

## Expanded Learning Opportunities Revised Grant Plan

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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.

TUSD used LCAP survey data from students, staff, and parents to develop the plan. In addition, a second survey was administered to all parents, classified, and certificated staff to collect feedback regarding academic and mental health services for students, and staff training. The district also provided grant overview information and opportunities to provide input from school leaders, parents at Title 1 Parent Advisory Committee meetings, as well as consult meetings with Certificated and Classified Bargaining teams to develop the input survey, review feedback, and see where it was implemented in the plan. **Spring 2022, the Elo Grant expenditure window was extended from September 30, 2022, to September 30, 2024. The spring 2022 District LCAP survey administered to students, staff, and parents was used to collect input for the grant expenditures.**

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



TUSD will identify students focusing on students that did not attend kinder in the 2021-21 school year, English Learners, Homeless, Foster, credit deficient students, students with disabilities, and students at risk academically/social emotionally. The data to identify the needs will include students who referred to Student Services for attendance re-engagement, grade reporting, and the skills assessment diagnostics in ELA, Math, and Social Emotional needs. For the 2020-21 school year the diagnostics were administered at the end of the first and second semester. Throughout the 2021-24 school year, TUSD will use the Fastbridge skills-based diagnostic to measure a baseline and measure progress for all students 3 times a year (beginning, middle, and end of year) and in 6 to 8-week intervals for students receiving Tier 2 interventions. For re-engagement and credit deficient students, the district will utilize attendance reports and Edgenuity credit recovery student progress reports.

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

TUSD will use the Multi-Tiered System of Supports Framework (MTSS) to share the available Tier 1, 2, and 3 menu of supports, interventions and resources available to students, based on their need. This will be provided in a published document format, shared online, and with email/voice mail options. All communication will be provided in both English and Spanish.

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

TUSD plans to provide Tier 2 intervention both during the day and after school in ELA, Mathematics, and Social Emotional Learning. This will include intervention supports provided by teachers and paraprofessionals to support literacy and math skills. Mental Health Tier 2 and 3 counseling services for students will be available at all schools in the district, 5 days a week, provided by mental health counselors. Tier 1 counseling services will be provided by school counselors.

## 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	Estimated Actual Expenditures
Extending instructional learning time	\$0	

Supplemental Instruction and Support Strategies	Planned Expenditures	Estimated Actual Expenditures
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports Intervention Paras (2/site at 8 hrs. each) \$1,524,313.30 Literacy Intervention Program Materials \$120,000.00 (Corrective Reading) Literacy Intervention Individualized Online Program \$142,000.00 (iread & read 180) spent	\$1,786,313.30	
Integrated student supports to address other barriers to learning Mental Health Counseling \$400,000.00 Intervention Bus (2) Transportation Afterschool \$200,000.00 Homeless Supports (tutoring, resources, parent education) \$500,000.00 Mental Health Family Workshops \$100,000.00	\$1,200,000.00	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$572,132.70	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility PIQUE-3 high schools and 2 middle schools \$115,000.00 PIQUE-4 K-8 schools \$92,000.00 College Bound \$155,000.00 Latino Literacy Project Parent PD- K-5 and K-8 schools \$29,498.13 Credit Recovery Program- 3 High Schools \$600,000.00	\$991,498.13	
Additional academic services for students Before and After School Tutoring \$570,605.00	\$570,605.00	



Supplemental Instruction and Support Strategies		Planned Expenditures	Estimated Actual Expenditures
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs		\$918,100.00	
<del>2 pre-service days-Certificated per diem</del>	<del>\$877,456.20 (unspent)</del>		
<del>2 pre-service days-Classified per diem</del>	<del>\$367,308.48 (10,000)</del>		
<del>2 pre-service days-Management per diem</del>	<del>\$48,615.62 (unspent)</del>		
Rigor, Relevance, Engagement PD-lesson studies	\$410,850.00		
Rigor, Relevance, Engagement PD-LA & site coaching	\$391,050.00		
Math PD-Grades 6-9	\$100,000.00		
Inclusion Training- teachers and training	\$ covered by another grant		
Unconscious Bias & Cultural Competency Training	\$6,200		
<b>Total Funds to implement the Strategies</b>		<b>\$1,511,293.87</b>	
1 clerk (8 hrs.)-MTSS per comprehensive school site	\$717,324.16		
1 clerk (6hrs.)-MTSS Ed Services	\$26,839.00		
4 SPED TOSAs-Inclusion & Parent Outreach	\$362,130.71		
3 Curriculum TOSAs- Math/Science	\$405,000.00		
<b>Added Services 2022-2024</b>			
Kinder Paras	\$1,156,939.00	\$2,750,057.00	
k-8 School Counselors (2)	\$443,208.00		
HS Library Technician -increase hours	\$71,310.00		
Science Camp	\$1,061,600.00		
HS Student Leadership Training	\$17,000.00		

**Total budgeted: \$10,300,000.00**

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

The Extended Learning Opportunity Grant Funds were coordinated with ESSER grant funds in planning and development. The ELO funds will pay for year 1 of services and the ESSER grant funds will fund year 2 and 3 of services. Upon the 3<sup>rd</sup> year (2023-24), TUSD will evaluate the impact of ELO and ESSER services and prioritize sustainable action services reflected within the LCAP.

Spring of 2022, the ELO Grant expenditure window was extended to September 30, 2024. The revised plan expenditures are reflected above.

# 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  
March 2021