



# 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.

Stakeholder input has been a key component of PVSD's planning process this year, beginning with an extensive 130-member re-opening task force that consisted of various subcommittees and led to the safe and successful re-opening of PVSD schools.

As PVSD worked through a variety of challenges in this historic year, we leaned on our partners to help inform decisions regarding actions that support PVSD students and staff. Conversations regarding the ongoing supports students and staff will need have been recursive. During the March instructional leadership meeting, site leadership began discussions about preliminary student supports including summer sessions, increasing access to literacy intervention specialists, and supporting students through increased counseling services focused on leveraging our second Step Social Emotional learning curriculum. These needs were identified as a result of analyzing student grades and staff working through increased counseling referrals. In working through different ideas and solutions for how to best support students and staff, district staff met with our labor partners (Pleasant Valley Education Association) to discuss preliminary ideas for extending instructional learning time beyond what is required and identifying additional supports (March 22, 2021). Providing summer learning programs, intersessions, and tutoring supports were also discussed as strategies to recapture learning. Through a subcommittee process, PVSD

worked with PVEA to develop the calendar in a way that was conducive towards providing intersessions during breaks. School leadership was enlisted to discuss the priorities for learning recovery including what academic and social-emotional supports would be needed. A meeting with site leaders to discuss specific supports was held on March 22nd. At the April 14, 2021 leadership meeting, school principals discussed options with regard to potential summer programming, specifically with a focus of supporting students with academic gaps as well as those who have struggled with academic engagement. The group consensus was that a low-tech, high engagement summer school model would provide the best experience for students. Teacher committees were convened to help plan the summer program for special education and general education.

As ideas continued to be formulated, a draft plan was presented for input at the PTA Superintendent's Roundtable, which represents all eleven PVSD campus. Additional sessions were held with the PVSD teacher advisory (March 25, 2021), district parent advisory (March 25, 2021), and District English Learner Advisory (May 11, 2021).

As a result of the preliminary planning and input, a Board subcommittee meeting was held to discuss preliminary plans. Additionally, a leadership meeting was convened to provide leadership with the salient points regarding the plan, so that these could be presented for input during campus staff meetings. All eleven campuses held staff meetings to present the various strategies PVSD will employ in meeting the needs of students. In order to more intentionally support teacher learning needs, areas of professional development were discussed at the PVSD professional learning committee meetings, which is comprised of teachers from all grade levels and schools throughout the district.

To support the selection of the actions developed for the plan, a survey that queried the need for additional supports, such as literacy intervention content specialists, increased social emotional support, and tutoring/homework support was sent to certificated, classified, and parents/guardians. In response to the prompt "I will need training on how to accelerate instruction due to interrupted learning", 43% of teachers agreed or strongly agreed with the statement. Additionally, 87% of certificated staff agreed or strongly agreed that students will need increased reading support, and 83% agreed or strongly agreed that students would need increased math support. When queried about the need of increased counseling support, 83% agreed or strongly agreed that students would need this. Results from the classified personnel demonstrated that 76% agreed or strongly agreed with the need for additional reading support; 88% agreed or strongly agreed with the need for additional math support; and 80% agreed or strongly agreed with the need for increased counseling support. Approximately 93% of parents/families agreed or strongly agreed that students will need access to reading support teachers. With regard to school counseling support, 62% of parents agreed or strongly agreed with increasing these supports.

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

Schools have maintained clear and detailed records regarding students who have not fully engaged in the educational program this year. These students will be prioritized for summer learning opportunities and intersessions. Additionally, school site teams have analyzed multiple data points to establish a priority list of students identified for the summer session based on academic needs. From reviewing the report cards of individual students at site earning 1's at the 1st-5th grade level to students who had at least one D or F on their report card at the middle school level, school teams have used their professional learning communities to identify students for additional support.

PVSD has implemented FastBridge, a universal screening tool in mathematics and reading, which provides three screening points throughout the year to ensure students are on an upward learning trajectory. The tool also provides a longitudinal analysis over three years of a student's learning trajectory. For students selected for reading intervention support, FastBridge has a curriculum-based metric that helps

monitor student progress between the larger screening dates. In grades K-3, the Fountas & Pinnell Leveled Literacy Intervention program is another method for monitoring student growth in reading. Literacy Intervention Content Specialists review the data with site teams to determine next steps to support students, including using small group and push-in support. The team develops a target for the student to meet at the end of the intervention cycle, and develops next steps based on the success of the intervention. Teachers will also use formative classroom assessments in their identification of student needs. As an ongoing mechanism for data analysis to support student needs, site level teams are provided with data days through which the site leader meets with teachers to discuss areas of focus as well as to identify students in need of additional support.

Frey, Fisher & Hattie (2018), note that "if we want students to take charge of their learning, we can't keep relegating them to a passive role in the assessment process". In a recent survey of students in grades 5 and 7, students were asked to indicate the areas that they believed they needed additional support. About 34% of 5th grade students noted they need the most help in mathematics followed by 31% who expressed the need for support in language arts. Approximately 10% of PVSD 5th graders expressed they need support "managing their feelings sometimes". On a similar survey, 37% of 7th grade students expressed they needed the most help in math. Seventeen percent noted they need support in language arts, and 15 % shared that managing their feelings is an area where they need help. Ensuring that students have a way to self-identify and report needs will further support staff in appropriately connecting students with resources.

