

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.

The El Monte Union High School District involved parents, teachers, school staff, site and district administration, local unions and community members in the development of the Expanded Learning Opportunities Grant Plan. Direct input was gathered at stakeholder committee meetings and through a survey.

The stakeholder committee meetings included the following:

1. Local Control and Accountability Plan (LCAP) Committee, which includes members representing the following stakeholder groups: students, parents, bargaining unit members from each local bargaining union, administrators, including school principals, and other school and district personnel;

2. Superintendent's Parent Advisory Committee (SuperPAC), which includes parent representatives from all schools in the district and community members;
3. District English Learner Advisory Committee (DELAC), which includes parents representatives from all schools in the district.

The District also received direct input on the development of the plan from close to 1,100 parents, teachers and school staff through a survey.

Consultation meetings were also held with the President and negotiating teams of both the El Monte Union Education Association (EMUEA) and the Classified School Employees Association (CSEA) - Chapter 11, however other union members were included throughout the process as members of the LCAP Committee.

Input was also received from the staff of our expanded learning program, LEARN, to identify what added services they would be able to provide as support for our students. In addition, the District contracted with a Family Therapist and two Social Workers and consulted with them on what services and professional learning they can provide students and staff so that these services can also be included in the plan.

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

The District will use various baselines to identify students in need of academic, social-emotional, and other integrated student supports. Students in need of academic support will be identified based on credit current status, diagnostic assessment results, and achievement on formative assessments in English Language Arts and mathematics that will be administered multiple times throughout the year to track student progress.

A districtwide Social-Emotional Learning survey was conducted via Panorama to establish baseline data and assist with identifying students in need of social emotional support. The survey will also be conducted at various times throughout the school year and to continue to identify students in need. Additionally, the District has contracted a Family Therapist and two Social Workers, to assist with providing staff, including teachers, support staff, and counselors, with professional learning that will assist them in identifying and responding to student social-emotional needs. At least six Licensed Professional Clinical Counselor (LPCC) Interns will also be available to support and provide the professional learning, but also address the needs of students. Counseling and student wellness sessions will be available to all students who display interest, and group sessions will be made available to targeted students who have been identified for added support. Individual counseling and therapy will be available to students who have been identified in need of intensive support.

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

The District will use many different venues to inform parents and guardians of the opportunities for supplemental instruction and support. Parents and guardians will receive an overview of the different opportunities via the Superintendent's Update to the community, and will also be able to access the plan, in English and Spanish, on the District website. Support staff, including counselors, will make personal calls to parents and guardians of student's who are identified as needing support services. Information on the opportunities for supplemental instruction and support will also be provided via email, mail, social media, phone calls and texts using blackboard, in the parents' and guardians' primary language, when feasible.

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

The District will continue to implement a Multi-Tiered System of Supports to provide academic, social-emotional and integrated student support services.

Extended learning time will be available and provided to students through an expanded summer school session that will allow students to take up to three classes, which can include academic and/or enrichment classes. Students identified for targeted support will also engage in tutoring and/or services that support student well-being before or after school. Intensive support will be provided to identified students through one-on-one counseling. Extended learning time will also be provided during the school year to identified students who are in need of academic support. They will be able to attend tutoring before or after school, and receive supplemental support in the classroom both during and outside the instructional day via paraeducators and/or college tutors. Additional academic support and opportunities for student engagement will also be available and provided at a Saturday School program.

Services being provided to students to accelerate progress and close learning gaps include strategic placement of paraprofessionals and support staff in classes where a high number of students are identified as English Learners, students with disabilities, or students who have displayed difficulty in mastering the content. Other services include Rossetta, Lindamood Bell, and Math IXL. Additional Rosetta Stone licenses will be purchased to provide all English Learners with additional support in English Language Development. They will be able to access the program during the extended learning period and receive support from classified and/or certificated staff. The Math IXL program will allow identified Students with Disabilities to receive additional support in math. The program will be available before and after school, during extended learning time, so that students are able to practice and receive support from certificated and/or classified staff. Students with disabilities who have been identified for additional support in literacy will have access to the Lindamood Bell program. Certificated and classified staff will be trained on all three programs to support students, during the day, and during the extended learning time. Other programs will be reviewed and considered for implementation as data is continually analyzed.

