



**PASO ROBLES**

JOINT UNIFIED SCHOOL DISTRICT  
THE DISTRICT OF EXCELLENCE

2020 -2021  
**LCP**

## 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.

Parents and school staff were invited to participate in Google surveys which assessed their perspective around the highest areas of need as it pertains to both student need as well as support staff. Additionally, we held multiple LCAP stakeholder meetings with parents and staff (listed below) which provided insight into the needs of our students/families in both the home and school settings. A sub-committee of teachers and staff met to review and analyze results from the stakeholder surveys and notes from the meetings. The major themes that came out of this analysis were more focus on mental health and wellness, academic interventions, and remediating learning loss from the impact of COVID 19.. A summary of findings was reported to stakeholders through an email to all stakeholders and a brief report posted on the Website. Based on these findings, PRJUSD is focusing on six of the seven supplemental instruction and support

strategies. The team decided not to pursue community technology hubs because we are currently offering in-person tutoring before and after school to grades K-8 as well as virtual tutoring options through the Paper Education Company 24 hours a day, seven days a week. All students are provided an Ipad or chromebook device as well as a hotspot, if needed, to ensure access to these supports.

- LCAP/AB 86 Survey of Certificated/Teacher Feedback/Input on Student Needs for Success (April 26, 2021)
- LCAP/AB 86 Survey of Classified Feedback/Input on site needs for success (April 21, 2021)
- LCAP/AB86 Survey of Parent Feedback/Input on Student Needs for Success (April 20, 2021)
- PRPE Communication Meeting May 5, 2021
- LCAP Parent and Stakeholder Input Meetings were held on the following dates:
  - February 1st @ 6 p.m. (Parent Advisory)
  - February 22nd @ 6 p.m. (Stakeholder Input)
  - March 29th @ 6 p.m. (Parent Advisory)
  - April 19th @ 6 p.m. (Parent Advisory)
  - April 26th @ 6 p.m. (Stakeholder Input)
- LCAP Parent Advisory Input Survey 2.1.2021
  
- Negotiations/Communications meetings were held with our Labor partners on the following dates which including discussion and dialogue around the adjustments during COVID and areas for support or follow-up in response to COVID:

Negotiations/Communication meetings with Labor Partners:

PRPE: 3/23/2020, 3/27/2020, 4/14/2020, 4/15/2020, 4/22/2020, 4/30/2020, 5/6/2020, 6/3/2020, 6/8/2020, 7/16/2020, 7/22/2020, 8/21/2020, 9/16/2020, 9/30/2020, 10/7/2020, 10/14/2020, 11/3/2020, 11/4/2020, 12/2/2020, 12/9/2020, 1/8/2021, 1/13/2021, 1/29/2021

CSEA: 3/23/2020, 5/6/2020, 6/3/2020, 6/8/2020, 7/27/2020, 7/29/2020, 9/11/2020, 10/9/2020, 10/19/2020, 12/21/2020, 1/7/2021, 1/14/2021

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

PRJUSD implemented three common academic assessments during the 2020-2021 school year to measure acquisition of grade-level concepts and standards. The ESGI (kindergarten) and Iready diagnostic assessment were used in the elementary setting for math/ELA and the NWEA Map assessment was administered to students in grades 6-10 to measure acquisition of grade-level standards in ELA/math. The data from those assessments was disaggregated to determine the highest need students and the focus areas therein. Intervention is provided on campus through pull-out groups at the elementary level and will be expanded with the addition of literacy coaches and math interventions at each elementary site using AB86/CARES funding. At the secondary level, intervention support is offered in English and math through a standalone support class, as identified by multiple measures one of which is the NWEA Map assessment. We will continue to use the Iready and NWEA Map assessments to review and monitor the data from these assessments to measure the progress of all students and, specifically, our English Learners, low SES population, and homeless/foster youth.

Parent conferences were held virtually this year and will continue to be an important component of maintaining a strong home-school connection. Families are informed of their child's progress through regular communication and encouraged to reach out to their child's teacher, or counselor, with concerns around academics, behavior, or social-emotional progress. PRJUSD is committed to providing parental training in our Aeries system as well as online educational platforms so that families can stay informed and involved in their child's learning.

Attendance was monitored during the school year to provide support with access and/or referral to summer school for lost instructional time. The provision of meals and snacks was determined by the free/reduced lunch application at the start of the year and direct certifications from the County.

On April 17th, a survey was sent to all parents in the district to determine identified areas of need in the areas of academics, social-emotional wellness, and behavior. A survey was also sent to all certificated and classified staff to compile the perspective of those working most closely with our students in the classroom.

Lastly, the California Healthy Kids Survey (CHKS) was administered to all students in grades 5, 7, 9, and 11 to measure students, staff, and parent perspective as it pertains to the needs of our student body. This year, we included an additional social-emotional measure in the CHKS which will provide an additional data measure in dispersing the corresponding supports and staff detailed in this plan.

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

PRJSUD Board presentation of our AB 86 plan on May 25th, 2021 will be open to the public and posted to the Paso Schools Youtube channel. PRJUSD Board meetings also provide simultaneous translation in Spanish for any member of our community to hear and/or participate.

