

Expanded Learning Opportunities Grant Plan

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.

The entirety of this Learning Recovery Plan plan was influenced by stakeholder feedback and drafted through collaborative planning efforts. The district has utilized multiple surveys throughout the 2020-21 school year to elicit feedback from families. Most recently the LCAP survey generated input that encouraged many elements of the plan, such as a need for academic intervention and additional social/emotional support at all grade levels. Parent participation in Board Meetings has increased and those discussions and public comments also influenced the plan. Teachers and administrators have been surveyed and their feedback on student progress and student need has been of significant value in guiding the direction of the plan to mitigate learning loss. A draft of the plan was shared and discussed with various stakeholder groups including District Leadership Team, CSEA and CUTA, school site staff, District Advisory Council, District English Learner Advisory Council and School Site Council. Feedback from these meetings further influenced the direction of the Expanded Learning Opportunity Grant Plan.

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

Although Extended Summer Learning is open to all preschool through grade 12 students, our primary focus is on those students who have been identified as needing integrated supports or academic interventions, including, but not limited to, pupils with disabilities, youth in foster care, homeless youth, English language learners, pupils from low-income families, pupils without access to a computing device, software,

and high-speed internet necessary to participate in online instruction, disengaged pupils, credit-deficient high school pupils, pupils at risk of dropping out, pupils with failing grades, and pupils identified as needing social and mental health supports.

Students will be assessed to identify learning gaps and measure progress using iReady Math, oral reading fluency, DRDP, iReady Reading and report card grades. High School credit deficiency will be identified through transcripts and semester report cards. High school enrichment courses will be offered to mitigate learning loss in VAPA, music, choir, drama.

Extended School Year IEP services will continue to support Special Ed students with more moderate to severe needs specific to their goal areas.

Extended Summer Learning gives us an additional opportunity to cast a wide net that will help us identify students in need of social/emotional supports that we may not yet be aware of. Staff referrals, ERMHS recommendations and re-engagement efforts at each school site will be key to identify student needs and provide appropriate supports and services. The Family Resource Center will conduct targeted outreach to foster youth and students experiencing homelessness to identify social/emotional needs and coordinate supports and services.

In the fall particular attention will continue to be on those students who have been identified as needing integrated supports or academic interventions, including, but not limited to, pupils with disabilities, youth in foster care, homeless youth, English language learners, pupils from low-income families, pupils without access to a computing device, software, and high-speed internet necessary to participate in online instruction, disengaged pupils, credit-deficient high school pupils, pupils at risk of dropping out, pupils with failing grades, and pupils identified as needing social and mental health supports. Students will be assessed to identify learning gaps and measure progress using iReady Math, oral reading fluency, DRDP, iReady English, report card grades, Universal Screeners and other local assessments. Panorama surveys will be used to measure school climate and social/emotional needs. The Family Resource Center will continue targeted outreach with foster youth and students experiencing homelessness to identify academic and social/emotional needs and coordinate supports and services.

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

Parents of preschoolers through grade 12 were informed of summer learning opportunities through a Summer School Survey that was sent to all families through email. Teachers shared the opportunity to extend learning into the summer through classroom discussions and one-on-one conversations with students. School Counselors conducted outreach with students and families, identifying students who are credit deficient and assisting with registration. The Family Resource Center assisted CHS counselors with individual 9th grade student meetings to review credits, identify deficiencies, review a-g requirements and offer summer learning options. District and school site administrators sent voice messages through the autodialer system to encourage families to sign up for the summer learning program. ERMHS reached out to students to schedule individual and group counseling extending through the summer learning period and beyond.

Parents will be informed of the supports offered in the 2021-22 school year through welcome back letters, site and district emails, school site orientations, site and district website, local newspaper, district and site newsletters, and site marquees. Teachers will share supports through one on one conversations with parents as needed. The Family Resource Center will target outreach to inform parents/guardians of foster students and students experiencing homelessness of the supports offered in the regular school year. Written communication will be translated into multiple languages.

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

We are committed to addressing learning loss by providing supplemental instruction and support strategies to meet the academic and social/emotional needs of all students through our three-tiered system of supports, outlined in the CJUSD Multi-Tiered System of Support Blueprint. All students participate in Tier 1 research-based curriculum and social/emotional programs. Students who are not making adequate progress will be provided Tier 2 targeted supports and interventions based on their identified needs. Tier 3 programs and services will be provided for those students who require individualized, customized intervention. We will use a collaborative approach to collect, analyze and review student data to identify gaps in learning and monitor the effectiveness of our system to ensure students have the supplemental instruction and support strategies they need to successfully engage in school and mitigate learning loss. Through MTSS school site structures are in place to create engaging learning experiences in a positive learning environment.

