

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Irvine Unified School District	Tammy Blakely Executive Director	tammyblakely@iusd.org 949-936-5079

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.

The District sought input from all community stakeholders including parents, students, and staff through a district-wide survey and public hearing conducted at a regularly scheduled Board meeting. In the survey, stakeholders participated in a process to identify actions of highest and lowest priorities. Through the online survey, charts, graphs, and prioritized actions were shared with Curriculum Directors and Superintendent's Cabinet. After review and careful consideration of stakeholder feedback during the prioritization process, the Superintendent and Cabinet designated high priority action items for the ELO Grant identified in the seven supplemental instruction and support areas to support students, with particular attention to students who have been negatively impacted by learning loss, including low income students, English learners, foster youth, homeless students, students with disabilities, disengaged students, students who are below grade level, students at risk of neglect, abuse, or exploitation, and those who did not enroll in kindergarten. A draft ELO Plan was shared with the IUSD community and a public hearing was held on May 4, 2021 to solicit additional stakeholder input and feedback. The draft ELO Plan was revised to incorporate feedback provided by the stakeholders. The District will continue to engage with community partners, expand learning programs, and strengthen existing behavioral health partnerships.

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

The primary means of identification for students in need of academic support during the regular school year relies heavily on the individual classroom assessments implemented by the teacher in addition to district-wide assessment measures. Identification of students for inclusion

within academic intervention programs and structures occurs based on academic performance (grades) and classroom assessments at the secondary level. Secondary students who are identified as needing academic support are encouraged to enroll in supplemental courses that offer reduced class sizes and provide targeted academic instruction and support with executive functioning, and organization. Students within these courses receive regular progress monitoring using assessments embedded within the course platform and software programs designed to support remediation. Elementary students are identified for intervention and academic supports through classroom assessments, teacher observation, and district-wide screening assessments such as the STAR.

At all instructional levels, classroom teachers work together in collaborative teams called Professional Learning Communities (PLC) to regularly examine evidence of student learning in order to identify students in need of academic and other support and to identify the appropriate means and method of support. PLC teams analyze student data and assessment results to determine student groups and the targeted instructional support required.

The goal of the Learning Recovery Academy (LRA) summer program is to provide targeted instruction for students who need significant support to master foundational grade level standards. When developing summer school curricula, the literacy and math departments reviewed the list of essential standards for each grade to determine the standards most critical for success the following year. The curriculum for each course focuses on those specific critical standards, so students will only benefit from the LRA summer school program if they need support with the standards identified and addressed through the curriculum.

To be identified for participation in the LRA at the elementary level, students must meet the criteria outlined below and be recommended by their classroom teacher based on the need for remediation on the critical essential standards of the grade level:

- * Performance level below criteria on the Literacy Performance Assessment: a district-wide common assessment for students in grades TK-3
- * Performance level below criteria on the STAR English Language Arts and/or Mathematics assessment, a district-wide universal screening assessment for students in grades 3-8

To be identified for participation in the LRA at the middle school level, students must meet the criteria outlined below or be recommended by their classroom teacher based on the need for remediation on the critical essential standards for the grade level:

- * Performance level below criteria on the STAR English Language Arts and/or Mathematics assessment, a district-wide universal screening assessment for students in grades 3-8

Teachers and administrators can include students who do not meet the stated criteria for LRA but who are identified as in need of remediation at any time.

At the high school level, the LRA functions as a credit recovery program. Students who receive a grade of D or F in the 2020-21 school year are eligible to participate in these summer remediation courses which include academic support, explicit instruction on study skills, and Social-Emotional Learning (SEL) content.

Social-Emotional:

All elementary sites administered the SRSS-IE (Student Risk Screening Scale-Internalizing and Externalizing) as a universal screener, to identify students who may be in need of additional SEL instruction or more intensive social-emotional support. The SRSS-IE is a teacher-reported assessment that helps identify both internalizing and externalizing behaviors in students.

The internalizing components are particularly helpful since students with internalizing characteristics often do not receive attention in the classroom. The SRSS-IE is administered 2-3 times per year. Three times is the goal so the timing aligns with other universal screeners. Site Multi-Tiered System of Supports (MTSS) teams then analyze the data, often alongside other screening data (STAR Ren, LPA, behavior data) to create school-wide, classroom, and individual student responses and interventions. The multiple data points: academic, social-emotional, behavioral, and attendance, help to identify students who may be at risk of needing support, as well as helping staff to analyze and identify what barriers need to be addressed for students.

Secondary sites also utilize multiple data points to identify students in need of support. MTSS teams regularly engage in data review meetings to analyze academic grades, attendance, counselor and teacher referrals, and behavior data. Various tools are used to identify students. These include self-report surveys, formative teacher check-ins and observations, and counselor referrals. School counselors and mental health specialists work with teachers and administrators to screen students based on student success indicators data and behavior/SEL attributes (details in next section).

