Expanded Learning Opportunities Grant Plan

<table>
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<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
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<tbody>
<tr>
<td>Claremont Unified School District</td>
<td>June K. Hilton, Ph.D. – Director, Educational Services</td>
<td><a href="mailto:jhilton@cusd.claremont.edu">jhilton@cusd.claremont.edu</a> 909-398-0609 X70260</td>
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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.

Stakeholders (parents, classified staff, and certificated staff) were surveyed in February 2021 as part of LCAP stakeholder engagement process. Three virtual meetings were held – the District English Learner Advisory Committee (DELAC) on February 25, 2021, the LCAP District Parent Advisory Committee on March 11, 2021, and the LCAP District Advisory Committee for staff, site and district administrators, and students on March 17, 2021. In addition, virtual focus groups were held with Grade 7-12 students and English Learner students in January/February 2021.

The feedback from these meetings was used to inform not only the 2021-2024 LCAP but also the Expanded Learning Opportunities Grant Plan. Specifically, the survey data and breakout room discussions were analyzed for themes related to the seven supplemental instruction and support strategies. Using this thematic approach, we were able to develop the action items to address these areas and best meet the needs of all our students, especially those most negatively impacted by learning loss experienced during the Spring 2020 shutdown and the 2020 – 2021 school year.
A description of how students will be identified and the needs of students will be assessed.

Identification of students for the various expanded learning opportunities will be via several sources. These sources include but are not limited to the following: student identification in one or more of the categories outlined in the grant requirements; recommendations from school site teams, i.e., Student Study Teams or equivalent; grade or department level teams, counseling teams; teacher or site administrator recommendation; as well as the district mental health team. Some opportunities will be available to all students by nature of their delivery as professional development to all staff or lessons taught to all students, e.g., social emotional learning lessons or in the form of enrichment activities or first-attempt/learning acceleration classes.

Student needs will be assessed using multiple measures (academic, behavioral, etc.). These measures include student performance on district and state assessments (district benchmarks, iReady assessments, STAR Reading or Math assessments, CAASPP scores and performance bands when available, Summative ELPAC assessments, etc.), grade level or subject matter formative and summative assessments, progress report grades, and final course grades.

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

Claremont Unified (CUSD) will inform parents and guardians of the opportunities available to students for supplemental instruction and support in a number of ways. The District as well as individual school sites will communicate with their families via Remind, Peachjar, targeted Blackboard Connect messages, and posting on district/school websites. Additionally, site administrators will share this information via weekly newsletters and phone calls from school personnel. Parent informational meetings will also be scheduled. Translations will be provided for all schools that meet the 15% threshold and resources for translations for other languages will be offered to site administration staff.

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

Claremont Unified School District’s plan to provide supplemental instruction and support is as follows:

**Summer 2021 & Summer 2022**

CUSD will offer Summer School in Grades K-8 which will include instruction in English Language Arts (ELA) and Math as well as enrichment activities. Summer School will also be offered in Grades 9-12 and include credit recovery (ELA, Math, Biology, Chemistry, Physical Education (PE)) and first-attempt/learning acceleration courses (Math, Chemistry, PE, Technology Education in the 21st Century, American Government, and Economics). Summer School at all levels will be offered four hours per day, five days/week for four weeks (20 days). Certificated staff will be hired to teach these classes while classified staff will be hired for clerical and instructional support. This will also include a health assistant for sites. Our Media Centers/Libraries, computer labs, and STEAM labs will be opened after Summer School classes end for students in Grade 7-12 to be determined by the site as needed. Classified personnel will be employed to staff the Media Centers/Libraries, computer labs, and STEAM labs after Summer School hours. Meals and snacks will be provided to all Summer School students prior to their dismissal.
Special Education Expanded School Year will also be offered for K-12 students. Times will mirror those of the other Summer School programs.

Instructional materials for K-8 summer programs will be purchased, and related training provided to staff. Supplemental instructional materials for Grades 9-12 will be purchased after consultation with teachers and site/district administration.

If needed, transportation from elementary Summer School sites to District-run Summer Camp will be provided to allow students attending Summer School at the elementary level to participate in Summer Camp activities.

Leadership Teachers On Special Assignment (TOSAs) will be employed to plan, supervise, and evaluate summer school activities. Students and staff participating in summer school will be surveyed to provide feedback on the summer program. Data collected from this survey will assist us in revising the Summer Program in 2022.

