California Department of Education
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# Expanded Learning Opportunities Grant Plan

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| **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.**

To ensure the entire school community – teachers, staff, and families – were engaged in the planning for expanded student learning opportunities, TLC has invited feedback and input through multiple means throughout the school year. In addition to regular parent and staff input surveys conducted bi-monthly throughout the school year, TLC teachers and support staff have remained in close contact with parents and families through individual phone calls (English/Spanish), email/messaging communications (English/Spanish), monthly Coffee with the Principal meetings (English with Spanish translation), and in-person conversation (English/Spanish). In addition to direct communications with parents as described above, school-wide collaborative structures allow TLC staff (teachers, administration, and support staff) to remain closely connected to students, families, and their developing needs. These structures include: 1) weekly staff meetings, 2) debrief sessions twice weekly, 3) weekly grade-level co-planning meetings teams meet weekly to review student progress and challenges, and 4) pupil free days for data review and planning throughout the school year.

A recent survey conducted at TLC asked parents to indicate the particular areas of need or concern for their children for the 2021-22 school year. Survey results indicate that parents would like their children to have opportunities for additional support in not only core academics (ELA and Math), but enrichments (art, music) and health (sports, exercise) as well. The majority of parents furthermore indicated their preference for these additional learning opportunities to be provided in the afternoons following the regular school day. Importantly, this input is consistent with input provided by parents of students with IEPs during the weekly family check-in meetings with Education Specialists throughout the 2021-22 school year.

TLC staff engaged in the ELO planning process through a meeting with school administration to review these most recent parent survey results and consider extended learning program options. Teachers and support staff agreed that a learning recovery and enrichment program offered to students after school would be ideal for providing additional practice, learning opportunities, and individualized direct support to students in the upcoming school year. Teachers will plan for these extended learning opportunities during their weekly co-planning sessions to ensure that after school learning will supplement, extend, and provide additional opportunities to practice and engage with content presented during the school day.

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

TLC intends to offer extended learning to all students at our school, as our students would all benefit from a learning recovery program with embedded supports for social and emotional well-being, meals, snacks, and exercise. To ensure that the extended learning program targets specific and individual learning needs for students, teachers and staff will look tro multiple measures to identify, assess, and monitor progress in the areas of academics, social-emotional development, and health and wellness.

Identifying and addressing student needs will be guided by our school MTSS plan, with the elements below included:

· Diagnostic assessments: iReady (Math, ELA), ELPAC screening for English Learners

· Parent Surveys for input: student challenges, strengths, interests, areas of concern

· Classroom formative assessments: teacher assessments and monthly data reviews to monitor progress

· Staff surveys and student reviews: weekly collaborations through teacher co-planning, service provider and paraprofessional input

As described above, co-teachers will monitor progress and plan for supplemental activities for students during their weekly co-planning sessions. After school staff will implement activities, provide direct support to students as needed, and communicate with co-teachers regarding emerging student needs for learning and growth.

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

To ensure that all parents are informed and aware of the opportunity to participate in the learning recovery program, TLC will take the following steps to outreach to families and communicate. Key activities will include:

· School-wide communications (English/Spanish): Aeries messages, Welcome Newsletter for 2021-22, classroom newsletters and notes home

· Principal communications (English/Spanish): Coffee with the Principal, morning announcements

· ELAC, PAC

· Website

· Teacher recommendations to students and parents

All communications with parents and guardians will be provided in English and Spanish, and bilingual staff will speak directly with parents to answer questions and make recommendations for participation as needed.

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

[Add text here]

The overwhelming majority of students at TLC are included in one or more of the following groups identified for ELO Grant funds under *EC* Section 43521(b): English learners, students with disabilities, low-income, disengaged students, and/or students who are below grade level. In addition, results of Spring 2021 iReady benchmark assessments demonstrate the need for a learning recovery across all grades levels at TLC due to expected impacts of school closures that have constrained typical growth in ELA and Math. For these reasons, the TLC ELO program will offer all students the opportunity to participate in a supplemental after-school learning recovery program.

The ELO program will seek to accelerate learning for students and provide additional support for social-emotional health, behavior, and physical health and wellness through supplemental instruction and support. As described above, ELO program staff will collaborate regularly with classroom teachers to maintain and extend the positive school climate established during the instructional day. Engaging learning experiences for the learning recovery program will be designed through collaboration with teachers, which will support students in deepening learning and engaging more closely with academic content introduced during the school day.

Program Features (*supplemental and support strategies)*:

· *Accelerating progress*– the ELO program will focus on closing learning gaps and promoting student mastery in core content areas. Students will receive:

o Tutoring/1:1 support and small group learning supports as needed

o Use of materials targeted for accelerate learning – e.g. iReady, ELD materials and support, NewsELA, SeeSaw

· *Integrated student supports*– the ELO program addresses a key barrier to learning for students by providing a safe after school setting for supplemental instruction with snacks, social-emotional supports, exercise and health. Students will receive:

o After school snacks

o Physical activity and structured play

o Social-emotional learning and group experiences

o Arts enrichments and arts-based learning

o Counseling and mental health services as needed

· *Community learning hub*– the learning recovery program provides access to technology, high speed internet, and learning materials on the school campus. This is especially important for students who do not have technology access at home. Students will have access to:

o 1:1 Chromebook laptops or tablets as needed

o high-speed internet access

o printed resources and hands-on learning materials

· *Additional academic services*– the ELO program will provide additional opportunities for student progress monitoring, diagnostic assessment, and supports for learners. Activities may include:

o ELA: independent reading, running records, guided reading groups, word study practice

o ELD: vocabulary learning, grammar and writing support, oral and written language activities and supports for English learners

o Math: math supplemental practice and homework support, math games and explorations

o Science/Social Studies: supplemental activities and projects to deepen classroom-based learning

Program format

· Schedule: 3:00 – 5:30 p.m. (Mon – Fri)

o 3:00 – 3:30 snack and play

o 3:30 – 4:30 Extended Learning Time (e.g. small group, 1:1 support, homework, independent reading)

o 4:30 – 5:00 social-emotional activity/arts/sports and movement

o 5:00 – 5:30 social-emotional activity/arts/sports and movement

· Grouping: Students will be grouped according to activity (e.g. whole group games and snacks) or learning needs (e.g. small groups for instructional support) according to the daily schedule. Student groups will change over time according to emerging student needs and individual progress.

· Behavior and Social– TLC C.A.R.E.S. school-wide PBIS will be extended to the ELO Program

## 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.

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| --- | --- | --- |
| Supplemental Instruction and Support Strategies | Planned Expenditures | Actual Expenditures |
| Extending instructional learning time |  | [Actual expenditures will be provided when available] |
| Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports | $54,623 | [Actual expenditures will be provided when available] |
| Integrated student supports to address other barriers to learning | $36,415 | [Actual expenditures will be provided when available] |
| Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports |  | [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 |  | [Actual expenditures will be provided when available] |
| Additional academic services for students |  | [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 |  | [Actual expenditures will be provided when available]  |
| Total Funds to implement the Strategies | $91,038 | [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.

ELO funds will be coordinated with other ESSER, state and federal funding to maximize instruction, support and services. If any of the support activities prove to be effective past the amount of ELO funding, ESSER II funding may be used to continue the support and services.

## 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**.*

## 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:
	1. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
	2. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
	3. 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.

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