



Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hanford Joint Union High School District	Victor Rosa, Ed.D. Superintendent	vrosa@hjuhsd.k12.ca.us (559) 583-5901

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.

HJUHS's efforts to solicit stakeholder feedback to inform the district's plan for expanded learning opportunities began in June and have continued throughout the development process. The district's phased planning process toward expanded learning opportunities explicitly identified research, survey, communication, and data collection as the first and foundational phase of planning. Engaging in outreach and surveying stakeholders have provided and continue to provide staff valuable input to inform the district's planning in academics, engagement, climate, and intervention.

As the 2020-21 academic year began, the district administered a survey to families to gain their feedback on academics, engagement, climate, and intervention. This survey was administered via survey monkey. A total of nearly 3,000 parents/caregivers, students, and staff responded to the survey. Overall, parent/caregiver responses represented a wide range of experiences and levels of concern with the learning loss due to distance learning. An important takeaway for the district was the fact that, for most questions, the majority of respondents indicated a propensity to attend school face to face would solve a majority of the learning loss.

Results also indicated difficulty for a significant number of students in connecting to others and establishing a strong sense of belonging concerning their classroom or school. While the number of respondents for the survey was modest relative to the district's overall population, the data gained was extremely valuable, especially when considered in combination with the other input received.

During the first week of December 2020, the Executive Leadership Team and members of the Hanford Secondary Education Association (HSEA), led by the Superintendent, held a series of planning sessions to seek additional feedback on the district's draft expanded learning opportunities plans and thinking regarding options for the 2021-22 school year. These sessions included brief overviews of the district's vision for expanded learning opportunities, past practices, and the Summer School structure. Additional sessions were held for each of the following groups: Curriculum/PLC Committee, Hanford Secondary Educators Association (HSEA), California School Employees Association (CSEA) COVID-19 Response Team, the student advisory committee, African American Advisory Board, the District English Learner Advisory Committee (DELAC), and the Parent Advisory Committee (PAC).

To solicit broad input, the District presented seven supplemental instruction and support strategies. (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 intersession 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. (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. This was publicized via the district's social media accounts, email, on the district website, through the principal's bulletin, and ParentSquare (direct messaging system for parents and students). Additionally, materials were translated into Spanish to reach

stakeholders that do not speak English. HJUHS D also provided print copies for any stakeholders that may not have internet access or reliable access.

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

The HJUHS D's Expanded Learning Opportunities Grant Plan also will identify and address gaps in learning. We will monitor students' progress on course assessments, grades, and credits earned, specifically in courses required to graduate utilizing Common Formative Assessments (CFA), report cards, progress reports, and transcripts. The CFA's will inform teachers of student deficiencies and allow teachers to adapt early intervention supports based on student results. The CFA's have been created and stored in our data and assessment warehouse (Illuminate). These assessments are easily accessible to all students and are securely pushed out to students through Google Classroom. Report cards, progress reports, and transcripts will be easily accessible through the Student Information System (SIS) or the parent portal. Specifically, families and students should expect assessments throughout the school year, every week, that evaluate how students are progressing both in the moment and overtime to address learning loss before the competition of the Spring 2021 semester.

It is important to reiterate that assessing students' learning status will begin the first day of school and continue each day. The formative and summative data being gathered by schools throughout instruction is a critical component to understanding what learning loss has occurred and each student's individual learning needs.

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

HJUHS D's expanded learning opportunities grant plan begins by reaffirming the importance of attendance and engagement in school. A meaningful connection to friends, caring adults, engaging subject matter, and class activities are the core of what our students need to learn and thrive in any 2021-22 plan for Hanford Joint Union High School District environment. Not only do we want students to be present, but we also want them to be engaged: interacting, thinking, and connecting.

The district's expanded learning opportunities grant plan considers all of the recommendations and guidance from stakeholders. Using the framework from HJUHS D's Local Control Accountability Plan/Learning Continuity and Attendance Plan for 2020-21, which outlines the processes that our district has adopted to remediate learning loss, in person or virtually, in the safest way possible, as well as the scheduling options, we have created a plan to monitor student engagement and provide support to students, families and school sites when needed.

