

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Jurupa Unified School District	Elliott Duchon Superintendent	educhon@jusd.k12.ca.us 951-360-4168

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 District Advisory Committee (DAC) and District English Language Advisory Committee (DELAC) serve as active parent advisory committees in the engagement and development of actions and services for our students. During the 2020-21 school year, meetings included annual update information regarding Learning Continuity & Attendance Plan program implementation, review of 2019-20 LCAP goals and actions, and input into planning for the 2021-22 school year. The Superintendent and/or administrative designee attend the DAC/DELAC meetings and answer questions at that time.

Our district’s three LCAP surveys specific to parents/community, students, and staff in English and Spanish that were administered online and informed the Expanded Learning Opportunities grant plan. Survey data was disaggregated by gender, ethnicity, English learner (EL), foster youth (FY), low income (LI) and by site. The surveys were designed to ask our stakeholders for their input and understanding of our district goals, whether our plan supports positive student outcomes in the district, and included open-ended responses that inform the draft LCAP plan for 2021-22. To encourage completion of the surveys, we incorporated many communication strategies, i.e., site-level incentives, automated calling, email and text messages, use of social media, and web-based information. Our surveys are our primary tool to garnish formal open-ended responses from our stakeholders and provide a broad as well as private opportunity to give their input into our LCAP goals and actions, and helped inform the development of the Expanded Learning Opportunities grant plan.

Both collective bargaining groups were also consulted in March 2021 with CSEA and NEA-J. They provided input into the district’s three goals of: 1) College and Career Readiness, 2) Safe, Orderly, and Inviting Environments, and 3) Parent and Student Engagement.

Responses from all stakeholder opportunities and survey results were recorded and used as input to inform this plan. Weekly Education Services meetings include ongoing discussion and planning to mitigate the impact of COVID-19.

Additionally, a survey was provided to stakeholders the week of April 26 - April 30 to provide input specific to the seven supplemental instruction and support strategies included in the Expanded Learning Opportunity Grant.

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

Student academic and social-emotional will be assessed to determine the needs of students on a regular basis. In the Spring of 2021, students will be identified using local assessments due to the State Board of Education assessment flexibility, including:

- iStation for English-Language Arts and Mathematics for Grades 3, 4, & 5.
- Harcourt-Houghton Mifflin Reading Inventory in Grades 6, 7, 8, & 11.
- Mathematics Diagnostic Testing Project (MDTP) in Grades 6, 7, 8, & 11.
- CAASPP Summative ELA and Math assessments for students in Grade 11 planning to attend CSU and require EAP scores.

In Kindergarten through Second grade, iStation ISIP reading assessment will be used to identify students who need additional support. In secondary school sites, student course marks in academic courses are being monitored and credit deficient students are being provided opportunities to remediate credit through enhanced summer school course offerings. Additionally, students, teachers, and Administration will monitor student academic needs routinely using performance tasks, expository writing, formative assessments, and the professional practice embedded in our existing Impact Team process to collaboratively score student work and provide feedback to student, while also supporting students with common tools (i.e. success criteria, rubrics, and student exemplars) to track their learning progress and growth.

The impact of COVID-19 has affected to the social-emotional wellness of our students, and to help identify and monitor students in need of additional social-emotional supports, the district and school sites will provide continued access to an expanding Parent Involvement and Community Outreach department, with services including behavioral health services, parent engagement, and school based health services. In partnership with local service providers and district behavioral health staff and interns, students will have available individual & group counseling opportunities, Cognitive Behavioral Intervention for Trauma in Schools (CBITS) screener and accompanying school-based interventions to reduce symptoms of post-traumatic stress disorder (PTSD), depression, and to improve functioning, grades, attendance, peer and parent supports, and coping skills. Project Heart, Troth St Family Clinic are school-based health services that will help to identify and address the barriers to learning. Furthermore, each school site will seek input through advisory groups, including School Site Council, surveys from parents, students, teachers, and staff on their sense of school connectedness, and have access to submit behavioral health services referral form as needed.

