

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pleasant Grove Joint Union School District	Dave Tarr Principal/Superintendent	davet@sutter.k12.ca.us (916) 655-3235

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.

Efforts to solicit feedback for the Expanded Learning Opportunities Grant Plan (ELO) included emails, surveys, meetings, and public review. All staff, including the bargaining unit, parents, and the School Site Council/Parent Advisory Group were invited to provide input on the ELO plan. Our first task was to get stakeholder input to identify our students' needs and determine programs and services to consider. We surveyed staff regarding student needs for programs and services. Surveys were sent to stakeholder groups and we utilized our email system to inform parents about opportunities to give input. Stakeholder feedback indicates that there is a concern about learning loss due to school closures and online learning and that students will need more intervention support in the 2021/22 school year.

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

Pleasant Grove Joint Union School District (PGJUSD) has a balanced assessment system to help teachers identify what students can do, allowing teachers to build on student strengths as well as plan to address specific needs. At the start of the school year, in

winter, and again in spring, students in grades 1-8 will participate in universal screening in Language Arts and Mathematics using local assessments. Students in need of support will take additional diagnostic tests to determine specific skill areas in need of targeted support. The frequency of progress monitoring for students receiving services will vary based on the level of support.

Curriculum-based, formative assessments, end of unit summative assessments, and comprehensive assessments conducted by teachers will regularly monitor progress on grade level standards and academic needs of students. Deficiencies across the entire class will be taught during whole class instruction. Teachers will monitor mastery of standards and reassess students on an on-going basis.

In addition to academic monitoring, the social-emotional health aspect of learning loss will be measured and monitored. As part of our system of support for social-emotional health, three times per year (fall, winter, spring) teachers will fill out the SAEBRS (Social, Academic, and Emotional Behavior Risk Screener) for each student in their class. This tool screens student risk for social-emotional and behavior problems. During these same time periods, students in grades 2-8 will take the mySAEBRS, a 20 item screener of the same three subsections. Based on these results tiered support will be given.

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

Parents and guardians of students identified as needing supplemental instruction and support will be notified of the availability of services and programs in writing and the primary language as applicable. Notices will be sent home with the student and also sent to the parent's email address.

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

At Pleasant Grove School the plan to provide supplemental instruction and support to identified students is in addition to the instruction provided in the classroom and assists students in meeting state standards and grade-level skills. We recognize that students learn best when they are in environments in which they feel safe, supported, and accepted. To support a positive school environment, we have developed LCAP Goal 2, *Enhance student engagement by providing enrichment activities, a positive and safe school climate, effective character education, and meaningful parent participation opportunities*, and associated actions to support this goal.

Supplemental instruction and supports will be provided in a tiered framework. Universal test results will be analyzed for mastery of critical grade-level skills and students identified for service. During regular whole-class instruction, all students will receive standards-aligned instruction focused on priority standards. This will allow for a deeper focus on key skills and concepts that are critical for the next grade level. Skill deficiencies across the entire class will be taught during whole-class instruction with reteaching as necessary. Teachers will monitor and reassess students on an ongoing basis to determine if other missing skills need to be taught. Students in need of Tier II support will take additional diagnostic tests to determine specific skill areas in need of targeted support. These students will receive small group interventions in the classroom. Students in need of Tier III intensive intervention will take additional diagnostic tests to determine specific skill areas in need of targeted support and will receive individual or small group intervention. Progress monitoring for students receiving intervention will occur on a regular basis.

Social-emotional support will be delivered through a tiered system. Each day will begin with a morning meeting, a time when students and teachers greet each other, check in, and learn important social skills before starting the day. Weekly instruction in social-emotional learning will be delivered using various materials. Tier II and III targeted support for some students for whom Tier I support is not sufficient may consist of small group work led by a school counselor, the school psychologist, and/or referrals to outside agencies.

We have identified the following supplemental supports to be most beneficial:

Accelerating Progress to Close Learning Gaps Through the Implementation, Expansion, or Enhancement of Learning Supports: Staff will be added and/or reassigned to support the process of assessing students to determine if intervention is needed, delivering targeted intervention in small groups or one-on-one, and monitoring progress to make sure instruction and intervention is working.

Additional Academic Services for Students: We will purchase diagnostic, progress monitoring, and benchmark assessments of student learning so we have the data needed to provide targeted intervention and support for social-emotional learning.

Integrated Student Supports to Address Other Barriers to Learning: We will fund a part-time school counselor to support the social-emotional needs of students.

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		
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$85,948.00	
Integrated student supports to address other barriers to learning	\$4,531.00	
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	\$9,500.00	

Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs		
Total Funds to implement the Strategies	\$99,979.00	

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

Pleasant Grove JUSD is coordinating the use of the Expanded Learning Grant and other federal ESSER funds to best meet the needs of the district, staff, students, and community. In 2021/22 the Expanded Learning Grant funds are primarily budgeted towards accelerating progress through learning supports by providing targeted intervention during non-core times during the school day as well as after-school. In 2021/22, the ESSER funds are primarily budgeted towards support for students and cleaning and safety of the facilities.

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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