Expanded Learning Opportunities (ELO) Grant Plan

California Legislature provided $6.6 billion in the [Assembly Bill 86 COVID-19 relief package](#), including $2 billion for In-Person Instruction (IPI) Grants and $4.6 billion for Expanded Learning Opportunities (ELO) Grants. Governor Newsom signed AB 86 on
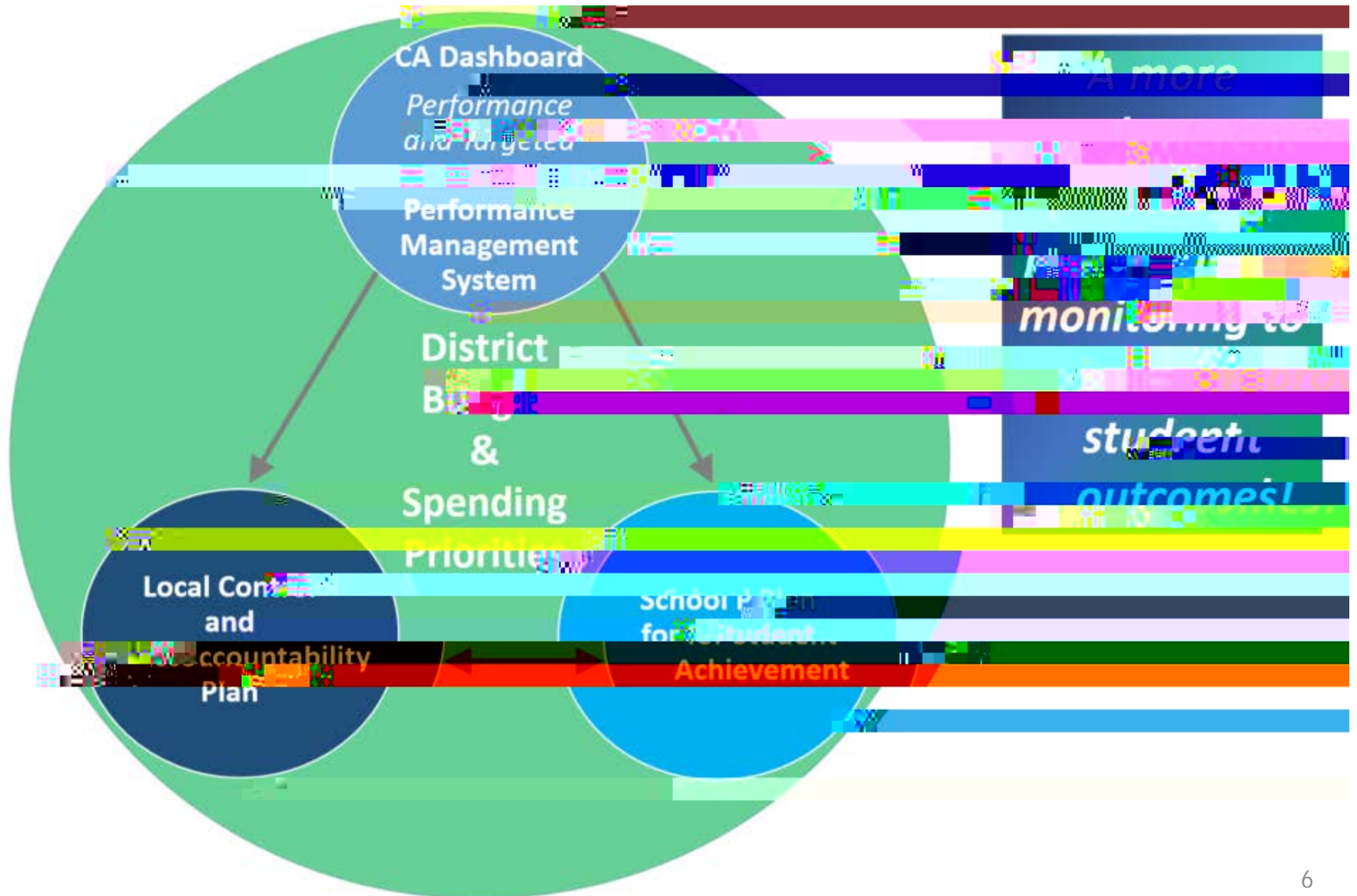
Context Setting

