

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.

Pathways Charter School stakeholder engagement process began in January 2021. Opportunities to share stakeholder feedback were made available to parents, staff, students, and Board members using a robust set of engagement opportunities.

Pathways Charter staff collected parent and staff feedback via electronic surveys, hard copy surveys, one-on-one phone calls and facilitated virtual opportunities for all Pathways Charter School staff to provide input. Each of our non-English speaking parents and parents of foster and homeless students was individually called by a Pathways Charter program administrator or support staff and verbally asked survey questions designed to solicit stakeholder feedback. Principals and administrators were engaged in a series of interactive meetings where staff collected feedback and recommendations were made that informed this plan. Student feedback was also collected via electronic and hard copy surveys and free responses essays.

Pathways Charter School solicited recommendations and comments from the public regarding actions and expenditures included in the plan.

A small team met to identify themes found between all stakeholder feedback pieces. First, staff analyzed data from surveys. Next, comments from stakeholder engagement sessions and individual phone calls were condensed into one document. Then, feedback was organized into categories. From there, areas of strength, areas of concern, and other themes were captured. Finally, these themes informed the seven supplemental instruction and support strategies described below.

Members of the public were given the opportunity to comment on the proposed actions and expenditures at the Board meeting held on May 13, 2021.

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

Academic Needs:

Pathways Charter School will employ a systematic approach to assess student learning status regularly. Pathways Charter School will administer NWEA MAP to all students in grades 2-12 to assess students learning status in Reading, Language Usage, and Math. Assessments will be administered three times throughout the year: within the first three weeks on the first day of school, winter, and spring. Students who enroll after the first day of school and outside of the testing window will be assessed using NWEA MAP within two weeks of enrollment. The first administration of these assessments will act as no-stakes diagnostic assessments that provide quick, accessible information about what our students know and can do. Also, teachers will use curriculum embedded assessments to monitor student learning status regularly. The learning domain will also disaggregate progress monitoring data to determine whether students are experiencing similar challenges. If trends are identified, the school team will meet to examine its instructional delivery model and evaluate whether changes are needed.

For grades TK-2, Pathways Charter School will use the following tools to measure English Language Arts student learning status: IRI (reading Inventory), Teacher created benchmarks and formative assessments, including diagnostic assessments, BPST (basic phonics skills test), MAP Assessments (grade 2), and curriculum embedded assessments. To measure students' Math learning status in grades K-1, the LEA will use teacher-created benchmark assessments aligned to standards, Curriculum-embedded assessments (MyMath).

In ELD, Pathways Charter School will review each English Learner's most recent ELPAC results. When appropriate, Pathways Charter School will also administer optional summative ELPAC, ELPAC practice tests, and/or ELD Curriculum-based assessments. Pathways Charter School will also explore the Tools for Teachers website for formative resources to assess English language development.

The Assessment Coordinator will analyze School-wide assessment results, and the coordinator will share the results with Site Principals during Leadership Team meetings. This team will analyze trends and needs. Also, to get a complete picture of a student's learning status, teachers will have access to past assessment results when appropriate and available. The team will use this information, combined with results from assessments given within the first weeks of school, to determine which prerequisite skills will be most important for each student. Teachers will work jointly with students to set individualized learning goals based on MAP results. These learning goals are revisited frequently and re-assessed after each administration of NWEA MAP.

Social-Emotional Needs and Other Integrated Student Supports:

Pathways Charter School is prepared to monitor and support students' social-emotional well-being and mental health. We continue to support students' progress and continued adjustment back to traditional in-person instruction. To support students' social-emotional well-being, all programs align with the CDC's six guiding principles of a Trauma-Informed Approach: Safety, Trustworthiness & Transparency; Peer Support; Collaboration & Mutuality; Empowerment & Choice; and Cultural, Historical & Gender Issues. These guiding principles are embedded in the Positive Behavior Interventions and Supports (PBIS) multi-tiered frameworks at the Charter sites. The site teams will regularly monitor school-wide data in the areas of attendance/work completion, behavior infractions, academic engagement, and social-

