

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pasadena Unified School District	David Rennie, Data Facilitator	rennie.david@pusd.us 626-396-3600

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.

Stakeholder engagement is an ongoing component of Pasadena Unified School District's (PUSD) Local Control and Accountability (LCAP) development process. This process involves engagement with parent stakeholder groups, principal meetings, labor partner consultations, and student surveys. To the largest extent possible, feedback obtained throughout the year has been integrated into the considerations used by PUSD staff to develop the Expanded Learning Opportunities (ELO) Plan. Stakeholder input opportunities are summarized below by stakeholder group.

Parents and Families

Each of the following parent groups meet with PUSD staff throughout the year: Foster Youth Council, LCAP Parent Advisory Council (LCAP PAC), African-American Parent Council (AAPC), Community Advisory Committee (CAC), District Advisory Council (DAC), and District English Learner Advisory Council (DELAC). Each of these groups has ongoing dialog with members within the Academics Division, Student Wellness & Support Services, and Family Resource Center.

To support input gathering specific input regarding Expanded Learning Opportunities Plan, PUSD staff constructed a Google Survey to prioritize needs, effectiveness of interventions, and specific guiding questions to consider in the development of the ELO plan. Additionally, parent groups helped coordinate a virtual townhall meeting through Collaborate PASadena to help facilitate the dissemination of ELO grant information and collect student families' questions/input.

Teachers and School Staff

School principals were asked to provide input and consideration on the ELO plan's development through a listening session at a principals' monthly operations meeting. Additionally, a Friday follow-up meeting was used to seek clarification around initial feedback and discoveries from the listening session. Teachers were also asked to complete the Google Survey form to help inform the framing of the interventions and strategies of the ELO plan. Lastly, members of the CSEA and UTP labor union representatives were asked to provide input into the ELO plan during their LCAP consultation meetings during the month of May.

Students

The "Student Think Tank" agreed to an additional meeting at the request of staff from both the Curriculum, Instruction, and Professional Development and Special Projects/State & Federal Programs departments. This meeting provided an opportunity for student members to discuss what interventions have been effective, what areas they would like for PUSD staff to consider in future planning, and advocate on behalf of peers at their school sites.

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

Students identified as needing support will be assessed for appropriate supports based on a tiered model of student supports. Students who are not utilizing any universal support will be connected to available supports. If the identified student has received a universal support (such as after school tutoring), the identified student would be connected to a targeted intervention such as a specialized after school tutor or small-group instructional interventions during the school day. If targeted student supports do not result in positive gains for the student, then intensive supports such as credit-recovery interventions may be utilized. The multi-tiered system of supports for PUSD is primarily designed to identify and assess students' needs concerning academic achievement, social-emotional well-being, on-time graduation, and educational engagement.

Students will be identified using methods that indicate need for academic, social-emotional, and/or integrated support needs. Strategies used to identify students in need of additional supports include the identification of students that...

received multiple D/F marks in secondary courses across academic progress reports and end-of-marking period;

consistently receive "below grade level" performance ratings on district benchmark assessments;

exhibit attendance patterns that indicate risk of becoming "chronically absent";

exhibit signs of curricular/social-disengagement;

self-identify as an individual in need of additional academic/social-emotional support;

demonstrate a projected need for credit recovery to maintain course completion status that results in "on time" graduation;

Staff referral for after school programming (such as LEARNs) or supplemental tutoring needs.

show identified areas of need based on social-emotional surveys/screeners.

PUSD utilizes a district assessment calendar. This assessment calendar, developed through the Curriculum, Assessment, and Professional Development department coordinates the administration windows of district benchmark assessments; universal screener; and state mandated assessments (such as CAASPP). Traditionally, the calendar schedules students to experience three interim benchmark assessments in reading for grades 1-12 (Fall, Winter, Spring); three interim benchmark assessments in math for grades 1-8 (Fall, Winter, Spring); one summative assessment window for students in grades 3-8 and 11 (CAASPP Spring administration); one window for AP course testing; and two formative reading/math assessments for students in Kindergarten (Winter, Spring).

PUSD will assess students' needs using a combination of the following elements:

Local district benchmark assessments that include iReady Math (grades K-8), iReady Reading (grades K-8), and HMRI (grades 9-12) diagnostic results (including student trend data across grade spans);

Panorama student survey results for students in grades 3-12 to identify areas of need based on social-emotional self-reported perceptions and constructs aligned to the Collaborative for Academic, Social, and Emotional Learning (CASEL);

Team reviews of students' individual education plans (IEPs);

English learner students who have not reclassified to English proficient;

Academic counselors' identification of students to determine need for credit-recovery opportunities;

Student progress reports and trend data using Ds and Fs report for early-intervention;

Dyslexia screeners built-in to the iReady Reading assessment platform;

Student and/or student family self-selection for targeted intervention supports such as Paper tutoring, after school tutoring, college access programming, etc.;

Attendance review teams;

Community Assistants outreach notes;

Student Study Team meeting notes and observational records.

