

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Palm Lane Elementary Charter School	Dr. Angela L. Miller, Principal	amiller@pamlanecharterschool.org (657) 223-0123

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.

The plan was developed, over time, with input from parents, teachers and other school staff during LCAP meetings. Parent input was collected during end of the month Afternoon with the Principal meetings and surveys. Staff input was collected by Academic Leadership Team lead teachers during PLC meetings, as well as from staff surveys and feedback collected during staff meetings.

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

Palm Lane's learning goals are centered on three critical areas: Reading Fluency, Writing, and Reading Comprehension.

School-wide Goal #1: READING FLUENCY – At all grade levels and ability for students to read smoothly and with expression. Fluent readers are able to read text and make connections which builds comprehension skills.

School-wide Goal #2: WRITING – By 3rd grade, all students will be able to write multiple paragraph essays or reports using appropriate word choice and in a format that matches the writing purpose (to convey information, to state an opinion, or to tell a story). Palm Lane uses the Writer’s Workshop model for teaching writing.

School-wide Goal #3: READING COMPREHENSION – By 2nd grade, Palm Lane students will be able to read a piece of grade level text independently and understand its meaning. Palm Lane uses adopted core curriculum, as well as Reader’s Workshop model for developing reading skills.

To identify student needs in each school-wide goal area, Palm Lane will use a tiered Response to Learning Recovery and Literacy Development by assessing student academic levels using the NWEA MAP spring assessment. Based on the data gathered from these assessments, student needs will be addressed in the following tiers:

Tier 1: Universal Supports for All Students

- Palm Lane uses NWEA MAP as a universal screening tool for all students in grades K-6
- Instruction is planned in direct response to the outcome of universal screening data
- Social-emotional supports provided to all students universally

Tier 2: Targeted Student Support

- Intervention used as a means of support
 - Small group instruction
 - After school tutoring
 - One-to-One small group support
- Teacher uses grade level, informal assessments as progress-monitoring tools
- Student Success/Study Team (SST) Meeting held to identify barriers, plan next steps, and monitor student progress

Tier 3: Intensive Student Support

- Students who are at a higher risk of learning loss
- More frequent progress monitoring
- Individualized learning plans for students in this tier

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 Palm Lane’s additional supports for students via letters home, postings on our website, information shared at virtual parent meetings, and through messaging sent home by classroom teachers. Messaging will be translated for parents in their language of preference specified in our student information system.

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

To directly support teacher professional growth, Palm Lane will hire an instructional coach that will train teachers on instructional strategies in language arts, math and English Language Development; support teachers in the administration of state and local assessments; train and support teachers in analyzing data; and helping teachers to use data to plan remediation and future instruction.

To provide additional support to students outside of the regular school day, Palm Lane teachers will host before and after school tutoring during the remainder of the 2020-2021 school year, and after school during the 2021-2022 school year for students in grades 1-6. Teachers will work with the instructional coach to identify learning gaps, schedule students for intervention, and monitor student progress over time.

Palm Lane will use instructional/intervention aides to help teachers provide students with supplemental leaning support on a daily basis. Instructional support staff will support students who are assigned digital learning lessons using Lexia Core 5 (general educational reading intervention for students in grades K-5), Measure Up (general education student reading intervention for 6th grade students), and Rosetta Stone (reading and writing intervention for English Learner students in grades K-6). Additionally, students in grades K-6 will use ST Math for math intervention during small group time, led by instructional staff. Palm Lane has adopted Reader's and Writer's Workshop into its literacy instruction. This supplemental instructional support uses strategies that raises the level of reading and writing rigor, better preparing students for college and career. Instructional Aides will support the implementation of Reader's and Writer's Workshop strategies during small group and one-on-one intervention. Progress monitoring will be done through the administration of periodic, formative assessments using NWEA MAP. Teachers will use the data from this assessment to plan remediation, intervention, and future instruction.

To better support the needs of students with IEPs, Palm Lane will employ an instructional aide that specializes in supporting the needs of students with IEPs. The SPED Aide will support the RSP teacher by directly working one-on-one or in small groups with students on Language Arts and/or Math goals. The SPED Aide will also push into classrooms provide students with support in the classroom.

Palm Lane will host summer school for students during Summer 2020 and Summer 2021. These two extensions of the school year will potentially capture students who are suffering significant learning loss and provide them with an additional 6 weeks of more targeted, in-person learning. Palm Lane's teachers will use Heinemann's Comprehension Tool Kit curriculum during summer school instruction. Palm Lane summer school teachers will be trained on this curriculum by Literacy Partners on June 9-10, 2021. To provide a well-rounded and balanced summer program, Palm Lane will contract the services of Boys and Girls Club to run a summer recreation program where students will play on sports teams, participate in visual and fine arts classes, and participate in STEAM (Science, Technology, Engineering, Arts, and Math) projects.

Finally, to address the social-emotional needs of students, Palm Lane will use its current supplemental service provider, Comp-Therapy, to provide on-site counseling, either individually or in small groups, to our most emotionally fragile students on a case-by-case basis. Whole-group social emotional learning supports will be provided by teachers using weekly themes that encourage good health and positivity.

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	Comments
Extending instructional learning time	\$ 204,956.00	Before and After School Tutoring, Summer school
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$ 10,601.00	Additional IA
Integrated student supports to address other barriers to learning	\$ -	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$ -	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$ -	
Additional academic services for students	\$ -	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$ 8,000.00	PD
Total Funds to implement the Strategies	\$ 223,557.00	

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

All federal ESSER Funds received will be aligned so that it can support the academic and social-emotional needs of students to ensure the highest rate of learning recovery.

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:
 - 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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