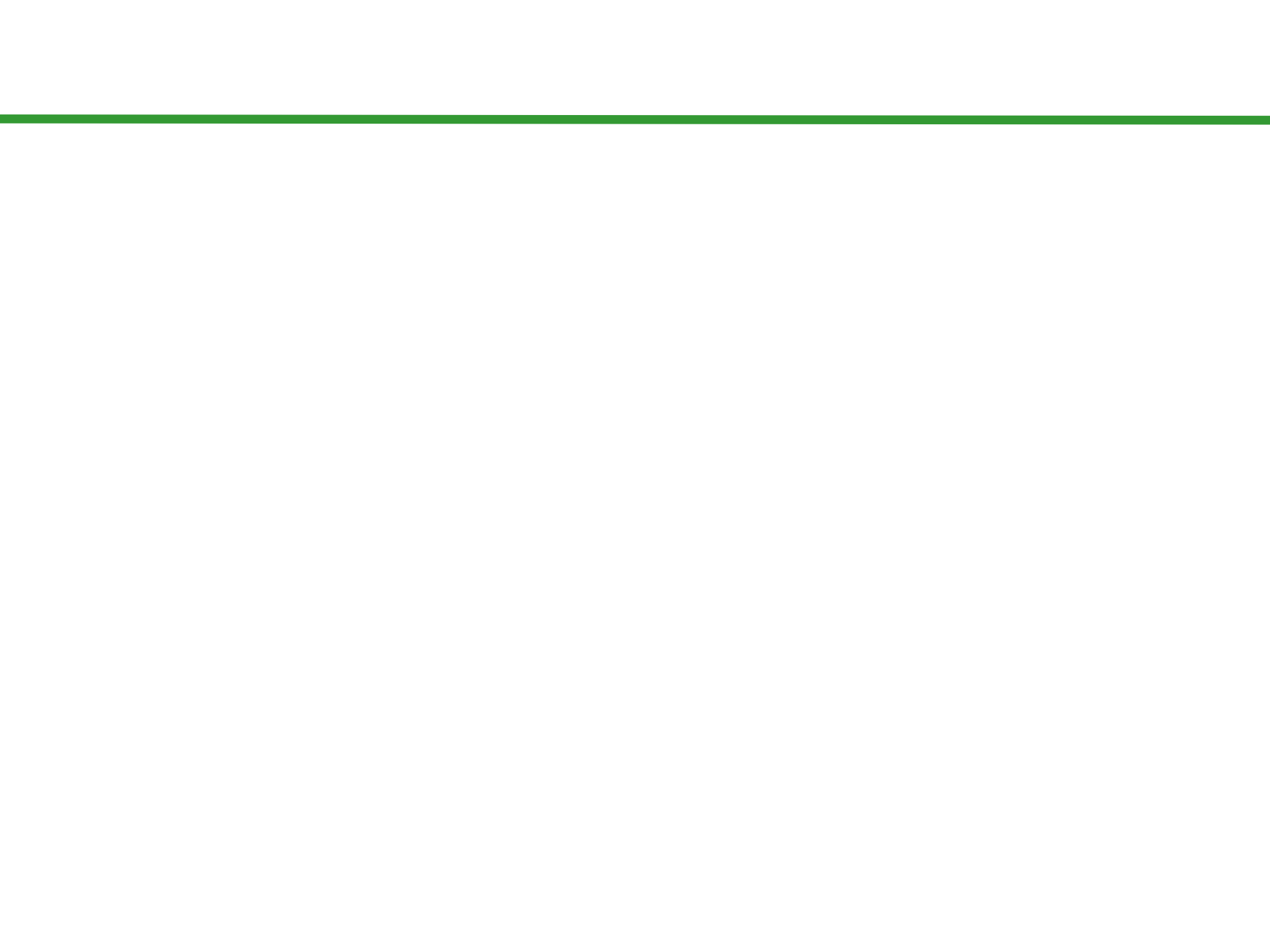For SCUSD the maximum awards are:

- In-Person Instruction (IPO) = $13.4M - no application required, uses are the same as current CARES Funds

- Expanded Learning Opportunity Grant (ELOG) = $28,585,878 – requires board approved application with community input due to CDE by June 1, 2021, uses are:

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.

