

Expanded Learning Opportunities Grant Plan

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The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

The feedback and input received through our stakeholder engagement process for LCAP development has served to inform this plan. The work with the LCAP fully aligns with the seven areas that Expanded Learning Opportunity grant funds are meant to address. Specifically, we have engaged parents, teachers, school staff, and even students in the following ways: comprehensive surveys, webinars, presentations to district committees and focus group sessions with student leaders. All of our outreach has included teachers, classified staff, administrators, bargaining unit representatives (certificated and classified), our SELPA Director, superintendent, and two Governing Board members.

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

We plan on implementing a district-wide diagnostic assessment tool to be able to identify each students' academic performance levels in ELA and mathematics. This diagnostic assessment will be given multiple times over the course of the year (i.e. fall, winter, and spring) with the results being used by teachers, principals, and district leaders to monitor growth and progress over the course of each

school year. In addition, assessment data from other district tools and curriculum adoptions will also be used to monitor progress. The data that is provided through the use of these tools will serve as an additional way that teachers, principals, and district leaders will identify present levels of performance and subsequently monitor growth and progress over time. In order to identify the social-emotional needs of our students, district counselors, social workers, and related staff will work together to meet with students and student groups to determine student needs.

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

The district is planning a website to provide this important information for all parents to access at any time; each school site will mirror the information. In addition, a series of webinars will be conducted and posted for parents to engage with. Each school site will also conduct presentations for parents and parent groups. Throughout the year, we will also continue our webinar series addressing various topics related to supplemental instruction and support, instructional technology, health and wellness, and more. We will also conduct parent meetings at school sites to share data with parents related to the progress they are making that includes data from the various tools we use to accelerate and personalize learning.

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

Our plan begins with an expanded summer school program offered to all students in grades TK-12. Our program at the K-8 level will include opportunities for students to receive support in both literacy and mathematics as well as enrichment areas. At the high school level our program will include opportunities for credit recovery as well as opportunities for enrichment in areas like CTE and preparation for advanced placement courses. Students with special needs will be included and supported during the summer program at all levels. The summer school program will be extended to last six weeks at all levels.

The district is also planning the offering of two additional weeks of instruction by offering a "winter session" for targeted students in grades K-8 that will focus on addressing learning loss in literacy and mathematics or improve their grades during the third week of winter break. Students in grades 9-12 will be offered an opportunity to recover lost credits, address learning loss in the areas of literacy or mathematics, or to improve their grades. And we are reviewing a similar plan for the week of spring break.

Prior to the start of the school year, our schools will offer an orientation week for students and families. The purpose of these orientations will be to welcome students back to campuses for in-purpose instruction, build relationships between students, parents, teachers, and staff, and review safety protocols and procedures. Student-led organizations like WEB, Link Crew, and ASB will be involved in this work in grades 6-12.

We are also planning to extend learning time is by increasing the availability of our "extended day" program. Currently, our extended day program is available to high school students and is used for the purposes of credit recovery. We plan to expand that to include additional support for students who need it in core subject areas. We will extend this concept to include students in grades K-5 and 6-8 respectively.

Beyond winter and spring session opportunities and extended day classes, the Instructional Technology Office, in collaboration with Academic Coaches and Curriculum Specialists, develop a catalog of strategic online courses within our LMS that are offered to students year-round. Courses will utilize existing PUSD curriculum and be facilitated by credentialed PUSD teachers. Capstone projects and performance assessments may require periodic face to face sessions of whole-group, individual or small group enrollment.

In order to accelerate learning, we will continue to provide students with a variety of instructional tools to support student learning and expand their use. Professional development and training will be provided for teachers and staff to support each of these initiatives. In addition, resources will be made available to provide additional tutoring services, with an increased focus on providing tutoring for homeless, foster youth, and students with disabilities.

The district is working with our labor partners to provide additional professional development days that will be used to provide training focused on instructional techniques to accelerate the learning process, integrating technology into lessons, data analysis, addressing social-emotional learning needs and related topics. Resources will be made available for professional development, training, and planning time for teachers and staff over the summer months in preparation for the start of the school year and after the school year begins.

