

## 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.

By providing a wide variety of community engagement opportunities throughout the 2020-2021 school year, CATCH Prep gathered and feedback from a broad swath of stakeholder groups to inform the development of the CATCH Prep Expanded Learning Opportunities Plan. This feedback has been integrated into the development of the specific strategies planned for providing supplemental instruction and to support identified students who would most benefit from the availability of expanded learning choices — particularly after having been disproportionately impacted by the global health emergency known as the Coronavirus Pandemic.

CATCH Prep facilitated parent and staff surveys throughout the 2020-2021 school year via our HelloWorks subscription service and Google Apps For Education suite. Results from these surveys provided CATCH Prep with direction related to what supports and structures are needed relative to providing academic interventions, extended school year opportunities, increased opportunities for in-

person learning and considerations for the 2021-2022 school year. Below is a summary of the HelloWorks and Google Apps For Education questions and participation/comment rates:

1. Parent & Staff - 11/9/2020: What are the most important steps CATCH Prep can take to ensure Every Child, Every Day feels safe, valued, and respected while in our care? 152 Participants, 73 Comments
2. Parent & Staff - 1/14/2021: For Fall 2021 offerings, what do you consider are essential activities, topics, and courses we should offer to support our students? 133 Participants, 49 Comments
3. Parent & Staff - 3/24/2021: What programs or services would you like to see continued or improved in order to advance student and staff learning and wellness for the 2021-22 school year? 147 Participants, 61 Comments

Overall, families voiced a need for social-emotional learning to include counseling services, social interactions, and extra-curricular activities.

Additionally, administrators worked with teachers and/or counselors to gather student achievement data from the 2020- 2021 school year. School Leadership used this data (benchmark assessments, course grades, teacher feedback, etc.) to create a list of students in need of academic or social-emotional supports. The identified needs from these student lists have informed and prioritized actions and targeted supports within this Extended Learning Opportunities Plan.

Furthermore, this plan was presented has been posted on the CATCH Prep website for parents and staff to provide input using a Google form prior to the June 7, 2021 Governing Board meeting.

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

CATCH Prep has identified (through local assessments, PSAT/SAT data, SBAC Achievement Scores, Illuminate Benchmarks, and Fastbridge Diagnostic data), that English Language Arts and Mathematics are the academic areas of need of our targeted students.

CATCH will provide targeted services to the following priority subgroups:

- Low-Income
- English Learners
- Foster Youth
- Homeless Students

- Students With Disabilities
- Students At Risk Of Abuse, Neglect, or Exploitation
- Disengaged Students
- Students Who Are Below Grade Level
- Other Students Identified By Certificated Staff

CATCH Prep will work in collaboration with our Special Education Teachers, English Learner Instructors, School Counselor, and Homeless/Foster Youth Liaison to ensure priority services to students.

Academic needs will be identified through Powerschool, Illuminate, CALPADS and teacher input/recommendation for services. Students will be assessed through progress reports, report cards, student engagement logs, attendance rosters, and local digital assessments (Fastbridge, etc.).

The integrated student supports for social-emotional learning and access to health, counseling, and mental health services will be served through CATCH Prep's employed School Counselor. Students will be identified for these services through SAEBRS (Social, Academic, and Emotional Behavior Risk Screener), and embedded product of our school's Fastbridge subscription assessment service. SAEBRS is an efficient tool for universal screening of student risk for social-emotional and behavioral problems for students in Grades K through 12..

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

CATCH Prep has outstanding communication practices with parents, families, and community stakeholders. To ensure all constituents of the CATCH Prep learning community are aware of opportunities for students to receive supplemental instruction, CATCH Prep will employ mass email notifications, individual phone calls home, reciprocal text messaging, the school website, all social media channels, and our livestream weekly Community Meeting hosted by Google Meets and free and accessible 24 hrs/day.

The parents/families of the students targeted to participate, will additionally, receive an email/phone call describing the expanded learning program that will include the dates/times of service. Parents/families will have the choice to participate and provide feedback about any potential barriers.

Parent Liaisons and translation services are readily available to support parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children. Parent/guardian and family communication is provided in English and translated to the home language.

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

The learning recovery program that CATCH Prep has designed is focused on providing supplemental academic instruction and supporting social and emotional well-being. The CATCH Prep Expanded Learning Opportunities Plan was developed to provide tiered supports to identified students, adhering to the Multi-Tiered Systems of Support (MTSS) framework and in coordination with the foundational training CATCH Prep has already provided related to Positive Behavioral Interventions and Supports (PBIS), Responses to Interventions (RTI) and MTSS. Through the MTSS lens, CATCH Prep will be able to create an individualized accelerated learning path for identified students, beginning with universal supports and incorporating targeted and intensive supports where appropriate. The CATCH Prep Expanded Learning Opportunities Plan will include the following supplemental instruction and support strategies in accordance with the MTSS framework:

1. Extending Instructional Learning Time: CACH Prep will provide identified students the opportunity to participate in an after-school program during the 21-22 school year. The after school program will be focused on increasing instructional time through providing remediation for students in grades 9-12 in the areas of reading, ELA, mathematics, and credit recovery. Priority will be given to students who are below grade level and/or credit deficient.
2. Accelerating Progress to Close Learning Gaps Through the Implementation, Expansion, or Enhancement of Learning Supports: CATCH Prep will provide educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps. Targeted training related to current CATCH Prep adopted academic intervention materials and programs will serve as the foundation curricula for these trainings. Additionally, during the 2021-2022 school year, CATCH Prep will provide extended learning opportunities to students in the form of supplementary instruction through tutorials before and after school in core subject areas.
3. Integrated Student Supports to Address Other Barriers to Learning: CATCH Prep will provide targeted supports to address barriers to learning for students experiencing social-emotional or mental/physical challenges. CATCH Prep will partner with vendors, outside agencies, and service providers to provide the following student support to mitigate barriers to learning and ensure student mental/emotional/physical health:

