

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.

Parents, teachers, and school staff participated in at least one or more presentations wherein stakeholders were provided an opportunity to provide input and feedback on developing the actions in the Extended Learning Opportunities Grant Plan.

In collaboration with the stakeholders, we identified the seven supplemental instruction and support strategies that we will implement in our district. In addition, we engaged community partners while developing the plan to extend instructional learning opportunities throughout the summer and school year, accelerate progress to close learning gaps through intervention and credit recovery, support mental health services, including the addition of a Social Worker, ensuring students have the necessary support to be successful, and increasing professional development opportunities for staff members surrounding social-emotional and academic needs.

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

Students will be identified by administering a universal diagnostic assessment, which will provide valuable data illustrating the needs of the students. The assessment will be given three times throughout the year at elementary and twice a year in grades 9- 12 to measure progress and recognize academic needs. In addition to the diagnostic assessment, school sites will administer growth monitoring check-ins to ensure the academic needs of students are being met. In addition, to identify students we will use teacher data, teacher feedback, and student grades.

Student mental health will be monitored and identified by classroom teachers, counselors, school psychologists, and instructional leaders. In grades PK-12, the SEL curriculum will be used as part of the daily mental health check-in in the classroom. Survey data will be utilized to determine campus-wide areas of need for tier one social-emotional programs and services.

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

Parents and guardians will be informed of the opportunities for supplemental instruction and support by communication from the district, school site, and or teacher via e-mail, postal mail, and postings on websites. The District website provides a function where parents have the ability to translate documents into several different languages. In addition, training for our Spanish speaking parents will be provided before and after the start of the school year to ensure all opportunities for ALL students as an opportunity to close the achievement gaps, as part of the learning loss from COVID and beyond.

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

The District will be implementing multiple targeted systems of support, which will be paired with Federal funding to extend these systems over a three-year period. Extended learning time will be offered after school, on weekends, and during extended breaks. Full-time English language and math intervention teachers will be hired for each elementary school to provide intensive supports for those students most behind. Social-emotional learning will be address by contracting with an outside agency with specific training to offer one-on-one and small group interventions for both parents and students. The credit recovery software will be purchased to address the short-term needs of high school students who have fallen behind on their progress toward satisfying the A-G requirements for college admissions. Finally, technology coaches at each school site will support all teachers in accessing and mastering the most up to day instructional technology.

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	15,654	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	481,963	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Integrated student supports to address other barriers to learning	50,000	
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	20,000	
Additional academic services for students	60,800	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	36,480	
Total Funds to implement the Strategies	664,897	

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

All supplemental instructional and support strategies are being targeted at accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports. These support strategies will be continued into the 2022-23 year using ESSER II funding and in the 2023-24 year using ESSER III funding in a targeted effort to produce long term improvements in the District's most at-risk student populations.