

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.

W.E.B. DuBois involved all stakeholders which include parents and guardians, teachers, support staff, Board of Directors, and students. Stakeholders were given the opportunities to provide input through School Site Council, DELAC Committee, Parent Council and Board of Directors meeting. Stakeholders also provided input through ILP (Individual Learning Plan), IEP (Individualized Education Plan) and promotion and retention meetings regarding supports and interventions for students. Through the LCAP survey and Title 1 survey; students, staff, and parents were provided additional opportunities to provide input in writing on how our school should spend all funds connected to students returning to school and extended learning opportunities. All materials and announcements are communicated in English and other languages based on the home language survey completed during enrollment. Newsletters provide parents with updated initiatives, school offerings and master schedule projections to enhance student engagement.

Parent and school staff also contribute to the creating the safety plan for the school's sites for students and staff for in-person delivery of academic needs and intervention. All employees are responsible for using safe work practices, following policies and procedures,

and assisting in maintaining a safe work and learning environment. Parents also are encouraged to visit and observe classrooms via in person following all safety protocols and procedures and distance learning sessions.

Throughout the academic school year, meetings were held to discuss academic, health and wellness and social-emotional needs for staff, students, and parents. For the 2020-2021 academic year, meetings were held on 9/8/20, 10/09/20, 11/4/20, 12/15/20, 1/21/21, 2/11/21 and 4/15/21. During the 4/15/21 meeting, parents, students, and school staff were presented with data supporting the extension of summer school days and hours to provide students with support for academic needs, credit recovery and loss of instruction deficient. This also gave parents and school staff an opportunity to provide input on software intergrades and curriculum updates for our Career and Technology Education program to enhance the skills of our students, support job shadowing, increase work experience and pathway alignment to career and post-secondary interest.

The 4/15/2021 meeting gave parents, students, teachers, and school staff an opportunity to preview the extended learning plan and provided input. The Agape Board reviewed the extended learning plan with parents, students, teachers, and school staff input and comments on 4/19/2021.

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

The LEA has conducted a needs assessment the results were provided to all stakeholders and were used to identify the needs of the school, students, and teachers. The goal of identifying and assessing student needs is to provide the proper resources and extended learning opportunities to promote on-time graduation for all students. Resources are provided for the intent to minimize chronic absenteeism for students missing school due to loss of interest, students at-risk of not graduating, credit-deficient students and support social-emotional health needs. The data collected identified students that may also need transportation and technology resources for in-person academic, health and wellness, and mental health support is provided by teachers, counselors, and therapist.

For identifying barriers and progress monitoring, each student is given a diagnostic assessment establishing baseline data for interventions and deficiencies. The site leaders, teachers and counselors work with students to track progress of student engagement and creating a personalized environment, differentiated Instruction, EL strategies, collaborative learning opportunities and create student ILPs (Individual Learning Plans). Site leaders also work with teachers and counselors with communicating academic plans and interventions to parents and guardians. As teachers progress monitor student performance and achievement, student will profile their achievements from daily assignments, weekly and common assessments, and District Benchmarks.

Each student is also assigned a Student Support Counselor. Student Support Counselors serve as liaisons between school and home. Outreach Services are provided through student support counselors. The student support team uses strategies that include home visits, phone calls, counseling meetings, and referral resources for food, shelter, clothing, and counseling. The goal is to ensure that these risk factors do not interfere with student's learning.

Additional on-site hours are provided to special education and at-risk students to recover loss instructional time and provide additional observation and assessment of learning gaps.

Training for staff is conducted throughout the school year for curriculum alignment and instruction delivery through various training models. Trainers include both school staff and consultants.

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

Parents have been provided with verbal and written materials on how students will participate with supplemental and support initiatives. Once students are assessed, complete assignments and profile learning levels, teachers provide rapid feedback and deliver additional intervention to increase academic proficiencies and performance, this is communicated with weekly progress calls to parents and guardians.

Once students' interventions are identified, campus and individual parent and guardian meetings are conducted to establish indicators and outcomes for prescribed services. The guidance counselors also hold meetings each semester and work with students and parents to develop career and postsecondary goals. Students and parents are provided with holistic services for entire family along with grant funded resources to develop career opportunities leading to partnerships with non-profits, business, and post-secondary education providers. These opportunities are communicated via phone, email, and mail along with in-person meetings.

Parent and guardians are also surveyed for the types of support. During SSC and DELAC meetings, parents and guardians are provided with details for implemented supports and indicators for improvements. The site leaders will send communication to the parents and guardians informing of data-based decisions for interventions through newsletters and progress reports.

Newsletters outline intended supports, interventions, extended summer school hours and interventions. Parent and guardian are informed of ASP (After-school Program) opportunities, in addition to on-site opportunities for extended learning.

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

Strategic Planning will include the following: We will use our Multi-Tiered levels of Support for our students. We will also provide Personalized Student Support Services for all students. We will provide additional support and supervision to students with disabilities including extended learning opportunities to recover learning losses as a result of the Pandemic.

Our Response to Intervention (RTI) is a multi- tiered approach to the early identification and support of students with learning and behavior needs. The LEA will hire additional long-term substitutes and tutors to provide additional intervention services in English and Math. Struggling learners are provided with intervention at increasing levels of intensity to accelerate their rate of learning. Our extended learning program include academic, health and wellness and sports summer camp are essential components to ensure that student receive the needed intervention to support their well-being.

