

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.

Parents, teachers, students and school staff were surveyed to determine the most prevalent needs. During staff meetings and administrative meetings, these needs were discussed in order to prioritize needs from the most to least critical, based on survey results and the discussions. The District's Budget committee consisted of the President of the Summerville Federation of Teachers (SFT), the President of the California Schools Employee Association (CSEA), the High School Principal, the Director of Maintenance, the Operations and Transportation (MOT), the District Superintendent, the Chief Business Official and a Board member. The Budget Committee discussed in detail the distinctive needs that have been identified as being driven by the COVID-19 pandemic closure.

Weekly phone, email, website and Facebook updates have been broadcast. Parental, Staff and student input via phone or email has been invited during each of the weekly updates. The Summerville High School (SHS) School Site Council has discussed needs assessments as part of writing the ongoing Local Control and Accountability Plan (LCAP). The Connections Visual and Performing Arts Academy (CVPAA) charter Parent Advisory Committee (PAC) has also discussed needs assessments and provided input regarding the necessity to mitigate learning loss. Additionally, the Superintendent and Principal met with the Associated Student Body (ASB) students to hear input regarding our needs assessment for COVID funding as well as Local Control and Accountability Plan (LCAP) goals. Discussions regarding learning loss mitigation have taken place at school board meetings throughout the year. To allow more members of the school community to attend the board meetings, the district has held meetings via Zoom.

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

School Administration, including the High School Principal, Deputy Principal, and Guidance Counselors continue to work to identify assessments that will supplement the systems currently in place. All SHS and CVPAA students took the California Assessment of Student Performance and Progress (CAASPP) assessment in April 2021. All 11th-grade students took the CAASPP tests in English, math and science as well as our 12th graders in science. Additional formative and summative assessments, such as Renaissance 360 and Suite 360 will be performed in addition to classroom assessments and interim assessments in the CAASPP System. Teachers will use classroom-based assessments and grades to support students in receiving the additional supports they need to mitigate any learning loss.

In addition to any academic needs students may present with, teachers and administration as well as our counseling staff will be looking for any social-emotional needs that may be present. Parent and teacher input and recommendations are also considered for all potential areas of need.

The school will use the Student Study Team process, IEP and 504 Team processes to discuss student needs and determine appropriate steps to meet individual student needs.

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

Weekly phone, website, email and Facebook updates will continue to be broadcast. The District will employ letters sent home to parents/guardians, local advertising on Mymotherlode.com and the Union Democrat, and posts to the school website and Facebook to relay the availability of opportunities for supplemental instruction and support. The District will also work in conjunction with Tuolumne County Superintendent of Schools if any county-wide advertising campaigns are disseminated. Surveys have been sent out to students, staff and parents throughout the year to determine best practices for dealing with learning opportunities and learning loss.

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

The plan will allow Summerville Union High School District to use the funds it receives through the Expanded Learning Opportunities Grant (ELO) to implement a learning recovery/learning center program for our subgroups including low-income students, homeless students, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level ability, assessed with learning loss.

Purpose:
Establish intervention routines and supports in conjunction with classroom teachers, to enable students to reach the standards specifically in the areas of English Language Arts, math, science and student support in the area of social-emotional learning and mental health.

The District is providing the following:

- * 1/2 FTE Mental Health Crisis Counselor has been added; a total of 2 full time Mental Health Crisis Counselors are available to students
- * Mental Health Crisis Counselors will attend classes regularly and meet with departments to discuss student needs
- * "Marketing" campaign to increase awareness and accessibility of available Mental Health Services

- * Trauma Informed Practice training will be provided to all staff
- * Additional math instructor hired to lower class size and support learning loss in math domain
- * Additional Paraprofessional staff and hours for existing staff will assist struggling learners in the classroom setting and learning center
- * Additional Tutoring hours, with teachers available to assist students struggling with core subjects
- * Credit recovery sessions during the summer and during the school year to allow for credit recovery for students who fell behind during the pandemic
- * Ramp-up Summer School sessions have been added to the schedule in August
- * Professional development opportunities for teachers, such as Math Mentor from San Joaquin County Office of Education and English Mentor from Stanislaus County Office of Education will be available
- * Classroom materials and supplies, such as additional calculators and manipulatives have been purchased
- * New English curriculum has been approved, and is in the purchasing process
- * Continued rollout of Next Generation Science Standards curriculum
- * Life skills content will be added to a variety of classes (English, Math, History, Science) to improve student success upon graduation
- * Living Skills Program has been added to serve the Special Education population
- * Incentive programs will be added to enhance both attendance and academic achievement
- * Academic and Athletic club support to engage students in the school culture

Additional Supports for the 2021-2022 school year:

Provide staff development on social and emotional needs for students.

Provide trauma-informed instruction for all staff to work with students.

Provide breakfast and lunch daily for all students during the school year.

Provide professional development opportunities for learning loss mitigation strategies on buyback days and through staff meetings.

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	\$96,200	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$84,801	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Integrated student supports to address other barriers to learning	\$75,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$50,000	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$110,000	
Additional academic services for students	\$100,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$50,000	
Total Funds to implement the Strategies	\$566,001	

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 funds will be used in conjunction with other federal Elementary and Secondary School Emergency Relief Funds (ESSER) to ensure:

- * School buildings, busses and facilities are cleaned and sanitized
- * Custodians are trained in sanitation procedures
- * The required Personal Protective Equipment (PPE) is provided to staff and students - masks, Lexan sneeze guards, shields, etc
- * Online learning tools are available if Distance Learning is required for any period of time
- * Classroom materials are sufficient to provide social distancing, for example enough calculators that students do not need to share

* Additional handwashing stations will be continued through the 2021-2022 school year

* Cafeteria meals are provided at breakfast and lunch at no cost to students. Additional staff, ready to eat foods, and/or packaging will be used in order to serve students within the lunch timeframe

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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