

# 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

# 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](mailto:ELOGrants@cde.ca.gov) or [lcff@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 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