

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Corona-Norco Unified	Charla Capps, Administrative Director, Ed Svcs	ccapps@cnusd.k12.ca.us (951) 736-5116

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.

In April 2021, listening sessions with CSEA, Parents, and Administration were held along with a joint outreach to certificated staff to provide feedback on how the Expanded Learning Opportunities Grant dollars might best be utilized to address student and staff needs. Information was gathered from our stakeholders regarding their opinions and recommendations on how CNUSD might create supports for students, staff and families in the areas of academics and mental health as outlined in the ELO Grant. On April 21, 2021, parents from the LCAP Advisory Committee met via Zoom to discuss the Expanded Learning Opportunities Grant and to provide input regarding additional supports and needs they felt would emerge as we returned from over a year of school closure. Both school site and district office level administration provided their input on April 21 and 22 via Zoom in scheduled Administrative listening sessions. Certificated staff provided their input in the plan through a joint communication from the district and the Corona-Norco Teachers Association (CNTA) during the week of April 26. Input gained was consistent with the feedback received from the LCAP Advisory committee as well as from the district Strategic Plan Stakeholder Survey, which was a separate process used to collect ideas to inform the revision of the district's strategic plan. Input gained also aligned tightly with previously collected data through the Local Control Accountability Plan process. Collectively, the input centered primarily on academic achievement and student well-being.

As a final step, the input collected from all stakeholders was synthesized and prioritized in the development of this formal plan, with a focus on actions that are either new or expanded beyond the scope of supports that were already being provided.

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

Our comprehensive assessment system embodies the tenants of the Multi-Tiered Systems of Supports (MTSS) that includes both the academic and social-emotional behavior areas. In order to properly identify student needs and provide the best learning opportunity for students we need to know the whole child, measure learning with a purpose, effectively evaluate the data and make adjustments to support student learning based on the data.

Students will be identified based on universal screeners for both academic and social-emotional behaviors, empathy interviews with students and parents, as well as teacher referrals. In addition to identifying the needs of the students, we will be providing targeted training on how to use the data to support student learning tied to the recognized needs.

Students will be assessed and monitored through a multi-pronged approach to include, universal Screeners, diagnostics (if needed), progress monitoring assessments, informal and formal formative assessments and summative assessments.

These assessment efforts will serve as the foundation for identifying students for the specific interventions (outlined below) which will be implemented under the umbrella of the Expanded Learning Opportunities Grant.

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

CNUSD will use a multi-pronged approach to inform families of the various opportunities for supplemental instruction and support. Through the district's Communications office, our weekly newsletter will be shared with parents and students in both English and Spanish which highlights upcoming opportunities and provides instructions for taking advantage of those opportunities. Additionally, the Communications Office will engage in a social media campaign aimed at those families that might be more inclined to use digital platforms than to engage with traditional district communication methods. As a specific example, a campaign for the Summer Boost program, which is an expanded version of summer offerings aimed at addressing learning gaps, is currently underway utilizing all of these district options and is soon to launch as a communication campaign at the site level.

At the school site level, school teams will use several methods to push out additional messaging regarding supplemental instruction and support to extend the district's messaging efforts. Each school site will advertise these opportunities on their own websites, through regular newsletters that go out to students and families, and through Sunday message broadcasting which pushes to both cell phones and email. Additionally, school site teams will reach out to identified students by way of personal phone calls, teacher outreach, and the use of Peachjar, a platform for sharing digital flyers.

Through these methods, CNUSD will be able to cast a wide net in both advertising to interested families as well as targeting identified students in need of the supports that will be provided through the ELO grant.