emotional wellness to identify whether school-wide systems require improvement and/or identify students who need additional supports in any of these areas. Additionally, teachers and staff will regularly complete social-emotional screening tools, such as the "Student Risk Screening Scale- Internalizing and Externalizing" (SRSS-IE), which highlights various social-emotional needs that are addressed by the site's clinical staff and the site's intervention teams. The sites will hold Intervention Team meetings at least twice per month to identify students in need of additional social-emotional-behavioral supports and monitor students' progress currently receiving intervention supports. These Intervention Team meetings will be a way to discuss any students or families who require additional supports related to academic or social disengagement, atypical responses to instruction, changes in student behavior, or other social-emotional needs. Staff will directly refer students to the Intervention Team by completing a brief Request for Assistance form. The Intervention Team will decide the next steps for support, including referrals to the school social worker, school psychologist, behavior specialist, community resources, or the Check-In Check-Out intervention (CICO).

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

Pathways Charter programs are prepared to utilize several different communication strategies to inform parents and guardians of supplemental instruction and support opportunities. Mass communication about additional instructional opportunities, such as additional instructional days and intervention period offerings, will be delivered to all parents and guardians via the school newsletter and School Messenger (including both a phone message and email message) before starting the 2021-2022 school year. The Spanish language translator will individually contact Spanish-speaking guardians to review this information with each family. In addition, Pathways Charter staff will provide reminders about these offerings at Back to School night in the fall, and the Spanish language translator will also be present to interpret at this event. Families and guardians will also be provided with a written description of the various tiered intervention supports available to address academic and social-emotional-behavioral needs as part of the documentation provided about the school program (e.g., PBIS Handbook). When students enroll after the beginning of the school year, this information will be reviewed individually during their orientation. For Spanish-speaking families, the Spanish language translator will also participate in the student/family orientation.

In addition, throughout the school year, site Intervention teams will meet to discuss students who are demonstrating the need for additional instructional supports and interventions, when the team determines that a student will be enrolled in a specific small-group or individual academic intervention, a member of the intervention team will contact the parent or guardian directly to explain the recommended support and answer any questions that the parent/guardian may have at that time. The Spanish-language translator will be utilized for individual parent/guardian contact as needed in these situations.

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

Pathways Charter programs will provide supplemental instructional and support, guided by seven areas of focus. The supplemental instruction and support strategies are:

1. Pathways Charter School will extend instructional learning time by providing additional instructional days and intervention periods scheduled outside of typical class schedules.
2. Pathways Charter School will accelerate progress to close learning gaps by providing one-on-one, or small group learning supports

provided by classified and certificated staff. Educator training will be provided for both certificated and classified staff, focusing on accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.

3. Pathways Charter School will provide counseling and mental health services, access to school meal programs, transportation support, and programs to address student trauma and social-emotional learning. School teams use a Positive Behavior Interventions and Supports (PBIS) three-tiered framework, which specifies the data, systems, and practices utilized to support social-emotional-behavioral well-being. This includes monthly structured Tier I PBIS meetings, teaching consistent school-wide behavior expectations, and utilizing various student acknowledgment systems. Expectations and acknowledgment systems reflect each school site's culture and values and focus on skills such as resilience, perseverance, effort, and academic engagement. School staff also regularly communicate with families via phone calls, email, video, and/or mail to recognize students' specific achievements. The program's School Social Worker is also available by phone, email, or appointment if students or their families have concerns or are looking for additional wellness resources. Social-emotional support provided to students also includes group and individual enrollment in social-emotional learning courses, focusing on decision-making, coping skills, planning for the future, and other adaptive skills (e.g., BASE education modules, School-Connect course). Students may also be enrolled in Check-in Check-out (CICO), an evidence-based intervention designed to increase student engagement in school and reduce behaviors that interfere with academic achievement and student wellness. Sites also offer group social-emotional support services, which may include Girls Circle Group with a Credentialed School Psychologist; Decision Making, Anger Management, and Aggression Replacement with a Licensed Clinical Social Worker; the School-Connect (social-emotional-behavioral) curriculum provided by a credentialed teacher; social skills groups for younger students; and other group offerings as needs are identified in the Intervention Team. Finally, social work interns meet with students to address goal setting, self-care/coping skills, daily planning schedule, and building emotional awareness/insight for students needing mentoring support. The team monitors various data sources that reflect student engagement and well-being, including attendance, work completion, grades, responsiveness to staff check-ins, student reinforcement trends, and student survey data.

