

Expanded Learning Opportunities Grant Plan

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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.

Our LCAP presentation was developed and shared by our LCAP Steering Committee and shared with school sites. Members of our steering committee include the district representative for the Department of Behavioral Health, the district representative for English Learners, Foster/Homeless Youth, Special Education and Equity and Access which focuses on our SED and EL student population. Sites shared the presentation with their staff at staff meetings, their families at PTSA, SSC and ELAC. Students were invited to attend any of the family meetings. As a district, our plan was presented to District PTSA, DELAC, DPAC, Student Advisory Council and Teacher Advisory Council. After those meetings, all of the feedback was captured and our plan was developed based on their feedback. The LCAP Steering Committee looked at the feedback from all of our stakeholder meetings and matched our needs as well as identified new opportunities to the seven criteria outlined in the ELO grant parameters. Since our LCAP plan we designed with the targeted student groups in mind, the actions that were created from that plan naturally and easily flow into the scope of the ELO guidelines. Student needs were identified based on an analysis of data. The data that we utilized was district diagnostics (iReady and Achieve 3000), California Dashboard, Kelvin survey (perception data) and grade, attendance and engagement data. We met with a student and teacher advisory groups, which provided us with anecdotal data about student needs. One topic that clearly emerged as an identified need is social/emotional support for dealing with the pandemic and consequently, the anxiety that accompanies coming back to school and trying to reintegrate into a pre-pandemic routine. It was noted on several occasions in our stakeholder meetings, that the academic learning and enrichment will not be beneficial unless we attend to the social/emotional needs first. Community partners that were involved with the development of aspects of this plan include Think Together, Sports for Learning, Department of Behavioral Health and the Foster Youth Service and Homeless Education Project division of

the County of San Bernardino Superintendent of Schools. Our Support Services division has also developed a strong partnership with the United Way and local churches and philanthropical organizations in an effort to support our students and community.

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

For academic intervention, students will be identified using our universal diagnostic, iReady and Achieve 3000 (high school ELA). The diagnostic is administered three times a year and results are analyzed at the site and district level. Students who are two or more grade levels behind, have been identified for a Summer Bridge support class. Students will be put into the Bridge class based on their needs identified by iReady and Achieve 3000. Our targeted group of students (EL, Foster/Homeless and SED) in the secondary schools who are at grade level or above, will have the opportunity to complete a “summer boost camp” in writing, math and world languages. Based on the results of our third academic diagnostic, which students are currently completing, we will identify students to be placed into intervention classes embedded in the school day. We will also develop intervention and engagement programs that will meet outside of the school day to support primarily our targeted student groups. We will monitor student academic achievement by administering our diagnostic three times during the 21/22 school year. Analyzing those results will allow us to identify students who have met our exit criteria, and then identify students who may demonstrate new gaps in learning. In terms of social/emotional support, a district task force is in the process of identifying a universal screener that we can administer to identify students who are in need of support. We also utilize Kelvin to administer perception surveys at least three times a year districtwide. Individual school sites can administer them more frequently. This will allow us to keep current with perceptions of our students and families in terms of feeling connected and engaged. In analyzing our attendance and engagement data, we have identified the need to bring on a full-time community outreach coordinator. This person will conduct home visits to determine barriers to student attendance/engagement and work with the school sites to remedy the need.

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

All families of identified students needing academic intervention will receive no less than four district communications (email and text), notifying them that their student has been identified as qualifying for additional learning supports during the summer and the upcoming school year. These communications will be sent out in the primary language through Aeries Communication. This information will also be shared through recorded Community Updates that go live on Youtube in English and in Spanish, as well as information that will be made available on our district learning resources hub, which is also in English and Spanish. In addition, our secondary families will be supported by their school counselor to ensure that their student is placed in the most appropriate sequence of courses. Each school site has a regular communication that goes home to families. Families are alerted to this communication through emails, phone calls and texts. These communications will include information about supplemental instruction and support, again in Spanish and in English. Support Services has created a Virtual Wellness Center that has been advertised to our community through letters and phone calls in the primary language. This is a resource that we will also utilize to communicate to our families what supports for social and emotional well-being we have in place. We will also continue with our Wednesday Webinar family meetings and use those opportunities to share what supports, both academic and social emotional, we have in place for our students and our families. The Wednesday Webinar’s are translated to Spanish as well.

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

As we prepare to welcome some of our students for the summer programs and all of our students for the fall, we are building on our MTSS model. We are solidifying our Tier 1 academic and social emotional supports that we offer at each site and district wide. Many sites have begun building out their Tier 2 and 3 supports as well. The actions that we will take that are outlined in this plan, our LCAP, and our plan for all additional monies addresses needs identified by our data and our stakeholders. Using our MTSS framework and data, we will implement

