

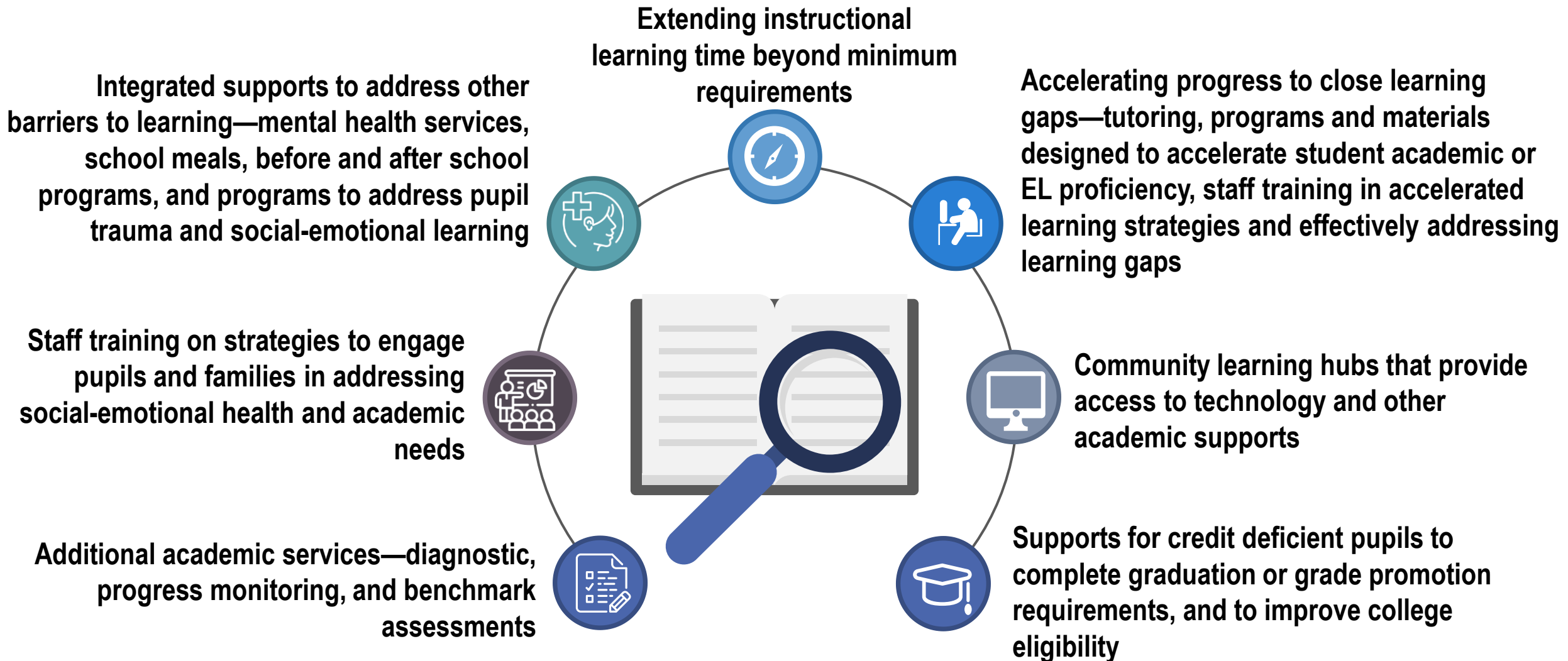


# EXPANDED LEARNING OPPORTUNITY GRANT

# Estimated Allocation: \$2.05 Million

- One time funding that will provide supplemental instruction and support that would benefit disadvantaged pupil groups who have faced adverse learning and social-emotional circumstances as a result of the COVID-19 pandemic.
- PCHS' estimated allocation is \$2,051,780
- By 6/1/21, BOT approval of the ELO Spending Plan is required
- The CDE has provided a template (subsequent pages)
- We have solicited feedback from stakeholders via LTSP and are have a proposal/recommendation for spending the grant funds

# Expanded Learning Opportunities Grant—Allowable Uses



**ELO Grant Spending Proposal - 5/24/2021**

| <b>Description</b>                             | <b>Amount</b>       |
|--|---------------------|
| Mental Health                                  | \$ 220,432          |
| Tutoring                                       | \$ 150,000          |
| Credit Recovery                                | \$ 315,000          |
| Tech Needs/Support                             | \$ 460,000          |
| Professional Development                       | \$ 350,000          |
| Intervention/Counseling Support                | \$ 213,017          |
| Additional Staff (Paraprofessionals & Coaches) | \$ 318,331          |
| Nutrition                                      | \$ 25,000           |
| <br>   |                     |
| <b>Total</b>                                   | <b>\$ 2,051,780</b> |
| <br>   |                     |
| Unallocated                                    | \$ -                |

