

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.

The district places a high value on engagement of all stakeholders when developing plans at both the site and district-wide level. Student data, progress towards meeting goals and actions utilized by the district to improve student outcomes are shared and discussed throughout the school year with the following groups: School Site Councils, site English Language Advisory Committees, the District English Language Advisory Committee, bargaining units, administrators, the District Leadership Team and the local school board. In addition, the district also holds Stakeholder Parent Meetings and Stakeholder Employee Meetings to specifically collect input on the development of the district's plan. In order to collect additional parent and staff input the district administered Stakeholder Surveys to assist the district in developing the plan and prioritize strategies for expanding learning opportunities for our students.

School Site Council Meetings:

Helen Wilcox School: August 27, 2020, September 24, 2020, October 22, 2020, January 20, 2021, March 11, 2021

Golden Hills School: September 14, 2020, October 14, 2020, April 21, 2021, May 20, 2021

Palermo School: August 31, 2020, November 12, 2020, February 8, 2021, May 17, 2021

March 9, 2021:

LCAP Parent Stakeholder Meeting: Goals and Data Review

LCAP Employee Stakeholder Meeting: Goals and Data Review

March 25, 2021:

DELAC Meeting: LCAP Review and Feedback

March 31, 2021:

LCAP/ELOG Parent Stakeholder Meeting: Goals and Actions

LCAP/ELOG Employee Group Meeting: Goals and Actions

April 2021:

LCAP/ELOG Parent and Staff Stakeholder Surveys Developed and Administered

May 12, 2021:

LCAP/ELOG Employee Group Meeting: Actions and Metrics

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

The district will assess and identify the needs of students by taking the following actions:

- Administer the IReady Diagnostic Assessment ELA and Math for all students in grades K-8.
- Teachers will collect formative assessment data through observation, unit test, work samples, etc...
- In grades K-3 DIBELS assessments will be used to identify student needs in reading
- Analyze the results of the 2020 administration of the ELPAC
- Meet as PLC teams to analyze student data and plan for intervention.

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

Parents and students will be informed of the opportunities for supplemental instruction and support by:

- Advertising the opportunities via site social media platforms
- Advertising the opportunities via school newsletters and/or daily announcements
- Advertising the opportunities via school and district web pages
- Discussing opportunities during IEP, 504, SST and SBIT meetings
- Individual outreach to students/families for specific students.

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

PUESD will provide supplemental instruction and support by utilizing a variety of the actions and strategies listed below:

Extending Instructional Learning Time:

- In cooperation with BCOE increase summer learning opportunities for an additional 3 weeks for 5 hours/day. (Tier I)

- Provide targeted summer school classes that provide learning support through enrichment: STEM, VAPA (Tier I)
- Provide summer school classes that provide targeted, intensive intervention in math, English Language Arts and English language proficiency (Tier II)
- Provide targeted instructional opportunities during intercession breaks.

Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports:

- Provide after school strategic small group tutoring based on assessment results (Tier II/Tier III)
- K-3 Decodable Readers and to expand literacy supports to students
- Provide after school high interest clubs that address academic standards via STEM, VAPA, etc...
- Extend paraprofessional hours so that they can provide supplemental support and instruction during the school day.
- Provide funding for additional staffing to expand the BCOE After School Program at Helen Wilcox to eliminate the waiting list.
- Materials and supplies for tutoring and high interest clubs.
- Classified paraprofessionals to provide supplemental instruction through tutoring and high interest clubs. (Tier II/Tier III)

Integrated student supports to address other barriers to learning:

- Provide opportunities for after school, summer session and intercession counseling (Tier II/Tier III)
- Provide food service during the summer break (Tier I)
- 1 FTE School Psychologist (Tier III)
- Purchase and implement Ripple Effects for SEL/Behavioral support(Tier II/Tier III)
- Provide after school bus routes for students participating in extended learning time activities
- Hire 3 paraprofessionals to serve as Student Advocates (Tier II/Tier III)
- Hire a 1 FTE Social Worker/Targeted Case Manager to support students/families in order to mitigate issues impacting the student's academic and social-emotional growth.
- Hire additional counselors (Tier I/Tier III)
- Materials and supplies for Student Advocates to address issues impacting school attendance, academic progress or positive behavior. (Tier II/Tier III)

Community learning hubs:

- Create community learning hubs at 2 sites; provide access to technology and WIFI and staffed with classified employees (Tier I)
- Hire 2 paraprofessionals to staff the Community Learning Hubs
- Provide materials and supplies for the Community Learning Hubs (chromebooks, furniture, materials for student use, etc.)

Supports for credit deficient students:

- Provide online options for credit recovery (Tier II/Tier III)

Training for school staff to engage students and families in addressing academic and social -emotional health needs:

- Capturing Kids' Hearts 1 and 2
- Training on trauma informed practices

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	\$159,396	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$518,398	
Integrated student supports to address other barriers to learning	\$446,999	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$57,000	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$10,000	
Additional academic services for students	0	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$171,000	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Total Funds to implement the Strategies	\$1,362,793	

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

Throughout the planning process, stakeholders focused on student needs in order to determine actions and strategies in all tiers of support regardless of the funding sources. Actions funded with other federal emergency relief funds, will enhance and build on the strategies and actions outlined in the ELOG Plan. For example, federal funds will be used to fund intervention teachers that will work in coordination with the strategies/actions of the ELOG Plan.

Board Approved: May 26, 2021