

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.

Involvement from stakeholders such as students, parents, teachers, administrators, and community members occurred multiple times, and with multiple groups, throughout the time period affecting student educational progress as a result of effects due to the pandemic, and input helped formulate actions to implement in efforts to recover learning loss. Input related to providing services for students, and the development of the plan occurs with sites, as well as with various departments within the district, including Pathways, Expanded Learning (YES Program), Special Education, Curriculum, Nutritional Services, Transportation, to name a few.

Site: Sites obtain input from students (secondary), parents and staff who compose their School Site Councils and English Learner Advisory Councils on the development of the Expanded Learning Opportunities plan, and provide site-level initiatives that fall into one or more of the seven supplemental instruction and support strategies outlined in the plan requirements. This information is documented in an on-line form that will remain available to sites as adjustments to initial efforts are made over the course of the year. Additionally, site administration meets monthly at the district level to bring site-level discussions and considerations to be shared district-wide. Due to differences that may exist between needs at the elementary grade levels, compared to the secondary level, these sessions are often separated.

Community: As an additional level of involvement for a broader community, a series of five general session, community-based, meetings were conducted every two weeks with two occurring in February, two in March, and a final session in April, intended to obtain input and suggestions related to challenges introduced by the pandemic-related school closures, and the impending loss of learning that occurs due to the challenges related to remote teaching and learning, especially affecting those students who may exhibit compounded challenges (English Learners, Homeless, Foster Youth, Special Education students, etc.) Needs and concerns expressed by multiple participating stakeholders, including students, parents, teachers and administrators, focused on the anticipated learning loss and credit deficiencies among students in multiple grades as they approach their senior year. The suggestions that were provided are written into the seven supplemental instruction and support strategies, and had been taken, in part, directly from input provided by these, and other, stakeholders. The five general community meetings were repeated, with one session presented in English, and a second session repeated separately in Spanish to English Learner parents, students, and community members to ensure that conversations and thoughts supporting the needs of this student group wouldn't be marginalized.

Focus Groups: Aside from general public sessions, input was obtained from smaller focus groups where intent was to engage in dialogue to discuss the specific needs for these targeted groups of students. If input was not possible through small-group discussions, surveys were utilized in efforts to involve stakeholders. Input sought included self-reflections on the impact of remote learning to students, as well as input on possible support efforts to mitigate the negative impact of these challenges. Another focus for input was a preference of extending instructional learning time (additional academic days, after school, winter session, spring session, etc.), and was solicited from various focus groups to determine any variability that may exist between groups.

- **English Learner Students:** Our English Learner population is a numerically significant group within the district. Opportunity for feedback is presented at Spanish-only general sessions, site-level English Language Advisory Council (ELAC), District English Language Advisory Council (DELAC), and Migrant sessions. Feedback is shared from the site-level ELAC, and combined with those presented at DELAC, to provide suggestions to improve the outcomes of our English Learner students. The DELAC meets approximately four times throughout the academic year. A survey is presented to the focus groups requesting input on desired expanded learning options, and an open-ended feedback opportunity is also encouraged.
- **Homeless Students:** Due to the potential difficulties related to certain populations in attending scheduled meetings (whether in person, or on-line) contact with groups such as our Homeless population is conducted in part by way of communicating with individual families. District-level staff whose primary purpose is in supporting at-risk populations (homeless, foster, etc.) obtain not only general status-type information from our families through a one-on-one interaction, but also explicitly inquire, and document, from members of these families their suggestions on how the district could better serve their needs.
- **Migrant Students:** Monthly meetings are conducted with families of Migrant students where dialogue to identify needs, and improve the support provided to this select group is encouraged. Due to the unique needs and barriers associate with this population, perspective on means to support closing the learning gap due to the pandemic was obtained through both parent meetings, and through a survey that was targeted for this specific population. Information sought included preferences on expanded learning time (after school, summer, other intersession, extended year, etc.)

