

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pajaro Valley Unified School District	Dr. Michelle Rodriguez, Superintendent of Schools	Michelle_Rodriguez@pvusd.net 831-786-2135

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 Pajaro Valley Unified School District (PVUSD) is committed to providing clear, consistent, timely and specific communication of information to students, families, staff, and community partners in their preferred language through district and site websites, district weekly communications, parent/student text messages and emails. PVUSD has continued with and enhanced opportunities for students, families, staff, and community partners to provide ongoing feedback through established structures such as student forums, site parent meetings, parent leadership forums such as DELAC/DAC/CAC/PAC, involvement of union leadership and multiple surveys to District stakeholders groups. Over the last 15 months, PVUSD has expanded two-way communication and created new systems such as the use of Thought Exchange, weekly Conversations with the Superintendent and weekly Ask Dr. Rodriguez FAQs. Specifically, Thought Exchange was used during over 15 input sessions with students, parents, staff and community members which allowed 453 participants to provide 8,922 feedback points around the Expanded Learning Opportunity Grant.

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

To support the development of the whole child, PVUSD believes in the need to identify the unique social, emotional, mental health, language and academic needs of each child. The following are PVUSD Data Utilization Guiding Principles:

Why we collect data:

- To keep the whole child at the center of our thinking
- To listen to the perspectives of students, families, staff and community
- To focus on what's important
- To responsively change practices as indicated
- To assess efficacy of investment
- To make significant progress on our equity agenda

How we collect the data:

- By examining existing information to determine gaps in knowledge or understanding
- By following our data gathering guidelines
- By consistently using and adapting best data practices for respectful engagement, sound research methods and participant protections

What happens with the data:

- Use techniques to move fluidly between qualitative and quantitative data
- Share the data with our educational community
- Tell the story behind the data together
- Make meaning together
- Reach conclusions together
- Develop meaningful feedback and generate two-way communication

Take action with the data:

- Determining priorities together to improve outcomes and systems for student success
- Developing actionable steps and plans
- Implementation
- Evaluating impact of actions in real-time
- Refine and sustain the ongoing actions and learnings

To align with our Data Utilization Guiding Principles, multiple measures, differentiated by grade level, are used to evaluate the needs of the students on an on-going basis. For social, emotional and mental health needs, our District & Site Wellness Teams work along with our non-profit partner, PVPSA, to address referrals by Teachers/Community Partners and create individualized supports for students. The District and Site Wellness Teams use Weekly Engagement Logs/Attendance, D & F Rates / Graduations Rates, and Sown To Grow - Social Emotional Universal Screener to identify students through quantitative data in addition to referrals. For language and academic needs, the Student Support Teams use data from SIPPS Mastery Tests, Measures of Academic Progress (MAP), ELPAC, D & F Rates / Graduations Rates, and MTSS Improvement Plans to identify students in need of academic support.

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

PVUSD provides information to students, staff, parents and community in a variety of ways using their preferred language including English, Spanish and Mixteco Bajo. On a weekly basis, all stakeholders are provided with updates through Ask Dr. Rodriguez FAQs, emails and texts through Remind, updates on the District and Site websites, outreach throughout our Parent Education Team, Extended Learning Department, School Site Council and English Learner Advisory Committee. and social media postings on Facebook, Instagram and Twitter. For key initiatives such as supplemental instruction and supports identified in this plan, comprehensible information is provided through summary data infographics, press releases, and presentations to the District English Learner Advisory Committee, Community Action Council and the Board of Trustees. In addition, the individual school sites and Student Services Department, Healthy Start Centers, Migrant Education, Early Childhood Education, and Migrant Seasonal Head Start engage in targeted outreach of vulnerable or underperforming students to increase their participation.

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

Based on the feedback provided by all stakeholders through Thought Exchange, PVUSD's plan will focus on five key areas listed in order of priority:

Priority #1 Pupil Supports: There is significant need to provide wrap around services to all students using a multi-tiered system of support (MTSS) approach through a district-wide Restorative Start, expansion of PVPSA contract, additional PVUSD social emotional counselors to increase services to a 2:1 ratio at the elementary level and a 1:1 ratio at the secondary level and additional PVUSD mental health clinicians to provide on-going support. PVUSD will form three Parent Engagement and Wellness Centers starting at the

first Wellness Center at EA Hall during the 2021-2022 school year. The expansive resources, services and referrals facilitated at Wellness Center will focus on the whole child, whole family, whole community. There will be the expansion of afterschool programming through community partners such as YMCA, Parks and Recreation, Boys and Girls Club and Wetlands Watch.

Priority #2: Close Learning Gaps: PVUSD will increase the number of elementary intervention teachers by 16 to provide targeted math and reading intervention and add two instructional assistants at each elementary school to reduce student to adult ratios in TK-1st grade classrooms. PVUSD will provide intervention of core academics and after school tutoring at the secondary level.

Priority #3: Extend Learning Time: PVUSD is committed to extending instructional learning time through summer school and intersession 2021 and 2022 programming. Staff will be provided additional pay to support clubs and after school tutoring. Community partners including Digital Nest, Food What?, Life Lab, El Sistema and Latino Youth Film Institute will be funded to expand programs after school hours.

Priority #4: Learning Hubs: PVUSD will provide safe spaces throughout secondary schools where students will have access to both high speed internet and academic supports. The secondary libraries will be updated to allow for afterschool Learning Hubs. The Learning Hubs will include additional EAOP tutors, community partners and credit recovery programs.

Priority #5: Training for Staff: All staff will be provided with two additional days of pay to engage in training around trauma informed instruction and culturally relevant teaching. In addition, staff will be provided with additional opportunities to engage in training around standards-based grade level teaching, social emotional learning curriculum and strategies that focus on acceleration versus remediation.

Two additional priorities noted in stakeholder feedback were support for credit deficit students and assessment.

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	\$7,597,924	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$1,730,000	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$3,112,980	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$1,000,000	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$550,000	[Actual expenditures will be provided when available]
Additional academic services for students	\$300,000	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$1,339,138	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$15,630,042	[Actual expenditures will be 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.

The ESSER funds will be utilized to solidify and sustain the new programs and staffing established by the ELO Grant funds over multiple years. The ESSER funds will also allow PVUSD to pivot as necessary to meet the on-going needs of students. In addition, ESSER funds will have a greater focus on Facilities, Health & Safety, and Technology.

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