

## Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Palmdale Elementary School District	Dr. Frances Ufondu - CBO	<a href="mailto:fiufondu@palmdalesd.org">fiufondu@palmdalesd.org</a> 661-789-6512

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

### Plan Descriptions

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

The Palmdale School District (PSD) has structures in place for effective communication and engagement with key stakeholders. PSD's ELO plan was modeled against the LCAP that was developed concurrently with the district's Strategic Plan, "The Palmdale PROMISE." The Palmdale PROMISE lays out the district's vision that "Palmdale will become a district where...Every Student Leaves Ready for Success in High School and Beyond: College, Career, and the Global World." Collaboration with stakeholders helps us to establish and communicate compelling aspirations for student performance outcomes that guide the district's areas of focus and site driven improvement efforts. Engaging our stakeholders is a core value of the PSD Board of Education and is reflected in the Palmdale PROMISE Strategic Goal #5: Engage Diverse Families and Communities in Powerful Learning and Collaboration.

The ELO Grant stakeholder engagement process involved different stakeholder groups including the Cabinet, Management Team, Certificated and Classified unit representatives and groups, Parents, Students and Community Members. All groups were engaged in the development and discussion of how the ELO funds should be spent using the guidelines from the State. We also developed an ELO survey that was launched, analyzed and used to finalize the expenditure plan. The survey focused on ranking of different programs to address the learning loss and provide

supplemental instruction for students especially to increase and improve engagement and achievement for all students - as well as for English learners, foster youth, homeless pupils, Pupils at risk of abuse, neglect and exploitation and disengaged students.

In addition, meetings were held with all parent groups including our Superintendent Parent Advisory Council, District English Learner Advisory Council (DELAC), and African American Parent Advisory Council (AAPAC). We also met with the District LCAP Committee that consist of representatives from all stakeholder groups. The funding amount and the gathering of ideas was completed with all stakeholders in a thorough presentation given by the Chief Business Officer on the seven areas as listed and the fiscal requirements.

The presentation was inclusive of expanded learning opportunities including increasing tutoring, summer intersession, integrated pupil supports, community learning hubs, assessments and training for school staff. We agreed that a strong focus on social-emotional learning, counseling, mentoring, mental health services and progress monitoring needs to be in place, just as academics, in order to accelerate progress to close gaps. The District also needs Professional learning in these areas that will allow sustainability of service and support as embedded pieces in the district's culture.

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

Students will be identified through local assessment data and formative classroom measures. Teachers and site leaders will create lists of skills, standards, and learning criteria students have not met yet in order to provide extra support. These students will be offered tutoring, extended learning summer school, and other individual sessions that support students in achieving higher levels of success. Additional needs of students including wellness and social-emotional health will be assessed by our Socio-Emotional Learning (SEL) Specialist, Counselors and psychologist. Identified students need will be addressed with families by providing services and through the sharing of community resources and support at the site. Additional professional learning given to site staff will focus on meeting the mental health needs of students in a whole child approach. With regards to identifying students for additional supports within PBIS, we look at office referrals, teacher referrals, attendance, and changes to academic grades. We currently do not have a SEL screener, but we will purchase the tool to help with identifying students that need SEL support.

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

Parents and guardians will be notified through a myriad of means of what Palmdale SD will be offering to students. Communication is done in both English and Spanish as those are majority languages. However, our website translates into over twenty languages with a simple click. We utilize Parent Square, a communication system that highlights opportunities and information available for all parents. We communicate further with families through updates on our website and Palmdale School District morning radio shows. Site leaders also engage families with information regarding resources available to them at the site, in the district, and within the community. Palmdale also has Parent Community Liaison at all the school sites whose role is to communicate with parents and keep them informed about all the district support and programs. Teachers also collaborate with parents regarding student need or concerns, indicating tutoring and other supplemental resources available.

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

Palmdale SD plans to provide several layers of support and acceleration of instruction that will close gaps. We will be offering two 18 day summer intersessions for students who most need support in June and July. In addition, we will increase tutoring sessions now and in 21/22 school year. The summer intersession will include enrichment programs with RISE and Boys and Girls Club, our ASES, 21<sup>st</sup> Century CCLC and ASSETs grants providers. Their summer learning programs offer powerful and enriching experiences. It also involves creative partnerships customized to meet our students’ need and circumstances.

