

PUSD 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.

Stakeholders were involved in the planning process at all levels. This included parents, students, teachers, classified staff, and administrators. Initially, Paradise Unified School District (PUSD) sent out surveys to parents and staff. The surveys and stakeholder conversations that followed showed that concerns were similar, and each group identified the same priorities. These priorities were Additional School Staff, Additional Social and Emotional Support, Safety, and Expanded Learning Opportunities.

Once the priorities were established, each stakeholder group met to brainstorm what programs may best support that priority. PUSD also used data from district assessments, AERIES, and surveys to finalize the district programs and identify students.

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

Paradise Unified School District assesses students' academic and social-emotional needs throughout the year. PUSD has not been involved in SBAC testing since the Camp Fire on November 8, 2018. However, PUSD has three diagnostics implemented each year to track student improvement areas and identify areas of need. PUSD students in kindergarten through 8th grade participate in i-Ready (Reading and Math) Diagnostics. Students in 9th through 11th grade use the Measure of Northwest Evaluation Association-Measure of Academic Progress (NWEA-MAP) in reading and math. Other common local assessments include ESGI, DRA, BPST, ORF, and STAR (Reading and Math).

PUSD also uses data and assessments to identify Social and Emotional Needs: Kelvin, Healthy Kids Survey, Attendance, Grades, Referrals, and Student Visits to the Health Clerk.

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

All families will have opportunities to participate in the intervention programs. PUSD will offer summer programs as well as daily interventions during the school year. All parents and guardians will be notified using Peachjar (Parent Notification), automated phone messages through AERIES, and distribution on social media. For our students with the highest needs, PUSD will personally contact families by phone or through email. In PUSD, 65 percent of our students are identified as low-income. This group, along with Homeless, Students with Disabilities, Foster Youth, and English Learners are included in the process for identifying students with high needs.

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

Paradise Unified School District uses an MTSS model for social-emotional, academic, and behavior support. This framework helps create engaging learning experiences at each students' level, so they are academically and emotionally supported.

| Universal Support for all Students | Targeted Supports | Intensive Support |
|------------------------------------|----------------------------------|--|
| Academic Support | | |
| I-Ready | College Readiness | Special Education Program |
| Reduced Class Sizes | Intervention Classes 7-12 | Small Group |
| Standards Based Instruction | Summer School TK-6 | 504 |
| Differentiated Instruction | Credit Recovery 7-12 | Extended School Year for Special Education |
| Formative Assessment | Title I | 1:1 Intensive Intervention (Reading) |
| Independent Study | Power Hour (Boys and Girls Club) | |
| Educlimber | Peer Tutoring (CJSF and CSF) | |

| Universal Support for all Students | Targeted Supports | Intensive Support |
|--|---------------------|-----------------------------|
| Social Emotional Support | | |
| KELVIN | Zen Den | BCOE- Counselors |
| RULER | Sensory Den | Youth For Change Counselors |
| Academic Counseling 7-12 | School Counselors | |
| Reduced Class Sizes | Yellow Ribbon Cards | |
| Restorative Justice Practices | | |
| Innovart (Summer Social Emotional Art) | | |
| Mindfulness | | |
| Mindful Littles | | |
| Nurtured Heart | | |
| Capturing Kids Hearts | | |
| Empowerment Journal | | |
| Second Step (tk-6) | | |
| Trauma Informed Training | | |
| Athletics | | |
| Trauma Informed Learning Environments | | |
| Streamlined Referral Process | | |

| Universal Support for all Students | Targeted Supports | Intensive Support |
|--|-----------------------------------|-------------------|
| Other Student Supports | | |
| PBIS | Check In-Check Out | SARB |
| Get Focused Stay Focused (9-12) | 3 Attendance Notification Letters | |
| Boys and Girls Club | | |
| PBIS/MTSS | | |
| Schoolwide Attendance Program/Incentives | | |
| Schoolwide Nutrition Program | | |
| Social Justice Committee | | |
| District Stakeholder Meetings | | |
| Leadership | | |
| LINK Crew | | |

Since the Camp Fire in 2018, Paradise Unified School District has provided summer food programs. During COVID-19, five-day meal programs were provided for all students. Due to the ongoing recovery and COVID-19, our Food Service department will continue to offer meals to summer school participants and all students throughout our Paradise and Magalia community.

Extended School year will bring our highest need students back to school for an additional two weeks. These classes will be taught by certificated teachers and will focus on reading and math. These classes will include a certificated teacher working with 10-15 students. Classes will be based on the grade level of the students and focus on lost learning. Credit recovery focuses on our 9th-12th grade students who have failed classes and need to make up credits. PUSD will offer two credit recovery sessions this summer through our Edmentum program. Intervention courses are also being offered throughout the school day in grades 9-12. Students who want to maintain their regular schedule have an option of doing so and can instead choose to participate in a before or after school intervention class.

In partnership with the Boys and Girls Club we will be able to offer two summer camps. Our local Boys and Girls Club will be providing camp at two of our sites from June 7th to July 31st.

During the hybrid model, we saw great success with our students. Although we only had them for half the time, classes were half the size, and we observed academic growth and a decrease in student behavior. While we cannot keep classes at half the size, we can decrease the number of students in each class for TK-3 (Approx. 18 students), 4-6 (Approx. 23 students), and 9-12 grades, math, and

science (Approx. 25 students). PUSD will offer training for staff on how to build relationships with students and how to improve instruction for small group learning. Initially classified staff were scheduled for layoff due to the fires. However, most will now be retained to provide additional intervention and support.

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 | [\$ 20,000.00] | [Actual expenditures will be provided when available] |
| Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports | [\$ 184,943.00] | [Actual expenditures will be provided when available] |
| Integrated student supports to address other barriers to learning | [\$ 760,000.00] | [Actual expenditures will be provided when available] |
| Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports | [\$ 0.00] | [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 | [\$ 700,000.00] | [Actual expenditures will be provided when available] |
| Additional academic services for students | [\$ 80,000.00] | [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 | [\$ 50,000.00] | [Actual expenditures will be provided when available] |
| Total Funds to implement the Strategies | [\$ 1,794,943.00] | [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.

ELO funds are funds that must be used by August 2022. Additional Elementary and Secondary School Emergency Relief funds will be used to extend the programs and supports that have been put in place with the use of the ELO funds. For example, when ELO funding runs out for our after-school tutorial programs, other Elementary and Secondary School Emergency Relief funds will be used to support this. This approach will allow us to develop programs beyond two years. For those programs that have been identified as highly effective, we can pursue funding beyond the ESSER funds or other emergency relief funds.

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
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