

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.

Our district and community, like others across the country, have navigated the unprecedented challenges caused by the COVID-19 pandemic since March, 2020. Through it all, our paramount concern has been supporting our students through the inevitable learning loss and social-emotional struggles caused by changing instructional schedules and swirling societal uncertainty. With opportunities such as this Expanded Learning Opportunity (ELO) Grant, the Chico Unified School District (CUSD) has been able to plan for a multitude of supplemental instructional services and social-emotional supports for our students, and to provide staff with the tools required to ensure that each and every student receives the support they need.

We have been intentional about including parents, teachers, and school staff in developing our ELO plan. The mechanisms for gathering feedback from each group is described below, followed by a summary of the needs expressed and the supplemental instruction and support strategies identified to meet those needs.

PROCESS FOR GATHERING INPUT FROM TEACHERS AND SCHOOL STAFF:
 Our Superintendent and senior administrative staff have attended faculty and staff meetings at each of our CUSD school sites over the past few months. Their purpose was to check in with all staff, and to specifically ask them to identify site needs and corresponding priorities from among the seven supplemental instruction and support strategies identified as allowable using ELO funds. We also elicited feedback from specific instructional leadership groups, including the District Leadership Council (DLC) and site Instructional Leadership Teams (ILTs) at two of our three junior high schools, Bidwell and Chico Junior.

PROCESS FOR GATHERING INPUT FROM PARENTS:

Throughout the year, we have connected with parents and involved them in discussions about plans to move forward as a part of numerous parent group meetings. Examples of meetings where these discussions were held include school site councils, PTA/PTO/PTSO meetings, targeted student group parent meetings as a part of our Local Control Accountability Plan (LCAP) process, feedback from Targeted Case Managers (TCMs) who worked with parents, and parent surveys (one in late March, 2021, to assess parent interest in summer academies for children, and a school culture survey conducted in April for secondary parents).

IDENTIFICATION OF THE SUPPLEMENTAL INSTRUCTION AND SUPPORT STRATEGIES TO BE IMPLEMENTED:

Based on feedback from the groups above, the district has identified specific actions to be taken to address student and staff need for supplemental instruction and support. These actions, listed below in the section on "A Description of the Plan to Provide Supplemental Instruction and Support," includes actions in five of the seven strategies identified by EC 43522(b) as being appropriate for ELO funding:

Strategy 1: Extending instructional learning time

Strategy 2: Accelerating progress to close learning gaps

Strategy 3: Providing integrated student supports to address other barriers to learning

Strategy 4: Community learning hubs that provide students with access to technology and high-speed internet

Strategy 6: Additional academic services for students, such as diagnostic, progress monitoring and benchmark assessments of student learning

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

The CUSD regularly uses a variety of assessments, as described below, to identify students in need of academic, social-emotional, and other integrated support. We also rely on teachers, parents, and students themselves to supplement these assessments with qualitative data that helps us to identify students in need of support.

ACADEMIC:

Elementary school sites use multiple benchmark assessment scores to determine academic needs in English-Language Arts and mathematics. These include the Basic Phonics Skills Test (BPST), Benchmark Assessment System (BAS), Standardized Test for the Assessment of Reading (STAR Reading), iReady Math, and primary grade math assessments. Middle school students are also tested with iReady Math and the STAR Reading. Students in grades 3-8 also take part in the Smarter Balanced Assessments (SBAC) in English and Math, as well the standardized California Science Test in grades 5, 8, and once in high school. For 2019-20 and 2020-21, however, the CDE approved a waiver for the SBAC and California Science Tests in grades 3-8, due to the extenuating circumstances caused by COVID-19.

Academic needs at the secondary level are measured by the SBAC tests in English and mathematics given at grade 11. Unlike the SBAC tests in grades 3-8, the 11th grade tests were not waived in 2020-21 due to the important role they play in initial college course placement (Early Assessment Program) and State Seal of Biliteracy for the class of 2022. Students with Individualized Education Programs (IEPs) take the California Alternate Assessment in English and Mathematics (CAA) in grades 3-8 and 11. English learners take the English Language Proficiency Assessment of California (ELPAC). Both the CAA and the ELPAC were also given in 2020-21.

Finally, in addition to these standardized tests, formative assessments are an ongoing part of teachers' repertoire, and serve to assess the need for reteaching on a class level as well as an effective means of identifying students in need of additional supports, such as tutoring or intervention programs. The results of all these assessments, including formative assessments, help to identify students in need of additional intervention and support through tutoring, Summer Academies, or other interventions.

