

Expanded Learning Opportunities Grant Plan

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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.

Plan Descriptions

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

Provisional Accelerated Learning Academy is a non-classroom-based charter school with supplemental classes for all students. Students attend on campus/teacher led, virtual classes, Mon -Thursday from 8 am to 1:45 pm. Parents, teachers and school staff were involved in the development of this Expanded Learning Opportunities Grant Plan (ELO) in the following manner:

Teachers, school staff and administration were given a presentation about the ELO requirements on Monday May, 10th 2021, this included soliciting teacher and staff feedback of the challenges and successes of the 2020-2021 school year.

The following week, a survey was collected from teachers, staff and administration about identified student needs and what expanded learning strategies should be implemented in 2021-2022.

Parent and student feedback was given for the final draft at a May 20th parent community meeting.

Feedback during the 2020-2021 school year, from all stakeholder groups participating in WASC focus groups for our school midterm report in late April, was also integrated into this plan.

The completed draft of this plan was submitted to the School Board on May,27th,2021 for final approval. The ELO plan was approved at the May,27th, 2021 Board Meeting

The following recommendations were made by stakeholders and will be integrated into selected strategies:

Extending School Day

“Add afternoon classes, and expansion of independent study time at home, Saturday school, we should take advantage of Fridays, the full day from 8-12 pm, Students should be required to spend more time in class on Fridays to catch up on missing assignments and for tutoring should be done by all teachers on Fridays, more in-person instruction hours per class, per week for all programs, switch to semesters instead of trimesters.”

Accelerating progress:

“Ability for students to be given a combined Independent 1 and Independent 3 program to supplement instruction, continue the online/virtual learning-this model was beneficial for many and helped them thrive, create a hybrid program that allows students to learn from home and continue with the current process.”

Integrated Student supports:

“Add tech classes so students are able to use technology to allow access to all aspects of online curriculum, add Classes or informational sessions on technology usage, many students struggle with basic troubleshooting, create a hot spot cyber cafe once every other week that offers in person tutoring, mentoring, safe space for students to catch up on work in, when we have more than one teacher for a subject we might vary the time those teachers are available for tutoring, if there are teachers interested in working different hours, if one math teacher is already working Friday 9:30-12, maybe another could be available on the weekend, or one evening, for 2½ hours but then get time off on Friday in exchange, the schedule could be based around student need and teacher availability/interest, I think we should consider a class where students learn how to learn as an elective, or possibly as part of orientation if that’s too long a time to spend on it, many of our students simply never learned that in order to actually retain information you need to read carefully, concentrate, persevere and not be afraid of mistakes, group students by grade level ability instead of just grade level, add VAPA courses and more options for College-Prep electives, increase mental health and management of mental health so students will gain better coping skills, ongoing, in house, free counseling services from a LMFT or social worker with experienced working with our demographic and more than three years of experience, add a certificated mental health personnel (psychologist, counselor) “

Community Learning Hubs:

“Add classes or informational sessions on technology usage, many students struggle with basic troubleshooting. Tablet (Access to technology, high-speed internet, and other academic supports- IT support) We need to add optional insurance for parents for Technology for Students and Teachers. This will help the school to get quick access to Chromebooks that are broken and need repairs. It will also alleviate parents and teachers from paying high prices when our technology is broken or

stolen. We need more technology than needed on hand to be able to keep students with a supply when it isn't working. Better hot spots and also make it easier for parents to receive technological support.”

Supports for credit deficiencies:

“If a student is regularly failing multiple classes, not moving them on into the higher-level classes, nor adding number of classes, but rather finding correct placement for ability level and academic goals, discuss the testing with the students so they understand their scores and the areas they need to improve. Language arts foundational class for students who need it, Seminar classes with a supervising teacher who supports their caseload of students, intervention for skills and activities based on grade level.”

Additional Academic services:

“ Discuss the testing with the students so they understand their scores and the areas they need to improve, implement, language arts foundational class for students who need it, seminar classes with a supervising teacher who supports their caseload of students, intervention for skills and activities based on grade level, give a financial literacy class, use data driven interventions”

Training for staff:

“Start small groups consisting of parents, teachers/staff, and students to support mental health awareness inside/outside of the classroom, have certain days out of each month geared towards mental health and wellbeing, create special activities throughout the year that promote learning beyond classroom content, provide experienced counselors to speak to regarding these issues and to be referred to outside resources when needed, train teachers when students need to be referred to a counselor, possibly reimburse classes taken by teachers, increase mental health and management of mental health so students will gain better coping skills, provide links of mental health services to have in hand, in case of an emergency.”