**PCHS ELO Allocation**      \$    **2,051,780**

| <b>Support Strategy</b>  | <b>Amount</b> | <b>Notes</b>   | <b>CDE Allocation</b>  |
|--|---------------|--|--|
| Mental Health  | \$ 220,432    | 2.6 FTE (LAUSD social worker for 21-22)  | Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports                                |
| Tutoring   | \$ 150,000    | Expanded hours for in-person and virtual tutoring offering   | Extending instructional learning time  |
| Extending Instructional Learning Time (Sat School & Summer School) | \$ 205,000    | 2 semesters of Saturday School (\$80k) & summer school '21 and summer school '22 (\$125k)                              | Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility |
| Credit Recovery  | \$ 110,000    | 2X Accelus license for 21-22 and 22-23 (\$80k) and personnel (aux) for 21-22 (\$30k)                                   | Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility |
| Technology   | \$ 460,000    | Increasing access to tech & connectivity, student devices, in-classroom tech needs, license/subscription renewal, etc. | Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports                              |
| Counseling Support   | \$ 28,667     | Additional counselor support (40 planning hours)   | Additional academic services for students  |
| Intervention Support (Aux)   | \$ 184,350    | Auxiliaries (up to 10) focused on intervention support   | Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports                                |
| Instructional/Tech Coaches   | \$ 31,935     | Hiring of 2 temporary Instructional/Tech coaches   | Integrated student supports to address other barriers to learning  |
| Paraprofessionals  | \$ 286,396    | 4 additional Paraprofessionals (SpEd). Any remaining amount to fund Math paraprofessionals.                            | Additional academic services for students  |
| PD   | \$ 240,000    | mental health and socio-emotional learning (cost of PD and paid PD hours) through start of 22-23 school year           | Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs             |
| Mini Grants  | \$ 110,000    | Covers Summer '21 and Summer '22 PLC and Individual Grants for new curriculum & assesment development.                 | Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports                                |
| Nutrition  | \$ 25,000     | Offering healthy snacks after school   | Integrated student supports to address other barriers to learning  |
|  |               |  |  |

**TOTAL**      \$    **2,051,780**

**Variance**      \$    **-**

**ELO Support Strategy/Function Areas:**

Extending instructional learning time

Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of

Integrated student supports to address other barriers to learning

Training for school staff on strategies to engage students and families in addressing students' social-emotional

Additional academic services for students

Community learning hubs that provide students with access to technology, high-speed internet, and other

Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility

## Expanded Learning Opportunities Grant Plan

| Local Educational Agency (LEA) Name | Contact Name and Title                            | Email and Phone                                     |
|-------------------------------------|---|---|
| Palisades Charter High School       | Pamela Magee, EdD<br>Executive Director/Principal | Email: pmagee@palihigh.org<br>Phone: (310) 230-6623 |

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.

PCHS consulted with parents, pupils, teachers, administrators, classified personnel, and bargaining units (UTLA and PESPU) to develop its Expanded Learning Opportunity Grant Plan. Specifically, PCHS held public meetings in April & May to solicit feedback at the Long-Term Strategic Planning committee (LTSP), and Budget & Finance committee meetings. In addition, PCHS leveraged the Academic Accountability committee, Department Chair meetings and department specific surveys in order to identify areas of need.

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

PCHS utilizes a referral system and coordination of services team to identify students in need of mental health / emotional support. A coordination of services - academic team monitors student success in classes and provides outreach to students in need to include tutoring, SST meetings, and attendance monitoring.

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

Parents are contacted when students are referred for intervention. Additionally, information is disseminated through weekly newsletters, posts on the learning management system, website, etc.

The adopted Expanded Learning Opportunities Grant will also be posted on the school website and shared with all stakeholders in order to generate awareness of the adopted plan and available services.

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

The Expanded Learning Opportunity Grant will provide supplemental instruction and support for all students at PCHS. Specific support will be provided to 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 are credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

Support services have been identified in each of the following 7 strategy areas:

**1. Extending Instructional Learning Time:**

- Summer school services for Summer 2021 and 2022
- Expanded Saturday School for 2 Semesters to address credit/learning recovery

**2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports:**

- Expanded in-person tutoring hours and offerings



- Hiring of additional instructional/technology coaches (temporary for 2021-22)
- Offering PLC or Individual Mini Grants in Summer 2021 and Summer 2022 to facilitate new curriculum and assessment development.

### **3. Integrated student supports to address other barriers to learning:**

- Expansion of Mental Health support to students by increasing contract/agreement for psychiatric social workers to 2.6 FTE / week.
- Increasing access to after-school nutrition to promote health and wellness

### **4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports:**

- Increasing access to technology, including but not limited to: student devices, WiFi connectivity, in-classroom technology needs, license and subscription renewals.