SOCIAL-EMOTIONAL AND OTHER INTEGRATED STUDENT SUPPORTS:

With the pandemic following closely on the heels of the devastating Camp Fire of 2018, CUSD has recognized the need to assess and address student social-emotional and other non-academic needs. We have a number of systems, programs and personnel in place to do this, including wellness counselors at each school site, Targeted Case Managers (TCMs), a district-wide Homeless / Foster Liaison, and English language development (ELD) coaches to address the needs of English learners and their families. Systems and programs to help assess social-emotional needs include Kelvin (which helps to quickly measure student social-emotional states), and Care Solace, which connects CUSD students and families to vetted community resources for therapy and other services. The program EduClimber facilitates tracking student progress by drawing from a variety of student data sources – assessment, attendance, behavior, social emotional – to monitor student progress toward goals.

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

At both the district and site levels, we have consistently worked to keep parents and guardians informed of opportunities for supplemental instruction and support. School and district websites, as well as newsletters, are kept updated to provide information available to everyone. Information is also shared via Aeries Communication and social media, including Facebook Live and Twitter. School administrators, teachers, and Targeted Case Managers (TCMs) supplement these efforts by reaching out to families to make them aware of opportunities. Our bilingual TCMs ensure that our Spanish- and Hmong-speaking families are fully included.

While some opportunities for supplemental instruction and support have been available for years, the learning loss we have noted since the beginning of the pandemic and the corresponding state and federal funding to address that learning loss has led to a significant increase in supplemental and intervention programs. To keep all parents informed about these opportunities, the district put out a parent survey in late March to gauge interest in summer academies and an Early Back program. Approximately one thousand elementary school families responded to the survey. The CUSD put together a planning team for Summer Academies and Early Back sessions and are currently advertising both opportunities via the Superintendent's Bulletin, each school site's social media, Aeries Communication, Targeted Case Manager contacts, and classroom outreach communications. All efforts are communicated in English and Spanish, as well as Hmong if needed.

Elementary school sites will be reaching out again in early May when registration forms are available to families. There is no limit on the number of sessions a student is able to attend. Our goal is to offer sessions over a wide span of time to better accommodate families in our community. Our Targeted Case Managers will be involved in the parent communication pieces, utilizing Spanish and Hmong when necessary. During the Summer Academies, the CUSD Nutritional Services Team will be an active participant in preparing and delivering meals to students as well.

In early April the district put out a survey to secondary parents to gauge interest in Summer Academies and Early Back program. Approximately one thousand secondary school families responded to the survey. Of the respondents, 35-45% expressed interest in participating in either a Math, English, Science, or Study Skills opportunity during the summer of 2021. These are being planned in response to parent request. In addition, we are scheduling enrichment opportunities such as Welding, AP Social Studies, Robotics, and Rocketry.

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

We feel fortunate in Chico Unified to be able to access this funding to support students. Additionally, we feel very grateful to our Board of Trustees for supporting and approving the funding associated with the planning.

As summarized in the first question in this section (description of how parents, school staff and teachers were involved), Chico Unified School District's Plan to Provide Supplemental Instruction and Support is focused on seven strategies, each with specific actions arising from needs identified by school and community stakeholders. Some actions fall into more than one strategy, as noted below.

Strategy 1: Extending instructional learning time by

- providing Elementary Summer Academies with opportunities for SEL, academics, and enrichment activities
- providing Secondary Summer Academies with opportunities for SEL, academics, and enrichment activities

Strategy 2: Accelerating progress to close learning gaps by

- hiring a 1.0 intervention teacher at each elementary to work with targeted groups of students
- providing continued site-based tutoring options for three years (K-12)
- providing additional class size reduction at high school, beyond what is covered in ESSER funds
- hiring additional reading group aides / IPs in elementary schools
- providing portable technology for Special Education classes

Strategy 3: Providing integrated student supports to address other barriers to learning by

- providing an MTSS Coordinator and funding
- providing additional counselors to support mental health (increase to a full-time counselor at each elementary site)
- providing additional Nutrition Services staffing and equipment
- providing an Equity Alliance Lead on each site to support the district vision of ensuring that equity is at the center of every decision
- providing an MTSS lead at each site to work with the MTSS Coordinator in building a multi-tiered system of support for each site and districtwide
- providing extra assignment time for TCMs to increase student supports in wellness

- providing additional After-School Program funding
- providing an additional 0.5 FTE Wellness Counselor at each secondary site
- providing extra-curricular activities

Strategy 4: Creating a community learning hub to provide students with access to technology and high-speed internet

- maintain internet connectivity for targeted student groups through mobile hot spots

