



Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Career Technical Education Charter School- Fresno COE	Jonathan Delano Director	jdelano@fcoe.org 559.443.4872

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.

In the development of our Expanded Learning Opportunities Plan, administration developed opportunities for all stakeholders to provide feedback and guidance to supporting students who required additional services specifically identified as academic, social-emotional, and skill development. Throughout the winter and spring, during staff meetings, teachers were provided with additional times to engage with Administration through Microsoft Teams and on-site Q & A meetings to identify student needs and additional programming to address learning loss due to the pandemic. Administration sought guidance from CTEC's tier 3 support team to identify needs recognized by their work with targeted students. To solicit our parent and student population, Administration met with families via zoom throughout the winter and spring, as CTEC's academic responded to the county and state requirements to identify concerns and needs parent detected due to the pandemic, and supports necessary to aid students with their academic recovery. At the completion of the Q & A, the recording of the Zoom meeting was uploaded to CTEC's Website for others to view. Students and families were able to seek clarification and guidance with regards to the Q & A, communicate concerns and needs for their students through personal contact by CTEC staff. CTEC's academic counselor and director met with the student advisory team to identify concerns of students and seek feedback on how to aid them as the students return to school. CTEC's counselor has been instrumental in identifying the social emotional needs of our students and how to aid them in their recovery. CTEC's school site council discussed the Expanded Learning Opportunities Grant (ELO), and how we could aid students in their needs. CTEC's bilingual paraeducator has engaged with CTEC's families who have been identified speaking a primary language other than English, to identify needs and supports necessary within their homes to ensure their students are supported by the ELO plan.

The following meetings and stakeholder engagement guided CTEC's ELO development:

Staff, Student and Parent Engagement

School Site Council: January 19, 2021

School Site Council: February 22, 2021

School Site Council: April 19, 2021

Parent Engagement

Reopening and Distance Learning Plan and Supports: February 18, 2021

Reopening and Distance Learning Plan and Supports: March 24, 2021

Staff Engagement:

Reopening Student Support Meeting: February 11, 2021

Summer Program Teams Meeting: March 23, 2021

Summer Content Specific Support Meeting: April 26-28

Impact Team: Weekly meetings

Administration (Director, Assistant Principal, Content Specialist, Guidance and learning Specialist, and Program Assistant):

Weekly Meeting

Student Engagement:

Student Advisory Board: January 15, 2021
Student Advisory Board: February 25, 2021
Student Advisory Board: March 22, 2021
Student Advisory Board: April 22, 2021

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

In response to the feedback given by stakeholders, CTEC has developed criteria to identify and monitor students' needs based on attendance, grades, formative assessment, summative assessment, teacher and parent feedback. Based on this criteria students will be provided additional social emotional, academic, and /or any additional support needed to increase access to learning in a tiered approach. CTEC will identify students who did not have access to content and skill development due to distance learning. Students with limited engagement throughout the pandemic, or identified as chronic absenteeism will be provided access to ELO. CTEC's Guidance and Learning specialist has been monitoring students who are at risk of not graduating due to deficient credits. Students unable to obtain credit for courses during pandemic will be identified to receive ELO support. Students whose families chose to not have their students participate in on-campus skill development during the pandemic, will be targeted for industry skill development, due to limited access to content that required equipment unsafe to send home without staff supervision. CTEC will continue to progress monitor identified students in 6-week cycles through formative assessment and teacher feedback in order to ensure students are making progress towards learning goals. In addition, every six week marking period, student marks are reviewed to determine progress. Our vice principal looks at every single students' performance in each class and identifies them as students who need intensive support, to students who are achieving success with universal supports. The data will be used to determine students' needs for more or less intensive tiered supports in identified areas. Interim assessments in English, math and science will give additional data to identify students who are lacking academic skills to be successful in class and will be referred to ELO. Students who have communicated or been identified through referrals from teachers, families, staff, or other students, as suffering from academic and social/emotional deficiencies will be offered concentrated support to address needs.

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

Communication is a key component to ensuring all students and parents are aware of the additional supplemental instruction and support provided with the ELO Grant to assist their students in their recovery. Academic, social/emotional and skill development opportunities have been provided to families through multiple communication platforms. Dialers, text messages and emails with ELO opportunities goes out to families in their identified home language. Students receive invites for qualifying ELO programming via Microsoft Teams. If families failed to respond, families will receive follow-up phone calls to ensure families are aware of opportunities for their students. Items within the first tier of the MTSS framework, are communicated within the weekly newsletter that is shared with families via email, text and social media platforms. Students identified for tier 2 and 3, and communication has not been successful, may result in home visits to ensure students have opportunity to participate in ELO.

