

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.

Grimmway Academy maintains a number of stakeholder groups including a Parent Committee (Parents of Grimmway Academy), an English Language Advisory Committee (ELAC), as well as a School Site Council (SSC) consisting of staff members. These committees met between February 2021 and March 2021 in order to engage parents, staff, and the school community at large in the LCAP review and planning process, to elicit input into supplemental programs and services for students. Further, these committees provide an opportunity for our stakeholders to voice priorities for students with particular attention to how and where to target additional funding available in the coming years. Principals were also asked to provide their insight on how to best target high need areas of their students and staff.

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

Grimmway Academy will utilize the data compiled from various formative and summative assessments to identify specific gaps in students' learning.

Formative data to be used includes:

- Weekly standards-aligned formative assessments created using CCSS-aligned item banks in the Illuminate LMS/Assessment platform
- Daily "exit-tickets"
- Success for All (SFA) literacy level assessment
- NWEA MAP Assessments (determining growth targets)
- ELPAC Assessments
- CAASPP IAB Interim assessments

Summative data to be used includes:

- CAASPP ICA "Mirror" assessment
- NWEA MAP Assessment (EOY)
- CAASPP SBAC Assessment

Through comparative analysis of this data our instructional team, consisting of classroom instructors, intervention specialists, academic counselors and administrators will be able to identify the specific learning needs of individual students. Once identified, a comprehensive review of the student's attendance and participation records will take place in order to further determine the extent to which their academic deficiencies may be attributed to such factors. Upon conclusion of this in-depth academic analysis, the team - which includes school site administration, Intervention Specialist, Academic Counselor, related instructors, the school nurse, the student, and their family members - will meet to determine whether any additional considerations or services may be needed. Such services may include supplemental social emotional support, counseling, or specific dietary needs. An Individualized Learning Plan (ILP) will then be generated for the individual student. A student's ILP sets specific goals and actions to help the child meet academic benchmarks. The ILP will further incorporate any additional supports that were identified as necessary after analysis of the data.

The facilitation of the ILP will occur daily within Lab class. Through small group instruction facilitated by our Small Group Instructors (SGIs) as well as through the utilization of digital learning platforms, our Learning Lab (development of academic skills) affords all identified scholars the opportunity to receive ongoing targeted supplemental support in their identified areas of need. Our Learning Lab or the digital platforms utilized within our Learning Lab, will be made available to identified students during regular school hours, before or after school, as well as during our various summer and other seasonal intersessions. Regular cycles of weekly and interim assessment results will be analyzed to identify students who are failing to make adequate progress. ILP's will be updated regularly to

reflect areas of strength, space for continued growth and tangible steps taken by the student to improve learning. Regularly scheduled data analysis meetings will occur throughout the quarter or semester in order to monitor progress and if necessary modify the ILP.

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

The adopted Expanded Learning Opportunity Grant (ELO) plan will be posted on the GA Shafter website. The ELO will be shared with our school community via a town hall meeting hosted via Zoom. The GA Shafter Administration will further inform our stakeholders of the adopted ELO plan and supplemental services afforded via the plan, during our various monthly stakeholder group meetings. These stakeholder groups include the following:

- School Site Council
- Star Parents of Grimmway Shafter (SPGA)
- English Learning Advisory Committee (ELAC)

GA Shafter leadership will further inform our families of our ELO plan during our bi-monthly parent meetings as well as during regularly scheduled staff meetings. Through utilization of our school-to-home communication platform **ParentSquare**, our school electronic marquee and our social media platforms, GA Shafter staff including instructors, counselors, and administrators, will regularly communicate and advertise all periodic as well as ongoing supplemental support opportunities.

Moreover, the related services available, such as Grief Counseling, Social Emotional Awareness, and Behavior Support will be communicated out by site staff to students and families as needed. .

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

GA Shafter will provide supplemental instructional support to all students in need of academic intervention. The identification of such students will be facilitated by our classroom instructors, academic counselors, intervention specialists, school administrators as well as the students' parents/guardians. Once identified, the aforementioned instructional team will conduct a comparative analysis of the student's formative and summative assessment data to identify the student's specific learning needs. A comprehensive review of the student's attendance and participation records will also take place in order to further determine the extent to which their academic deficiencies may be attributed to these factors.

Culminating in the creation of a Individualized Learning Plan (ILP), the student will then be afforded expanded learning opportunities that will take place within our GA Shafter Learning Lab throughout the school day, before school, after school, and during seasonal intersessions specifically designed to provide supplemental academic intervention and support. Through small group instruction facilitated by our Small Group Instructors (SGIs) as well as through the utilization of digital learning platforms, our Learning Lab affords all identified scholars the opportunity to receive ongoing targeted supplemental support in their identified areas of need. Students designated as receiving expanded learning opportunities will also receive remote access to our digital learning platforms.

Additional supplemental tutoring opportunities will be regularly scheduled and afforded to these designated students. In addition to attending regularly scheduled tutoring sessions hosted by general education classroom instructors, students may have individualized tutoring sessions as part of their ILP. These individualized tutoring sessions may be offered in-person or remotely as specified within the student's ILP.

Supplemental wrap-around services such as counseling or social emotional learning support will be made available to all students receiving expanded learning opportunities. Integrated support services such as Counseling and Social Emotional Learning (SEL) will be an area of focus. A team of professionals, Principal, Assistant Principal of Student Services, School Counselor, School Psychologist, and Behaviorist, will provide professional development for all staff and supplemental instructional support to our scholars.

GA Shafter will further support identified students such as homeless or foster youth by providing school uniforms or school supplies as needed. All students identified as ELL will have expanded learning opportunities that include supplemental ELD interventions using standards-based lessons implemented with grade-level appropriate GLAD strategies.

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	\$71,000	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	-	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$55,000	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$76,863	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	-	[Actual expenditures will be provided when available]
Additional academic services for students	\$228,000	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	59,750	[Actual expenditures will be provided when available]

Total Funds to implement the Strategies	490,613	[Actual expenditures will be provided when available]
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A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

Grimmway Academy Shafter is coordinating the use of the Expanded Learning Grant and federal ESSER funds by budgeting all funding sources across several categories to best meet the needs of the students, staff, and school community. In 20-21, the Expanded Learning Grant funds are primarily budgeted towards offering extended learning opportunities via Spring and Summer intersession for Special Education students, offering integrated student services such as health, counseling, and mental health as well as paraprofessional staffing. In 21-22, the ESSER funds are primarily budgeted towards school facility enhancements to reduce the risk of virus transmission and to support student and staff health needs. Further, ESSER funds in 21-22 and 22-23 will be budgeted to support mental health services and counseling needs, COVID-19 testing costs, personal protective equipment, sanitation supplies, as well as professional development with particular attention on Social Emotional Learning.

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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