

TAB 9



Board of Education Report

File #: Rep-337-20/21, **Version:** 2

Approval of Expanded Learning Opportunities Grant Plan

May 25, 2021

Division of Instruction

Action Proposed:

Staff proposes that the Board of Education (Board) approve the Expanded Learning Opportunities Grant Plan as listed in Attachment "A".

Background:

The Expanded Learning Opportunities Grant Plan must be completed by Local Educational Agencies (LEAs) that receive Expanded Learning Opportunities Grant funds under California Education Code (EC) Section 43521(b). The plan must be adopted by the local governing board 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.

Expected Outcomes:

Approval of this item will allow the District to file the Expanded Learning Opportunities Grant Plan by the June 1, 2021, deadline.

Board Options and Consequences:

The Board can approve the Expanded Learning Opportunities Grant Plan (Attachment "A"), allowing the District to apply for approximately \$400.8 million in funding. The Board may also modify the Plan as long as the modification allow plan submission prior to the June 1, 2021, deadline. Finally, the Board may disapprove the plan, in which case the District will not apply for the \$400.8 million in funding.

Policy Implications:

This action does not change District policy.

Budget Impact:

A successful application will increase General Fund Restricted revenues by approximately \$400.8 million. These one-time funds expire August 31, 2022.

Student Impact:

The Expanded Learning Opportunity Grant's purpose is to provide additional intensified instruction for students to accelerate learning over time. Examples of these types of supports may be in the form of high dosage tutoring (e.g. 3 times per week for a total of 50 hours), evidence-based summer programming with 180 minutes of instruction and full-day enrichment), or Primary Promise supports to provide additional instructional time in literacy and math for students. A minimum of 10% of the dollars will provide paraprofessional support for Students with Disabilities and English learners.

Issues and Analysis:

There are no policy implications stemming from this plan.

Attachments:

Attachment "A" - Expanded Learning Opportunities Grant Plan

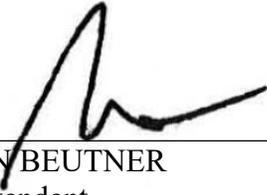
Informatives:

Not Applicable.

Submitted:

05/22/21

RESPECTFULLY SUBMITTED,



AUSTIN BEUTNER
Superintendent

APPROVED BY:



MEGAN K. KELLY
Deputy Superintendent
Office of the Deputy Superintendent

APPROVED & PRESENTED BY:



ALLISON YOSHIMOTO-TOWERY
Chief Academic Officer
Division of Instruction

APPROVED & PRESENTED BY:



DAVID D. HART
Chief Financial Officer
Office of the Chief Financial Officer

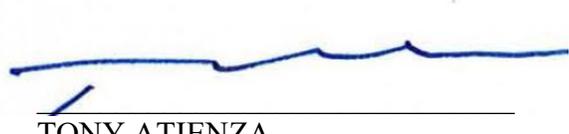
REVIEWED BY:



DEVORA NAVERA REED
General Counsel

Approved as to form.

REVIEWED BY:



TONY ATIENZA
Director, Budget Services and Financial Planning

Approved as to budget impact statement.

California Department of Education
March 2021

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Los Angeles Unified School District	Alison Yoshimoto-Towery, Chief Academic Officer	alison.towery@lausd.net

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.

Plan Descriptions

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

Los Angeles Unified coordinates a diverse offering of professional development, student and family engagement forums, as well as community partner briefings where the Expanded Learning Opportunities Grant was introduced to school communities. To support engagement and collection of real time input from students, teachers, families, staff, administrators, and communities a module with a protocol to gather input was designed by a coordination team for the Expanded Learning Opportunities Grant. Engagement was primarily led by use of virtual meetings, training and professional development, as well as communicated broadly by District newsletters, recorded voice and text messages. Newsletters and messages directed families to an online application where their input was collected at their own pace and time. The online application to collect input remained open from May 5 through May 20.

Families and students engaged in this input cycle through Community of School Town Halls, which are virtual meetings hosted monthly. Community of Schools are organized by neighborhoods and a specialized team serves the cluster of schools from each community. Local

District Parent & Community Engagement teams also engaged Parent Resource Assistants from the Community of Schools Welcome Centers and Parent & Family Center personnel who directly serve school site families. Local District Offices also assisted to engage students and families during their webinar training, such as Tech Talks for Families, superintendent officer hours and other monthly family training segments for the month of May. Another opportunity for engagement were three Title I Family Engagement Conferences. These virtual conferences introduced the grant and captured engagement from Title I students and families. Engagement also included a briefing and input collection from the District Community Advisory Committee and the Parent Advisory Committee, which advised on topics regarding students with disabilities, foster, English Learner, and students in the free and reduced price meal program.

Students were engaged and provided input through student advisory councils hosted at various levels of the Los Angeles Unified. School site personnel engaged in this process during the month of May and included professional development scheduled for teachers and coordinators, school leadership teams, and administrator training led by Communities of Schools. Los Angeles Unified also works closely with community based organizations who serve the communities of the District. They continue to inform policies and district strategies, and were engaged in virtual meetings hosted for this effort in collaboration with the Office of the Superintendent. Over one hundred virtual engagement sessions were hosted to engage our diverse communities and identify needs to inform the Expanded Learning Opportunities Grant Plan.

