

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.

The LCAP process was used to gather feedback in the development of the Expanded Learning Opportunities plan. The LCAP process included a survey that was available beginning in January 2021 to gather stakeholder feedback. During LCAP Community meetings, a presentation included a thorough review of the district five (5) priority areas. Feedback was gathered in order to determine which programs and/or services should remain a priority. Presentations to stakeholder groups included quantitative and qualitative data related to the district priorities and a list of activities and programs that have been implemented over the past year. The information was discussed and analyzed in order to identify those educational programs that should be added or expanded to better serve English learners, foster youth, low income students, homeless, students at risk of abuse, neglect or exploitation, students who are below grade level, credit-deficient or high school students at risk of not graduation, disengaged students, African American students, and students with disabilities. The consultation groups make-up of community stakeholders included, but was not limited to, students; parents; certificated staff members; classified staff members; administrators; community members; representatives from community organizations; etc. The data reviewed by the consultation groups included demographic data, California Assessment of Student Performance and Progress (CAASPP) results, and graduation rate and suspension data. Meetings with School Site Councils (SSC), English Learner Advisory Committee (ELAC), and staff occurred between February and May 2021.

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

The Pittsburg Unified School District (PUSD) has a high unduplicated per pupil count, meaning that many of our students qualify as one or more of the following: Homeless/Foster Youth; English Language Learner; Low Income/Low socioeconomic. In addition we will focus on

students at risk of abuse neglect or exploitation; students who are academically perform below grade level; credit-deficient or high school students at risk of not graduating; disengaged students; African American students; and, students with disabilities. PUSD utilizes early warning indicators to prescribe appropriate supports and interventions. Each of our campuses is equipped with a COST/CARE team which is how we coordinate our services to meet the distinct needs of each student. Attendance and behavior data is used along with academic data when making a determination as to how best to support a student. PUSD has assessment calendars for core subjects at every grade level. District benchmarks and assessments are both teacher created and provided through online resources such as i-Ready and Acadience, for example.

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

The Superintendent and staff offer regular updates at Board meetings and parent webinars when it comes to informing parents and community of supplemental instructional and behavioral supports. Spanish translation is available at all of our Board meetings. During Parent webinars, PUSD offers American Sign Language and Spanish translations. It should be noted that we currently use a variety of methods to communicate with our families. Some of these methods include: text; social media; phone dialer; Class Dojo; Remind; paper mailings, emails; etc. We are currently seeking approval from the Board to consolidate the many different formats into one communication platform to make this a better experience for the end user, our parents and families.

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

The Pittsburg Unified School District has worked collaboratively with our community to identify strategies, programs, and supports for our scholars. We are committed to our District wide curricular initiative, Understanding by Design (UbD). We are augmenting the Tier I approach of UbD by offering Summer School opportunities for all of our students at every single one of our school sites. Our elementary schools will continue to utilize Universal Access time as a strong Tier I support focused on reading foundations. Additionally, we will also be offering a plethora of expanded learning opportunities throughout the regular school year. Along with the curriculum we use in our elementary and junior high schools, we are contracting with Curriculum Associates to provide the i-Ready instructional program which can be used in a variety of settings including: targeted intervention time during the school day, after school in expanded learning, the afterschool program, and at home. In addition to i-Ready, students will also have access to additional platforms to support for language and reading practice including Imagine Learning and Raz-Kids. In order to ensure that all of our families have access to devices and internet connectivity, the District is committed to providing Chromebooks to every student. Families that require additional assistance in the form of internet access will be issued a District sponsored hot spot or internet connection through our contract with Comcast. Many of these academic programs and supports will require additional professional development for staff. Therefore, we allocated funding for universal and targeted areas for staff. We know that a multi-tiered system of academic support must also be accompanied by a multi-tiered system of social and emotional supports. PUSD is implementing Tier II and Tier III supports utilizing Restorative Justice practices. This provides a more inclusive and equity based learning environment for all of our students. We are looking at expanding to have a Restorative Justice Coordinator at each of our secondary school sites. At the elementary level, we are utilizing the Mindful Life Project as our Tier I support. We are also continuing our staff professional development focused on equity. In our work towards creating more equitable learning environments, all of our site Principals and 3/5ths of our Cabinet participated in the ACSA Equity Academy. We also contracted with Dora Dome to provide professional development on Critical Race Theory which was offered to all of our classified, certificated and administrative staff. PUSD's focus on academic, social emotional and equity, build a solid foundation of whole child support in our multi-tiered system. For Tier III supports, we are hiring more paraprofessionals who will give extra assistance in the academic realm. In addition, paraprofessionals will provide behavior support to de-escalate students who could otherwise face removal from class and a loss of learning time. We are also have a contract to provide nursing services for our

students with particular health needs that may get in the way of learning, such as managing diabetes. Finally, we will provide mental health services on each of our campuses to address the trauma associated with post pandemic life as our students return to school.

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	\$2,076,765	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$2,800,045	
Integrated student supports to address other barriers to learning	\$2,016,486	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$11,280	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$582,018	
Additional academic services for students	\$250,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$600,000	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Total Funds to implement the Strategies	\$8,336,594	

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

We will continue to use the LCAP process utilizing feedback from stakeholders to focus supports on serving our English Learners, foster youth, low income students, homeless, students at risk of abuse, neglect or exploitation, students who are below grade level, credit-deficient or high school students at risk of not graduation, disengaged students, African American students, and students with disabilities. All additional funding we receive will be used to complement or enhance the services we have in place.

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.

California Department of Education
March 2021