

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.

Come Back Kids Charter held meetings in April and May with stakeholders to obtain input on the development of the plan. During the meetings, the Expanded Learning Opportunities Grant template requirements were reviewed along with the allocations in order to frame the conversation on the development of the plan. The supplemental instruction and support strategies in the expenditure plan template were used to brainstorm and prioritize actions for students. Come Back Kids Charter then sent out a survey in April to teachers, classified staff, parents, and students to gather more input on the development of the plan for those that could not attend the meetings or had some additional input. The feedback from stakeholders was used in relation to student data, the state priorities, and the unique needs of our students. The stakeholders decided to focus on four of the seven areas due to funding for community learning hubs from other resources.

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

Come Back Kids Charter identify student needs at the classroom level. During MTSS collaborative meetings on Wednesday PLCs, teachers, classified staff, and principals review student data on attendance, behavior, grades, credits, and standardized test scores to determine classroom and school-wide interventions for students. Student learning and progress, as well as diagnosing learning loss, is measured through Exact Path ELA and math pre-/post-tests, IABs, TELL, and curriculum/classroom-based tests.

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

Come Back Kids Charter parents/guardians of students and adult students will be informed of the opportunities for supplemental instruction and support through Aeries Parent Square (in English and Spanish), Canvas, email, mail, social media, on the webpage, and at School Site Council, English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), School Advisory Committee (SAC), and school site stakeholder meetings. All communication, in person and online, is conducted in English and Spanish. Aeries ParentSquare provides translations in multiple languages.

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

Come Back Kids Charter plans to provide supplemental instruction and support includes extended instructional learning time, accelerating progress to close learning gaps through the expansion of learning supports, integrated student supports to address other barriers to learning, and supports for credit deficient students to complete graduation requirements and to increase or improve students' college eligibility. Come Back Kids Charter stakeholders decided to use other ESSR funds for community learning hubs that provide students with access to technology, high-speed internet, and other academic supports, additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning and training for school staff to engage students and families in addressing students' social-emotional health needs and academic needs.

These resources enhance the instructional program for students in the following ways: additional learning time during the summer to address learning loss/needs; accelerating progress to close learning gaps through the learning supports from a reading intervention specialist-ELA/ELD TOSA; integrated student supports such as after hour home visits to provide resources to students and families for technology, food, housing, behavior/mental health counseling, child-care, and transportation(these actions are supported by other funds); supports for credit deficient students to complete graduation requirements and to increase or improve students' college eligibility through in-person CTE courses

Tier one responses include summer school for all students who need intervention, support, or credit recovery from June 1 through July 30, 2021. The number of hours/courses scheduled for students will be based on student Exact Path assessment scores in ELA, reading, and math and grades and credits. An in person independent study program will be offered during summer school and the courses and number of classes scheduled for students during summer school will be based on student academic learning needs in specific subjects/areas and or courses that need to be remediated based on grades. Tier one responses will include differentiated instruction during class by the teachers (individualized support and small group instruction) and credit recovery classes using Edmentum courseware (learning modules with pre-/post-tests).

Tier two interventions/responses will focus on targeted support from Community Drop Out Prevention Specialists. Tier two responses will include after hour home visits to provide support and referrals from contracted providers for behavioral/mental health, food, housing, and child-care.

Tier three supports/responses will include ELA and math intervention courses during summer school. Targeted intervention tutoring and designated instruction in ELA/ELD will be provided by the ELA/ELD TOSA.

All services delivered to students with disabilities will be delivered in accordance with each student's individualized education program (IEP). Come Back Kids Charter will collaborate with our partners to leverage resources to meet 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. Come Back Kids Charter will run an independent study summer school program (from June 1, 2021 to July 30, 2021). These costs include salary and benefits for 2.5 Full Time Equivalent (FTE) teachers.	\$51,600	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports. Hire a reading intervention specialist-ELA/ELD TOSA for two years (20/21 and 22/23 School years)	\$300,000	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning Come Back Kids Charter will supplement classroom instruction with integrated student supports such as after hour home visits to provide resources to students and families for technology, food, housing, behavior/mental health counseling, child-care, and transportation (these actions are supported by other funds). These costs include two hours per day (August 16, 2021 –May 26, 2022) overtime wages for four full-time equivalent (FTE) Community Drop Out Prevention Specialists.	\$57,600	[Actual expenditures will be provided when available]

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.	0	[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. Come Back Kids Charter will implement in-person CTE Medical courses and certifications for two years (21/22 and 22/23 school years). These costs include salary and benefits for one .4 Full Time Equivalent (FTE) teacher and state certification fees.	\$121,521	[Actual expenditures will be provided when available]
Additional academic services for students	\$0	[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	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$530,721	[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.

The Expanded Learning Opportunity Grant funds are being coordinated with Elementary and Secondary School Emergency Relief Funds. The quantitative data (academic, attendance, and behavior) and qualitative information (student/parent/staff input, survey responses, observations) of our socio-economically disadvantaged students, English learners, foster youth, and students with disabilities are prioritized to determine student needs for resource allocations and services. Resources are coordinated to enhance academic achievement, attendance, and behavior of English learners, foster youth, socio-economically disadvantaged students and students with disabilities. The plan focuses the attention of the entire school community on the analysis of data and implementation of evidence-based practices. By providing an integrated program, students receive a combination of services to meet their unique needs. Expenditures are directly related to supplemental instruction and support strategies for students to improve academic achievement and social-emotional well-being. Principals, teachers, and classified staff implement a well-articulated program that ensures that students are experiencing success in school.

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
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