

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.

On behalf of all of our sites, RJUHSD administered a questionnaire to all classified and certified employees, as well as to our students and families from each of our eight school sites (six comprehensive high schools and two alternative education high schools). In the short time permitted, we were able to touch base with a handful of our parent groups, including our District English Language Advisory Committee (DELAC). Our constituents answered survey questions on how our district could best support our students and families - not just with academics and learning gaps but with social-emotional and other needs as well. This *Expanded Learning Opportunities Grant Plan* is responsive to those survey results and aligned to our District’s CSI (Continuous School Improvement) goals. The CSI goals were established three years ago and helped to make explicit our needs, mission, and vision for our District and school communities. Much of this plan is also aligned with site WASC and Single School Plans.

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

Depending on the specific site, students have been, and will continue to be, identified and assessed through the following methods:

Academic Need Identification & Assessment

- grade data analysis
- transcript review (credits)
- enrollment interviews (specifically at alternative ed sites)
- writing assessments
- graduation rates

-CSI data

Social-Emotional Identification & Assessment

-social/emotional screeners

-RTI (MTSS) meetings

-attendance data

-wellness data

-leadership input

-CoVitality Survey (freshmen)

-self or teacher referrals and SST/IRT teams (Counselors, Learning Support Specialist, Wellness, Administration, School Psychologist, School Resource Officer, Program Specialists)

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

Parent/guardians of students will be informed of the opportunities for supplemental instruction and support in the following ways:

-personal phone calls

-Aeries communication

-announcements and bulletins

-parent meetings/conferences (1:1 meetings)

-newsletters

-counselors, case managers, community/family liaison, teachers, and learning support specialists outreach

-website and social media

-wellness center outreach

-ELD and Special Education teachers

-announcements in class

-site council meetings

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

The District's plan to provide supplemental instruction and support will be a blending of both assistance from the District level, as well as individual site generated and managed programs. For example, after reviewing the constituent survey results across both the site and the District level, themes emerged as far as needs and resources that we recognize as needing to be addressed across the board.

Criteria #1: As a result, RJUHSD will be allocating a certain amount of funding for each site to **provide extensions of instructional learning time and support** - based on their student data and community input. Schools may use these designated funds for anything on the District "approved" list such as:

-site summer credit recovery

-during, after, or weekend school credit recovery

-adult school (for concurrent students)

-summer learning opportunities

-online programs for credit recovery (e.g., Edgenuity or BYU)

In addition to site implemented and supervised programs, several initiatives will be supported at the District level as well, such as:

-summer wellness programs

-support for the existing summer credit recovery program (temporary pay increase for summer credit recovery teachers & an Assistant Principal)

-additional summer support programs

Criteria #2: In order to **accelerate progress to close learning gaps** (criteria #2) and comply with 10% of the grant allocated for paraprofessionals, we've invested a significant amount in instructional aides across the District, in hours, compensation, and additional positions, to further support our students with IEPs. A support staff/clerical position will also be created to support the programs, services, facilitation, and accountability associated with this grant.

Along with auxiliary positions, a portion of this grant will be utilized to provide Compensatory Education service to our students with IEPs, many of whom have experienced significant learning loss because of the pandemic. Finally, the District is planning a pilot "math mentors" program to provide one on one and small group support by trained high school tutors so that they may guide their peers in math learning and challenges.

Criteria #3: Integrated student supports to address other barriers to learning will take a number of different approaches in the RJUHSD and will fall under the umbrellas of physical health, social-emotional/mental health, and engagement or relationships:

-*physical health*: e sports program, mobile health clinic, a COVID contract tracer, nursing services

-*social-emotional/mental health*: additional mental health and social-emotional services and personnel, lead counselor stipends, sensory learning practices

-*engagement/relationships*: home visits, parent workshops, culturally responsive novels and work time to create units around them

Criteria #4: RJUHSD will provide students **access to technology** by purchasing additional hot spots.

Criteria #5: Credit deficient students will be provided support towards graduation, promotion, and college eligibility. RJUHSD is in the process of developing an administrator/director position to plan, implement, manage, and monitor these new intervention programs and services. We're also creating a process that will allow for more student choice in individual learning plans by expanding sections and selections at our alternative education independent study high school. The goal is to ultimately create a policy and framework that allows for students to shift between our comprehensive and alternative high school sites.

Criteria #6: Additional academic services will include universal assessments for mental health, reading and mathematics. Our vision is to create a process to assess all incoming freshmen with these pending screeners so we can better identify any needs and address them accordingly. Expenditures will also include an L1 (primary language) formative assessment as well as intervention online support tools vetted by teachers and the technology department.

