

# Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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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.

Parents were invited to participate in two separate Zoom meetings targeted to soliciting feedback about the development of the ELO plan and the district LCAP, held April 12 and May 3, 2021. These meetings were publicized through fliers texted and emailed in English and Spanish to all families within the district. Meetings were posted on the district and all site web page announcements, and an all-call went out in the first week of April to all households in English and Spanish as well, notifying families of the opportunities. Teachers and staff were provided advance draft copies of the plan through district email and special notice given to the union leadership to encourage their members to review the plans with their unit members and provide feedback prior to a final draft needing to be placed on the board agenda for the May 19, 2021 board meeting. General feedback about district needs was also solicited from families through two survey opportunities - one was the California Healthy Kids student and parent surveys in early spring, 2021(February and March), and also a district planning survey sent out in early April and promoted at the Zoom parent meetings. Both surveys were available in English and Spanish. Staff also had an opportunity to provide indications of their feelings and needs on the staff versions of the Healthy Kids surveys.

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

As the school year is closing, GUSD is in the process of administering the Smarter Balanced state assessments in English and Math in grades 3-8 and 11, with students in grades 8 and 11 also taking the California Science Assessment Test as well. California has announced that these results, normally available in preliminary form prior to the end of the school year, will be delayed this year until September. A similar delay will be in place for the ELPAC assessment given to English Learner students in the district, with results not available until late in June. In response to the lack of timely state data on student performance, GUSD has relied on local teacher assessments and impressions

of student performance to identify those students most in need of immediate remediation in the form of a summer school offering. This information, in addition to survey data from parents about their willingness to enroll students in summer offerings at each grade span and the availability of district teachers to provide summer instruction, was used to create a summer offering plan for instruction targeted at our most at risk students in ELA and math in grades K-5, and also expanded offerings of summer support for special education students at the high school level in addition to the normal credit recovery options available there. No summer offering will be made at Sycamore due to very low parental interest - even when summer school was made generally available to all students, total interest was not enough to offer a class at each grade level, consistent with previous attempts to offer a summer program at the middle grades in years past.

To assess and plan intervention for the coming school year, McKinley is analyzing its multiple measures of student success assessments to plan for first grade, while current first graders are taking the I-Ready diagnostic in order to inform teachers at Wilson School as to their readiness for literacy and to plan intervention grouping. At Wilson School, I-Ready results will be leveraged in determining at-risk students for the coming year. Sycamore will be using student grades and performance on their local benchmarks such as the HMH Reading Inventory to plan intervention. Students at the high school level will have their needs assessed through their performance on their local benchmarks/diagnostics such as IXL math Smart Scores and through teacher recommendation. At a district level, the administration team examined parent feedback about their concerns for their children's progress, discipline data, and the input of their site counselors, special education teams, and attendance intervention teams in determining additional supports needed to promote a whole-child approach to student academic and socioemotional recovery post-COVID.

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

Parents were informed of the availability of summer school to the most at risk families through a mix of direct phone calls from site personnel and written letters from the site administrations notifying them of the status of their children and the available options for extended summer learning this year, with notices and calls in both English and Spanish as needed. Following ratification of the greater plan, parents will be informed in the summer welcome back information packets in early August of the complete slate of additional services that the final plan will be providing for their students over the next two school years. These notices will be followed up with district all calls, email, texts, and flyers at schools in addition to postings on the school and district websites, in both English and Spanish. As the year opens, principals will promote the additional supports as well at Back to School Night and through such additional means as they see fit to ensure parents and students are aware of the additional supports.

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

GUSD administration has identified two areas of primary need in recovering from the losses to education endured under the past year of the COVID-19 Pandemic - Academic and Socio-Emotional (SEL). GUSD has already committed substantial resources to support these areas in a tiered approach through its LCAP and SPSA plans, so the additional funding provided in the ELO grant is primarily seen as a Tier 2 and 3 focus - providing additional supports to our most at-risk students.

Academic

In Academics (Extended Instructional Time), GUSD will be offering expanded summer learning opportunities through summer of 2021 and into summer of 2022, with planned offerings of intervention/remediation the focus of the 2021 year. For summer 2022, a re-assessment of student performance will take place in spring of 2022 to determine if the summer offerings need to remain solely remedial/intervention or if the district can also offer enrichment opportunities to its summer learners. The summer plan calls for six classes at McKinley plus one Reading Recovery intervention teacher, four at Wilson, and one additional teacher for GHS to focus on additional summer support for

students with disabilities in their summer courses (GHS was already budgeted for three teachers under other funding). This summer offering includes budgeting for the additional materials, supplies, and classified staffing to support the classes, including 10 instructional aide positions for elementary, four drivers to support transportation, office staff for McKinley and Wilson, custodial support, and additional speech pathology services as well as available counseling for elementary and secondary levels. Summer offerings may be extended in the summer 2022 year to Sycamore as well following reevaluation in spring and the desires of the of the parents and the needs of the students. Grant funds may also be used to expand or enhance existing after school and weekend tutoring options at both elementary or secondary levels (commonly referred to as After School Academy or Saturday Academy). These are Tier 2 and 3 level as they extend the learning for at-risk students to catch them back up prior to the next school year.