- **Native American Students:** Existing learning gaps are accentuated due to the pandemic-related challenges for American Indian students and therefore indicate a need to focus on this student group in areas of academics, social-emotional, and family. Due to this identified need, focus-group level opportunities to obtain input include the Native Student Club meetings that take place twice a month, and provides American Indian students the opportunity to share experiences related to challenges of remote learning, and offer suggestions of needed support. Additionally, a parent focus group for American Indian students meets monthly to both obtain status information, and also provide suggestions on overall improvement of services to their students by the district. Several sessions (meetings) also take place across the course of the year between district staff (Assistant Superintendent, Director, Teachers, etc.) and the Tribal Council to obtain suggestions on mitigating the learning loss that resulted from school closures and remote learning. This feedback resulted in actions that are directly implemented into the Expanded Learning Opportunities plan.
- **Foster Youth:** In further efforts to ensure the voice of students are heard, the Fostering Success & Empowering Youth Student Organization meets weekly in a virtual manner during the pandemic in collaboration with the Tulare County Office of Education and Porterville City College, and is targeted towards our Foster Youth population. Participants provide input on experiences, and offer suggestions that can help support needs of the foster youth population, and which can thereby contribute to the development of the plan.

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

All Students: With the absence for two years of state testing in the areas of English language arts and mathematics, local assessments have been more readily relied upon to monitor academic progress districtwide. As a uniform district-wide screener, Porterville Unified administers the Renaissance Learning STAR assessment system in both English language arts, and mathematics in all grades K-12 throughout the academic year. In addition to comparing STAR student performance trends over time to help determine learning loss, STAR performance is also correlated with SBAC performance in efforts to establish predictive validity in anticipation on the return of SBAC. Sites also utilize curriculum imbedded assessments, local benchmark assessments, and final examinations, to help monitor student academic performance for the purpose of identifying academic learning loss and subsequent implementation of intervention support. Outcomes from these assessments, along with teacher-based observations related to student engagement levels during remote learning, are utilized to prioritize students in need of additional support of expanded learning opportunities.

English Learner: Input from the English Learner focus group was aligned with input from site staff and parents, and suggested the potential of greater learning loss affecting English Learners due to the absence of regular person-to-person interactions that take place during a typical, traditional, in-person learning experiences. Due to the on-going availability of the English Learner Proficiency Assessment for California (ELPAC), student language development will be more closely monitored by correlating more timely formative language-development assessments to student summative ELPAC performance. The Ellevation platform is utilized to document and monitor student language development over the course of the year, and allows for monitoring the progress of students' performance at multiple levels that include local assessments and grades.

Social Emotional: Social-emotional support for students has been an identified need from stakeholder groups that include parents, students, teachers, and identified from focus groups such as English Learners, Foster Youth, Homeless and Special Education. Efforts to implement the Devereux Student Strengths Assessment (DESSA) by Aperture Education will resume as students begin to return to

school, beginning with grades 3, 4 and 5, as a result from feedback from school staff, students, and parents indicating the need for social-emotional support. The DESSA system will help identify, measure, strengthen and support social-emotional competence for our students by providing actionable data as a result of the embedded screener and associated Social Emotional Learning (SEL) curricula.

Below Grade Level/Credit Deficient: Although all student learning trends as a result of factors related to school closures due to the pandemic is a concern across all grade levels, an extra focus is centered on students who may be at risk of not graduating due to credit deficiencies. High school students are identified for opportunities for supplemental instruction and support based in part on credit deficiencies, while students in the grade K-8 span are identified based in part on grades.

Disengaged Students: Students who reflected a lack of engagement during the remote-learning time period prior to schools reopening are also identified, and prioritized, for summer school, and after school, in-person expanded learning opportunities. The Ellevation platform incorporates a survey completed by teachers for each student and focused on the engagement level of each individual student to provide a prediction on needed support based on the level of on-line engagement. These students identified as not engaging during remote learning can be targeted for focused monitoring of potential learning loss affecting overall outcomes as students return to school for in-person learning.

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

The most desired method to notification of expanded learning opportunities is verbal communication with the student and the family, and occurring in the family's home language. Efforts to inform students and student groups who are prioritized for expanded learning opportunities is first attempted verbally. Electronic means of communication, through email or Parent Square, is also conducted, and occurs in the family's primary language. Finally, communication also occurs through reporting of student progress, reports of which are distributed, and remain available for parents through our Student Information System.

