

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.

Pleasant View Elementary School District has met several times with staff, parents, students, community members and specialists in the mental health field on how best to use the expanded learning opportunities (ELO) funds to meet the needs of our students. These meetings consisted of explaining the goal and parameters of the use of the ELO funds. The next step was to get input from each group on ideas to provide the best supplemental support for all identified students in the area of academics, social emotional and physical well being, engagement and technology connectivity, how to identify students and their needs, how best to inform parents and how to report results of the implemented plan. The last step was to get input on the completed plan before taking it to the board. The major needs identified for Pleasant View’s plan was in the area of providing intensive reading, writing and math intervention, more mental health and specialist support in the area of anxiety, depression, suicide prevention and social and communication skills, physical safety, training for staff on best practices to implement in order to accelerate the learning of English language learners and students with special needs, trauma informed practices and homeless students, effective assessments in the area of academics and a screening for at risk youth. Another important area was building the technology, connectivity, afterschool programs, meeting the academic and social emotional needs of the students at a community hub (center) in conjunction with the non-profit that operates the community center and working with other community organizations that can help implement the plan. This plan has been written in conjunction with the LCAP/SPSA plans. Pleasant View administration will continue to meet with staff, students, parents, community and other partners to evaluate students needs and the effectiveness of what has been implemented, allowing for additional input throughout the years

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

Students will be identified by using our District academic assessments and screenings, progress reports, at-risk youth screenings, RTI process as well as staff, and parent recommendation with parental consultation. Our leadership team and staff also played a key role in the identification of those students struggling with not only academics but social-emotional needs. In addition to the assessments, screenings and recommendations, parent and student surveys, students will also be identified based on attendance, engagement, and social-emotional needs. Pleasant View will continue to use the Response to Intervention (RTI) process and meetings to also identify students throughout the 2020-21 to the beginning of the 2022-23 school year. The usage of this multi-tier identification approach will help to identify the students and grade levels in greatest need of support and intervention as well as in some cases acceleration.

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

Pleasant View PVESD has successfully communicated with parents through the use of the Parent Square, Social Media, Web Site, Email, and phone calls, as well as regular virtual meetings with the Community Liaison and Principal. PVESD also sent out surveys to all stakeholders to gather information on needs. Each communication method is available in English and Spanish. PVESD will use those same methods to get information out to all parents, as well as individual parents. Parents will need to give approval for participation in any afterschool, counseling, mental health, medical, or special services program. A meeting will be held with the parent in person, by phone and, or virtual to explain the program recommended, the reason for the recommendation and the expected results before asking for a parent's official approval.

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

This plan will:

- Provide intensive reading, writing and math intervention on campus such as but not limited to additional full time teachers to help mitigate the learning loss that has occurred.
- Provide an academic coach to address pupil learning loss by supporting teachers with intervention strategies in order to meet the needs of students at all academic levels.
- Expand counseling and mental health services (i.e. additional counseling and psychologist time, behavioral aides, triage social workers for both campuses through MOU with Tulare Mental Health and Tulare County Office of Education student services and health departments, social emotional screen, etc.) Professional Development in the area of English Language Learners and Trauma Informed practices for all staff expanded Physical and Health services (i.e. lunchtime and after school clubs, classes, workshops for students and for parents to support their child(ren) in the area of physical health and well being, supplies and materials, supplemental curriculum, MOU when partnering with our community and medical partners when appropriate.)
- Materials and supplies and triage social worker services to meet the unique needs of homeless in all areas.

The items listed above were the main areas that were addressed for supplemental instruction and support, however all stakeholders understand that a need may arise that we had not thought of, so this list is by no means exhaustive.

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		
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	292213	
Integrated student supports to address other barriers to learning	75000	
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		
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs		
Total Funds to implement the Strategies	367213	

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

When developing the plan with all of the stakeholders, we took into consideration all the funds that were available, including the Elementary and Secondary School Emergency Relief (ESSER) funds available to the district to keep the supplemental instruction and supports in place after the 2021-22 school year. When prioritizing the list of needs for all Covid-19 funds from the state and federal governments, we did not take finances into consideration until afterwards, knowing that ESSER, LCAP and Federal program funds were also available to give the Pleasant View students the very best to meet their needs for intervention, acceleration, support and safety. All funding is being used to support all students in reducing learning loss, social emotional and physical well being, providing greater student engagement in academics and extracurricular activities, growing school staffing at levels required for interventions and student supports, maintaining safe and clean facilities as directed by the California Department of Public Health and ventilation opportunities, technology and connectivity, additional activities prioritized by our Covid-19 Stimulus. Once the plan was designed, the different funds available were also assigned according to the regulations and rules for each one for the 2020-21 school year though the 2022-23 school year.

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 or 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.

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