

## 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 ELO Plan for Learning Works was developed with input from parents, teachers and school staff through surveys, in-person one on one meetings, staff meetings and by management staff providing reflections about the strengths and areas to focus from the 2020-21 school year and the student and school community needs identified as highest priority during the summer break and opening of the 2021-22 school year. Important to this process, is the individual reflection on the school year and their personal and professional goals for the upcoming school year and into the future provided by all staff in place of a formal review process.

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

The Learning Works target population is high-risk students who have dropped out of traditional schools. As we plan for 2021-22, we will continue to build on our enrollment process including an in-person assessment and intake process, a scheduled in-person appointment with the assigned teacher including an orientation to the curriculum and process, picking up a Chromebook and an assessment of internet connectivity at home. In 2019-20 and 2020-21, we were able to do distance learning through a transition to Chromebook based

technology connections and instruction from home rapidly and with more success than we would have imagined. This was done primarily by leading with our focus on relationships and maintaining connections to our students with the school as a hub for meeting student needs and with staff working on-site and in-person with outreach, home visits and delivery of materials and supplies.

In 2021-22, we hope to resume more of our normal in-person operations and are in the process of identifying ways in which we can re-engage students in learning at the school site and in our other programming including tutoring, small group instruction and participation in labs, projects and weekly field trips. We will adapt our intake and enrollment process to incorporate additional assessment of student academic, social and health and wellness needs. The Individual Learning Plan (ILP) is the basis of this assessment to ascertain an appropriate teacher assignment and core and elective courses to be assigned, linkage to special education services and other academic supports such as ELD support that students may need. The enrollment and support process will be enhanced by a Wellness coordinator and intake process designed specifically to support individual students and school staff in assessing and meeting needs that are not strictly academic but have a great bearing on their engagement in school and progress toward a high school diploma. The Wellness coordinator will meet with middle school students and families who are continuing at LW as ninth graders and as we enroll additional middle school students in our small middle school program.

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

LW is planning an outreach and engagement campaign with the community to enroll in our school, which will begin in mid-July and prior to the start of school on August 17th. This will be conducted by mail, social media and through school staff re-engagement with students and families.

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

The projected allocation of \$197,510 for Expanded Learning Opportunities will be used in the following ways to enhance instruction and staff and student well being for the 2021-22 school year. LW has added three instructional days to the board-approved calendar for 2021-22. In addition, the enrollment and support process will be enhanced by a Wellness coordinator designed specifically to support individual students and school staff in assessing and meeting needs that are not strictly academic but have a great bearing on their engagement in school and progress toward a high school diploma. The Wellness coordinator will meet with middle school students and families who are continuing at LW as ninth graders and as we enroll additional middle school students in our small middle school program. The Wellness coordinator will work closely with the Student Supports team includes College and Career Counselor, Chasers, Tutors, and the Community Works coordinator for afterschool programming (including artWORKS, GroWorks, and Hope Works) to identify student needs and supports the school can provide.

Funding will also be allocated toward re-opening and enhancing the art programming and classes offered by artWORKS, GroWorks, and developing an advisory/core volunteer group for college and career readiness supports. Funds will be used to support the Community Works coordinator for additional opportunities after school with a focus on wellness and outdoor activities.

ELO funds will be used to update/adopt ELA textbooks and new novels; replenish technology such as Chromebooks and wi-fi hotspots, ELD materials and translation services for parent and other materials and professional development providers for Monday PD days with a focus on social emotional learning, trauma-informed practices and communication, implicit bias and anti-racist teaching practices and working with staff to identify conferences or opportunities for staff based on individual PD plans.

## 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. *Note that Actual Expenditures Reflect Final Allocations for Resource Codes 7425 and 7426 totaling \$111,517.*

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	\$ 20,000	\$14,994
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$17,200	\$35,608
Integrated student supports to address other barriers to learning	\$100,000	\$44,983
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$8,310	\$ 0
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$25,000	\$4,686
Additional academic services for students	\$10,000	\$7,497
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$17,000	\$3,749
Total Funds to implement the Strategies	\$197,510	\$111,517

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

Learning Works anticipates an allocation of \$209,000 from the ESSER fund for the 2021-22 school year. As a single school with one budget, coordination and use of the ESSER funding will align with the priorities identified above for academic, mental health and wellness supports for students and staff. In addition, ESSER funding will be used to enhance technology and facility needs required to safely re-open and continue to respond to health and safety requirements. In addition to ESSER funding, the food pantry and community donations that we began during the pandemic will continue to be accessible to students and families, an allocation for student emergency needs, snacks and food during after school programming and other supports for our 90-plus % low income student population are incorporated into our overall school budget and enhanced by foundation and donor support.

# 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.

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