

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.

ABLE maintains a Charter Advisory Committee, composed of membership from parents, teachers and school staff, that provides input into the ABLE's programs and services for students. The Charter Advisory Committee (CAC) met regularly throughout the school year. The superintendent attended these meetings. The purpose of the CAC is to engage stakeholder in the LCAP review and planning process, to elicit their input into the ABLE's programs and services for students, and to provide them with the opportunity to voice priorities for ABLE students. In addition to CAC, the English Learners Advisory Committee (ELAC) provided input.

ELAC is comprised of staff and parents of students who are English learners. ABLE's ELPAC Coordinator sits on the ELAC committee. ELAC met regularly throughout the school year. The superintendent, site principal and/or director of curriculum attended these meetings. At each ELAC meeting, members receive information and provide recommendations on the development and implementation of the programs and services that support the ABLE's students who are English learners. ELAC reviews the achievement and progress of EL students in detail, including the California School Dashboard English Learner Progress Indicator, the Academic Indicators in English language arts and math, the Suspension Rate and Chronic Absenteeism Indicators. The ELAC receives information on ABLE's

reclassification procedures and rates, along with other data including data relating to the metrics that are part of the state's priorities. Members receive information and provide recommendations on programs and services for English learners. ELAC members review EL student achievement and provide recommendations as to how ABLE's programs, can be improved to increase the achievement of ELs.

CAC and ELAC made recommendations and provided input that informed the development of ABL's summer school plan. These recommendations included:

- Maintain or expand programs and services for students this summer
- Dates and hours of the summer program should allow for a three-week break before the 2021-22 school begin
- Continue to provide services that support students' social/emotional health and well-being
- Offer a summer program focusing on foundational skills in math & English for K-8 students needing targeted instruction.

ABLE administrative leadership also met with faculty groups monthly to solicit feedback and input on in-person instruction reopening plans. Faculty advised on how to prioritize programs and services, especially for students who are low-income, English Learners or at-risk youth. Finally, two focus groups were also held with over 100 parents and families participating and providing input to the development of our plan.

In addition, the Superintendent Liaison Committee, composed teachers from across grade levels, met regularly and provided input into ABL's instructional plan.

Finally, Administrative Leadership Team meetings, composed of administrative department heads and assistant directors, met regularly throughout the school year to provide input.

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

Students in need of academic, social-emotional, and other integrated student supports will be identified using a variety of tools. For academic support including summer and after school tutoring, results from the ABL's Common Core aligned formative and summative assessments in ELA and math, students' instructional reading levels, along with teacher and school site principal input will be used to identify students in need of additional services. For students needing additional social/emotional support, school attendance and discipline data along with input from teachers, principals, school counselors, and student specialists will be used to identify students. The use of these assessment tools will be ongoing. New students may be added to the groups of identified students throughout the year. Students making significant progress may be exited. Students will be assessed with school site formative assessments regularly to monitor their progress. Additionally, students who are low-income, English learners, foster youth, homeless, students at risk of neglect or abuse, disengaged students, students below grade level, and students with disabilities will be given priority for receiving these services.

ABLE will also use Common Core aligned diagnostic tools to identify student learning gaps. ABL's tools offer a variety of valid and reliable assessments in English and Spanish to assess student progress and identify skills gaps in order to guide instructional decision-

making. In addition to providing a complete view of achievement and growth for every student, the reports generated by the assessments facilitate the timely transfer of data for homeless or foster students who may transfer from school to school.

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

For academic and social/emotional support, families of students identified as requiring additional services (using the methodology described above) will be contacted by the school via written communication, phone, electronic communication or in-person. For summer meals, the ABE's communication tools including ABE's website, robocalls, and the site's Instagram and Facebook feed will be used to notify parents and families.

