



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.

In March of 2021, we held a stakeholder engagement meeting which was advertised to all families via our online family communication platform, ParentSquare. At this meeting, we reviewed the 2021-24 Local Control and Accountability Plan and 2020-21 Learning Continuity and Attendance Plan and provided a survey for families to share their feedback and ideas for academic improvement, student and family engagement, and basic services at the school. By design, our LCAP stakeholder engagement process is inclusive of the supplemental instruction and support strategies, especially strategies 2, 3, and 6 (accelerating progress, integrated student supports, and additional academic services). With the necessary shift to virtual stakeholder engagement due to the pandemic, we have seen increased participation in these opportunities, and we hope to continue to provide this remote option for families going forward.

In addition, we have surveyed our families quarterly since our transition to Distance Learning in March of 2020. Survey topics have included socio-emotional needs, academic needs, technology needs, satisfaction with our learning program, responsiveness of teachers and other team members, as well as the impact of the learning program on caregivers.

Our teachers and school staff are other important participants in our annual LCAP stakeholder engagement process, but we have also engaged these groups through other formats. We have surveyed school team members consistently since the beginning of this pandemic, and our teachers participate in a regional (KIPP SoCal-wide) Teacher Task Force. This group provides critical input and feedback to the KIPP SoCal COVID-19 Scenario Planning Task Force on such topics as Hybrid scheduling, classroom procedures, and safe return to campus.

One especially important group of school team members for this Expanded Learning Opportunities grant is our in-house After School Program team (ASP Coordinator and instructors). Our ASP Coordinator meets at least once per week with the KIPP SoCal Public Programs Associate and the other ASP Coordinators throughout KIPP SoCal. These meetings are opportunities for information and feedback to be shared bidirectionally between our school and the KIPP SoCal School Success Team.

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

All services will be offered schoolwide with the exception of counseling services and Tech Hubs. First priority for Tech Hubs will be given to students with the highest rates of chronic absenteeism (students with the greatest barriers to accessing Distance Learning). Identification for counseling services takes place through the IEP process for students with disabilities. For general education students, teachers and administrators refer students for counseling services using the Student Support and Progress Team (SSPT) process. The school counselor then conducts an informal assessment (data collection, survey, teacher and parent input, observation) to determine the best intervention for the student.

Ongoing assessment of individual student needs will take place via grade-level and other data meetings, tracking of assessment and assignment completion rates, and meetings of the SSPT.

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

Our family notification platform is ParentSquare. All notifications are and will be provided in Spanish as well as English to meet the primary language needs of our community. We also communicate information to families through Facebook, weekly family bulletins, and our website. Our school also reaches out directly to families via phone when necessary (for example, if we notice consistent non-engagement with surveys and other notifications). For our Hybrid reopening survey, we set aside time to connect with families who did not respond by the deadline to ensure we collected their preferences.

Our school holds monthly School Site Council and English Learner Advisory Committee meetings, which serve as an additional forum to communicate our supplemental instruction and support strategies to families.

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

We plan to provide supports across all categories except #5, supports for credit deficient students, which does not apply to the grade levels we enroll. We will focus our supplemental instruction and support strategies within two categories, extending instructional learning time (#1) and integrated student supports to address other barriers to learning (#3). We will provide our teachers with additional instructional support to

ensure a positive school climate in which students are successful and engaged in their learning. We will hire an in-house substitute teacher to ensure quality coverage of our classrooms in the event of teacher illness and other absences amid the ongoing pandemic. In order to address mental health barriers to learning exacerbated by the events of the past year, we will offer counseling services to more students beyond our counselors' core caseloads. We will also provide additional professional development to teachers and other team members on student and family mental health. Other strategies include trainings for parents, supporting our Tech Hubs for students with significant barriers to accessing distance learning, and supplies and materials for summer school. Please refer to question 2 above for a description of how supplemental instruction and support will be provided in a tiered framework based on students' needs. We will continue to engage our stakeholders around the specific academic and socioemotional needs of our students for the duration of this grant period.

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	177047	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	23000	
Integrated student supports to address other barriers to learning	139500	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	32266.66	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	0.0000	
Additional academic services for students	6000	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	25000	
Total Funds to implement the Strategies	402813.66	

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

This Expanded Learning Opportunities Grant will mainly support supplemental instructions and support, including but not limited to summer programming, after school programming, and our tech hub. Other grants will support closing learning gaps during core instruction time and for overall school needs, including maintaining and increasing instructional staff, health and safety, facilities, technology, furniture and equipment, increases in sanitation and custodial costs, etc.

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 or 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 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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