

California Department of Education
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Expanded Learning Opportunities Grant Plan

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The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students. The plan identifies those needing academic, social-emotional, and other supports, such as 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 that targets 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.

GSS has partnered with stakeholders to develop the Expanded Learning Opportunities (ELO) Grant Plan which is focused on implementing a learning recovery program for specific student groups, including but not limited to, low-income students, English Learners, foster youth, homeless students, and students with disabilities. GSS is also focused on providing supplemental instruction and support strategies to students identified as potentially 'at risk' of abuse, disengaged and credit deficient.

GSS has collected meaningful stakeholder feedback from student and parent information surveys, including a COVID-19 needs assessment survey, distance learning satisfaction surveys, and engagement surveys. Survey results are collected, organized, and analyzed by staff to identify the academic, physical, mental, and social-emotional needs of all students. This data is critical in the formulation of program goals, services, and allocation of resources.

The following stakeholder groups have contributed to the development of this ELO Grant Plan with corresponding methods:

- **Parents:** Ongoing PPEP Meetings, Virtual Parent Nights, Senior Nights, Surveys, and Family Learning Series Trainings
- **Teachers:** Instructional Meetings, Resource Center Meetings, and APAC Department Meetings
- **School Staff:** Instructional Meetings, Resource Center Meetings, and APAC Department Meetings
- **Students:** Ongoing PPEP Meetings, College & Career Week, Senior Nights, Wellness Week, and Surveys
- **School Leadership Team:** Weekly Meetings
- **School Site Council:** Ongoing Meetings
- **English Language Advisory Committee:** Ongoing Meetings

Stakeholder engagement is key to supporting the School's comprehensive strategic planning, accountability, and improvement in areas specified as State Priorities. The School has collected meaningful feedback throughout the 2020-2021 school year and these ideas, trends and inputs will be integrated into the ELO Grant Plan.

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

Throughout the 2020-2021 school year, GSS has utilized a Data Integration System to monitor, measure and respond to student learning. This Data Integration System includes both formative and summative assessments which are integrated into the core curriculum, Smarter Balanced Interim Assessments to gauge student mastery of grade level ELA and Mathematics standards and key claims, and Measures of Academic Progress by NWEA that measure student growth over time in Reading, Language Usage, and Math. By using multiple assessment tools, GSS's instructional staff are able to identify students who are failing, or at risk of failing, to meet state academic standards.

In addition, staff can identify the lowest-performing students' progress and achievement in real time using SharePoint technology tools and School Pathways SIS reporting features. School staff monitor key academic performance measures for All Students and student groups. These key academic performance measures include, but are not limited to, student participation data, chronic absenteeism rates, course completion rates, GPA, and progress towards grade level promotion and graduation. The School's Data Department collects and organizes these key academic performance measures into a Monthly Storybook which is disseminated to school staff. This allows instructional leaders, teachers, education specialists, and counselors to monitor student performance trends and make informed decisions related to curriculum, instruction and professional learning. Data analysis is an ongoing process at GSS, occurs at all levels, is collaborative, and focused on improving existing systems and structures to meet the needs of all students.

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

GSS will use multiple communication methods to inform students, parents, and family members of the opportunities for supplemental instruction and support. These communication methods will include, but are not limited to emails, secure text messages, phone calls,

virtual conferences, in-person meetings at the Resource Centers, and home visits. Instructional staff will also provide digital and hard-copy flyers to students, parents, and family members printed in multiple languages. Lastly, GSS will utilize the Family Learning Series platform to showcase the School's learning recovery program to parents and family members.

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

GSS is identified by the CDE as Dashboard Alternative School Status (DASS) because at least 70% of incoming students are comprised of high-risk student groups. With this target population in mind, GSS is uniquely designed to meet the needs of the highest risk youth by providing an innovative and personalized education program.

GSS's utilizes a Multi-Tiered System of Supports (MTSS) focused on aligning initiatives and resources to address the needs of all students. It is a comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students. Tier 1 focuses on preventing learning difficulties and providing best first instruction for all students. This is a comprehensive approach implemented schoolwide. Tier 2 interventions are short-term and customized to meet the unique needs of individual pupils. Tier 3 interventions are designed to meet the needs of seriously at-risk youth. Each tier works in tandem to provide the best comprehensive instructional program for students. These interventions are consistently and regularly implemented and are monitored for student response. Students needing additional support move up the pyramid through a continuum of interventions to respond to their academic needs.

