

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.

Stakeholders for Assurance Learning Academy (ALA) include both internal and external partners such as the entire educational staff, parents and caregivers of our students, community partners and the students themselves. These groups of people all have a stake in operating effective school programs that address the various and changing needs of its students. In the past, when the school had to transition to distance learning, immediate input from these stakeholders were gathered to launch a school program that would effectively address student needs that arose from the abrupt transition. Now that an opportunity for in-person learning has expanded, Assurance Learning Academy continues to reach out to its stakeholders to collaborate on how to address adverse learning conditions that resulted from the Covid-19 pandemic.

The Expanded Learning Opportunities (ELO) grant allows Assurance Learning Academy a unique opportunity to construct a transformative and effective learning recovery program for our students. Input from stakeholders were essential to strategize the use of the ELO grant. The ELO grant was presented and its purpose was explained to administrators and school staff during multiple school staff meetings. Feedback from the school staff were gathered and staff were able to request and suggest specific supports and

resources they ascertain they and their students would need in order to launch a dynamic learning recovery program for the new school year. In addition, feedback from student support services staff such as counselors, social work interns and social workers were specifically solicited to determine the need for additional support for social and emotional well-being especially for foster youth, homeless students, students who are socio-economically at a disadvantaged, and students at risk of abuse, neglect or exploitation. Feedback from Student Retention Specialists were also collected to address the needs of disengaged students, an area of need that was exacerbated by distance learning. Staff input were shared to administrators and were taken into consideration during the school's ELO grant planning sessions. Prioritizing stakeholder input allows the school to maintain awareness of student needs and enables the school to draft an appropriate and effective response using opportunities and resources available at hand such as the ELO grant.

Aside from the school staff, parents, students and community members were also given the opportunity to provide feedback on how the school should utilize the ELO grant. Electronic surveys were conducted through ParentSquare/L4LConnect to discuss the learning recovery needs of our students and to solicit ideas on what increased supports and services the school should provide to address these needs. The questions included what additional or supplemental services should the school develop that would benefit students the most. Majority of the parents and educators indicated that credit-recovery should be the school's main priority. Parents also emphasized that socially interactive activities of the school that were temporarily halted during the COVID-19 pandemic such as sports and field trips should resume. Educators also requested additional social and emotional supports and services. Staff also suggested increased student access to counselors for academic planning, help with expediting credit recovery and access to mental health resources. Educators also requested that a safe-learning environment and practices are in place to protect students and staff as on-site learning is further expanded.

The ELO grant discussion were also included in other forms of school communication outlets including the use of Panorama, Google form surveys, Google slide electronic presentations, school newsletters and emails. Parents, students, and community members were also solicited for feedback and input during virtual parent advisory meetings, informal interviews and home phone calls.

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

Assurance Learning Academy is an alternative, independent studies school designed with credit recovery in mind. Most of the students we serve are 56 credits behind on average, have a 6th grade reading level, 5th grade math skills, and an average of 200 days of enrollment gap. Aside from these academic gaps, most of our students also have behavioral and social and emotional challenges affecting their academic progress. Thus, even before the Covid-19 pandemic, ALA has developed successful programs and supports for these students in these vulnerable groups. A core foundation of our program is personalized instruction: knowing our students and providing what they need for personal growth and academic success. We identify student needs in the following ways:

Individualized Learning Plans/Academic Plans: Students who enroll in our program are immediately provided with personalized learning plans or academic plans. Beginning with their first appointment, students are assessed for their short-term and long-term goals such as desired graduation path, plans after high school, desire to transfer back to their previous school/district, credit deficiencies, and need for academic and attendance supports. Diagnostic tests are also administered to identify academic gaps in

reading and math. New enrollees must also attend a required meeting with a school counselor to ensure their academic as well as behavioral and socio-emotional needs are also addressed. The process allows us to identify students who are at a risk for dropping out, students with disabilities, student's English language acquisition status, and students who are socio-economically at a disadvantaged.

