

## 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.

### Plan Descriptions

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

- Gilroy Unified School District (GUSD) has engaged stakeholders in the development of the Local Control Accountability Plan (LCAP) and Expanded Learning Opportunities (ELO) grant. This process involved staff and parent groups District English Language Advisory Committee (DELAC), English Language Advisory Committee (ELAC), School Site Council (SSC), and Superintendent's Parent Advisory Committee (SPAC) in discussion regarding LCAP goals and priorities for the ELO grant. In addition, certificated, classified, and district and site leadership completed surveys following these discussions.
- These opportunities provided the district with necessary feedback on various topics including intervention and non-academic support.
- An analysis of the surveys and discussion identified common priorities at all levels: a range of intervention for students, counseling services, classroom lessons on social emotional well-being, engaging social activities for students, summer programs to address learning and social emotional needs, updated classroom technology, and on-going professional development specifically on Social Emotional Learning (SEL). Additional priorities by level included elementary classroom support in the form of lower class sizes or paraeducator and/or teacher intervention support, and dedicated additional Professional Learning Communities (PLC) time for secondary teachers.
- GUSD will maintain connection with parents, students, and school staff throughout the implementation of this grant. Specifically, the Power School Expanded Learning Program and Community Based Organization (CBO) partner agencies will continue to conduct focus groups with families and staff to elicit feedback regarding needs and possible opportunities for engagement.

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

- Data has been gathered from various sources in order to identify all students in targeted groups including low-income students, English learners, foster youth, homeless students, students with disabilities, disengaged students, and students who are below grade level including, but not limited to credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff. This data model includes a system to allow for prioritization of students included in multiple categories.
- For Summer 2021, the assessments used to identify below grade level students in grades K-8 include English Language Proficiency Assessment of California (ELPAC), Star Reading, District Benchmarks and teacher recommendation. This model will be used to make initial recommendations for 2021-2022 intervention programs. At the high school level, course grades are the determining factor for inclusion in the credit recovery model allowing students who fail a class to be able to retake it over the summer.
- For the 2021-2022 school year, Gilroy Unified School District will use a variety of resources to identify students in need of academic and social-emotional supports. Academic measurements will be used on-going throughout the year at either 6 or 12 week intervals, with regularly scheduled analysis and program modifications to ensure efficacy. Use of district informal assessments including but not limited to classroom assessments, Star Reading and Star Math assessment in grades 2-8, and Measures of Academic Progress (MAP) in grades 9 and 10. Students will be identified for Social Emotional Learning (SEL) support through a district screening tool at all grades 3-12. Bi-monthly meetings at the elementary levels with on site mental health therapist and school staff to monitor student social emotional learning needs and coordinate services.
- Gilroy Unified School District (GUSD) will support sites to implement a clearly defined coordinated intervention system. Grade level Professional Learning Communities (PLCs) and site teams at each school will review results and determine response to identified student needs using a tiered intervention approach, including moving of students between tiers, or transitioning students out of the tiered intervention system all together.
- The Power School Expanded Learning Program will partner with school site administrators and teachers to prioritize students for participation in the after school and summer programs. Power School partner agencies will continuously monitor students' progress and solicit feedback to ensure programs are responsive and engaging.

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

- Gilroy Unified School District (GUSD) will provide on-going communication regarding the opportunities that are available for academic and non-academic support. The district will continue communication with traditional stakeholder groups and communication methods: District English Language Advisory Committee (DELAC), English Language Advisory Committee (ELAC), School Site Council (SSC), and Superintendent's Parent Advisory Committee (SPAC), social media, and ParentSquare messaging. Through parent meetings and other communications, staff will regularly share where parents can access additional resources and information.

- Parents/guardians of identified students will be contacted regarding participation in supplemental instruction and support opportunities via email, phone call, and text in the parent/guardians language in Parent Square. They will also receive on-going updates on their students' progress while they participate in the tiered interventions system.
- GUSD, in partnership with site and Power School partner agency staff, will conduct personal phone calls and text communications, in English or Spanish, to identified families who do not respond to the district automated communication system. This will ensure contact is made with all parents and guardians, including those who do not have access to technology, or would benefit from having a personal connection with staff for addressing questions and concerns.

