

Expanded Learning Opportunities Grant Plan

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
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| McKinleyville Union School District | Heidi Moore-Guynup, Superintendent | hmoore@mckusd.org (707) 839-1549 ext. 1000 |

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.

Through various community engagement opportunities during the 2020-2021 school year, MUSD gathered and streamlined feedback to inform the develop of the MUSD Expanded Learning Opportunities Plan. All feedback was incorporated into the development of the specific strategies for providing supplemental instruction and support to identified students.

MUSD facilitated a parent and staff survey via Google Survey. Results from these surveys provided MUSD with direction related to what supports and structures are needed relative to providing academic interventions, extended school year opportunities, increased opportunities for in-person learning and considerations for the 2021-2022 school year. Below is a summary of other engagement opportunities:

NEED TO LIST (can be same as LCAP)

Furthermore, the plan was presented to the McKinleyville Teachers Association (MTA) and the California School Employees Association (CSEA), Chapter #144 to review and provide input prior to the June 1, 2021 Governing Board Meeting where this plan will be reviewed in a public meeting as an action item for approval. This plan was also posted on the MUSD website for parents and staff to provide input using a Google form prior to the June 1, 2021 Governing Board Meeting.

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

School site administrators worked with teachers, the MTSS coordinator, counselor, and school psychologists at each school site to gather student achievement data from the 2020-2021 school year. Administrators used this data (benchmark assessments, course grades, teacher feedback, etc.) to create a list of students in need of academic or social-emotional supports. The needs from these student lists have informed and prioritized actions and targeted supports for remediation in reading and math.

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

Parents/guardians of students who have been identified as needing additional academic or social-emotional supports have been contacted and provided registration information to make a commitment to participate in the MUSD summer school program. Parents will also be notified of additional support opportunities in the 2021-2022 school year.

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

The learning recovery program that MUSD has designed is focused on providing supplemental instruction and supporting social and emotional well-being.

MUSD is participating in the Seamless Summer Meals program and will also continue to provide bulk meal distribution for as long as waivers allows for. Beyond that, MUSD is committed to continuing to provide meals for all students in need, especially students from low-income families, English learners, foster or homeless youth, students with disabilities, students at risk of abuse, neglect, or exploitation, disengage students and students who are performing below grade level.

The MUSD Expanded Learning Opportunities Plan was developed to provide tiered supports to identified students, adhering to the Multi-Tiered Systems of Support (MTSS) framework and in coordination with the foundational training MUSD has already provided related to Positive Behavioral Interventions and Supports (PBIS), Responses to Interventions (RTI) and MTSS.

The MUSD Expanded Learning Opportunities Plan will include the following supplemental instruction and support strategies in accordance with the MTSS framework:

Extending Instructional Learning Time

MUSD will provide identified students the opportunity to participate in a summer school program during summer 2021 and summer 2022. The summer sessions will be focused on increasing instructional time through providing remediation for students in grades k-8 in the areas of reading, ELA, and mathematics through project-based themes that will change weekly. Priority will be given to students who are below grade level

Accelerating Progress to Close Learning Gaps

Hire additional certificated teachers (4.0 FTE ELO Grant Funded and 4.0 FTE ESSER II) to provide smaller sizes, especially in TK-3, to provide for better opportunities of targeted supports and interventions.
Assign 10 hours (1.5 FTE) of paraprofessional for targeted student support and interventions
Hire 10 hours (1.0 FTE) of paraprofessionals for targeted student support and interventions

Integrated Student Supports

Hire an additional 1.0 FTE School Psychologist to match students needing services, including referrals for family or student needs.
Meals and Snacks in the summer programs will be provided to students attending both the 2021 Summer Programming, as well as for pickup

Additional Academic Services

Hire 2.0 FTE Certificated Long-Term Substitutes to provide additional assessments, interventions, and to provide coverage for teachers to ensure continuity of instruction.

Training for School Staff

Train staff utilizing in-house and regional experts in mental health to provide Trauma Informed Practices
Implement and train staff on Language Essentials for Teachers of Reading and Spelling (LETRS) training for early childhood educators provides vital, practical information for building language and cognitive skills through a balance of teacher and student-centered social, emotional, and physical development essential for young children before learning to read and write.

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 | \$137,000 | |
| Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports | \$430,633 | |
| Integrated student supports to address other barriers to learning | \$88,340 | |
| Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports | \$0.00 | |
| Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility | \$0.00 | |
| Additional academic services for students | \$89,329 | |
| Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs | \$27,000 | |
| Total Funds to implement the Strategies | \$772,302 | |

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

MUSD is blending ELO grant funds with in-person grant funds and Elementary and Secondary School Emergency Relief Funds received to offer comprehensive enrichment programs, learning recovery, staff training, and other integrated student supports beginning Spring '21 through Summer '22. Examples of how funds are being coordinated can be found in our description of supplemental instruction and support in Section 4 of this grant proposal. In addition to the programs, services, and training detailed under the five strategies, MUSD plans to utilize ESSER funds to continue a number of additional supports, as outlined within this plan, through 2023, and some supports through 2024.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students’ social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

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

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

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

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

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

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

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

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

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

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
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