

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lodestar: A Lighthouse Community Charter Public School	Rich Harrison	superintendent@lighthousecharter.org

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

Prompt #1: A description of how parents, teachers, and school staff were involved in the development of the plan.

To meet the Lighthouse Community Public School’s vision for family and staff engagement and feedback, Lodestar engaged stakeholders, including family members who have limited English proficiency and parents and family members with disabilities. Parent and family member feedback was gathered at school meetings/forums, district and school advisory committee meetings, and ELAC meetings, and School Site Council (SSC) meetings, The information gathered is used to revise the district’s LCAP and LCAP Federal Addendum, and our School, Parent, and Family Engagement Policy, and to inform Extended Learning opportunities.

Staff members had the opportunity to provide feedback during a series of staff surveys and staff focus group meetings wherein staff feedback was collected, analyzed, and presented to the Lighthouse Community Public School Cabinet Team and Board for consideration.

Lodestar will continue to collaborate with and invite all parents and family members annually to take an active role by participating in student-led conferences, during which they establish academic and character goals for their students, by monitoring their student’s learning through understanding of our school’s grading policy and system, available instructional supports and programs, and available Extended Learning opportunities.

Prompt #2: A description of how students will be identified and the needs of students will be assessed.

Invitations to summer school and additional academic services during the school year will be offered in phases by priority, enrollment, and space/staffing capacity.

Grade Band	Priority I Students (In-person Instruction)	Priority II Students (Virtual and In-Person Instruction)	Priority III (Virtual and In-Person Instruction)
K-2	All Rising Kinder Students scoring below 30% RSP on May Lexia RAPID Assessment	Students scoring in quartile 3 or 4 on Spring NWEA MAP Assessment	Offered to all (as staffing permits) Opt-in/ Asynchronous options available

	Students who have struggled to engage with online learning.		
3-5 & 6-8	Students scoring in quartile 3 or 4 on Spring NWEA MAP Assessment Students who have struggled to engage with online learning.	Students identified by teachers as potentially benefiting from additional support.	Offered to all (as staffing permits) Opt-in/ Asynchronous options available
9-12	Students who have struggled to engage with online learning. Students who did not pass their math and ELA courses.	Students identified by teachers as potentially benefiting from additional support. Students who did not pass social studies or science courses.	Offered to all (as staffing permits) Opt-in/ Asynchronous options available

Prompt #3: A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Lodestar families will be contacted 1:1 via phone for students to be invited in for Summer School and additional academic services during the school year based on the priority category their student fell into.

Lodestar site administrators will continue to collaborate and support teams to plan and implement parent and family engagement practices that are linked to student achievement--including opportunities for supplemental support. The school administration team will continue to include details of available Extended Learning opportunities and supplemental support during Principals' Meetings and other forums to assist in establishing protocols to ensure family engagement strategies and activities are being effectively communicated and implemented (such as but not limited to, running effective decision-making and advisory groups, Coffee Tuesday, EXPO, Town Halls, student-led conferences (SLCs), Literacy and Math Nights, and other parent and family information nights and workshops. Though the activities will be site-specific best practices should be evidenced across all sites.

Lodestar staff will continue to collaborate with the LCPS Family Engagement Coordinators using the [LCPS Diversity, Equity, and Inclusion Pillars and Commitments](#), [LCPS Theory of Change](#), [LCPS Graduate Profile](#), LCAP, and Organizational Alignment and Strategic Plans as guiding resources for engagement practices and effective communication. Lodestar will continue to provide technical assistance for school staff to discuss best practices that will help inform effective family engagement practices such as, but

not limited to, analyzing and sharing data with families, outlining available opportunities for supplemental supports, creating welcoming environments, building partnerships with families, and improving school-family two-way communication.

Prompt #4: A description of the LEA’s plan to provide supplemental instruction and support.

For Summer School 2021 and additional academic services for the 2021-22/22-23 school year

We are planning to provide a robust summer school offering in both 2021 and 2022. Our target is to provide students with services for approximately one month during each summer, and provide professional development for the staff that are teaching, to strengthen our offerings as students return to a more traditional in-person schedule. However, as some families may continue to be reticent about sending their children in-person during summer 2021, we will also provide virtual learning opportunities for those students.

Our Summer School and Academic Services Goals include:

1. Address unfinished and in-progress learning in service of grade-level content
2. Utilize trauma-informed teaching practices to address social and emotional needs
3. Experience teaching and learning under our most current COVID-19 safety protocols
4. Lay the foundation for a strong start and continued support through the 2021-2022 school year

Additional information about our Summer School Learning Models are also included below. These are subject to change in 2022, based on progress during the 2021-22 school year:

**In-Person
(Direct-Instruction)**

Students receive in-person instruction from classes that are designed and facilitated in-person by an LCPS teacher

**Distance Support
(Virtual Learning)**

Students receive instruction virtually by an LCPS teacher or an external teacher (ex. community college professors from Peralta) or provider (Apex for high school.)

They receive in-person support from an LCPS staff member (teacher, aide, or administrator) to ensure students stay encouraged, organized, and supported through the summer learning experience.

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	\$443,587	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	N/A	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	N/A	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	N/A	[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	N/A	[Actual expenditures will be provided when available]
Additional academic services for students	N/A	[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	N/A	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$443,587	[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.

LCPS has been using other federal Elementary and Secondary School Emergency Relief (ESSER) Funds to accomplish two primary objectives: 1) to provide quality distance learning to our students and 2) to facilitate the safe reopening of in-person learning.

The ELO Grant funds will be leveraged for Summer School instruction during both 2021 and 2022, which will be made available to students in June 2021 as both in-person and distance options. ESSER Funding has made this return to in-person Summer School possible, given that the funding has gone to increased cleaning services and supplies, facility improvements to support social distancing, PPE and other safeguards. ESSER Funding has also facilitated distance learning, which will continue to be an option for families during this Summer programming. This funding has supported online platforms such as Altitude Learning, necessary technology for students and staff including chromebooks and hotspots, and professional development to ensure smooth implementation of those resources.

Appendix:

Expanded Learning Opportunities Grant Plan Instructions: Introduction

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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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