



## Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
University Preparation Charter School at CSU Channel Islands	Charmon Evans Executive Director	CEvans@PleasantValleySD.org 805.482.4608

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.

## Families:

Families are engaged through several running parent groups; School Site Council, English Learner Advisory Council, PTSA and the Board of Directors as well as parent input/information meetings. These long standing committees assist the administration in the development of goals, actions, services, and metrics for the use of state and federal revenue. The ELO plan was not created in isolation but was designed to complement and enhance the LCAP, which these groups had been considering all year. Input from families was also gathered through our annual family survey given in the Spring of 2021 and at a family night held in April 2021 focused exclusively on plans for the 21-22 school year and beyond.

## Staff and teachers:

Staff and teachers serve on the School Site Council and PTSA. Staff was asked to respond to a comprehensive survey given in Spring 2021. This survey covered all aspects of the schools programs and systems. Teachers also engage in regular meetings and trainings focused on school goals and continuous improvement. The leadership team meets weekly to review progress towards goals and analyze school community input to design action steps to move the school toward continued improvement.

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

Students will be identified through a variety of methods that will include both quantitative and qualitative data sources, teacher referrals, and parent requests. Through the 20-21 school year, the school has developed a new referral process to identify students that have struggled academically and in engagement. These students have been monitored for progress and meetings have been held with teachers, parents, school counselor and others as necessary to identify strategies for improvement and then monitor for progress. At the beginning of the 21-22 school year, students will be given screening/benchmark assessments to obtain baseline information both academically and social emotionally. This data will provide teachers and support staff with a starting place for the identification of student's needs and placements in specific academic or social emotional interventions and supports. Interventions and supports will be provided in a variety of ways including push-in, pull-out, and outside the regular school day. Progress monitoring tools will be used to determine progress toward goals and moving students in/out of interventions in a timely manner. The academic intervention coordinator will work with the intervention specialists and classroom teachers to coordinate services and report on progress. The school counselor and the school psychologist will coordinate the social emotional supports and communication with service providers, classroom teachers, and families.

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

When a student is referred for intervention or supplemental services parents are included in the conversation. Depending on the type of program, parent permission may be required. Parents are invited to be a part of SERT (Student Engagement Review Team) and/or SST (Student Success Team) where they have a chance to engage with a team of people, including their child's teacher, to discuss student concerns, progress towards goals, etc. Referrals to SST can be made by both a parent, a teacher, or other school personnel. Not all programs fit the needs of families so it is important to offer a variety of opportunities that include before school, during school, after school,

and intercession programs. The main communication tool is Parent Square. In this platform families receive all messages in their primary language and can respond in that language to staff. Translation is provided at meetings when necessary.

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

#### Strategy Area 1 - Extended Learning Time

UPCS will offer summer programs for summer 2021 and summer 2022. The programs will be designed as engaging project based camps that provide students opportunities to engage in active learning and enrichment.

#### Strategy Area 2 - Accelerating Progress to Close Learning Gaps

UPCS will provide opportunities for teachers to participate in professional development focused on teacher development focused on collective teacher efficacy. To facilitate time, within the school day, for this opportunity UPCS will hire a PE teacher to provide pull-out PE which will free up the elementary teachers to participate in teaching/learning partnerships. At the middle school level teachers will be given release time to participate in the program. The teachers will focus on differentiation and meeting the needs of diverse learners with low floor and high ceiling activities. UPCS understands that learning gaps will be even greater in the next couple of years due to the pandemic and the ability to skillfully move all students forward is even more important.

#### Strategy Area 3 - Integrated Pupil Supports (mental health, school meals, before and after school, address trauma)

UPCS will adopt Social Emotional Curriculum K-8. The school counselor and school psychologist will oversee a social emotional support room using non-directed play therapy focused on K-1 students. There are many other mental health initiatives included in the IPI and the LCAP.

#### Strategy Area 6 - Additional Academic Services, progress monitoring, assessments

UPCS will hire a Learning Center/Intervention Coordinator to plan and monitor the extended program. UPCS will also hire a teacher that can support our dual immersion students who struggled with language development during distance learning.

#### Strategy Area 7 - Training for school staff

UPCS will add additional days to the specialist calendar to provide teachers more time to engage in professional development during their ACTT (Active Collaboration Team Time).

## 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	\$165,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$95,000	
Integrated student supports to address other barriers to learning	\$20,445	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$0	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$0	
Additional academic services for students	\$157,500	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$22,170	
Total Funds to implement the Strategies	\$460,115	

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 ELO funds are not enough alone to support the great needs of our school following the pandemic. We will coordinate with IPI, ESSER II and III, Title I, II, III, and IV, and LCFF supplemental funds in order to support all the programs and initiatives we have planned over the next three years.

Below is a lists ways we will be using/coordinating with other revenue sources:

Supporting additional intervention teachers and instructional aides.

- \* Intersession programs during fall break and spring break to assist with learning loss and to provide additional classes for English Learners.
- \* Increased time for school psychologist and school counselor to support projected needs and implementation of new programs.

Development of resilience practices and strategies for teachers and students.

- \* New furniture to implement safety protocols.

UPCS will use ESSER funds to further develop programs initiated in the 21-22 school year into the 22-23 and 23-24 school years. We know that the challenges students will face, due to the panedemic, will go beyond one school year and our school will use the various funding sources to support students needs for several years.

# 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) 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  
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