

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 support, 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 Perris Union High School District (PUHSD) has provided multiple opportunities for stakeholder engagement in preparation of the Expanded Learning Opportunity (ELO) Plan. The District and Site Leadership teams as well as the parent advisory groups have participated in the development of the ELO Plan.

March: The District made quick adjustments to elicit feedback amongst site leadership teams via bi-weekly Administrative meetings focusing on the seven supplemental instruction and support strategies that can be implemented.

April: To meaningfully engage our stakeholders, PUHSD held a virtual Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC) meeting conducted in both English and Spanish. The stakeholder meeting summarized the essential components of the ELO Plan in terms of a framework that began with the purpose of the plan to address learning loss focusing on the following student groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students

at risk of abuse, disengaged students, students who are below grade level, including credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff. The seven supplemental instruction and support strategies were reviewed and discussed, feedback was noted, and a timeline to include a survey to the PAC members and deadline to complete the ELO Plan was proposed.

Following our Virtual Parent Advisory Committee meeting, we sent a survey to the committee members to provide feedback on what is needed in partnership to support students, staff, and families to meet the academic, mental health, and social-emotional well-being needs of students during the 2021-22 school year.

The District's efforts to engage stakeholders has been an important component of school planning and improvement. We value the input of our community and our goal is to review and analyze the information received to identify our community's preferences for school programs, services, and student outcomes. As this is a fluid situation, PUHSD will continue to respond to the needs of all stakeholders and make appropriate accommodations as needed.

The School Board approval of the Expanded Learning Plan is scheduled for May 19, 2021.

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

Any student who is at-risk of not graduating or meeting grade-level standards will be identified to receive expanded learning opportunities and will be assessed using district established assessments. English, ELD, and Mathematics teachers administered online standards based diagnostic assessments using iO Education/Illuminate in order to identify learning gaps and improve instruction during distance learning. PUHSD has used this program for several years and teachers have had several professional development opportunities on assessment administration, data analytics, and monitoring student learning. The diagnostic assessments allow teachers to get instant feedback on non constructed response items and identify which standards students are struggling with so that they can develop their instructional plans accordingly and focus on the targeted standards. Constructed response items are then analyzed and scored by the teachers to get a better understanding of individual student performance. Since PUHSD was a 1:1 Chromebook district prior to the school closures, teachers regularly administer online assessments using iO Education/Illuminate, the Smarter Balanced Interim Assessment Blocks, Pearson Online Curriculum assessments, and the Canvas Learning Management

System for formative assessments. Districtwide assessments are typically every 4 to 6 weeks with department/site based assessments in between. District assessments are based on the standards and are similar to the SBAC IABs allowing teachers to analyze student achievement data by question and standard. The district assessment system can be applied in a Distance Learning, Traditional, or Hybrid Instructional setting with no additional configuration or set up required and can easily be adjusted should the instructional delivery model change.

The effectiveness of the services provided to students will be measured through teacher created grade level assessments, diagnostic assessments, common assessments, district created benchmarks and the use of state Interim Assessments (IABs) have and will be administered. In addition to formative and summative assessment data, academic grades will also be reviewed against historical achievement to inform the overall picture of student progress. Data will be analyzed using the Professional Learning Community (PLC) model where teacher colleagues work in collaborative groups and reflect on data with a focus on student learning. PLC groups will also discuss and strategize effective strategies to close the learning gaps among various students and student groups; including foster youth, English Language Learners, and low income students. Teachers will then be able to provide appropriate strategies and interventions to close the learning loss gaps that have occurred due to COVID-19 school closures.

District counselors regularly check in with students on their caseloads to support the social and emotional well-being. In addition, the district is developing surveys to monitor social emotional wellness and school connectedness. The surveys will be used to drive social emotional support curriculum and support by identifying areas of need.

All students will have access to universal support strategies/activities such as Wellness Centers and social emotional resources. Students that have been referred for further mental health assessment will have an educationally related mental health assessment to determine the level of individualized support provided by a mental health provider. Students will receive targeted support strategies/activities in the area of need as identified in the mental health assessment. Targeted support strategies/activities include but are not limited to: access to Social Worker interns, mental health modules, substance abuse support, alternatives to suspension programs, and mindfulness. Students will receive more intensive services should they continue to struggle and require more support.

Intensive support strategies/activities include but is not limited to: Social Worker or Social Worker intern support, collaboration with service providers, mentoring, paraeducator support for Foster Youth and Homeless, and Teletherapy.

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

Upon board approval of the ELO Plan, PUHSD will use all social media platforms, PeachJar, Blackboard, and the district website to post survey links and digital informational flyers in both English and Spanish. Stakeholders without access to the internet will be notified via phone and will be able to contact our District Community Liaison to help assist them with pertinent information in both English and Spanish allowing for community members, staff, students and parents to actively participate in submitting any comments or concerns.

All board meetings are made available as teleconference virtual board meetings and a language preference tool is made available on our district's webpage. In addition, a Public Comment Submission Form link is made available for all to submit comments or concerns.

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

The ELO Plan addresses how supplemental instruction and support will be provided in a tiered framework that provides universal, targeted, and intensive support based on students' needs for academic, social-emotional, and other integrated student support.

The alignment of the tiered framework is integrated in LCAP priorities that mitigate learning loss and target supplemental instruction and support for low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, disengaged students, and students who are below grade level, including, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

LCAP Goal #1: All students will attain proficiency in ELA and Math.