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

The input from the community, students and families has rendered a solid plan for extending learning opportunities and recovering learning loss. The various components of the plan are described below and are organized according to the seven instruction and support strategies outlined in the grant requirements. The CNUSD plan to provide supplemental instruction and support includes:

1) Extending Instructional Learning Time

This year Summer School will be offered at all three levels (elementary, intermediate and high school). For the first time, K-8 students will have the opportunity to participate in summer school across the district meant to provide additional literacy, math, and social emotional supports. The newly-added program at the elementary and intermediate levels will be entitled "Summer Boost" and will entail in-person opportunities for learning recovery, engagement and enrichment. During our summer school program, we will be using materials specifically designed to accelerate students' academic proficiency. The materials are designed to provide students with an opportunity to focus on key standards that are addressed in the next year of learning, while also providing a foundation of understanding with previous standards that build on each other. The program at the high school level will retain its original title ("Summer School") and sessions will be doubled in comparison to offerings of prior years. The high school format will include opportunities for both in-person and virtual learning schedules. The focus of the high school program will be on credit recovery and advancement. Dual Language Immersion options will also be available as part of the Summer Boost and Summer School programs.

2) Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports

In CNUSD we are committed to providing supports outside of the school day for our students to accelerate their learning. We will have before and after school one-on-one tutoring and small group interventions led by our teachers at the different school sites. Our Saturday school model, which had a limited role before the pandemic, will be scaled up to support a much larger number of students. This support will be provided by teachers at the site who can offer targeted support to students based on their current strengths and areas of need. Additionally, at the high school level, several students are in need of support as AP testing approaches. In-person small group AP tutoring is being offered on a large scale by teachers who have identified students in need.

Lesson design is critical to close learning gaps and accelerate progress for all students. By using the Understanding by Design (UbD) and Universal Design for Learning (UDL) strategies teachers will be able to specifically address essential skills, knowledge, and understandings of the lesson to ensure that assessments and tasks match the goals. This will accelerate the learning by ensuring that we have strong core instructional experiences. We will have training around purposeful lesson design and systematic instructional strategies to provide learning experiences for all students that move them from surface learning to deeper learning and beginning to transfer the knowledge and have ownership of their learning.

Training will also be provided to our classified staff in how they can support students in the classroom environment. Our bilingual and instructional aides, in both special education and general education, need training on support strategies to encourage and motivate students to engage with and own their own learning.

3) Integrated student supports to address other barriers to learning

To assist in building up our Tier 1 supports we will be providing trauma informed training to all staff members to start off the school year. This will be the start to a year of learning focused on increasing staff toolkits as a first line of defense to socioemotional concerns with students. Other offerings throughout the year will include trauma informed, social emotional learning, and restorative practices. In addition CNUSD will be increasing Elementary counseling support.

As Tier 1 support, CNUSD will also ensure all sites implement a systematic TK-12 social emotional learning and character education program with behavior expectations and positive behavior interventions as a common assurance in each school. We will also increase access to Wellness Centers, Restorative Rooms, or Calm Rooms for students. Finally, CNUSD will conduct mental health parent training to bring awareness and link support services to our school community.

For Tier 2, we will increase the number of schools supported by our STEPS program (Succeeding Together to Encourage Prosocial Skills). The STEPS program works to teach prosocial skills to our primary grade students. We will also implement an Anti-Bullying program and increase mentorship opportunities at our secondary sites. Additionally, we will infuse restorative practices into ACP (Alternative Class Placement) program as well as provide support to English Learner families who are in need Mental Health services.

For Tier 3, we will bring in outside counseling support from licensed clinical therapists to work with our students with the most intensive needs. We will also increase access to school nurses, increase training for staff on difficult student behaviors, and expand our Tier 3 wrap around services to support more students.

Finally, we will explore the possibility of adding a Mental Health Coordinator to organize and facilitate all mental health and wellness programs across the district.

4) Community Learning Hubs

The staff of the CNUSD Parent Center is committed to providing access to technology to students and their families all year long. The facility is equipped with internet and a 30-computer lab that is open to students daily where they can complete their assignments on google classroom as well as complete lessons provided through our online virtual school. Parents receive one to one tutorials as well as workshops to help increase their capacity of technology to support their students in the educational process. The ELO grant will allow us to increase the opportunities for use of these resources and provide additional support for the community.