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

ABLE will provide supplemental instruction and support to students by:

1. EXTENDING INSTRUCTIONAL LEARNING TIME:

ABLE will provide a robust summer instructional program this summer during the grant period. Credentialed teachers will provide intensive instruction/intervention to small groups of students. The primary focus of the summer instruction will be on English language arts and mathematics. The summer program will occur for 4-6 weeks, Monday – Thursday from 9am – 1:30pm. The summer program will be staffed by credentialed and certificated staff and will group students based on specific learning gaps as diagnosed by Renaissance's Star 360 assessment. Renaissance's state-of-the-art personalized digital literacy and math environments will provide students with access to meaningful learning supports during the summer or other out-of-school times. Practical implementation guides will help teachers and administrators set up and deliver effective summer school programs using Star Assessments, Lalilo, myON, Freckle ELA and Freckle Math, and Accelerated Reader. These programs also engage parents in supporting their children's learning during the summer with resources, tips, and activities that can be enjoyed together to extend learning at home.

For the 2021-22 school year, ABE will provide after-hours tutoring program and expand intervention services. After-school tutoring/intervention will be provided to identified students during the regular school year throughout the grant period. Tutoring will be provided to small groups of students and will focus on ELA and math. Training and professional development will be provided to teaching and support staff, especially in the areas of accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.

2. ACCELERATING PROGRESS TO CLOSE LEARNING GAPS THROUGH THE IMPLEMENTATION, EXPANSION, OR ENHANCEMENT OF LEARNING SUPPORTS:

Instructional support and interventions will be provided to identified students during the regular school year throughout the grant period. Tutoring will be provided to small groups of students and will focus on ELA and math. Common core aligned formative and summative assessments are used to pinpoint students' strengths and deficiencies in reading and math. These assessments offer specific insight into which areas need improvement. Data from this assessment is also used to inform instruction, gauge students' progress, and

identify whether or not students are meeting the expectations of state standards. It is also used to help select students for the Accelerated Reader program. Also, professional development will be provided to teaching and support staff, especially in the areas of 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:

ABLE will provide integrated support students in grades TK-12 with educational tutors (paraprofessionals). Educational tutors will work in classrooms providing supports for students including, but not limited to, small group instruction and one-on-one student support in ELA, math and additional content areas. ABLE will also offer summer meals program providing free meals for students.

4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.

ABLE provides mobile hot spots to students/families who do not have high-speed internet access at home. Currently, there are 50 families who receive a mobile hot spot. ABLE plans to expand the program to accommodate an additional 50 families.

5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.

ABLE will expand credit recovery program by doubling the number of licenses for APEX Learning Virtual School. Additional staff will also be allocated to support credit deficient students.

6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.

ABLE is adopting a State-approved ELA curriculum in grades K-12 which will provide common core standards aligned benchmark assessments and diagnostic tools to better pinpoint specific areas of needed interventions.

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.

ABLE will expand its robust training and support programs and will provide additional professional development opportunities for teaching and support staff, especially in the areas of supporting students' social-emotional needs. ABLE is also provide 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.

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 | \$ 272,000.00 | [Actual expenditures will be provided when available] |
| Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports | \$ 224,000.00 | [Actual expenditures will be provided when available] |
| Integrated student supports to address other barriers to learning | \$ 5,000.00 | [Actual expenditures will be provided when available] |
| Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports | \$ 6,740.00 | [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 | \$ 31,000.00 | [Actual expenditures will be provided when available] |
| Additional academic services for students | \$ 176,100.00 | [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 | \$ 15,298.00 | [Actual expenditures will be provided when available] |
| Funds to implement the Strategies | \$ 730,138 | [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.

ABLE will coordinate ELO funds with other funding sources to maximize and optimize the programs and services that students receive. Where practicable, employees that provide direct services to students who are newly hired with ELO funds, will be funded with alternate funding sources including, but not limited to ESSER after the ELO expires at the end of 2021-2022. This coordination will maintain the increased levels of direct services to students beyond the term of the ELO grant period. ESSER funds will be used to reduce class sizes (student to teacher ratios) to provide more opportunities for in-class small group/one-on-one instruction. These smaller class sizes

(funded with ESSER) combined with the robust academic interventions and extended instructional learning sessions funded with the ELO work together to support students to mitigate learning loss that has occurred as a result of the COVID related school closures.

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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