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

To support struggling learners in the early grades, student achievement data, such as Dynamic Indicators of Basic Literacy Skills (DIBELS) and districtwide Edulastic mathematics common formative assessment data, will be used to identify focus schools where high percentages of students are performing in the lowest proficiency bands. These schools will receive support to implement highly-structured Tier II acceleration of learning in small groups. Supports for schools include specialized reading and math teachers and instructional aides to provide this focused instructional support to students in daily consistent doses. As a part of these data based intervention programs, instructional staff will use DIBELS, Edulastic and other assessments to monitor progress and adjust instruction. This approach aligns with research on highly effective acceleration/intervention programs. Identified schools will also receive additional professional development, supplemental resources and coaching to engage in cycles of improvement, enabling enhanced Tier I that closes the achievement gap for all students.

At the secondary level, Renaissance STAR Reading and STAR Math data will be used to identify focus schools. Supplemental funding will support reduced class sizes and provide additional classes for students on alternate/block schedules. This will provide more learning time for students during the school day to address core content areas. Additionally, intensive and highly-structured small group intervention in ELA and Math will be implemented by extending the teacher work day using paid auxiliaries for direct instruction and additional conference periods for teacher collaboration and planning.

The LA Unified School Wellness Index will be used to identify schools and students for safety/wellness support. The index considered multiple factors. To provide direct support to students in the area of social emotional learning and mental wellness, additional support personnel (psychologists, psychiatric social works, system of support advisors, and family resource navigators) will be assigned to

schools. Those with higher needs based on the Wellness Index will receive additional staff to facilitate consistent touch points with at-promise students and families.

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

Los Angeles Unified has multiple communication applications and systems to inform families about supplemental instruction and support. Our current effort to direct resources closer to the school communities we serve has prepared schools to be the core influencers of the community, and directly connect families to opportunities by use of the teacher and family communications, school site newsletters, social media sites, targeted outreach led by itinerant staff, the Parent & Family Centers, and through webinars like Coffee with the Principal, and family workshops. Communication to students and families is also organized in the student virtual classroom, which is our learning management system. Supplemental instruction and support will be communicated to students by their teachers, itinerant staff, and individually to those identified by school site Student Support and Progress Teams. Communities of Schools teams will support the coordination to inform students and families about opportunities for supplemental instruction and support. They will also develop and assist with messaging, and address questions at their Welcome Centers and during monthly virtual town hall meetings organized by each Community of School. At a central office level, the District will coordinate messages with Communities of Schools by use of a voice and texting application, coordinate virtual meetings, provide information through the District's Parent Portal, and address family questions on the District Family Hotline.

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

LA Unified will provide supplemental support to students and families through comprehensive extended learning and enrichment offerings. Through professional development, supplemental materials and coaching, schools will provide enhanced Tier I literacy and math instruction to students using additional teachers to reduce class sizes in the upper grades. Focus schools will receive acceleration/intervention teachers and instructional assistants to facilitate small-group lessons to support Tier II intensified instruction, and additional teachers will provide tier 3, small-group instruction aimed at accelerating student progress.

At least 10% of the ELO grant funds will purchase paraprofessional positions at all schools and they will receive ongoing training to support reading and language acquisition and to build math fluency and conceptual understanding. Block scheduling, auxiliary periods and conference periods will provide intensive learning support and professional development during the school day to increase outcomes for at-promise secondary students. Social emotional learning will be infused throughout the instructional day through training and supplemental resources. To meet the increased mental health needs of students and families due to the pandemic, additional wellness support will be provided to all schools, with high needs schools receiving support personnel in alignment with percentages of student need.

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	\$120.0	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$212.3	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$0.0	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$0.0	[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	\$25.0	[Actual expenditures will be provided when available]
Additional academic services for students	\$43.5	[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	\$0.0	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$400.8	[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 is projected to receive approximately \$4 billion in Elementary and Secondary School Emergency Relief funding (ESSER I = \$289 million, ESSER II = \$1.15 billion, and ESSER III = \$2.6 billion). These resources will be coordinated with state COVID-19 relief funding under AB 86 (Expanded Learning Opportunities, In-Person Instruction) to fund the District's Path to Recovery pandemic response strategy. The District's Path to Recovery strategy includes the following initiatives: Safest Possible School Environment, Addressing Learning Acceleration, and Support for Mental Health and Specialized Populations (including Special Education). These initiatives are estimated to cost between \$2.0 to \$2.4 billion. The choice of federal or state funding for the various initiatives will depend on the initiative's priority, funding source allowable costs, and funding source expiration date. For example, both the Expanded Learning Opportunity grant and the In-Person Instruction grant expire in the 2022-23 school year, while ESSER II expires in 2023-24 and ESSER III in 2024-25. All things being equal, a program that qualifies for funding under all three resources would be funded with ELO first.