

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.

At PUC Community Charter Elementary stakeholder feedback is an important core practice to our work with parents, teachers, students, and school staff. Throughout the current academic school year, PUC Community Charter Elementary has collected feedback from parents, teachers, students, and school staff using the following platforms: online surveys, virtual meetings, and one-to-one virtual meetings to support our school's response to the school year under COVID-19. Our parents, teachers, students, and school staff have been surveyed at various times throughout the current school year allowing us at PUC Community Charter Elementary to continuously gather stakeholder feedback related to our school's response, supports, and services. Our stakeholder feedback structure and yearlong cadence has allowed us at PUC Community Charter Elementary to remain responsible, relational, responsive, and adaptive to the ever changing demands caused by COVID-19 on our students, school staff, and families throughout the academic school year.

The Expanded Learning Opportunities Grant has allowed us at PUC Community Charter Elementary to further our stakeholder feedback gathering and planning by using our school's stakeholder feedback structure described above to support our

planning and use of these funds for school-based opportunities tied to supplemental instruction and support for our identified students. At PUC Community Charter Elementary we have used the Expanded Learning Opportunity Grant priorities to specifically gather stakeholder feedback to further our planning related to Expanded Learning Opportunity Grant funding for our identified students. We also used our School Advisory Committee (SAC) and English Learning Advisory Committee (ELAC) to gather stakeholder feedback related to the Expanded Learning Opportunity Grant priorities to help us create a plan that is responsible and responsive to the various and unique needs of our identified students as we plan for their future success at (school name).

Specifically, we presented each group with the following opportunities:

Parents:

- Information was presented at the May SAC and ELAC committees to receive feedback on the proposed ELO plan.
- During a general parent meeting in May, open to all parents, the proposed plan was shared.
- Meetings were held in English and Spanish to ensure parents were fully engaged.
- Documents being reviewed were provided online and shared on screen during the meetings.

Teachers:

- During professional development, PUC Community Charter Elementary surveyed and discussed with teacher focus groups held during the month of May to review the overall requirements to develop the ELO plan.

School Staff:

- PUC Community Charter Elementary during weekly professional developments surveyed and discussed the requirements of the proposed ELO plan to receive feedback.

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

At PUC Community Charter Elementary student data analysis, data reflection, and data response is an important core practice to our work in support of our students. Our mission is to ensure that all of our students graduate from high school prepared for college success. Our school has an established internal academic benchmark assessment system to diagnostically assess student progress three times a year (fall, winter, and spring) in addition to our use of student academic data from the California

Assessment of Student Performance and Progress (CAASPP). Throughout the current academic school year given the absence of CAASPP 2020 data, PUC Community Charter Elementary , has continued to use internal academic benchmarks, formative assessments, teacher observation, and parent input and feedback to gather holistic student data to meet the various and unique needs of our students. At PUC Community Charter Elementary we serve students from under resourced low income communities which have been greatly impacted by COVID-19. Our school has remained responsive to the academic, mental health, technology, and family needs of our students this academic school year through our highly relational school-to-home partnerships. Our strong home-to-school partnerships have helped us further understand and support the diverse and unique needs of our students and families as they navigate the various challenges and impacts caused by COVID-19 this school year.

At PUC Community Charter Elementary we identified our students in need of supplemental instruction and support through our internal student data collection and analysis structure while collaborating with our teachers, school staff, and parents throughout the current academic school year. Through our collaboration with our multiple stakeholders (i.e. teachers, school staff, students, and parents) throughout the school year we identified students who would benefit from additional supplemental instruction, supports, and resources. We used multiple student data points, including but not limited to, CAASPP 2019, ELPAC scores, MAP RIT scores, subgroups, iReady benchmarks, attendance and engagement data, teacher and school staff observation and anecdotal data, & parent input and feedback while following our multi-tiered system of support model to identify our students. We will continue to use this structure to identify students, throughout the span of the Extended Learning Opportunities Grant, to provide various school based supplemental instruction and supports for all students who are identified as students who will benefit from supplemental instruction, support, and resources.

At PUC Community Charter Elementary we regularly assess our students throughout the school year to support their growth and achievement. We will use our school’s instructional online platforms, formative assessments, state testing data, teacher observation, academic benchmark data, and other forms of student data throughout the span of the Extended Learning Opportunities Grant to continually assess student progress, student needs, and student achievement. Based on student data from the previous year, benchmarks, and teacher formative data, students' needs will be further analyzed and targeted using the school’s Multi-Tiered Support System (MTSS). Students with needs beyond the universal supports in “Tier 1” of the school’s Response to Intervention (RtI) system will be further addressed during summer school, school day, and extended day opportunities utilizing small groups and one-on-one supplemental instruction and support.

At PUC Community Charter Elementary School, students are identified based on academic assessment data, graduation requirement data, along with attendance and engagement data. We collaborate with teachers, staff, and parents to discuss student progress, growth, and achievement. Through our collaboration with multiple stakeholders, we identify students who show little to no progress and would benefit from additional support. We use multiple data points, including, MAP RIT scores,

iReady benchmarks, teacher observations and anecdotal data and follow our multi-tiered system of support model. After providing various supports and interventions for students, we continue to refine and identify students who would benefit from supplemental instruction. In addition, we meet with the students' family to ensure that we are providing the data and providing resources and recommendations for how to best support their students at home.

We will continue to identify students who show little to no progress. In addition, we will continue using multiple data points to assess the needs of these students and continue to provide additional support. We will continue to follow our process mentioned above.