A Learning Director structure at the K-6 grade span facilitates the ongoing monitoring of student progress and identifying needs both academically and social-emotionally. All schools serving students in the K-6 grade span have at least one Learning Director. Layered upon the teacher communication with students and families is the Dean of Students who collaborates with the classroom teacher in informing parents and guardians of the need and opportunities for supplemental instruction and support. This role is accomplished through the Counselor of Students structure at the 7-12 grade span where multiple counselors are responsible for a subset of students to monitor and communicate with.

District-level personnel are dedicated for collaborating with site personnel (teachers, deans, counselors, administration) to facilitate communication between the school and families. These individuals target their support to specific subgroups of students that include: Homeless, Foster Youth, Migrant, American Indian. District-level support personnel serve as a resource for sites to make follow-up contact that includes home visits and status checks on families, and inform families of the various opportunities for supplemental instruction and support that includes academic, social-emotional, and overall student and family wellbeing.

Student progress monitoring includes four reporting periods at the K-6 grade span with written notification to parents and guardians of a student's involvement in intervention programs which include expanded learning opportunities (after school, summer school, etc.) Students at the 7-12 grade span are presented ten reporting periods that assist in monitoring student progress, and informing parents

or guardians of needed supplemental instruction and support. Students reflecting patterns of difficulty are prioritized for additional support.

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

Efforts of Porterville Unified to support the needs of students is driven by guiding documents, such as the PUSD Expected Graduate Outcomes, that had been collaboratively created by community members and businesses, site, and district staff, thereby providing direction of effort as the district supports students matriculating from prekindergarten to grade 12 and beyond. Supplemental instruction and support for students will align with the expected outcomes.

1. Expanded Instructional Learning Time:

Beginning with the first opportunity of students returning to school, after school interventions sessions are scheduled at school sites depending on identified student need. Needs are based on student academic progress, degree of past engagement, teacher recommendation, and parental/student requests. Priorities are established by the site for those who are Low-income, English Learners, Homeless, Foster and Special Education students who exhibit learning loss. A Peer-Tutor/Internship model that utilizes certificated, paraprofessional staff and classified staff to partner with high school age tutors will be implemented to further support summer, intersession, afterschool, Saturday school opportunities, and provide additional support to students across grade levels.

Planning for summer opportunities, beginning with the summer of 2021, will expand to the elementary school grades, staffed by both certificated and classified individuals, to include personnel for safety considerations (i.e. crossing guards, etc.) In efforts to help increase participation, transportation for middle and high school students will be provided from the students' home school to the summer school site while summer school opportunities are made available for K-6 students at their home school. Summer school is scheduled from 8-1:00 five days a week from June 7th to 25th. In efforts to further expand learning opportunities for our youngest students ([PACE, 2021](#)), an additional session is scheduled from 1:00 to 5:00 to support the first instruction occurring earlier in the day, and to provide additional support, or enrichment opportunities. The extension of the summers school day is operated by the YES program and focuses on academics, social-emotional and STEAM related opportunities for students. Students are able to participate in both sessions, or either one.

Based on priorities school sites may establish (i.e. Special Education, Economically Disadvantaged, EL, Foster, Homeless, etc.) additional academic days may be included at the beginning or end of the traditional existing school calendar to provide additional support and learning time for students in identified groups. Additionally, intersession days may be scheduled based on identified need for the winter in order to extend learning time.

2. Accelerating Progress to Close Learning Gaps:

Given potential of an increased rate of learning loss in the area of reading development introduced with the school closures resulting from the pandemic, Porterville Unified attempts to support students' reading development and literacy by providing additional support staff for students in need, which may include the addition of reading teachers. Based on research indicating that reading ability is foundational for all content areas, addition of reading intervention staff will target low performing students at selected schools throughout the district. Staff will be supported with resources and training to address the needs of students and staff in the area of reading development and literacy, including substitute release time as appropriate.

Due in part to the anticipated increased learning loss for the English Learner student group, a Teacher on Special Assignment (TOSA) will be hired to serve in the capacity of an English Learner Coach to work directly with teachers in supporting both designated and integrated ELD. The intent is in increasing the effectiveness of monitoring student progress in language acquisition, with funds applied to implement professional development related to designated and integrated ELD and the associated pedagogical shifts. This TOSA will also work with consultants in supporting teachers to improve pedagogical approaches.

