

# 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.

The overall process used to engage all stakeholders in developing the Expanded Learning Opportunities (ELO) Grant Plan included the following activities:

The one.Charter is currently conducting a six year WASC review and the needs of students in one.Charter have been clearly defined through a year long process of meetings with all stakeholders. Development of the new LCAP was also conducted during the previous three months and this process included gathering information from all stakeholders to help create the LCAP. A strong portion of the LCAP is focused on closing the achievement gap for students, supporting their social/emotional growth and enhancing the student assessment/diagnostic programs. The LCAP process aligned nicely with helping create the ELO plan. By having already identified major student learner needs through the LCAP and WASC process, the ELO plan was created with those needs in mind by finding ways to expand opportunities to provide for those student learner needs.

Along with meetings, electronic surveys were sent to all families, students, teachers, support staff and stakeholders soliciting feedback regarding the development of the plan. Teachers in the Come Back Kids program also solicited direct responses from students (who are also the parent) via phone calls, text messaging, emails and one-on-one orientation meetings. Additionally, there was a needs assessment and brainstorming activity conducted with all site administrators and support staff. From that activity, follow up informational/idea gathering meetings were conducted at the site level with staff, students and parents to further help solidify the plan. Engaging stakeholders that included our Mental Health Clinicians, Truancy Specialists, Special Education staff, Student Services staff, Nutrition Specialists, Technology team, Professional Education Director, Site Administrators, and Site Counselors occurred through multiple on-line meetings, emails, phone

calls and in person meetings. Through these efforts, they all had valuable input in developing the Expanded Learning Opportunities Grant Plan.

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

All students will take the FastBridge diagnostic assessment in reading and math. Once students complete the assessments, teachers will meet individually with students to review the results of the assessment and develop an Individualized Learning Plan (ILP) for each student. The results and report will recommend interventions for students based on the score. The interventions included on the report should be included on the ILP. Teachers and students will create Q1 goals and then return to the ILP to create Q2 goals. Teachers will continue to use formative assessments such as Quizlet and FlipGrid. Students will take another assessment in winter and in spring, and continue to review and revise their ILP and academic goals. Throughout the year, teachers will have the ability to create intervention groups via Fastbridge to be able to track and monitor student progress and to apply specific and appropriate interventions based on student need. In addition to the diagnostic assessment timeline, teachers will use formative assessments to monitor student progress throughout the year and to provide targeted interventions and support to students.

Counselors will conduct extensive transcript reviews to identify specific credit deficiencies for students that have occurred prior to and during the pandemic. Once these deficiencies have been identified, counselors will work with site teachers and administrators to develop class schedules that will meet the needs of students. The goal is to enroll students in classes students need to make progress towards graduation and also develop credit recovery plans as needed for individual students. Teachers, counselors, and mental health clinicians will also conduct informal social/emotional needs assessments for students based on conversations, attendance data, and engagement data. Through this informal process, if students are found to need more in-depth social/emotional support it will be provided in accordance with the current MTSS model.

All English learner students will be given targeted ELD instruction in both designated and integrated settings. Assessments in the ELD curriculum will be used to help teachers identify academic areas of need for their EL students. Students will also be given a common writing assignment (PWA) in four genres throughout the year (compare and contrast, narrative, research, and argumentative). These essays are assessed with a common writing rubric that is used program-wide.

Elementary students in grades K-6 will be given the iReady assessment in math as part of the current math curriculum pilot. The iReady results are reviewed by teachers regularly and informs instruction and strategies.

In summary, all students will be provided with assessments to determine their individual learning and social/emotional needs and have transcripts reviewed to determine current credit needs. This assessment process will be conducted on an on-going basis.

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

Outreach to pupils and parents will include, but is not limited to:

Social Media

School Website  
one.Charter Facebook page  
Peachjar eflyers  
Phone Calls  
Automated Text Messages  
Case Management & Home Visits  
Tier 3 & 4 level case management as needed/appropriate  
Home visits as needed/appropriate  
Sharing and partnering of resources  
\*All information shared is in multiple languages

Through these multiple mediums, parents/guardians and students will be informed of their specific credit needs and basic skill levels in reading and math. Along with this outreach process, parents/guardians and students will be notified during parent conferences which occur on a quarterly basis of their current academic standing. During these meetings the opportunities to engage in summer sessions, extended sessions during the school year, after school opportunities, Saturday sessions, and the creation of technology hubs for student use will be discussed.

Outreach and support for parents will also include The Parent Project program. The program is divided into three different levels. Loving Solutions- Parents of children aged between 5-10 years-old, who are having difficulty in raising their child, may take part in a 10-week class. Truancy Workshop-Parents of children aged between 10-17 years-old, who have a demonstrated history of truancy and the SARB process may participate in this one-time, three-hour workshop.

Parent Project Sr.- This 10-week, award-winning class provides parents with an opportunity to gain additional supports and invaluable tools in order to improve family dynamics. It is meant for parents of students with out-of-control and destructive adolescent behaviors who have exhibited tendencies in truancy, violence and aggression, gangs, suicide, alcohol and drug abuse and so much more. This peer-supported class allows parents to walk away feeling empowered and their relationship with their child transformed.

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

The plan to provide supplemental instruction and support is focused on four areas: 1) Providing additional opportunities to take classes during summer sessions, extended sessions during the school year (weeks traditionally off for students), and Saturday sessions for students to access the school site to complete assignments, get additional one-on-one support and complete credit recovery projects. 2) Providing technology hubs at the sites which will include chrome book carts, copy/printer/scanners and access to our on-line credit recovery curriculum. These hubs can be accessed during school hours, after school, and on Saturdays so students can have solid connection to the internet to do research, print assignments/projects, and log onto and complete credit recovery courses. 3). Counselors will conduct a thorough transcript review for all students attending summer and extended sessions to make sure students are enrolled in appropriate grade level courses, enrolled in courses specifically needed to maintain adequate progress towards graduation or enrolled in needed credit recovery courses to get back on track for graduation. 4) Provide training to all one.Charter staff on using accelerated courses (intervention support) that are available to students through our Edmentum on-line curriculum. These courses are used to help students strengthen specific academic skills they may be lacking. In addition to the above, one.Charter will pursue creating an Instructional Aide position.

# 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	\$305,915.00	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports		
Integrated student supports to address other barriers to learning		
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$280,104.00	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$43,000.00	
Additional academic services for students		
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$10,000.00	
Total Funds to implement the Strategies	\$639,019.00	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures

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

n/a

# 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). <mailto:lcff@cde.ca.gov>*

## Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

*EC* Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the

supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
  - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
  - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
  - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

### **Fiscal Requirements**

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.

- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

## **Instructions: Plan Descriptions**

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

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

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

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

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

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

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

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

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).



# Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

## **A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA**

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education  
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