

Tulare Joint Union High School District



Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Tulare Joint Union High School District	Dr. Lucy Van Scyoc Superintendent	lucy.vanscyoc@tulare.k12.ca.us 559.688.2021

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.

Our Budget Advisory Committee (BAC), which constitutes TJUHSD's Parent Advisory Committee, meets regularly to provide input on district goals, actions and budget development. The committee is composed of students, classified staff, teachers, administrators, parents and community members. During the March 23, 2021 meeting, the BAC discussed how to extend learning time and address student learning loss. The committee was divided into small groups by school site in order to provide all attendees with the opportunity to share their input on this topic. Input from the BAC meeting was used to develop this plan. This topic was also discussed at the District's English Learner Advisory Committee and District Advisory Council for Compensatory Education Committee meeting held on April 21, 2021. Input gathered through this meeting was also included in the plan. Additionally, principals and directors have discussed this topic with their site teams and have shared the input gathered.

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

Grades and assessment data, including the ALEKS universal screening assessment and the STAR Reading Assessment, will be used to identify students for supplemental instruction and supports for English and Mathematics intervention courses. Student grades are also monitored regularly through the PLCs. The counseling and administrative teams analyze grades every four weeks. This information will be also be used to place students into tutorials, intervention classes and additional supports. Mathematics classes will use the universal screening assessment in ALEKS to initially move students in homework labs. Formative assessments will be used to ensure that students are receiving targeted tutoring and interventions addressing specific learning gaps and needs.

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

A variety of methods will be used to inform parents and guardians of these opportunities for supplemental instruction and support. ParentSquare, our automated calling system, will be used to inform parents of general tutoring opportunities for students. Direct calls from counselors will be used to inform parents of specific interventions, such as math labs, support courses for English and credit recovery courses. Flyers and newsletters will also be used to inform parents of additional opportunities for student, such as summer school, winter session and tutoring opportunities.

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

TJUHS D will use this grant to provide a variety of opportunities to extend the instructional learning time for our students. The required student groups for this grant consist of Socioeconomically Disadvantaged students, English Learners, Foster Youth Students, Homeless, Students with Disabilities, students at-risk of abuse, neglect or exploitation, disengaged students and credit deficient students. These student groups make-up more than 75% of our student population. These funds will be used to provide credit recovery opportunities for our students through offering additional classes before and after the school day, Saturdays, and during summer and winter break. Students will also receive academic support in through classes scheduled during the school day. The staffing formula will be adjusted for 2021-2022 school year to temporarily reduce class sizes and provide additional support to our students. Our schedule is also unique in that students can be scheduled into a homework lab during the school day. These funds will be used to hire two full-time paraprofessionals to support students in the homework labs. English Language Learners with a homework lab will also be pulled out into a smaller setting and receive direct support from a paraprofessional. Targeted support will be provided to students during the school day through English Language Arts support classes and mathematics labs (Algebra 1, Geometry and Algebra 2). Additional special education aides will also be placed in general education and Career Technical Education classes to support students with their learning. Students will also have the opportunity to accelerate their learning in a-g courses, so that they are prepared to meet the four-year college entrance requirements. Our district will also use a variety of instructional technology software/programs to assess and support student learning. These funds will also be used to address other learning barriers affecting student learning. Through a partnership with Tulare County Office of Education, an additional social worker will be placed at Tulare Union and Mission Oak to support the socioemotional health of our students and their families. Staff will also be trained in strategies to engage students and families in addressing the social-emotional health and academic needs of our students. We will also continue to provide technology support through our Technology Help Center and will partner with the neighboring towns of Tipton and Pixley to be able to provide tutoring support in these communities. These funds will also be used to provide additional academic services for our students, including lunch and after school tutoring, as well as Saturday academic labs focused on key skills and concepts.

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	\$760,640	\$1,262,880
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$1,007,170	\$1,084,434
Integrated student supports to address other barriers to learning	\$1,951,590	\$1,928,161
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$136,540	\$170,341
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$478,964	0
Additional academic services for students	\$30,180	\$4,833
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$167,220	\$142,992
Total Funds to implement the Strategies	\$4,532,304	\$4,593,741

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

Our Cabinet team composed of site and district administrators, met to discuss our District's needs, goals and priorities for the 2021-2022 school year. We also reviewed the timeline and requirements for the ELO grant funds and the other federal Elementary and Secondary School Emergency Relief Funds. Based on this discussion, we have coordinated the use of these funds to best meet the needs of our District and effectively support student learning.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education (COE), or charter schools, collectively referred to as 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, 2024.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov. <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 to 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.

An LEA may amend its ELO Grant Plan, including the planned expenditures, based on changes in student needs identified as part of the LEAs ongoing assessment of the needs of students identified for supplemental instruction and support. LEAs are encouraged to collaborate with community partners when amending their plan.

A materially altered plan should be brought to the governing board or body of the LEA for adoption. School districts must submit the amended plan to their COE; charter schools must submit their amended plans to their chartering authority; COEs and school districts in a single-district county must submit their amended plans to the California Department of Education (CDE). COEs and school districts in a single-district county must submit their amended plans to the CDE by email at ELOGrants@cde.ca.gov. LEAs are also strongly encouraged to post an amended plan to the same web page as their LCAP.

The plan must be updated to include the actual expenditures by **December 1, 2024**. 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