In order to ensure all high school students are on track to graduate, we will expand the opportunity to recover lost credits or validate “D” grades in A-G subject areas at each of our high schools. Professional development and training will be provided for teachers and staff to support this. We will also provide resources to expand dual enrollment opportunities with local, state, and national colleges and universities.

Further, in order to provide instruction that is engaging, rigorous, and relevant to students, a vital ingredient for accelerating learning, we will invest in training teachers and staff in all grade levels. We will also work to ensure that opportunities for high quality STEM instruction is available in grades K-5 by expanding the district’s partnership with Project Lead the Way to include those grade levels. We will also support the implementation of our new science curriculum in grades K-5 by providing funds to support professional development and training for teachers and staff as well as related resources and instructional materials.

In order to ensure that students are better connected to their schools and receive instruction that fully integrates its core curriculum together with content like STEM, CTE, VAPA, etc., we will present to the Board of Education for review the concept of themed schools for elementary schools. These schools could fully integrate VAPA and STEM into their curriculum respectively and can serve as models for similar efforts in the future. Similarly, plans will be developed for Board consideration for a district’s dual language program in a district school. Resources will be made available for approved programs and implementations.

In order to continue to address learning loss in literacy, we will expand our current reading intervention program to support all students in grades TK-5. We will also implement a reading intervention program in our middle schools to support students in those grade levels. Funds will be made available to our middle schools to provide staffing for this program as needed. Also, at the middle school level, we will redesign the program that supports English Learners in our middle schools to ensure that they improve their English proficiency and reclassify in a timelier manner.

In order to address learning loss in math, we are planning the use of ST Math for students in grades TK-5 as well as the use of online tutoring software in grades 3-12. At the middle school level, we will expand our work to implement the “Thinking Math Classroom” to include all students in grades 6-8. We will invest in additional professional development to support our math teachers at all grade levels to include expanded professional development around Cognitively Guided Instruction (CGI).

In order to address the social-emotional learning (SEL) needs of our students, our curriculum specialists will embed SEL best practice examples into the curriculum guides for all teachers.

The district is planning a collaborative review of the master schedules of our secondary schools with the goal of increasing school connectedness, providing academic support, and addressing social-emotional learning needs. Time dedicated to this is crucial for ensuring a smooth transition for students back to in-person instruction by allowing for them to develop strong relationships with their teachers, staff, and peers without taking away from academic time. Practices like restorative circles, community-building activities, tutoring, college and career exploration, and more could all be a part of this. If it is not possible to build this time into the schedules at all secondary schools, alternatives will also be presented to the Board of Education with resources made available to support the training, professional development, resources and supplies for teachers and staff to engage in this type of work on behalf of students.

In order to provide our teachers and staff with the training and support necessary for addressing the social-emotional learning needs of our students and for ensuring that our school cultures and climate continue to improve, investments will be made in professional development and training that will ensure all teachers and staff are trained in restorative practices, trauma-informed practices, and culturally relevant instruction. The district will identify partners in the community and experts in this field to assist us with this work.

To date, much work has been done to develop a course in Ethnic Studies. Ethnic Studies courses have been shown to help students feel better connected to their school and community and have led to greater academic outcomes for all. Work will be done to expand the reach of Ethnic Studies in each of our high schools and eventually our middle schools as well. All courses will fully align with the state’s model curriculum standards. In addition, we will continue our partnership with universities to offer college-level courses in this area to additional students moving forward.

In order to ensure that our students continue to have a device, we provide funding to support our 1-to-1 Chromebook Initiative that supports students across all grade levels as well as the necessary infrastructure to support this. Funds will also be used as appropriate to ensure students continue to have internet access at home. Additional investments will be made into software that supports instruction in-person and online.

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	\$ 2,000,000	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$ 2,000,000	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$ 2,000,000	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$ 2,000,000	[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	\$ 1,630,232	[Actual expenditures will be provided when available]
Additional academic services for students	\$ 1,000,000	[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	\$ 1,000,000	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$ 11,630,232	[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 district is working with a comprehensive budgeting process and providing information to stakeholders that includes all emergency relief funds received by the LEA, both at the State and Federal levels. This information is provided to the Board of Education for review and approval and included in publicly posted district documents, as well as provided to regulatory agencies as required.

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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