



Date: May 24, 2021

To: Board of Directors

From: Ami Ortiz, Director of Business & Finance

Re: Expanded Learning Opportunities Grant Plan

### **Background**

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.

### **Summary**

Staff recommends the Board to approve the Expanded Learning Opportunities Grant Plans for Gilroy Prep, Hollister Prep and Watsonville Prep.

# Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Gilroy Prep School	Ami Ortiz Director of Business & Finance	aortiz@navigatorsschools.org 8312174881

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.

Navigator has conducted numerous family and staff surveys and held several parent town halls, informational meetings, to provide families with an opportunity to ask questions, seek clarification, and understand the proposed models and learning loss mitigation. Staff communication and engagement were additional areas of focus with weekly then monthly staff meetings during the school year with informal Zoom polls, break-out room conversations, and opportunities to provide feedback on both the hybrid model and learning loss mitigation plans.

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

Navigator Schools utilizes a number of tools and protocols to identify and assess the needs of students. A student may be identified through teacher data daily and weekly formative assessments, end-of-unit reading fluency or early literacy assessment, SEL Panorama surveys, weekly MTSS team meetings, or MAP ELA and Math assessments. Students can be identified throughout the year and are assigned to interventions or services to address academic, behavioral, and social-emotional needs.

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

Navigator Schools utilizes a variety of communication tools to inform parents of opportunities and will do the same for extended day, summer school, enrichment, reading club, etc... These include ParentSquare, Facebook, office phone calls and texts and home visits. Student Services staff sets up individual meetings with families, teachers, and site leaders to share information on intervention, summer school, and

possible reading club or tutoring. Principals and site leaders also have individual meetings with parents. For reading clubs, we share this information through flyers and parent leaders.

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

In addition to the learning loss mitigation strategies being implemented to meet the needs of all students, Navigator will continue to provide additional support for our most vulnerable students including foster youth, English learners and low-income students. These services include:

Strategy 1:

expanded summer options will be offered  
afterschool programs will be provided next school year at least four days a week

Strategy 2:

purchase of supplemental software and reading materials  
ten days of professional development for instructional staff  
increased live coaching in classrooms by leadership team

Strategy 3:

hiring additional student services paraprofessionals  
hiring an additional counselor  
hiring Tier 3 staff to provide small personalized instruction during class time as well as additional intervention activities

Strategy 4

ensuring access to 1:1 technology at school and at home including personal hotspots for families  
visits to student homes will be continued for students experiencing engagement challenges  
parents will be provided comprehensive information about community resources available to help them through the Navigator website, phone calls and text messages.  
weekly student surveys have been used to help the staff identify those students who are most at risk and in need of immediate assistance

Strategy 5:

expanded summer options will be offered  
afterschool programs will be provided next school year at least four days a week

Strategy 6

use of new progress monitoring software that assesses, reading, math and SEL  
use of new diagnostic tools to measure reading fluency and gaps in mathematics

Strategy 7

staff will receive regular trauma informed trainings  
staff will implement SEL curriculum daily

# 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	75,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	250,000	
Integrated student supports to address other barriers to learning	100,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports		
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility		
Additional academic services for students	50,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	13,900	
Total Funds to implement the Strategies	488,900	

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

Navigator Schools is coordinating the use of the Expanded Learning Grant and other federal ESSER funds by budgeting all funding sources across several categories to best meet the needs of Staff, Students and Families. In 2021-22, the Expanded Learning Grant funds are primarily budgeted towards integrated student services such as expanded learning time, counseling, extra support staff to help mitigate learning loss, and paraprofessional staffing. The ESSER funds are primarily budgeted towards school site improvements to reduce the risk of virus transmission, mental health services and counseling supports, personal protective equipment, sanitation supplies, and professional development efforts.

# Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hollister Prep School	Ami Ortiz Director of Business & Finance	aortiz@navigatorsschools.org 8312174881

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.

Navigator has conducted numerous family and staff surveys and held several parent town halls, informational meetings, to provide families with an opportunity to ask questions, seek clarification, and understand the proposed models and learning loss mitigation. Staff communication and engagement were additional areas of focus with weekly then monthly staff meetings during the school year with informal Zoom polls, break-out room conversations, and opportunities to provide feedback on both the hybrid model and learning loss mitigation plans.

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

Navigator Schools utilizes a number of tools and protocols to identify and assess the needs of students. A student may be identified through teacher data daily and weekly formative assessments, end-of-unit reading fluency or early literacy assessment, SEL Panorama surveys, weekly MTSS team meetings, or MAP ELA and Math assessments. Students can be identified throughout the year and are assigned to interventions or services to address academic, behavioral, and social-emotional needs.

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

Navigator Schools utilizes a variety of communication tools to inform parents of opportunities and will do the same for extended day, summer school, enrichment, reading club, etc... These include ParentSquare, Facebook, office phone calls and texts and home visits. Student

Services staff sets up individual meetings with families, teachers, and site leaders to share information on intervention, summer school, and possible reading club or tutoring. Principals and site leaders also have individual meetings with parents. For reading clubs, we share this information through flyers and parent leaders.

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

In addition to the learning loss mitigation strategies being implemented to meet the needs of all students, Navigator will continue to provide additional support for our most vulnerable students including foster youth, English learners and low-income students. These services include:

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ten days of professional development for instructional staff  
increased live coaching in classrooms by leadership team

Strategy 3:

hiring additional student services paraprofessionals  
hiring an additional counselor  
hiring Tier 3 staff to provide small personalized instruction during class time as well as additional intervention activities

Strategy 4

ensuring access to 1:1 technology at school and at home including personal hotspots for families  
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# 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	75,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	250,000	
Integrated student supports to address other barriers to learning	100,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports		
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility		
Additional academic services for students	61,100	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	13,900	
<b>Total Funds to implement the Strategies</b>	<b>500,000</b>	



Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures

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# Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Watsonville Prep School	Ami Ortiz Director of Business & Finance	aortiz@navigatorsschools.org 831-217-4881

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.

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Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	60,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	125,000	
Integrated student supports to address other barriers to learning	20,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports		
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility		
Additional academic services for students	38,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	2,800	
Total Funds to implement the Strategies	245,800	

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