- \* Mental Health Counseling Services
- \* Rehabilitation And Drug Counseling
- \* Helpline/Warmline Access
- \* Suicide Prevention
- \* Panic/Anxiety Support
- \* LGBTQ+ Awareness And Inclusion
- \* Eating Disorder Support & Intervention
- \* Domestic Violence And Abuse Reporting
- \* Sexual Assault Services

4. Community Learning Hubs that Provide Students with Access to Technology, High-Speed Internet, and Other Academic Supports: CATCH Prep will continue to secure additional instructional technology to support students and staff. Additional chromebook devices and carts will be purchased to support student learning. Software licenses will be renewed and newly purchased to provide supplemental academic supports. CATCH Prep will also ensure that personnel are available to provide instructional technology supports.
5. Supports for Credit Deficient Students to Complete Graduation or Grade Promotion Requirements and to Increase or Improve Students' College Eligibility: CATCH Prep will expanding our bell schedule structure during the 2021-2022 school year. This evolution will provide expanded learning opportunities during the school day for students to remediate grades in order to get back on track with graduation and A-G eligibility requirements. Support classes will also be incorporated into the new bell schedule structure, based on student data and need. Additionally, CATCH Prep will be redesigning our Professional Development Series to offer targeted supports for teachers in the areas of instructional pedagogy focused on ensuring that all students are able to engage and access the curriculum.
6. Additional Academic Services for Students: CATCH Prep will provide additional diagnostic, progress monitoring, and benchmark assessments of student learning. Analysis of these academic measures will enable CATCH Prep staff to provide targeted supports for struggling learners. A preliminary analysis of 2020-2021 achievement data shows that students with disabilities have fallen behind their general education peers due to the effects of the COVID-19 pandemic. As such, CATCH Prep will provide additional resources to support special education teachers and students
7. Training for School Staff on Strategies to Engage Students and Families in Addressing Students' Social-Emotional Health and Academic Needs: CATCH Prep will continue to build upon the foundational training that has already been provided with our CATCH Prep MTSS initiative and provide additional professional learning for certificated and classified staff in the areas of PBIS, restorative practices, integrated SEL strategies, and building learning communities after a pandemic

## 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	\$8,750	Actual expenditures will be provided when available
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$82,515	Actual expenditures will be provided when available
Integrated student supports to address other barriers to learning	\$10,000	Actual expenditures will be provided when available
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$6,000	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	\$5,636	Actual expenditures will be provided when available
Additional academic services for students	\$10,000	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	\$10,000	Actual expenditures will be provided when available
Total Funds to implement the Strategies	\$132,901	Actual expenditures will be provided when available

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

CATCH Prep is coordinating Expanded Learning Opportunity Grant funds with other federal ESSER funding received by braiding the costs of implementing programs and providing staff to ensure support for students in a safe learning environment. This includes access to high quality curriculum and supports, access to technology services and equipment, safe and upgraded learning spaces, staffing to support academic and social/emotional learning needs, improving indoor air quality by increasing air circulation and filtration, personal protective equipment and supplies, and COVID-19 testing of staff and students. Coordination of such funding shall be focused on the

enhancement of academic achievement, attendance, and behavior of English learners, foster youth, socio-economically disadvantaged students and students with disabilities. The coordination of funding also focuses the attention of the entire school community and on the analysis of data and implementation of evidence-based practices. Lastly, CATCH will ensure expenditures applied to grant funding is within allowable fiscal requirements.

# 21-22 Extended Learning Opportunities Community Survey

CATCH Prep is seeking your input in developing an Expanded Learning Opportunities Grant Plan. There are seven strategies that may be supported with these funds, and CATCH Prep is eligible to receive funding to support services designed and agreed-upon by our learning community to support students in need of various academic and social-emotional supports. Please complete one survey per family.

1. Please select your child(ren)'s current grade level\*

*Check all that apply.*

- 9th
- 10th
- 11th
- 12th

2. Please rank each item listed below by priority from 1 to 7, with 1 being a top priority and 7 being the least priority as it relates to expanded learning opportunities. Each choice will only be allowed to use once.

*Check all that apply.*

	1st Choice	2nd Choice	3rd Choice	4th Choice	5th Choice	6th Choice	7th Choice
Expanded instructional learning	<input type="checkbox"/>						
After-school tutoring / small group learning supports	<input type="checkbox"/>						
Access to technology, high-speed internet, or other academic supports	<input type="checkbox"/>						
Access to mental health programs	<input type="checkbox"/>						
Programs to address student trauma and social-emotional learning	<input type="checkbox"/>						
Educator training in providing interventions for academic support	<input type="checkbox"/>						
Staff training on building positive relationships with students and families	<input type="checkbox"/>						

3. What programs and/or services would you like to see offered to accelerate your child's academic learning?

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4. What programs and/or services would you like to see offered to support mental health and social-emotional learning?

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**Thanks For Filling Out This Form!**

CATCH Prep will use this information to inform the development of our Expanded Learning Opportunities Plan

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This content is neither created nor endorsed by Google.



# 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](mailto: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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