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

Through teachers, staff, and Administrators at each school site and through the district's Communications and Leadership Development office, parents and guardians of students will be informed of opportunities for supplemental instruction and support by routinely sharing information using a range of communication channels - including social media, school and district websites, and The Horizon e-newsletter. Additionally, the parent notification system through Q Communication will provide effective school-family-staff communication opportunities.

A specific website was being developed and will be used to support the Learning Engages All Possibilities (LEAP) summer program to inform parents and guardians of the social-emotional wellness course offerings for K-8 students at all elementary and middle school sites across the district.

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

The Expanded Learning Opportunities Grant will provide supplemental instruction and support strategies around six areas:

1) Extending instructional learning time

- Learning Engages All Possibilities (LEAP) will offer all K - 8 students opportunities to attend 2- and 4-week courses built around social-emotional wellness offerings by certificated staff at each of our elementary and middle school sites.
- Extended learning opportunities (ELO) will be provided to students weekly for a majority of the school year at each school site.
- Expanding Saturday School opportunities at each school site to provide extended instruction learning time.

2) Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports

- Small group learning supports will be expanded and provided through an increase in paraprofessional support.
- Contract with Paper.co to provide students with unlimited extra help on demand through homework help, writing feedback, and study support, while also providing teachers & administrators insight into learning gaps and where support is needed.

3) Integrated student supports to address other barriers to learning

- Expand the support of Health Clerk Aides at each school site to address barriers to learning.

4) Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports

- Expand partnership with Think Together summer program to provide additional school sites which will provide breakfast & lunch, academic support, physical activity, & enrichment activities.

5) Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility

- Expand high school summer school course offerings by approximately 3x.

6) Additional academic services for students

- Teachers participating in LEAP will be provided with additional compensated time to assist with progress monitoring of students participating in the LEAP program.

7) Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs.

- Professional development will be provided to teachers and staff on social-emotional wellness topics and strategies to support implementation during Learning Engages All Possibilities (LEAP) summer program.

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	7,642,960	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$2,147,615	
Integrated student supports to address other barriers to learning	\$570,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$540,000	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$2,480,972	
Additional academic services for students	244,800	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	244,800	
Total Funds to implement the Strategies	13,871,147	

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 district plans to use the Expanded Learning Opportunities grant funds simultaneously and cohesively with ESSER I, II, and III, and the In-Person Instructional grant to increase programs and services to mitigate the learning loss due to the COVID-19 pandemic. In particular, the district will coordinate funds to:

- Provide certificated staff & secondary intervention teachers to work closely with students and teachers to address the unique needs of students.
- Purchase additional instructional materials and material supports for students to enhance hands on learning.
- Purchase educational technology (chromebooks, software and hot spots) for students to aid in the regular and supplemental educational interaction between students and their teachers.
- Provide extra hourly opportunities for certificated staff to work together with students in areas of need for the student.
- Accelerate the purchase of new textbooks and instructional materials to ensure the most recent curriculum and best supports are being used for students.
- Purchase of wellness activities supplies to promote socio-emotional wellness and support.
- Support and expand mental health supports through our Parent Involvement and Community Outreach program to address the unique needs of students and the community.
- Purchase safety supplies and equipment to help improve the preparedness and response efforts of the District.
- Provide for the continuity of services in providing meals to students.
- Provide enhanced services to students with disabilities.
- Staff professional development to support digital learning, including training on new software systems to help increase student engagement, as well as training on sanitation and minimizing the spread of infectious disease.
- Increase staff to address additional cleaning needs and provide for overtime to ensure clean classrooms and facilities.
- Enhance cleaning methods to ensure a safe and clean environment for students.
- Improvements to HVAC and ventilation systems throughout the District.
- Allocate discretionary funds to Principals and school sites to address the unique needs of their individual schools in all of the above listed areas.
- Provide for additional transportation services and improvements to school busses to provide for social distancing, increased ventilation and mitigate virus transmission.
- Provide college readiness tools and supports through FAFSA loan application assistance programs and other enhanced student programs (AVID).
- Ensuring the continuity of services by maintaining current staffing and supports.

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 <mailto: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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