



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.

From February 3rd to 19th, we shared a community stakeholder survey to inform our district planning and practices for the Local Control Accountability Plan (LCAP). From this feedback we received strong participation from staff and parents which guide our long term planning work as a district team. Separate from that process, we also launched a separate Thought Exchange survey to inform our district planning and practices with the additional resources we have received through the Expanded Learning Opportunities Grant. This survey was available from April 23rd to May 3rd and was accessible in English and Spanish. It asked our stakeholders to respond to a single question - "What priorities should we follow when allocating one-time State and Federal Funding." From this we received strong participation with a total of 229 participants, who provided 286 thoughts, and 8,426 ratings of thoughts. 145 of our participants were parents, 76 were staff and 3 were community members. We have shared a live data link on our district website as well to ensure stakeholders can view the actual responses and input we received.

The top three thoughts of parents were; aftercare options, support groups for students, and to identify the specific areas of need from students and provide targeted support.

The top three thoughts from staff were; include staff in technology purchases, reducing class sizes, and increasing support staff to target student needs.

Our district will be utilizing this input along with continued staff, student, and parent dialogue to ensure our one-time funding is being used to target services and support for our students.

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

Support and outreach for students will be identified through a staff referral process including the analysis of results from our districtwide iReady assessments in ELA and Math. Additional informal and ongoing anecdotal assessments and input from staff and families will also drive placement and support in our summer and embedded school year offerings. Students who are identified as low-income, English learners, homeless, students with disabilities, at-risk, disengaged, or below grade level will be given priority for supports and supplemental instruction.

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

The Grass Valley School District will advertise and communicate via newsletters, school messenger, phone contacts, in person meetings, and email regarding the additional targeted learning and support opportunities. Our emphasis will be on identified low-income, English learners, homeless, students with disabilities, at-risk, disengaged, or below grade level students. Our teachers and site administrators will work directly with the families to provide outreach and assistance for targeted summer school support. This support will continue as part of our district's multi-tiered system of support to address academic, behavior, and social emotional learning (SEL) needs of students. Parents will receive updated reports on the assessment and progress of their children's growth and development through their work with our school site teachers, support staff, and leadership.

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

The Grass Valley School District will operate and support additional targeted learning opportunities for students with an emphasis on our homeless, English language learners, and foster youth. We will leverage our talented staff to provide this additional instruction and support by extending our academic instructional program along with additional intervention assessments and tools provided through the iReady program. We will hire and fund additional staff with low class sizes ranging from 10-15 students during our targeted summer school program. Students will be selected will be offered summer support including transportation services to ensure equity and access. We are working across the district and have a clearly established timeline to support the assessment, engagement and outreach of our community. Our district will also maintain our low student to teacher and support staff ratios across our school sites during the school year. These ratios will remain below the state averages and will follow best practices to ensure high quality instruction, intervention and support is provided to students based upon need. Beyond summer programming our district will also utilize the additional funding to expand our targeted outreach and support for students including bolstering our academic interventions, behavior support and social emotional support for students and staff during the traditional school year. We will employ high quality staff including para-educators to support students with targeted intervention and teachers on special assignment (TOSAs) to support high quality Tier-1 instruction and intervention. We value our staff and will offer additional staff trainings on best practices to support our multi-tiered system of support. We will maintain counseling services at sites districtwide to address social-emotional needs. Additional academic support and tutoring will be offered for students during the after-school recreation program to extend learning.

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	\$587,572	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$89,138	
Integrated student supports to address other barriers to learning		
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports		
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility		
Additional academic services for students		
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$214,666	
Total Funds to implement the Strategies	\$891,376	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures

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 Grass Valley School District hosted meetings and stakeholder engagement opportunities including work with the District English Learner Advisory Committee (DELAC) and District Advisory Committee (DAC) on 2/8, 2/10, 3/2, 3/24, 3/25, 4/13 prior to completing this plan. During these meetings we reviewed stakeholder input and discussed the additional funding sources (ESSER I, ESSER II, ESSER III, Expanding Learning Opportunities Grant, In-Person Instruction Grants, GEER) available this school year. Our plan is supported by this work and the subsequent feedback opportunities will be coordinated and memorialized in our 2021-22 Adopted Budget, Special Education Plan, and the 2021-2024 District LCAP. Additional engagement and outreach was solicited from April 23rd to May 3rd to maintain transparency with stakeholders.

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 or 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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