Teachers will also use NWEA MAP data to strategically plan for in-person instruction for the summer school session, and the 21-22 school year. Students will be identified using internal assessment data, teacher feedback, and student engagement data. In collaboration with teachers, we will prioritize subgroups such as Special Education, English Language Learners, Homeless/Foster youth, and "at-risk" students. Students will be assessed by using a strategic, measurable, and actionable support plan created by teachers and administrators.

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

At PUC Community Charter Elementary School, our work in partnership with our parents and guardians is a core practice to supporting student success. We value our partnership with our families and work in collaboration with them to keep them informed related to the various school-based supports and resources that support student success. We will keep our families informed of opportunities for supplemental instruction and support through the Extended Learning Opportunities Grant at our school through our various school communication platforms for parents and guardians that include but are not limited to the following: schoolwide correspondences and communications, schoolwide meetings and orientations, small group/individual meetings, email communications, phone calls and voice messages, school website and social media, and school mailers to parents and guardians informing them of the opportunities during the summer and regular school year designed to further support our students. We will ensure that all of our school-to-home communication is always provided to our parents and guardians in both English and Spanish given our school's parent and guardian language preference.

At PUC Community Charter Elementary parents and guardians of students are informed of the opportunities for supplemental instruction and support through multiple ways. The school sends out an email, text message, voice message, surveys, add to

our website, and mail information home to all families informing them of the opportunities during the summer and school year. In addition, personal phone calls are placed to families regarding these opportunities. Once, we had the data necessary, we held a meeting with families via Zoom. In addition, we have created systems to provide our families with continuous communication. All communications are done in the two main home languages which are English and Spanish.

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

At PUC Community Charter Elementary we will use the Extended Learning Opportunities Grant to provide supplemental instruction and support for our students. Our school's Extended Learning Opportunities Plan (ELO Plan) will start Summer 2021 and extend throughout the 2021-22 academic school year based on the span of the Extended Learning Opportunities Grant. At (school name) we have a multi-faceted ELO Plan to provide supplemental instruction and support to our students who are identified as needing additional instruction and support based on our student data tied to priority student populations.

Extended Learning Opportunities Plan for PUC Community Charter Elementary:

Summer School 2021:

Our summer session will offer in-person supplemental instruction and social emotional support to re-engage our students to learning and the social context of school. We will provide a safe in-person enrichment-based summer school session to further support identified students, based on their individual student data tied to funding priorities, as we plan for their successful transition from one school year to the next school year. We will offer supplemental instruction support, mental health, physical health, and enrichment supports for our students during summer. Our summer offerings will be provided by both certificated and classified staff. The learning platforms that will be used include Schoology, iReady, Zearn, and, Achieve 3000. We will hire 6 credentialed teachers to assist with supplemental instruction with a focus on English Language Arts and Mathematics. Our curriculum will focus on all core subjects and meeting individual student needs. In addition, our school will continue to use data to guide our instruction.

Summer 2021 Professional Development:

Our school will offer and provide professional development to our teachers and school staff during the Summer of 2021 to support our school's transition from one school year to the next school year in the areas of academics, mental health/trauma informed practices, health and safety, and targeted approaches to meet the unique and diverse needs of our identified students based on the Extended Opportunities Grant. Our professional development focus will be around: being data driven, fostering a collaborative culture, developing relationships, and being reflective practitioners.

Academic School Year 2021-22:

During the school year PUC Community Charter Elementary School, will provide needed supplemental intervention in core academic areas and social emotional support for re-engagement and mental health. In addition, we will focus on addressing unfinished learning and front load new learning strands/modules/ideas that will support identified student progress. In the academic school year identified students will participate in a targeted and rigorous intervention that can range from before school, afterschool, Saturday School, and/or Winter Session. Our school's intervention program that will focus on academics, mental health, and behavior supports while supporting our students to re-engage with learning, peers, and skill building. Our targeted intervention program will use baseline assessment, along with additional student data points gathered by the school site, to determine the student's areas of growth. We will use baseline data to then progress monitor our interventions and make adjustments as needed based on our internal progress monitoring of student success. Our school will develop and implement a targeted approach that will include curriculum, instruction, and data monitoring to help ensure that our students are growing. Our intervention program will run for the entirety of the entire school year for our students. Our school will continue to address any technology needs through the purchase of new equipment, supporting technology literacy, and ensuring our students and teachers have the technology they need to support student success. Finally, the school will purchase needed intervention materials throughout the school year [i.e. curriculum, learning platforms, etc.] to augment the targeted supports and services for our students.

Summer School 2022:

Our summer session will offer in-person supplemental instruction and social emotional support to continue to re-engage our students to learning. We will provide a safe in-person enrichment-based summer school session to further support identified students, based on their individual student data tied to funding priorities, as we continue to support their success. We will use our student data, from Summer 2021 through the 2021-22 academic school year, to identify students and needed supplemental instruction and support. We will offer supplemental instruction support, mental health, physical health, and enrichment supports for our students during summer. Our summer offerings will be provided by both certificated and classified staff. The learning platforms that will be used include Schoology, iReady, Zearn, and, Achieve 3000. Additional programs may be added based on student data. We will hire classified and certificated staff to assist with supplemental instruction with a focus on English Language Arts and Mathematics. Our curriculum will focus on all core subjects and meeting individual student needs.

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	\$104,926.25	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$63,959.84	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$41,317.79	[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	[\$ 0.00]	[Actual expenditures will be provided when available]
Additional academic services for students	\$16,527.12	[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	\$229,231.00	[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 Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds through programs that offer additional academic support and services for FY20-21, FY21-22 and FY22-23.

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

1. 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,
2. 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.

1. 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,

2. 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

1. Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports,
2. 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

1. 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.
2. 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.
3. 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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