

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.

FCSS involved parents, teachers, and school staff in gathering input for the Expanded Learning Opportunities (ELO) Grant Plan. Parents, teachers, and school staff provided feedback on what additional services and supports would benefit students' academic and social-emotional needs in alignment with the seven supplemental instruction areas. The opportunities to offer input included staff meetings/professional learning communities, flexibly scheduled school and parent meetings, School Site Councils, English Language Advisory Committees, District English Advisory Committee, the District Advisory Committee, and the PTA. In addition, educational partners provided feedback in response to the Local Control Accountability Plan annual survey that included the ELO strategies.

In addition, the Special Education program involved parents, staff, and teachers in developing the plan through the School Site Council meetings and individual conversations with families and teachers. Teachers were polled to determine interest levels and availability for increasing instructional time.

Educational Partners provided feedback and guidance to support students who require additional academic, social-emotional, and skill development services. Educational partner input was incorporated into the LEA's plan to provide supplemental instruction and support through the ELO Grant.

Parents: When: February-May,2021 How: Stakeholder engagement meetings; SSC, PTA ELACmeetings; surveys
 Parent Advisory Committee (PAC) When: April 30th, 2021
 DELAC When: April 30th, 2021

Pupils When: March- April 2021

Teachers (Certificated) When: February-May,2021 How: SSC, PTA, ELACmeetings; staff meetings; surveys

Other Employees(Classified) When: February-May, 2021How:Stakeholder engagement meetings; staff meetings; surveys

Community (PTA, FYS, Homeless, Probation, Group Home, etc.)When: February-May,2021How: Stakeholder engagement meetings; SSC,PTA,ELAC meetings;surveys

Throughout the past year, the ongoing needs of the students served by FCSS have been monitored and evaluated. Additional educational partners' feedback was gathered to evaluate existing programs and services as well as guide updated planning efforts. The alignment of priority interests and needs has been continuously analyzed. Based on student needs, changes have been made to the ELO-G plan.

The following meetings were hosted where the input about changes for the ELO-G plan was gathered:

- Staff meetings were held with staff members, including teachers, principals, administrators, and other educators, as appropriate to each site. Special Education classified staff (2/8/23), teachers (2/22/23), and school administrators (2/15/23). Court & Community Schools PLC (VHEA on March 6th, Worsley on March 8th).
- An FCSS leadership meeting, including district administrators, special education administrators, principals, associate directors, directors, the Deputy Superintendent, and the Superintendent of Schools, was held on 10/6/22.
- A school site meeting was held to receive input from students, parents, and other community members (2/8/23). Virtual Community members for parents, students, and the community were held on March 6 and March 9, 2023.
- To obtain input on the optimal use of ELO-G plan funds and proposed changes, Parent Information meetings were held and made available to families, including families that speak languages other than English, to obtain feedback from students, staff, parents, and the community. (February 15, March 22, April 19, and May 1, 2023)..

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

FCSS is committed to supporting students' academic and social-emotional needs at both Court and Community and Special Education Schools. FCSS will support the academic and social-emotional needs that surfaced during school closures and the COVID-19 Pandemic. The Pandemic has resulted in global delays for our students, specifically our students with disabilities, and has caused regression in overall development. In particular, students who are orthopedically impaired were unable to receive physical therapy and occupational therapy for an extended period of time in both the medical and educational fields.

On a regular basis, FCSS will utilize Professional Learning Communities (PLCs) to analyze student progress and collaborate as teams to identify and determine the necessary academic, behavioral, and social-emotional needs to support students on the path toward graduation, college, and/or career preparation. The sites will utilize local benchmark assessments, grades, credit reports, and other academic progress data to determine student needs. In addition, the LEA will work with and receive feedback from its collaborative partners, Guidance Learning

Specialists, school psychologists, teachers, and other school staff to determine the students most in need of additional supplemental academic and/or social/emotional support.

Identified students will be assigned priority to receive supplemental learning program services during the regular school day and for the opportunity to participate in the District's expanded learning programs during the summer and after school.

In addition, students will be prioritized by Education Code 43521 as follows:

(A) Pupils at risk for abuse, neglect, or exploitation.

(B) Homeless pupils.

(C) Foster youth.

(D) English learners.

(E) Pupils without access to a computing device, software, and high-speed internet necessary to participate in online instruction, as determined by the local educational agency.

(F) Disengaged pupils.

FCSS will continue to monitor identified students' progress through formative assessment to ensure that students are making progress toward their academic, behavioral, and social-emotional goals. This data will include overall academic, attendance, chronic absenteeism, suspension rates, and monthly monitoring of 12th-grade students' progress toward completing graduation requirements. The data gathered will be examined during PLCs and site-level leadership team meetings to determine students' needs for tiered support in identified areas. Progress will be monitored every 6-8 weeks after that, and supplemental support will be added or modified based on results.

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

The purpose of all communication is to build a strong partnership between students, parents, and guardians with the school community to address and support any barriers to learning. The LEA will inform parents and guardians of the students identified as needing supplemental instruction with the additional supplemental supports available to their students. The district will ensure that all parent resources and new information about opportunities for supplemental instruction and support will be communicated through parent meetings and communications in English and Spanish, both written and electronic, as appropriate.

This will be done through emails, letters, regularly scheduled meetings, and flyers written in the family's home language; home calls, both pre-recorded and made by staff; regularly scheduled orientation, PTA, SSC, ELAC, IEP, and Section 504 meetings; and remote information meetings via Zoom and Microsoft Teams.

