

McGill Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Chancellor William McGill School of Success	Norma Sandoval, Principal/CEO	<a href="mailto:nsandoval@mcgillschoolofsucce
ss.org">nsandoval@mcgillschoolofsucce ss.org 619 629-0770

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: March & April online Coffee with the Principal, Reopening Parent Survey was sent via online link, LCAP parent survey, School Site Council/English Learner Advisory Committee meeting

Teachers/Staff: March Staff Meeting; March Board of Directors Meeting, Staff Return-to-School Survey, April LCAP Staff Meeting, and Academic Action Team Meeting May 4, 2021 (The Leader in Me component)

Students: Student Ambassadors met with the Principal weekly in May to give input. Student survey about learning interventions that work for them.

Board of Directors: Academics & Excellence Committee Meeting (May 5, 2021)

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

ACADEMIC: McGill has Renaissance, an in-house measure to measure student progress in STAR Early Literacy, STAR Reading and STAR math. We have done a Baseline, Trimester 1, Trimester 2, and Reopening periodic assessment taken to determine student growth and needs for intervention.

STAR Early Literacy - A computer-adaptive assessment that helps teachers identify and target learning loss and gaps in skills. The assessment that helps teachers identify and target learning loss and gaps in skills. The assessment measures early literacy skills (Oral language, phonemic awareness and phonological awareness, phonics, vocabulary, and comprehension).

STAR Reading - A computer-adaptive assessment that helps K-12 teachers identify and target learning loss and gaps in skills. The test measures reading skills, comprehension, and vocabulary.

STAR Math - A computer-adaptive test that accurately assesses the math achievement of students. It can help place students into the appropriate content level in the LEA's math curriculum, eliminating the need for separate placement tests.

RESPONSE TO INTERVENTION

Intervention is arranged via our Response to Intervention's Tier 2 & Tier 3 supports:

Reading Intervention Teacher for 3rd graders & targeted students in 2nd-5th grade

Reading tutors via Extended Day Program's Children's Initiative

90-minute lunch/intervention period where teachers can pull students during the rotation in PE or music.

Flexible teaching schedule after 1pm where teachers can support struggling learners as the rest of the class engages in Universal Design Learning activities

Instructional aides in each classroom (4 full-time, 2 at .75) to support students on distance learning, small group or individual instruction (onsite or online), and the tutoring offered during the Extended Day Program

SOCIO-EMOTIONAL/MENTAL HEALTH:

Daily morning 8:15am - 8:30am check-in school assembly for all students (online, hybrid and in-school)

Free & Reduced Meal Program for meals and Extended Day Program for tutoring/enrichment opportunities

On-site counselor (bilingual Spanish) available for student, family, and staff support and home visits (truant students)

Family liaison (bilingual Spanish) available after school hours to connect with families 1-1 about their needs, school programs, and assist counselor with home visits

Continuation of Leader in Me program (funded by 21st Century Federal Grant) as character-development/socio-emotional support

Continued partnerships with community resources

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

Parents are informed of the opportunities for supplemental instruction and support via the following methods:

Teacher calls/emails/communicates with families

Counselor (bilingual Spanish) meets/consulting/conducts home visits with families of struggling or truant students

Personal phone calls/emails/School Messenger and home visits by Family Liaison (bilingual Spanish)

Recorded and email messages sent by School Messenger (English & Spanish)

Monthly McGill Family Newsletter (English & Spanish)

Learning Improvement Plan Parent Meetings w/Teachers in April/May 2021 (bilingual instructional aides support with translation)

Coffee with the Principal (April, May, & June) (bilingual Principal provides English and Spanish morning and evening sessions)

Office staff (bilingual Spanish) checking in with families who stop in the office or call the school

Extended Day and Summer School sign-up sheets (English & Spanish)

Site Website under the Parents and COVID Tabs

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

Each classroom will have an instructional aide (full-time in all except 1 class) to support online instruction, English Learners, homeless/transitional homed students, and struggling students (McGill has no foster children)

Two credentialed substitutes to push-in to K & 1st grade classrooms to support K ratios, and an early literacy instruction for 1st grade.

The Reading Intervention Teacher will focus her attention for the remainder of the year with 3rd graders struggling with reading

After-school support continued via Extended Day Program's ASES & 21st Century grants

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	\$45,000 for instructional aides to support	[Actual expenditures will be provided when available and before Sept 2022]

	<p>classroom instruction (one aide per classroom)</p> <p>\$10,000 Provide Summer School in July 2021. (Supplemental funds also available via state & federal Grants for extended day programs)</p> <p>Provide a 2 wk-intensive Kinder-readiness in August 2021 (Supported via other site funds)</p>	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	<p>1) \$20,000 for Reading Intervention Teacher</p> <p>2) \$20,000 for Math Coach</p> <p>3) Tutoring will continue via Extended Day Program grant and instructional aides supporting online instruction</p>	[Actual expenditures will be provided when available and before Sept 2022]
Integrated student supports to address other barriers to learning	\$20,000 for Counselor	[Actual expenditures will be provided when available and before Sept 2022]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$0 from ELO Grant Our 84% Title 1 families qualify for \$10/month low-cost internet.	[Actual expenditures will be provided when available and before Sept 2022]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	As an elementary, McGill has no graduation requirement.	Not applicable

Additional academic services for students	Extended Day Program's tutoring and summer school program funded by ASES State Grant, & 21st Century /Equity Federal Grants	[Actual expenditures will be provided when available and before Sept 2022]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$1000 2021 Spring CUE Conference Professional Dev't April 5-9, 2021 which included socio-emotional support for families, The Leader in Me, and a webinar provided by SELPA on April 8th: <i>Addressing the Impact of Adverse Childhood Experiences</i>	[Actual expenditures will be provided when available and before Sept 2022]
Total Funds to implement the Strategies	Expanded Learning Opportunities Grant \$100,282	[Actual expenditures will be provided when available and before Sept 2022]

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 ELO Grant funds will be used alongside with the ESSER Funds to pay for our Reading Intervention Teacher, instructional aides, counselor, two support substitutes for academic support, and staff training to support the school's reopening and loss of learning interventions for students.

In addition, ELO helped fund the extension of the school year to allow a second week of Spring Break for students (April 5-9) as staff prepared for the school reopening.

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 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