

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.

Extensive consultations with all stakeholders, which we called “listening sessions,” were conducted in April and May where they were asked to provide feedback on student, school and staff needs within the 7 instruction and support categories in the AB86 ELO plan.

Teacher, paraeducator, and classified bargaining group meetings throughout April and May

Student group meeting representing middle and high school students from each quadrant

Parent feedback was gathered at multiple District Communication Council meetings (1 representative from each Site Council)

The Superintendent's Parent Advisory Committee provided feedback at two meetings in April and May

A needs assessment was conducted with the DELMAC (English Learner) parents, with written and verbal feedback in their native languages

Each principal conducted site based feedback sessions with their staff, site councils, student groups and parent groups

Administrators communicated their sites' feedback for the plan at multiple listening session meetings

District administrators met with their teams to provide feedback on student, school and district program needs

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

In the Fall, the NWEA MAP assessment was administered to all students to act as a universal screener in ELA and Mathematics. With the recent approval to administer the NWEA MAP assessments in lieu of the Smarter Balanced assessments, we will have pre/post data on student performance in order to identify students who did not make adequate progress during the 20-21 school year. In addition to MAP testing, all K-5 students are administered an F+P Running Record to identify their reading levels at multiple points during the school year, and any students reading below their expected benchmark levels are provided with additional Guided Reading or LLI reading support.

Prior to the pandemic, and with greater frequency since, principals monitor and report on the progress of their most at-risk students, including all Foster Youth, all Homeless, students from any Dashboard subgroup in the Orange or Red, and any Low Income and English Learners performing below standard. The reporting sessions have created heightened identification and support for students in the greatest need.

For the expanded and enhanced summer programs offered this year and next, students are identified by their MAP test scores, F+P reading levels, academic grades, engagement tracking throughout the year, self and parent identification, and teacher and counselor recommendations. All students in need have been provided summer accelerated learning opportunities, and non-responders are being followed up with individually.

As we move into the 21-22 school year, we will continue to utilize universal screeners, reading assessments, common formative assessments, classroom achievement reports, progress reports and grades, attendance reports, and teacher, counselor, parent and student self-referrals to identify students in need of academic, engagement and socio-emotional supports.

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

Every means of communication has and will be employed to inform parents and guardians of students of the supplemental instruction. Letters have been mailed, emails sent, phone calls made, handouts sent home, with written and direct communication provided in parents' native languages. Sites are communicating directly with all of their in-need students and their parents. With more than a month before the start of our summer programs, outreach will continue throughout the spring. Efforts have been effective so far, as our traditional summer programs have been expanded and are at two and three times their normal size. New programs targeting reengagement strategies, new accelerated learning opportunities, and socio-emotional interventions are rapidly filling. Parent outreach for ongoing support during the school year will continue as students are identified as in-need.

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

EXTENDING INSTRUCTIONAL LEARNING TIME

Expanded and Enhanced Accelerated Learning and Re-Engagement Summer Programs

Extended School Day (Before and After School) Supports

ACCELERATING PROGRESS TO CLOSE LEARNING GAPS THROUGH THE IMPLEMENTATION, EXPANSION, OR ENHANCEMENT OF LEARNING SUPPORTS

To comply with anticipated DPH guidelines, additional staffing to allow for classroom sizes of 26 in ES, and 32 in MS, HS

Additional single-student desks to allow for safe classroom distancing of students

Additional intervention staffing at elementary and middle schools

Paraeducator support for in-class learning

Additional translation services to parents

INTEGRATED STUDENT SUPPORTS TO ADDRESS OTHER BARRIERS TO LEARNING

Additional socio-emotional counseling supports at each school

COMMUNITY LEARNING HUBS THAT PROVIDE STUDENTS WITH ACCESS TO TECHNOLOGY, HIGH SPEED INTERNET, AND OTHER ACADEMIC SUPPORTS

Synchronous and asynchronous teaching and learning technology tools

Additional connectivity (hotspots) and devices for students

SUPPORTS FOR CREDIT DEFICIENT STUDENTS TO COMPLETE GRADUATION OR GRADE PROMOTION REQUIREMENTS AND TO INCREASE OR IMPROVE STUDENTS' COLLEGE ELIGIBILITY

Additional summer and school-year credit recovery opportunities at each high school

ADDITIONAL ACADEMIC SERVICES FOR STUDENTS

Distance Learning options for students

TRAINING FOR SCHOOL STAFF ON STRATEGIES TO ENGAGE STUDENTS AND FAMILIES IN ADDRESSING STUDENTS' SOCIO-EMOTIONAL AND ACADEMIC NEEDS

Summer and school-year training for teachers, administrators and school staff to support student learning needs

Additional paraeducator training days to support student learning 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	\$1,476,487	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$8,537,943	
Integrated student supports to address other barriers to learning	\$3,053,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$800,000	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$250,000	
Additional academic services for students	\$100,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$442,000	
Total Funds to implement the Strategies	\$14,659,430	

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

Because of the requirement to fully expend AB86 ELO Grant funds by August 2022, the funds will be used to provide support in Summer 2021, the 21-22 school year, and if any remain, in Summer 2022. Because ESSER III funds do not have to be fully expended until September of 2024, they will be used to provide comparable supports during the 22-23 school year that AB86 ELO provided in the 21-22 school year, allowing a majority of the supports to be provided in both 21-22 and 22-23. Any remaining ESSER III funds after 22-23 will be used to provide smaller continuing support in Summer 2023, 23-24, and Summer 2024.

GEER I, GEER II, AB86 In-Person, and ESSER II funds each have their own expenditure and reporting guidelines and are being utilized to provide additional academic, safety, supply and physical plant needs in order to provide the most effective and safe learning environments for students.

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
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