



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.

This plan is being presented at a public hearing at the Dixon Montessori Charter School Board Meeting in May 2021. This meeting will include the presence of the Board of Trustees, and stakeholders including teachers, school staff, parents and community members. We will also discuss this plan and promote feedback and collaboration from our stakeholders at our weekly Coffee with the Director meetings, Staff meetings, and Team Leader meetings. Additionally, Dixon Montessori will collaborate with site departments including Special Education, ELD, and Intervention Specialists in order to gain insight on specific departmental needs.

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

Dixon Montessori Charter School will utilize Renaissance Star proficiency testing , RTI system and MTSS systems to measure student proficiency and growth. These tools allow Dixon Montessori to evaluate student needs and determine gaps in learning. School Administrators will collaborate with teachers, specialists, and school counselor to identify students who are low-income, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, and disengaged students.

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

Once adopted, The Expanded Learning Opportunities Grant Plan will be posted on the school website. The plan will be shared and discussed at the May Charter Advisory Committee meeting and ELAC meeting. Parents and students who qualify to received extended learning opportunities will be notified by School Administration. This communication will be made available in both English and Spanish.

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

1. Extend instructional learning time in addition to what is required for the school year by providing summer school and taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.

- Dixon Montessori Charter School plans to extend instructional learning time through the month of June. This additional educational opportunity will be focused on remediation services targeting students with an identified gap in English Language Arts and Math. This additional learning opportunity will be structured as a half day summer school session for K-8. Dixon Montessori will employ teachers for each grade level group, paraprofessionals which will assist with focused instruction grouping, and administration.

2. Accelerate progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:

- RTI specialist teachers to target learning loss due to remote learning and COVID-19.
- Approve curriculum and instructional tools to target learning loss, and to help teachers identify and address student learning gaps.
- Hire coaches to provide academic training to staff to target learning loss.
- Hire additional paraprofessionals to support students with disabilities. Paraprofessionals will provide individual and small group instructional support to assist students with disabilities in achieving academic success. Paraprofessionals who work with students with disabilities will work under the direction of a Special Education teacher to ensure each student is receiving an education in accordance with his or her IEP. This will enable paraprofessionals to target individual academic needs. Universal supports include differentiated instruction, targeted supports include small group instruction, and intensive supports include individualized instruction.
- Hire an additional Education Specialist to support students with disabilities. Several students were added to our Special Education group during the 2020 school year. To support our expanded Special Education population, instructional staff will need additional support in goal creation and services to maximize student achievement. The Teacher – Resource will provide small group and one-on-one support to identified students to aid in the pursuit and completion of IEP goals. Curriculum will be purchased to support our resource teachers' efforts.
- Hire a Student Services Administrator to manage the Special Education Department, the SST process, and the 504 coordinator. Support from the Student Services Administrator will help to identify students in need, and systematically provide targeted and intensive support to students in need. Oversight by one administrator will help to streamline the process of intervention and student movement between tiers. The Student Services Administrator will also provide small group and one-on-one support to instructional staff to increase their knowledge base and expertise in utilizing tiered support, including training in curriculum and modeling high quality direct instruction.

- Provide instructional staff with Universal Design for Learning (UDL) training. UDL uses a variety of strategies and resources to help meet the diverse learning needs of students, improve accessibility to learning opportunities, and increase student success. When implemented, UDL removes barriers to learning and provides all students with an equal opportunity to succeed. UDL offers options for how information is presented, how students engage in learning, and how students demonstrate their knowledge. The flexibility UDL offers is critical to the various learning styles of students enrolled in the Alternative Education program. Universal supports include student choice, targeted supports include additional time to complete assignments, and intensive supports include individualized teaching and re-teaching of concepts.
3. Integrate student supports to address other barriers to learning, such as the provision of counseling or psychoeducational support, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
- Hire a full time School Psychologist to provide students with counseling and psychoeducational support. The school psychologist will manage SSTs and 504s, they will also work closely with the Student Services Administrator to ensure smooth transition between tiers.
 - Hire staff as needed to support learning re-engagement and skill acquisition
 - 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.
4. Provide students with access to technology, high-speed internet at school, and other academic supports.
- Purchasing of Chromebook computers to ensure access to digital learning materials and resources for all students within the school day and beyond.

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	\$100,549	Actual expenditures will be provided when available
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$97,650	Actual expenditures will be provided when available

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Integrated student supports to address other barriers to learning	\$27,000	Actual expenditures will be provided when available
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports		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		Actual expenditures will be provided when available
Additional academic services for students		
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$30,776	
Total Funds to implement the Strategies	\$255,975	

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

Dixon Montessori Charter School is coordinating its ELO Grant funds and other Elementary and Secondary School Emergency Relief Funds (ESSER) by funding various programs, school, staffing and student needs. For the 21-22 school year ELO Grant funds will be budgeted primarily to extending instructional time for 20 days of summer school in June. This extended instructional time is intended to assist in remediation services for students with an identified need in English Language Arts and Mathematic interventions.

Notes: ELO 21-22 - Closing achievement gap, summer school staffing teachers, paraprofessionals, and specialist.
 ESSER 21-22- Virus transmission prevention, PPE, Mental health, closing achievement gap, interventions

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
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