Criteria #7: Our district focus areas for professional learning over the next year will include Universal Design for Learning, equity, trauma informed practices and Restorative Practices. In addition to these core areas, individual sites have requested staff development on the

following: staff mental health, Social Emotional Learning (SEL), assessments, PBIS, Project Based Learning (PBL), effective first instruction, PLCs, and mental health service meth

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>#1 Extending instructional learning time</p> <ul style="list-style-type: none"> <input type="checkbox"/> During School Credit Recovery (teacher on prep) <input type="checkbox"/> After School Credit Recovery <input type="checkbox"/> Saturday School <input type="checkbox"/> Summer Site-Based Credit Recovery <input type="checkbox"/> Summer Bridge (and continued year round follow up) <input type="checkbox"/> Transportation & food <input type="checkbox"/> Edgenuity/BYU per site <input type="checkbox"/> RAS Reimbursement for concurrent students <input type="checkbox"/> Summer Wellness <input type="checkbox"/> Summer Camps <input type="checkbox"/> Increased stipend for Summer School Credit Recovery teachers & increase hourly for ESY teachers <input type="checkbox"/> Assistant Principal - Summer Credit Recovery 	<p>\$982,476</p>	
<p>#2 Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports</p> <ul style="list-style-type: none"> <input type="checkbox"/> Paraprofessionals across district (additional staffing and pay increase) <input type="checkbox"/> Additional Ed Services’ support staff <input type="checkbox"/> Comp Ed Services for students with IEPs (add’l services) <input type="checkbox"/> Math Mentors <input type="checkbox"/> Co-teaching training <input type="checkbox"/> Evidence Based Practices (Special Education) 	<p>\$4,728,533</p>	

#3 Integrated student supports to address other barriers to learning <ul style="list-style-type: none"> <input type="checkbox"/> Home visits <input type="checkbox"/> Additional MH or SEL Services <input type="checkbox"/> Adelante extracurricular & nurse stipend for Mobile health clinic <input type="checkbox"/> Parent Engagement: Parent U/PIQE/Love Logic/Parent Math Partnership <input type="checkbox"/> Contract tracer <input type="checkbox"/> Lead Counselor stipend <input type="checkbox"/> Culturally responsive novels & work time <input type="checkbox"/> Occupational nurse <input type="checkbox"/> Summer school nurse services (Maxim) <input type="checkbox"/> Sensory Learning Practices (Special Education) 	\$479,573	
#4 Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports <ul style="list-style-type: none"> <input type="checkbox"/> Purchase 25 additional hotspot devices 	\$1,650	
#5 Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility <ul style="list-style-type: none"> <input type="checkbox"/> Expanded Learning Executive/Director Position (support of ELO Grant) <input type="checkbox"/> 3.5 additional FTE @ IHS 	\$489,592	
#6 Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning <ul style="list-style-type: none"> <input type="checkbox"/> Univ learning assessments (math and Eng; starting Spring 2022) <input type="checkbox"/> Co-Vitality (SEL), Clinitrack (wellness tracker) <input type="checkbox"/> Additional data driven intervention online support tools <input type="checkbox"/> L1 (primary language) formative assessment 	\$109,000	
#7 Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social emotional health. District Level <ul style="list-style-type: none"> <input type="checkbox"/> UDL/Katie Novak <input type="checkbox"/> Equity <input type="checkbox"/> Trauma Informed Practices <input type="checkbox"/> Restorative Practice (for teachers) Site Level <ul style="list-style-type: none"> <input type="checkbox"/> Staff Mental Health <input type="checkbox"/> SEL <input type="checkbox"/> Collaborative Proactive CAST (WP only) <input type="checkbox"/> Assessments <input type="checkbox"/> PBIS <input type="checkbox"/> PBL 	\$425,000	

<input type="checkbox"/> Effective First Instruction <input type="checkbox"/> PLTs Special Ed <input type="checkbox"/> Provide Psychs, ERMHS and CHS staff with training in mental health service methods for SWDs		
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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 ELO funding will be coordinated with the third iteration of the federal Elementary and Secondary School Emergency Relief (ESSR) funds. As this point in time, we are not yet aware of our specific allocation, but we do know that 20% of the ESSER #3 Grant must be designated towards learning loss. We predict that we will be using this additional money to further support the programs, services, and personnel embedded in the ELO Grant.

For the two previous ESSER Grants, expenditures included items related to personal and physical safety during the pandemic, such as: webcams for teachers to be more visible when teaching students at home as well as for those sitting in class, high quality masks, Zoom and firewall updates, a COVID 19 screener (Screener 19), protective gear, and a variety of other COVID equipment.

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.

California Department of Education
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