- At least 85% of the apportionment must be used for expenditures related to providing in-person services in any of the seven purposes described above.

- At least 10% of the funding that is received based on LCFF entitlement must be used 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.

Expenditure Plan

Stakeholder Involvement

Stakeholder input to inform development of the plan occurred within and concurrently with the ongoing LCAP process:

- Spring LCAP survey process
- Parent Institute for Quality Education (PIQE) survey
- Spring listening sessions
- Ongoing stakeholder engagement with district committees/groups as part of the LCAP process

In addition to new ideas specific to the coming year, the overlapping nature of these processes allowed for existing priorities to be reaffirmed and explored within the specific context of learning recovery.

Stakeholder Input

Overall, stakeholder input emphasized some key themes. These included, but were not limited to:

- Summer school needs to be fun, engaging, and provide opportunities for social interaction in addition to addressing academic needs.

- Credit recovery is a critical need and should be made available in flexible formats during the summer and throughout the coming year. Students need a variety of options for completing credit recovery.

- Individualized learning plans and support will help to more effectively connect students to services and supports such as tutoring.

- Addressing early literacy is critical. We need to ensure that students are

PIQE Survey Results

Key takeaways from the spring PIQE survey:

- 99% of families view meaningful parent engagement within the school system as an important priority.

- 93% of families rated access to information about the academic preparation of their student toward grade level proficiency from districtwide assessments as an important priority.

- 79% of families reported tutoring and other one on one supports as very important.

- 51% of families indicated they were concerned about their student's social and emotional needs.

- 96% of families indicated having access to technology for online instruction.

- 84% of families reported having reliable internet access.

PIQE Survey Results continued

Priorities for the 2021-22 academic year:

- 88% of families ranked extended learning time as important
- 96% of families ranked tutoring and 1 on 1 support as important
- 89% of families ranked before and after school programming as important
- 94% of families indicated that programs to address student trauma and social and emotional learning were important priorities
- 92% of families ranked community learning hubs as important
- 99% of families reported that meaningful family engagement opportunities within the school system are important
- 93% of families reported that access to information on the academic preparation of their student towards grade level proficiency from districtwide assessments is important

Student Identification and Needs Assessment

Prioritized student groups will include:
- Low-income students
- English learners
- Foster youth
- Homeless youth
- Students with disabilities
- Students at risk of abuse, neglect, or exploitation
- Disengaged students
- Students who are below grade level
- Credit-deficient students
- High school students at risk of not graduating
- Other students identified by certificated staff

Student Identification and Needs Assessment

- Staff will use the district's Early Identification and Intervention System (EIIS) to review attendance, behavioral, and social-emotional indicators and the district's Common Assessments to review Math and ELA performance.

- Collaboration across the academic office and with the Multilingual Literacy, Special Education, Homeless Youth Services, and Foster Youth Services departments will support identification of students, assessment of needs, and ensure that the target student groups are being prioritized.

- To meet state testing requirements, the district is utilizing local assessments (District Common Assessments and i-Ready adaptive diagnostics) in both English Language Arts and Math. These results will provide additional data to assess student needs and identify students for supports.

SCUSD ELO Plan: Summer School 2021 & 2022

Summer Matters @SCUSD – Key Pillars

- **Focus on Relationships:** Safe space to build mutual relationships with fellow students and adults. Enrichment activities will provide opportunities of collaboration, thus building trusting relationships among peers. Staff will focus on community agreements in order to address discipline issues.

