

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, students, teachers, school staff, collective bargaining unit representatives and district and community stakeholders were involved in the development of the Expanded Learning Opportunities Grant Plan.

On April 2, 2021 a survey was emailed, in both English and Spanish, to all parents, students, teachers, school staff, collective bargaining unit representatives and district and community stakeholders to solicit feedback as to the seven supplemental instruction and support strategies that will be implemented. Input was also solicited during Spring parent-teacher conferences. School administration used this input to develop supplemental instructional supports and strategies to meet the needs of the targeted populations, which include, but are noted limited to, 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 those that are credit-deficient or high school students at risk of not graduating. Given the students who the San Luis Obispo County Office of Education serves, enrolled students fall into one or more of these targeted populations. Additionally, the PBIS Tier II/III

implementation teams, under the Multi-Tiered System of Supports, reviewed student data to determine the needed supplemental instructional supports and strategies.

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

Students who experienced learning loss and/or other impacts related to school closures and distance learning were identified by administration, teachers and school staff utilizing the NWEA assessment system, various curriculum-based assessments, teacher observation, parent input, student engagement data and state and local data.

Based on the assessment results, as well as information gathered by teachers through observation, student work samples and parent input, academic supports have been offered to struggling students, and will continue to be offered, both virtually and in-person for the remainder of the school year and throughout the summer. Student data, including both academic and attendance/engagement data, undergoes a weekly analysis by administration and the PBIS Tier II/III implementation team. The team comprises administration, school counselor, resource teacher, behavior intervention services specialist and the homeless and foster liaison. Collectively, the team reviews student data and makes decisions regarding interventions and supports provided to students and families.

One hundred percent (100%) of students attending both Loma Vista Community School and the Juvenile Court School are deficient in credits needed to graduate from their school of residence, therefore, at risk of not graduating. The majority, if not all, students benefit from the pro-social and coping skill instruction and practice they receive at school, in preparation for their transition back to their school of residence or into post-secondary education, training or employment.

Students' needs will be assessed on an ongoing basis through local benchmarks, English language arts and math statewide assessments, English language acquisition proficiency statewide assessments, student engagement and attendance data, various curriculum-based assessments, teacher observation and parent input.

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

Parents and guardians of students will be informed of the opportunities for supplemental instruction and support through various modes, including, but not limited to, letters, emails, phone calls, web postings and in-person meetings, all in their primary language using interpreter and translation services as needed. School administration, staff, the school counselor and teachers, will contact parents and guardians to inform them of summer supplemental extended instructional learning time and support. Additionally, information will be provided regarding ongoing opportunities for transportation, health, counseling, school meal programs, and student/family referrals to address student trauma and social-emotional learning.

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

Using data analyzed as described above, SLOCOE plans to offer differentiated options including, but not limited to the following:

-Support for credit recovery for students with credit deficiencies. Students will have the opportunity to access academic support to make up missed work not turned in over the school year.

-Academic support for students struggling in math and/or English language arts, as evidenced by scores on NWEA assessments.

-CTE offerings, including a hands-on farm-to-table project in which students will manage a school-based garden and learn culinary skills by creating meals with the food harvested from the garden.

-Students will continue to have access to on-site counseling, transportation, and school meal programs.

Adherence to safety protocols and implementation of safety measures have been included in all plans. Safety protocols and safety measures include physical distancing, required face coverings, and regular cleaning and sanitizing of spaces. The numbers of students on campus at any one time will be limited in order to maintain distancing requirements, but it is our hope that we will be able to provide supplemental instruction and support to any student who would benefit from it.

Through the ongoing data analysis, SLOCOE will continuously evaluate supplemental extended instructional learning time and support offerings as well as evaluating ongoing opportunities for transportation, health, counseling, school meal programs, and student/family referrals to address student trauma and social-emotional learning to determine the need for any changes to meet the needs of the students and their families.

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	\$250,000.00	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$25,000.00	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$150,000.00	[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	\$24,837.00	[Actual expenditures will be provided when available]
Additional academic services for students	\$10,000.00	[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	\$25,000.00	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$484,837.00	[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.

Through ongoing needs assessments, the Extended Learning Opportunity (ELO) Grant funds are used in conjunction with funds from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Action of 2021, also known as ESSER II, to maximize support for students and staff. While ELO Grant funds will be used directly to provide in-person services to students, as described above, the other funds are used to meet other base student and staff needs in the areas of health, safety and access to technology, including, but not limited to, personal protective equipment, cleaning and disinfecting, ventilation and other school upgrades for health and safety, social and mental health support services and access to technological equipment and WIFI access.