For Tier 1: Core classroom instruction support the needs of students with disabilities. Teachers ensure that all modifications and interventions are implemented as outlined in the IEP for students with disabilities. Our Social Emotional Learning is focused and aligned to the Core Values to build relationships between students with similar academic and career interest, support tiered instruction and

address emotional and health needs. Each student also receives a technology device to ensure students can work with teachers and participate with intervention software's. With continuing up-grades to our computers and network, students have access to the technological tools necessary to be 21st Century learners. Professional Development will be focused on academic rigor and the use of supplemental materials and programs such as student/parent Aeries portal, Desmos and Khan Academy support Common Core implementation to meet expected student learning outcomes. CTE and project-based learning will be extended to students through the ASP (After-school Program) and extended learning to ensure students have high quality engagement through project-based inquire.

For Tier 2: Provided academic intervention (tutoring) and support services outside of instructional time. Academic intervention involves scheduling students for one-on-one tutorials, small group instruction practices and recovery programs for credit deficient students. Our ongoing progress monitoring also include the mobility rate and credit threshold. We address concerns through resources and evidence-based practices by surveying students and analyzing of data including (needs assessment, graduation rates, grades distribution, suspension rates). The overall effectiveness of these actions/services help maximize instructional time and support data driven decision-making for lesson planning and instructional delivery. Students with technology services difficulties are provided with Hot-Spots, hardwired technology, and upgrades to home devices to increase internet speeds for enhanced connections.

For Tier 3: Targeted intervention through Multi-tier Instructional support, EL strategies, After-School Intervention and Online Learning Resources are provided to students to support student needs. Other integrated student supports include the use of academic and behavior contract and Check In - Check Out interventions, which involves parent involvement and teacher involvement as well as three goals that the student will accomplish. Students needing additional academic support attend after school tutorials to participate with targeted intervention utilizing online computer adaptive programs, such as Edgenuity and Achieve 3000, to supplement individualized English and math instruction. We continue to use chrome books at each campus to support research and project-based learning and our students continue to have nearly unlimited access to our computer labs for research and coursework, as well as access to computers in each classroom.

Beyond SST student support program affords our staff the opportunity to streamline the process for serving our special population students promoting academic success. Throughout the SST process intervention plan, progress monitoring indicators, special education modifications allow all general education teachers make appropriate data driven decision to support students with meeting graduation requirements based on the IEP. Our school has partnered with a local counseling agency to provide comprehensive counseling services to our students. We have counselors on site, an available psychologist and contracted therapist to meet the mental health needs of our students.

The students will be provided with opportunities to participate with dual credit courses from ACBS, Fresno City College and the use of Edgenuity for career and post-secondary preparedness. Student that are credit deficient will also be provided with extended learning though Edgenuity and College Dual credit courses for credit recovery and loss of instruction within the career pathway areas.

The LEA will provide training to school staff for coping strategies within working with students post COVID and engagement strategies for students experiencing stress, depression, and lack of motivation due to the pandemic. Additionally, health and wellness support will be promoted in order to properly reduce stressor and anxiety with students, parents, and staff. This will be provided through a mental health consultant.

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
<p>Extending instructional learning time (summer school and ASP program)</p>	<p>\$95,000</p>	<p>Students' TK – 6th grade will be offered summer school with an additional week and additional hours.</p> <ul style="list-style-type: none"> • 6 Teachers X \$4,000 • 1 Oversight Administrators X \$5,000 TK – 6^h <p>Students' 7th -12th grades will be offered extended days and hours over (5 – 6) weeks.</p> <ul style="list-style-type: none"> • 2 Oversight Administrators X \$7,000 7^h – 12th • 4 Teachers X \$5,000 <p>Students will be offered ASP Fitness, Health and Wellness opportunities</p> <p>2 x Teachers 10,000</p> <ul style="list-style-type: none"> • \$12, 000 for materials, resources and teacher training. <p>Students will be offered CTE opportunities and College and Career preparedness. Through dual credit. \$10,000</p>

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$45,000	Instruction Aid and Substitutes for tutoring support and additional special education service through the school district and charter to reduce learning loss. <ul style="list-style-type: none"> • \$160 per day • \$10,000 SPED
Integrated student supports to address other barriers to learning	\$31,975	CTE & Career Pathway resources and materials, Equipment to increase project base learning and hands on experiences with cross curricula leaning opportunities in math and English
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$60,000	Increase technology speed and purchase additional state of art equipment such as simulation software, computers, additional wiring, microphones, TV, Cameras, building cameras for security during extended hours, Bus cameras for safety summer transportation, hot spots for homework.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$30,000	CTE summer classes and curriculum and resources and renovations for hands-on learning. Partnerships with local colleges for dual credit <ul style="list-style-type: none"> • ACBS • Fresno City College • Edeunity • Cost of Transportation to college classes
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	\$28,000	Post COVID training and support for staff, student and families to reduces stressors, anxieties. Observations and, referrals for extended therapeutic services. Focus groups and workshops Mental health consultant
Total Funds to implement the Strategies	\$289,975	\$289,975

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

The ELO Grant funds are being used to supplement the follow key areas special education, summer school, ASP (After-school program), health and wellness, CTE and College Career Pathway materials, renovations and promotion of college readiness. The ELO Grant funds are also being used to provide state of the art technology at the school site, security cameras for extended hours, equipment, training, and dual credit opportunity with college to assist students with credit recovery. Finally, ELO Grant funds are providing funding for mental health consultant for training and staff support post COVID. The federal ESSER funds are being used to support COVID safety resources, equipment, transportation, curriculum, and student devices. All funds are supporting the program as supplemental. All programs are support the school, student, and staff as supplemental.

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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