- Universal support strategies/activities include but is no limited to:
 - Expanded Summer School Opportunities for General/Special Education Students

- 24/7 Full access to online tutoring services for all students
- Additional instructional time that includes zero and eighth periods
- Expanded learning opportunities that include before and after school tutoring and Saturday School opportunities
- Incentives for participation and completion of course work that includes field trips and other incentives
- Professional development for staff with a focus on transition and instructional strategies to address severe academic and social and emotional well being of students.
- Teacher collaboration opportunities through Professional Learning Communities (PLC) and Subject Area Committees (SAC).
- Targeted support strategies/activities include but is not limited to:
 - Within the Extended Learning Opportunity special education students will have additional opportunities to access Specialized Academic instruction and related services
 - Section releases for academic coaches in core content areas: ELA, math, social science, and science
 - Increase LEA Release sections to support Students with Disabilities to address IEP goals
 - Additional Paraeducators dedicated to address specific learning loss for Foster Youth and Homeless students
 - Increase AVID tutors dedicated to address specific learning loss for students at-risk of not graduating or meeting state standards
 - Credit Recovery Opportunities for students that are credit deficient
- Intensive support strategies/activities include but is not limited to:
 - Credit Recovery sections for students endanger of not graduating
 - Additional Paraeducators dedicated to address specific learning loss for English Learners

LCAP Goal #2: All students will graduate from high school prepared for postsecondary and career options.

- Universal support strategies/activities include but is not limited to:

- Provide career-related services and information to students, staff, and parents, for the purpose of learning about careers, colleges, and financial aid. Performance tasks would maintain and enhance the resources of the career center.
- Expand collaborative partnership with ConnectEd for Perris HS and Liberty HS to integrate rigorous academics that meet college-ready standards with sequenced, high-quality career-technical education, work-based learning, and supports to help students stay on track

LCAP Goal #3: All departments and sites will provide a safe and positive learning environment for all students and staff.

- Universal support strategies/activities include but is no limited to:
 - Develop Wellness Centers at each school
 - A-B-C Trainings (Antecedents, Behavior, Consequences), 4 Functions of Behavior (Sensory, Escape, Attention, Tangible), Substance Awareness Campaign with an Emphasis on Vaping, Re-entry Meetings with Family and Students, Academic Confidence-First Best Instruction
 - Museum of Tolerance for all 7th and 9th graders
 - Social and Emotional resources for students that include access to Ripple Effects and Thrively
 - Mindfulness modules for all students
 - Professional development opportunities to build capacity for both staff and students to address social emotional learning
- Targeted support strategies/activities include but is not limited to:
 - Social Workers placed in wellness centers to support Tier 2 students in need
 - Social Worker Interns
 - Areas of Focus
 - Chronic Absenteeism
 - Response to Trauma, Bullying, Anxiety, General Health Concerns
 - Behavior Management
 - Anger Management, Self-Medicating, Cutting, Grief/Loss

- Mental health modules to address self harm
- Substance abuse support
- Behavior interventions/alternative to suspension program
- Mindfulness for at-risk students
- Intensive support strategies/activities include but is not limited to:
 - Social workers to provide therapy to Tier 3 students in the wellness centers at each school
 - Collaborative partnership to be determined to provide MTSS services
 - Mentoring program
 - Paraeducators dedicated to Foster Youth and Homeless students
 - Access to TeleTherapy: therapy that is provided by a licensed and certified therapist via a secure video connection

LCAP Goal #4: Secure and strengthen the home, school, community connections and communications.

- Universal support strategies/activities include but is no limited to:
 - Centralizing Community Aides to more effectively and efficiently address parent outreach and engagement
 - Increase Parent Volunteers
- Targeted support strategies/activities include but is not limited to:
 - Establish at least one Community Learning Hub that will provide remote learning opportunities for students and families to access resources within the community.

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	\$1,209,500	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$150,000	[Actual expenditures will be provided when available]

Integrated student supports to address other barriers to learning	\$3,198,580	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$40,000	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$2,246,512	[Actual expenditures will be provided when available]
Additional academic services for students	\$1,070,093	[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	\$86,000	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$8,000,685	[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.

In addition to AB 86 ELO Grant funds, Perris Union High School District is utilizing the Assembly Bill 86 In-Person Instruction (IPI), Coronavirus Aid, Relief, and Economic Security CARES Act (ESSER I/GEER I Funds), GEER II, ESSR II/III, and LCFF supplemental/concentration funds to develop a learning recovery plan that mitigates learning loss due to school closures in March 2020 due to COVID-19. The ELO Plan principally meets the needs of low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, disengaged students, and students who are below grade level, including, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff. The ELO Plan addresses the seven supplemental instruction and support strategies as a tiered framework.

The district recognizes that while these funds are generated in order to serve the focus students, with the coordination of other state and federal funds, some services may, should the need arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus students, there may be other students in need that the district cannot ignore. By providing the services identified without limitations, PUHSD will serve all students, especially focus students. The expenditures are aligned with the goals of the PUHSD Local Control Accountability Plan addressing the needs of our district's most at-risk students.

Based on supporting research as well as, experience, and educational theory, the Perris UHSD has determined these actions described in the ELO Plan are the most effective use of funds to meet the District's goals and have established processes to ensure that supplemental funds are utilized in a manner which benefits the intended student subgroups.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

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

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).

- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.

7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

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

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

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

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

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

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

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

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

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

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
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