The Special Education department will also offer intensive Extended School Year (ESY) program this 2021 summer and in 2022 school year giving the learning loss that occurred during this pandemic. Extra duty hours will be provided to all our certificated staff; RSP, SDC, psychologists, speech pathologists and occupational therapist for assessments and IEPs to ensure compliance and effective special education service delivery. Intensive after school tutoring will also be offered to students with disability to mitigate the learning loss.

During the 2021-22 school year, intensive professional development will be provided to all certificated staff on Universal Design for Learning (UDL) aligned strategies and instructional methods as they provide intervention to students’ at risk, using the Multi-Tiered-System of Support (MTSS) that is based on universal, targeted and intensive supports on students’ needs for academic, socio-emotional and integrated supports. We will continue assessing students and using data to provide MTSS to students. The District will also offer extra duty hours to instructional assistants and Para educators in our special education and general education classroom to provide supplemental and intensive tutoring to struggling students. The District also plans to increase the number of AVID tutors in the classroom to support classroom instruction.

The English Language Development (ELD) department is planning a summer ELPAC Boot Camp and an intensive districtwide before and after school tutoring for English Learners in 2021-22 school year. We will also provide training and support for all bilingual aides. Extra hours will be provided for all EL Coaches and EL Leaders to attend professional development sessions and participate in unit refinement/collaboration for all the dual immersion teachers. Extended supports will be available to all homeless, foster and struggling students and inclusive of meeting all student needs including providing resources and/or supports that address wellness and mental health.

Our Counselors and Social-Emotional Learning Specialists will be supporting more students and guiding staff on how to best work and meet student needs. The district will also allocate funds to school sites to purchase instructional supplies and provide enrichment activity, field trips and assemblies for the students. In addition to all the extended learning opportunities, teachers and instructional aides will be trained in research-based strategies to help close the learning gaps and accelerate learning. The Child Nutrition department will continue to provide meals to all students all seven days of the week and extend to summer feeding program at the end of the school year.

## **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 <ul style="list-style-type: none"> <li>Extending the school calendar for teacher PD days (2 days) \$ 640,000.00</li> <li>Increasing the amount of instructional time/summer school \$1,000,000.00</li> <li>Extended School Year (ESY) 2021 &amp; 2022 \$1,500,004.00</li> <li>ASES Summer Enrichment Program \$ 700,000.00</li> <li>Summer Academic Workbooks/NewsELA/Scholastic News \$ 400,000.00</li> <li>Saturday School \$ 250,000.00</li> <li>Field Trips / Assemblies \$ 540,000.00</li> </ul>	[\$5,030,004.00]	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports <ul style="list-style-type: none"> <li>Tutoring (before/after school) in English &amp; Spanish \$ 519,201.00</li> <li>Online Tutoring for Middle School Students \$ 100,000.00</li> <li>Learning Recovery Programs/MSAP tutoring \$ 100,000.00</li> <li>Training on Accelerated Learning Strategies \$ 50,000.00</li> <li>Instructional Materials and Supplies / STEAM \$1,400,000.00</li> </ul>	[\$ 2,169,201.00]	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning <ul style="list-style-type: none"> <li>Health/Safety Support \$ 573,715.00</li> <li>Counseling \$ 60,000.00</li> <li>Mental Health Services (wraparound support) \$ 200,000.00</li> <li>Social and Emotional Learning \$ 200,000.00</li> <li>Develop a Rites of Passage and Mentoring Program \$ 300,000.00</li> <li>MTSS/PBIS/UDL \$ 140,000.00</li> <li>Special Education Learning Support \$ 306,000.00</li> <li>Parent Engagement and Training \$ 100,000.00</li> <li>Food Services/Supplies for CN \$ 50,000.00</li> </ul>	[\$ 1,929,715.00]	[Actual expenditures will be provided when available]