Another method for monitoring students is through the analysis of student attendance. Counselors will monitor attendance patterns and provide targeted outreach to students and families demonstrating need. As part of the community-building process, teachers will monitor student socio-emotional needs and refer students for support when needed.

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

All sites will be provided with funding to support homework and tutoring. Information about these programs is provided through the school site's communication channels, including school newsletters, website announcements, blackboard connect messages, and social media channels. The summer and intersession program information will be provided to parents/families as part of a referral process for students who are demonstrating needs. This includes invitations to the program through email, and follow up through phone calls for those who have not responded to email invitations.

With regard to informing parents and guardians about increased counseling supports, school staff will post the counselor's schedule and contact information on the website. Counselors will provide regular communication/outreach to families by way of school newsletters describing services offered, as well as apprising families of steps taken in the district's adopted social-emotional learning curriculum.

Parents and guardians of students identified for additional reading intervention support will be notified by the classroom teacher, with a schedule delineating when the student will be receiving these services. As part of the report card, progress report, and parent/guardian/teacher conferences, these additional services will be discussed as available supports for students.

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

As a result of the extensive stakeholder consultations, PVSD has developed a robust plan to support students and staff, paving the way for recovery.

Beginning with a robust summer program that emphasizes engagement through hands-on learning experiences, PVSD will offer two summer sessions for students in grades 1-7. Frey and Fisher (2021) promulgate the importance of building summer programs that help students build student agency through engaging experiences. The summer program will focus on building student confidence and re-engagement with learning. Utilizing small group instruction, cognitive guided instruction in math practices, book club structures, and thematic hands-on learning experiences. The program will address attendance barriers such as childcare to ensure that more students are able to attend the sessions.

In order to increase the amount of instructional time/days for students demonstrating the most need, an intersession structure will be added to the winter break in addition to extended learning opportunities during Presidents' week and spring break. These opportunities will provide engaging, targeted support, with students recommended by teachers based on the most recent data.

While PVSD has provided reading interventions as part of the instructional program, data suggests that the need for increasing access to these services has grown. To meet this need, temporary Literacy Intervention Content Specialists will be added to support reading progress. Using research-based strategies and curriculum, PVSD has a well-defined reading intervention support model that will be scaled further to support a greater number of students. The Literacy Intervention Content Specialists will provide both push in and pull out supports with specialists providing focus lessons to support phonemic awareness, phonics, fluency, and comprehension reading gaps. Additionally, the specialists will support teachers through professional learning opportunities to increase use of research-based reading instruction strategies.

A centralized math intervention content specialist will be added to spearhead accelerated learning in mathematics and direct site team support. Since it will not be possible to reteach full units from the previous grade level curriculum, as this would widen the instructional gap, the math intervention content specialist will provide teams with guidance on the essential learning standards focusing on content that considers the following: readiness, endurance, assessment, assessed, and has leverage for future skills (Ainsworth via Many & Horrell 2014).

As an additional method of increasing opportunities to accelerate instruction in grade level standards, the combination class structure will be eliminated as much as possible in grades 1-5. This strategy will provide teachers with time to focus on one set of standards and design learning relevant experiences for all students. At the middle school level, extra sections will be allocated to sites to provide opportunities for targeted supports in mathematics and English Language Arts. Through the thoughtful design of these support classes, students will have an engaging instructional experience as a conduit for supporting skill gaps.

A need expressed through stakeholder input was for students to have opportunities to engage with hands-on learning experiences, particularly given a year of tech-heavy learning. To support this need, paraprofessional MakerSpace instructional assistant will provide teacher support to purvey rich hands-on learning experiences that support science and mathematics.

Due to the punctuated need to provide additional social emotional learning supports, current counseling supports will be continued and expanded. Counselors will focus on providing social emotional training for teachers to address needs of students as well as to expand the

use of the Second Step learning curriculum. Counselors will provide support on the implementation of restorative practices such as community circles and alternative student supports. Building a community of leaders that is supportive and conducive to building positive relationships will be essential (Darling-Hammond, 2021).

The plan seeks to meet the needs of the whole child, addressing social-emotional needs that will further prepare students for full learning engagement and increased academic outcomes.

## 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	\$400,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$2,310,000	
Integrated student supports to address other barriers to learning	\$560,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports		
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility		
Additional academic services for students	\$430,000	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$80,000	
Total Funds to implement the Strategies	\$3,780,000	

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

PVSD is focusing Extended Learning Opportunity Grant-funded activities for the 21-22 school year. We expect that some students' recovery from the pandemic-induced interruptions in learning will be a multi-year process. As such, during the next school year, we will continually evaluate student needs and the effectiveness of the interventions strategies delineated in this plan. Actions that are yielding positive results in helping to recapture student learning will be continued in the 22-23 school year using ESSER II funds. In this way, the ELOG and ESSER II funds are coordinated to address the multiyear recovery that is necessary for student success.

# 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  
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