To support communication of supplemental support opportunities, site-level Multi-Tiered System of Support (MTSS) teams will conduct weekly data reviews, student-level case management, and data-based site-level planning to address identified behavioral, academic, and social-emotional issues. Data review is supported by Aeries Analytics, a tool that generates real-time student data to inform targeted intervention and daily practices. The data help sites identify students who exhibit attendance, behavior, or course performance that puts them at risk of falling behind.

When a student is exhibiting learning loss, the MTSS team will identify and prescribe the needed intervention precisely. Parents/Caregivers will be notified of any behavioral, academic, or social-emotional concerns and will be consulted with the intervention plan.

HJUHS D's plan focuses on engagement and communication. We believe that our community will have the information and resources they need. We will provide consistent, transparent, and routine communications and engagement in multiple modalities and languages principally directed at parents of English Learner students.

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

The primary means of addressing learning loss and accelerating learning for pupils will be the tiered instructional practices. At Tier 1, all students will receive high-quality standards-aligned instruction focused on essential standards. This will allow for the depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area. Tier 2 supports will be provided primarily through small-group instruction that is targeted to identified student needs. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction but also schedule small group sessions to provide additional support. Similarly, students who require even more intensive (Tier 3) support will be provided 1 on 1 instruction through individual sessions. Both the small group and individual sessions will take an "if you can predict it you can prevent it" approach. This entails the focusing of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class. These sessions would allow the teacher to provide more individualized attention to the student and support them in mastering the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class.

While the implementation of in-person instruction, small group, and individual sessions will enable staff to deliver targeted support to all students, these sessions will be of particular importance in addressing learning loss for English Learners, low-income students, foster youth, students with exceptional needs, and homeless youth. As noted in other sections of this plan, a range of staff is regularly monitoring students' progress, identifying specific learning (and other) needs, and ensuring that students are referred to and receiving the appropriate supports. For students who have demonstrated learning loss, and in particular, those who are most at risk for past and ongoing learning loss during the school closures, these supports would include targeted small group and individual instruction. For students with disabilities, this will involve collaboration with additional staff such as instructional aides or others. For foster youth and homeless youth, this will involve collaboration with Homeless Youth Services or Foster Youth Services staff to coordinate services for the student and family, including additional tutoring that has been made available. Expanded staff may also be involved to support any and all of the named student groups as they collaborate to support instruction during the school day and beyond.

During the summer months (June-July) HJUHS D implemented programs designed to combat learning loss, give students extra time and opportunity to reach grade-level standards, and makeup credits to become on-track for graduation and/or a-g course completion. The highest priority for participation went to seniors within a few credits of graduating and English Learners, low-income students, foster youth, students with exceptional needs, and homeless youth in need of credit recovery. Programs were implemented and incorporated expectations and elements that are similar to or the same as the district's learning plan for 2020-21. These included the use of credit recovery targeted, structured support for small groups and/or individual students, specific supports for students with IEPs and for English Learners, weekly communications to parents including learning goals, content to be taught, success criteria, and assignment details and professional learning to support the above processes and strategies for effectively managing a classroom and student relationships in the learning loss and or intervention context.

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	\$1,047,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$625,000	
Integrated student supports to address other barriers to learning	\$1,119,172	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports		
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$116,000	
Additional academic services for students	\$52,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$50,000	
Total Funds to implement the Strategies	\$3,009,172	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures

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

Inasmuch as Elementary and Secondary School Emergency Relief Funds (ESSER) are federal categorical funds, they will be used to supplement the activities being funded by the ELO grant. These uses may be for activities not covered by the ELO Plan, or to provide additional services not included, but complementary to the Plan, such as additional supports and interventions, contracted services to support students social-emotional needs, professional development, or other activities. The determination of specific ESSER-funded actions may be on needs that have been identified after the District has begun implementation of its expanded learning program activities and has modified and evaluated those activities using students progress data.

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: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