

## 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.

1. Discussed during leadership team meeting on 5/7/21
2. Shared with School Site Council for review and feedback week of 5/17/21
3. Publicly posted on school website with a process to provide feedback on 5/17/21
4. Families were informed of opportunity to review and provide feedback via weekly newsletter 5/19/21

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

1. Student needs are addressed through frequent assessment procedures. Data is used from the year prior's summative assessments as well as the beginning of year diagnostic assessments.
2. Scholar learning and progress is consistently monitored through exit tickets, unit assessments and quarterly benchmarks. Data is tracked to ensure scholars are making appropriate progress to achieve end of year grade level goals.
3. Teachers have open communication with parents/guardians to determine if specific needs are present (i.e. if the students' have an IEP, if there are concerns about student learning, if there are issues at home that may impact learning or other if other basic needs at home are not being met, or in danger of not being met.)
4. On a periodic basis department heads will review student performance by grade to determine if any additional intervention (tier 2/ tier 3/ etc.) would be appropriate for students not on grade level.
5. The school follows a structured process of parent communication, team meetings and student success team meetings to provide additional interventions to best support all scholars.

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

As part of our enrollment process we provide families and students with handbooks and information regarding our policies and programs. These include policies for special education, homeless education support, and other well-being issues that students may face. These policies are also maintained on our [website](#).

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

To support students with extended learning opportunities and additional support, including those identified as needing academic, social-emotional, and other supports we plan to:

- Offer a thorough and robust summer school program in order to provide scholars with access to More Time learning
- Prioritize capacity to support scholars with receiving small group instruction so that they receive the differentiated support needed to close learning gaps and accelerate learning
- Increase the capacity to support a potential increase of scholars with Individualized Education Plans as a result of the pandemic and the lost instructional time
- Increase the support for our Student Success Team (SST) process to be able to provide additional levels of Tier 2 interventions
- Provide teachers with additional coaching to support them in being able to best support their scholars
- Ensure learning supports are in place for our scholars who may have difficulty returning to the physical school environment

## 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	[\$82,000]	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	[\$200,000]	[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	[\$10,000]	[Actual expenditures will be provided when available]
Additional academic services for students	[\$78,000]	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	[\$19,345]	[Actual expenditures will be provided when available]
<b>Total Funds to implement the Strategies</b>	<b>[\$389,345]</b>	<b>[Actual expenditures will be provided when available]</b>

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

ELO Funds will be used to supplement costs currently being funded by other COVID-19 relief funding including Cares Act and Coronavirus Response and Supplemental Appropriations Act funds received through GEER1, ESSER1, ESSER 2, etc. These funds have been used and are being used to pay for supplemental paraprofessional salaries, PPE for faculty and staff, and other costs to support both distance learning and in person instruction.