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

Within the CTEC MTSS framework, CTEC has identified specific responses to address students who struggled with distance learning and are requiring additional support to recover from the effects of the pandemic. In alignment with the additional academic services strategies, diagnostic and benchmark assessments will be used to monitor student progress. Services will be provided through a program of engaging learning experiences within a positive school climate. Throughout the tiers, students have been identified for levels of targeted support from certificated and classified positions.

Within the ELO plan and in alignment with the extending instructional learning support strategies, new and supplemental to our MTSS tiers of support. CTEC's summer program will specifically address learning loss and content not available throughout the pandemic. The summer program will consist of 3 sessions to address courses that have to be remediated due to the pandemic and courses removed due to lack of access to campus resources. Classes and skill recovery will be offered daily from 8:30 to 12:30. Instruction will be available throughout the summer. Within the ELO plan and in alignment with the accelerating progress support strategy, additional resources will be provided to address student recovery within the extended day program during the school year. ELO tiered supports will be available to students throughout the school week from 4:15-5:15. Within the extended day program and in alignment with the integrated student support strategy, the ELO will provide students with opportunities to engage with industry skill development and content not available through distance learning. Students will be provided with increased interaction and engagement with industry professionals limited by access due to the pandemic. Through stakeholder engagement, CTEC recognizes the importance of providing students with the social/emotional support needed as students transition back to on-campus learning. Within the ELO and in alignment with the integrated student support strategy, students will have access to PPS credentialed staff for support.

Within CTEC's tier 1 supports, students will have opportunities to recover industry skills and dual enrollment content that was not available during the pandemic, necessary for the completion of identified outcomes within the academic program. Students will be provided with opportunities throughout the summer to engage in on-campus instruction of content to address the limitations of content during the pandemic. During the summer program, CTEC will extend the national School Lunch Program to ensure all families have access to meals. Within CTEC's extended day program students will have access to skill development opportunities within the CTE program twice a week. During the summer school ELO, students will be able to engage with CTE instruction and content throughout the 3 sessions. Students will have the ability to address learning loss or lack of skill development due to distance learning and the pandemic with engaging activities that focus on specific skills lost due to accessibility or inability to participate.

Within in CTEC's tier 2 supports, students who have been identified with developing deficiencies within grade level content will be provided targeted on-campus academic instruction in mathematics, laboratory sciences, English, CTE and foreign languages, during 2 summer sessions. Within the area of CTE, students identified to receive tier 2 supports will be provided with opportunities to engage with industry mentors and community projects to address concentrated skill development during the extended day program throughout the school year.

CTEC's tier 3 specifically addresses the needs of students who need concentrated support beyond what is being provided in tier 1 and 2. Students within tier 3 will receive individualized mentoring, relationship building support. Tier 3 will focus on character building, collaboration and community engagement, alongside the academic support. Students will receive weekly support through the extended day program that addresses their academic needs, social/emotional deficiencies, and limited industry connections. Students will be provided with targeted on-campus academic instruction in mathematics, laboratory sciences, English, CTE Courses and foreign languages within the extended day

program during the school year. Paraprofessionals within the classroom and during the extended day will provide additional assistance to support student learning in dual enrollment and core academic courses. Feedback from stakeholders identified the need to develop trusting and supportive relationships between students, their peers, and support staff. Students will be provided with mentoring relationships to aid students in developing paths of recovery and academic success. Within the tier 3 supports, identified students will participate in cultural enrichment to enhance engagement and connections between a student, their peer, and support staff. To address the social and emotional trauma caused by the pandemic, students within tier 3 will have access to counseling support. To support students CTE skills within tier 3, specific connections and activities with industry and the community will be developed to solidify career opportunities to be identified within students 5-10 year plan.

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	76098	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	81600	
Integrated student supports to address other barriers to learning	0	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	0	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	76098	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Additional academic services for students	0	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	0	
Total Funds to implement the Strategies	0	

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

CTEC has conducted a comprehensive needs assessment in order to determine the needs and planning around a comprehensive system of support for our students and the best use for both ESSER II and ELO funds to build upon CTEC's base and increased and improved services identified in the Local Control Accountability Plan. The impact of one-time funds such as the ELO funds and EESER II federal funds allow CTEC to provide additional opportunities to address learning loss and increase academic support and intervention. These include professional development, instructional resources, technology needs to ensure access to rigorous instruction and skill development, lost due to the pandemic. Through the implementation of the ELO plan, and monitoring of student data, ESSER II funds may be specifically used to target and expand upon academic and social emotional supports to ensure student progress towards skill development and recovery. Ongoing monitoring of student data, stakeholder feedback, and evaluation of the impact of instructional activities allows for thoughtful use of the ELO Grant and ESSER II 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 or lcff@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
March 2021