



## 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 and school staff were involved with the development of the Expanded Learning Opportunity grant plan. Parents also shared their ideas at established District Advisory Council and District English Learner Advisory Council meetings. In addition, parents provided input via the regularly scheduled monthly Coffee with the Superintendent broadcasts. These opportunities were all provided in the primary language of the parents. Teachers and school staff gave their input through school staff meetings, Hilmar Unified Teachers Association leadership team meetings, as well as individual suggestions given to site or district administration. All staff and parents also had

the opportunity to attend monthly governing board meetings where the superintendent regularly updated the board members regarding the plan's development.

Through this process the following supplemental and support strategies were selected:

- Extended Instructional Learning Time (summer school; before-school, during-school, after-school interventions; Saturday school)
- Accelerating Process to Close Learning Gaps (tutoring, professional development, learning recovery programs and materials)
- Integrated Student Supports to Address Other Barriers to Learning (counseling; mental health services including trauma and social-emotional learning and PBIS; nutrition)
- Supports for Credit-Deficient Students (credit-recovery opportunities such as concurrent enrollment, strategies classes, smaller class sizes)
- Additional Academic Services for Students (academic and attendance progress monitoring and coordination of services for at-risk students)
- Training for School Staff (to include trauma-informed practices, social-emotional health and academic needs)

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

Student identification for access to participation in extended learning opportunities is specific to grade span.

Identification for participation in Summer School for students in grades 9 - 12:

- was completed through the review of transcripts by each counselor and resulted in the development of an individual plan for each student.
- priority for enrollment was given to the students meeting the criteria as described in the plan requirements, and further prioritized by grade level. (If space ends up being limited, credit deficient juniors and seniors will be given priority of freshmen and sophomores)

Identification for participation in Summer School for students in grades 6 - 8:

- was completed through the review of transcripts by each counselor and resulted in the development of an individual plan for each student.
- in addition to credit-deficient students, those with social emotional needs who would benefit from SEL curriculum were also prioritized for participation
- collaboration with the elementary school resulted in a "Jump Start for 6th grade" session to help students transition to middle school

Identification for participation in Summer School for students in grades K - 5:

- was completed through the review of grade level reading, math, and language benchmarks, combined with teacher recommendation
- SST (Student Success Team) process was also used to identify students in need of extra support
- in addition to students identified as academically at-risk, services will also be provided for students identified as needing additional support in behavior regulation (as a result of social emotional needs)

Identification for the participation of extended learning opportunities during the regular 21-22 school year (before-school, during school, and after school, including Saturdays) will follow the same process as listed above. This identification will be done through the regular monitoring of student grades and benchmark assessments, as well as teacher and SST recommendations. Non-academic identification for other

integrated student supports will be done through SSTs, counselor and/or BCBA (Board Certified Behavior Analyst) referrals, and classroom teachers.

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

Parents of the students identified above will be notified (in primary language of the home) about summer school through written invitations sent home via US Postal Service or sent directly home with students. Follow-up phone calls and email will be sent to those not responding to the written invitation.

Once the regular 2021-2022 school year starts, parents will be informed (in the primary language of the home) regarding supplemental instruction and support for their children based on the evaluation of student outcomes. These notices will be sent out at the end of grading periods or post benchmark assessments, as well upon teacher recommendation.

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

Hilmar Unified uses Multi-Tiered System of Support (MTSS) for students and Positive Behaviors and Intervention Supports (PBIS). These models include three levels of support in both academics and behavior. Tier One behavior supports include the teaching of behavioral expectations in all school settings, the use of incentives, and the teaching of conflict resolution strategies. Tier Two behavior supports include small-group counseling and finally Tier Three includes individual support plans. On the academic side; Tier One supports include universal access that utilizes research-based core instruction and flexible group work. Tier Two academic supports include targeted small-group instruction for at-risk students and finally, Tier Three includes student supports based on individual needs.

Through this process the following supplemental and support strategies were selected:

- Extended Instructional Learning Time

Hilmar Unified will offer summer school at each school site during June and July, before-school, during-school, after-school interventions, and Saturday school will be provided with the assistance of teachers and instructional aides.

- Accelerating Process to Close Learning Gaps

Each school site will provide tutoring during the school year, professional development for all staff, and learning recovery programs and materials, to use in the intervention or strategies classes to accelerate academic and language proficiency.

- Integrated Student Supports to Address Other Barriers to Learning

Counseling and mental health services including trauma and social-emotional learning will be addressed at each school through the district-hired counselors, mental health university interns, behavior technicians, as well as collaboration with Jessica's House and

Turlock Chaplaincy Character Coaches. PBIS teams will be actively utilized to support students through a tiered-system and finally student nutrition needs will be addressed through access to free meals during the regular school year as well as summer.

- Supports for Credit-Deficient Students .

Credit recovery opportunities such as concurrent enrollment, strategies classes including AVID, smaller class sizes, additional certificated teaching staff at the district 9-12 alternative education site, and SGI (Small Group Instruction) at Hilmar Middle School, will be implemented to support students in the completion of graduation/promotion requirements and increase college eligibility.

- Additional Academic Services for Students

A Director of Student Services will hired to oversee and coordinate academic and attendance progress monitoring, supports for at-risk students, and serve as the liaison between the district and outside services/resources.

- Training for School Staff

Staff development on trauma-informed practices, social-emotional health and academic needs, will be provide to classified, certificated, and administrative personnel. Parent workshops will also be provided to engage students and families in addressing students' social-emotional and academic 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	\$615,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$260,000	
Integrated student supports to address other barriers to learning	\$40,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	0	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$120,000	
Additional academic services for students	\$150,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$80,991	
Total Funds to implement the Strategies	\$1,588,857	

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

Hilmar Unified School District will coordinate the ELO Grant funds with its ESSER funds in order to support services for in-person learning in a safe, healthy, and supportive environment. Seventy-seven percent of ESSER funds were used to purchase PPE materials and supplies including extra personnel to perform safety tasks so schools were ready for in-person learning. Once students were in-person, these funds continued to be used for PPE and safety measures. The remainder of the funds have been used to help with meal distribution, learning loss supports, and some supplemental instructional materials. ELO Grant funds will be used to extend learning opportunities for students in a safe and sanitary setting that the ESSER funds helped create and maintain.

# 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  
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