

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.

CUSD consulted stakeholder groups via the process below. At these meetings, we discussed summer programming, expanded learning time, and supporting students with higher needs.

- March 24, 2021: Joint Leadership Committee (LCAP feedback from CEA Union)
- April 2, 2021 and April 26, 2021: Principals Meetings
- April 8, 2021: Board Advance
- April 22, 2021 and May 6, 2021: Board Meetings
- April 20, 2021: PAC/DELAC parent input
- April 21, 2021: Union Presidents from CEA, CSEA and SEIU

In addition, we utilized feedback gathered from surveys, Town Halls and other stakeholder meetings at the site and District levels as noted in our 2021-2022 LCAP (stakeholder feedback section). All groups emphasized the importance of integrating both mental health/social-emotional learning as well as academic support in order to meet the needs of the whole child. Parents from PAC/DELAC expressed a desire for increased focus on strengthening peer connections and helping each child feel a sense of connection and belonging at school. Additionally, this group expressed a desire for an increased focus on English Language Learners in recognition of how difficult it can be to develop language skills in a distance learning environment. PAC/DELAC members also expressed a desire for a distance learning option in 2021-2022 for families who prefer this option for health reasons due to the ongoing COVID-19 pandemic. Board members urged staff to look at how funds are being utilized to address the needs of target learners both academically and socially-emotionally. Parents, Principals, teachers and union leaders expressed a desire for a continued focus on assessments and emphasized the importance of increasing our focus on building interventions to support a range of student needs. Teachers expressed a need for additional staff to fully build out

interventions at all sites as well as upgrades to classroom technology. Board members and the community members who made public comment emphasized the importance of high quality, engaging summer programs and other opportunities for extended learning as a critical opportunity to address learning loss for students with higher needs. Board members also emphasized the importance of upgrading infrastructure to support the integration of instructional technology to support personalized learning as well as the value of temporarily reducing class size to ensure a return to a regular in-person school schedule in 2021-2022. All of this input influenced the development of our plan as described below.

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

Summer Elevate Math Program: For our virtual Elevate Math program, we are focusing on current third through seventh grade students who are performing one grade level below in mathematics (iReady "yellow"). This program is designed to provide a boost for students who are performing just below grade level in order to support their success in mathematics the following school year. In addition, all CUSD students will have access to iReady through the month of July to practice skills using the personalized My Path program. When students return in the fall, we will administer the iReady Math diagnostic to gather current performance levels in order to target support during the 2021-2022 school year. Benchmark assessments will be administered at least three times during the school year. Parents will receive regular reports of student progress via parent reports in ParentVue. These reports include assessment scores and information from iReady as well as the SEL Panorama Survey results with tips for parents. In addition, parents are provided with progress updates at October conferences (elementary school) as well as through quarterly middle school progress reports. Additionally, parents receive formal report cards three times per school year (trimesters) in elementary school and twice per school year in middle school (semester). Parents of students who are being monitored and supported through the IEP, SST or 504 process also have opportunities to participate in progress update meetings at least once annually. Additionally, we will utilize our new Panorama Student Success Platform to identify target students and track progress in a digital timeline which includes data, anecdotal notes, and interventions.

Summer Bridge Program and Learning Support Hubs: For our summer bridge program and before/after school support programs, we will use the methods and assessments identified in our Phase 2 Learning Hub plan to identify students and target needs. As a first step, we will prioritize students who meet criteria in all three focus areas: Priority groups, At-Risk-Academics and/or Mental Health, At-Risk Engagement. If we can provide additional support for students beyond those who meet these criteria, we will then prioritize students who meet criteria in two of the three areas.

Area I: Priority Groups

Students with disabilities, English Learners, foster youth, homeless students, students at risk of abuse or neglect, and other "Tier 3" students as defined by school sites.

Area II: At Risk Academics and/or Mental Health

iReady Reading and/or Math ("Red" zone): This assessment is administered at least three times during the school year, including a fall diagnostic (K-8 for Math and 6-8 for ELA)

1 year or more below benchmark on District reading assessments (Rigby and Literably) This assessment is administered at least three times during the school year K-5

Progress on IEP goals (progress on 50% or more of goals applicable during Distance Learning not measured and/or significantly below expected progress). Student progress is monitored by the IEP team.