For students and families with more intensive Tier III needs, various services and individualized supports are available. Students may be offered Individual counseling with a Licensed Clinical Social Worker or Credentialed School Psychologist; individualized behavior plan development by a Board Certified Behavior Analyst; referrals to community mental health agencies with follow-up case management support from the school social worker; and Family Team Meetings.

The Pathways Charter programs contract with local school districts to provide daily meals for students on campus for two hours or more. In addition, Pathways charter provides a school bus or public bus passes for 7th-12th grade students who attend the Pathways iCARE program.

4. Pathways Charter School sites will serve as community learning hubs that provide students with access to technology, high-speed internet, and other academic supports. Sites will also assist students and families in ensuring that there are no technology-based barriers.

5. Pathways Charter programs will provide supplemental instruction via online learning platforms to accelerate credit recovery and provide academic counseling to increase or improve college eligibility.

6. Additional academic services for students - Pathways Charter School instructional programs include various Tiered Interventions and differentiated instructional strategies that support our students' diverse academic needs. Data from our formal and informal assessments serve as feedback to inform instructional areas of focus. The following strategies will be used to accelerate learning progress for pupils through an equity lens:

- Administer diagnostic assessments early in the 2021-2022 school year.
- Discuss the student's Learning Plan with the parent and other staff members and make appropriate adjustments and plans to increase participation.
- Employ targeted checks for understanding for subject and grade-level instructional purposes.
- Focus on the depth of instruction, not on the pace.
- Host frequent one-on-one meetings with General Education and Special Education teacher
- Host weekly one-on-one check-in meetings with student and staff to discuss a plan of action towards graduation

Tiered Intervention Plan for Academic Supports:

The criteria for determining whether a student or group of students require more intensive intervention depends on several factors. Once teachers have implemented Tier I interventions, there may be a need for a more in-depth approach, in which case a Request for Assistance form will be filled out by the teacher and submitted to the Schoolwide Intervention Team. In upper grades, where students have more than one teacher, teachers engage in weekly intervention meetings to make a collaborative decision on which intervention(s) are most beneficial for each student.

If the need is academic, the team looks at criteria based on assessment results. Examples of assessment results/criteria could include:

- MAP RIT score resulting in one grade level below student status norm
- Diagnostic reading inventory scores indicate one year below the benchmark
- Writing rubric score falling below an overall score point of 2 on a 5 point scale
- Additional curriculum-embedded diagnostic assessments (MyMath, Wonders)

If a student is identified as needing intervention/having demonstrated learning loss, they may be placed in one or more of the following:

- One-on-one math or language arts intervention blocks (one day per week, one hour per session)
- Small intervention groups during hybrid school days, with a homogeneous content focus
- Online intervention (Khan Academy "MAPPERS"- students use MAP scores to customize Khan Academy math instructional sequences)
- In-class small group interventions focusing on discrete skills (2-3 times a week for 30 minutes per session)
- Academic lab class could be small group or one-on-one, depending on the need.

7. Pathways Charter School will provide professional development related to trauma-informed Positive Behavioral Interventions and Supports and culturally proficient instructional practices. PCOE staff will provide professional development quarterly on a variety of topics ranging from trauma-informed practices; teaching through a social-emotional lens; understanding and accessing county systems (e.g., Child Welfare, Juvenile Probation, Children's Mental Health); supporting student engagement and attendance through the use of positive behavioral strategies; strategies to address discipline disproportionality; engaging parents; suicide risk assessment; and threat assessment. PCOE will also provide resources and support to pupils and staff to address trauma and other continued impacts of COVID-19 on the school 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	\$49,536	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$60,377	
Integrated student supports to address other barriers to learning	\$366,513	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$39,943	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$20,417	
Additional academic services for students	\$62,574	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$25,770	
Total Funds to implement the Strategies	\$625,130	

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

Pathways Charter School is braiding and blending its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) to maximize academic and social-emotional support for students. Braided and blended funds will also be utilized to enhance professional development for school staff. Pathways Charter School will coordinate the use of funds to ensure access to current technology for both staff and students. State and federal resources will support goals and actions in the 2021-2024 Local Control Accountability Plan.

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 or 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
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