

Expanded Learning Opportunities Grant Plan

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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.

Throughout the 2020 - 2021 school year discussions have been held with teachers, staff and families that centered on the course of action needed for the 2021 - 2022 school year. Franklin School is keenly aware that some students suffered academic losses due to Covid, as well as experiencing depression or anxiety. A short parent survey was administered in the spring of 2021 to provide information on what supports parents felt their child needed to be successful in the coming school years. A student survey was also administered to all grade levels (K-8), to identify what the successes and challenges they felt faced them over the 2020 - 2021 school year. A staff meeting was held on May 3 to gather feedback on areas to be targeted in the ELO Plan, as well as the Local Control Accountability Plan (LCAP). Parents of English Learners were also asked for their feedback during the ELAC meeting held on May 3, 2021.

The following data was collected:

Student Survey:

98% of students believe the school is clean and safe.

97% of students feel it is important to be at school.

Students also indicated that they would like upper grade swings, longer recesses, more play equipment, up-date ball walls, more field trips, and a bigger play structure. Students also shared that they hope in the fall they will not have to wear masks and they would like the drinking fountains opened up.

Parent Survey:

100% of parents reported that they feel Franklin School is a supportive and inviting place for students to learn.

100% of parents reported that Franklin School treats all students with respect.

100% of parents feel that Franklin School has clean and well-maintained facilities and properties.

100% of parents feel that Franklin School motivates students to learn.

The staff listed the following as possible supports for students and staff to be considered in the ELO Plan:

Intervention Aides - Tier II and Tier III

Assemblies Once a month to reinforce positive social and emotional health concepts

Bulldog card Incentives for Jr. High students (revamp current system for older students) - Possible vending machines with tokens?

RULER Curriculum to address Social Emotional Health of staff and language on how to speak to students

New location for School Counselor. Counselor to teach SEL curriculum to upper grade students

RTI Coordinator

Science PD

Part-Time Intervention Teacher

The ELAC parents listed the following as possible supports for students and staff to be considered in the ELO Plan:

After School Scholarships

Music Classes

Arts and Crafts Classes

Additional Play Equipment for primary students

Computers to loan out during the summer

There were no Foster Youth or Homeless students identified.

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

As students returned to In-Person learning, teachers immediately begin to gauge where students were academically through informal observations and formative and summative assessments. During Distance Learning, progress was also measured through assessments, but the validity of these tests were questioned in some cases due to extra support from home and access to technology. Students have been assigned and targeted for intervention and that will continue in the fall with even more academic support.

Parents and staff have identified students needing social-emotional support. Referrals to the school counselor are at an all time high and it is expected that this pattern will continue through the 2021 - 2022 school year.

English learners took the ELPAC test during the spring of 2021 and results from this test will be used to help the ELD teacher determine which ELD priority standards she must target to accelerate learning. Many Franklin School English Learners students struggled throughout Distance learning. All students had access to a device and/or hotspot, but in some homes MULTIPLE families were trying to ZOOM and it often became a difficult environment in which to access the teaching/learning provided.

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

Once students and their academic or social emotional needs are identified, parents and guardians will be informed of the opportunities for supplemental instruction and support using a variety of methods such as Monday Message, emails, text messages, phone calls and the school website.

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

Franklin Elementary School District will provide additional counseling services for the 2021 - 2022 school year. An additional day of counseling will be offered to students bi-weekly, bringing the total number of counseling days from 2 to 3 every other week. Franklin School will share the counselor with a neighboring school. The school counselor will work with individual students and groups as well as provide social-emotional curriculum for student classrooms, grades K - 8.

Scholarships to the after school program will be provided to those students needing extra homework assistance. Students will be identified by classroom teachers. Based on the need of students, additional classified staff may be hired for the after school program.

Professional development will be provided to para-educators to help support their work with students in small groups. Small group instruction will be given to students to address learning loss and accelerate learning for all students especially low income, students with disabilities, students at risk of abuse, neglect or exploitation, English Learners, disengaged students, Foster Youth and Homeless students.

Summer offerings will be provided to students during the 2021 - 2022 school year. Classified and Certificated staff will design classes and activities to engage students and provide intervention. The classes will run for a four week period, but not all classes will be offered

for the four week period. For example, a teacher may do a two - week math “boot camp”. All classes will be kept to small groups to maximize learning.

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 -Before 21/22 school ESY (\$10,000 sal&bene) -After 21/22 school ESY (\$15,000 sal&bene)	\$25,000	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports -Para Educators (addt'l staff/extra hours)	\$98,500	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning -Counselor extra days	\$32,222	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$0	[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	\$0	[Actual expenditures will be provided when available]
Additional academic services for students -Intervention (\$63,172 (PT Teacher? Extra for Kuykendall?))	\$78,172	[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 -Assemblies (\$5,000) -Solution Tree (\$30,000)	\$35,000	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$288,894	[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.

Through collaboration with the Sutter County Superintendent of Schools, the district Superintendent and Franklin's Fiscal Services Manager, the ELO Grant funds and other federal Elementary and Secondary School Emergency Relief Funds will be regularly monitored to ensure that funds are spent in accordance to each grant's designated purpose to ensure compliance and to maximize support for students and staff.

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.

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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