

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.

Stakeholders were involved in the development of TUSD’s Expanded Learning Opportunities (ELO) Grant Plan. A total of 1,689 Parents and students completed an Expanded Learning Opportunities Survey the week of April 19, 2021 to identify high-need resources and supports that included academic interventions and social-emotional supports both within and outside of the regular school day. A total of 334 teachers, para-professionals, and site administrators also completed the survey. As a result of the data collected, a number of areas in need of immediate attention were collectively identified that included embedded literacy, math, and social-emotional/counseling during school hours, and as well as summer school as an opportunity to extend learning beyond the regular school year. Although not required, consultation with Turlock Teacher Association was also facilitated in an effort to gather their input to strengthen TUSD’s ELO Plan. Additionally, feedback collected from the ELO Survey was shared during the Certificated & Classified Forums, as well as with TUSD’s LCAP Cohort and Steering Committees, in an effort to identify additional needs and requests from our TUSD community that further support the mitigation of identified students’ learning gaps, social-emotional well-being, and preparation for success in their post-secondary education and career endeavors. Consultation with CSEA took place to gather input specifically regarding the required paraprofessional component of the grant and how paraprofessionals would best support the supplemental services to specific student groups. Information was shared with the Board on May 18, 2021, including a public hearing to receive any additional input from the community.

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

A number of data points are being collected and analyzed to identify students with the greatest, immediate needs at both site and district levels in order to identify all, recognizing that several student groups and populations with unique learning and social-emotional needs,

traumatic relationships and environments, and difficult circumstances beyond their control. Student attendance, D/F lists, and credit deficiencies will be reviewed prior to the end of the 2020-21 school year. Additionally, teacher, counselor, and principal referrals will be collected as well as students identified from the Offices of Student Services, English Learners & Special Programs, and Special Education. Furthermore, parent feedback to TUSD teachers and administrators will further support efforts to mitigate learning loss and provide additional resources as needed. Formative assessments will be administered throughout the 2021-22 school year and evaluated through TUSD's weekly, embedded collaboration time/Professional Learning Communities (PLC) in an effort to immediately diagnose learning gaps and prescribe timely tiered interventions within TUSD's Multi-Tiered System of Supports (MTSS). Conversations within PLCs will continue to be centered on DuFour's four questions that maintain focus on what students have not learned or mastered and next steps to prescribe to ensure they do. Additionally, baseline data collected at the end of this current school year will provide opportunities for reflection and action as data continues to be evaluated throughout the 2021-22 school year related to student attendance, positive engagement, academic and credit gains, and social-emotional well-being.

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 will be informed of opportunities for supplemental instruction and support through a number of communication mediums from both school and district levels. These will include mailed print, school/district website and social media announcements (Facebook, Twitter, Instagram, etc.), Texts/BlackBoard Communications; Blackboard communications and mailed print will be provided in translation as well. The Office of Education Services will coordinate efforts with TUSD's Chief Communication Coordinator to regularly update/inform both students and parents of available resources, including a streamlined process for accessing information and opportunities. Additionally, Principal Monthly Newsletters and Superintendent Quarterly Messages will recap and front-load current and future supplemental supports to remind and encourage parents to reach out to teachers/counselors/site administrators for additional support for their struggling student. Site Principals will highlight opportunities and programs to support student growth at regularly planned events that include Back-to-School Nights, Open Houses, and parent-teacher conferences. School personnel will communicate with parents when additional supports for social emotional and/or academic learning are indicated based on assessments and classroom performance. Ongoing updates will be provided as well to ensure parents are well-informed about their student's status with regard to social emotional well-being, academic learning loss mitigation, and progress on grade level standards.

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

TUSD's learning recovery plan, to provide supplemental instruction and support, includes heightened attention and action geared to meet the immediate social-emotional and academic needs of students. Over the past year with feedback collected formally from surveys and informally from conversations and observations, the needs of our families have been vast and varied; however, those found within our early childhood education and TK-12 student population have been consistent—the need for social emotional supports and academic interventions specifically related to literacy and mathematics. As a result, TUSD's Expanded Learning Opportunities Plan will include the following components within our strategic and established Multi-Tiered System of Supports (MTSS) to increase Tier 1 strategies for addressing students' learning and well-being needs:

1. Embedded math supports for TK-12 students that include a designated math teacher at each elementary school and push-in math teachers to provide small group intervention in grades 7-12.

2. Expanded English Learner support through a team of two designated ELD teachers at the elementary level who will provide direct services to students and coordinate site-based trained paraprofessionals to support newcomers and long term English Learners. To support English Learners at the secondary level, trained paraprofessionals will work in collaboration with ELD and SDAIE teachers.
3. Extended Learning time that includes a robust, project-based STEAM Summer School Program offered at all TK-6 elementary sites for 2021 & 2022 in addition to a secondary summer school program at each site to provide intervention, enrichment, and credit-recovery for students in grades 7-12.
4. Expanded A-period course offerings at the 7-12 school sites to include intervention and core-subject courses to support credit recovery, engagement in interventions, college coursework, and co-curricular electives, and opportunity for breakfast, including home-to-school transportation if District maintains sufficient personnel.
5. Embedded Social-Emotional Learning Curriculum in grades TK-12.
6. Increased Professional Development and trainings to address student and family needs with engagement specific to social-emotional tools and academic resources. These tools and resources will be made available to staff and students/families in a variety of formats/venues, at both school and district levels, that include written, in-person, virtual, and web-based supports.
7. Prep buy-out for secondary intervention supports to create expanded opportunities for learning acceleration at the secondary level. Content area experts will align intervention to Tier 1 core instruction by supporting their own students or collaborating with colleagues through professional learning community efforts to ensure access to guaranteed and viable curriculum and necessary intervention based on assessment data.
8. Additional Mental Health Clinicians to address social emotional and mental health needs of TK-12 students by training staff on social emotional learning curriculum and strategies, conducting small group counseling sessions based on targeted needs, and providing intensive therapy for students with mental health needs.
9. Additional paraprofessional support & training will include the following: 1) provide students with additional opportunities for acceleration through one-on-one and small group learning activities focused on specific grade level standards and skills, 2) reinforce foundational skills, 3) assist Reading Specialist/Early Literacy Coaches and ELD teachers, and 4) monitor student use of digital applications and programs.
10. Contract with a third-party vendor for tutoring services outside of the school day for students grades 7-12.

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	\$5,000,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$2,788,456	
Integrated student supports to address other barriers to learning	\$990,000	
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	\$350,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$281,000	
Total Funds to implement the Strategies	\$9,409,456	

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

TUSD is coordinating the ELO Grant funds with funds received from from the federal Elementary and Secondary School Emergency Relief Fund to support supplemental & social-emotional learning for the duration of each grant. The input gathered from stakeholders & needs assessment from each site/department are prioritized and categorized into allowable uses within each grant. These include topics such as additional supports in early literacy, elementary school counselors, additional materials/supplies, & addressing barriers to student learning. Additionally, within ESSER II allowable expenses, projects will be upgraded to improve indoor air quality & facility improvements to reduce risk of virus transmission to support student health needs.

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 ELOGGrants@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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