- **Addressing Mental Health:** Social workers will hold circles and check-ins addressing well-being, safety, trauma, anxiety, loss of stability, how to manifest feelings, in order to work on building trusting relationships

- **Connecting with Families and Communities:** Parent education nights and regular check ins with parents/guardians

- **High-dosage of Tutoring:** Teachers will work with small groups of students to accelerate classroom learning

SCUSD ELO Plan: Summer School 2021 & 2022

Depending on the site needs and capacity, activities include:

- Academics, PE, art, dance, music, C-STEM, social and emotional learning
- High-dosage tutoring sessions
- Summer of Service for middle school students
- Summer Ambassadors/Peer Mentors for juniors and seniors
- Online credit recovery for high school students
- 9th and 10th grade Bridge Programs
- Math and AP Success Camps
- Freedom School at four elementary sites
- Summer @ City Hall
- Arts-based enrichment
- Extended School Year (ESY) program for students with disabilities

SCUSD ELO Plan: Accelerating Progress

- **High-dose tutoring** - intensive tutoring that will occur in one-to-one or in very small groups on a sustained, daily basis, during the school day, to help all students accelerate their learning in an individualized manner.

- **Arts programming** – expansion of a pilot program that served 1,696 students across 72 classrooms and 67 teachers in SCUSD elementary schools. The program met theater and ELA standards as well as incorporated SEL signature practices.

- **Teacher Intern Program -** Teacher interns/guest teachers from Sac State's teaching credential programs would be placed in five comprehensive high schools - CKM, Hiram, Burbank, Rosemont and Kennedy -- to increase the graduation rates for socioeconomically disadvantaged students.

SCUSD ELO Plan: Extending Learning Time

- **After-school tutoring** provided by paraprofessionals and/or certificated teaching staff.

- **Junior and senior high school student ambassadors** throughout the school year to support students at elementary and middle school sites. Students will receive $14/hour.

- **Expansion of Expanded Learning Programs** - The district's Expanded Learning programs are offered at 57 school sites throughout the district from September through May, serving 14,000 students. ELO funding will be used to increase the number of students served at current Expanded Learning sites and to expand programming to sites without Expanded Learning programs.

SCUSD ELO Plan: Integrated Supports

- **Kognito on-line self-paced modules for students** to meet mandated Suicide Prevention training for all students.

- **Men's and Women's Leadership Academy (MWLA) expansion** to five high school sites. The MWLA is SCUSD's consci·8.9(re)f0.r0 t·di·6·(18·2i·Td·[T)·3·3(he·5·(t)e·2.6(e)0

SCUSD ELO Plan: Integrated Supports

- **Enhanced communication vehicles –** cell phones for use by Student Support Center staff are a highly successful outreach strategy as evidenced by high-service volume even during the pandemic when many students/families have been disengaged.

SCUSD ELO Plan: Training for Staff

SCUSD ELO Plan: Training for Staff

- **Mindful Schools Mindful Educator Training** - provides professional development to support our staff in learning ways to manage stress and build resilience as well as develops staff skills in utilizing mindfulness strategies to provide compassionate, social emotional interventions.

- **Foster Youth Education Summit -** Provide professional development to Foster Youth Services staff to stay current and relevant on supporting students.

- **CSNO Training for School Nurses** - Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs via conferences.

- **Capacity-Building for Community School Teams – Family Engagement Learning Institute** - The Family Engagement Training is a 2-day training for school stakeholder teams. The teams assist with assessing present family engagement practices, implementing activities, evaluating next steps and continuing to improve and coordinate practices for the engagement of families.

Additional Reports

Also included in this item for adoption are the Learning Continuity and Attendance Plans for the district's dependent charter schools. These include:

- Bowling Green Elementary Charter School

- George Washington Carver School of Arts and Science

- New Joseph Bonnheim Community Charter School

- Sacramento New Technology High School

- The MET Sacramento High School

Each dependent charter school is also required to post a copy of their adopted plan on the homepage of their school website.

Following adoption, the Expanded Learning Opportunities Grant Plan will be

Adopt SCUSD Expanded Learning Opportunities Grant Plan

Adopt Expanded Learning Opportunities Grant Plans for:

- Bowling Green Elementary Charter School

- George Washington Carver School of Arts and Science

- New Joseph Bonnheim Community Charter School

- Sacramento New Technology High School

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Thank You