Needs Assessment Surveys: The effects of the Covid-19 pandemic and distance learning had placed a lot of academic responsibilities that were new to our students and their families. Multiple Needs Assessment Surveys were conducted throughout the year to assess our students' and families' school needs that were constantly changing. The survey included questions addressing students' basic needs such as safety, health, nutrition and well-being. These surveys helped the school identify barriers to learning and in turn, identify resources that would best meet their needs. The surveys included questions about students' physical and mental health as well as families' access to food, housing, childcare, transportation, technology, access to their teachers, and the appropriateness of their school workload and screen time. A separate Needs Assessment Surveys were given out to staff to solicit their input regarding their needs to work effectively and serve the students best. The staff surveys also included questions regarding as to what the staff perceives are challenges and barriers greatly affecting student learning.

Assessment and Other Student Data: Assurance Learning Academy is currently creating and implementing a Multi-Tiered System of Support (MTSS) that uses data to help match academic needs and services that support student success. Research has shown that when a school uses tiered interventions, all students achieve better academic and behavior outcomes. The school recognized that one of the most significant impacts of the Covid-19 pandemic was the loss of learning, both in academic content and skills. To address this, Assurance Learning Academy offers enhanced assessments and intervention in Reading and Mathematics that will directly support accelerated learning across all subject areas. The school utilizes NWEA Reading and Mathematics assessments to empower teachers with a deeper knowledge of each student's needs in the area of math and reading. NWEA assessment data help identify learning loss and provide prescriptive intervention. In addition to NWEA assessments, Assurance Learning Academy is currently creating and implementing the use of Illuminate to assess student skills in other content areas including social studies and science. All students are required to take these assessments at the beginning of the school year, upon enrollment and at strategic times throughout the year to measure student growth and progress.

In addition to diagnostic and benchmark assessments, Assurance Learning Academy also looks at student credit completion rates and course completion rates during the 2020-2021 school year in comparison to credit and courses completed before the Covid-19 pandemic. The percentage of loss in credit and course completion are broken down by student subgroups to identify if unique learning gaps and challenges exist primarily in specific student groups and appropriate enhanced intervention can be provided. Other student data sources that Assurance Learning Academy looks at to identify learning loss is standardized test results, the school's retention and attendance rate for different student subgroups. For English learners, the school specifically looks at reclassification rates and ELPAC scores data to identify ELL learning challenges and barriers.

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

In order to ensure that as many students and families as possible take advantage of the opportunities for supplemental instruction and support detailed in this plan, a number of different ways will be utilized to communicate available resources to students and families.

Communication to all students and parents/guardians:

During weekly site meetings, staff will be informed and trained regarding opportunities for supplemental instruction and support available to students and their families. The same content will also be reiterated via staff electronic communication, messaging and the school's website and newsletter. Students and parents/guardians will then receive information through written and/or electronic messaging communication from site staff regarding opportunities for supplemental instruction and support described in the ELO grant plan. Staff will also directly share this information with individual students and recommend/refer students to various opportunities tailored to their particular needs and identified areas of improvement. All students and parents/guardians will receive information on an ongoing basis regarding additions or changes to the resources and available supplemental opportunities.

Overall communication consideration:

- Communication will be sent to students and parents/guardians in English/Spanish via L4L Connect/Parent Square and student school Gmail accounts.
- For students and their families who do not have access to Parent Square, One Call will be sent out once a week to leave recorded phone calls for student and their families in English and Spanish.
- Communication will be mailed home in English/Spanish to take into consideration students and their families who do not have access to technology. Phone calls to individual students and parents/caregivers will be conducted by tutors, paraprofessionals and teachers to follow up on mailed and electronic communication. Home visits will be utilized for hard-to-reach or disengaged students and their families.
- Communication will be posted on all of the school's social media accounts including the school website and other web-based platforms. Informational meetings and recordings will be made available online for students and families to digest information at a convenient time for them.
- Information will also be made available in English/Spanish during the school's parent events including Parent University workshops, parent advisory meetings, open houses, the school's town hall meetings, parent-teacher conferences, and other parent meetings such as counselor, attendance and IEP meetings.
- All steps will be taken to ensure that information will be made available at the stakeholder's requested language.
- If students and/or parents/guardians have questions regarding specific supports available, the school will make them aware they can reach out to teachers, counselors, program specialists or administrators for assistance.