these actions and evaluate their effectiveness and adjust as necessary. One of the most critical factors that will need to happen in order for these actions to be a success, is to ensure that we have designed our learning experiences to be engaging and that we have a very positive school climate at each site. This is crucial to ensure success of the supplemental instruction and supports that we will be offering. In response to extending instructional learning time, our first step in offering supplemental instruction and support will be to provide our Summer Bridge and Summer Boost programs. The Summer Bridge program is geared towards students who are two or more grade levels behind in ELA and math. The Summer Boost program is focused on our targeted student groups (EL, SED, Foster/Homeless) who are no more than one grade level below in reading and math. We are also offering an afternoon enrichment program for our students in the Bridge classes. This program will focus on social emotional learning, through developing physical, STEM and VAPA skills. We will hire paraprofessionals to work in these programs to support our EL and students with IEPs who are participating. Additionally, we will hire paraprofessionals to work in our high school summer school. This is an additional support for our EL and SPED students who are taking credit recovery or grade improvement classes in order to meet high school graduation requirements or A-G requirements. For the 21/22 school year, we also plan to extend the hours for all paraprofessionals in the district to full time hours to provide consistent and regular support for EL and students with IEPs. If necessary, we will hire additional paraprofessionals to support our students in embedded and after school programs. We also plan to hire paraprofessionals to be in each of our kindergarten classes as we transition to a full day program. In order to accelerate progress to close learning gaps, we plan to offer intervention classes during the school day and after school for the 21/22 school year for identified students. We will prioritize our target group of students who qualify for this intervention based on diagnostic results. We also plan to offer before and after school tutoring and Saturday school to all students, but will staff with individuals who can support our EL students and individuals who can support our students with IEPs. Additionally, we will purchase intervention curriculum and diagnostic software to support student learning. We are currently in the process of identifying the curriculums we will use. We also know that our EL students are not performing to the same level as their peers before the pandemic. We anticipate providing intervention and acceleration classes to that student group to ensure that they are able to access their general education curriculum. Integrated student supports to address other barriers to learning is an area where we have identified a great need. We plan to hire a Counselor on Special Assignment (COSA) who will oversee PPS counseling interns. We will place these interns in our elementary schools since we currently do not have any at those sites. This person will also be responsible for ensuring the implementation of SEL curriculum at all grade levels. We have also identified the need for a universal screener for social emotional needs. We are researching options and plan to make a decision very soon as to the which program to purchase and implement. Additionally, we will bring in two clinicians who can also supervise interns. We also plan to hire additional mental health therapists who will supervise interns so that we can provide the social emotional support that will be required and was asked for by our students and parents. We have identified the need to have a SEL curriculum at the secondary level. We currently have a task force working on selecting a curriculum that will best meet our needs. Creating Wellness Centers at each of school sites is also essential to address the social/emotional needs of our students. Staffing these Wellness Centers is critical. Additionally, we will hire each site classified support staff who will be able to manage daily operations while the counselor is with students, running groups, etc. A need for a Wellness/Mindfulness App was also identified and we are researching which one to purchase. In order to provide additional support for our homeless/foster population, we will hire an additional case manager. This will allow us to decrease the caseload for each of our managers so that we can provide better quality services to our students and families. As we analyze our attendance and engagement data, we anticipate the need to create a full-time position for a community liaison who will follow up with students who have poor attendance or lack engagement will create a tutoring center staffed with tutors and case managers that will be able to support not only the academic needs of these students, but address their social emotional and physical needs as well. We also plan to hire a counselor on special assignment and counseling interns to specifically address the needs of our elementary students. We will invest in social emotional curriculum for our secondary schools, as well as identify Wellness Apps that all sites can use to connect with students. We will provide training to our staff on Wellness and Social Emotional Learning, as well as counselors/interns for our elementary schools. We will also offer Arbinger training to our staff about mindset and seeing

students and their colleagues for who they are. One of the actions we will take this year is to hire a Counselor on Special Assignment (COSA). One of the responsibilities of this individual will be to oversee counseling interns that we will place in our elementary schools to attend to the social emotional needs of our students. This individual will also be responsible for ensuring that SEL curriculum is implemented into our school day. We also identified the need to have an additional case manager to support our foster/homeless students. This will decrease the caseload of our current managers and allow more focused attention on students who have some of our most intense needs. Case carriers work to support students with IEPs and EL site coordinators support students on their caseload. We are currently in the process of determining what the most appropriate interventions are for our tiered support. We plan to hire two reading specialists to support our high school and one of our junior highs. These specialists can focus on the needs of our most underperforming student groups, which are identified as our social economically disadvantaged, ELs and students with IEPs. In order to better support our foster and homeless students, we will create a Support Services Tutoring and SEL Support Center. This will be on the campus of the Healthy Start office so families will be familiar with the surroundings and be comfortable attending for necessary supports. We will provide credit recovery opportunities for students who are credit deficient or would like a grade improvement in order to meet A-G eligibility. Additionally, our plan includes training in professional learning communities for our staff. By partnering with Orenda, we will be able to gather critical data and learn how to analyze it to make decisions and to address and ensure equity across the district.

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	2,100,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	2,072,261	
Integrated student supports to address other barriers to learning	1,865,345	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	400,000	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	120,000	
Additional academic services for students	0	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	580,000	
Total Funds to implement the Strategies	7,137,606	

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

We have developed a comprehensive plan for the use of all of the ELO and ESSER funding received to ensure that we are braiding support for our students with maximum efficacy. We started by examining our LCAP plan and built out and added supplemental activities that will allow us to reach our goals at a much faster pace. All of the actions were identified as needs by our stakeholders.

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
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