In Academics (Accelerating Progress), GUSD is funding additional English Learner focused instructional aide positions for McKinley and Wilson (6 hours weekly each), one additional instructional aide focused on students in intervention at Sycamore, continued funding for one FTE (fulltime) math intervention teacher for Gridley High, seven hours of additional weekly instructional aide time and one FTE (fulltime) Teacher on Special Assignment focused on assisting with the Career and Technical Education programs and supporting students with college and career choices as well as early college. The speech pathology services provided during summer learning would apply in this area as well since this provides additional time with students needing speech supports to meet the same level as their peers. These are viewed as targeted Tier 2 supports as they are available to all students in the targeted groups (ELs, struggling math, students with speech issues, etc.).

In Academics (Learning Hubs), GUSD is providing funding for expanded library services at Wilson and Sycamore schools, 3-4 hours daily each, through the addition of one additional library tech position at each site. This will enable student access to the libraries that are currently available only 3-4 hours daily to a much fuller schedule, with options for before or after school access to not only provide access to a safe, supervised work space and high speed internet, but also to print station capability for printing out schoolwork should the students not have a printer at home. This is a Tier 1 support as the hubs will be available to all students.

In Academics (Additional Academic Services), GUSD will be exploring and piloting additional internal means of benchmarking student progress and assessing needs in core subjects such as math and ELA through common screener assessments, as well as then providing monitoring of intervention successes and the specialized curriculum to provide interventions beyond the supports embedded in the core adopted curriculum. McKinley school specifically will be creating a series of vacation time instructional videos that can continue to provide instruction on demand during summer or be used to prepare new students to enter McKinley. This is in part a Tier 1 support as the benchmarking and instructional videos will be something all students participate in, while the benchmarking has additional applications at Tier 2 for those students needing additional interventions.

In Academics (Supports for Credit Deficient Students), GUSD notes that the services of the one FTE Teacher on Special Assignment fulfills this area through the support the position can provide to students at risk of not graduating.

In SEL (Integrated Pupil Supports), GUSD includes the additional counselling time being offered during summer school as well as provision to continue the Care Solace or similar off-site counselling referral provider, plus the addition of Wellness Center spaces at McKinley, Wilson, and Sycamore - spaces that will be staffed during the day by a trained paraprofessional to assist in de-escalation and providing calming to students emotionally struggling and in need of a break, whether identified with emotional disorders or not. A district-wide School Resource Officer (SRO) is also planned under this area, supporting counselors and administrators in making home visits, assisting with truancy or chronic absenteeism, and in being a part of the School Attendance and Review Board (SARB) process to keep students in school who are experiencing barriers to regular attendance. A district-wide Social Worker position is also included here as well. This position will also support the SARB, and act as a point of contact and resource provider to district families struggling with attendance issues, accessing medical care, or experiencing homelessness or foster youth placements. GUSD also commits in this area to continuing to fund for the two years of this grant plan its vacation meals program to ensure that students retain access to meals through the feeding program begun under COVID and currently supported through continued USDA funding, unless otherwise prohibited under law. The district is also adding a universal SEL

screeener to be pushed out to students. The screener, Care Solace, and meals support are viewed as Tier 1 as they are available to all. The resource officer and wellness center staffing act as both Tier 2 and 3, depending on the role those adults play at a given moment with students. For instance, the SRO assisting with a home visit can be seen as a Tier 2, while their participation in the SARB is more of a Tier 3 function.

Finally, covering both Academic and SEL (Training for Staff), GUSD will offer additional days of training to certificated and/or classified staff during the week prior to the beginning of school that they can be compensated for attending. Trainings may include SEL topics such as trauma-informed practices for staff not already trained in these areas, restorative justice and/or conflict resolution, and mindfulness in discipline. Trainings in academic topics may include data gathering and analysis to determine student intervention needs, training in newly adopted intervention strategies or practices including core subjects as well as special education or English learner development. These trainings can vary from Tier 1 through 3, depending on the focus of that particular session.

## 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.

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Extending instructional learning time	183,377	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	212,247	
Integrated student supports to address other barriers to learning	461,376	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	49,796	

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	93.292	
Additional academic services for students	4.558	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	534.362	
<b>Total Funds to implement the Strategies</b>	<b>1539008</b>	

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

ELO Grant funds must be expended and reported by December of 2022, putting the district only halfway through the end of a two year commitment to the actions and services described. ESSER funds will be used to make up the balance of the plan's commitments through the end of summer school in June or July of 2023.

# 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](mailto:ELOGrants@cde.ca.gov) or [lcff@cde.ca.gov](mailto:lcff@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 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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