

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.

Para Los Niños Charter Elementary School (CES) sought stakeholder feedback in several ways for the development of the ELO Plan.

Parents/Guardians

Para Los Niños has continuously sought parent engagement that informs our direction as a school, and especially now to inform our response as a school to the impact of the pandemic on our community. Parent involvement was key in creating the Expanded Learning Opportunities Grant Plan. All school communications are conducted/written in English and Spanish. One Call texts were sent to all parents with a link to a parent survey on the Expanded Learning Opportunities Grant (ELO). In addition, every parent on Class Dojo received a text message for the same survey. The survey information and link was also posted on the school's Class Dojo. Parents responded to the survey by rating and providing ideas in the **Supplemental Instruction and Support Strategies** of the **ELO** grant.

Staff (non-certificated) and Integrated Services

An ALL Staff meeting was held with the purpose of contributing to the **Expanded Learning Opportunities Grant**. The meeting included teachers, non-certificated staff, including instructional assistants, campus assistants, office and library staff. In addition, our All Staff meeting included stakeholders from our broader organization: Integrated Services staff from Mental Health and Student & Community Services. These staff include: therapists, Social Workers, Director of Mental Health, and other staff who work in departments providing additional resources to families. An overview of the school's i-Ready data was presented. These staff were broken up into heterogeneous breakout groups to discuss ideas for **Supplemental Instruction and Support Strategies**. Afterschool Program representatives provided input in a separate meeting with administration.

Teachers

An additional faculty meeting was held to further inform the Expanded Learning Opportunities Grant Plan. The teachers reviewed the suggested **Supplemental Instruction and Support Strategies** from the ALL Staff meeting. Teachers had an opportunity to ask questions about the ideas and provide their feedback. In addition, teachers had an opportunity to give additional ideas. Pros/cons were shared on a couple of the ideas that were of high interest.

The Instructional Leadership Team (ILT)

The ILT, comprised of teachers and administration, was given an opportunity to review the **Supplemental Instruction and Support Strategies** ideas individually, and provide further feedback and more suggestions. A prioritized list of ideas for the Expanded Learning Opportunities Grant Plan was completed and submitted by the ILT.

School Site Council (SSC) & English Learners Advisory Council (ELAC)

The School Site Council (SSC) and the English Learners Advisory Council (ELAC) held meetings to participate in ELO planning. SSC and ELAC provided comments on proposed **Supplemental Instruction and Support Strategies**. School diagnostic data from the i-Ready administration which was already presented was reviewed. The process also included a review of the parent survey results. Recommendations from the ALL Staff meeting and the ILT prioritized list were presented to the SSC. In addition, the ideas that were specific to English Learners were presented to the ELAC. Each committee had opportunities to provide their own suggestions to inform the ELO. Parents also had an additional opportunity to present their ideas through public comment at the respective meetings.

Summary

The ELO plan was created by taking into account the school's data and the perspective from the stakeholders gathered through these various meetings.

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

PLN CES is dedicated to a Multi-tiered System of Supports. Using various data sets, we will identify students who are below grade level in academic progress, review sub-group data of English Learners and students with special needs. Attendance data will be reviewed, especially prior and/or during the distance learning period, and on an on-going basis to identify students with high absenteeism. Intake conferences will also be a part of our initial connections with parents as we start the 2021-22 school year. Through intake conferences we can identify families facing housing and food insecurities. As a follow-up, teacher recommendations will continue to be part of the identification process of students needing academic, social-emotional support, and/or community resources support. The Integrated Services referral will be introduced to all staff members so that any school staff can make referrals to support children and their families.

We will use the following assessments and data to monitor academic progress:

ASSESSMENTS:

Formative/Diagnostic: We will use formative assessment protocols to yield actionable data that will support teachers in planning instruction that prepares students more immediate instruction. In conjunction with data from iReady, teachers will use data from embedded curricular assessments (EL Education for ELA, Math Expressions for Mathematics) to diagnose gaps in student learning and plan instruction that closes those gaps. We will administer Smarter Balanced Interim Assessment Blocks (SBA IABs) to yield formative data that will support teachers in adjusting and improving their instruction to prepare students to be successful on the SBA Summative Assessments (ELA and Mathematics)

BENCHMARK ASSESSMENT: We will utilize iReady to yield diagnostic data at benchmark dates that provide data on student achievement in both English Language Arts and Mathematics. To monitor progress in these areas, teachers will track the student data yielded from embedded iReady lessons and activities, which are intended to push students towards an average annual growth goal determined by the system.