Due to COVID-19, underserved students may have been disproportionately impacted and experienced varying degrees of trauma. As a response, GSS has identified specific learning recovery programs that can be integrated into the School's MTSS. These specific supplemental instructional activities and supports will increase and intensify interventions for pupils with unique needs and those at risk of learning loss. The learning recovery programs and services provided below will be implemented for the 2021-2022 school year.

- Provide students with in-person instructional support and educational services at Resource Centers in the summer months. This extended instructional learning time in Resource Centers will provide students with a safe and supportive environment to complete coursework needed for grade level promotion and graduation. Students will have full access to the Resource Center's teaching staff, including education specialists for students with IEPs, and counselors for academic, behavioral and social-emotional support.
- Hiring of additional highly qualified paraprofessionals to our Certificated Teacher Resources (CTRs) position will expand and enhance one-on-one and small group tutoring for students. These data-informed tutorials will utilize instructional tools such as Achieve3000 and Khan Academy to accelerate student learning specifically in ELA and Mathematics. CTRs will be provided specialized training to administer formative assessments, best practices to customize instruction for pupils with unique needs, and

measure student Lexile growth over time.

- Ensure our Resource Centers are equipped with appropriate technology to support a return to in-person instruction, including desktops, laptops, iPads, science exploration carts, and Z-Space to connect students to digital educational platforms and innovative learning experiences. Resource Centers can also provide private meetings spaces for student and parent, including IEP services, 504 Plan Meetings, Student Study Team (SST) Meetings, and counseling sessions. In addition, Resource Centers will help meet the physical needs of students by providing them access to a Meal Program which includes food, drinks and snacks at no cost to our students.
- Establish a partnership with Ed Ladder to provide academic tutoring focused on increasing student engagement and academic performance in their core courses. This additional, and targeted tutoring will emphasize the development of student study skills, academic vocabulary, note-taking, and independent practice. While Ed Ladder coaches will be focused on supporting student lesson completion, there is also emphasis on developing problem-solving, communication and reasoning skills which are needed for long-term success in educational and career settings.
- Implement AVID Program to improve student academic performance, provide social-emotional learning opportunities, and support college and career readiness. Staff will need professional learning on program implementation and ongoing support. This professional learning will include an AVID consultant fee.
- Provide school counselors with professional learning through UC San Diego's Principles of College Counseling program. This specialized training prepares counselors to assist students and families through the college preparation and admission process. Counselors will be able to learn best practices for establishing systems that support growing a college-going mindset schoolwide, with special emphasis on supporting underserved students who may be first-generation college students.
- Increase teacher skills and knowledge related to AP courses and exams by participating in College Board AP Workshops. These AP Workshops assist teachers in building conceptual understanding of courses and developing transferable skills. Teachers will learn specific strategies to help students achieve in these advanced courses and deepen their understanding which will lead to higher scores on AP exams. The school is committed to offering all students access and support to a rigorous course of study that prepares them for college/career.

GSS plans to continually monitor the effectiveness of the learning recovery services and actions by using multiple methods of data collection, including surveys and engaging students and family members who are part of ELAC and School Site Council. GSS's Leadership Team will also create the time and space needed for school staff to analyze student group achievement, discuss trends, and collaborate on effective practices and resources to support student groups.

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	\$144,156	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$67,420	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$22,041	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$-	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$24,000	[Actual expenditures will be provided when available]
Additional academic services for students	\$-	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$20,752	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$278,369	[Actual expenditures will be provided when available]

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

GSS is taking a strategic planning approach to utilizing ELO grant funds in coordination with federal Elementary and Secondary School Emergency Relief (ESSER II) Funds. The ELO plan details our approach to support getting students back into our resource centers for in-person instruction, increased time with teachers and/or tutors, and activities related with being back on site. These goals are supported with ESSER II funds through activities that focus on mental health, safety and technology. ESSER II is helping to ensure that we have adequate PPE for all staff and students, increased mental health supports by hiring additional therapists to our Healthy Youth Program, increased HVAC maintenance schedules and repairs, MERV13 air filters for better air quality, continued internet connectivity/hotspot access for students who are not yet ready to return, maintenance of the fleet of Chromebooks purchased in

response to the coronavirus pandemic and increased Title services. Additional support needs will be assessed as we transition back into fully supporting in-person learning.