

GLENDALE UNIFIED SCHOOL DISTRICT

June 1, 2021

ACTION REPORT NO. 10

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Dr. Kelly King, Assistant Superintendent

PREPARED BY: Dr. Marine Avagyan, Director, Equity, Access, and Family Engagement

SUBJECT: Approval of Expanded Learning Opportunities Grant Plan

The Superintendent recommends that the Board of Education approve the Expanded Learning Opportunities Grant Plan for GUSD to participate in the AB 86 grant.

The Expanded Learning Opportunities Grant (ELO) was authorized by Assembly Bill 86 in conjunction with In-Person Instruction funding to expand in-person instructional time and provide academic interventions and pupil supports to address barriers to learning and accelerate progress to close learning gaps. These one-time funds are available to Local Educational Agencies (LEAs) through August 31, 2022. Grant funds are apportioned based on the LEA's local control funding formula plus \$1,000 per homeless student enrolled in the 2020-21 school year. On or before June 1, 2021, the governing board of an LEA receiving funds must adopt, at a public meeting, a plan describing the LEA's process for assessing the needs of pupils, the LEA's plan for informing parents of opportunities for supplemental supports, its plan for providing supplemental instruction and support, and how the LEA has involved parents and school staff in the development of the plan. Glendale Unified has been allocated \$17,626,747 in funding from this grant.

Grant funds may be used for:

- Extending instructional time by increasing the number of instructional days or minutes, providing summer school or intersessional instructional programs, or other actions that increase instructional time or services
- Accelerating progress to close achievement gaps
- Integrated supports to address barriers to learning
- Community learning hubs
- Supports for credit deficient pupils
- Additional academic services for pupils
- Training school staff on strategies including trauma-informed practices to engage pupils and families

At least 85 percent of the funds must be spent for providing in-person services for the allowable expenditures above. At least 10 percent must be spent to hire paraprofessionals with a priority on full-time paraprofessionals to provide supplemental instruction through the duration of the program, prioritizing English learners and individuals with exceptional needs. Up to 15 percent of the funds may be used to increase or improve services for pupils participating in distance learning or to prepare the LEA for in-person instruction.

As part of planning the new Local Control and Accountability Plan (LCAP), the District has engaged stakeholders in a variety of ways throughout the school year. Multiple meetings were held and surveys administered to solicit input on addressing student needs. The meetings included, but were not limited to, Districtwide LCAP Stakeholder Meetings; Superintendent's Parent Advisory Committee (SPAC); Glendale Council PTA; District English Learner Advisory Committee (DELAC); parent/guardian forums at schools; student voice panels; school and District administrator meetings; meetings with the bargaining units; SELPA; Board Meetings and Town Halls. The feedback from these forums continues to support the development of the Expanded Learning Opportunity (ELO) Grant.

To address the areas of identified needs, the District ELO Grant plan includes a combination of District and school services.

Districtwide services to address the instructional strategies include:

- Summer learning opportunities for elementary schools
- Support for early literacy and acceleration through certificated and classified staffing
- Use of paraprofessionals (Education Assistants) to provide targeted support to identified students, including English learners and individuals with exceptional needs
- Use of parent/community liaisons to support schools in building partnerships with families to support the whole child
- Allocating funds to schools for site level planning and decision making

School level services will be collaboratively planned locally and may include services such as:

- Academic interventions
- On-site licensed SEL support (coordinated with Student Wellness Services)
- Support for language classes
- Support for English learners, students who are socio-economically disadvantaged, foster-homeless and/or have special needs

- Afterschool homework help
- Increased and extended Afterschool/Saturday School/School Year planned and structured opportunities
- Other enrichment opportunities (if aligned to intent of funding and intended student groups):
- GATE/Enrichment programs
- Art/Music Classes

Schools, in collaboration with stakeholders, will create a plan that addresses the scope of the instructional strategies in the grant guidance, prioritizing the needs of the identified students. The plans are due to Dr. Kelly King on or before June 30, 2021. The District will support schools in the implementation and monitoring of their plans.

The plan will be updated as needed to address identified student needs.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 1: Maximize Student Achievement - Close the digital and equity gap; offer robust distance, hybrid, and in-person learning programs; and address learning loss and improve attendance.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 2: Foster a Positive Culture of Learning – Ensure equitable teaching and learning opportunities led by excellence; support culturally relevant curriculum that emphasizes inclusion; and increase parent and family engagement opportunities.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 3: Ensure the Health and Safety of GUSD Students and Employees – Strengthen mental health support and programs; develop proactive health and safety procedures; and support physical, social, and emotional wellbeing.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 4: Maintain District Financial Responsibility – Ensure the fiscal health of the district; implement a fiscal plan to preserve the district resources; and plan for the district's future educational and facility needs.