

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.

School needs, both academic and social/emotional, were discussed at multiple Faculty/Staff, Student Government, and General Parent Meetings. In addition ELO Purpose and Planning was discussed at multiple Board Meetings, a formal Community Town Hall, and at the School Advisory Council Meeting. At these meetings the various funding sources were explained and reviewed as well. In addition, information was solicited via Family Satisfaction Survey and many discussions with individual and small groups of staff, students and parents over the course of a few months; February - April.

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

Low-achieving students will be identified by meeting any of the following criteria: performs at least two (2) grades below grade level, does not meet standards on state testing, answers sixty-percent (60%) or more incorrectly on school benchmarks or multiple measures assessments, and fails to demonstrate a minimum of one year of academic growth in reading, writing, and/or mathematics during each year. Student progress will be monitored on an ongoing basis through a combination of teacher observation, checklists, classroom assessments, intervention assessments and benchmark assessments to determine the effectiveness of interventions. Regular collaboration between teachers, intervention staff and parents will occur to discuss ongoing progress and potential tiered supports. Progress in Universal through more intensive interventions will be measured regularly at both the individual student and program level; using data to determine student needs as well as overall effectiveness of the tiered interventions offered. FRCS also identifies high achieving students through use of multiple measures. Regular faculty collaboration and progress monitoring will occur twice monthly at faculty planning meetings. Individual and student data will be analyzed and used to determine effective intervention strategies at the individual and group levels; modifying student assignments as needed. In addition, the MTSS Leadership Team will meet once monthly to

review progress and review overall program effectiveness and the School Advisory Council will meet every two months to further review group/program data. In addition to academic data, other measures including student survey, parent/teacher/staff observations, student referral and incident reports will be used to identify students for other services and SEL/behavioral supports to reduce barriers to learning. Progress in achieving SEL/behavioral and attendance goals will be monitored through the same process used for academics outlined above with data being collected and then reviewed at multiple levels (staff/MTSS Leadership Team/School Advisory Council). Individual Student Data will not be discussed at the SAC as this group includes multiple types of stakeholders in addition to staff.

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

Parents and Guardians of students will be informed of available supplemental instruction through the school handbook, e-mails, Class Dojo, parent notification system (text and phone), fliers and in person on campus, or at the bus stop. This happens specifically at Back to School Night, scheduled Parent Update Meetings, regularly schedule conferences, and anytime a new opportunity is made available. Additionally, if a student enrolls after school has started families receive an individualized tour and orientation. If a student is identified as needing extra support(beyond universal services) FRCS has specific processes for both high/low learners as well as students with social or behavioral challenges of identifying students in need of greater levels of support (SBIT, IEP, 504, GATE, etc.) and communicating available services and progress to parents.

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

FRCS is an inclusive Charter School and offers services for all students in special populations. FRCS utilizes the Multi-Tiered System of Supports ("MTSS") which encompasses a Response to Intervention ("Rti") program but goes beyond the student interventions. MTSS addresses academic as well as the social, emotional, and behavioral development of children from early childhood to graduation. It provides multiple levels of support for all learners (struggling through advanced).The greatest improvement FRCS has made to traditional MTSS is that MTSS at FRCS includes a focus on intervention but has a stronger goal of prevention. All FRCS students will participate in and benefit from an academically rigorous and standards-based curriculum. FRCS also provides additional support and challenges for high achieving students. Lessons are individually designed to ensure higher-order thinking skills and productive collaborative learning. Teachers are trained to challenge students who master the standards in their grade level early by providing additional critical thinking or project-based learning opportunities. Classroom teachers are being trained and working to move toward a full UDL (Universal Design for All) Model to proactively meet the needs of all learners by planning for variability in all lessons.

Supplemental Instruction will be provided in many ways: by extending learning opportunities in summer and after school programs; increased certificated and classified staff training to improve/accelerate learning opportunities, credentialed tutors working one on one and in small groups; and increased classified staff to support individual and small group student goals. Supplemental support will also be added to address barriers to learning, including the addition of on site counseling/SEL support one day a week; continuation of the reengagement coordinator position (brought in during Covid) to help address and monitor attendance and other barrier to learning issues; substitute teacher hours to allow teachers time for training, planning, progress monitoring and implementation preparation. In addition after school staffing will be increased to allow for open study hall time and access to academic supports multiple days a week.

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		
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	25,192	
Integrated student supports to address other barriers to learning	44,720	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	5,670	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility		
Additional academic services for students	2,820	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	4,000	
Total Funds to implement the Strategies	82,402	

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

FRCS School Advisory Council and MTSS Leadership Team worked together to add supplemental supports (divided across multiple funding sources) that could strengthen existing or create new options that could be phased out over time after goals were achieved or could be operated in the future with permanent funding sources or reduced funds after they were established. ESSER funds are being and will be used to provide three years of summer school programming, expanded intervention services during the school day, credentialed tutors during school and after school hours as well as fund a new full time teacher to expand small group/1-1 support. In addition ESSER support will be used to set up a new Wellness/Sensory space on campus, purchase intervention/enrichment materials for summer school and during the school year, various software licensing for enrichment and remediation as well as STEM materials and incentives to support student motivation and engagement and teacher training in new programs, MTSS, UDL and strategies for accelerating student progress

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 <mailto: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 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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