Additional training will be provided to all school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs. The training will include considerations for specific needs of students identified as low-income,

English learners, students with disabilities, Foster Youth and students identified as homeless. These trainings will primarily take place before the school year begins so that all staff are prepared to identify, address and support students upon their return to school with additional training taking place throughout the year. Ongoing professional development will take place throughout the year to provide support for classroom teachers in delivering designated ELD and planning integrated ELD strategies within content courses. The training will also focus on delivering an engaging curriculum that addresses the specific language development needs of Long Term English Learners.

At least two additional community learning hubs will be created at Arroyo and Mountain View High Schools to provide students access to technology, high-speed internet, and other academic supports, including Online and Personalized Learning (OPL). All students will be able to access either facility, including the Community Education Center located at the District Office. Furthermore, all students will be provided with MiFi devices with a greater bandwidth to allow for high-speed internet at home and prevent connectivity issues, while continuing with distance learning. Students who are credit deficient will be able to complete graduation requirements and improve college eligibility by participating in the OPL program that will be supported through the community learning hubs and the Community Education Center. OPL teachers will provide targeted and intensive support to these students.

The District partners with Panorama Education to gather data to assist us with implementing a wellness program which includes the use of customizable student and staff surveys. The data from this survey is used by site-based Social Emotional Learning Task Forces to identify areas of need, develop and implement intervention plans and monitor progress. Intervention services range from schoolwide campaigns to individual intensive services. The district promotes a multitude of wellness campaigns which include, but are not limited to the following: Bullying Prevention, Attendance Awareness, Suicide Prevention, Mental Health Awareness, Autism Awareness, LGBTQ+ Awareness, Stress Awareness, Promotion of these topics include events, presentations, and motivational and educational materials.

The District has created Wellness Centers at each school to house staff that will support student social-emotional health and well-being. A Comprehensive Student Support Coordinator will be the liaison between students and staff to ensure students are referred to appropriate resources. A Marriage and Family Therapist and two Social Workers were hired and will be placed to service students at the different schools. Six Licensed Professional Clinical Counselor interns have also been assigned to schools. This staff will provide support to all students via general workshops, group sessions for targeted students, and individual counseling for students who need intensive support. The district partners with Foothill Family Services, Enki Youth and Family Services, Alma Family Services, Pacific Clinics, Maryvale and D'Veal Youth and Family Services to offer student, staff and community support via workshops and counseling. Parent workshops and forums will be provided in English and Spanish to reach and support bilingual families.

Wellness sessions will continue to be offered to students before and after school, and on occasions, on Saturdays. These sessions will include classes that support health and fitness, wellness and empowerment. Classes will be conducted by different facilitators, including

the Family Therapist, Social Workers, outside consultants and District support staff. Data will be collected and reviewed to determine what sessions should continue to be offered.

The District has contracted with Hazel Health to provide tele-medical health support for all students. This service is available both at-home and in-school via district provided chromebooks and MiFi devices. Hazel Health also supports students with COVID-19 screening and at-home testing services.

The District has contracted with Why Try to implement its resiliency curriculum. This program is implemented to assist students at multiple levels to provide targeted or intensive support services. Professional development will continue to be provided to staff and small group and individual services are available at all school sites.

Nutritional services will continue to be provided to students during the school year and summer. When providing meals to students, the Nutrition Services department will implement safety measures with supportive resources and equipment including additional cold and dry storage, thermal units to maintain proper food temperatures, mobile and stationary units to expand outdoor services for meals, and supplies to sanitize and clean the facilities.

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	\$4,502,883	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$850,000	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$850,000	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$650,000	[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	\$120,000	[Actual expenditures will be provided when available]
Additional academic services for students	\$105,000	[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	\$725,000	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$7,802,883	[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 District received stakeholder input on the use of additional funding from committee meetings, consultation with various groups, and a survey. Priorities identified by stakeholders that provide in-person services and are aligned to the seven supplemental instruction and support strategies have been identified in this plan and will be funded through Expanded Learning Opportunities Grant funds. Other actions identified by stakeholders that support student learning and mental health, including additional professional development, technology, instructional facilities, safety, and building positive school cultures, will be provided with federal Elementary and Secondary School Emergency Relief funds.