

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 Big Oak Flat-Groveland Unified School District offered many opportunities for stakeholders to provide input to address the expanded learning opportunities grant plan. There were ten virtual school board meetings held between August 2020 and April 2021 which discussed the COVID-19 Safety Plan, Learning Continuity and Attendance Plan, Re-Opening Plan, Expanded Learning Opportunities Grant and LCAP. These meetings were open to the public and agendas were posted 72 hours in advance. Parents, community members, staff and Board Members were present at these meetings. District wide staff meetings were also held monthly to discuss these same topics. Attendees consisted of certificated and classified staff from all sites this included elementary and high school personnel. Our stakeholders included school and district administration, staff members, and parents serving as representatives for our Special Education, English Language Learners, Homeless, and Foster Youth students. The district formed a re-opening task force in June 2020 which included all of the stakeholders listed above and continues to meet regularly. The task force has focused their efforts on each plan as it emerged. In addition to stakeholder meetings, surveys were also distributed in English and Spanish to staff, students and parents, through Google Surveys, Parent Square, California Healthy Kids and ThoughtExchange. Administration, staff and parents were tasked with reviewing the needs of the students, staff, and programs. Our goal was to come up with a plan to provide the best supplemental instruction and support to students and focused on academic gaps and learning loss. The needs identified in our plan include academic learning loss, social-emotional supports, and serving the nutritional needs of our students during distance learning, hybrid learning, in-person learning, and Independent Study at all school sites. The district will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to address academic gaps and learning loss for our Special Education, English Language Learners, Homeless, Foster Youth, credit deficient and low income students who are below grade level, assessed with learning skills loss. Our social emotional education and supports will focus on foster youth, homeless, disengaged students and students at risk of abuse, neglect, or exploitation. The task force with input from surveys and stakeholder meetings

,focused on identifying services, programs, activities, and equipment to best serve the students in the Big Oak Flat-Groveland Unified School District.

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

Students were identified by using our local assessments through Houghton Mifflin Harcourt, Big Ideas, Freckle, Star Reading, Star Math, No Red Ink and benchmark data as well as staff recommendation and parental consultation. Our crisis counselor and staff also identified those students struggling with not only academics but social emotional needs. It became very clear that all students need support as we navigate the transitions between instructional models. We began the year in distance learning, moved to hybrid instruction, back to distance learning, hybrid and finally in-person learning. The district still has a portion of students on remote learning, who are fearful of returning to school during this pandemic environment. In addition to the assessments, students were also identified based on attendance, engagement, and social-emotional needs. Our Title 1 staff, teachers and paraprofessionals also helped to identify the students and grade levels in greatest need of support and intervention. Survey results from parents, students, and staff also played a large role in the identification of students and the needs specific to our district. Some input received from parents was a need for acceleration, as they did not feel their students were academically challenged this year. GATE activities were put on hold this year due to the ever-changing methods of instruction and the inability to use volunteers and non-district staff. As a low socio-economic rural community the need for support in academics, nutrition, social-emotional care, and mental health supports have become the priorities in the district.

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

Our elementary school teachers held conferences with parents/guardians in November 2020, to share assessment results and to share the gaps in learning caused by closure and virtual distance learning environment. All schools have sent home regular progress reports and checked in with parents via phone, email, virtually and in-person on a regular basis. Teachers and administration contacted high School students and their parents who were not engaged or missing assignments. After identifying students in need, parents/guardians are contacted we share ideas for support, tools and programs the district is prepared to implement and use the grant funding to achieve student success. We have and will continue to encourage the participation and input of the students in junior high and high school in order to maximize engagement and support. Their input is an part of the development of supplemental instruction and support opportunities. We will also use our Parent Square 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. Our district has recently added ThoughtExchange as a communication tool to measure the thoughts and priorities of parents, staff and students. It is honest, and authentic communication that will ensure we meet the needs of all our students. Our focus is on the health and welfare of our students and on making up for the loss of learning and disconnect associated with the closure and virtual distance learning implemented as a result of the Covid-19 pandemic.

