

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.

TEACH Tech has made it a priority to involve parents, teachers, and school staff in the development of the plan. We prioritize involving all stakeholders, and we even involved community organizations as well.

Parents

While acknowledging the importance of parent involvement in developing a plan that works for everyone, we held discussions and created surveys to collect formal and informal data on the priorities for our school from a parent perspective. These discussions took place at the following periodic parent meetings:

- Coffee with the Principal
- School Site Council
- English Learner Advisory Council
- Parent Conferences

During these meetings, we discussed expanded learning opportunities and how to use them to address expected learning loss as a result of the pandemic. We shared data to inform the parents of their students’ progress and the performance of the school along with national data. We analyzed and reflected on student grades, standardized test data including the NWEA, and attendance rates. Parents indicated that they valued expanded learning opportunities and would like to take advantage of any programs that we plan to implement to address the need.

Parents specifically shared concerns about low performing students and the achievement gaps that only continue to increase due to the challenges of the current circumstances with distance learning.

In addition to their concern for our low performing students, our parents are looking forward to the opportunity for continued instructional support for English learners. We have a large English learner population, and our parents noticed in our data that English learners are disproportionately affected by the challenges of the last year. Parents would like support specifically for the English learners in order to address their unique needs to give them a chance to be academically competitive with the rest of their peers.

We took parent feedback into consideration when developing our plan, and we included support for low performing students and English learners based on parent feedback.

Teachers

We meet with our teachers on a regular basis to involve them in the development of our plans including this one. These meetings include weekly professional development and periodic staff meetings. We also survey teachers to get their feedback, and we document their input when we have informal conversations with them. Because we value teacher input and perspective, we included their suggestions when creating our plan.

A summary of the data that we collected from teachers is as follows: Teachers have come to a consensus that English and math are two subjects that should be addressed in our plan due to the importance of proficiency in these two subjects for success in all of their classes. All of our teachers, regardless of the subject they teach, have experienced challenges that come from learning gaps for some students in either English or math. They strongly believe that closing these learning gaps will help to support all students to prepare them for college and careers. Therefore, we recognized the need to focus on closing achievement gaps in these two subject areas, and included that as a goal in our plan.

School staff

School staff were also involved in the discussion of expanded learning opportunities since the beginning of the pandemic. Input from our counselor has helped to develop our plan, specifically around credit recovery opportunities so that students can stay motivated to stay in school, earn their diploma, and be eligible and prepared for college and careers.

Our counselor has prepared a list of students who would benefit from the summer credit recovery component of our program, so we also prioritized having these opportunities in our plan. Students will be able to catch up on credits to stay on track for graduation and remain in their grade level.

In addition to the need for a credit recovery program, our counselor had highlighted the need for social emotional support for students during the summer break. We considered her input and we agree that this is an important service for our students. It is also included in our plan.

When talking to our classified staff including our instructional aide and office support, the idea of hiring additional classified staff to support instruction was considered. After further analysis on this idea, we agreed that it would be in the best interest of the students to hire additional

instructional aides in our plan. This most valuable resource will improve flexibility and options for supporting student subgroups that need the most attention including but not limited to low performing students, English learners, special education students, high performing students, and all of our statistically significant subgroups. We plan to use the instructional aides to differentiate instruction and provide targeted intervention to the students who would benefit from it the most.

Our board members will review our plan and we anticipate that they support our goals. Our plan is in line with the priority set by the board to make learning accessible for all students, and for that reason we are certain they will be interested in seeing us move forward with our plan.

Community

It is our practice to go above and beyond minimum expectations; therefore, we intentionally involved community organizations in our plan for expanded learning opportunity. Specifically, WACA, a community organization that provides safety for students to and from school, was involved in the process. They emphasized the need for their services in our community that has a crime rate that is substantially higher than the national average. Our students do not always feel safe going to school and coming home. With WACA, we will be able to increase student safety and sense of security, which would have a positive impact on attendance and ultimately student achievement. This organization is included in our plan for expanded learning opportunities.

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

In summary, our plan to identify the needs of students includes a close analysis of student data as a whole school and disaggregated for various student subgroups. We will use multiple sources of data as well to identify student needs. The following is a detailed explanation of the data sources we will use to identify and assess the needs of each subgroup.

