

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.

All

Instructional leaders and Educational Services Deputy Director gathered information, reviewed assessment data, feedback from department heads, and met with a variety of teachers to determine patterns in student learning. Once those observations were documented, the team drafted a proposal for all stakeholders to review. The proposal was created within a Google Doc that was presented to the school leadership's re-opening task force, flexible learning committee (composed of all instructional department heads and instructional leaders), various members of the school site council, and the special education department. Additionally, a survey was created for all high school students to provide feedback on the support services, hours of instruction, focus areas, and target populations. After everyone had an opportunity to provide feedback on the proposal, updates were made to ensure alignment with W.A.S.C., L.C.A.P., Early Literacy goals, and the intent of the Extended Learning Opportunities Grant requirements. Finally, the updated proposal was shared with the flexible learning committee and the school leadership reopening task force. Once it received everyone's approval, it was presented to the Escuela Popular Board of Directors for final approval before submission.

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

Target Population low-income, English Learners, students with IEPs, homeless, foster, 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

K-8th

Given that EP's K-8th grade follows a self-contained/homeroom model a large focus was placed on the communication between the teacher and family communication. Teachers were asked to make referrals for summer extended learning camp based on the needs they had seen in their classes. They were to select students who demonstrated a great need for additional support due to falling behind or lack of adequate academic progress during the school year. Teachers reviewed assessment data from Benchmark, NWEA, classwork, classroom observations, and feedback from parent/teacher conferences. Teachers also included a questionnaire within their classroom newsletters sharing the opportunity for additional support with all families who were interested and requested feedback on the proposal for the Extended Learning Opportunities Grant Plan. Families were offered bus passes if transportation was expected to be a barrier for attending on-site extended learning opportunities. Finally, all families were informed of the opportunity of signing up their child if they felt their child should be included within the on-site extended learning opportunities. All students who demonstrated a need and were referred by the family, classroom teacher, or special education team were added onto the class rosters for summer extended learning camp. The focus of the camp was determined to be on fundamental literacy skills given the data obtained from the initial analysis of student needs. Benchmark curriculum and assessments would be used to determine the progress made during summer extended learning camp.

HS 9-12th

High school students were selected based on their academic performance and engagement throughout the school year. Referrals were made by the academic operations team, instructional leader, teachers, family members/guardians (not all students live with their parents), and self-referrals. A survey was sent out to gather information on what students felt their needs were and what they would like to receive support on. The survey gave a resounding response of the need for credit recovery, ability to accelerate progress into the next level, and focus on English Language Development and Mathematics.

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

All families were informed via: school information platform (Parentsquare), teacher newsletter, teacher announcements, Google Form on Google Classroom, school site meeting announcement, phone calls and school board meeting.

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

Focus on fundamental skills in language arts and math while providing opportunities for social skill development per health guidelines

K-8th

An inclusive Summer Extended Learning Camp would be offered for all K-8th grade students needed to accelerate their learning or who fell behind academically as seen in the data analyzed or referred by the stakeholders. This camp would be held 100% on-site, five days a week, 8:30 am - 12:30 pm within small groups following the health guidelines as stated by the local health department. Over the course of 21 days the students would focus on Spanish literacy for grades Kindergarten through third grade (given the school's dual-language program) and English literacy for fourth through eighth grades. All students would have an integrated social/emotional component where they practiced safe behaviors for returning to campus and school values. Teachers and students will engage in the use of Benchmark Booster curriculum to support the summer learning. While the size of groups is determined by the local health department and can change, it is estimated to need four credentialed teachers, and four teacher assistants.

While on-site students would have access to a healthy school breakfast and lunch. Any student requiring support with transportation would be able to request a bus pass or bus tokens for the duration of the summer extended learning camp.

Teachers and teacher assistants/instructors would need 6 hours prior to the start of summer extended learning camp to learn how to implement the Benchmark Booster curriculum and set-up the classrooms for their students. They will also need 4 hours at the completion of the camp to grade and submit end of term assessment data.

Incoming TK-Kindergarten

Given that incoming transitional kindergarten and kindergarten students are not included in this group, only current students, an additional kindergarten camp would be included days prior to the beginning of the school year. This camp would serve to orient and accelerate their learning given that many students do not come prepared for kindergarten or having attended preschool. This camp would be made available to new and returning transitional kindergarten students and kindergarten students. They would meet with their teacher to review pre-kindergarten skills with a large focus on social and fundamental literacy skills. This would require three credentialed teachers, 1-2 teaching assistants for two days 8:30-12:30pm. They would be receiving breakfast and lunch on-site.

Teachers will need 8 hours to set-up their classrooms and prepare materials to welcome students on campus prior to students arriving.

HS 9-12th

A large need for EP's high school students is credit recovery in order to make the appropriate course progress and graduate on track. Students will have access to English Language Development, English, Math, and math support courses, as identified by the academic

operations team and student needs survey. All youth students will be required to be fully on-site based on the phase 2 results that demonstrated that students who were on-site performed and engaged more than those who were remote. Students taking an ELD course would be able to advance to the next level by completing the summer progra. Students taking a core math class will earn up to five credits. Finally, students who enroll in a math lab will be able to complete at least three math modules allowing them to accelerate their learning and progress towards high school graduation.

On-site classes will be held from 9 am - 1:30 pm, five days a week, three instructors as expected to be needed. All students will have access to a healthy breakfast and lunch. Any student requiring support with transportation would be able to request a bus pass or bus tokens for the duration of the summer extended instruction. This instruction would be for a total of 21 days with the use of the additional online resources: Newsela, Naiku, NoRedInk. These online resources would allow students to accelerate their learning and receive additional support with material that is at their reading level, targets grammar, and is relevant to their coursework. Additional materials used will include ELD curriculum Side by Side texts, Khan Academy (math labs) and workpackets.

High school instructors would need a total of 4 hours before the start of summer extended learning instruction to prepare materials for class, 30 minutes at the start and end of each instructional day during the summer, with 4 hours for grading finals and submitting grades the last day. The last 30 minutes of each class session would be dedicated to provide one-on-one tutoring to those students who might need additional support. A pilot mentorship program will be launched for students who express interest.

2021-2022 School Year TK-12

Additional teacher assistants will be used to support students and teachers during the school year with small group instruction and individual student instruction during the school day and after school. Any student requiring support with transportation will continue to be able to request a bus pass or bus tokens for the duration of the school year.

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	\$ 105,117.83	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$105,117.83	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$ 23,175.78	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	[\$ 0.00]	[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	\$ 70,078.56	[Actual expenditures will be provided when available]
Additional academic services for students	[\$ 0.00]	[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	[\$ 0.00]	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$303,490.00	[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.

In coordination with other federal Elementary and Secondary School Emergency Relief Funds the school will provide additional staff, extended learning time, resources, supplies and support services to students, families, and teachers.

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.

California Department of Education
March 2021