A four-day Summer Bridge Orientation will be offered in August for students entering Grades 7 and 8 to provide a smoother transition to Intermediate School. Additionally, a one-day Leadership Retreat for Grades 7 & 8 students will also be offered in August to provide leadership training to campus student leaders and plan welcoming as well as yearlong activities for all students. Certificated and classified personnel will be employed to staff and support these programs.

**Academic Year 2021-2022**

During the traditional school year, our Media Centers/Libraries, computer labs, and STEAM labs will be opened after school hours at least four days a week, for K-12 students at our school sites. Classified personnel will be hired to staff the Media Centers/Libraries, computer labs, and STEAM labs during these after school hours. Academic tutors and certificated staff will be employed to provide instructional support in the core content areas for students who utilize these support programs after the regular school day. Academic tutors and classified staff will also be hired to provide supplemental instruction and support for English learners (EL), Students with Disabilities (SWD), and other “at-promise” students enrolled in intervention/support classes or entry-level Mathematics classes during the school day.

A separate section of College Prep Computer Science will be offered in Grades 9-12 to provide students the opportunity to learn computer programming languages. Additional sections of entry level Math, will be offered, as needed to reduce class size. Support classes such as Foundations for Academic Success, Integrated Math Readiness/Fundamentals, and Composition Fundamentals will be offered to provide support to students who may find success in these classes difficult. Credit Recovery courses will be offered in Grades 9-12 during the school day as well as after school hours. Selection of Credit Recovery course offerings will be determined by the Site Study Team which consists of site administration, counselors, and mental health professionals.

Enrichment activities for K-6 students will be offered after school hours at elementary school sites. Sites will coordinate activities offered as well as the number of days per week that activities will run.

Instructional materials for K-8 enrichment activities will be purchased, and relevant training provided to staff. Supplemental instructional materials that enhance instruction at all grade levels, e.g. *Storyworks*, *Scope* at elementary, *Gizmos* interactive math and science simulations at secondary, will be purchased. Materials for all intervention/support classes, as well as for EL and SWD classes will also
be purchased after consultation with teachers and site/district administration. Additionally, *STAR Reading and Math* as well as *iReady* will be purchased as an assessment and progress monitoring tools.

At all sites, snacks will be provided to students participating in any of the above-described expanded learning opportunities.

Professional development to staff, students, and parents on mindfulness, trauma informed practices, and social emotional learning strategies and activities will be planned. These activities will include onsite professional development during the school day, informational and activity sessions for parents in the evening, and on-demand modules accessible 24/7 via Canvas, our student management system.

Additional mental health services will be provided for K-12 during the academic year.

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**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.

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<tr>
<th>Supplemental Instruction and Support Strategies</th>
<th>Planned Expenditures</th>
<th>Actual Expenditures</th>
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<tbody>
<tr>
<td>Extending instructional learning time</td>
<td>$535,340</td>
<td>[Actual expenditures will be provided when available]</td>
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<tr>
<td>Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports</td>
<td>$1,819,333</td>
<td>[Actual expenditures will be provided when available]</td>
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<tr>
<td>Integrated student supports to address other barriers to learning</td>
<td>$673,723</td>
<td>[Actual expenditures will be provided when available]</td>
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<tr>
<td>Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports</td>
<td>$13,728</td>
<td>[Actual expenditures will be provided when available]</td>
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<tr>
<td>Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility</td>
<td>$377,910</td>
<td>[Actual expenditures will be provided when available]</td>
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<tr>
<td>Additional academic services for students</td>
<td>$272,771</td>
<td>[Actual expenditures will be provided when available]</td>
</tr>
<tr>
<td>Training for school staff on strategies to engage students and families in addressing students’ social-emotional health and academic needs</td>
<td>$338,775</td>
<td>[Actual expenditures will be provided when available]</td>
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### Supplemental Instruction and Support Strategies

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<tr>
<td>$4,031,580</td>
<td>[Actual expenditures will be provided when available]</td>
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A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

Funds received as part of the Expanded Learning Opportunities Grant (ELO) are well coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by CUSD. Technology and related devices have been and will continue to be purchased to assist students and staff in providing remote and in-person instruction. Protective equipment has been purchased to ensure student and staff safety. Funding has been provided to certificated staff to provide 100% distance learning for students opting not to return to in-person instruction. As requests for items are made from our sites, district personnel review the requests and determine which funding source best aligns with the item request.