

## 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.

Feedback from stakeholders about district priorities informed the Expanded Learning Opportunities plan. The process for collecting and organizing feedback was through a Thought Exchange that involved 413 participants who shared 426 thoughts and 12,433 rankings. Participation included all stakeholders; 43% were parents, 18% were certificated staff, 3% were classified staff, 34% were students and 2% were other community members. The Thought Exchange results were organized into themes with 22% of all thoughts focused on the need for student support. Some of the strongest rated ideas that informed the Expanded Learning Opportunities Plan were:

*Additional support/intervention classes for struggling students. Many students need additional support outside of what a teacher can provide within a class period. (average 4.3 stars)*

*Closing the Distance Learning gap will require smaller class sizes, eliminating split grade classes, and supporting teachers where they need it most. Teachers need to be able to offer targeted, individualized support for all students. Support from DUSD is essential. (average 4.2 stars)*

*Additional support/intervention classes for struggling students Many students need additional support outside of what a teacher can provide within a class period. (average 4.3 stars)*

The development of the plan included discussions with leadership of each bargaining unit, District and Site Leadership teams as well as with parents from the District Advisory Committee/District English Language Advisory Committee (DAC/DELAC). The Governing Board of the Duarte Unified School District considered the plan for approval at a public meeting on May 13, 2021.

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

Students will be identified for support based on identified needs. Teachers and administrators have been monitoring progress using measures such as student engagement, reading level measures, grades, credits toward graduation, individualized education plan (IEP) progress reports for students with disabilities, progress toward reclassification for English learners and standardized tests. In the coming school year, additional diagnostic tools will be implemented such as academic and social/emotional screeners to identify specific areas of need that will inform appropriate strategies for expanded learning opportunities.

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

Parents/guardians and students will be informed of opportunities for supplemental instruction from school staff. Information will be shared about supplement instruction and available resources of support when staff identifies specific needs based on assessment, screening and observations. The method of communication may be a direct notification from teacher or administration, outreach by a counselor or homeless student liaison, during an IEP meeting discussion, and/or through multi-tiered system of support (MTSS) process.

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

Extend instructional learning time:

1. Specialized summer sessions for students who are identified as at-risk and those who are credit deficient
2. Intervention classes at the secondary levels during the school day

Accelerating progress to close the learning gaps:

3. Tutoring and/or small group instruction for homeless and foster youth provided by certificated or classified staff
4. Supplemental language instruction for English learners before/after school by certificated and/or classified staff to accelerate their progress toward English language proficiency
5. Additional learning support for students with disabilities before/after school by certificated and/or classified staff to accelerate their progress on IEP goals

Integrated students support to address other barriers to learning:

6. Utilize classified staff to provide additional support classrooms with the highest needs
7. Social groups during the school day to support social-emotional health
8. Health services to ensure students are able to participate in all learning activities
9. Additional resources and services for homeless students
10. Counseling and mental health services through community partnerships
11. Expanded after-school programs
12. Student meals and health services to ensure students are able to participate in all learning activities
13. Specialized staff to support general education teachers in effective behavior management and support strategies for meeting diverse needs of students who are included in the general education classroom.

Academic services based on a systematic Multi-Tiered System of Support (MTSS)

14. Tools and materials to support monitoring and assessment
15. Staff training on tools used to assess and monitor progress
16. Staff time for administration of assessments and collaboration to plan for instruction that is informed by assessment data
17. Professional learning on the application of universal (Tier I), targeted (Tier II) and intensive (Tier III) interventions

Training for school staff on strategies for trauma-informed practices and to address students' social-emotional health

18. An identified provider to train staff on supporting mental health and social-emotional learning strategies
19. Staff time to train staff on supporting mental health of students and social-emotional strategies

## 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
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Extending instructional learning time	\$ 330,000.00	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$ 146,365.00	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$ 1,375,987.00	[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	\$ 0	[Actual expenditures will be provided when available]
Additional academic services for students	\$ 239,600.00	[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	\$ 370,000.00	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$ 2,461,952.00	[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.

The Expanded Learning Opportunity funds will be utilized to respond to the needs that arise from the impact of extended school closure with a focus on supplemental instruction and support strategies. Other federal Elementary and Secondary School Emergency Relief funds (ESSER) will address other areas of need including technology and high-speed internet, maintenance & operations enhancements, health and safety measures, and salaries for employees whose positions were significantly altered due to the transition to a different instructional model. A portion of ESSER funds will focus on other learning loss mitigation strategies that will augment the Expanded Learning Opportunities. Coordination of the ELO and ESSER funds is articulated in the District's Learning Continuity and Attendance Plan (September 2020) and in the goals of the proposed Local Control and Accountability Plan (LCAP) for 2021-22.