Information about summer school opportunities have been, and will continue to be advertised with personal invitations to students from each school site based upon identified areas of need to include, but not limited to, academic assessment data, teacher recommendation, attendance data and social-emotional needs. Families who have not responded to the electronic invitation will be contacted individually. Invitations will be expanded to all students based upon available space in the programs offered. Communication around this supplemental support will be provided in English and Spanish to ensure understanding and accessibility to all of our families.

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

Extended Instructional Learning Time:

AB 86 funds will be used to provide an expansive summer school program to grades one through twelve in the 2021-2022 and 2022-2023 school years. We will provide Saturday school opportunities and before/after school tutoring to support any student who requires additional assistance with classes.

In an effort to welcome students to our campuses and establish baseline routines and behaviors for students new to our campuses will be invited to kinder camp at all school sites and an orientation at both our middle and high school levels.

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

PRJUSD will be hiring additional certificated and classified staff to support in the acceleration of progress in literacy and mathematics at the elementary level. Intervention teachers will be hired at elementary sites and intervention sections will be incorporated into the master schedule at secondary sites. Additionally, we plan to increase the hours of our paraeducators to provide more comprehensive support during the school day and into the on-campus, afterschool programs. Additionally, we plan to leverage early literacy professional development opportunities to all certificated and classified staff at the elementary setting in combination with the purchase of a common intervention program to provide targeted, measurable, support through our intervention model referenced above. We also intend to fund two certificated FTE positions to maintain a distance learning program for those families who elect to continue on this model while the rest of the district

returns to in-person instruction in the Fall. Lastly, in the area of curriculum and instructional focus, we plan to add a Curriculum Coordinator to support in the alignment of our work across sites alongside our Principals, classroom teachers, and paraeducators. This work will focus on ensuring accessing to learning as well as intentional planning of common pacing guides focused around priority standards and deliberate student-centered PLC discussion.

Integrated student supports to address other barriers to learning:

PRJUSD plans to add two additional psychologists to the PRJUSD K-12 team to support with a more manageable case management load which relieves our psychologists to more readily assist with social-emotional needs and the much-anticipated increase of referrals for assessment. District shows a large number of incomplete assessments due to the impact of COVID 19 and the inability of our team members to assess students in person.

Additionally, each elementary and middle school site will have an additional classified staff (Behavior paraeducator) to support with the anticipated increase of behaviors upon return to full in-person instruction, support with proactive teaching of positive behaviors, and staffing the Social Emotional Learning (SEL) room on each school campus. The district will add an Multi-Tiered Systems and Support (MTSS) Tosa who will lead the focus, design, and training of our supports most specifically in the areas of behavior and social-emotional learning at the elementary and middle school levels.

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

We plan to offer Saturday school opportunities for students in the middle and high school level to increase preparedness for college through study sessions, AP prep, and college preparedness sessions including, but not limited to, college essay support

We will increase sections at Paso Robles High School to provide increased enrollment in our two-year algebra course offering which provides a slower pace and small class size in completing the high school graduation required course. In our regular Algebra courses, we will hire tutors to provide real-time support to students in the classroom while the teacher maintains the typical pace and rigor of the Algebra class. Lastly, we will provide an additional 0.6 FTE at Paso Robles High School to increase Edgenuity section offerings which allow students to complete failed courses form the 2020-2021 school year within their school day.

Additional academic services for students:

We plan to implement an assessment system at the elementary grade-level to support in the identification and placement of students into a tiered system for reading intervention support. We will also implement a benchmark reading assessment at our immersion school to more accurately measure and provide targeted supports. Additionally, we will provide professional development to our site leaders and teachers around the best practices associated with effective PLCs, data review and corresponding services which support those identified needs.

Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs: PRJUSD plans to implement professional development to all certificated and classified staff in the areas of Trauma Informed Practices in the coming school year to help facilitate a most welcoming and understanding return of students to our campuses after the past year of remote learning. Additionally, we will increase the training of teachers at our middle school campuses ("Where Everybody Belongs") and high school campus (Link Crew) to build a positive culture of belonging, compassion, and acceptance.

# 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	\$1,000,000]	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$1,600,000	
Integrated student supports to address other barriers to learning	\$1,000,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	0	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$400,000	
Additional academic services for students	\$120,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$512,000	
Total Funds to implement the Strategies	\$4,632,038	

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

The Expanded Learning Opportunities (ELO) Grant funds are part of a comprehensive plan to support students and staff in providing a complete academic, social-emotional and behavioral support program at all of our school sites. ELO funds are also reviewed and captured in our LCAP as part of the plan to support our unduplicated students. Additional activities included in our LCAP are the expansion of our newcomer programs, increased support sections at the middle and high school levels, increase of family advocates, and an increase of three additional elementary counselors to support the increased social-emotional needs at our six elementary schools. The focus of AB 86 is to support the return to in-person instruction and to support students in the short-term with tutoring and support. Those strategies which are proven to be effective in directly impacting our students will be continued with ESSER funds in the following year. The PRJUSD Cabinet meetings, the multiple funding sources are reviewed and discussed to ensure alignment with district goals and more effective use of funds. Additional activities to be funded through the federal Elementary and Secondary School Emergency Relief (ESSER) fund provided through the federal Coronavirus Response and Relief Supplemental Appropriation Act of 2021 (Public Law 116-260) also known as ESSER II, will include the expanded learning opportunities through enrichment in school, extension of school activities, and summer programming.

# Expanded Learning Opportunities Grant Plan Instructions: Introduction

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

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