



Tustin Unified
School District

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.

The input of stakeholders within the TUSD community is essential to our work. Stakeholder engagement efforts throughout the course of the COVID-19 pandemic have been comprehensive and reflect a systematic approach that goes from high-level perspectives to targeted recommendations from advisory groups to plan for high-quality instructional programs, meaningful prioritization of on-site learning, and environments that allow students, staff, and the community to remain safe and healthy. Specific consultations for the Expanded Learning Plan have been aligned with the broader LCAP Engagement process, ensuring that ideas from parents, students, teachers, administrators,

staff, and community members are not only embedded in the district's Expanded Learning Plan but are also leveraged for long-range planning beyond the 2021-22 school year.

Opportunities and Methods of Stakeholder Engagement:

- * data from multiple Stakeholder Input Surveys (Distance Learning, LCAP, Equity, and Inclusion)
- * student, staff, and parent/community survey
- * reviewed and gathered input at various District Advisory and Bargaining Committees Meetings (i.e., Parent Advisory, DELAC, CAC)

The results of these stakeholder engagement activities flow to the district LCAP Development team, whose purpose is to analyze the feedback and ultimately develop recommendations for the Superintendents and the Board of Education's consideration.

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

Tustin Unified implements a continuous improvement model that focuses on multiple metrics and a blend of real-time, formative, and summative data. The needs of students will be assessed through the implementation of a broad and targeted Needs Assessment process. Needs assessments encourage districts and their schools to systematically examine performance gaps and identify, understand, and prioritize the needs that must be addressed to improve outcomes for all students. Conducting a needs assessment can also help district and school staff understand how the various components of their local educational system interact. Specifically, the needs assessment process helps districts to:

- * analyze student data and determine the level of unfinished learning for all students, unduplicated students, and student subgroups,
- * find gaps between current conditions and conditions defined by district goals,
- * prioritize identified needs,
- * implement strategies, practices, and evidence-based interventions aligned to needs; and
- * plan for and target resources and services to address needs.

In addition to a Needs Assessment, assessment strategies that address individual learning needs will be implemented/monitored alongside summative assessments. For example, individualized assessments would be focused on fewer learning targets, explicitly linked to the curriculum and CCSS standards, and support staff in quickly providing feedback to students and families.

The following metrics have been examined and will be monitored under the continuous growth model:

- * student growth data using: Lexia, Literably Reading Records, STAR Renaissance Reading and Math, and site-based common assessments
- * a-g completion, CCI pathways, graduation rate
- * attendance and engagement
- * social/emotional and behavioral needs of students through school counselor and mental health services
- * unduplicated students performance and growth
- * community, parent, staff, and student input on priorities and needs

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 who are eligible to participate in opportunities for supplemental instruction and support will be informed primarily through site-based communication and also through supplemental communication from the various district departments that support the implementation of the programs and services.

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

It is the interest of TUSD to identify and provide additional supplemental support to those most disadvantaged by school closures, limited in-person instruction, and surrounding events. The district plans to provide supplemental instruction and support through the following actions:

1. Extending instructional learning time beyond what is required for the school year. This will include a robust summer school offering for students who qualify to attend based on developed criteria. The learning day will be extended as well through before or after-school tutoring programs developed by each middle and high school. This will enable teachers to work with students in small group settings to provide direct academic support.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports will be provided via an Intervention Teacher Leader at each elementary, middle, and high school who will be responsible for monitoring and coordinating all intervention efforts for students below grade level as well as leading small intervention groups. Additionally, one MTSS Teacher at each elementary school will be added to support students in small intervention groups. Additional software will also be purchased that can be used to provide diagnostic tutorial support for students in reading and math. Elementary sites will also create a small group tutoring opportunity for students, and the LEAP afterschool literacy tutoring program will be provided at four sites with the most at-risk students. Middle and high schools will extend the instructional day for qualifying students by increasing students taking a 7th or 8th-period day.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, will be provided through full-time counselors at all Title 1 elementary sites and a 1/2 time counselor at all non-Title 1 elementary sites. An additional social worker will provide mental health support and connection to resources at the middle and high schools.
4. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility. Efforts will target the needs of Freshman students who did not successfully complete 30 or more credits during the 2020-21 school year.

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	\$ 3,689,327	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$ 7,437,928	
Integrated student supports to address other barriers to learning	\$ 2,441,106	
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	1484460	
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	15052821	

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 ELO grant funds will be coordinated with the LCAP, ESSER II, and ESSER III, and IPI Funds to ensure continuity of instruction, access to academic, behavioral, and social, and emotional strategies and supports implemented during and beyond the 20-21 school year, and keeping students and staff safe while TUSD transitions to bringing all kids back to full-time in-person learning on campus.

The coordination with other federal funds with the ELO grant allocation was examined through the lens of enriching TUSD's comprehensive multi-tiered systems of supports plan. With stakeholder input, staff identified strategies and actions initiated with ELO funds that would continue for the span of three years. Using the LCAP annual evaluation model, staff and stakeholders will evaluate the implemented actions and strategies in 2021-22 to determine effectiveness in improving student learning, behavioral, and social-emotional outcomes.

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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