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

FCSS is committed to providing the necessary expanded services to support students in their successful re-engagement to in-person instruction and additional resources for addressing unfinished learning caused by the pandemic. Research on high-impact strategies for accelerating learning in populations such as those represented in FCSS Court and Community School programs and the LEA's Special Education program, as well as information shared and gathered during input sessions with different educational partner groups, were used to determine the actions outlined below.

The actions outlined below will be provided in an integrated, tiered framework to provide universal (Tier 1) support, targeted (Tier 2) support, and intensive (Tier 3) support based on identified student needs. Student data will be collected to affirm the appropriate placement of students receiving expanded learning services within a Multi-Tiered System of Support. Adjustments to the specific actions outlined in this plan will be made throughout the life of the grant to ensure the effectiveness of programs and support.

Strategy 1: Extending Instructional Learning Time

1A. Summer Sessions: Provide summer sessions to identified students needing extended support in English, math, and English Language acquisition. Sessions will include credit recovery for high school students in danger of not meeting graduation requirements, students below grade level in English Language Arts and Mathematics, and students needing additional time to achieve goals based on Individualized Education Plans.

Strategy 2: Accelerating Progress to Close Learning Gaps Through the Implementation, Expansion, or Enhancement of Learning Supports

2A. Paraeducators: Paraeducators provide another layer of support to assist teachers in meeting student needs. Paraeducators will offer one-on-one or small-group academic support to students who need additional assistance in the classroom. To help meet the needs of all students, these professionals will be given the opportunity to learn how best to meet the needs of a diverse population of students. These paras will provide supplemental instruction and support to specified students.

2B. Supplemental Curriculum: Provide digital supplemental curriculum and assessments to allow for individualized and aligned online learning opportunities for students. Provide additional supplemental technology and extra resources in the classroom will help raise test scores, improve student learning, enhance literacy, boost attentiveness, and increases comprehension.

2C. Learning Excursions: Provide students with curriculum-driven educational enrichment opportunities to accelerate learning recovery. These additional engaging learning experiences will allow students to learn through hands-on, highly interactive experiences.

2D. Technology: Student academic and/or English language proficiency will be accelerated through supplemental learning recovery programs and materials, including purchasing additional student licenses and technology necessary to provide quality and engaging learning opportunities for all students.

2E. Tutoring: Additional tutoring opportunities will support one-on-one or small-group support.

Strategy 3: Integrated Student Supports to Address Other Barriers to Learning

3A. Mentoring: Increased mentoring will provide emotional support with positive reinforcement and promote effort in an inclusive learning environment. The goal is to offer tutoring and educational programming, as well as effectively identify those youth who have been lost or left behind in the traditional school system and help them deal with stressful events and process traumatic situations.

3B. School Resource Officer (SRO) and Safety Support: COVID-19 has magnified equity concerns and exacerbated challenges for students served in the alternative educational setting at Violet Heintz Education Center. As the COVID-19 pandemic continues, the education field is producing a growing body of valuable, evidence-based resources to support student loss and well-being, including SROs. To help students rebound from the emotional fallout of the COVID-19 pandemic, the role of today's specially-trained school resource officers (SROs) and Safety Support is more important than ever. FCSS will ensure that an SRO and/or additional safety support is available to support the students of FCSS and their families. The SRO and/or additional safety support will be well-equipped with communication, teaching, and mentoring skills to help students overcome reticence and trepidation as they re-socialize with classmates and teachers. The SRO and/or additional safety support also serve as a counselor/mentor to students and provide an increased positive school climate.

3C. Behavior Specialist: Develops, implements, and monitors strategies for positive student behavior management. Consults with teachers, psychologists, paraprofessionals, and parents about student progress with interventions. The behavior specialist will also make periodic inspections of classroom environments to ensure that established components of the behavior plan are implemented.

3D. Substance Abuse Agency: Provide increased comprehensive services to help young adults and their families achieve and maintain a healthy, productive lifestyle, including substance abuse recovery, behavioral health services, and after-school programming. This program will guide young adults toward a life of excellence, leadership, and service.

3E. Student Development: The Pandemic has resulted in global delays for our students with disabilities and has caused regression in overall development. In particular, students who are orthopedically impaired were unable to receive physical therapy and occupational therapy for an extended period of time in both the medical and educational fields. The absence of these necessary services has resulted in significant fine and gross motor skill regression, which has elevated the need to provide additional equipment and services so students can recoup learning and muscle loss experienced during the pandemic. Updated and appropriate handicapped-accessible outdoor equipment and learning opportunities are crucial for our students with very fragile disabling conditions. For health reasons, outdoor activities provide safer environments, reducing the chances of contracting transmissible diseases for our most at-risk immunity-deficient youth. For social reasons, outdoor structures will provide increased social interaction through play. For instructional purposes, physical and occupational therapy provided with stable, updated outdoor equipment, such as handicapped-accessible playground equipment, provides for safer structures and advanced devices known to be ADA compliant and helps support gross and fine motor skill development. Updated playground equipment designed for physical therapy services for students with orthopedic impairments will advance and recoup learning, social, and muscle loss that students experienced with physically disabling conditions.

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	\$631,049	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$691,483	
Integrated student supports to address other barriers to learning	\$1,058,321	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports		
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		
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs		
Total Funds to implement the Strategies	\$2,380,853	

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

Throughout the 2020-2021 school year, FCSS has collected input and data for various educational partner groups 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 the services identified in the Local Control Accountability Plan. The impact of one-time funds such as the ELO funds and EESER II federal funds will allow the LEA to provide additional academic, social/emotional, and enrichment opportunities to support skill development and needs identified as a result of the pandemic. The implementation of the ELO plan and monitoring of student data, educational partner feedback, and evaluation of the impact of activities allows for transparent use of 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. <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 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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