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

PUSD's communication plan includes the use of multiple channels for reaching students and students' families. The channels include

School site advisory groups such as English Learner Councils and School Site Council messaging

Principals' communications and newsletter distributions

Central office newsletters, telephone robocalls, email networks, and student/parent portals such as Canvas and Aeries.

Communication through academic counselors, school teaching staff, and family meetings such as Student Study Teams

Direct phone calls and outreach to families identified by certificated/classified staff including the case managers of students with exceptional needs

Community partner information distribution networks (such those available to Collaborate PASadena, Pasadena Education Foundation, Youth & Healthy, Boys & Girls Club, etc.)

Parent advisory group distribution networks (such as District Advisory Council, LCAP Parent Advisory Committee, African American Parent Council, District English Learner Advisory Committee, Foster Youth Advisory Committee, Community Advocate Committee, etc.)

Community assistants, attendance clerks, and individual school site outreach to identified families.

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

The items below detail services and actions PUSD is planning to implement, expand, and/or develop as part of its ELO plan. These actions and strategies will be monitored with respect to PUSD's definitions of Diversity, Equity, and Inclusion to determine implementation adjustments throughout the course of the grant. Amounts shown represent estimated budget needs for strategy implementation:

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

1. Professional development on crafting, delivering, and supporting instructional activities that accelerate standards-based grade-level learning for certificated and classified staff. (\$169,000.00)
2. Access to supplemental digital literacy libraries that integrate guided text, independent reading, and support accelerated literacy development strategies as well as expanded physical reading materials. (\$42,265.98)
3. Integration of digital inquiry-based science learning labs that promote both guided and explorative learning. (\$13,459.00)
4. Supplemental in-person learning opportunities for elementary students in partnership with Institute for Educational Advancement to benefit disengaged students through curricular engagement oriented towards multiple cognitive points of entry. (\$25,000.00)
5. Supplemental tutoring services for grades K-8 students. (\$260,000.00)
6. Speech language services for students with exceptional needs to support progress towards IEP goals and promote participation/access within grade-level curriculum. (\$595,479.00)
7. Reading intervention strategies to support grade 6-12 students with exceptional needs who are not meeting language arts IEP goals. (\$90,000.00)

Additional academic services for students

8. Academic assessment platforms for grades K-8 reading/math; 9-12 reading; and 9-12 progress monitoring. (\$96,560.65)
9. On-demand tutoring services to support academic classroom content in grades 3-12. (\$278,200.00)

10. Professional development and training supports for addressing schools' program designs, delivery, and implementation plans during transitions back to in-person learning models and coordinating services within a multi-tiered system of support for students. (\$65,000.00)
11. Professional development and training sessions for addressing schools' program designs, delivery, and implementation plans during transitions back to in-person learning models and coordinating services within a multi-tiered system of support for students. (\$15,000.00)
12. Structured opportunities for peer-to-peer interaction that promote student wellbeing with embedded self-monitoring and peer negotiating skills and collaborative team building. (\$42,000.00)
13. Professional development of school staff, including classified and school leadership teams, to support the implementation of accelerated learning strategies and Expanded Learning Opportunities programming. (\$120,000.00)
14. Resources to support the operational implementation of accelerated learning strategies and Expanded Learning Opportunities programming. (\$523,080.00)
15. Structured programming for student tutoring support in grades K-12 through certificated staff directed towards students identified through district benchmark assessments. (\$78,000.00)
16. Early reading instruction provided to special education students. (\$571,205.58)
17. Special education staffing supports for functional skills programs to support case management, IEP administration, and class coverage for IEP meetings. (\$83,906.00)
18. Roving substitute supports for instructional assistance to benefit special education students. (\$934,700.04)

Extending instructional learning time

19. Summer programming providing academic support in ELA, Math, and Science integrated with SEL components for grades K-8 students. (\$100,665.40)
20. Expanded credit-recovery options offered during the regular school year. (\$851,752.00)
21. Supplemental tutoring and academic skills support for English learner and initially reclassified fluent English proficient students. (\$180,000.00)

22. Supplemental summer literacy support for English learner students in partnership with PEF. (\$15,000.00)
23. Addition of 6-week ELA and Math instructional programming embedding into LEARNs summer programming. (\$475,000.00)
24. Summer supplemental programming through PEF Summer Enrichment to expand capacity and provide access to students at six school sites. (\$946,457.00)
25. Small group instructional assistance for Special Education students targeting academic IEP goals during Monday-shortened school days. (\$250,000.00)