Special Education students are another group identified for targeted monitoring for possible negative trends as a result of the pandemic. Besides existing case managers who work closely with the general education teacher, a team will expand in numbers to help further support general education teachers as students return to school, in part using a TOSA structure. Support will include a tiered structure that focuses more heavily on supporting new teachers, as well as paraprofessionals, on a weekly basis by interacting at a minimum of one hour each week to build capacity in working with special education students in the classroom. A coaching model that may require sub release will benefit pedagogical improvement for newly hired staff while working with Special Education students.

Challenges associated with remote learning heavily impacted those courses that rely on in-person experiences. These would include activity-based courses such as Woodshop, Welding, Horticulture, etc. that require elements not readily available in a typical home setting. Students previously enrolled in these courses have also experienced a loss of learning. To meet this need, Pathway Student Summer Labs will be scheduled during the summer in efforts to backfill the loss of learning due to the pandemic. Priority will be given to students from high-need groups that include English Learners, Homeless, Foster Youth, and Special Education. Each camp is scheduled from two to five days, for six hours each day with meals provided.

Stakeholder feedback indicated needed support in transition years, and this becomes a focal point due to factors related to COVID. A Kinder Camp will help build foundational understanding for our youngest group of students and families, while a Future Ready Lab along with the My Pathways Passport program should assist those students entering middle school. Entering grade nine students will be supported in Bridge/Boot Camp programs at selected sites focusing on preparing students for success in Integrated Math and/or Science classes by building foundation understanding prior to entering high school. Timeframes would be depended on the need (course type, targeted population, etc.) and range from days to a month. For instance, a month-long summer session scheduled four hours a day will occur over the summer in a hybrid model (virtual and in-person) where students build mathematics understanding in a thematic manner, using concepts associated with the Emerging Agricultural Technology (EAT) Pathway, while a two-day Science Boot Camp may span a two-day period, and utilize Peer Tutor/Internship students.

Tutoring that involves targeting small groups, or one-on-one, based on identified need will occur with the Peer Tutor/Internship model, at the Tule River Education Center, on the Tule River Reservation, and will also involve the partnership with the community-based

California Tutoring Company (CTC) which creates individualized learning programs for K-12 students, matching tutors with need, and progress monitoring communicated back to the home school. Students are targeted for the intervention by way of after school tutoring in English language-arts, or mathematics, based primarily on academic performance indicators such as the SBAC, STAR, or ELPAC, with students who are English Learners, Homeless, Foster students being prioritized. The CTC offers college exam preparation, summer instruction, as well as tutoring services during the academic year.

3. Integrated Student Supports:

Partnerships with entities as Porterville College and the City of Porterville help support after school and summer school expanded learning opportunities through the district's Youth Experiencing Success (YES) program under the direction of the district Program Coordinator, and supported by the After-School Education and Safety (ASES) plan. Offered following the academic day during the school year, and offered during the summer primarily due to the need for expanding learning opportunities, the approach uses a weekly and monthly project-based thematic approach focusing on academics, social-emotional learning, and career/life-skill topics. Scheduled in the summer from June 7th to June 25th, elementary students will primarily focus on learning related to STEAM topics, while middle school students will include focus on college and career topics. During the school year, learning opportunities will begin following the academic day, while the start is scheduled to follow summer school (approximately 1:00) and continue to approximately 5:00 PM during the summer. Coordination of services will include meals and transportation as necessary.

Two dedicated district-level staff members will continue working closely with our students and families experiencing homelessness. Support efforts include ongoing wellness checks by way of conducting home visits. Information regarding available community and district resources is communicated with families, and if unavailable during the visit attempt, follow-up phone calls and subsequent home visits are conducted. A referral system is established to increase communication from school sites in order to better identify families in need so that support related to homelessness (i.e. housing-related resources, food, etc.) may be provided. Information on community-based and district-based meal services is communicated with families (food pantry services such as Food Link, district distribution, etc.), and items such as duffle bags, sleeping bags, hygiene kits, etc. are also purchased and delivered to homeless families in need. Additionally, transportation to and from school is arranged as needed.

