

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.

Health Sciences High School and Middle College has a strong network of collaboration throughout their community. Besides the staff, who meet regularly, and the parents/guardians who always welcomed at a variety of events, the school has also built strong connections with local institutes of higher education, and businesses/agencies that support the variety of career pathways that operate at the school. This collaboration is on-going and has continued during the pandemic and will continue to support the school moving forward. Currently the school is working with their industry and college partners to gear up restarts, revisions and new initiatives related to college and career. Some of these partners are Sharp Health Care, San Diego Mesa Community College, San Diego City College, and San Diego State University. Partners that collaborate on providing resources to families at the school include the Center for Community Counseling and Engagement, 211 San Diego and Mental Health America of San Diego County.

For the Expanded Learning Opportunities Grant, the input gathered through surveys and meetings with staff, students and families as part of the LCAP process will also inform the ELO Grant development. Throughout the 2020-21 school year HSHMC continuously

reached out to stakeholders for ideas on how to improve the educational experience for all students, not just for during the pandemic, but for a stronger future for years to come. Both academic needs and social/emotional needs are considered in the planning sessions.

Here are some specific events that taken place among the school community:

Parent LCAP Survey - March/April 2021 (in English and Spanish)

Principal Office Hours - via Zoom, twice each week

Principal Newsletter to the families and the community – sent weekly

Parent Advisory Committee meeting - March 24, 2021; April 2021

ELAC/DELAC meeting

Teacher/Staff meetings that occur regularly

Student input – via survey and conversations with teachers

Principals/Administrators – meet weekly

Consultation with SELPA – will happen as part of the LCAP process

* Notifications about meetings are broadly communicated, and translation is provided as needed.

The priorities that arose at these meetings were reviewed and the staff considered how to most efficiently and effectively use the ELO Grant funding to meet both the needs of HSHMC and the requirements of the grant. Through these discussions the school identified which of the seven supplemental instruction and support strategies identified by the grant would best serve their students. A key concern that arose from the stakeholder groups was how to help students who struggled with the distance-learning environment, and how to prepare them for success in the next year of education. Those needs led to the decision to use the ELO funds to support summer school opportunities, and then to fund additional integrated student supports with the remaining funds. Technology for use by students and parents has already been purchased, so that will not be a focus for this grant.

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

Health Sciences High uses a system of early identification and intervention to keep students engaged and on-track to success. There are several tiers of support that follow the referral by a classroom teacher of a student who is in danger of not passing a class. The counselors, graduation coaches and intervention team members have a high success rate of getting students re-engaged in learning. Ultimately though, some students do not succeed, and these are the students who are identified for a learning recovery program, which includes Summer School options. Additionally, some students simply need more in-person time to catch up with their peers due to specific barriers or challenges they may have encountered. This will be supported by the Summer School and intervention staff.

Summer school teachers and staff will regularly assess and monitor students in order to respond to their diverse needs and address their learning loss.

Pupil progress is assessed through a variety of activities such as assignments, collaborative conversations, and formative/summative assessments. Learning gaps are then addressed in one-on-one and/or small group tutoring and interventions. For English Learners the interventions have helped over 75% of the students maintain grades above a C. This on-going system of assessments will also be in place during the coming year, and will be used to monitor students who are involved in the Extended Learning Opportunity programs and assess their progress.

Triggers for identification for Extended Learning Opportunities will be:

1. students who are credit deficient and need to recover those credits to graduate
2. students who are not passing, or have earned an incomplete in a class they are currently enrolled in
3. students who would benefit from additional in-person instructional time, such as English Learners and Students with Disabilities

Since teachers have been addressing learning loss on a regular basis by administering informal, formative assessments weekly to gauge student progress and giving students formal assessments at the end of each unit of study, teachers will be able to provide valuable information to the Extended Learning Summer program about what areas each student may need support in. And the same assessment system will be used to monitor student progress during Summer School.

Similarly, the case managers for students with an IEP can help identify which students from their caseload may need the additional learning time of the Extended Learning Opportunity Summer program, or other learning loss or social/emotional supports, to address barriers to learning. In addition, the case managers work with classroom teachers to provide appropriate accommodations and modifications, in accordance with their IEP, to give the students improved access to the curriculum provided.

English Learner students have been working with the members of the Academic Intervention and ELD team to ensure that language and academic supports are provided and are appropriate to ensure competency of content taught. Again, the team members will help identify students who may need, or benefit from, additional in-person instructional time that is focused on differentiated academic language development, based on proficiency.

