

# 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.

The plan was discussed at School Site Council Meetings, board meetings, collaboration day meetings, via emails, "snail mail", texts, Zoom, Facetime, and other social media. Most input was provided by staff due to lack of participation from parents. Information was distributed to parents via email and input was encouraged, but parents have largely been unresponsive this year due to Covid and related restrictions.

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

The LEA will assess student need in the areas of academics, social-emotional health and attendance.

The students of McCloud Elementary have received in-person instruction for the 2020/2021 school year with the exception of a few weeks of quarantine, so the LEA teachers and aides will continue to use the primary methods of academic assessment and data analysis such as: classroom curriculum assessments; FLOW 360 (ELA/MATH) assessments, CAASPP scores from spring testing; Read Naturally intervention data; ESGI assessments and data for primary students. Student needs will vary based on grade-level requirements and standards. Teachers will collaborate about shared students and classroom observations regarding academic progress and social-emotional health. Students who are identified as needing additional help in core subjects will be tutored after school for 28 weeks/56 hours of the school year to address learning loss and lack of progress towards meeting grade-level standards.

For social-emotional needs assessment, the staff and administrator will collaborate to select the students who need the most mental-health intervention for counseling. The need for counseling per student will be based on classroom observation, parental input and the child's progress as it relates to social-emotional well-being and its impact on student achievement. Counseling services for identified students will be provided once a week for the school year.

The need for student transportation to address chronic absenteeism will be based on prior year attendance and the first 6 to 8 weeks of attendance in the new school year. Morning transportation will be offered to those low income families who have no transportation or sporadic transportation issues and/or have difficulty getting their child to school on time. A list will be made by the administrator and attendance supervisor in collaboration with teachers to create a list that serves the students most in need of transportation to improve attendance.

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

Parents and guardians will be informed of the aforementioned opportunities (tutoring, counseling and transportation) via the regular modes of communication such as phone calls, texts, emails, "snail mail", and social media. Criteria for selection to various programs will be explained and a list will be created so that students who have the highest need will be served first. In the event that a parent refuses the opportunity for supplemental instruction, extra support, counseling and/or transportation, the next student on the list will be placed into the plan for services with parental support and approval. Our enrollment is small with many students being siblings, so the parent directory is very manageable and communication with with parents is not difficult.

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

As the LEA conducted in-person learning the entirety of the 2020/2021 school year, with the exception of absences due to exclusion, the staff does not feel that extending the school year or having summer school is necessary. Rather, teachers and paraprofessionals will use focused/targeted tutoring for 28 weeks or 56 hours (depending on grade level) of the school year to address individual student needs. Tutoring will be provided beginning around the 8th week of school which will give staff a chance to evaluate student progress and combine that information with assessment data from CAASPP testing and information about chronic absenteeism and how that contributed to progress, etc. Students will participate in one-to-one or small group instruction provided by a teacher and/or paraprofessional for 1/2 hour or an 1 hour after school depending on the grade level of the student and the student's specific areas of academic need.

Mental health services will be provided to students in social-emotional crisis due to the pandemic and issues related to poverty. The mental health services will be provided via an online counseling service as mental health services for children are in short supply in Siskiyou county. The same process for identifying students who need services for academics will be used for identifying students who need counseling. Anecdotal information gathered from parents, teachers and students will be added to evaluations and observations conducted by the teacher. Once students are identified, they will be added to a list for counseling and a wait list will also be created in the event that parents do not agree to counseling. Low income students and students with evident need will be placed first on the list and services will be offered in that order.

Morning transportation services will be provided to families whose children have struggled with attendance and truancy. Attendance data from the prior year and first 8 weeks of school will be analyzed to identify need. Parents will have the option to accept or refuse the service and a list will be used to prioritize students. Parents will be offered the service for their child in the order their child appears on this list. The transportation service will be limited by the time allotted to make the pick-ups in the morning and on availability of seats in the suburban. The LEA does not currently have a bus driver on permanent staff, so the other school vehicle is legal to use for students and seats 7 safely plus the driver. A stipend will be provided to a staff member to do the morning transportation for students. Parents will need to find alternate transportation for after school.

## 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		
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$33,000	
Integrated student supports to address other barriers to learning	\$20,000	
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		

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs		
Total Funds to implement the Strategies		

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

In addition to the expenditures detailed in this plan, the LEA will be using ESSER funds to support student learning via new internet infrastructure and providing stipends to staff for working in-person to provide an education to students during the pandemic. The cost of the internet update was substantial and used the funds from three different sources (3210; 3210 and 7420) which didn't cover the total cost. Another resource used to support student learning (3220) was used for Covid testing, thermometers, protective equipment, alternative PE supplies, cleaning supplies, hand sanitizer, tables to have outdoor classrooms and special curriculum to mitigate learning loss during and caused by the pandemic.

# 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](mailto:ELOGrants@cde.ca.gov) or <mailto: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 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  
March 2021