English learners

To identify English learners who have learning gaps in reading, writing, speaking or listening, we will use the following data sources:

- ELPAC results
- NWEA assessment results
- Semester grades
- Teacher referrals

Low Performing Students

- NWEA assessment results
- Semester grades
- Teacher referrals

High Performing Students

- NWEA assessment results
- Semester grades

- Teacher referrals

Credit Deficient Students

- On Track Report based on semester credits.
- Semester grades for incompletes

Social and Emotional Support

- Counselor referrals
- Teacher referrals
- Student self identification

During the pandemic we have been continuously tracking student progress and achievement to be able to best close student achievement gaps and learning loss and provide students with support. Our college counselor specifically utilizes students grade data to identify students that are credit deficient and need to recuperate credits. Our Instructional Leadership Coach analyzes students data from NEWA results Our English Learner Coordinator utilizes ELPAC data to identify the students who have learning gaps in speaking, writing or listening. Through a thorough analysis of the multiple sources of data, we will determine which students will benefit from our various programs based on their ability and level of academic achievement.

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

Parents will be informed of the expanded learning opportunities beginning on April 15th Our parent communication portal, Parent Square, is an excellent tool that assists us in being able to inform parents about news and opportunities related to our school. We will continue to use this resource to inform parents of the expanded learning opportunities. An outline of the dates and actions that we will take is as follows:

April 15th

Creation of proposed summer 2021 rosters.

May 1st

Parent Square message to all parents regarding our summer expanded learning opportunities.

May 5th

Phone calls to parents requesting their child's attendance.

May 15th

Second Parent Square reminder message to all parents regarding our summer expanded learning opportunities.

May 28th

Third reminder message to all parents via Parent Square

June 1st - 4th

Parent Square reminder message to all parents regarding our summer expanded learning opportunities. Our summer programs will also be placed on our school website for parents to view at any time.

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

After analyzing student attendance data, NWEA data, grade data and individual students' circumstances with parents, teachers, and students we have compiled a list of immediate summer expanded learning opportunities that we will implement with fidelity.

1. Incoming 9th Grade Summer Bridge - To orient and prepare incoming 9th grade students for high school skills in English, Math and Work Habits.
 - a) Advisory
 - b) English
 - c) Math
2. In Person English Learner - Speaking and Writing Course - To close the English language achievement gap for English learners.
3. APEX Credit Recovery Seminars - To provide credit deficient students with 15 or more credits the opportunity to retrieve their credits in an expedient manner. Priority will be given to juniors and sophomores.
4. Incomplete Grade Completion - To provide students who received incompletes the opportunity to complete necessary courses.
5. 11th Grade Math Bootcamp - To provide students transition from 10th grade to 11th grade with extended math learning to prepare them for the SAT, AP courses, and the Smarter Balanced Assessment.
6. English and Math Credit Retrieval Courses - To provide students with a live English or Math teacher to help them retrieve credits and close any potential achievement gaps.
7. On-Campus Enrichment: Yoga and P.E - To provide students with an opportunity to enrich their summer through socio emotional support and exercises.
8. Off-Campus Enrichment: Students without credit recovery can take enrichment Summer Courses at Los Angeles Southwest College, El Camino, or any other California Community College: High school students over the age of 13 can take courses (up to 11 units- typically 3 courses) and earn credit this summer for free. Students are responsible for textbooks and/or required course materials, but all other fees/tuition will be waived as long as they apply online now at: <http://www.laccd.edu/Students/opencccapply/applylasc/Pages/default.aspx> (Southwest) <http://www.elcamino.edu/apply/> (El Camino). Please keep in mind that courses offered are college-level courses. Course availability will vary by campus.

In addition to our summer programs we will be adding four Instructional Aides to provide small group instructional support for students with

verified academic gaps as a direct result of the pandemic. We are also hiring a second counselor to support students who have had difficulty coping with the pandemic. We want to ensure that students have total support.

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	\$70,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$30,000	
Integrated student supports to address other barriers to learning	\$200,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	0	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$33,017	
Additional academic services for students	\$20,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$5000	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Total Funds to implement the Strategies	\$358,017	

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 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. The ELO Grant funds will be used for providing summer school learning opportunities for all students (in person and virtually) during the summer of 2021 and summer of 2022. Additional funds will be used to provide paraprofessional in the classrooms to provide supplemental instruction throughout the duration of this program. Finally, additional funding will be used to provide staff training and student support for socio and emotional wellbeing. The supplemental instruction and support provided by the paraprofessional will prioritize EL's and students with disabilities. These efforts will build on the materials, technology, infrastructure, training procured via ESSER funds.

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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