Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Leandro Unified School District	Sonal Patel, Ed.D. Assistant Superintendent, Educational Services Division	spatel@slusd.us (510) 667-3522

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.

Through our established stakeholder engagement plan for LCAP development, evaluation, and approval, SLUSD informed the community about Expanded Learning Opportunity Grant funding, the intended purposes and utilized the feedback and community input to design a plan. Our Parent Advisory Committee (representing students who are English Learners, low-income, Foster youth) met in February, March, April and May to review our student achievement data, climate surveys from students, staff, and families, and open-response data from community engagement/feedback sessions (over 24 events for families) to assess the needs of SLUSD. Alongside this process, the DELAC was also engaged in a parallel review of the same data sources, with a stronger focus on EL achievement data. The DELAC proposed actions and budget expenditures alongside our SLUSD staff (working across bargaining groups, within their departments and divisions) which were reviewed by the PAC and recommended according to how they align with the needs of our students and families. Our staff also aligned these proposed actions with the goals of our District Strategic Plan. The most recommended actions, which were supported by our community input and student data, were then aligned to the goals of the Expanded Learning Opportunity Grant and were budgeted.

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

San Leandro Unified School District is committed to educating students to achieve academic excellence to become confident, collaborative, and engaged citizens in a community rich in heritage and diverse in culture, where we value our traditions and embrace innovation. Through this value of both tradition and innovation, SLUSD prepares current and future generations for life beyond school. We ensure our students graduate from high school with college and career readiness by reducing truancy and providing wrap-around services for students who are at risk of dropping out.

The COVID-19 pandemic has affected the entire San Leandro Unified School District community and drastically altered the lives of students, families, and staff. In response to the challenges that this pandemic presented SLUSD continues to support our students and their families in accessing basic needs and services. Even after we close schools in March 2020, our staff never cease to educate all our students by designing robust distance learning which includes a combination of synchronous and asynchronous learning that is structured yet flexible in order to accommodate the diverse needs of students and families. The daily model adopts a human-centered approach, which includes health and wellness breaks, social-emotional learning activities, and routines, as well as off-ramps for differentiation via small-group instruction and support.

Despite all the different instructional strategies our educators use to educate our students, we recognize that learning loss is a reality and needs to be addressed. SLUSD analyze various data point to identify students needs and provide appropriate support for all-out students. At the secondary level, we run data to determine the numbers of Ds and Fs each quarter and communicate this information to the site administrators and teachers. We also monitor the usage of different learning platforms that are available to all our students. In addition, STAR Assessments, which include STAR Early Literacy, STAR Reading, and STAR Math are administered to all eligible students 3 times a year. STAR assessment data are used to determined students' academic progress to In addition to academic performance, SLUSD analyzes students' discipline referrals as well attendance data which includes absenteeism and truancy.

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

SLUSD will provide general and personalized information in multiple languages via Parent Square, phone calls, and text messages to all families so that they can not only access supplemental instruction and support but also receive specific information related to their student

and programs for which they may qualify. We will use this platform at the district, school, and classroom level to ensure connectivity, alongside a Spanish and Chinese phone hotline for general support regarding how to access services. Alongside using this platform we will also share our resources and services via our websites and social media accounts. We have already built a parent-friendly website for expanded learning to document and house all information, starting with our summer school for 2021 that is in-person with online options as well. During our weekly site based parent engagement events (coffee chats) and month events (ELAC, SSC and district weekly events (Family Learning Series every Wednesday) and DELAC, we will also share information about services so that our parent leaders can also help us spread the word. Lastly, our parent facilitators and outreach coordinators will be calling every student who is identified as being in need of supplemental instruction, based on our integrated intervention system indicators, to alert them of programming and enroll them if they have not signed up.

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

SLUSD has worked collaboratively with our community, advisory groups, and bargaining units to identify supplemental instruction and support through expanded learning (after instructional day, weekends, and summer), hiring intervention support staff, expanded credit recovery programs to high school students, expansion of 1:1 tutoring/mentorship programs, and creating professional development to all staff to build capacity and to outreach to families. Our plan centers on our multi-tiered integrated intervention support system that is a tiered approach to both academic and behavioral support.

Our expanded learning program will start on June 14, 2021, that will be an integrated, themed summer school program that will focus on English Language Development, literacy, and math. We will expand our partnership with the San Leandro Boys and Girls Club to provide summer afterschool programs that will provide targeted programming of developmentally appropriate project-based learning as well as modules that support academic and social-emotional skill development through FUN theme-based summer camp experiences. Designed to prevent summer learning loss by helping members learn, practice, and reinforce new skills and concepts activities will include, math, literacy, STEM, outdoor recreation, art, and more. The expanded learning programs will have a strong focus on social and emotional skills that will help our youth to communicate effectively, work with others and develop coping skills to face the challenges of today. Credit recovery programs will be offered this summer and will expand into the school year. We will also expand our dual enrollment partnership agreements with local community colleges.

We will hire intervention specialists that provide direct instructional services to students during the school day and will support teachers in designing differentiated instruction in the classroom with a focus on grouping, leveling/tiering, learning modalities, utilizing blending learning and small group centers/station to offer personalized, responsive learning paths and will use formative and summative assessment data to progress monitor intervention groups during and into the expanded learning programs.

We will hire intervention counselors and community outreach coordinators who will provide universal, targeted and intensive support by:
Tier 1: Initiate Communication with Families/Students: Early Re-Engagement for ALL students and support the implementation of PBIS, SEL, and Family Engagement programs.
Tier 2: Initiate Re-Engagement with Families/Students for all students who are not engaged by 60% of the instructional week. Their role will focus on initiating communications with families to discover and troubleshoot needs and challenges.
Tier 3: Initiate Re-Engagement Interventions by collaborating with the Coordination of Services Team (COST) to strategize support for students and family. Will provide home visits and will follow up on referrals to the Native American Health Center, Family Resource Center, mental health counselor, or one of our outside community-based organizations for additional wrap-around support.

Our plan will expand support services to increase student engagement and implement SEL learning through contracted providers and will support arts integration TK-12 with materials and professional development. Supplemental curriculum to support intervention in early reading, literacy, and math will be purchased alongside high-quality professional development.

Paraprofessionals will be hired and trained to support English language learners, students identified as needing additional academic support, and students with specialized learning needs.

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	$1,030,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	$3,062,187	
Integrated student supports to address other barriers to learning	$850,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	0	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	$510,000	
Additional academic services for students	$660,000	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	$150,000	
Total Funds to implement the Strategies	$6,262,187	

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 ELO grant funds will provide an array of services for TK-12 students in the form of expanded learning during summer, before/after school and through intervention services, outreach and monitoring during the core school day. We believe that in order to repair the learning interruptions and related learning loss due to the pandemic as well as shore up the longstanding gaps in teaching and learning that has been the focus of our integrated intervention support system work, these services from the ELO grant need a sustainability plan. One school year is not enough. Therefore, SLUSD will be using the Federal Elementary and Secondary Emergency Relief Funds (ESSER) to carry the services forward for two additional years. This will be done with the dual track goal of not only providing robust intervention and support directly to students and families while training staff but also developing internal capacity and systems to incorporate the intervention strategies, formats and programs into our ongoing programming after the ESSER funds are expensed. SLUSD is coordinating the non-supply ELO grant services to be continue into year 2 and 3 through ESSER and through building capacity to reimagine how we use our existing funding to integrate and implement the strategies and programs that we find successful after the cycle of ESSER funding is complete.