Counselors, teachers, and administrators also utilize a Trauma-informed “Look Fors” tool that helps identify students who are struggling academically, behaviorally, and socially/emotionally. These “look fors” include: attendance, work completion, participation in whole or small groups, grades at progress report and semester, behavior: follows common agreements, attentive, responds in appropriate ways that contribute to learning, and attitude and mindset: speaks positively about things, carries self with confidence. Site MTSS teams evaluate multiple data points in the above categories to identify students in need of support and intervention.

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

As part of the MTSS, students may be identified as needing additional instruction and support through universal screeners for both academic and social emotional standards, systematic data review, and goal setting. At the elementary level, parents are invited twice a year to parent-teacher conferences, during which teachers may discuss the need for supplemental instruction and support. Parents are also invited to participate in Student Study Team (SST) meetings for individual students during which site SSTs facilitate input from both parents and the school team regarding the student’s known history, past interventions, current data, and strategies for additional support. Meetings are held again within a predetermined time frame to review progress and make further determinations based on updated progress monitoring and assessment data. When students are in need of more intensive supports such as increased frequency or duration of interventions, parents are notified and invited to participate in the planning of such supports at that tier 3 level. Supports such as mental health related school-based counseling involve signed parent permission forms and regular communication from site staff to parents. Parents are also invited to SST meetings when discussing the potential need for assessment for special education.

At the secondary level, teachers and school counselors are the primary staff that communicate with parents when supplemental interventions and supports are warranted as determined by the site MTSS team. Parents are notified when recommendations such as additional reading or math supports are in consideration. These supports may be in the form of elective coursework, or extended learning opportunities. Parents are also invited to attend secondary SST meetings for academic, behavioral, or social emotional support planning. When it comes to mental health, the state of California health and safety code states that a minor 12 or older may consent to mental health counseling, so students are able to seek and initiate school-based mental health supports without parent permission. When support and interventions involve the safety and well-being of students, parents are contacted by teachers, administrators, counselors, and/or mental health support staff.

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

IUSD will continue to collaborate with community partners and expand learning programs, and leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of this plan (EC Section 43522[h]).

As part of a MTSS district, our school sites structure respond and implement interventions that range from the universal/tier 1 level, to a targeted/tier 2 level, up through the most intensive/tier 3 level. Utilizing needs assessments and data from the site level, as well as stakeholder feedback from staff, parents, students, and the community, areas of need and strategies are identified.

As part of this plan, all students in need of academic support are identified through the analysis of assessment data referenced above. Elementary students are supported academically throughout the year by participating in school-wide and grade level interventions as well as classroom interventions such as reteaching and targeted instruction within small groups. This supplementary instruction includes the use of intervention support platforms and software programs. Secondary students who are identified as needing academic support are encouraged to enroll in supplemental courses that offer reduced class sizes and provide targeted academic instruction and support with executive functioning and organization.

Outside the regular school year, students are supported academically through participation in the LRA for incoming grades 1-12. As part of this academic support, curricular and instructional specialists analyzed the most common learning deficits based on student assessments and identified the most critical essential standards from each grade level and course. Course content for the LRA was then developed based on these critical essential standards to ensure that students who successfully completed these courses had the prerequisite skills and knowledge necessary for success in the following academic year. Additionally, at the high school level, these courses are intentionally designed to provide additional foundational instruction around improving executive functioning and organizational skills. They have also been designed using a social justice lens to promote student engagement and agency. Embedded within the courses are activities designed to familiarize students with the key academic supports that are available to them within the district so that they may continue to use them in future courses. Finally, SEL support and instructional elements are embedded within each course to build community, and to promote positive mindsets around self-efficacy and coping strategies.

In the area of social emotional learning, supports are created in the following areas, progressing from tier 1 through tier 3: Universal SEL instruction, behavior re-teaching, trauma-informed instruction and supports, parent engagement opportunities and presentations, SST meetings, small group counseling supports, tier 2 behavior plans, 1:1 counseling supports, potential special education assessment, and referral to outside mental health supports. The overarching goal is to implement a preventive approach where the majority of students are successful with the tier 1 universal supports offered in a collaborative and positive school climate.

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	\$7,286,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$3,536,010	
Integrated student supports to address other barriers to learning	\$4,780,200	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$4,995,062	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$1,049,500	
Additional academic services for students	\$766,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$0	
Total Funds to implement the Strategies	\$22,412,772	

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

The District is committed to providing supports identified through the stakeholder input survey and will coordinate funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Funds to maximize the effectiveness and duration of high priority action items identified by stakeholders. For example, action items that meet both state and federal grant parameters will be state funded until grant expiration and then will transition to federal funding until expiration to support students with particular attention to low income students, English learners, foster youth, homeless students, students with disabilities, disengaged students, students who are below grade level, students at risk of neglect, abuse, or exploitation, and those who did not enroll in kindergarten. Federal funds will be used to lower class sizes to maximize classroom instructional supports and other resources implemented through the Expanded Learning Opportunity Grant.

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 or lcff@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 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