### **5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility:**

- Address the needs of credit deficient students by expanding Accellus licenses for 2021-22 and 2022-23, including support personnel

### **6. Additional academic services for students:**

- Expanded paraprofessionals for executive functioning.
- Additional (up to 10) auxiliaries to provide intervention support services
- Adding 40 hours of counselor support/planning

### **7. Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs:**

- Provision of professional development for teachers and staff to increase socio-emotional support in the classroom (i.e. Trauma Informed Schools; Socio-Emotional Learning; release time for Emotional 1st Aid training and more)

## 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  | \$150,000            |                     |
| Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports                                | \$514,782            |                     |
| Integrated student supports to address other barriers to learning  | \$56,935             |                     |
| Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports                              | \$460,000            |                     |
| Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility | \$315,000            |                     |
| Additional academic services for students  | \$315,063            |                     |
| Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs             | \$240,000            |                     |
| Total Funds to implement the Strategies  | \$2,051,780          |                     |

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

PCHS is coordinating the use of the Expanded Learning Opportunity Grant and other federal ESSER funds by budgeting all funding sources across several categories in order to meet the needs of our students, staff and stakeholders. The ELO grant will primarily address learning recovery in the 2021-2022 school year through integrated student services such as mental health, credit recovery services, tutoring, diagnostic assessments, paraprofessional staffing, professional development and increasing access to technology. While PCHS' ESSER I funding was allocated towards re-opening operational/safety requirements, the ESSER II and ESSER III funds will be used over the coming two (2) years to provide continued support for mental health services, interventions, tutoring services, professional development efforts, safety/operational needs, and increasing access to technology and connectivity, .

# Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

*For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact [ELOGrants@cde.ca.gov](mailto:ELOGrants@cde.ca.gov).*

## 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.



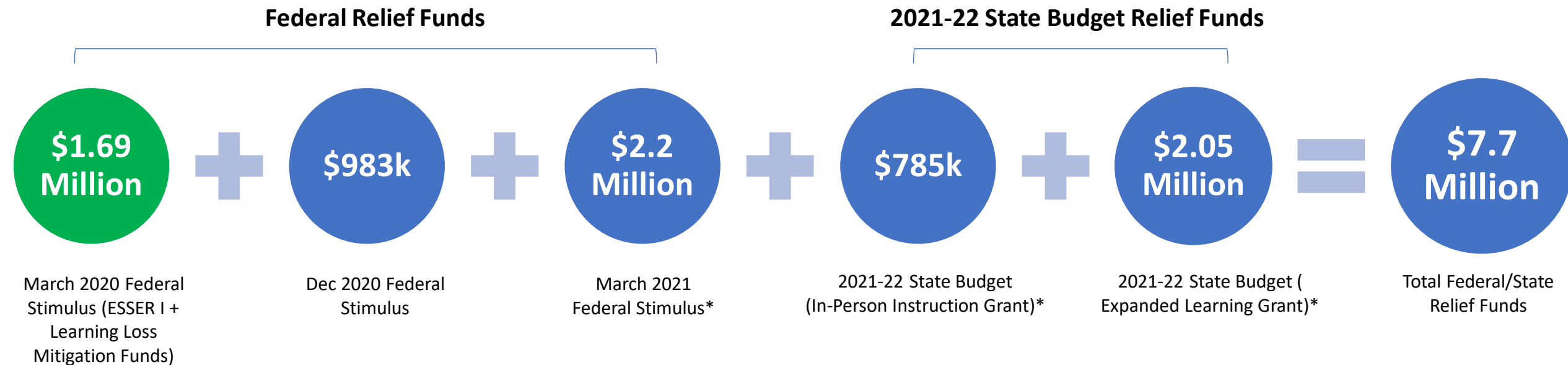
# APPENDIX





# Overview of COVID-19 One-time Relief Funds

- As of April 2021, PCHS has received **\$1.69 Million** of one-time Federal relief funds
  - Funds have been 100% allocated/spent on mitigating learning loss & COVID preparedness/safety
- Between May 2021 - September 2021, PCHS will receive up to an additional **\$6.01 Million** of Federal/State relief funds
  - The Expanded Learning Opportunity Grant Plan has been preliminarily allocated (pending Board approval on 6/1)



\*Preliminary estimate. Final allocation amount may vary. IPI allocation was reduced from \$969k to \$785k due to "reopening" date.

# Expanded Learning Opportunity Grant (ELO)

## Assembly Bill 86

1. Extending instructional learning time in addition to what is required...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 pupils based on their learning needs. (2020-2023 school years)
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:
  1. (A) Tutoring , one-on-one or small group learning supports, Learning recovery programs , educator training, for both certificated and classified staff.
3. Integrated pupil 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 pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.
4. Community learning hubs that provide pupils with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility.
6. (Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning
7. Training for school staff on strategies, including trauma-informed practices, to engage pupils and families in addressing pupils' social-emotional health needs and academic needs.

## Additional Requirements:

- At least 10 percent of its apportionment to hire paraprofessionals to provide supplemental instruction and support
- Use at least 85 percent of its apportionment for expenditures related to providing in-person services allowable pursuant to subdivision (b).