

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.

As a part of our LCAP stakeholder process a Panorama Survey was distributed from January 25th through March 6th, 2021. The Panorama Survey asked stakeholders various questions for which they were to reply with a ranked response from strongly agree to strongly disagree. Additionally, a ThoughtExchange survey was distributed from January 25th through March 26th, 2021. The ThoughtExchange survey asked stakeholders to respond to the following question, "What are the most important things to focus on as we continue our work to support all students in the 2021-2022 school year and beyond?" Stakeholder input was summarized by focus area and summaries were provided to stakeholder groups and shared at the PSUSD School Board Study Session held on May 11, 2021.

The Palm Springs Unified School District has a LCAP Parent Advisory Committee composed of parents representing each school in our district, as well as community members representing the various communities in PSUSD. The District Parent LCAP Advisory Committee met 5 times throughout the year, at the final meeting on April 19, 2021 parents had the opportunity to provide input into the development of the Expanded Learning Opportunities Grant Plan.

At some of the final LCAP Parent Advisory Committee meetings during the 20-21 school year the number of community members became so large that a separate Community Advisory Group meeting was held on May 6th, 2021. At the May 6th meeting community members had the opportunity to provide input into the development of the Expanded Learning Opportunities Grant Plan.

The District Advisory Committee composed of district administrators, site administrators, representatives of the local bargaining units, district teachers, district classified staff, specialists and TOSAs met five times during the school year. The District Advisory Committee was focused

on reviewing the impact that the COVID-19 Pandemic and the related Distance Learning Program had on student learning and students' social-emotional needs and how we could best align our district LCAP to meet those student needs in the new three-year plan. At the April 14th meeting, advisory committee members had the opportunity to provide input into the development of the Expanded Learning Opportunities Grant Plan.

The District English Learner Advisory Committee met on April 22, 2021 and had the opportunity to provide input into the development of the Expanded Learning Opportunities Grant Plan. In addition, members of the DELAC committee were also active on the District Parent Advisory Committee.

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

Students will be identified for extended learning opportunities through multiple methods. End of year assessments in Spring 2021 will identify students in need of support, while also providing teachers with diagnostic information to drive instruction through summer program offerings. The administration of diagnostic assessments at the start of the year and mid-year will allow for continued identification of students for intervention support, extended day offerings, and other academic-based extended learning opportunities during the school year. Reports from these assessments will identify student strengths and needs, allowing programs to be developed that address specific skills or standards content and monitor progress in meeting identified intervention targets. Teacher teams will use Professional Learning Community processes, including collaborative reviews of common assessment results, to further identify students in need of support and monitor progress of instruction and intervention efforts throughout the school year. At the high school level, credit and grade recovery models will be used to support student progress towards graduation requirements and A-G coursework completion, with identification conducted via the use of multiple reporting tools. SEL supports are initially identified through the results of surveys administered in 2020-2021 and via progress monitoring throughout the year. Targeted surveys are administered by counselors based on supports provided to determine whether SEL needs are being met by intervention practices. Mental health services and trauma-informed practices will be utilized in cases where additional support needs have been identified through progress monitoring structures. Professional development will be responsive to needs identified through assessment results and progress monitoring efforts, providing teachers and staff with targeted strategies to support students in closing learning gaps due to learning loss and unfinished learning from the pandemic-related school closure period.

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

For academic and social-emotional support, families of students identified as requiring additional services will be contacted by the school through written communication, phone, electronic communication, or in-person in their primary language.

If opportunities are offered in a districtwide manner, PSUSD will advertise opportunities to all families using a variety of formats including Facebook, Peachjar, Twitter and district and school websites.

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

PSUSD's plans for providing supplemental instruction are multi-tiered. Universal supports will be provided to support academic and behavioral Tier I strategies. Students not making progress with Tier 1 support, will be provided targeted Tier 2 and/or Tier 3 support. Supplemental programs, resources, staffing, and materials will be utilized to meet the academic and behavioral needs of students.