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

As well as using State testing and local benchmark results, PAL students facing academic deficiencies are identified by using the school's current diagnostic testing platform of Exact path. This diagnostic tool assesses student learning gaps and creates an academic prescription individualized for each student. Every student pre-tests at the beginning of school, midway through the year and do post- tests at the end of the school year. Students are then guided by their academic prescription, with the support of a teacher in working on each academic gap. As well as the post test, students can retest anytime. The priority PCA subgroups to be served by this grant include the school's current demographic : low-income students (79.9%), English learners (24%), foster youth(0.9%), homeless students(1.2%), and students with disabilities(6.4%). Students at risk of abuse, neglect, or exploitation will be identified by the school and certificated staff through observations ,self or parent reporting and social emotional assessments. Disengaged students, and students who are below grade level, including credit-deficient students and high school students at risk of not graduating will be identified by school and certificated staff who will review transcripts, behavior reports, school attendance records, engagement patterns as identified by teachers, parent meeting notes or requests and through academic counselling

referrals and reviews of all student end of year progress. Students will show social-emotional learning through student growth and supporting behaviors in the core competencies of self-awareness, social awareness, relationship skills, self-management and responsible decision making.

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

This Expanded Learning Grant plan, when adopted is to be posted on the school website and shared at stakeholder meetings with all parent and stakeholder groups. During the school year the ELO learning recovery plan will be communicated out by staff to students and families, starting with back-to-school orientations. Parents and guardians will also be informed of the opportunities for supplemental instruction and support when signing Master Agreements and choosing courses for the coming school year. Also, the school will use:

1. Flyers and postings on the school website.
2. Letters and phone calls to inform priority student groups about the supplemental instruction and support that is scheduled.
3. Parent Square and Aeries student/parent notifications.

School counsellors will create individualized intervention strategies, detailing specific student support interventions to share with parents and students as part of their four-year graduation plan meeting. All teachers will share supplemental instruction and support opportunities with students during classes.

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

Provisional Accelerated Learning Academy will provide supplemental instruction and support to students with these grant funds by:

1. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports

Students identified with academic gaps will receive after-school tutoring/intervention during the regular school year and throughout the grant period. Supplemental tutoring by para professionals will be provided to small groups of students to accelerate progress in ELA, math and reading. Students needing a hybrid program or virtual instruction will receive additional support and time with their teachers, as well as attend supplemental classes and virtual tutoring.

2. Additional academic services for students

The charter school will increase its use of diagnostic testing, progress monitoring, and benchmark assessments of student learning to drive student interventions and academic progress. Time will be allocated on the master schedule for teachers to review ,assess and implement learning strategies based on the data compiled by the school's delegated staff/vendors quarterly reports. PAL will contract with Scholarly Foundations to expand supplemental tutoring, through the P.U.S.H tutorial and mentoring program designed to motivate

students who are in need of academic assistance. P.U.S.H stands for Purpose, Utilization, Support ,Hope. The goal is to help PAL students develop a sense of purpose by utilizing academic resources and individualized support to identify the students learning gaps in order to address systemic student learning gaps and loss caused by the COVID-19 pandemic learning interruption and to accelerate student learning, by providing distance/online engaging, academic support services to PAL's middle and high school students via (1) after school tutoring sessions; (2) during the school day intervention sessions; (3) innovative and engaging online curriculum, virtual excursions and tours; (4) continuing to develop each student's assessment readiness by developing a targeted plan for implementing Edmentum's Exact Path intervention program and placing CAASPP preparation strategies in the curriculum to enhance the students' learning experience.

The following Comprehensive Program will be expanded charter wide both virtual and on campus sites:

After School Tutoring/Intervention

After school virtual tutoring sessions will be available to all students via RingCentral by appointment. Students will email from their PAL student email a request for tutoring services to Scholarly Foundations. Parents can also schedule student tutoring sessions; sessions to last no longer than 1-1.5 hours. They will receive a reply within the same business day for requests made before 6 pm. They will receive an email or call to schedule virtual tutoring sessions time, log in information, and be assigned to a tutor after school between the hours of 1pm - 9pm. Tutoring sessions can also be scheduled on the weekends at the tutor's discretion. Students can receive individual tutoring sessions or group sessions as requested. Student attendance to 1 session should be mandatory so that students can receive computer literacy skills as well as educational resources that will help them navigate their distance learning experience. Teachers will help encourage students to use this intervention resource by offering incentives to students for attending tutoring sessions. Examples include: extra credit on assignments for confirmation of sessions attended, probation students receiving community service or completion letters for attending tutoring sessions (with Probation Officer approval), gift cards, etc. for milestone tutoring session hours.

