



Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Tuolumne County Superintendent of Schools	Cathy A. Parker Superintendent	cparker@tcsos.us 209--536--2010

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.

The Tuolumne County Superintendent of Schools Office used existing committees and stakeholder groups to address the expanded learning opportunities grant plan. The committees included the School Site Councils (including staff who are also teachers) for Gold Ridge Educational Center and Tuolumne Learning Center, the Parent and Staff (staff includes teachers) Advisory Committees for LCAP and WASC, The CAC for special education parents, the Superintendent Council which includes staff representatives from all bargaining units, Cabinet and Leadership. The committee makeup represents school and district administration, teachers, parents, students, and staff members (who are also teachers) serving as representatives for our Special Education, English Language Learners, Homeless, and Foster Youth students. The committees reviewed the needs of the students, staff, and programs. The goal was to come up with a plan to provide the best instruction and support to students as is possible and focused on learning opportunities, often referred to as ‘learning loss’. The needs identified in our committee and plan include academic learning, social-emotional supports, and serving the nutritional needs of our students

who have been in school in hybrid since October and fully in person since after winter break. The plan will allow the TCSOS to use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning program for sub-groups listed above and: low-income students, homeless, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, assessed with learning skills loss.

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

Students were identified by using our local assessments Let's Go Learn, and benchmark data as well as staff recommendation and parental consultation. Our mental health counselors also played a key role in the identification of those students struggling with not only academics but social- emotional needs. All students were identified as needing support as we transition from a year that started in distance learning, moved to hybrid, and finally full in person instruction. More importantly, our staff need the skills and training to be able to address learning loss in the coming academic year as there have been few opportunities to engage in meaningful professional development in academics, assessment, data analysis, and SEL/mental health. In addition to the assessments, students were also identified based on attendance, engagement, and social-emotional needs. The usage of our multi-tier of student support also helped to identify the students and grade levels in greatest need of support and intervention as well as in some cases acceleration. As county office program providers, the need for support in academics, nutrition, social-emotional care, and mental health supports is evident. Survey results from parents, students, and staff also played a large role in the identification of students and the needs specific and unique to TCSOS.

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

TCSOS program administrators will consult with each family to identify needs using the assessment results from Let's Go Learn, Unique Learning, SANDI, Florida Virtual, and other assessment tools and to share the gaps in learning caused by closure and virtual distance learning environment. County operated programs are operated at co-located schools sites so attempts will be made to align strategies with the hosting LEA. In addition to identifying students who need additional support, we will share ideas for support, tools and programs the county is prepared to implement and use the grant funding to achieve student success. These conversations with parents will take place in-person, virtually, mail notification, and via phone calls. We will also encourage the participation of the students in the upper grades in order to maximize engagement and support. We will also use our Apptegy communication tool to share information on activities, support opportunities available to both students and parents. This will also allow us to share with parents the resources available and opportunities for student engagement and support. Continued communication is the key to the success of this plan.

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

The plan will allow TCSOS to use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning programs for sub-groups listed above and: low-income students, homeless/foster youth, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, assessed with learning skills loss. The TCSOS will use the following tools, activities, and programs to provide the best supplemental instruction and support to all our students:

1. Extending Instructional Learning Time:

Provide summer session for students at risk in the Tuolumne Learning Center - credit recovery and acceleration.

Provide additional instructors for Mad About Science learning session (1 week) for 4th and 5th grade students.

2. Accelerating progress to close learning gaps throughout the implementation, expansion, or enhancement of learning supports

Provide additional Instructional Aide (temporary) support at the Gold Ridge Educational Center (Juvenile Hall) to address the large grade span population and the students needing additional support who are coming from out of county placements and are oftentimes missing numerous school days.

3. Integrated student supports to address other barriers to learning:

Increase support days for the mental health services provider during the summer.

5. Supports for credit deficient students to complete graduation:

Provide additional Instructional Aide (temporary) support at the Gold Ridge Educational Center (Juvenile Hall) to address the large grade span population and the students needing additional support who are coming from out of county placements and are oftentimes missing numerous school days.

7. Training for school staff on strategies to engage students and families in addressing students' social emotional health and academic needs:

Provide summer professional development in trauma informed practices, mental health crisis intervention, expanded suicide prevention training, special education goal setting to address learning loss during the pandemic, technology implementation, and social emotional learning (SEL).

Provide training to staff for curriculum implementation to address how to incorporate learning loss adjustments from prior year into an accelerated model of learning.

Increase time for certificated coordinators/coaches (2) to serve as academic coaches to support math and science instruction and intervention/differentiated instruction at each school site.

Train new staff in the Unique Learning and SANDI; retrain staff who need additional support implementing the assessments and curriculum.

Train staff in how to utilize the Let's Go Learn assessments and use data driven decision making tools.

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	12,500	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	18,750	
Integrated student supports to address other barriers to learning	5,000	
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	6,250	
Additional academic services for students	0.00	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	186,319	
Total Funds to implement the Strategies	228,819	

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

TCSOS will coordinate ELO funds with other funding sources to maximize and optimize the programs and services that students receive. Where practicable, employees that provide direct services to students who are newly hired with ELO funds, will be funded with alternate funding sources including, but not limited to ESSER after the ELO expires at the end of 2021-2022. This coordination will maintain the increased levels of direct services to students beyond the term of the ELO grant period. ESSER funds will be used increase staff to provide more opportunities for in-class small group/one-on-one instruction, provide year-round mental health services, and provide well-trained staff to mitigate learning loss that has occurred as a result of the COVID related school closures.

Additionally, the ELO funds will be used in coordination with Elementary and Secondary School Emergency Relief Funds (ESSR) to ensure:

- * School buildings, busses and facilities are cleaned
- * Custodians are trained in cleaning procedures due to COVID
- * The required Personal Protective Equipment (PPE) is provided to staff and students - masks, sneeze guards, shields, etc.
- * Online learning tools are available if Distance Learning if required for any period of time

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
March 2021