

# 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.

Teachers and staff members reviewed and discussed student needs post distance learning as well as MTSS process over the course of several regular staff meetings. The staff considered the seven supplemental instruction and support strategies in a discussion at the May 5, 2021 staff meeting to determine areas of highest priorities for students. Among the areas identified for use of ELO funds were the adoption of ELA and mathematics curriculum for both classroom and small group instruction, and acceleration and intervention, as well as additional staff hours and training to support small group interventions.

Draft document was also posted via the school-wide communication system on May 7, 2021 to solicit feedback from the parent community.

Final board approval at the May 12, 2021 RPF Board of Directors Meeting.

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

All grade levels conduct benchmark assessments in mathematics and ELA three times per year in Fall, Winter, and Spring. Teachers additionally use classroom based formative assessments and benchmark monitoring assessments to track student progress. Staff meet monthly during regular staff meetings to update information for at risk students based on a green, yellow, and red rating--with students in the red taking highest priority. Students scoring in the red for multiple benchmarks will be scheduled periods of small group acceleration as needed to help the student progress toward grade level. Additional criteria based on classroom SEL goals and schoolwide learning outcomes are assessed quarterly by teachers and discussed with parents during parent/teacher conferences twice per year.

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

REACH provides narrative progress reports to parents and guardians twice per year and grade reports twice per year when operating on quarters and semesters. Parent reports on benchmark results are also provided to parents and guardians in addition to Interim and Summative SBAC results when available from the state assessment system. Teachers and parents also meet twice per year for conferencing on student progress.

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

Starting in the 2021-2022 school year, REACH will participate in the CA MTSS Professional Learning Institute and train all staff in the CA MTSS Framework utilizing grant funds provided for this purpose. In support of this school-wide initiative, REACH plans to use the EOL funds for the following supplemental instruction and support resources/services to extend and sustain the overall MTSS framework to effectively address student learning loss and ongoing acceleration/intervention needs for students.

To provide consistent instructional support and intervention for students in ELA, REACH will adopt Collaborative Classroom Literacy Suite and SIPPS Reading Specialist Package along with appropriate staff training for utilization in the classroom and small group intervention. In the area of math, REACH will license an online acceleration tool for students to build skills and support progress toward grade level in mathematics.

In addition to the above curriculum and acceleration/intervention resources, REACH will utilize EOL funds to increase paraprofessional support for classrooms to conduct small group and specialized instruction for struggling students, as well as additional professional development as needed.

Additional school infrastructure may be required to accommodate the added use of technology tools, particularly in the schools middle school areas and Imaginarium (Central Room) where network connectivity is lacking.

REACH will continue supporting student social and emotional needs through the school's current Positive Discipline and Welcoming Schools program implementation. These programs will be supplemented with ELO funds by adding additional counseling service hours as needed to support students with one to one or group counseling.

Finally, REACH will provide extended school year services for those students identified in the ELO funds target student group as having the greatest need by teacher evaluation and recommendation, as well as assessment results.

## 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 through extended school year.	\$ 7000	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports: Instructional Aide	\$20,000	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning: Counseling and SEL support Collaborative Classroom Math acceleration platform Staff Training	\$10,000 \$20,000 \$2,500 \$5,000	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports. Central Room Internet Upgrade and hotspots for home use	\$4,000	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	N/A	[Actual expenditures will be provided when available]
Additional academic services for students	N/A	[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.	\$5,000	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$79,000	[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.

This plan builds on the school's use of any relief funds received by extending student supports for learning gaps during distance learning or lost learning opportunities during the pandemic.