

Expanded Learning Opportunities Grant Plan [CJUSD Board Approved 5-20-21](#)

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.

CJUSD Expanded Learning and Opportunities Grant (ELOG) was developed in collaboration with students, parents, teachers, staff and community stakeholders, including the CJUSD Department of Behavioral and Mental Health and our extended learning partners. Student achievement and attendance data as well as parent and school climate surveys were reviewed at Parent LCAP, DELAC and AAPAC meetings, and parent feedback from these meetings provided additional information for our needs assessment. Students and staff provided input during virtual meetings and through email. Data and stakeholder input identified actions to implement in all seven supplemental instruction and support strategies. A draft of the CJUSD Expanded Learning Opportunities Grant was shared at DPAC English and DPAC Spanish meetings, and updated with their input before going to the CJUSD Board for approval.

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

CJUSD tiered systems of support are integrated to utilize the evidenced-based Positive Behavioral Interventions and Supports (PBIS) three-tiered framework and the Response to Instruction and Intervention (RTII) multi-tier school improvement approach to provide early academic and behavioral supports to struggling students.

CJUSD utilizes a variety of diagnostic and formative assessments to identify academic and social-emotional needs and to monitor student progress. Student Engagement Plans include processes for school teams to monitor academic engagement, attendance, health, and social emotional needs while establishing communication with parents and guardians to identify barriers to learning. Working together, schools build relationships between students, parents and staff as they plan support for students.

Schools and parents may also agree to refer students requiring additional support to the CJUSD Behavioral and Mental Health or Pupil Services Departments to further identify needs and supports.

Student data is housed in the District Student Information System, and uploaded into the District Dashboard to ensure student data is available to administrators and teachers. In addition, each site has a School Plan for Student Achievement (SPSA) which includes actions to monitor and support students in identified subgroups.

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

CJUSD school sites individually invite students to programs and activities specifically designed to address individual students' needs. District and school websites, social media, and program flyers will also notify parents and guardians of the opportunities for supplemental instruction and support. CJUSD ensures information is provided to parents in their preferred language by asking parents to designate the preferred language for communication when they register students in school. A Language Line is available to all staff for phone translation in any language, and sign language interpreters are available to provide services when needed. All written communication is available in English and Spanish.

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

CJUSD Expanded Learning Opportunity Grant (ELOG) plan for supplemental instruction and support includes increased Social Emotional Support, Parent Engagement, extended day, intersession and Summer School programs and activities as well as an online credit recovery for deficient students to complete graduation or grade promotion. Services will be provided by certificated and paraprofessional staff, as well as partnerships with local colleges and universities to seek college student tutors to support student learning. Consultants and extended learning partners will provide enrichment activities and experiences such as art, drama, dance, music and sports to release classroom teachers for collaboration and staff development; and providing transportation for after school programs. Technology and hotspots to support student learning and access to internet. Extended school library hours to provide learning hubs for students' access to high-speed internet as well as reading and research materials. Staff Development for teachers and paraprofessionals on how to facilitate quality and engaging learning opportunities for ALL students and how to engage students and families in addressing academic and social-emotional needs, including trauma-informed practices.

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
<p>Extending instructional learning time: Extended day/year programs: After School Tutoring, Science Labs, Enrichment programs, Summer School, and Intersession with bussing as needed. Provide an online virtual tutoring and writing review platform accessible to all CJUSD 7-12 students 24/7.</p>	\$3,238,000	[Actual expenditures will be provided when available]
<p>Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports: In-person small cohorts (4th quarter 20-21). College tutors to support in-school learning with a focus on ELA and Math, Consultants to provide enrichment services: art, drama, dance, music, and sports; releasing classroom teachers for collaboration and staff development</p>	\$3,558,283	[Actual expenditures will be provided when available]
<p>Integrated student supports to address other barriers to learning: increase Social Emotional, Behavioral, and Mental Health supports, as well as parent outreach and workshops in Social Emotional Learning, Behavioral and Mental Health.</p>	\$477,585	[Actual expenditures will be provided when available]
<p>Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports: Technology and hotspots to support student learning and access to internet. Extended school library hours to provide learning hubs for students' access to high-speed internet as well as reading and research materials.</p>	\$4,600,000	[Actual expenditures will be provided when available]
<p>Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility. Middle School and High School online credit recovery program.</p>	\$515,000	[Actual expenditures will be provided when available]
<p>Additional academic services for students. iReady elementary math and ELA supplemental instruction, assessment and progress monitoring, and NWEA's Measure of Academic Progress, assessment program to measure student achievement and growth in grades 7-12.</p>	\$2,137,489	[Actual expenditures will be provided when available]
<p>Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs. Staff development for teachers and paraprofessionals on facilitating quality instruction</p>	\$2,564,478	[Actual expenditures will be provided when available]

and engaging learning opportunities for all students, accelerated learning, academic intervention and assessment as well as and how to engage students and families in addressing academic and social-emotional needs, including trauma-informed practices, in an equitable, culturally proficient learning environment.		
Total Funds to implement the Strategies	\$17,090,835	[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.

CJUSD is coordinating Expanded Learning Opportunities Grant funds with other ESSER funds to fully serve the educational needs of our district. ESSER funds provided the instructional materials, technology, and student supports we needed to provide district-wide distance learning, and to provide the tools and equipment we need to reopen schools to meet new space and safety requirements. CJUSD expanded learning opportunities grant plan seeks to build rigor, relevance and relationships in an equitable, culturally proficient learning environment. ELO Grant funds will be utilized to provide Student Supports to engage students and families while addressing social-emotional needs and barriers to learning as we return to in-school learning.

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 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.