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

- Gilroy Unified School District (GUSD) will provide supplemental support for students with increased academic and non-academic interventions, during the 2021-2022 school year and both Summer 2021 and Summer 2022.

#### **Extending instructional learning time**

- Elementary students will be invited to participate in additional academic sessions both before and after school.
- GUSD is providing an expanded summer learning program for students in grades K-12. Transportation to these summer programs will be provided for qualifying students. A Social Emotional Learning (SEL) component will be offered in the afternoon by Power School staff for both the elementary and middle school models.
- At elementary level, a new comprehensive Summer Learning model includes credentialed teachers working in tandem with Power School staff. The teachers will provide small group intensive reading intervention as well as whole group integrated thematic introductory and closure lessons daily. The Power School staff will implement science and social studies based thematic units, created by district academic coaches using strategies included in Sobrato Early Academic Language (SEAL) and Guided Language Acquisition Design (GLAD) programs.
- At the middle school level, the focus of the Summer Learning program will be on English Language Arts (ELA) and Math instruction. Credentialed teachers will also support the development of a Science, Technology, Engineering, Arts, and Math (STEAM) based enrichment program that will be implemented by Power School staff.
- High school Summer School will continue to provide a Credit Recovery program and will be expanded to include students in all grades 9-12.

#### **Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports**

- Updated technology in the classroom to expand teaching methods and support student engagement
- Instructional Technology Coaches at Secondary Level to support implementation of technology
- Professional development for staff in the areas of data literacy and management will provide a systematic approach to the use of data to instructional decisions.
- Regularly scheduled equity based Professional Learning Communities to review data and engage in collaborative planning
- Professional development for teachers, and Power School Expanded Learning staff, in strategies for accelerating English Language Proficiency for English Learner students.

- Provide professional development to teachers and classified personnel prior to planned return in early August that focuses on accelerated strategies and addressing learning gaps and social emotional needs with an emphasis on equity.

#### **Integrated student supports to address other barriers to learning**

##### ❖ Food Security

- GUSD will continue to provide meal service for families over weekends and school breaks

##### ❖ Mental Health

- Contract with Community Based Organizations (CBOs) for on-site counselors and specialists to provide tiered intervention supports.
- Expanded access to school based mental health therapists at elementary school sites to provide targeted interventions
- Coordinated approach with mental health therapists, counselors, specialists, CBOs, and Power School staff bringing their areas of expertise together to collectively impact students and ensure a consistent system of support and engagement.

##### ❖ Re-Engagement

- Power School will provide a safe place where students engage in restorative circles and relationship building to enhance students' self-awareness, resilience, engagement and preparedness to learn.
- Expand paraeducator support to provide small group tutoring within or outside of school day in coordination with credentialed teachers and Power School staff.
- Provide intervention teachers at elementary sites to provide services to identified students and support to teachers.
- Increase Community Liaisons at elementary sites to provide support to families and strengthen their connection to the school
- Power School will partner with credentialed teachers to continue the deeper level of support developed during distance learning.

##### ❖ Social Emotional Learning (SEL)

- At the elementary level, every teacher, as part of tier 1 instruction will implement the Second Step SEL curriculum. During bi-monthly meetings with leadership and mental health therapists, sites will discuss the needs of students and refer students to targeted social emotional interventions during the school day and with Community Based Organizations (CBOs).
- At the secondary level the school sites utilize a variety of programs to provide social-emotional lessons to students. The secondary leadership teams are reviewing how best to incorporate these lessons at both the middle and high school level. Each school will be utilizing a SEL survey in order to determine the needs of the students and choose lessons that address those specific needs.