Porterville Unified will continue to work closely with our regional lead in providing support for the overall needs of our Migrant students, many of whom are second language learners, and will supplement any needed expenditures. Support will include summer school opportunities exclusively for our Migrant student group, and as the impact of the pandemic recedes, educationally-based experiences that occur outside the classroom (i.e. college visits, career-based field trips, etc.) will enhance the experience of Migrant students. County-level "recruiters" assigned to the district work directly with families in establishing needs, and help coordinate efforts of support. Input is ongoing as the district has a dedicated Coordinator and department exclusively focused on the needs of Migrant students.

Community and state-based resources such as the Indian Health Center, mental health agencies, college resources, as well as other agencies and support services are introduced to our American Indian population through the Native Student Club in collaboration with Future Generations. Meetings are held every Wednesday where students suggest support structures and resources that can help support their development. Information shared contributes to the development of the ELO plan. Additionally, regular communication

occurs with the Tribal Council for implementation actions to address learning loss, and results in additional staffing to support tutoring services for students to occur on the reservation, as well as at the Native American Study Center located in the community.

Students with a foster status introduce additional barriers that may inhibit learning. Porterville Unified partners with Tulare County Office of Education's Foster Youth Services and the Next Up Program for Foster Youth organized by Porterville College, and will supplement any needed funds for expenditures. Both partners attend the weekly meetings with students, and funds can help support foster students in implementing initiatives. Initiatives include, but are not limited to, exposure and recruitment into Pathways on Career Exploration, implementation of programs focused on the development of healthy relationships, and programs focused on development of social-emotional wellbeing.

Expanding time for student learning will require the integration of multiple departments within the district, including Nutritional Services, Transportation, Student Services, Vocational Education (Pathways), Special Education, and others to realize the various opportunities provided to students. This would include the provision of meals or snacks throughout the day, along with coordination of transportation to and from venues.

4. Community Learning Hubs:

With students returning to school, the Native American Study Center located in the city of Porterville will serve as a community learning hub to support student academic and social-emotional developmental needs for the American Indian population, serving both students residing on the reservation, and off. Porterville Unified will help support the center which is operated by the Tule Indian Tribe, and will collaborate with staff to support the academic and cultural development of students. This support may include staffing for the purpose assisting tutoring efforts for students.

In anticipation of continuing need, to some degree, of supporting student and family access to technology and high-speed internet for the purpose of remote access to learning-related platforms, hardware such as Chromebooks or related devices, along with hotspots will be made accessible to students and families as needed. Funds from Expanded Learning Opportunity grant may be supplemented with ESSER funds to implement a five-year on-going support for student and family access.

With an understanding of the needs of families supported by PUSD that may include technology, and other resources, our school sites also serve as community learning hubs by providing a venue where families may access technology, information related to academics, assistance with college-type information, or participate in various workshops that may be offered at the school site. Various funds may be utilized to support these efforts.

5. Supports for Credit Deficient Students:

Graduating seniors became the primary focus for support related to credit deficiencies. This will remain a focus in upcoming years, beginning with seniors, then juniors, sophomore and freshman to monitor and mitigate credit deficiencies as a result of the pandemic. Progress of students over the next several years will be monitored for credit accrual, as well as ongoing learning progress throughout

the year by using platforms such as Illuminate, Aries, Renaissance, and Ellevation. Additional time may be compensated for both certificated or classified staff to support the needs of credit deficient, or below grade-level students.

If appropriate, alternative placement will be considered, and transportation will be provided accordingly. Concurrent, and dual, enrollment opportunities, with colleges or alternative programs, will be considered as an option to help students accelerate credit attainment. Additional staffing will also be considered to address additional course offerings should the provision become a necessity.

On-line A-G and accredited credit-bearing course platforms, such as Edgenuity or UC Scout, are considered for credit recovery courses. This option is considered for alternative enrollment settings, or during a traditional enrollment, as well as remote-instructor possibilities. As self-paced course options, these provide an opportunity for completion through remote learning as an additional course, should identified students need the option. Each system operates through a Learning Management System (LMS), and future district purchase of an LMS is open for consideration for purposes of creating in-house courses for students.

