

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Caliber: Beta Academy	Tim Pruitt & Andrew Grossman School Leaders	info@caliberschools.org (510) 685-1768

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.

Stakeholder input and engagement has been essential for the development of Caliber's plans to recover from the impacts of COVID-19 and expand learning opportunities for our students. Much of the development of the ELO plan has been integrated into our LCAP development process. Please review the LCAP to see more information about the stakeholder engagement process.

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

Diagnostic and formative assessments are crucial to the Caliber vision for learning recovery. Caliber Schools must diagnose unfinished instruction to be able to provide the most equitable learning experiences possible for students. Caliber Schools will use a combination of assessment data, attendance data, and teacher recommendations to diagnose and identify students with unfinished teaching and learning with particular attention to student groups including but not limited to: low-income students, English learners, foster youth, homeless students, and students with disabilities.

Assessments

- Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) for mathematics and English Language Arts
- English Language Proficiency Assessments for California (ELPAC) for English Language Learners (ELLs)
- Local reading, phonics, and curriculum-based assessments

Attendance & Engagement

- Students who have been chronically absent and/or disengaged during 2020-21 school year

Teacher & Staff Recommendations

- Teachers and staff will work with grade level teams to identify students who have the highest needs and would benefit most from expanded learning opportunities.

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

We will be in connection with families in a variety of ways. Our Tier 1 outreach will include promoting these opportunities in our monthly newsletters and through email blasts. We will also leverage our family conferences and target specific families during these conversations including having administration push into them. Caliber Beta runs periodic Town Halls both to give out information and to gather input. When rolling out large initiatives such as summer school programming we will utilize this format. Lastly, we will utilize our data to indicate which students need most urgent reach out to access this extra support and will reach out directly.

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

Tier 1 Support (Implemented School-Wide and/or Available for All Students)

Extending instructional learning

Caliber's school year already provides 10 additional instructional days above the 175 required for charter schools for a total of 185 days. Caliber Schools will increase minutes provided during the school year by expanding after-school programming. Caliber Schools will contribute more to our existing community partners in order to increase participation in after-school enrichment programming.

Tier 2 Support (Targeted for Specific Students Based on Their Needs)

Accelerating progress to close learning gaps

Caliber Schools will provide targeted, academic summer school programs. Our goal is to address some of the learning gaps of the 2020-21 school year by providing summer school for students who teachers have identified need it the most. Teachers will work within their grade level teams to identify students in their grade level who they recommend for summer school. For summer 2022, we hope to improve and expand programming based on our experience implementing summer programming in 2021.

Finally, Caliber Schools will accelerate progress to close learning gaps through the implementation, expansion, or enhancement of learning supports. We will hire additional paraprofessionals and interventionists to deliver more small group learning supports for more students during the school day and after school. We will also provide stipends for teachers to lead after-school small group tutoring. We will also hire additional staff to lead learning recovery programs for Math, ELA, and designated ELD. The learning recovery program lead will be responsible for selecting and adapting intervention materials, training teachers and paraprofessionals to deliver interventions, and monitoring progress of students throughout the year.

Integrated student supports

Caliber Schools has a robust team of SEL and Mental Health professionals (funded by other other sources) who will provide 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.

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	185 day school year : funded out of General Fund 2021 Summer School Program (pilot) : \$40,000 Enhanced 2021- 22 After School Program Expenses : \$25,000 2022 Summer School Program (full scale) : \$90,000	\$16,775
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	Learning recovery program leader (AP level; ELD expertise) : \$110,000 4 content-specific interventionists (2 math + 2 ELA/ELD) : \$275,000 1 paraprofessional aide to support intervention efforts : \$65,000	\$0
Integrated student supports to address other barriers to learning	Funded through other sources	\$0
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	Students already have 1:1 technology access funded through other sources	\$0

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	n/a	n/a
Additional academic services for students	n/a	\$323,909
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	Funded through other sources	\$0
Total Funds to implement the Strategies	\$605,000	\$340,684

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

All activities of the school (whether funded by Federal sources such as ESSER or State sources such as this ELO Grant) are coordinated through the school's LCAP planning process to ensure the maximum leverage and impact of scarce school resources.

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
ELOGGrants@cde.ca.gov or <mailto:lcff@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