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

The district will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to address academic gaps and learning loss for our Special Education, English Language Learners, Homeless, Foster Youth, credit deficient and low income students who are below grade level, assessed with learning skills loss. Our social emotional education and supports will focus on foster youth, homeless, disengaged students and students at risk of abuse, neglect, or exploitation. The activities/actions were prioritized to best serve the Big Oak-Flat Groveland Unified School District students. The district will use the following tools, activities, and programs to provide the best supplemental instruction and support to all our students:

- + Credit recovery programs for credit deficit students using Fueled through a six week summer program at both high schools. A total of four credentialed teachers will provide instruction and support to ensure these students complete graduation, or grade promotion requirements and to increase or improve student's college eligibility.
 - +After school tutoring provided by certificated and classified staff at all school sites to enhance learning supports and close learning gaps. Transportation home will be provided for homeless, foster youth, English Language Learners, and low income students after tutoring.
 - +Two summer school sessions of two weeks each will be offered at the elementary school focusing on basic academic skills and learning gaps. Breakfast and lunch will be provided to all students attending summer school. The district will have hire at least four certificated staff, and 5 classified staff for summer school.
 - +Add Saturday School once per month at each site for academic and social-emotional support.
 - +The purchase of Renaissance Learning Suite (Freckle, Star Math and Star Reading), NWEA MAPS and Study Island to provide additional academic supports for students, such as diagnostic, progress monitoring and benchmark assessments of student learning.
 - +Purchase of supplies, snacks and curriculum materials to use for after school student academic and social-emotional supports.
 - +Create a sensory/ refocus room at the elementary school to support social-emotional welfare and students in trauma.
 - +Hire a part-time crisis counselor up to 20 hours per week.
 - +Hire a temporary classified or certificated person 15 hours per week to implement social-emotional learning curriculum weekly in each classroom K-12.
 - +Provide staff with student incentives (PBIS) for students to engage and establish a stronger school connection. (a set amount of \$200 per teacher)
 - +Hire temporary additional four full-time (6.5 hours) paraprofessionals and or temporarily extend the current paraprofessional daily work hours to full-time equivalent (6.5 hours) to engage in small group instruction and support.
 - +Reinstate GATE testing and programs at all sites to accelerate student academic proficiency and engagement.
 - +Provide training for school staff on strategies, including trauma-informed practices, Project Based Learning, and Restorative Justice to engage students and families in addressing students' social-emotional health needs and academic needs.
 - + Outdoor exercise equipment/ obstacle course on campuses to encourage physical and mental health.
- *The plan is based on our ability to fully staff positions. Should we not be able to fully staff the plan will be updated to indicate alternative expenditures based on student needs.

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	169,940	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	17,500	
Integrated student supports to address other barriers to learning	82,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	0	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	8,000	
Additional academic services for students	15,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	5,625	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Total Funds to implement the Strategies	298,065	

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 task force who developed this plan were also charged with coming up with ideas for the federal Elementary and Secondary School Relief Funds' expenditure. The stakeholders in this task force prioritized a list of needs for all Covid-19 funds both from the State and Federal Governments. All funding is being used to support all students in reducing learning loss, providing a safe and orderly environment, and providing greater student engagement in academics and extracurricular activities. In addition, maintaining school staffing at levels required for interventions and student supports was also supported by these funds.

Additional activities prioritized by our Covid-19 Stimulus funding expenditure task force include the following:

- HVAC Upgrades and Updated Filtration
- New screens installed on windows to increase ventilation
- Multi-Purpose room Apple TV and portable TV for high school campuses IPAD and Chrome Book Chargers and misc. technology equipment
- Purchase of new touch less water bottle refill station / pallets of water bottles for students
- New weight training and PE equipment to allow students to social distance outside to support student health
- Additional art supplies for student art kits during distance learning
- Accelerated Math/Reading programs
- After school tutoring/ Saturday School
- Hire additional paraprofessionals and extend the current paraprofessional hours
- Monthly subscription for 90 hotspots x 10 months
- Purchase of social-emotional curriculum
- Chrome Book Licenses for 200 Chromebooks.
- Multi-year subscriptions for services like Zoom, Nearpod, ThoughtExchange, Renaissance Learning
- Stipend for Homeless Youth Liaison
- Professional Development on technology and programs for staff
- Additional tech time for new devices, hotspots, help desks
- Plexiglas barriers in school offices, tri-fold barriers for the computer lab, SPED and primary classrooms.
- Outdoor fans to allow for outside teaching to promote social distancing
- Shade structures for outdoor dining and instruction

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 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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