#### **Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports**

- If needed, Gilroy Unified School District (GUSD) will continue to have access centers, managed by Power School Expanded Learning Program at elementary and middle schools and GUSD at high schools.
- Explore learning hubs to provide access to tutoring and technology supports at designated sites staffed by CBO partner agencies

**Supports for Credit deficient students to complete graduation or grade promotion requirements to increase or improve students’ college eligibility**

- Gilroy Unified School District (GUSD) will provide an online credit recovery learning management system which will allow students to interact directly with the instructional content. Students will be able to progress at their own pace and teachers will help monitor progress.
- High school students will have the ability to take an additional period during the regular school year to earn credits or to improve upon any D grades in order to be eligible for a four year college.
- Middle school students will be provided with Saturday academic programs as well as after school interventions in order to remediate skills lost due to distance learning.

**Additional academic services for students**

- Purchase of systematic reading and math intervention materials to be used for summer and school year
- Purchase of Second Step Social Emotional Learning (SEL) curriculum and SEL Assessment system
- Purchase of MAP and STAR Math as assessments

**Training for school staff on strategies to engage students and families in addressing students’ social-emotional health and academic needs:**

- Power School in collaboration with school sites will host “Family Night” to encourage families to engage and provide training on various topics to support SEL, academic needs, and other areas requested by parents.
- Provide continued support with the implementation of Positive Behavior Interventions and Supports (PBIS) at all sites during the 2021-2022 School year including Power School to ensure consistent implementation.
- Regular professional development for teachers on the Second Step curriculum, trauma informed practices, and optional Youth Mental Health First Aid training to support students and families.
- Utilize CBOs areas of expertise to develop systems of supports that do not rely only on district implementation

**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 <ul style="list-style-type: none"> <li>● Before/after school intervention/tutoring</li> <li>● Summer learning programs 2021 and 2022-</li> <li>● Paraeducators- *included in total above</li> <li>● Other materials/training school year</li> </ul>	<u>\$1,125,000</u> \$50,000 \$1,000,000 (\$300,000)* \$75,000	[Actual expenditures will be provided when available]

Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports <ul style="list-style-type: none"> <li>● Purchase of updated technology</li> <li>● Secondary IT Instructional Specialists</li> <li>● Staff training - Professional Learning Communities</li> <li>● Voluntary PD prior to start of year</li> </ul>	<u>\$4,400,000</u>	[Actual expenditures will be provided when available]
	\$3,500,000	
	\$500,000	
	\$150,000	
	\$250,000	
Integrated student supports to address other barriers to learning <ul style="list-style-type: none"> <li>● Mental Health therapist and counseling</li> <li>● Re-engagement- <ul style="list-style-type: none"> <li>○ Paraeducators</li> <li>○ Intervention teachers -elementary</li> <li>○ Community Liaisons- elementary</li> </ul> </li> <li>● Food Security - Social Emotional</li> </ul>	<u>\$1,498,859</u>	[Actual expenditures will be provided when available]
	\$300,000	
	\$448,859	
	\$600,000	
	\$110,000	
	\$40,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports <ul style="list-style-type: none"> <li>● Community Based Organizations (CBOs) for Hubs</li> </ul>	<u>\$30,000</u>	[Actual expenditures will be provided when available]
	\$30,000	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility <ul style="list-style-type: none"> <li>● Credit recovery-MS</li> <li>● Credit recovery-HS</li> </ul>	<u>\$200,000</u>	[Actual expenditures will be provided when available]
	\$50,000	
	\$150,000	
Additional academic services for students <ul style="list-style-type: none"> <li>● Academic materials</li> <li>● SEL materials-all elem classes</li> <li>● SEL screening tool K-12</li> </ul>	<u>\$211,000</u>	[Actual expenditures will be provided when available]
	\$100,000	
	\$88,000	
	\$23,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs <ul style="list-style-type: none"> <li>● Family Events and staff training</li> </ul>	<u>\$30,000</u>	[Actual expenditures will be provided when available]
	\$30,000	
Total Funds to implement the Strategies	[\$ 7,494,859] *748,859 paraeducators- 7426	[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.

- Gilroy Unified School District (GUSD) will take a systematic approach to using one-time funding to best meet student needs. Expanded Learning Opportunities (ELO) Grant, Elementary and Secondary School Emergency Relief (ESSER) funds, and Local Control Funding Formula (LCFF) funds are allocated in alignment with the actions included within these plans and allowable and required expenditures and timelines.

# 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).*

## 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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