



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.

Establishing connections and partnerships with our students, families and staff includes engaging them in the process of the development of our school plans. The Extended Learning Opportunities Grant Plan was discussed with our WIOA partners and the PACSAE teachers and staff April 21 and April 28. Ensuring that all had an opportunity to be involved, communication of the ELO was shared in weekly team meetings and regular monthly WIOA meetings. The focus of our school plan to support students identified as needing academic, social-emotional, and other support, was developed through the review of school data and collaboration with teachers. Identifying student needs provides us with a road map for identifying evidence based interventions and relevant professional development for providing effective supplemental instruction and support to students in an effort to mitigate barriers to learning. Parent, student, and staff Input surveys were distributed in April 2021. The results of the survey and school data were reviewed by our stakeholders. Discussion and collaboration concerning actions that would mitigate learning loss by extending instructional learning time, accelerating progress to close learning gaps, integrated student supports to address other barriers to learning, community learning hubs that provide students with access to technology,

supports for credit deficient students, additional academic services for students, and training for school staff were planned with actions and professional development.

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

To increase and/or improve the academic performance of our students' the teacher-of-record and the Intervention & Transition Coordinator monitors student performance to identify learning gaps and credit deficient students. Referrals to SST or IEP teams will identify students that will benefit from a learning recovery program that provides timely interventions and supplemental instruction so that students are on-track to complete grade level course content or graduation requirements. The Intervention & Transition Coordinator audited the transcript of every 9th -12th grader to check for credit deficiencies. The use of school data from pre-assessments and prescriptive assessments, end of course assessments and credit deficiencies provides data on each student's level of proficiency based on state and national standards, provides clear reports with actionable data that provides teachers a foundational understanding of students' strengths and areas of need, delivers personalized lessons that provide targeted instruction and practice for each student to accelerate growth, and supports teachers and the Intervention & Transition Coordinator with in-the-moment resources for supplemental instruction and support at an individualized level of instruction.

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

The communication of opportunities for students to participate in supplemental instruction and support are shared through emails, phone, texts, and/or teacher/student/parent meetings. As needed, communication of opportunities will be translated so that all parents and students have access to the opportunities for additional support. Teachers and the Intervention & Transition Coordinator monitor student progress identifying areas that affect student learning. This information is communicated with parents and adult students by phone email, and/or teacher/student/parent meetings. A description of specific student identified learning recovery needs is shared so that the team, including student and family, can meet and discuss a plan for supplemental instruction and support for the student, as well as to discuss the monitoring and assessment process to continually recalibrate and support a successful student outcome.

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

Providing support for the improvement of student achievement helps our students possess a well-grounded sense of self-efficacy and optimism. Utilizing the multi-tiered system of support (MTSS) that is focused on supporting the "whole child," through academic and behavioral services, Pathways Academy Charter School - Adult Education has developed a plan that identifies students that require additional support, identifies research-based supplemental support, and monitors student progress to ensure that learning gaps are reduced.

Tier I: Universal Prevention for all students through which students get their research-based core instruction.

Tier II: Targeted Intervention students identified as needing focused support on improving specific skill deficits. Students that are struggling in Tier I receive targeted interventions.

Tier III: Intensive, Individualized intervention for the at-promise students that are 2 or more years below. Intensive support includes multiple assessments to check student progress. Tier III students are provided opportunities for personalized lessons in regular teacher/student meetings and additional targeted one-on-one instruction by fully credentialed content area teachers. Each targeted instruction is specific to an individual student's needs to close learning gaps. Students who are identified as requiring additional support are provided with supplemental instruction that may include the use of embedded translation tools which translate both the written and spoken language of the curriculum to the language of the student's choice. We also communicate with student's in their native language. Students with Individualized Education Plans (IEP's) are offered SAI (specialized academic instruction) as well as embedded tools in the curriculum such

as closed notes and transcripts of instruction and are provided support by the schools internal Special Education team and case managers. Each foster and/or homeless student has additional support available from the Homeless and Foster Youth liaison and the Intervention & Transition Coordinator if it is necessary to monitor their progress and to provide additional support.

Together, the teachers, Intervention & Transition Coordinator and the PACSAE Director review and analyze student assessment data to ensure that the academic needs of students are supported. Through a collaborative process, the teachers and support staff identify students that require additional academic support, the specific needs of each student; and, interventions are planned and monitored to determine the effectiveness of the supplemental intervention support.

Pathways Academy Charter School will offer professional development focused on building and strengthening relationships with all students and family members. Training will help teachers develop skills to recognize and address the complex issues that may exist and cause barriers to learning for our students. Having a deeper understanding of what each student brings to the learning environment as a result of lived experiences, including shelter, food security, health care, exposure to trauma, social justice and significant cultural events results in the teacher having a heightened sensitivity to student needs and tools to use to engage students in their academic program.

Pathways Academy Charter School - Adult Education teachers and Intervention & Transition Coordinator plan support based on the identified needs of their students, planning support that will increase learning, increase students motivation, build self-esteem, and self-efficacy includes an overall effort to ensure that the academic engagement of their students also includes the important element of engaging teacher interaction with their students. By providing teachers with the Social and Emotional and Barrier to Learning training, by providing students with the support they need and helping them to acknowledge what they are truly capable of doing, PACSAE provides a safe and caring learning environment where students are willing to take risks and willing to accept the help and responsibility of being a student that is capable of learning.

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	1800	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	4800	\$ 1,196.75

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Integrated student supports to address other barriers to learning		2,393.50
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	4800	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	2400	1,196.75
Additional academic services for students	2002	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs		
Total Funds to implement the Strategies	15802	\$ 4,787.00

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 Academy Charter School - Adult Education is ensuring all state and federal stimulus funds for COVID-related emergency relief are being used in an integrated approach to maximize continuity and educational benefits to our students. In general, we have used ESSER I and Learning Loss Mitigation funds first, and 100% of these have been or will be expended by 6/30/21. We then intend to prioritize this ELO spending beginning 7/1/21 as we move into our new school year, and intend to spend all or mostly all of the ELO funds by 6/30/22. ESSER II and ESSER III funds will be used primarily after the ELO funds in the latter part of 2021-22 and into 2022-23 to ensure learning continuity.

