwidth will allow for better access to Canvas, the district Learning Management System.
 - o Add and replace computers - Laptops will be purchased for classrooms in order to provide class sets core academic and most elective classes, including CTE, World Languages, etc. Additionally, some student laptops need to be replaced due to heavy use during distance learning. High-needs students will have access to computers/laptops in all of their classes.
 - o Technology upgrades for specialized electives - Specialized hardware and software will be available to students in specialized classes, including Computer Programming, Web Page Design, Video Production, Digital Recording, Graphic Design, Digital Media Arts, Mobile App Development, Game Design, Business and Marketing, Introduction to Broadcasting, Robotics, Virtual Enterprise, etc.

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

- FTE to address more students repeating classes - The comprehensive sites will be given one FTE each to offer additional sections for those students who may have failed a course and need additional course work in order to get back on track to graduate. Counselors will reach out to high-needs students to ensure they are enrolled in the appropriate courses.
- Lower class sizes for Math and English - Class sizes in 9th grade ELA and Algebra 1 will be lowered to approximately 25 students per class in order to give teachers the ability to provide more individualized attention to students. Teachers will use formative assessments to identify students with learning gaps and provide supplemental instruction to address those needs. Additionally, with smaller class sizes, teachers will be able to better engage with students in order to support their social-emotional well-being.

Additional academic services for students

- Assessments for incoming 9th graders with IEP's - Case managers from LUHSD will host Transitional IEP meetings with incoming 9th grade students, their parents, and the middle school case managers. These transitional IEPs will include a review of each student's strengths and accommodations needed to be successful in high school. Each student's 9th grade schedule will be reviewed to ensure that the student is placed in the proper core academic classes and electives. Additionally, all 9th graders, including those with IEPs, take a math placement test at the beginning of the 9th grade to ensure the students are in the correct math placement.

- Free SAT study courses - LUHSD will contract with an SAT preparation company to provide free SAT preparation classes for students outside of the regular school day. The preparation courses will be offered in the afternoons and/or on Saturdays. High-needs students will be prioritized for these SAT preparation courses and specific outreach will be made through meetings with counselors, email to students and parents, Robo-messages, and notifications through Canvas.
- Canvas and Zoom contract - LUHSD will renew contracts with Canvas and Zoom. Teachers will continue to use Canvas as their Learning Management System next fall. Students will continue to use Canvas as the platform to access their coursework. Additionally, Zoom will be available to teachers and students for situations when virtual learning is required. Zoom can also be used by teachers for parent conferences in the event that a parent is unable to come to school for an in-person meeting. Teachers will also be able to have course-alike meetings with teachers from other districts teaching the same subject to increase their efficacy and inform their professional practice.

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

- Professional Development – Summer Institute - LUHSD will offer a 2-day Summer Institute focusing on strategies for engaging diverse students, identifying learning gaps and providing supplement support to support learning recovery. LUHSD has contracted with McREL to provide this summer training. McREL will also provide staff development on equitable instructional supports to meet the needs of all students.
- Tech training classes for all certificated staff - LUHSD will provide technology training to all teachers in the following areas: Canvas, MS Office 365, Aeries, and other instructional software as needed, including Read 180, ALEKS, and Springboard. Particular focus will be on the success of high-needs students.
- Canvas coaches - LUHSD will retain 6 Canvas Coaches to provide support to teachers in the effective use of Canvas as a Learning Management System. Canvas Coaches will provide focused staff development opportunities for teachers as well as one-on-one support of teachers refining their Canvas skills.
- Additional instructional minutes for collaboration time* - Additional instructional minutes will be added to the calendar to allow teachers more time for collaboration regarding the learning recovery and social-emotional needs of their students. Teachers will focus on high-needs students, ensuring an equitable system of support.

* pending a negotiated MOU

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	\$130,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$563,698	
Integrated student supports to address other barriers to learning	\$738,565	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$1,786,498	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$989,282	
Additional academic services for students	\$288,935	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$1,140,000	
Total Funds to implement the Strategies	\$5,636,978	

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

LUHSD will use the Expanded Learning Opportunities (ELO) Grant funds to provide students with learning recovery programs and social-emotional supports, as outlined in the Plan Descriptions. ELO programs and supports are being coordinated with Elementary and Secondary

School Emergency Relief (ESSER) funds to maximize support for students and staff. ESSER funds are primarily being used for 1) PPE, 2) technology infrastructure such as short-throw projectors, switches, and CAT-6 cabling, and 3) facilities needs to support a return to in-person instruction, including HVAC replacements and MERV air filters for classrooms and offices. The Superintendent, Associate Superintendent, Assistant Superintendent, and Chief Business Officer meet regularly to ensure that expenditures are coordinated and in alignment with the LUHSD LCAP.

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
March 2021