

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 Prep Elementary School made parents, teachers and school staff in the development of the plan. We prioritized the involvement of all of our stakeholders.

Parents:

Understanding the importance of parent input, TPES made sure we created surveys to get parent input and shared information as well as discussed concerns and suggestions during:

- Coffee with the Principal
- ELAC Meeting
- School Site Council
- Parent Conferences

During these meetings we discussed the expanded opportunities and how to address the concerns with learning loss during our pandemic. Students’ progress with data from NWEA was shared along with reflecting on student progress in Distance Learning Classroom, grades as well as attendances rates and importance of why students needed to log in for class each day.

Most parents shared and expressed their understanding of the expanded learning opportunities and their excitement for the students to be given this opportunity. Some parents also shared their concerns, suggestions, and asked any questions they needed clarification in. TPES

took these suggestions and feedback from parents as well as from the surveys submitted in developing our plan as well as taking into consideration all the supports to provide for our low performing students as well as our English Learners and Resource Students.

Teachers:

TPES believes in being collaborators with our teachers, therefore as a team we had discussions, suggestions, and feedbacks were all taken into consideration when creating the plan. As a team, we met with the teachers on a weekly basis with Professional Developments and check ins were scheduled as well. All teachers agreed that Math and ELA were subjects we needed to concentrate on and understood the importance of students mastering ELA standards which would expand into all other subjects. These two subjects were focused on to provide student support to help bridge the learning gaps.

School Staff:

From the beginning of the pandemic, school staff were involved in the expanded learning process of our school. As a team, they provided suggestions in providing creative and productive ways in communication with parents, as well as communicating and sharing ideas/suggestions with teachers in how to better support and engage our students in the classroom. As a team the whole staff (teachers and instructional aids) met to share and discuss the needs in the classroom. After this discussion, with the help of our office manager a schedule was shared with our teachers of the Instructional Aids' weekly schedule so teachers were able to productively utilize Instructional Aids in their classroom to support student learning. We made sure our instructional aids were in the classroom to support our Resource Students, English Language Learners as well as any students who were struggling in the classroom to get individualized as well as small group support.

Community:

TPES also worked with WACA, a community organization that provides safety for students to and from school in creating this plan as well. With crime rates being high in our neighborhood, the recommendation of their services in supporting our students' safety and security provided us with the support we needed. With WACA, TPES feels that the organization will provide a positive effect on attendance rate, which in return will support student achievement and will help in aiding with closing the learning gap.

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

TPES will use multiple sources of data to identify student needs. The following is an explanation of data sources we will use to identify and assess by subgroups.

English Learners: ELPAC Results, NWEA Assessment Results, Report Card Grades, Teacher Recommendation
Low Performing/ High Performing Students: NWEA Assessment Results, Report Card Grades, Teacher Recommendation
Social Emotional Needs: Teacher Referral and/or Parent Request- Counseling Resources will be provided.

Student progress and achievement have been closely monitored throughout the Pandemic to help close the learning gaps, learning loss, and provide support for the students. Our teachers utilized and analyzed student data results of NWEA as well as ELPAC results for our EL

students to help coordinate small groups, individual assistance, as well as using this data to support reading, writing, and listening skills in the classroom. With the use of our various data results, TPES will determine which students will benefit from our programs based on their ability and academic level.

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

Beginning April 15th, Parents will be notified of our Expanded Learning Opportunities. Parent Square will be utilized to share the information with our parents.

April 15- Creation of Summer Proposal

May 1st- Message sent out to parents regarding our summer expanded opportunities.

May 5th- Phone calls to parents requesting their child's attendance

May 15- 2nd Reminder message via Parent Square regarding summer expanded opportunities

May 28th- 3rd Reminder message via Parent Square

June 1st-4th –Reminder messages via Parent Square; Information will be posted on school website.

In the months of April, May, and June TPES will also be hosting Coffee with the Principals, ELAC, as well as School Site Council Meetings, therefore parents will also get information and updates regarding the summer expanded opportunities as well. Teachers will also share this information with parents during Parent Conferences and will post in their Google Classrooms.

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

After analysis of student data along with report card grades and taking into consideration the circumstances for each individual students' and parents and having teachers' inputs summer expanded learning opportunities will be implemented.

TK-3rd grade- in person classes will be taught mainly focusing on ELA and Mathematics. Teachers will take this summer expanded learning opportunity to concentrate on reading comprehension, writing, and listening skills in ELA and in Mathematics the focus will be on getting a deeper understanding of the math contents as well as utilizing those contents in problem solving skills. 3 Instructional Aids will be also brought in to work with our EL and Resource students to help with their reading and writing skills as well as provide group and individual interventions in both subject matters.

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 | 46948 | |
| Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports | 0 | |
| Integrated student supports to address other barriers to learning | 86000 | |
| 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 | 0 | |
| Additional academic services for students | 5000 | |
| Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs | 5000 | |
| Total Funds to implement the Strategies | 142,948 | |

| Supplemental Instruction and Support Strategies | Planned Expenditures | Actual Expenditures |
|---|----------------------|---------------------|
| | | |

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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