



May 2021

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.

Parents: At the closure of the 2019-2020 school year, the school implemented a Community Response Team (CRT) comprised of faculty, administration, members of the school's Board of Directors, and members of the LOCS Foundation (a support organization) to lead the broader community through a process of reflection and planning for how to deliver on the promise of a holistic education during

this community health crisis. The CRT worked with the broader school community to develop working groups to problem-solve in the areas described in the SCOE school re-opening guidelines while centering the need to reconnect our faculty and students with our Waldorf-inspired pedagogy and school culture. From early on we held town hall meetings over Zoom in order to gather information from our parent body for feedback on current programming and on plans that we had to develop our distance learning and how we can improve next year in mitigating possible learning loss. Collaborating together, the CRT and faculty co-developed a plan for how a low-tech school could use technology in specific ways to support students this year and into the future if necessary. The LOCS faculty have also been working with peers and colleagues in other Waldorf schools to identify opportunities and best practices for using technology to create a rich distance learning environment that is in alignment with their pedagogical practices.

Teachers and staff: Additionally, we facilitated a comprehensive parent survey, student survey and teacher survey. Throughout the year, our faculty Leadership team held weekly meetings and discussed various aspects of student learning stagnancy and reduction of skills. During staff meetings, we dedicated time to collaborate on ways to improve programs, discuss specific professional development and the purchase of specific materials to support student learning. With input from the Leadership team, the Executive Director reviewed feedback and considered options that best address and support the COVID slide.

Board of Directors: School board members reviewed all our surveys, participated in town hall meetings, read Executive Director reports/memos and have discussed in board meetings ideas for improvement in learning opportunities for future years. The plan will allow the charter school to use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for sub-groups listed above, such as low-income students, homeless, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level and/or assessed with learning skills loss.

Discussions also took place with the Boys and Girls club which supports our students after school and during breaks on how we can partner together to meet the needs of the students we both serve.

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

Students were identified by using universal screening and targeted assessments such as benchmark reading and writing assessments using CCSS aligned rubrics and tools including Fountas and Pinnell, Core phonics, and Lucy Calkins. We reviewed data from student CAASPP, ELPAC, and CAST scores. Also, we used teacher-led formative assessments, report cards, attendance/engagement data, and other benchmark data including Math Investigations and Making Math Real. Additionally, we took into consideration the classroom and elective teachers' recommendations as well as parent consultation.

We consult with our school Psychologist regarding student social-emotional needs. It has become clear that all students need support as we transition from a year of distance learning, hybrid programs, web-based resources, reduced-school days and pandemic environment to in-person instruction in a recovering pandemic environment.

We use a multi-tiered system of support to help identify students' needs in academics and behaviors. We use a classic Tier 1, Tier 2 and Tier 3 level for interventions. Our unduplicated pupils are students from our low socio-economic community, who have been identified as needing support in academics, nutrition, social-emotional care, and mental health.

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

Live Oak Charter successfully used broad based communication with parents through the use of the Schoolwise newsletters, Social Media, Web Site, Email, and phone calls, as well as regular virtual meetings with the Community Response Team, Board Members and Executive Director. Our newsletters are translated into Spanish. Live Oak will continue to use those same methods to get information out to all families including dual households as well as individual parents.

For more targeted and tailored services specific to a particular student, we use Student Study Team (SST) meetings to partner with parents and collaborate on how to best meet the needs of individual students. In the SST meetings the learning gap and the assessment results will be addressed, and a plan will be made to improve student progress. We will not only identify students in need and share that with parents, but more we will share ideas for support, tools and programs the charter school is prepared to implement and use the grant funding to achieve student success. In this tier 2 level of communication, parents will need to give approval for student participation in any ongoing school counseling, mental health, medical, or special services program. Before asking for a parent's official approval, a meeting will be held with the parent in person, by phone and, or virtual to explain recommended programming, the reason for the recommendation and the expected results.

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

Live Oak Charter will use funds received through the Expanded Learning Opportunities Grant to implement a learning recovery program to meet the needs of students following the 2020-21 school year in which students were taught in either a Hybrid or Distance Learning format. With the Response To Intervention (RTI) teachers and the paraprofessional support we will be able to provide a multi-tiered level of support. Giving students the intervention when they need it and focusing on the skills that they need so that they can accelerate their learning. Through Seeds of Awareness, we aim to have a school counselor on site who will be focusing on the social-emotional needs of students over the next year. The following areas will be how we plan to enhance the supplemental instruction and support for these students. We will also be utilizing ESSER Funds to supplement and expand these efforts in the 20-21 through 22-23 school years.

A full-time Certificated Teacher to support both in-person instruction and distance learning instruction. (B = bucket)

A full-time 1.0 FTE Student Services/RTI Coordinator* (B2)

RTI Assistants in grades 1-5.* (B2)

Professional development for social-emotional support including Adverse Childhood Experiences.

After-school tutoring support in Math and ELA

Weekly summer camp from June to August w/partnership of Boys and Girls Club.* (B1)
 Purchase of additional Chromebooks and other devices to support student learning.
 Purchase of additional classroom materials to support student learning, such as student readers and workbooks.
 Summer-time intervention learning for identified students.* (B1)
 Benchmark assessments software.
 On site SEL Counseling.* (B3)

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 summer programming (BGC) and intensive intervention programs. (B1)	\$ 40,000.	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports. (B2)	\$ 106,708.	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning. (B3)	\$ 20,000.	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	[\$ 0.00]	[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	[\$ 0.00]	[Actual expenditures will be provided when available]
Additional academic services for students	[\$ 0.00]	[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	[\$ 0.00]	[Actual expenditures will be provided when available]

Total Funds to implement the Strategies	[\$ 0.00]	[Actual expenditures will be provided when available]
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A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

When developing the plan with all of the stakeholders, we took into consideration all the funds that were available, including the Elementary and Secondary School Emergency Relief (ESSER) funds available to keep the supplemental instruction and supports in place after the 2021-22 school year. When prioritizing the list of needs for all AB 86 funds from the state and ESSER funds we knew the funds were available to give the students the very best opportunities to meet their needs for not just extended summer programming, academic intervention and support, and social/emotional learning. In addition to ELO funds, Federal funding is being used to support students in providing greater student engagement in academics and extracurricular activities, growing school culture with the use of benchmark assessment data, and maintaining safe and clean facilities. A plan has been developed to incorporate ELO funds along with Federal ESSER funds so that programs are being implemented according to our plans to best benefit student learning and progress in the 2021-22 school year. We will be evaluating the programs developed and determine which of these programs we will be continuing past the 21-22 school year. These determinations will be done utilizing data provided through academic assessments and surveying teachers. Stakeholders will be given an opportunity to provide feedback as well.

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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