Integrated student supports to address other barriers to learning

26. Summer outreach and coordination to students' families for accessing family academic engagement supports and programming for the 2021-22 school year. (\$3,500.00)
27. Development of 10 parent workshop sessions for families to learn practices to support Accelerated Learning strategies at home. (\$4,000.00)
28. Professional development planning and delivery to certificated/classified staff that supports understanding of student needs to maintain physically safe environments during the transition back to fully in-person learning. (\$429,990.00)
29. On-site summer support staff to provide services to ensure students physical safety and well-being. (\$18,144.00)
30. Supplemental curriculum to promote students' self-monitoring, mindfulness, and mental well-being. (\$98,000.00)
31. Professional development specific to integrated and designated English language development strategies across content areas within an Accelerated Learning framework. (\$35,000.00)
32. Provide expanded designated instructional service supports to special education students for 2021-22 school year through partnerships with local PhD/PsyD university programs. (\$140,000.00)
33. Parenting classes and case follow-up for Special Education students. (\$428,957.98)
34. Additional Summer assistive technology assessment services. (\$5,000.00)
35. Temporary expansion of psychoeducational evaluation services to determine special education eligibility. (\$385,798.00)

36. Implementation of Universal social-emotional curriculum in grades K-8 with parallel PD programming for socializing students into physical learning spaces. (\$99,000.00)
37. Expanded attendance monitoring services through text messaging system. (\$124,000.00)
38. Summer social-emotional learning bridge programming to provide mental/physical health services and integrated supports. (\$8,000.00)
39. Professional development for teachers of foster youths and case monitoring for foster youth students to acclimate to in-person learning. (\$70,000.00)
40. Coordinated case-management and intervention/support monitoring for students are chronically absent. (\$50,000.00)
41. Provide art therapy services as expanded option for intensive intervention to support social-emotional learning for disengaged students. (\$100,000.00)
42. Professional Development concerning the integration and facilitation of "Arts Integration" as part of Second Step Curriculum social-emotional learning delivery. (\$40,000.00)

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

43. Summer school credit recovery programming. (\$404,843.00)
44. Expanded licensing for digital credit recovery programming. (\$7,500.00)
45. Additional support staff to provide services prioritized for English learner students as part of credit-recovery programs. (\$30,000.00)
46. Supplemental tutoring services for grades 9-12 students. (\$135,000.00)
47. After school college access and exploration programming to high school students. (\$30,000.00)
48. Temporary expanded instructional assistance services to prioritize special education students in general education settings with an emphasis on supports within grades 6-12. (\$986,627.82)

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

49. Service coordination and training support for English learners, dual language immersion programs, and bilingual instructional aides to support ELPAC testing, integrated/designated ELD strategies, data analysis, and compliance monitoring. (\$94,639.60)
50. Provide monthly (Aug 2021-May 2022) technology Professional Development sessions focused on engaging students, assessing need, and delivering instruction within an Accelerated Learning framework. (\$24,192.00)
51. Summer professional development building and training for community assistants to develop family engagement capacity involving the Accelerated Learning framework. (\$4,000.00)
52. Monthly coaching and training sessions to community assistants during the school year to support understanding and family engagement strategies that develop student families' capacity to learn within an Accelerated Learning framework. (\$14,000.00)
53. Family workshop sessions throughout the school year regarding integrated supports to accelerate student learning in the home environment. (\$9,000.00)
54. Additional bilingual instructional aides coordinated centrally for site-based supports to school sites based on number of English learners and reclassified fluent English proficient students. (\$180,000.00)
55. Behavior Intervention training and certification for special education instructional assistants. (\$1,900.00)
56. Behavior intervention supervision and support service coordination to support special education students and staff during the 2021-2022 school year. (\$211,461.39)
57. Special education/English learner biliteracy parent engagement curriculum for middle and high school students. (\$100,000.00)
58. Service coordination support for special education students and staff during the 2021-2022 school year. (\$130,272.66)
59. Expansion of targeted and intensive social-emotional learning supports during Summer 2021 and school year 2021-2022 for grades 6-12. (\$92,500.00)
60. Professional development to support district capacity and implementation of RTI/PBIS and MTSS models with coordinated intervention supports. (\$80,000.00)

BOARD APPROVED May 27, 2021

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	\$2,818,875.00	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$1,196,022.00	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$2,084,400.00	[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	\$1,594,022.00	[Actual expenditures will be provided when available]
Additional academic services for students	\$2,897,700.00	[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	\$942,000.00	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$11,533,019.00	[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.

PUSD intends to coordinate the ELO Grant funds with the Elementary and Secondary School Emergency Relief (ESSER) Funds by prioritizing the use of ELO Grant funds for the delivery of supplemental in-person services and extended school day/summer services. ESSER funds, which have an allowability for technology purchases; sanitization materials; testing, repairing, and upgrading sites' infrastructure for air quality; and activities to continue school operations and employment of existing staff, will be prioritized for activities and costs that are integral to stable school operations and then for actions that supplement activities outlined in the Expanded Learning Opportunity Plan.

BOARD APPROVED May 21, 2021

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
March 2021