Students in foster care and/or those who are experiencing homelessness, have been working with mentors and the Dean of Students to coordinate services and will be enrolled in the summer program as necessary. Access to social/emotional supports are always available to these students.

HSHMC intentionally works to build and maintain a positive culture and climate of success at the school. While teachers are the first response to meeting the social/emotional needs of students there is also a second tier of support to help students identified as having

more intense needs, such as students at-risk of abuse, neglect or exploitation. This support will also be available during extended learning times.

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

Members of the HSHMC staff regularly notify both students and parents/guardians when students are not engaging in school, or not achieving academically. Students who do poorly on either the formative assessments and/or competencies and whose overall course grade falls below a 70% work with the Academic Engagement Team, who inform the parents and provide additional support. This same support team will help reach out to parents about the opportunities for supplemental support and instruction through extended learning. Student and parents will be formally notified in writing also. Since the support team has been working regularly with students and families there should not be any surprises about which students need additional summer support.

The school principal sends home weekly newsletters with updates about upcoming events and activities at the school, school schedules, and resources for families and students. Information about extended learning opportunities would be shared through the newsletter also. The newsletters are translated into three other languages to meet the needs of the community.

Students, staff and families are informed regularly about mental health, social/emotional, and other community supports throughout the year. The information is on the website and shared by the counselors, administrators and teachers. And the addition of a social worker, paraprofessionals and intervention teachers will serve to improve the levels of response to stakeholder needs.

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

The plan for the ELO grant will focus on organizing and providing in-person Summer School experiences that are based on research and that respond to the current needs of the HSHMC community. Based on feedback from staff, families and students there is a need to design a tiered learning recovery program that recognizes the differing needs of the students, depending on why they may have gaps in their learning at this point in time.

Extended learning summer sessions may vary in length based on the needs of the students. Classes will be offered that cover the range of student needs, from enrichment to core class supports. The classes in the summer program will follow the core components of instruction that HSHMC uses in all classes – students will know what they are learning, have examples of success, understand the task demands, be monitored for success, read and write every day, and demonstrate mastery. Informal and formal assessments will be used to monitor student progress.

Meals and/or snacks will be served during the summer program.

Students will benefit from more personal attention through the hiring of additional paraprofessionals and intervention teachers who can work with students individually and in small groups to identify the misconceptions or gaps in learning that are barriers to their success.

Then those issues will be addressed to support the students in moving forward towards academic understanding and mastery. The paraprofessionals and intervention teachers will prioritize their work to provide appropriate supplemental supports to meet the learning needs of English Learners and students with disabilities. All services delivered to students with disabilities be delivered in accordance with their individualized education program.

HSHMC has a strong College and Career Readiness program that connects with student interests and makes classroom learning relevant and rigorous. Students have a clear understanding of how what they are learning in the classroom, whether in extended learning or during the regular year, is preparing them to meet their goals for the future.

Classroom teachers are trained to build a positive climate for learning, and for intervention and support when students are struggling with mental health issues, trauma or disengagement. The teachers are the first step in a tiered support system that provides second tier support through additional staff such as the Attendance Team, the Academic Engagement Team, counselors and social workers. These people are trained in restorative practices and SEL strategies for working with students and families. They can also refer students and families to the appropriate outside resources when that is needed.

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. (Summer School) | \$ 200,000 | [Actual expenditures will be provided when available] |
| Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports (intervention teachers) | \$ 110,090 | [Actual expenditures will be provided when available] |
| Integrated student supports to address other barriers to learning (social worker) | \$90,000 | [Actual expenditures will be provided when available] |
| Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports | [\$ 0.00] | [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 | [\$ 0.00] | [Actual expenditures will be provided when available] |

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| Additional academic services for students. (paraprofessionals) | \$44,455 | [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 | [\$ 0.00] | [Actual expenditures will be provided when available] |
| Total Funds to implement the Strategies | \$444,545 | [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 Local Control and Accountability Plan (LCAP) development process is the driving force behind planning for a future at HSHMC that very well may look different, and that will be responsive to changes that have happened and those that are yet to come. The LCAP incorporates state and federal funds and will link with the MTSS interventions to ensure that all funding sources are used in an efficient and aligned way to maximize resources and build systems that can respond quickly and effectively to meet the needs of students, staff, families and community. A continuous improvement process will be used to monitor systems and practices to ensure they are leading to improvement in student learning and school climate.

Within this context the expenditure of ELO grant funds and ESSER II funds will be coordinated and prioritized to address areas that are allowable under their respective funding guidelines and that support the needs of the school.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.

7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

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

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

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

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

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

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

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

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
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