

## 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.

Ararat Charter School stakeholders have always been involved in the decision process of the school. To ensure representation of all stakeholders, the school conducts outreach to gain input and participation from its larger school community.

Parent Participation: The LCAP was shared with parents during Cappuccino with the Principal, English Learner Advisory Committee, and School Leadership Council meetings, including a Town Hall meeting. The purpose of the meetings was to solicit critical feedback.

The dates of the meetings are below:

- Cappuccino with the Principal - March 10, 2021;
- English Learner Advisory Committee - February 3, 2021; April 7, 2021
- School Leadership Council - February 3, 2021; April 7, 2021

Community/Town Hall - March 22, 2021; April 6, 2021

Additionally, all parents were emailed the LCAP and ELO prior to the scheduled April 15, 2021 Public Hearing meeting to have ample time to read the document prior to engaging with the ACS Governing Board.

Staff Engagement: ACS staff members play an integral role in developing and executing school priorities. The staff is regularly engaged in shaping the school's operations and goals through monthly staff meetings and monthly leadership team meetings in which decisions are made by consensus. The LCAP was presented during the school year for review and input.

The ACS Governing Board held a Public Hearing to discuss this LCAP and ELO on April 15, 2021.

Options provided for remote participation in public hearings are as follows:

- Participation through Zoom.
- Participation through telephone.
- Comment sessions at the beginning of the public hearing.
- Comment opportunities during the discussion portion of targeted item, via chat box.

These meetings were publicized through the school's Facebook, Website, and Blackboard Connect.

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

The Chan Zuckerberg Initiative (CZI) defines learning as "a social process." They observed that "... the evidence supporting the importance of relationships, including mentorship, in connection to students' academic and social-emotional outcomes continues to build. Students also do not learn in a vacuum; physical conditions like hydration, sleep, and emotional state have a direct impact on the learning centers of the brain and the ability to engage in the process of learning."

Ararat Charter School believes in this approach and, therefore, defines a comprehensive education to include:

- \*Academic, identity, social-emotional and cognitive development
- \*Mental and physical health
- \*Relationships
- \*Community

## \*Environment

The ASCD (formerly the Association for Supervision and Curriculum Development) describes the whole child approach as "an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children." According to ASCD, the whole child approach ensures that "each student is healthy, safe, engaged, supported, and challenged" and adopts an overarching goal of the long-term development and success of all children. This approach develops and prepares students for tomorrow's challenges and opportunities, enabling them to be responsible members of the global society.

Teach for America describes it like this, "The whole child approach together with social and emotional learning (SEL) aim to build skills and foster behaviors to accelerate students' progress and help them navigate through life." When teachers consider the multiple ways children develop, schools create a more robust environment where children flourish, building skills and behaviors that stay with a child into adulthood.

The whole child approach method will support Ararat Charter in identifying students' needs, whether academic, social, emotional, mental, or physical. The school's leadership, teachers, and parents all play a part in identifying students' needs. State assessment data and internal assessment data of all sorts will be utilized to appropriately identify students' needs and allow teachers, staff, and leadership team members to devise plans specific to students' individual needs.

Possible Assessments include CAASPP (SBAC) state testing, NWEA MAP assessments, social, emotional, and behavioral assessments, physical fitness tests, etc.

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

ACS will hold monthly parent meetings to provide meaningful information and engage parents in opportunities related to supplemental instruction and supports.

- School Leadership Council (SLC)
- English Learner Advisory Committee (ELAC)
- Cappuccino with the Principal (CWP)
- Parent-Teacher Conferences
- Parent Professional Development

ACS will utilize various modes of communication to provide meaningful information and engage parents in opportunities related to supplemental instruction and supports.

- Blackboard Connect
- Wednesday Communication
- MailChimp
- Website
- SIS/Parent Portal
- Progress Reports
- Email System
- Google Classroom
- Class Dojo

ACS will continue to engage parents and families as valued stakeholders in decision making and continue to provide programs and resources that support their students.

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

### **A. Methods of learning for all students**

During this Distance Learning phase and beyond Ararat Charter School will employ the following methods to reach our various learners to ensure maximum student engagement:

- *“High Touch” learning*: involving more collaborative activities and synchronous interaction with teachers and classmates.
- *Greater interactivity*: games, web-based simulations, and interactive video-along with worksheets and physical workbooks.
- *Personalized learning*: a range of activities that address students' skills, abilities, interests, and home situations --- from choice boards to personalized learning pathways to individual projects.
- *More challenging activities*: projects and activities that address real-world challenges and involve students creating versus simply consuming information.
- *Direct instruction*: transmitting information about concepts, skills, and procedures via demonstration, lectures, videos, or online presentations.

- *Cognitive models of learning*: structured activities that do not just put information in students' heads but get knowledge out – inductive reasoning, open-ended questioning, experiments (where appropriate), metacognitive strategies, and problem-solving.
- *Independent work time*: involving activities and assignments that students complete on their own. These are then checked by the classroom teacher during the checking for understanding session.

### **B. Methods of support for targeted students**

- Small group instruction in homogenous groups (push-in or pull-out)
- After-school supplemental intervention and/or enrichment
- In-class project-based learning
- One-on-one personalized learning
- Blended learning
- Integrated student supports to address other barriers to learning
- Physical activities
- Field trips
- Incentives (books, certificates, etc.)
- Social and emotional block
- Relationship building time

## **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.

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Extending instructional learning time	\$50,000	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$150,800	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$10,000	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$35,002	[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	N/A	[Actual expenditures will be provided when available]
Additional academic services for students	\$0	[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	\$2,000	[Actual expenditures will be provided when available]
<b>Total Funds to implement the Strategies</b>	<b>\$247,802</b>	<b>[Actual expenditures will be provided when available]</b>

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

ESSER funds are being spent to supplement what the ELO funds are not covering. Instructional technology coordinator -

# Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

*For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact [ELOGrants@cde.ca.gov](mailto:ELOGrants@cde.ca.gov).*

## Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

*EC* Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
  - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
  - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
  - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.



As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

### **Fiscal Requirements**

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

### **Instructions: Plan Descriptions**

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

#### **A description of how parents, teachers, and school staff were involved in the development of the plan**

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

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

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

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

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

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

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will 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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