

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.

West Park Elementary School give input to the overall Local Control and Accountability Plan which includes the Expanded Learning Opportunities for students that are identified in need due to learning loss. Parent input for student needs are also gathered through surveys, weekly update "ZOOM" meetings and suggestion submittals through on-line (web site) and on-site suggestion box opportunities. Part of the need has been expressed for parent home support for assisting their child in doing school work at home. Communication venues are also recommended for the school to provide common communication platforms by all teachers. A third parent need expressed tutor support (both on-site and on-line). Managers, teachers and classified staff have a variety of on-site opportunities and on-line opportunities for program suggestions and input through site meetings including, management meetings, curriculum & instruction meetings, regular teacher/staff meetings, and Professional Learning Communities (PLC's). Staff surveys and inquiries regarding willingness to participate in extended learning opportunities are also discussed amount staff.

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

West Park Elementary School will use the concentrated and supplemental guidelines for identifying students of high need. Unduplicated student subcategories include; low social economic students, foster youth, homeless youth, English Learners scoring 1 and 2 on the ELPAC or non-reclassified during their scheduled plan, students with special needs, and low academic performers scoring two or more grade levels below reading and math on either internal benchmarks or state assessments. Due to the high needs of West Park Elementary students, many programs are school-wide. The Expanded Learning Opportunity will supplement the school-wide efforts that are specific to the

students with identified needs. Finally, student study team assessing parent requests and student performance in cases not initially identified will help the school uncover student academic needs to be referred towards program participation.

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

West Park Elementary will inform parents through electronic text, mailings, distribution fliers, weekly update “ZOOM” meetings, and direct phone calls. Communications will be distributed in both English and Spanish. Scheduled meetings, such as LCAP meetings, School Site Council and ELAC Meetings will be conducted along with teacher recommendations. Families will receive information of the resources to be provided for the identified students of need.

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

West Park Elementary School intends to align academic efforts by using GIFT (Greatest Initial First Teaching) strategies, differentiation, EL support, and intervention referral. In support of these efforts, Social Emotional Learning will be designed to encourage students to engage and re-establish goals and objectives not implemented during the time of transitional scheduling due to COVID-19 Pandemic. Supplemental programs that focus on base skills that will provide re-established skill sets in reading, writing, and math; for both on-line and in class delivery; will be designed into the multi-tiered process programmatically targeting students with needs. Tutorial resources provided electronically and through direct programs to assist students with completing school assignments beyond the classroom will be incorporated. Where needed, electronic and supplemental text support will be applied to students lacking access and connectivity. Parent support for home guidance on planning and coordinating student school work will be added. Extended school instruction during non-scheduled school days; ie during school breaks in the already modified year -round school schedule; will be provided for student development towards accelerated learning. Student incentives will be used to promote student engagement and interest in re-establishing academic and skill targets for student success.

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	85,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	70,000	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Integrated student supports to address other barriers to learning	75,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	30,000	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	20,000	
Additional academic services for students	30,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	30,000	
Total Funds to implement the Strategies	340,000	

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 will be coordinated through the LCAP plan and align with the Supplemental Concentration funds and closely aligned tot he criteria to serve students of needs and students demonstrating a loss of learning through academic performance and school engagement. Other funds to be considered are identified through the LCFF.

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: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

Schedule of Estimated Allocations for the In-Person Instruction and Expanded Learning Opportunities Grants

Section 2 of AB 86 (Chapter 10, Statutes of 2021) provides funding for two purposes, In-Person Instruction (IPI) Grants and Expanded Learning Opportunities (ELO) Grants

The estimated allocation is based upon data from the First Principal Appointments and 2020-21 preliminary California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data and will be the basis of the May apportionment pursuant to Education Code (EC) 43521(f)(1)(A). Allocations will be re-calculated using Second Principal Appointments data, 2020-21 final CALPADS Fall 1 data, and IPI funding reductions, and will be the basis of the final apportionment in August pursuant to EC 43521(f)(1)(B).

*ELO Grants are based on three calculations: Homeless Pupil Enrollment x \$1,000, State Special Schools ADA x \$725, and remaining funds based on proportionate share of each LEA's LCFF Entitlement [EC 43521(b)].

*IPI Grants are based on a proportionate share of each LEA's LCFF entitlement, nonclassroom-based charter schools do not generate funding under this formula [EC 43521(c)].

*An LEA's in-person instruction apportionment, and retention of funding, is contingent on meeting the criteria for in-person instruction pursuant to Section 2 of AB 86. One of those conditions is to offer in-person instruction pursuant to EC Section 43521(c)(3) by May 15, 2021. An LEA is advised not to budget for IPI funding if it does not plan to offer in-person instruction by that deadline.

Legend: AB = Assembly Bill; ADA = Average Daily Attendance; COE = County Office of Education; EC = Education Code; ELO = Expanded Learning Opportunities; IPI = In-Person Instruction; LCFF = Local Control Funding Formula; SACS = Standardized Account Code Structure

County Code	District Code	School Code	Charter Number	Fund Type	Entity Name	Entity Type	Charter Schools: Nonclassroom-Based Charter School Indicator (Yes/No)	Homeless Pupil Enrollment as of the 2020-21 Fall 1 Census	ELO Allocation for Homeless Pupils per EC 43521(b)(1) ¹ (A.1 x \$1,000)	A.2	State Special Schools Enrollment as of the 2020-21 Fall 1 Census	State Special Schools ADA (B.1 x \$725)	ELO Allocation for State Special Schools per EC 43521(b)(2) ¹ (B.2 x \$725)	ELO Allocation for ELO Proportionate Share per EC 43521(b)(3) ¹ (C.1 x 6,933,333 x 22%)	C.2	Estimated Total ELO Allocation per EC 43521(b)(3) (A.2 + C.2)	D.1	Estimated Total ELO Allocation per EC 43521(c)(3) ^{1,2} (A.2 + C.2)	D.2	ELO Allocation Restricted to Paraprofessionals per EC 43522(c) SACS Resource Code 1440 (D.2 x 74%)	D.3	Remainder of ELO Allocation SACS Resource Code 1440 (D.3 - D.2)	E.1	Total LCFF Entitlement for ELO (C.1 + C.2)	E.2	Total LCFF Entitlement for IPI (If Nonclassroom-Based Charter Schools) (E.1 + E.2)	E.3	Estimated IPI Allocation per EC 43521(c)(1) ^{1,3} SACS Resource Code (E.1 + 3,290,722 x 14%)	E.4	Estimated Total Allocation (D.1 + E.4)	F.1	
10	065339	000001	1044	NA	West Park Charter Academy	Charter	Yes	6,000	6,000	A.2	6	-	-	-	279,292	C.2	285,292	D.1	285,292	27,929	257,363	D.3	257,363	E.1	4,030,225	E.2	4,030,225	E.3	132,397	E.4	417,689	F.1
10	065339	000001	1044	NA	West Park Charter Academy	Charter	Yes	5,000	5,000	A.2	5	-	-	-	248,099	C.2	253,099	D.1	253,099	24,810	228,289	D.3	228,289	E.1	3,580,101	E.2	3,580,101	E.3	-	E.4	253,099	F.1

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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