

## Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pacific Coast Academy	Krystin Demofonte, Executive Director	<a href="mailto:krystin@pacificcoastacademy.org">krystin@pacificcoastacademy.org</a> (619) 749-1928

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.

We have made a concerted effort to inform all stakeholders (staff, parents, students, community) of opportunities to develop our Expanded Learning Opportunities Grant Plan (ELOP), including assessing needs through surveys and virtual meetings.

Below is a chronological summary of our ELOP-related opportunities to proactively invite input from all stakeholders. Due to the late notification of available AB86 funds (but allowed), our ELOP input process parallels our Local Control and Accountability Plan input process.

- January 7, 2021- Presentation to staff and parents related to student performance on the California Schools Dashboard, resulting in a needs assessment.
- January 28, 2021- Presentation to administrators related to student performance on the California Schools Dashboard and consideration of root causes.

- January 29, 2021- Presentation and discussion with administrators related to interim benchmark results and consideration of root causes.
- January-March 15, 2021- Administration of input surveys to students, families, staff, and administrators, resulting in the refinement of our needs assessment and root cause analysis.
- February 23, 2021- Administrator meeting focused on strategies to address student performance on Dashboard and interim assessments leading to prioritization of needs and related actions.
- February 24, 2021- Meeting with Parent Advisory Committee and EL Parents to discuss student performance on Dashboard and interim assessments leading to prioritization of needs and related actions.
- March 16, 2021- Meeting with DELAC (we are a single school charter) to discuss student performance on Dashboard and interim assessments and prioritizing needs and related actions.
- April 15, 2021- Staff/administrator meeting focused on the needs of students with exceptional needs, refining our root causes analysis, and prioritizing needs and related actions.
- May 3- Staff/administrator meeting focused on the needs of Priority Group students (English Learners, Low SES, and those living in foster care), prioritizing needs and related actions.
- May 6- Administrator meeting focused on ELOP draft and alignment with the Local Control and Accountability Plan.
- May 11, 2021- SELPA meeting focused on the needs of our students with exceptional needs and prioritizing needs and related actions.
- May 18- Meeting with DELAC, Parent Advisory Committee, and EL Parents focused on the Expanded Learning Opportunities Grant Plan.

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

We will use the results of the Smarter Balanced Summative Assessments (SBAC) for ELA and mathematics, the California Science Test (CAST), the Summative English Progress Assessments for California, the Renaissance STAR360 diagnostic (ELA, early literacy, and math), and student engagement surveys to identify and assess students targeted for assistance within this plan.

Although the state did not technically report results in the California Schools Dashboard for 2020 (SB98), it did publish valid and reliable data collected related to graduation rates and college career readiness in 2019-20 that would have been included in the 2020 Dashboard.

Although the California State Board of Education (SBE) approved a 2020-21 school year accountability plan that allows us to opt-out of the Smarter Balanced Summative Assessments (SBAC) for ELA and mathematics and the California Science Test (CAST), we are administering them in 2020-21. We will also administer the Summative English Progress Assessments for California (ELPAC) to all English Learners (as required). Further, we administer the Renaissance STAR360 diagnostic for ELA, early literacy, and math at the

beginning of the school year, again at the end of semester 1, and a third time toward the end of semester 2. On November 6, 2020, the SBE approved the Renaissance STAR360 Student Growth Percentile (SGP) metric as a valid measure to demonstrate academic growth.

Further, to improve and increase our ability to identify disengaged students and why, we will administer the California Healthy Kids Survey, California School Parent Survey, and California School Staff Survey and analyze results. (See our LCAP Goal 1, Action 5). . We will implement this action schoolwide. However, it will benefit the needs of target groups, principally because these groups typically live in an environment that leaves them directly vulnerable to the pandemic and lack resources at home to mitigate the effects of the pandemic. Our ELOP target students groups are: 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

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

Upon approval of our ELOP, we will inform families of opportunities for supplemental instruction and support through various mediums, including our weekly family bulletin, emails, letters, and postings on our school website. We will translate communications as appropriate for families. Further, staff who work directly with target groups populations, such as our homeless liaison, will also proactively communicate opportunities during individual and group meetings.

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

Pacific Coast Academy will provide supplemental instruction and supports to English Learners, foster youth, homeless students, students at risk of neglect or abuse, disengaged students, students not achieving at grade level, and students with exceptional learning needs students (high-needs) in the following ways:

- Extending instructional learning time- Research demonstrates that students most vulnerable to the pandemic experience difficulty focusing on their education, resulting in significant learning loss and the need for year-round academic support. We will offer a credit recovery program during the summer for students in grades 3-11.
- Accelerating progress to close learning gaps through implementation, expansion, or enrichment of learning supports- Our supports mirror California's Multi-tiered System of Support framework (MTSS), an inclusive model for meeting the needs of all students. When our universal supports are insufficient to address individual academic needs, we offer Tier 2 support in addition to Tier 1 support. We will fund actions focused on providing additional Tier 2 supports for high-needs students that are strategic and targeted for those who are not progressing or responding to Tier 1 efforts as expected.
- Integrated student supports to address other barriers to learning- Our MTSS also incorporates social-emotional supports. We will provide Tier 1, 2, and 3 social-emotional supports to high-needs students, including online services with a mental health support

provider (in compliance with HIPPA privacy). We believe this action reflects the most effective use of funds because research demonstrates that students cannot focus on their education, let alone make up for lost learning when their basic needs are unmet.

- Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports- To ensure high-needs students have access to appropriate technology, we will purchase additional technology, including a paraeducator dedicated to supporting access to technology. The constant upgrading of internet-based instructional supports, curriculum, and enrichment requires technology capable of appropriate downloading and access.
- Additional academic services for students- Due to school closures and the pandemic, many of our students have struggled to remain engaged in school. To provide individualized support to high-needs students, we will purchase an online service to create a student-centered dashboard to better monitor student academic and social-emotional progress.
- Training for school staff on strategies to engage students and families in addressing social-emotional health and academic needs- To improve engagement of high-needs students, we will integrate trauma-informed practices into our curriculum and related workshops for families.

## 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	\$5,000	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$99,138	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$116,705	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$77,000	[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	\$0	[Actual expenditures will be provided when available]

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Additional academic services for students	\$37,430	[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	\$22,705	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$357,978	[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.

Pacific Coast Academy will coordinate ELO funds with federal stimulus funds to maximize and optimize student-centered programs and services. Where practicable, we will use other funds, including federal stimulus funds, to continue funding services paid with ELO funds (with ELO expires at the end of 2021-2022).

Previous expenditures paid with ESSER funds supplement and complement the actions described in the previous section (paid with ELO funds). For example, we used ESSER funds to purchase WiFi HotSpots and WiFi services. Access to high-speed (or broadband) internet services is critical to access all services listed in this ELOP, including mental health services. These purchases benefit high-needs students principally because they often cannot afford high-speed internet service or updated technology

# 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](mailto: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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