We recognize that parents are a crucial part of the learning process, and it is imperative that the school district partner with families to build a strong foundation in both academic and social-emotional skills. The Little Scholar parent engagement program provides parents with hands-on, at home strategies to promote success in literacy and mathematics. The program also focuses on behavior expectations and is open to all students in the district using a virtual format. The ELO grant will allow for expansion and additional purchases for this program.

The Parent Center also offers a community tutoring program that supports low-income families for free or at low cost. This program is based upon both parent referrals and provides targeted support for foster and homeless youth.

5) Supports for credit deficient students

The aforementioned Summer School program is the largest prong in our credit recovery plan. High school Summer School will be expanded this year to double the amount of potential credit recovery options available to students. Rather than the traditional two week session, the expansion will offer two 2 week sessions, with the opportunity to recover up to four courses, with virtual and in-person options. For at-risk seniors, accommodations will be made to offer ample credit recovery for those that did not graduate by June 2021 such that they may still graduate “on time” by August 2021. Both within and outside of summer school, the Odysseyware program will be utilized as the vehicle for virtual credit recovery. Outside of summer school, availability of this program will be expanded to increase after-school offerings within the school year allowing students to recover credits in addition to their regular class schedule. Finally, as a support to credit deficient students in the class of 2021, flexibility in the number of credits required for graduation has been granted to eligible students on a case by case basis.

6) Additional Academic Services for students to include assessments of student learning

As described above, our comprehensive assessment system embodies the tenants of MTSS that includes both the academic and social-emotional behavior areas.

Students will be assessed and monitored through a multipronged approach to include universal screeners (district required, 2-3 times per year), diagnostics (teacher/site driven, 2-3 times per year depending on need), progress monitoring (teacher/site driven, weekly/bi-weekly depending on need), informal formative assessments (teacher/site driven, ongoing), formal formatives/interim assessments (district required), and summative assessments (district required).

Additionally, throughout the year training will be provided to site instructional leadership teams to help teams identify student needs. These trainings will cover a variety of topics including the application of the Cycle of Inquiry process to use the different types of data to support and monitor student progress, using small group instruction to provide targeted intervention lessons, and trauma informed instruction.

7) Training for staff, to include trauma-informed practices

For the 2021-22 school year, we will begin with presentations around trauma-informed practices for all teachers across the district. Classified staff will be invited to attend as well. This common training will create a foundational level of understanding that is needed in each and every classroom in Corona-Norco Unified School District.

Throughout the school year we will also engage in other professional learning opportunities to address social-emotional health needs and academic needs. The framework of our professional learning is rooted in our Coherent Instructional Framework. Our trainings will center around learning environment, standards/curriculum, instructional strategies, assessment, and lesson design. Within this foundation we will be able to offer a variety of trainings to meet the varied needs of our staff. In terms of Learning Environment we will continue, the ELO funding will allow us to amplify site coaching for MTSS Tier 1 & 2 processes, ACP/Student Support Center training for paraprofessionals, and in-depth training around SEL competencies and Restorative Practices. To meet our students' academic needs, we will also incorporate training into our curricular areas with a focus on intentional lesson design, best instructional practices, and social-emotional learning strategies. Assessment will also be a priority as we roll out a comprehensive assessment plan that incorporates both social emotional and academic universal screeners.

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	\$ 12,430,000	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$ 10,667,934	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$ 8,771,074	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$ 244,164	[Actual expenditures will be provided when available]

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	\$ 100,000	[Actual expenditures will be provided when available]
Additional academic services for students	\$ 500,000	[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	\$ 1,000,000	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$ 33,713,172	[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.

Expanded Learning Opportunity grant funds are being used in conjunction with Elementary and Secondary School Emergency Relief Grant funds to maximize support for students and staff by ensuring a clean, safe environment to promote learning recovery. CNUUSD is utilizing ESSER II funds to purchase items such as ionization devices and filters, sanitizer, masks, gloves and other PPE, and student desks shields, as well as picnic benches to provide socially-distanced meals and snacks to students.

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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