Students deficient in credits are also prioritized for summer school, and intersession opportunities. Transition programs for entering freshman will also help mitigate credit deficiencies during their first year by providing instruction in foundational concepts in courses students historically find difficult during their first year.

6. Additional Academic Services (monitoring):

Additional academic services include contracts with vendors to support efforts of staff in monitoring progress, and delivering targeted instruction and interventions to students. These include platforms such as Illuminate, Ellivation, Renaissance, Devereux Student Strengths Assessment (DESSA), Edgenuity, English 3D (designated ELD for middle and high school), Academic Vocabulary Toolkit (integrated ELD through the Kinsella group).

Ongoing measurement of student academic progress occurs on a regular bases throughout the year using platforms such as the Renaissance STAR math and STAR reading screeners which are administered a minimum of three time a year in grades K-12. Curriculum embedded assessments, along with locally created final exams administered through the Illuminate system, are also utilized to monitor student progress, and identify targeted areas of needed intervention. Additional assessments, and targeted practice in identified areas of need is provided through the Renaissance Freckle system.

A tutoring structure, working under the California Volunteers initiative, utilizing AmeriCorps volunteers in collaboration with teachers, administrators, coaches, psychologists, mentors and/or certificated staff will focus on economically disadvantaged students in grade 3-5 who have exhibited difficulties in the areas of reading, mathematics, discipline, attendance, or engagement. Targeted groups will be disengaged students who have office referrals, or who have patters of truancies or absences in excess of 10%. Each site team will select 20 students across grade levels with areas of weakness that can be targeted by Second Step curriculum to be invited with parent consent to participate in Tier 2 mentoring and SEL groups. The Devereaux Student Strengths Assessment (DESSA), along with the associated social-emotional learning-based Second Step curriculum, will help in support of these students. Mentors will use the DESSA reports to understand the current social and emotional understanding of students as they form groups and select and implement appropriate lessons and strategies from the evidence based SEL curriculum, Second Step. Identified strengths will be honored, celebrated and built upon. Areas needing support will receive targeted instruction directly aligned to Second Step curriculum. Mentors

will engage students in lessons that strengthen students' ability to learn, self-regulate emotions, have empathy, and solve problems. It also targets key protective and risk factors linked to a range of problem behaviors. In addition, mentors will meet with students 30 minutes per week for check in-check out and daily contact. Teachers will administer the DESSA to identify students for the selection process as the DESSA requires that the assessor has a minimum of 4 weeks exposure to the student for at least 1 hour per day preferably in multiple settings. One-minute probes will be used by mentors two times a year with the first occurring at the midpoint to progress monitor SEL growth and adjust strategies to maximize learning, while the second occurs after completion of dosage for program evaluation. As a Tier 2 intervention, 10 TQT fellows will offer mentoring and SEL for 20 selected students in grades 3-5 twice a week, individually or small groups of 1:1-4 ratio, plus an additional 30 minutes per week for check in-check out during the instructional day, and during the after-school program (YES Program). Fellows will make positive phone calls home and engage students in APD approved BCCL program related projects and activities during lunch-time and/or YES Program. In addition, fellows will have service opportunities to accumulate hours outside of their regular schedule by participating in family literacy and math events, community literacy events, open house, physical and volunteer service projects, and other approved service opportunities for those who are behind in hours accumulation.

7. Training for School Staff:

Staff will participate in opportunities presented by entities such as the Tulare County Office of Education, or conducted by in-house staff, to help support teacher instructional methods aimed at students who need accelerated approaches to learning, as well as any additional support (i.e. SEL) that staff can offer students as a result of the pandemic. Possible areas of focus include: Social-Emotional Learning, student engagement, child and youth development, English Language Development, measurement and assessment strategies, trauma-informed training, mental wellness, academic content support (i.e. mathematics, English language arts, science, history, arts, foreign language, etc.), literacy development, reading strategies, leadership development, Career Technical Education, student and staff safety, Universal Design for Learning, de-escalation strategies, AVID, mentoring. Related fiscal support for training (registration, travel, substitute, etc.) may be supplemented by ELO and other funding sources.