SUMMATIVE ASSESSMENT: In addition to utilizing robust formative and diagnostic assessment practices to address gaps in student learning, we will administer the Smarter Balanced suite of assessments, including both Interim Assessment Blocks (to yield data that supports teachers in planning instruction that drives success on the SBA Summative) and Summative Assessments in 2022 (to yield comprehensive data on students' progress towards mastery in both English Language Arts and Mathematics). We will use the Spring 2021 ELPAC data to identify ELs who are not meeting the progress goals in English Language Development,

SCREENERS: We will work in partnership with Para Los Niños Mental Health and Student & Community Resources to screen and identify families who need/and or seek additional support, such as: therapeutic, housing, substance intervention, and parent education.

Through these processes, and others, we seek to identify and continuously assess and monitor:

- Low-income,
- English learners,
- Foster youth,
- Homeless students and those with housing insecurities,
- 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.

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

Parents/guardians will be notified of our additional Expanded Learning Opportunities through our One Call system, One Call group texts, direct mail, postings on Class Dojo, email, and our school's website. In addition, teachers, instructional assistants and office staff, and Integrated Services staff will provide one to one communication by phone, or in-person (if possible) for the families who are identified, but not responsive to general communications. This system will ensure that families who may not be well-connected or are hesitant to respond, for various reasons, are contacted by a person with whom they can build a trusting relationship.

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

Supplemental instruction, called "WIN Time", in reading and mathematics will be provided by credentialed teachers, instructional assistants, and a reading specialist. Our school is also committed to social-emotional wellness lessons and the development of CASEL competencies within a safe school culture and climate. For these reasons, an instructional assistant will be added in every classroom for the instructional day and during outdoor social lunch time and playtime. During these social times, instructional assistants can provide scaffolds, in the moment learning opportunities and skill development in conflict-resolution. Instructional assistants will also be an important part of the MTSS identification process of students who need Tier II intervention in social emotional wellness. A Safe School Specialist will work to provide social-skills lessons across the school while also being responsive to students who are having difficulty transitioning back to school. The Safe School Specialist will provide in-depth teachable moments when serious conflicts arise between students. The Safe School Specialist will help teach preventative lessons promoting a school culture that values differences. The Safe School Specialist will also promote restorative practices both in the classroom and during non-classroom time periods.

All students will receive "WIN TIME", even if at grade level. Through a data-analysis process, students will be grouped targeting their skill level in either/both English Language Arts and Mathematics. These students will be provided small-group WIN lessons " (intervention instruction) to help close the learning gaps identified through the assessment/diagnostics.

Parents will be surveyed for interest in a 3-week summer program. Based on staff availability, students will be grouped in small groups to provide supplemental on-site learning, and virtual learning hubs delivered by teachers. In addition, the on-site students will receive enrichment through other funding sources. During this period, we will also work with families to identify those who may be facing housing and food insecurity. The summer program will provide opportunities for us to identify social emotional needs before the start of the school year. This will allow us to provide students with academic and whole-child support to ensure they start the school year in the most successful way possible.

Supplemental professional development will be key for all teachers and instructional assistants to plan, prepare, and deliver WIN time (What I Need time) intervention lessons for students. Progress monitoring will also assist these personnel in determining changes between these cycles of intervention. Students will be grouped based on assessment/diagnostic data in reading and mathematics. During "WIN" time, students will be receiving small group intervention based on skill levels.

Teachers and instructional assistants will be provided with training to continue honing and improving skills to help ensure a successful transition back to in-person instruction for students. A reading specialist will also be coordinated with other funds to support training and the creation of a strong WIN system.

We will be providing additional supplemental instruction via partnering with outside organizations to give our students necessary afterschool interventions.

Expenditure Plan \$259,243

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	[\$.00]	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$57, 000	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$74,243	[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	\$102, 000	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in	\$25,000	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$259, 243	[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.

In planning for the months and years ahead, the LEA is implementing programming that will have both immediate and longer-term impact on the students we serve, nearly all of whom meet the parameters indicated in the ELO grant opportunity. The learning recovery plans described here were developed in coordination with the other funding sources (for example, ESSER and ESSER II) to maximize and optimize the programs and services that students receive. The LEA is using ESSER funds to further support increased levels of direct services for students, including, but not limited to, additional school staff to decrease student/staff ratios, additional small-group intervention opportunities during, before and after the regular school day, summer and vacation programming and increased availability of comprehensive, wrap-around supportive services.

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 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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