



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.

Over the course of the pandemic, NJUHSD has employed a broad range of community and stakeholder engagement strategies. The intent of these has been to seek input / feedback regarding the district's response to the pandemic and the design / implementation of specific COVID-19 response programs and policies. Community engagement strategies have targeted students, parents, teachers, and classified staff. Strategies have included staff, community / parent, and student town halls and forums, and virtual meetings with school site based and/or specified stakeholder groups. The district has also utilized its Healthy Kids Survey to assess student / staff / and parent sentiments regarding district policies and practices regarding expanded learning opportunities. While strategies employed to date were not specific to the ELOG,

information and feedback from stakeholder and community engagement activities informed district leadership and was instrumental in the development of the ELOG plan. Stakeholder feedback identified the following high priority areas for district focus and response:

1. Student, staff, and community safety - ensure that protocols and systems are in place to maintain maximum health and safety protection for students, families, staff, and the broader community.
2. Addressing learning opportunities - how will the district support students to get them back on track academically and into in-person, five-day a week instruction and student activities.
3. Credits and grading - ensuring the district utilize strategies to provide targeted assistance and flexibility to meet individual needs of students.
4. Social and emotional health - encourage the district to provide additional SE supports and systems to students in need and to help prepare them for a return to more "normal" operations.
- 5 Physical activity and athletics - strong advocacy to gradually return and operate athletics to the full extent possible under local, state, and CIF pandemic related guidance.
6. Internet access and connectivity - ensure that students had available access to the internet while the district was in a distance and/or hybrid learning model.

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

District school sites have instituted site specific strategies to identify students who are in need of additional academic, social-emotional, and nutritional support. Such strategies include:

- School counselors and academic intervention specialists identify students that are credit deficient and/or below grade point standards such that they are at risk of not graduating.
- Teachers and paraprofessionals refer students to counselors, intervention specialists, and/or school site administrators.
- Site leadership, in coordination with intervention staff, develop individual education plans for identified students - when possible in coordination with the student and family.

Identified students will be assessed to determine their academic, social-emotional, and/or nutritional or other needs creating barriers to their learning. Targeted interventions will be provided to students in a coordinated fashion using Multi-tiered Systems of Support strategies.

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

NJUHSD will disseminate information regarding supplemental instruction, along with social-emotional, mental health, nutritional, and public assistance supports, using a wide array of methodologies. The district will inform parents and students via in-person, virtual forums / town halls, direct communication (email, website, all calls), along with press and social media outlets. The district will also provide information to its community partners in local government and non-profit, community service organizations. The district will also encourage participation of students in order to maximize direct engagement and support with those the district serves.

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

The district will implement the following to provide students supplemental instruction and support with ELOG funding:

4x8 Bell Schedule - The district will utilize ELOG funds to implement a new 4x8 bell schedule at its two comprehensive high schools and its independent study academy to expand course offerings and embed academic intervention sections for students in need into the daily schedules for these schools. The district anticipates the addition of approximately 5.0 FTE teachers for targeted intervention and supplemental instructional support.

Professional development - The district will initiate a comprehensive professional development plan to "cement" the establishment of professional learning communities (PLCs) within all school sites and departments. PLC related strategies will become an integral part of the district's instructional and intervention practice and culture. PLC training will focus on the effective use of student data for intervention, development and use of essential learning standards and outcomes, benchmark assessment to gauge student progress, and developing responses to instruction that target individual student needs. The district estimates an initial investment of \$300,000 in ELOG funds for this specific action.

In-person summer school - The district will hold in-person summer school sessions at two school sites in the district. Student at-risk of not graduating or facing significant credit deficiencies will be targeted for summer school enrollment. Instruction will be provided in person with targeted supports designed to address credit recovery, grade improvement, and learning recovery. Teachers will be compensated at their per diem rates in order to attract the most experienced and qualified instructors in targeted intervention instruction.

Additional paraprofessional support - The district will acquire additional paraprofessional support to provide supplemental instructional and social-emotional support to its special education and emotionally disturbed students.

Misc. intervention personnel / services - The district will hire an additional school counselor at its Nevada Union HS campus to provide increased support for students that are at-risk. In addition, the district will utilize ELOG funding to provide a school social worker position at its Silver Springs Continuation HS. The district anticipates the need to provide additional funding for health services and/or school nurse positions to assist with COVID-19 related matters.

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	\$ 328,149	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$ 271,458	
Integrated student supports to address other barriers to learning	\$ 249,247	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$ 326,719	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$ 181,853	
Additional academic services for students	\$ 189,875	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$ 106,725	
Total Funds to implement the Strategies	\$1,654,026	

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 will develop a comprehensive plan for the effective coordination and utilization of all state and federal COVID-19 relief funding. The district's priorities for the use of such funding are outlined as follows:

1. Addressing the immediate health and safety needs of students, families, staff, and the broader community.
2. Providing effective supplemental instructional supports and services to address student academic and credit recovery needs.
3. Expanding social-emotional, mental health, health, and other social service supports to students and families in need.
4. Reinstating full school and student related athletics, activities, and enrichment in the 21-22 school year and henceforth.
5. Leverage one-time funding in ways that foster sustained improvements and enhancement to the district's instructional delivery and offerings.

The district will utilize its adopted goals from its Local Control Accountability Plan as its decision making criterion. Priority will be on the needs of students' academic and social-emotional well-being. Use of LCAP goals ensures that use of one-time emergency relief funding is in alignment with district stakeholder input. The district's LCAP is updated and approved annually via a 38-member district LCAP Advisory Committee made up of students, teachers, staff, administrators, parents, and community leaders. The committee's recommendations are incorporated into the annual LCAP. The LCAP is then reviewed and approved by the district's elected Board of Trustees.

As the district implements planned strategies / programs, it will continuously assess student outcomes and overall effectiveness of such efforts. Effective programs and services may be expanded to provide greater supports to students with other less effective initiatives being altered and/or eliminated. The district will remain nimble to address unforeseen challenges as they develop.