



## 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.

As schools across the country closed their building doors due to the COVID-19 pandemic in the spring of 2020, Summit public schools immediately pivoted to fully synchronous virtual learning. Every action we took and every plan we made focused on ensuring that every student could attend Virtual School, engage in school and community, and continue to learn. We also recognized that without basic foundational needs and resources our students would not be able to attend a virtual experience, so we provided Food, Technology,

Specialized Services, and Family Supports. We approached the development of the Expanded Learning Opportunities Grant plans from the same values based perspective and used our existing process for collaboration across stakeholders.

In creating plans for utilizing this funding amidst our regular budget development process, Summit considered the sentence stem “Due to COVID, our students have a short term need for [fill in the blank].” By starting with this foundation, our community was able to critically inform our plans through:

- Consistent opportunities for parent/caregiver, student and teacher feedback on student needs;
- Parent/Caregiver community meetings and LCAP meetings focused on goals for our school for the coming year as we understand our students’ current and future needs;
- Family and student surveys;
- Ad-hoc and structured conversations with faculty about student needs due to COVID-19;
- Engagement with labor representatives.

Faculty provided important input on the impact of COVID-19 on students and their learning during Grade Level Team and Leadership Team meetings throughout the year. Faculty were also surveyed on summer programming for the summer of 2021 and their input was instrumental in developing a viable plan.

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

Summit will continue our use of a systematic cycle of assessments (initial, formative and summative) to identify students and the instructional schedule model to assist with intervention and to accelerate learning. All year long, students engage with projects and tasks and we measure their learning using our Cognitive Skills Rubric and Math Concepts Rubrics. Both rubrics are research-backed, aligned to the Common Core State Standards and were designed to ensure students are building the skills they need to succeed in college, career, and life. As a result of the way we assess students on rubrics that carry across courses and the tracking and recording of those assessments in our digital learning platform, we have both formative and summative assessments of all of our students at all times. This allows us to know at any given time how students are performing and pinpoint specific needs so all students can accelerate their learning. We also acknowledge that our measures do not capture all of the learning and growth that students have had over this extraordinary year.

Examining our data across the schools in our network, we identified several high-priority needs:

- 27% of Summit students have not mastered all grade-level cognitive skills and concepts this year as of May 1  
English Learners and Diverse learners have less mastery than they have in the past
- 31% of Summit students will likely not master all grade-level content this year

English Learners and Diverse learners have less mastery than they have in the past

- 14% of students have had little or no meaningful engagement in at least one core course

(Defined as: Cognitive skills/concept score  $\leq 70$  and one or fewer PFAs completed)

Using this data we can personalize resources to students during their core instruction during project time as well use that data to assign students to our intervention programs, Summit Reads and Summit Solves. Summit Reads and Summit Solves use adaptive technology to improve and monitor student literacy and numeracy gains.

(1) For academic diagnostic assessments, Summit Public Schools will use the Summit Cognitive Skills Rubric and the Summit Learning Platform multiple times throughout the school year to monitor, assess, and target supports for student learning.

(2) The following well-being diagnostic assessments will be used in each grade multiple times throughout the school year to monitor, assess, and target supports for student well-being. Well-being includes but is not limited to mental health and social-emotional learning.

a. Student COVID Impact Surveys

b. Summit-made assessments

c. Teacher/Mentor recommendations

We will consistently apply the selected equity analysis and diagnostic assessments to evaluate and monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and well-being over time. Specifically, Grade-level Teams (GLTs) meet weekly to look at student data and adjust interventions accordingly. At least once a quarter, GLTs will hold a longer meeting to reflect on the effectiveness of interventions so far and make adjustments or improvements as needed, including moving students between Tiers in our Multi-tiered System of Supports.

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

Consistent with our current practices, students and families will be informed of opportunities through email, survey forms, phone, text and mentor group engagement as well as focused outreach to families when needed. Incoming families will also be informed via email and our social media channels.

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

School Year 2022 (SY22) provides students opportunities for unfinished learning to happen in grade level context, while not closing any future doors. Beginning with summer programming in 2021 and as we enter SY22, we will thoughtfully integrate unfinished learning into the curriculum and use our mastery-based grading system to give students as much time as possible to learn and grow. Summit Public Schools will invest in developing opportunities which may include, but are not limited to:

1. Summer programming options:

- Offer up to three weeks of summer programming designed to support learning acceleration for all students and especially for those students who faced adverse learning and social-emotional challenges as a result of COVID-19.

- Students will have a Community Block each day that creates the space for relationship building, focus on social emotional learning and access to site culture and resources.

- Students will engage in accelerated learning work focused on previewing and preparing for the next grade-level curriculum. They will have the option to receive scores for skill mastery.

- Students will have the option of engaging in an afternoon session designed around enrichment and well-being.

2. Curricular development to support accelerated learning. The Summit Learning Experience Team will lead in developing a Summit Public Schools based curriculum that creates opportunities for cognitive skills mastery within the current grade-level projects. Lessons to address unfinished learning will be built into the math curriculum independent of where students finished the year focusing instead on key foundational learning essential to accessing and mastering the current grade level concepts. This work will engage teachers from across the network to update the base curriculum over the summer in readiness for school year 2022. The Learning Experience Team will develop and provide educator training on how to mine for student learning and incorporate appropriate accelerated learning curricular opportunities. Summit will also engage a number of teachers from across the network to do more substantial work in courses that need more attention specifically: middle school science and Spanish in readiness for school year 2022.

3. Enable all students to have access to a stable and nutritious food source so they can learn as we return to our buildings. All students will have access to daily food during the summer and school year 2022; requires expanding food service contracts to ensure all students who want meals can have them, and providing meal kits over holiday breaks.

4. School Year 2022 Start Strong. Because of COVID-19, many Summit students and faculty will be coming into the buildings for the first time as a Summit student or employee and will need special orientation and onboarding.

5. Augment current systems of support by investing in more robust Multi-tiered Systems of Support (MTSS). This may include project management, site based non-instructional staffing and professional development.

6. Focused (out-of-school time) supports for students

- Tutors

- Community partnerships

- Mental health support

7. Provide additional SAT testing for all seniors in Fall of 2021

8. Teacher resources to personalize instruction and continue learning acceleration including renewing Peardeck subscriptions for all

## 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.

### Everest Public High School

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	\$83,973	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$41,987	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$27,991	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	N/A	[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	\$55,982	[Actual expenditures will be provided when available]
Additional academic services for students	\$41,987	[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	\$27,991	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$279,910	[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.

Our approach is to consider our students' needs because of the COVID-19 pandemic, what will best support these needs, and in turn how to allocate funding against that. The Expanded Learning Opportunities Grant one time funds must be carefully considered in conjunction with other one time funds due to COVID-19 and our local annual operations budgets. Each of the one-time funds have different requirements and allowable uses as well as spending periods. Our 2021-2022 school budget that we will adopt in June will reflect annual revenue from the sustained, recurring state and federal sources and will be amended to include additional sources for the October revision.

# 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](mailto: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