Tutoring and Intervention During the School Day

In order to provide a more comprehensive distance learning support system to middle school students, an intervention schedule will be placed within the school day that each student will attend. Students will meet with their intervention teacher daily to receive computer literacy and organization skills instruction, reminders about due dates, troubleshooting how to use technology features, reteaching lessons for that week, engaging and fun activities to encourage students and motivate them to stay engaged and persevere through any challenges they encounter. By using Google Classroom, the intervention teacher will keep parents involved in student progress by having parent emails linked to the student Google Classroom account so that Missing Assignment notifications can go to parents daily or weekly. The weekly schedule will be structured. For example: Monday, organization and technology tips; Tuesday, reteaching Math or English; Wednesday, reteaching Science or History; Thursday, reteaching basic skills per assessment results data. Middle school students' intervention classes should be grouped by grade so that the intervention teacher can be working directly from the teachers' lesson plan with the grouped students. Intervention classes should be limited to no more than 10 students per class in order to effectively meet each student's individual needs.

Middle school students can also be incentivized in their intervention class by having Milestone Goals that all students have an opportunity to reach. Incentives like perfect attendance or GPA often can seem unachievable by some students and be unmotivating and cause a student to feel discouraged. Instead, the intervention teacher will have access to student assignment/turn in tracking and students can receive incentives for meeting assignment turn in milestones (assignments with passing grades of course). Incentives can also be tiered based on if you received an average of an A, B, or C on the assignments. The intervention teacher can track students' Exact Path progress via Edmentum and assign student lessons to be completed on Fridays. (3) Engaging Online

Curriculum and Virtual Excursions/Tours

More so than ever, there is a need for schools to implement a system of continuous evaluation of available curriculum that provides students access to engaging and interactive educational environments. Virtual excursions and tours also allow students to experience the world and have fun while being home. Throughout the school year, Scholarly Foundations will provide school wide opportunities for interactive, virtual immersion curriculum that engages students, allows them to have fun, and promotes learning. We will recommend the best online opportunities through research, following and aligning with CDE guidelines, and collaborating with teachers to get their input on their students' needs.

Student assessment readiness (CAASPP) and Edmentum Exact Path

Despite the learning interruptions that COVID-19 has caused schools must still stay vigilant in creating "21st century learners." Students must still be prepared for the eventual return of CAASPP testing. Therefore, CAASPP assessment intervention will be placed in the curriculum to keep students ready for when testing resumes. To help mitigate learning loss that has occurred, a targeted plan for implementing Edmentum's Exact Path intervention program will be used. Data tracking will be used to evaluate students' academic improvement progress. A pre mid and post assessment will be used to evaluate student's improvement. Teachers will be asked to identify students that are performing poorly to be referred to the after school tutoring program and parents will be notified of their student's need for tutoring sessions.

3. Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs.

Teachers will also receive training and professional development especially in the areas of accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging academic learning opportunities for all students in on campus classes or through virtual classes.

Teachers/staff will also receive professional development in support of teachers learning about self-care, acquiring leadership skills, facilitating student growth mindsets, using the CASEL SEL framework for developing social emotional core competencies, trauma informed care and implementing key strategies for identifying and meeting student social emotional needs. All staff training will be coordinated with the Master Schedule and verified by participant documentation.

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	\$ 0.00	N/A
1. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$30,000	Actual expenditures will be provided when available
Integrated student supports to address other barriers to learning	\$ 0.00	N/A
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	N/A
2. Additional academic services for students	\$212,563	Actual expenditures will be provided when available
3. Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$50,000	N/A
Total Funds to implement the Strategies	\$292,563	N/A

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 charter school will coordinate ELO grant funds with ESSER funding, to maximize and optimize the programs and intervention services that students receive. This coordination expands the current levels of direct services to students provided by the 2020-2021 ESSER funds that are helping students mitigate learning loss that has occurred as a result of the COVID 19 school closures.