Extending Instructional Learning Time

PSUSD will provide a robust summer learning program at the elementary and middle school level. Students in grade TK - 5 will be offered a 5 day a week 4 week program. The middle school program will operate in a similar fashion but will be offered for 3 weeks. High School students will have summer school opportunities available to them focused on credit recovery. Transportation and meals will be provided to students involved in summer learning opportunities.

Additional summer enrichment opportunities will also be offered to students, some specifically targeting English Learners and others available to all students.

Summer learning and enrichment opportunities will be offered for both the 20-21 school year and the 21-22 school year.

Additional instructional opportunities will be provided to students during intersessions including winter and spring break.

Extended school day and school week opportunities will be provided to students. These opportunities include: Saturday School enrichment opportunities; extended learning days on minimum day Wednesdays; before and after school small group and tutoring opportunities; and evening intervention opportunities for high school students.

Accelerating Progress to Close Learning Gaps Through the Implementation, Expansion, or Enhancement of Learning Supports

Additional math teachers will be hired at middle and high school sites to support Tier II intervention during the instructional day through co-teaching, station rotation model, or middle school electives.

Professional development opportunities will be provided to staff focused on effective co-teaching strategies and the implementation of the station rotation model.

Additional professional development will be provided to teaching and support staff focused on strategies to accelerate student learning and to effectively address learning gaps, including training facilitating quality and engaging learning opportunities for all students.

Integrated Student Supports to Address Other Barriers to Learning

Working relationships will be established with community partners to provide wrap-around services to identified students and families. Wraparound is a strengths-based planning process that occurs in a team setting to engage with youth and their families. The intent is to build on individual and family strengths to help families achieve positive goals and improve well-being. Wraparound is a team-driven process. From the start, a child and family team is formed and works directly with the family as they identify their own needs and strengths. The team develops a service plan that describes specific strategies for meeting the needs identified by the family. The service plan is individualized, with strategies that reflect the child and family's culture and preferences. Wraparound is intended to allow children to live and grow up in a safe, stable, permanent family environment.

One day of mental health therapist support will be provided at targeted district school sites to support Tier II mental health support.

Health experts will be consulted with to hold learning opportunities for students and parents focusing on the importance of sleep, proper diet, physical activity, stress reduction, etc.

Our consulting contracts with our after school partner Think Together will be expanded in order to offer additional program opportunities to students who are not already enrolled in the program.

After school clubs and extracurricular activities will be offered at various age levels to allow students access to enrichment opportunities and to ensure that they feel an active member of their school community.

Community learning hubs will provide students with access to technology, high-speed internet, and other academic supports.

Efforts will be made to establish community learning hubs at targeted locations within the PSUSD community. In addition to providing access to technology, and high-speed internet, these hubs will also serve as wellness centers providing resources for parents. Tutoring support will also be provided at the learning hubs.

Training for School Staff on Strategies to Engage Students and Families in Addressing Students' Social-Emotional Health and Academic Needs

PSUSD will expand its professional development opportunities for teaching and support staff focused on supporting students' social emotional health and academic needs. Specific areas of focus include:

Building Trauma Sensitive Learning Environments

Trauma Informed Practices

Building and Maintaining Community Using Restorative Practices

Kid-Grit Strategies

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 | \$10,000,000 | |
| Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports | \$1,500,000 | |
| Integrated student supports to address other barriers to learning | \$1,500,000 | |
| Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports | \$500,000 | |
| Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility | | |
| Additional academic services for students | | |
| Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs | \$2,372,956 | |
| Total Funds to implement the Strategies | \$15,872,956 | |

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

PSUSD will coordinate ELO Grant funds with other federal Elementary and Secondary School Emergency Relief Funds to maximize and optimize the programs and services that students receive. PSUSD plans to use the ELO funds to provide supplemental instructional and

social-emotional supports to students in the development of a learning recovery program focused on the needs 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. ESSER funds are being utilized to enhance core instruction by reducing class sizes (student to teacher ratios) to provide more opportunities for in-class small group/one-on-one instruction, to ensure a clean and healthy learning environment with appropriate precautions in place for COVID-19, to allow all students access to technology devices and internet service, and to support regular student attendance and family engagement.

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.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