



# 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.

Forest Charter held several AB86 Presentations and Brainstorming sessions to involve parents, teachers, staff, and board members in the development of this plan. We had an open public discussion at our April board meeting and held brainstorming sessions as part of our April and May office staff meeting, faculty council, and staff meeting. Additionally, we sent a request for feedback to all staff and parents via Parentsquare. Parents highlighted the need to increase focus on the social-emotional and mental health needs of students through increased access to the outdoors, mental health counselors, and training for teachers and staff.

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

Students will be identified for academic learning loss by primarily using our Benchmark assessment tools and testing results from the 2020-21 school year as well as Benchmark results from the 2021-22 school year. Supervising Teachers will be trained to be able to identify signs of learning loss, trauma, and social emotional needs, and they will work to identify students in need in their family meetings. We will use student data to identify and directly support all of our low-income, foster youth, English learners, and students with IEPs.

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

Parents and guardians will be informed of our additional support opportunities through Parentsquare, social media, and Supervising Teacher meetings. Additionally, this plan will be posted on our website and available to parents and guardians on campus.

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

Forest Charter will provide supplemental instruction and support to students by:

**1. EXTENDING INSTRUCTIONAL LEARNING TIME:**

FCS will provide additional online math classes, study halls, and reading support for all grades in the 2021-22 school year. We will provide additional aide time for after-school study/intervention time. During Summer 2022, we will provide tutoring and teacher support for all students, but we will target our English learners, foster youth, homeless, low-income, disengaged students, and students below grade level.

**2. ACCELERATING PROGRESS TO CLOSE LEARNING GAPS THROUGH THE IMPLEMENTATION, EXPANSION, OR ENHANCEMENT OF LEARNING SUPPORTS:**

FCS will provide one-on-one and group tutoring/intervention services to identified students during the regular school year throughout the grant period both in person and on Zoom. Tutoring will focus on Math and ELA. FCS will expand our support classes directly connected to Math and ELA classes for students to attend in addition to normal class time. We will provide additional tools and curriculum to close learning gaps such as an educational Podcast Toolkit that we will post on the website, and access to programs such as Flipped Math, Learning A-Z, and Reading Eggs. Training and professional development will be provided to teachers and support staff, especially in the areas of 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:**

FCS will provide trained aides to provide instructional and social-emotional support in all co-ops throughout the grant period. During this time we will also have tutors at each Learning Center who will pull identified students for more targeted small group tutoring/intervention. FCS will increase time for our two mental health counselors, and we will continue to offer free meals to students who come on campus or students in need of food access. FCS will provide training for parents and guardians by developing short (three to five minute) videos and evening in-person parent training focusing on organization, social-emotional health, schedules, and academic support. Additionally, we will provide parents and students access to a support curriculum such as Love and Logic. Additionally, FCS will focus on getting students outside as much as possible. We will partner with a local farm organization to create a connection to local food resources, and will build our school garden to use as an educational tool.

**4. COMMUNITY LEARNING HUBS THAT PROVIDE STUDENTS WITH ACCESS TO TECHNOLOGY, HIGH-SPEED INTERNET, AND OTHER ACADEMIC SUPPORTS:**

All 6-12 students currently have access to Chromebooks. We will have additional Chromebooks available to support students in need. We will provide access to wireless hotspots to those students who need internet support at home for no cost during the grant period.

**5. SUPPORTS FOR CREDIT DEFICIENT STUDENTS TO COMPLETE GRADUATION OR GRADE PROMOTION REQUIREMENTS AND TO INCREASE OR IMPROVE STUDENTS' COLLEGE ELIGIBILITY:**

Due to Forest Charter School's flexible program, students can enroll in extra classes to facilitate recovering deficient credits toward graduation. We will also use some of the tutoring and other methods to support students taking extra classes.

**6. ADDITIONAL ACADEMIC SERVICES FOR STUDENTS:**

We will utilize an assessment program such as i-Ready to monitor progress of student learning throughout the year. We will use Parsec Education, a data analyst, to help us diagnose where the greatest needs are on an ongoing basis.

**7. TRAINING FOR SCHOOL STAFF ON STRATEGIES TO ENGAGE STUDENTS AND FAMILIES IN ADDRESSING STUDENTS' SOCIAL-EMOTIONAL HEALTH AND ACADEMIC NEEDS:**

FCS will provide additional professional development opportunities for teaching and support staff, especially in the areas of supporting students' social-emotional and academic needs.

## 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.

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Extending instructional learning time	\$120,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$145,948	
Integrated student supports to address other barriers to learning	\$135,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$20,000	

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$20,000	
Additional academic services for students	\$47,500	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$20,000	
<b>Total Funds to implement the Strategies</b>	<b>\$508,448</b>	

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

Forest Charter did not receive ESSER 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:ELOGrants@cde.ca.gov) or [lcff@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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