

## Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
El Camino Real Charter High School	David Hussey, Executive Director Minita Clark, Administrative Director Zasha Endres, Intervention Coordinator	<a href="mailto:d.hussey@ecrchs.net">d.hussey@ecrchs.net</a> <a href="mailto:m.clark@ecrchs.net">m.clark@ecrchs.net</a> <a href="mailto:z.endres@ecrchs.net">z.endres@ecrchs.net</a>

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 ECRCHS Expanded Learning Opportunities Grant plan was presented and emailed to stakeholders for feedback on May 13<sup>th</sup>, 2021. Parent and community members will be able to access and review the drafted plan via the [ecrchs.net](http://ecrchs.net) homepage. The plan will be presented at the May 2021 board meeting for vote to meet the June 1<sup>st</sup> deadline.

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

ECRCHS will utilize Northwest Evaluation Association (NWEA) MAP Testing, which is a norm-referenced computer adaptive test used to measure student proficiency and growth. This assessment allows administrators and teachers to determine student skill levels based on mastery of state standards. As a result, ECRCHS administrators, teachers and staff will be able to create needed interventions that will supplement instruction and provide students with necessary supports.

Students will also be identified through the Intervention Referral Form and Psychiatric Social Worker (PSW) referrals. The intervention referral form, is a form available to the staff that can be used to refer a student to intervention that is failing multiple courses, has chronic absenteeism, and/or may be having behavior issues that need to be addressed. When a teacher or staff member fills out the intervention form, they need to provide evidence of contact with the parent/guardian. The intervention coordinator receives the information from the form and works closely with the counseling department to address the needs of the student.

Additionally, students who need support from the school PSW are identified and referred by the counseling department. If a teacher suspects that a student needs socio-emotional support, the teacher lets the student's counselor know. ECRCHS has in place a PSW Referral form, that parents must sign, consenting the PSW to provide the student with socio-emotional support.

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

The adopted Expanded Learning Opportunity Grant plan will be posted on the [ecrchs.net](http://ecrchs.net) website for stakeholder access and information. Additionally, the opportunities available within the plan will be shared at parent meetings such as School Site Council, English Learners Advisory Committee, Padres Latinos, and RISE. Weekly newsletters will also contain pertinent information about student opportunities to participate in supplemental instruction and/or who to contact for support. The Counseling Department will reach out and contact parents to inform them of opportunities for supplemental instruction and support. Counselors use the list of underperforming students to recommend them for academic and social emotional support programs. Canvas, our Learning Management System (LMS), will also be utilized to inform parents and students of supplemental instructional opportunities and support.

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

During the 2021-2022 academic year, ECRCHS plans to have up to 10 intervention classes for students to recover from learning loss and close learning gaps due to the Covid 19 pandemic. Students will be chosen based on a combination of course grades, parent and/or counselor recommendation, as well as spring 2021 MAP scores. Students will be given the option of taking an additional zero period or seventh period class to mitigate learning loss. An English Language Development Coordinator will hold classes specifically to support the growth, development, and reclassification of English Language Learners. A new Wellness Health Center will be added and support personnel will be hired to ensure it is fully operational before and after school hours Academic tutors and support staff will be hired or contracted to support the implementation of various programs. Before and after school tutoring opportunities will be available for all students that need additional academic support These tutoring programs will be offered from 7:30 am - 8:20 am (before school) and from 4:00 pm – 5:00 pm (after school). The Academic Involvement and Mentorship (AIM) Program will be continued to acclimate incoming freshmen to the high school learning environment. The ECRCHS general education program is all inclusive and meets the needs of students with disabilities. During the 2022-2023 academic year we will expand our summer school program and add enrichment courses. A new Community/Media Center will be open to all stakeholder groups before, during, and after school to provide access to technology and academic support.

At the end of each academic year, we will evaluate the above programs to determine effectiveness and either enhance or modify the initial goals of each program.

## 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.

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Extending instructional learning time	\$220,370	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$160,020	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$894,450	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$750,000	[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	\$309,194	[Actual expenditures will be provided when available]
Additional academic services for students	\$12,360	[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	\$53,325	[Actual expenditures will be provided when available]
<b>Total Funds to implement the Strategies</b>	<b>\$2,399,718</b>	[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.

ECRCHS is budgeting funding sources across several categories to meet stakeholder needs. In the 2021-2022 academic year, the primary focus of ELO Grant funds is to meet the social emotional and mental health needs of students, provide interventions to combat learning loss, close learning gaps, and provide professional learning opportunities that allow teacher leaders to expand their craft while providing targeted academic support in areas such as Professional Learning Communities, technology and data analysis.

# 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.

California Department of Education  
March 2021