



Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Goleta Union Elementary School District	Donna Lewis Superintendent	dlewis@goleta.k12.ca.us (805) 681-1200 Ext. 2201

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 Expanded Learning Opportunities (ELO) grant was developed in conjunction with the Local Control and Accountability Plan (LCAP). Stakeholder input utilized for the development of the LCAP was also utilized for the development of the ELO grant. Stakeholder input included consultation with the District Parent Advisory Council (DAC), the District English Language Advisory Council (DELAC), the Teacher and Parent Gifted Education Support (GES) Committees, the English Language Development (ELD) Committee, CSEA and UTPG union leadership, GUSD's intervention specialists, school psychologists, community liaisons, social worker, principals, Cabinet, and the Board of Trustees. Principals solicited further input from staff and parents through on-site regularly scheduled meetings or electronic communication. Additionally, surveys were administered to parents, teachers/staff, and students. Interpretation was made available during meetings and translation was provided for parent surveys. The plan will be reviewed by the Board of Trustees on May 26, 2021 at a regularly scheduled Board meeting.

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

Additional academic, social-emotional, and behavioral support will be provided to all students with the hiring of additional teachers to achieve an average of 18 to 1 student to teacher ratio in transitional kindergarten through sixth grade general education classrooms, after ELO grant funds are combined with other federal COVID learning opportunity funding. Some slightly larger classes may be formed to reduce the need for combination classes. 2.5 full-time intervention specialists will provide additional intervention service for students identified as not making adequate progress toward their academic goals as evidenced by their STAR 360 benchmark assessments, common formative assessments, and report card evaluations. Additional paraprofessionals will be hired so that all schools will have additional playground support to ensure access to safe and productive socialization, the development of friendships, and active play choices during recess and lunch times for all students so they are ready to focus on academics during instructional time.

A language intensive summer learning morning program coupled with enriching after school care will be offered to approximately 450 students identified as not yet achieving grade level standards. Benchmark assessments, language needs, report card evaluations, and teacher/staff recommendations will be utilized to prioritize students for the summer learning program. Students needing additional intervention will be prioritized for services through benchmark assessments, common formative assessments, language needs, and report card evaluations.

Principals will work with their school leadership teams, school psychologists, and intervention teachers to collect and analyze achievement data to ensure students make progress toward their academic goals. School psychologists across Goleta Union School District will collaborate to develop common systems to measure and address students' social-emotional and behavioral needs. Additionally, principals work with their staff to monitor attendance and incidents of behavioral intervention needed as another measure to evaluate overall student achievement and well-being.

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

The plan to hire additional teachers to support students in transitional kindergarten through sixth grade during the 2021-2022 school year was communicated to parents through regular updates on school reopening at Board meetings and through school to home communications via Parent Square. Additionally, principals will notify parents about the reduced class-size, additional playground support, and intervention specialist services as they communicate with parents about robust plans of support for the next year at the start of the school year.

Parents of students identified for the language intensive summer school and after school program were notified through a Parent Square communication. If a parent did not respond by the deadline, office staff and community liaisons called the parent to communicate further about the details of the summer program. Intervention specialists communicate directly with the parents of the students they serve regarding the services they provide. Parents may conference with both the general education teacher and the intervention specialist during the parent-teacher conferences.

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

Goleta Union School District plans to provide expanded instructional support through the hiring of additional general education teachers to support lowering the student to staff ratio in all grades TK-6th grade. Special attention will be given to reducing the number of combination classes. Teachers will receive professional development in differentiation and reading instruction so that all general education teachers may provided tiered support to students directly within their classroom. Teachers will be supported to meet in their professional learning communities so they can analyze student benchmark and progress data together and discuss instructional strategies to address any identified needs. Additional intervention teachers will provide support to student with intensive reading needs, as identified by benchmark and progress monitoring data, common formative assessments, and report card evaluations.

Approximately 450 students entering first through sixth grade will access expanded learning through a language intensive summer learning program and enriching after school care on two school sites. The summer school student to teacher ratios are 12:1, with additional tutoring support for a portion of that time. The after school portion of the day will include enrichment activities in STEAM, garden, soccer and other choice activities.

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	450,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	1,284,733	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Integrated student supports to address other barriers to learning	250,000	
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	0	
Additional academic services for students	250,000	
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	2,234,733	

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

Allocations from the In-Person Instruction grant, as well as the Elementary and Secondary School Emergency Relief Funds, will contribute to the hiring of the additional teachers needed to bring the student to staff ratio down to 18 to 1 for the 2021-2022 school year. Additional Elementary and Secondary School Emergency Relief Funds will be allocated to an expanded summer school program in the summers of 2022, 2023, and 2024. Remaining Elementary and Secondary Emergency Relief Funds will be utilized to reduced class size and provide added intervention specialists in the 2022-2023 school year.

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 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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