For middle school, "D" or "F" in core areas on spring 2021 report card (English Language Arts, Mathematics, Science, Social Studies).
Grades are monitored by site CST/SST teams and principals
For mental health, students who are receiving school counseling provided by the District as part of Tier 2 or Tier 3 support

Area III: At-Risk Engagement

Weekly Engagement Record (Below 60% for two weeks or longer in core areas: ELA, Math, ELD) in 2020-2021 and/or at-risk attendance in 2021-2022. Attendance is monitored by site CST/SST teams and principals
IEP/SST teams determines that student was not regularly engaging in Distance Learning and/or is not regularly engaging in learning at school.

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

Following Board approval of our plan, opportunities for supplemental instruction and support will be shared with all CUSD families through Board Briefs communication (provided in a variety of languages), including information about how student eligibility will be determined. Invitations to participate will be sent by school sites, as noted below.

Summer Support: The Educational Services department will support school sites in identifying students that meet the criteria for additional support. Next, we will reach out to parents/guardians of these students to provide information about programs for supplemental instruction and support during summer. This communication will include phone calls and emails to families from the school site. For families that need translation, we can provide translated documents via our new Parent Square tool and we also have the ability to arrange for "live" translators for virtual meetings. If sites have trouble reaching a student's family, the principal will work with our Engagement and Community Resource Specialist to make contact and provide information.

Before/after school Learning Hubs: School sites will follow the same process above, taking the lead on identifying students and contacting families.

Mental Health: Principals and our Mental Health program managers will work together to use our CUSD referral process in order to identify students who need additional support. Counselors will reach out to parents to request permission for students to participate in school counseling.

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

Area 1: Extending Instructional Learning Time

EL1: Provide summer learning intervention programs in English Language Arts and Mathematics (summer 2021 and 2022)

Area 2: Accelerating Progress to Close Learning Gaps

EL2: Strengthen Tier 2 and Tier 3 reading intervention programs at all school sites - Sonday System, LLI, Heggerty Phonemic Awareness

EL3: Launch Tier 1 community tutoring program at targeted sites to guide students' reading practice and progress on a weekly basis

EL4: Support student learning with paraprofessionals (IAs) to increase small group and 1:1 support for students - minimum 10% of total grant for the time paras are providing supplemental instruction and support

EL5: Temporarily reduce class size in Grades 4-8 in order to provide more personalized support for students before they transition to middle school/high school

Area 3: Integrated Student Supports

EL6: Increase mental health staff, associates and interns in order to provide tiered counseling support for students referred by school sites

EL7: Provide flexible funds to school sites to enhance and support the social-emotional well-being of students as outlined in SPSAs and guided by a District framework

Area 4: Community Learning Hubs

EL8: Provide before/after school learning support hubs in order to provide targeted support for students with higher needs

EL9: Enhance technology at all sites and purchase additional devices to ensure that students can access learning before/during and after school

Area 6: Additional Academic Services

EL10: Additional teacher work days in 2021-2022 for home-school partnership conferences with parents and student goal setting at the start of the 2021-2022 school year.

EL11: Increase staff to complete overdue special education assessments and provide special education services to support students

Area 7: Professional Development

EL12: Provide professional development for certificated and classified staff

Notes:

EL 10 requires negotiation with the union(s) and we remain open to other options for addressing this area of need.

Area 5 (credit recovery) does not apply to a K-8 district.

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	\$900,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$2,642,627	
Integrated student supports to address other barriers to learning	\$1,140,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$3,132,000	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$0	
Additional academic services for students	\$1,088,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$780,000	
Total Funds to implement the Strategies	\$9,682,627	

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

CUSD is maximizing all funds to support a high-quality learning experience for all students, aligned to our Strategic Plan, distance learning model, and reopening needs. Funds are coordinated across sources to meet our most urgent and strategic needs in preparing our learning

environments in all phases of our reopening plan, with a high priority on preparing for in-person learning and a full reopening (full schedule/5 days per week) for the start of the 2021-2022 school year. Moreover, there are specific expenditures aligned to meeting the needs of our students who require additional support. The expenditures fall into various categories, which include: student participation and engagement, positions, technology devices and infrastructure, custodial cleaning and supplies, student nutrition, and other operational needs. Additionally, resources were purchased to support schools' individual needs, activities to address the needs of low-income students, students with disabilities, English learners, homeless students, and foster youth.

Elementary and Secondary School Emergency Relief Fund (ESSER II): \$1,102,726

Elementary and Secondary School Emergency Relief Fund (ESSER III): \$2,453,952

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
March 2021