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>																
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">Mobile Science Exploration Bus</td> <td style="text-align: right;">\$ 500,000.00</td> </tr> <tr> <td style="padding-left: 20px;">Mobile Library Bus</td> <td style="text-align: right;">\$ 500,000.00</td> </tr> <tr> <td style="padding-left: 20px;">Mobile Technology Bus</td> <td style="text-align: right;">\$ 500,000.00</td> </tr> <tr> <td style="padding-left: 20px;">Additional Parent Supports &amp; Training (PCL)</td> <td style="text-align: right;">\$ 50,000.00</td> </tr> <tr> <td style="padding-left: 20px;">Community Health Fair</td> <td style="text-align: right;">\$ 50,000.00</td> </tr> <tr> <td style="padding-left: 20px;">Learning Gardens</td> <td style="text-align: right;">\$ 479,786.00</td> </tr> <tr> <td style="padding-left: 20px;">Community Outreach Events</td> <td style="text-align: right;">\$ 30,000.00</td> </tr> <tr> <td style="padding-left: 20px;">Health Services Bus</td> <td style="text-align: right;">\$ 500,000.00</td> </tr> </table>	Mobile Science Exploration Bus	\$ 500,000.00	Mobile Library Bus	\$ 500,000.00	Mobile Technology Bus	\$ 500,000.00	Additional Parent Supports & Training (PCL)	\$ 50,000.00	Community Health Fair	\$ 50,000.00	Learning Gardens	\$ 479,786.00	Community Outreach Events	\$ 30,000.00	Health Services Bus	\$ 500,000.00	[\$ 2,609,786.00]	[Actual expenditures will be provided when available]
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Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	[\$ 0.00]	[Actual expenditures will be provided when available]																
Additional academic services for students <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">Diagnostic Assessments/SEL Assessment</td> <td style="text-align: right;">\$ 136,737.00</td> </tr> <tr> <td style="padding-left: 20px;">Benchmark/ELD Assessments</td> <td style="text-align: right;">\$ 210,000.00</td> </tr> <tr> <td style="padding-left: 20px;">Special Education Assessment</td> <td style="text-align: right;">\$ 39,600.00</td> </tr> </table>	Diagnostic Assessments/SEL Assessment	\$ 136,737.00	Benchmark/ELD Assessments	\$ 210,000.00	Special Education Assessment	\$ 39,600.00	[\$ 386,337.00]	[Actual expenditures will be provided when available]										
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Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">EL/LSE Roadmap Training/Coaching and PD</td> <td style="text-align: right;">\$ 203,623.00</td> </tr> <tr> <td style="padding-left: 20px;">Professional Development for Instructional Assistants</td> <td style="text-align: right;">\$ 100,000.00</td> </tr> <tr> <td style="padding-left: 20px;">Professional Development/Coaching and Extra duty for Certificated Staff</td> <td style="text-align: right;">\$ 1,000,000.00</td> </tr> </table>	EL/LSE Roadmap Training/Coaching and PD	\$ 203,623.00	Professional Development for Instructional Assistants	\$ 100,000.00	Professional Development/Coaching and Extra duty for Certificated Staff	\$ 1,000,000.00	[\$ 1,303,623.00]	[Actual expenditures will be provided when available]										
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<b>Total Funds to implement the Strategies</b>	<b>[\$ 13,428,662.00]</b>	[Actual expenditures will be provided when available]																

The 10 percent (\$1,342,866.00) for paraprofessionals is weaved in throughout the plan for classroom tutoring, assessment and training.

***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 ELO fund will primarily support students and instructional staff to facilitate and accelerate the learning deficit that has been caused by COVID-19. Students learning abilities and their Socio-emotional quality of life have been affected too. Coordinating the ELO grant with other funds took a systematic approach and collaboration between the CBO, LCAP Director and State and Federal Program Director. The initial brainstorm occurred in the Cabinet meeting with all the Assistant Superintendents. All departments submitted their prioritized list of needs that were based on student assessment and qualitative data. The team reviewed the items that were already funded out of LCAP and Federal grants to avoid duplication of services prior to allocating funds to each action. The IPI grant will be mostly used for Personal Protective Equipment, COVID-19 testing and transportation acquisition while the ESSER funds will be used for facilities capital improvements. A survey was also sent out to all the stakeholders to help elicit ideas based on student needs. The final expenditure list was reviewed by the Cabinet before submission for Board adoption.

# 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).*

## 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