

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.

We began the process of developing the Expanded Learning Opportunities Grant by seeking stakeholder input from our parents, teachers, and school staff. Our first task was to get stakeholder input to identify our students' needs and determine programs and services to consider. Surveys were sent to parents and we utilized our email system and website to inform parents about opportunities to give feedback and ask questions. Stakeholders were encouraged to submit input in person or through email. We surveyed staff regarding student needs for programs and services. Stakeholder feedback was considered as we developed this plan.

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

We will follow an assessment cycle of systematic assessments for identifying students in need of academic, social-emotional, or other integrated supports. At the start of the school year, in winter, and again in spring, all students in grades 1-8 will participate in standardized, grade-level appropriate universal screening to identify skill gaps in reading, mathematic, reading fluency, phonics skills,

and social-emotional learning. Curriculum-based, formative assessments, end of unit summative assessments, and comprehensive assessments conducted by teachers will regularly monitor progress on grade level standards and academic needs of students. Deficiencies across the entire class can be taught during whole class instruction. Teachers will monitor mastery of standards and reassess students on an on-going basis. Students in need of additional support will take diagnostic tests to determine specific skill areas in need of targeted intervention. The frequency of progress monitoring for students receiving services will vary and adjustments to intervention will be made if intervention is not effective.

In addition to academic monitoring, the social-emotional health aspect of learning loss will be measured and monitored. Three times per year (fall, winter, spring) teachers will fill out the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) for each student in their class. This tool screens student risk for social-emotional and behavior problems. During these same time periods, students in grades 2-8 will take the mySAEBRS, a 20 item screener of the same three subsections. Based on these results tiered support will be given.

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

Parents and guardians of students identified as needing supplemental instruction and support will be notified of the availability of services and programs in writing and in the primary language as applicable. Notices will be sent home with the student and we will contact the parents if we do not get a response.

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

At Marcum-Illinois the plan to provide supplemental instruction and support to identified students is in addition to the instruction provided in the classroom and assists students in meeting state standards and grade level skills. When students learn in a positive school climate they are more likely to engage in the curriculum, achieve academically, and develop positive relationships. To support this, we have developed LCAP Goal 2, *"Ensure the school is a safe, engaging, and inclusive environment for students and their families so that all students achieve academic excellence, and families will be actively involved in the educational process"*, and associated actions to support this goal.

Supplemental instruction and support will be provided in a tiered framework. Results from universal tests will be analyzed and students identified for service. All students will fully participate in the core curriculum with specific short-term re-teaching as needed. Students in need of support will take additional diagnostic tests to determine specific skill areas in need of targeted individual or small group intervention. Their progress will be monitored and intervention adjusted as needed.

To support social-emotional health the district will invest in Kelvin, an online tool for quickly monitoring dimensions of school climate and social emotional learning for students, staff, and parents. Students, parents, and staff answer weekly "Pulses" (short, quick to answer questions). Based on their answers, the system may prompt students to reach out to an adult on campus which can be done

right from Kelvin. Tiered supports might include individual or small group work with the school counselor, the school psychologist, and/or referrals to outside agencies.

The following supplemental instruction and support strategies have been identified as having the greatest impact on student learning and accelerating progress.

Extending Instructional Learning Time: Learning time will be extended through after-school tutoring delivered by classroom teachers and/or instructional aides.

Accelerating Progress to Close Learning Gaps: Instructional aides will support classroom teachers as they deliver intervention to students. Aides will also deliver targeted intervention to students in small groups or one-on-one.

Integrated Student Supports to Address Other Barriers to Learning: We will contribute to the school nutrition program, provide Kajeet hotspots to students with no other internet access, fund a high speed internet project, and purchase a program for social-emotional screening.

Additional Academic Services for Students: We will purchase diagnostic, progress monitoring, and benchmark assessments of student learning so we have the data needed to provide targeted intervention and support for social-emotional learning.

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	\$15,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$55,000	
Integrated student supports to address other barriers to learning	\$43,250	
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	\$11,907	
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	\$125,157	

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

Marcum-Illinois is coordinating the use of the Expanded Learning Grant and other federal ESSER funds by budgeting all funding sources across several categories to best meet the needs of students. In 2021/22 the Expanded Learning Grant funds are primarily budgeted towards expanding instructional time by offering afterschool tutoring; accelerating progress through learning supports by providing targeted intervention; integrating student supports by contributing to the nutrition program, purchasing hotspots, upgrading high speed internet, and purchasing a social-emotional screener; providing additional academic services by purchasing academic assessment systems. In 2021/22, the ESSER funds are primarily budgeted for student intervention and enhanced cleaning for the health and safety of students and staff.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.

- b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

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

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

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

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

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

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will 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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