EXTENDED SUMMER LEARNING

We are providing Tier 1, 2 and 3 support through extended instructional learning time offered as summer sessions for students in preschool through grade 12 during the summer of 2021 and 2022. However, the priority is meeting the needs of our most at-risk groups including, those identified in need of supports and interventions, pupils with disabilities, youth in foster care, homeless youth, English language learners, pupils from low-income families, pupils without access to a computing device, software, and high-speed internet necessary to participate in online instruction, disengaged pupils, credit-deficient high school pupils, pupils at risk of dropping out, pupils with failing grades, and pupils identified as needing social and mental health supports.

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be used to measure school climate and social/emotional needs. The Family Resource Center will continue targeted outreach with foster youth and students experiencing homelessness to identify academic and social/emotional needs and coordinate supports and services.

General classes and enrichment courses are Tier 1 offerings. Interventions are Tier 2 and Tier 3 supports. Individual and group counseling through ERMHS is a Tier 3 support.

Academic supports for students in preschool through grade 6 will be Tier 1 reading and math and Tier 2 reading and math intervention. Students in grades 7-8 will have access to Tier 1 English/Language Arts, math, science, electives, physical education and Tier 2 ELA and math support. Students in grades 9-12 who are credit deficient will receive academic support to complete graduation requirements. Enrichment courses will be offered for grades 9-12 including Visual and Performing Arts.

The Social/Emotional component of summer instruction will be about building community and developing social skills. Social/Emotional Learning in kindergarten through grade 6 will be provided through Team Assist services, Kernals and Second Step curriculum and through individual and group counseling. Students in grades 7-8 will receive Social/Emotional lessons through Second Step curriculum. Individual and group counseling will be available to students in grades 7-12.

2021-2022 SCHOOL YEAR

We are accelerating progress to close learning gaps with the expansion of Tier 2 and Tier 3 Intervention Teams at all four elementary schools. Our three largest schools, Dudley Elementary, North Country Elementary and Oak Hill Elementary, will add 2 Intervention Teachers and 2 Instructional Aides to their Intervention Teams. Spinelli Elementary, our smallest school, will add 1.5 Intervention Teachers and 2 Instructional Specialists to their Intervention Team. The addition of Intervention Teachers to the Team of English Learner Teachers, Title I Teachers and Special Education Teachers will enhance the breadth of experience to support student learning and mitigate learning loss. Intervention Teachers will assess students, identify needs and provide supports primarily through a push-in model with pull-out as needed.

At the secondary level, we are expanding intervention and creating smaller class sizes in targeted subject areas and grade to accelerate progress to close learning gaps. By reducing the student-teacher ratio, this will allow for Tier 2 intervention support within the classroom. Two additional teachers will be hired at Riles Middle School to either expand intervention or reduce class sizes. One additional math and one additional ELA teacher will be hired to reduce 9th grade English classes and the lowest level math courses at Center High.

We are addressing other barriers to learning by expanding Tier 2 and Tier 3 Social/Emotional supports with the hiring of three Social/Emotional Learning Counselors or Social Workers. These new positions will allow us to expand coverage to 1 FTE at each elementary site, 1 FTE at Riles Middle School and 1 FTE to cover Center High and McClellan High. These positions will provide social/emotional supports through classroom push-in, small group counseling and individual counseling. We are hiring a Social Worker for the Family Resource Center. This position will serve as outreach to foster youth and students and families experiencing homelessness.

There will be ongoing professional development to support academic progress, social/emotional learning and trauma-informed practices. Through collaborative conversations and student assessments, we will identify needs and provide specific learning opportunities for teachers and support staff to develop teaching strategies to mitigate learning loss. Should the Expanded Learning Opportunities Grant Plan funding be depleted, the professional development plan will continue through ESSER II funding.

Based on the ongoing evaluation of academic and social/emotional needs, supplemental curriculum, student assessments and other programs will be purchased as needed.

Breakfast and lunch will be provided to all students at all school sites every day, free of charge.

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	\$565,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$1,585,000	
Integrated student supports to address other barriers to learning	\$345,000	
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	\$161,000	
Additional academic services for students	\$0	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
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	\$2,656,000	

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

ESSER funds were used to ensure students would return to a safe and healthy campus environment. Purchases included signage, plexiglass barriers, disinfecting and sanitizing supplies, air filters and personal protective equipment such as gloves, masks and gowns,

Through this Learning Recovery Plan, we've mapped out how we'll coordinate funds to maximize support for students and staff. Any additional funds needed to implement the plan will be provided through ESSER II funding.

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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