



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.

The Fallbrook Union Elementary School District actively engaged stakeholders to give input into the development of the Expanded Learning Opportunities Grant Plan, including identifying which of the seven supplemental instruction and support strategies would be prioritized. Site based meetings and community forums were held with staff, parents and the Governing Board members, as well as meetings with community partners (e.g. Boys and Girls Club, Palomar Family Counseling, Fallbrook Regional Health District) who might be able to support the plan.

Community Forums: January 20, 2021, January 27, 2021 and February 3
Classified and Certificated Union Leadership: February 2, 2021
Governing Board Workshop: March 5, 2021
SSC Meetings at each site throughout April and May
Staff Meetings at each site throughout April and May
DELAC and DAC: May 17, 2021

Overall the input received across stakeholder groups was fairly consistent. All groups were happy and thankful that districts would be receiving additional funding to support our students and meet their identified needs as a result of the COVID-19 pandemic. The four supplemental instruction and support strategies the district will be implementing, based on the common elements of feedback are:

#1 Extending Instructional learning time

#2 Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports

#3 Integrated student support to address other barriers to learning

#7 Training for staff on strategies to engage students and families in addressing students' social emotional health needs and academic needs

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

Academic Needs

FUESD utilizes a universal screening tool (Renaissance STAR 360 and Early Literacy) to measure and monitor all students' progress. This assessment is administered three times a year (Fall, Winter, Spring). After each administration, the Educational Services Department does a thorough analysis of the overall data; the site administrative teams meet with each grade level and review the data and set goals based on the data, including adjustments to Tier One instruction and the addition of Tier 2 interventions either during the school day or after school; the classroom teacher communicates with parents if a student is not meeting standards and discusses options for intervention. Additionally, teachers participate in weekly grade level Professional Learning Communities (PLC) to review student assessments and determine what adjustments and/or additions must be made to the instructional program for those students not meeting the standards.

Behavior/Social, Emotional Needs

FUESD administers an SEL student survey (Panorama Education) to all students three times a year to look for common trends and areas that require a grade level, school-wide or district-wide focus. Additionally, teachers can access the services of the counselors, behavior technicians, and the district behavior specialist when they have a concern about a student and are in need of additional support and/or strategies. The school counselors and classroom teachers provide lessons using the Second Step curriculum as well as Kelso's Choice curriculum. Both programs promote social and emotional learning in the areas of self awareness, self management, responsible decision making, relationship skills and social awareness. School counselors also provide small group sessions to students who need additional support regulating their emotions, making responsible decisions and maintaining positive relationships.

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 the opportunities for supplemental instruction and support in a variety of formal and informal ways. The Expanded Learning Opportunities Grant Plan will be shared at a Governing Board meeting and posted on our district website; principals will share the various supplemental instructional programs and support strategies at PTA/PTO, SSC, ELAC meetings and at Coffee and Conversation with the Principal meetings; and teachers will also share directly with parents of students who qualify for one of the specific services or programs.

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

STRATEGY #1

Extending instructional learning time in addition to what is required for the school year

Expanding summer programming was a priority for all stakeholder groups. In the past, FUESD has offered Special Education Extended Year and a four week Migrant Summer Program. In addition to these two summer programs, the district will also be offering a three week Summer Bridge program to approximately 750 students. The program will be offered at four of our sites and will serve incoming 1st through 8th graders across our district. The Summer Bridge program will be offered to students who are in significant need of additional instruction in English language arts and/or mathematics.

STRATEGY #2

Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports

The number one priority from our stakeholders was to focus on the learning loss and/or gaps that students may have due to the school closures and reduced face-to-face instruction. Recognizing that learning to read is a fundamental requirement for student success, a high priority was placed on staff, resources and professional development to support this goal. The district will be hiring Literacy Coaches and additional Reading Intervention Teachers across our district to support quality first instruction and targeted intervention during the school day and after school.

Another common theme was that students need real-world application to apply their skills in a hands-on environment. The district will fund two district wide TOSAs whose primary responsibility will be to work with grade level teams to develop and implement Project Base Learning units integrating literacy and science. In addition to the two district TOSAs, each elementary school will have an Innovation Lab teacher dedicated to providing weekly STEM opportunities aligned to the Next Generation Science Standards (NGSS).

STRATEGY #3

Integrated student support to address other barriers to learning

All stakeholder groups also expressed the need to support the social, emotional and behavioral needs of our students and families. The district partnered with Panorama Education to provide online surveys to students, parents and staff throughout the year to assess the social emotional wellness of our students. This data will be used to develop a comprehensive Multi-Tiered System of Supports (MTSS) at each of our schools to guide the various levels of support for our students. Additional staff will be dedicated to implementing the more intensive strategies outlined in the tiered Positive Behavioral Interventions and Support (PBIS) plans, primarily a social worker, additional Behavior Techs and additional special education paraprofessionals. Well developed PBIS plans ensure that a school has in place research based

strategies that promote a safe and positive school climate. Additionally FUESD will continue providing Bulk Meal Service to all families throughout the summer.

STRATEGY #7

Training for staff on strategies to engage students and families in addressing students' social emotional health needs and academic needs

Professional development in the areas such as Restorative Practices, Trauma Informed Practices, 7 Habits of Effective People, including 7 Habits for Successful Families, and effective literacy instruction will be provided to better equip all teachers in meeting the social, emotional needs and academic needs of all students.

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	\$228,860	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$2,634,000	
Integrated student supports to address other barriers to learning	\$540,318	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$0.00	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$0.00	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Additional academic services for students	\$0.00	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$200,000	
Total Funds to implement the Strategies	\$3,603,178	

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

The Fallbrook Union Elementary School District designed a 3-year Learning Recovery Plan using funding from the In-Person Instruction Grant, Expanded Learning Opportunities Grant, ESSER II, Migrant Education, and General Fund Reserves. By combining these resources and maximizing revenues, the District's "Recovery to Discovery" plan will be funded for 2021-22, 2022-23 and 2023-24.

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 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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