

Expanded Learning Opportunities Grant Plan

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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.

Development of the Expanded Learning Opportunities (ELO) Grant Plan involved students, parents/guardians, teachers, staff members, school administration, and Board members. Students and parents/guardians were surveyed to gauge their educational priorities and interest in potential programmatic offerings under the ELO Grant. Teachers and other staff members were surveyed to determine their availability and interest in developing potential new programs and/or implementing new learning opportunities. Pivot's administration and staff worked together to process survey data and to identify various student and family needs which have increased due to the COVID-19 pandemic. Survey responses and identified needs were then used to drive the development of projects and programs that could be implemented at Pivot for each of the seven strategy areas. Projects and programs were tailored to match the interests of Pivot families and to ensure they could be implemented successfully at Pivot's facilities. Opportunities for public comment and feedback regarding the ELO Grant Plan were also provided when the Governing Board met to review, discuss, and approve the plan.

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

There are many different types of student needs which may warrant targeted intervention through the expanded learning opportunities facilitated by this grant. Some needs are largely academic in nature while others are rooted in social, emotional, and economic factors. Identification of students in need is largely directed by Pivot's enrollment team and Multi-Tiered Systems of Support (MTSS) team. Students belonging to certain subgroups such as foster, homeless, low-income, English Learner, highly mobile youth, and several other categories are identified upon enrollment by the enrollment team. All of these students will be offered supplemental instruction as well as support for social and emotional well-being under the ELO Grant. Identification of additional students who may be in need, such as those who are disengaged or performing below grade level, is an ongoing process with the MTSS team. The MTSS team will assess the needs of students by evaluating engagement and participation, attendance, academic benchmark assessment scores, progress toward course completion and promotion/graduation, and social-emotional well-being. Pivot's MTSS team works to identify each struggling student's needs and to implement individualized supports. The additional offerings provided through the ELO Grant will be used to support students identified by the enrollment and MTSS teams. In addition to the enrollment and MTSS teams' identification of students, any student or parent/guardian may self-identify and request additional support.

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

Pivot will utilize several methods to inform parents and guardians of students about opportunities for supplemental instruction and support. Information about these opportunities will be included in school newsletters, published on the school website, and sent to current and prospective families via email, phone, text message, and/or the Parent Square app. Teachers meet with students face to face at least weekly, and parents will often also participate in those meetings. Those meetings are used to discuss progress and areas where students need support. Teachers also meet with parents face to face at least once per month. Opportunities for support, additional classes, and/or remediation are discussed at those meetings. Translation services are utilized to ensure all meeting participants understand the student's progress and can actively participate in planning support strategies for the student. Teachers will discuss options with students and their parents/guardians during regular progress meetings, and will work together with families to determine which programs and supports may be most appropriate to include in each student's education plan.

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

1) Extending instructional learning time:

Certificated teachers and paraprofessionals will be utilized to extend instructional learning time through summer school offerings and increased programs at Pivot's resource center. Staffing for the 2021-22 school year will be adjusted to facilitate increased direct instruction time at the resource center for each pupil.

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

Strategies for accelerating progress and closing learning gaps will be overseen by Pivot's Program Coordinator. Curriculum will be revised and expanded to include additional learning supports designed to accelerate learning. Strategies will be tailored to meeting the needs of individual students as well as student groups such as English Learners and students with disabilities. Instructional staff will be trained on implementing these supports. Additional tutoring services will be provided at Pivot's resource center as well as online.

3) Integrated student supports to address other barriers to learning:

Pivot plans to implement new Social-Emotional Learning (SEL) curriculum and programs, as well as expand counseling services. These increased offerings are aimed at reducing social and emotional barriers to learning. Pivot will also provide meals and snacks to students who attend programs at the resource center.

4) Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports:

Pivot plans to provide access to equipment and instruction at the resource center outside its traditionally offered school hours. In particular, providing students with access to computers and internet and instructional staff in the late afternoon or evening may enable students with difficult schedule obligations to access these resources where they have not been able to do so in the past.

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

Pivot plans to expand academic and college counseling services under the ELO Grant. School staff will work with students and parents/guardians to create targeted plans for credit recovery, achieving graduation/promotion, and/or college eligibility.

6) Additional academic services for students:

Additional academic benchmark assessment tools will be implemented to more closely monitor student progress and to assist teachers in more accurately identifying and addressing students' learning gaps.

7) Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs:

Pivot has identified several areas of focus for professional development with school staff. School administration will continue to assess the needs of students, families, and staff members and provide training to ensure those needs are addressed. Areas of particular focus under the ELO Grant are Social-Emotional Learning (SEL), trauma-informed practices, and Diversity, Equity & Inclusion (DEI).

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	\$ 58,072.00	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$ 114,988.00	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$ 88,996.00	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$ 17,290.00	[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	\$ 3,000.00	[Actual expenditures will be provided when available]
Additional academic services for students	\$ 5,785.00	[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	\$ 10,400.00	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$ 298,531.00	[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.

ELO Grant funds will be used primarily for in-person instructional programs and supports at Pivot's resource center. The focus of ELO Grant expenditures is student learning and mitigating the impact of the COVID-19 pandemic on students' educational progress. Federal ESSER Funds are being prioritized for ongoing costs related to the COVID-19 pandemic, some of which are more administrative and logistical. Examples of costs which will be prioritized for ESSER include contact tracing and COVID-19 reporting, monitoring and complying with public health mandates and guidance, providing and monitoring equipment/technology for students and families who

elect to continue distance learning, purchase of personal protective equipment (PPE) for staff and students, and facilities upgrades/modifications to reduce the risk of disease transmission. ESSER Funds may also be used for instructional programs and supports to mitigate the impact of the COVID-19 pandemic on students' educational progress, but this is a secondary priority for ESSER Funds. The primary funding source for these instructional programs and support initiatives for the 2021-22 year will be the ELO Grant.

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.

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