Language Development efforts will expand with Dr. Kate Kinsella & Associates supporting staff development at a total of five elementary sites during the upcoming academic year: Bellview, Doyle, Roche, Los Robles and Westfield, and guided by our Teacher of Special Assignment (TOSA). Additionally, Kinsella & Associates will assist our TOSA in providing on-going professional development of Houghton Mifflin's English 3D (E3D, authored by Dr. Kate Kinsella) at the high schools: Porterville, Monache and Granite, as well as the ongoing support at the middle schools: PMA, Sequoia, Pioneer and Bartlett. A pilot implementation of E3D will occur at Doyle Elementary School. Participation is based in part on site readiness, and may require substitute release time.

To help improve student outcomes for Special Education students, professional development is provided to mainstream teachers who support Special Education student support in an inclusion model that pairs the general education teacher with the special education teacher as they support the needs of the student. Staff development provided for general education teachers include appropriate implementation of modifications and accommodations for both instruction, assessment, etc. and may require substitute release time.

Once available, district and site staff working with the American Indian students will participate in the Equity and Access for All Students: A Cultural Proficiency Certification Program hosted by the Center for Leadership equity and Research, along with the Madera

County Office of Education, intended to establish an in-house train-the-trainer system to onboard new teachers working with American Indian students on cultural awareness.

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 | \$2,500,000 | provided when available |
| Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports | \$1,100,000 | provided when available |
| Integrated student supports to address other barriers to learning | \$618,062 | provided when available |
| Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports | \$1,400,000 | provided when available |
| Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility | \$3,250,000 | provided when available |
| Additional academic services for students | \$800,000 | provided when available |
| Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs | \$905,000 | provided when available |
| Total Funds to implement the Strategies | \$10,573,062 | provided when available |

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

Efforts to support students with direct services provided by the Expanded Learning Opportunity grant funds will be coordinated with ESSER funds by purchases related to supplementing compensation, materials, and technological needs for staff to operate in an efficient, effective, and safe manner.

Staffing: Staffing resources include those provided to both certificated and classified staff as they support the transition to in-person learning, distance learning efforts, and tutoring for students. In anticipation of an increased number of students in need of targeted intervention and other support, funds from the Expanded Learning Opportunity will need to be combined with both the ESSER II and ESSER III funds during upcoming years to support other activities that are necessary to maintain the operation and continuity of services and continuing the employment of existing staff.

Instructional Materials & Supplies: ESSER funds will be coordinated with ELO funds to ensure teachers have the supplemental materials they need to support the learning of students in anticipation of an increase need for academic and social-emotional intervention and acceleration efforts. These supplemental materials are not limited to curriculum-specific materials, but also include supplies that teacher need to support the day-to-day activities that occur both inside and beyond the classroom, and encompass materials and supplies supporting academic, social-emotional, and family supports.

Technology: Although students are beginning to return to school, technological support is still required to support distance learning opportunities, including those related to credit recovery efforts. ESSER funds will be combined with other funding sources (such as ELO) to ensure technological access and infrastructure needs for both students and staff as needed. This coordination of funds will include both hardware, software/platform purchases that assist staff in their instructional efforts, as well as supporting access to Internet for students and families in need.

Safety: Safety considerations as students and staff begin the post-pandemic transition back to in-person learning will continue to be paramount. Coordination of funds will help ensure that air circulation and filtration are maintained at levels deemed appropriate by our local health agencies. Purchase of Personal Protective Equipment will continue as needed, dependent upon the COVID-related status in the county, and guidance from the local health agency. Funding related to continuous sanitation will also be a necessity in the near future, until COVID-related trends decline to acceptable levels.

Nutrition/Transportation: The various academic intervention options, along with COVID-related family needs for student groups such as low-income students has, and will continue to need support from nutritional services during the foreseeable future. Collaboration of funding sources between ELO and ESSER will continue to help address the nutritional and transportation needs of students throughout the district. This includes, but is not limited to, the traditional school year, after school, summer school, intersession, weekend, or bridge programs.

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.

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.

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