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

The development of Assurance Learning Academy's plan for providing supplemental instruction and support for students was based on stakeholder involvement and input. The plan is aligned with our Local Control Accountability Plan and Learning Continuity Plan.

Assurance Learning Academy will use the ELO grant to provide students with equitable access to rigorous academic experiences preparing them for college, career and life success. The school will invest in instructional materials and resources that provide tiered academic support and individualized learning plan for all students. To increase instructional learning time, the school will support students by providing more one-on-one support through increased numbers of educational paraeducators available onsite. This one-on-one support will be available onsite through various hours including extended hours during summer intersession, during late afternoons, evening times and during the weekends as need arises. Funding will be allotted for an increased number of intersession teachers to accelerate the closing of student learning gaps. Currently, all students enrolled receives a Chromebook and internet connectivity is offered as needed. By providing all students in need with necessary technology to access curriculum via electronic platforms, the school will offer students extra hours of nighttime and weekend support as they navigate their school work online or at the school site.

To support the needs of students in breaking down barriers that are hindering academic achievement, funding will be allocated for a Special Education teacher and a Special Education Specialist. According to stakeholder feedback, reengagement of students with disabilities is of primary concern and these instructional supports are critical in reengaging this subgroup. Funding will also be allocated to one English Language Development teacher to help address English learner language acquisition and learning loss. To increase access to our Career Technical Education (CTE), funding will be allotted for a CTE teacher and collaboration with our internal and external partners in the community to provide more course offerings. The school will provide evidence-based professional development opportunities to provide a rigorous and engaging academic program that meets the needs of all students, in particular the most vulnerable group of students, and to support staff's instructional capacity. Professional developments and trainings will be provided to help mitigate student learning loss, academic success and language acquisition.

Addressing mental and socio-emotional health is of utmost importance in supporting students at this time. We will leverage our existing programs in the areas of trauma-informed learning, restorative practice and increase clinical and school counselor services. To this end, funding will be allotted for the hiring of new Social Workers and one School Counselor. The school will also explore opportunities to build resiliency and wellness and provide inclusive, culturally response and engaging programs such as expanding our Athletics Program, Experiential Program and other extracurricular activities. We will also explore expanding our partnerships with community resources to offer after school programming at school sites. Additionally, our students and their families would benefit from personal development workshops and experiences designed to mentally prepare students to accept and transition to school and learning after more than a year of distance learning in a pandemic. Aside from addressing the socio-emotional health of our students, Assurance Learning Academy will also expand its school nutrition program and support student transportation needs to also focus on student's physical well-being.

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	Original Planned Expenditures	Revised Planned Expenditures	Actual Expenditures
Extending instructional learning time	\$373,020	\$579,001	\$579,001
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$695,000	\$444,123	\$444,123
Integrated student supports to address other barriers to learning	\$1,525,000	\$1,183,596	\$1,183,596
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$450,000	\$543,519	\$543,519
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$0	\$0	\$0
Additional academic services for students	\$0	\$0	\$0
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$54,000	\$78,016	\$78,016
Paraprofessional Support Requirement – 10% of Total Allocation	*This was not provided by the CDE at the time of the original plan development.	\$296,584	\$296,584
Total Funds to implement the Strategies	\$ 3,097,020	\$3,124,840	\$3,124,840

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

Assurance Learning Academy did not receive funding from Elementary and Secondary School Emergency Relief Funds.

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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