Strategy 6: Additional academic services for students, such as diagnostic, progress monitoring and benchmark assessments of student learning

- purchasing EduClimber, a student information system to ensure each student receives the appropriate supports
- purchasing an elementary intervention curriculum
- purchasing a Special Education intervention curriculum to support additional interventions for our students with disabilities
- purchasing an elementary reading loss/intervention curriculum

The supplemental instruction and support provided in this grant will be provided in a tiered framework that includes universal, targeted, and intensive supports based on student need for academic, social-emotional, and other integrated supports. Our district is making a system-wide shift to ensuring that our work is driven by an Equity-Based Multi-Tiered System of Support (MTSS) framework, with a variety of universal, targeted, and intensive supports built into our work across all sites. We have restructured our Local Control Accountability Plan and each site's Schoolwide Plan for Student Achievement around the three main areas of the MTSS: academic support, social emotional support, and behavioral support. A full-time MTSS Coordinator, hired through ELO funding, will guide this work. The coordinator will lead a team that includes a 0.2 FTE (20% time) MTSS Coordinator at each site (also funded through ELO funds) as well as the district Homeless and Foster Liaison and the Equity Alliance lead.

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	475,000	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	4,449,182	
Integrated student supports to address other barriers to learning	2,759,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	75,000	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	0	
Additional academic services for students	410,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	0	
Total Funds to implement the Strategies	8,168,182	

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 Chico Unified Educational Services and Business Services Teams have been collaborating to strategically coordinate expenditures from ELO funds with expenditures from other federal Elementary and Secondary School Emergency Relief (ESSER) funds. Ed Services directors, with input from site staff, teachers, and parents, identified the opportunities, items and personnel that would best serve students and then categorized them into three general areas corresponding with the three-part Equity-Based MTSS instructional framework our district is using. Needs related to physical safety and technology supports and were also considered in spending these one-time monies.

On March 3, 2021, our CUSD Board of Trustees began the process of approving specific expenditures from ESSER. Included within the first round of approvals were purchasing new furniture to support social distancing, implementing class-size reduction, hiring a district MTSS Coordinator and hiring additional counselors or adding to the hours of existing counselors so that each elementary site would have one full-time counseling position. On April 7, 2021, the Board of Trustees approved a Business Services request to shift some expenditures from ESSER to ELO funding, as appropriate. Since then, our Educational Services and Business Services Teams have worked collaboratively to determine which expenditures are most appropriate for ESSER and which for ELO.

In some cases, to ensure sustainability and continuity once the state ELO money was spent, we have funded items through both ELO and ESSER. The intent is to spend the ELO dollars first, and then continue transition the expenses to ESSER dollars when ELO funding is spent.

Items to be funded through both ELO and ESSER funds include:

- Elementary and Secondary Summer Academies (ELO and ESSER III)
- FTE Intervention teachers at elementary sites (ELO and ESSER III)
- Tutoring and intervention K-12 for three years (ELO and ESSER III)
- Additional class size reduction: high school (ELO and ESSER III)
- Additional counselors (ELO and ESSER II)
- MTSS leads at each site (ELO and ESSER II)
- Extra assignment for wellness counselors and Targeted Case Managers (ELO and ESSER III)
- After-School Program funding (ELO and ESSER III)
- Extracurricular activities (ELO and ESSER III)
- EduClimber (ELO and ESSER III)

Additional items to be funded through ESSER include:

- Furniture to support social distancing
- Whisper Rooms to provide a safe space on campuses for SEL counseling and support
- Professional development for TK-12 teachers for SEL supports
- Professional development for strategies to mitigate learning loss
- Purchase of the Kelvin Social-Emotional information system
- Positive-Behavioral Intervention and Supports (PBIS) Lead extra assignment
- 11,100 Chromebooks for student use
- Supplemental Digital Curriculum TK-12
- Summer preparation for return to school
- Funding to employ CUSD Homeless/Foster Youth Liaison
- Heating Ventilation, and Air Conditioning (HVAC) Work
- Water bottle filling stations at each site
- Playground upgrades
- Buses

- Shade structures on campuses to provide outdoor eating/activities location
- Ed Tech Software technology needs
- iPads for technology needs
- 1.5 FTE IT Chromebook Support Positions to support district technology program
- Laptops for classified staff
- Network Access Controller/Networking Switch Upgrade
- Re-cable sites to support technology
- School site radios and repeaters for safety purposes
- Security Event and Information Management Tool (SEIM)
- Securly program to ensure safety with Chromebook users
- VMware program to support district technology

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
March 2021