

## Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Learning by Design Charter School	Charla Harris, Executive Director	<a href="mailto:charris@learningbydesignschools.org">charris@learningbydesignschools.org</a> (323) 903-5712

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.

During several School Site Council (SSC) Meetings, parents and other community stakeholders were told how the school intends to support student learning loss. These stakeholder groups were involved in offering feedback with regards to their own child's needs and the needs of all students in the school. During SSC meetings ideas of the stakeholders are also solicited to help with the development of the plans. Details of the plans are also sent out to families and stakeholders via our whole school communication network and feedback is requested. As well, the Board of Directors were also involved in these discussions about the plans during Board meetings. The Board members ask questions and share their ideas as well. Also, surveys were given to families asking them to share their ideas and needs as well with regards to responding to student learning loss. Teachers discuss their ideas and plans during weekly staff meetings as well as during weekly teacher led Professional Learning Community (PLC) meetings. Information gathered from all of these stakeholder groups is reviewed and used to design the school's plans for responding to student learning loss.

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

All students are invited to participate in the Math Intensive Tutoring Workshops, After School/Extended Day Workshops (ELA and Math), and Summer Workshops (ELA and Math) which are optional. However, the most at risk students are highly encouraged to participate in these workshops opportunities but these students also receive small group intervention support during and after school. These at risk and high needs students are identified via data from teachers who review their classwork, benchmark assessments and NWEA data as well. Calls are made to parents on an as needs basis to discuss these options with parents and encourage participation. Assessments are utilized regularly to track progress of the students towards proficiency. NWEA, Raz Kids, Lexia are a few stools used to monitor and track student learning and progress. As well, tutors and interventionists track the progress of the students in both ELA and Math using teacher generated benchmark assessments.

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

Parents are told about opportunities for supplemental instruction and support via our school wide communication network, Parent Square. Messages are sent our regularly to families provided detailed information about these opportunities. Office support and teachers call families directly to inform them and flyers are sent home when possible. These opportunities are posted in the weekly newsletter as well as on our website and around the school.

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

The school plans to provide supplemental instruction and support in the following ways:

1. The school is providing extended instructional hours by offering Intensive Math Tutoring Workshops with our partners, Arithmetic Solutions. As well, ELA and Math Workshops are being provided after regular day instruction. And the school is offering Summer Workshops where intensive ELA and Math instruction will be given. All students are encouraged to participate.
2. We are also accelerating the progress of students by offering small group intervention for at risk/high needs students during the school day but outside of regular classroom instruction. The intervention will be provided by paraprofessionals hired specifically for small group support and intervention. Students who are performing below basic will participate in small group intervention. We will use an Intervention Program such as Fountas and Pinnell to support Reading Intervention. Teachers and paraprofessionals will be trained and coached over the summer while working the Summer Workshops on effective ways to provide effective intervention.
3. We continue to provide Mental Health Services and case management for students and families via a certified Mental Health Service Provider. Weekly workshops on mental health awareness and strategies are offered and one-on-ones with the Mental Health providers are offered on an as needs basis. As well, all staff are trained in Trauma-informed practices, Circle/Council practices, Calm Classrooms, and conflict resolution as a way to support students in managing their emotions and conflicts that may arise due to stress from current situations. Small group mentoring is also offered to select groups of students, mainly those that have demonstrated a needed for added emotional support and guidance.

4. We continue to provide every student with their own chromebook, hotspot, and noise canceling headphones to be used at home and a school.
5. NWEA and Fountas and Pinnell provide diagnostic assessment and benchmark results ha we use to track and monitor progress regularly.

## 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
Arithmetic Solutions to Tutoring Paraprofessionals for Intervention	[\$ 0.00]	[Actual expenditures will be provided when available]
Fountas and Pinnell Intervention Program Paraprofessionals Training for paraprofessionals Training for teachers	[\$ 0.00]	[Actual expenditures will be provided when available]
Mental Health Service Providers Trauma-informed training for teachers Calm Classrooms Council/Circle Training	[\$ 0.00]	[Actual expenditures will be provided when available]
Chromebooks Hotspots	[\$ 0.00]	[Actual expenditures will be provided when available]
N/A	[\$ 0.00]	[Actual expenditures will be provided when available]
NWEA Fountas and Pinnell	[\$ 0.00]	[Actual expenditures will be provided when available]

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Trauma-informed training for teachers Calm Classrooms Council/Circle Training	[\$ 0.00]	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	[\$ 0.00]	[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 funds are being coordinated with other federal Elementary and Secondary Emergency Relief Funds to support the hiring and training of paraprofessionals to be able to provide effective intervention to ensure progress with learning.

## 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 inter-sessional 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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