

**CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD REPORT**

To: Board of Trustees

From: Gregory Merwin, Chief Academic Officer, Education and Support Services
Prepared by: Stacy Yogi, Executive Director, State and Federal Programs

Date: May 19, 2021

Board Item: Expanded Learning Opportunities Grant Plan

HISTORY

Assembly Bill (AB) 86 provides Expanded Learning Opportunities Grants for school districts.

BACKGROUND INFORMATION

As a condition of receiving funds under Education Code (EC) Section 43521(b), the local governing board must adopt a plan at a public meeting on or before June 1, 2021. The State Board of Education (SBE) adopted a required template for districts to use. Information includes the District’s plan for assessing the needs of its students; informing parents and guardians of all of its students who require learning recovery supports of the availability of these opportunities; and a description of how the District involved parents and school site staff in the development of the plan. Information also includes planned supplemental instruction and support and an expenditure plan.

CURRENT CONSIDERATIONS

Parents, teachers, and school staff were involved in the development of the plan through participation on the 11 Action Lab Teams, focus group discussions at meetings such as Capistrano Unified Council Parent Teacher Student Association (CUCPTSA), District English Learner Advisory Committee (DELAC), and Community Advisory Committee (CAC), and administrator input sessions.

The Theory of Action for the Expanded Learning Opportunities Grant funding is consistent with other District plans because the actions support systematic school-wide intervention and extension, developing and sharing school leadership, and cultural proficiency and social emotional learning. The Expanded Learning Opportunities Grant focuses on one-time costs where the Local Control Accountability Plan (LCAP) lists actions and expenditures that are ongoing in nature. The Expanded Learning Opportunities Grant plan for supplemental instruction and support includes:

Supplemental Instruction and Support Strategies	Planned Expenditures
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Extending instructional learning time through summer school. Costs include curriculum development, summer school coordination, science materials, and staff (teacher, administrator, custodian, clerk, campus supervisor, counselor, nurse), including additional assignment hours.	\$6,059,639
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports. Actions include Multi-tiered System of Supports (MTSS) Specialists, elementary foundational reading training, class size reduction to 24:1 in grades K-3, 27:1 in grades 4-5, 30:1 in grades 6-8, and an average of additional 5.0 FTE at each comprehensive high school. Paraeducator costs cover paraeducators in 2020-2021 and paraeducators for 2021-2022 to support elementary combination classes and physical education. Other actions include Irvine Math Project training, and middle and high school math and English language arts intervention sections.	\$ 24,386,392
Additional academic services for students is elementary English language arts progress monitoring tools.	\$ 346,500
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs will be for preschool to grade 12 school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs.	\$ 287,714
Total Funds to implement the Strategies	\$ 31,080,245

FINANCIAL IMPLICATIONS

It is projected that the District will receive \$31,080,245 from the Expanded Learning Opportunities Grant.

STAFF RECOMMENDATION

It is recommended the Board President recognize Gregory Merwin, Chief Academic Officer, Education and Support Services, to present this item. Following discussion, it is recommended the Board of Trustees approve the Expanded Learning Opportunities Grant Plan.

PREPARED BY: Stacy Yogi, Executive Director, State and Federal Programs

APPROVED BY: Gregory Merwin, Chief Academic Officer, Education and Support Services

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Capistrano Unified School District	Kirsten M. Vital Brulte, Superintendent	superintendent@capousd.org (949) 234-9203

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.

Staff including teachers, administrators and classified were represented on 11 Action Lab Teams. Parent groups (PTSA, DELAC and CAC) were engaged in focus group discussions regarding priorities. In addition, elementary and secondary focus group input meetings with administrators were held to gather feedback on actions to support students.

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

Students will be identified for supports based on local assessments including universal screeners (e.g. iReady and DIBELS) and standards-based common formative assessments. Parent, teacher, and administrator collaborative discussions about student needs will occur at Student Success Team meetings and parent conferences. Other data will inform needs for support such as progress reports and grade report data.

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

Parents and guardians will be informed of the opportunities for supplemental instruction and support through email and phone notification, notification invitation letters, weekly newsletters, parent conferences, Student Success Team meetings, and Back To School Night.

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

Extended instructional learning time will include a summer school program for grades 1-12. Summer school costs include curriculum development, summer school coordination, science materials, and additional assignment hours for staff (teacher, administrator, custodian, clerk, campus supervisor, counselor, nurse).

Actions to support accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports are Multi-tiered System of Supports (MTSS) Specialists, elementary foundational reading training, class size reduction to 24:1 in grades K-3, 27:1 in grades 4-5, 30:1 in grades 6-8 and an average of 5.0 FTE at each comprehensive high school. Paraeducator costs cover paraeducators in 2020-2021 and paraeducators for 2021-2022 to support elementary combination classes and physical education. Other actions to support accelerating progress to close learning gaps include secondary Irvine Math Project training and middle and high school math and English language arts intervention sections.

Additional academic services for students will include elementary English language arts progress monitoring tools.

Training will be provided for preschool to grade 12 school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs.

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	\$ 6,059,639	[Actual expenditures will be provided when available]

Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$ 24,386,392	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$ 0	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$ 0	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$ 0	[Actual expenditures will be provided when available]
Additional academic services for students	\$ 346,500	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$ 287,714	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$ 31,080,245	[Actual expenditures will be provided when available]

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

Input from the Action Lab and CAPE Teams and focus groups was analyzed and developed into an articulated plan for the Expanded Learning Opportunity Grant and other federal Elementary and Secondary School Emergency Relief funds. The use of these funds aligns with the Multi-Tiered System of Supports Theory of Action for systematic schoolwide intervention and extension, developing and sharing school leadership, cultural proficiency and social emotional learning, and standardized instructional technology equipment and infrastructure that builds upon LCFF and other state and federal funding.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

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

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

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

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

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

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

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

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021