

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
[Richmond College Preparatory Schools]	[Peppina Liano, CEO]	[pliano@rcpschools.org] (510 235-2066 ext. 100)

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.

Our plan for the Extended Learning Opportunities Grant is rooted in survey data gathered throughout the COVID-19 pandemic from parents, teachers and school staff. Additionally, parents participated in various meetings, such as School Site Council, LCAP Committee, English Learner Advisory Council and Parent Tea Party Zoom meetings, where the needs of students and options for addressing them were discussed. Teachers participated in staff meetings, grade level meetings and individual meetings with Directors where the needs of students and options for addressing them were discussed. To address areas of elevated need, we have crafted this plan with the intention of creating learning opportunities to remedy learning loss and to address the need for more targeted support (tutoring and small group instruction) for those who are below grade-level as a result of distance learning. Additionally we aim to address social emotional learning elevated as a need.

As part of this grant, our Family Engagement Coordinator shared the tentative plan for two of our program offerings (Saturday School and Summer Learning Program) with parents at our monthly SSC meeting (April 2021) and within our bi-weekly Parent Tea Party Zoom

meeting. Parents were asked for their input and feedback on both program offerings and there was time allotted for questions and answers. Parent recommendations are being taken into consideration for the final plan and implementation.

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

Richmond College Prep Schools would like to use the Expanded Learning Opportunities grant to fund the following programs created to support students identified as needing academic, social-emotional, or other support (including the provision of meals and snacks). These students may be below grade-level, low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, credit-deficient students, or other students identified by credentials and/or certificated staff. Most of RCP's students fall into one or more of these categories.

In-Person Supports: (92.5% of grant total)

Summer Learning Program (8.7% of total grant) - RCP would like to use 8.7% of the allotted funding to launch a Summer Learning Program for the students mentioned above to combat learning loss resulting from virtual learning. The identified students are those who were chronically absent and/or have missed a certain portion of instruction due to lack of supervision and support at home. Our program will focus on English Language Arts (ELA) and Math remediation through small group learning and exploratory learning through hands-on projects. With the aim of serving every grade-level, the program seeks to support up to 100 students daily from 9am-1pm and will include lunch & enrichment activities in the afternoons. These funds would allow us to push for academic growth during the summer to bring said students closer to grade-level while also supporting them in returning to the routine of in-person education and practicing habits for success.

Fall & Spring Saturday School (7.5% of total grant) - Following our Summer Learning Program, we aim to continue to support students mentioned above throughout the regular school year with an added day of learning on Saturdays. Our program will mirror the offerings of our Summer Learning Program but be focused on reviewing and reinforcing academic concepts taught during the previous week. Our goal is to engage students in project-based learning and tutorials to strengthen the new knowledge being taught in the school year. Our Saturday School instructors will also act as a case manager, following and tracking the improvement of their students' academic progress and liaising with family to foster a personalized engagement plan for home and school if the need is present.

Mindful Life (15.4% of total grant) - Mindful Life Project (MLP) is an educational non profit organization that supports schools across the Bay Area and beyond through mindfulness based on social-emotional learning programming. MLP's comprehensive approach supports the mental and emotional well-being of students, teachers, and families and helps transform schools from the inside out to create cultures and climates where mental and emotional well-being is everyone's experience. RCP will increase our MLP support by providing more of the following:

- 1:1 check-ins with students, teachers, and parents
- Small Group sessions with students (2:1 or 4:1)
- Small Group sessions with parents
- Small Group sessions to teach mindfulness to teachers and professional development in which teachers learn to teach MLP's methods to their students
- Whole-class and whole-school programs, known as Mindful Community
- A small group intervention program, called Rise-Up, which includes eight students per grade level with the greatest need to deepen their mindfulness practice and use expressive arts, yoga and performing arts to release stress and trauma so that they can thrive in the whole-school community.

Permaculture (15% of total grant) - A permaculture garden space can foster inspiration and connection to the natural world while also providing social-emotional learning opportunities. It is a space to learn about gardening, environmental sciences, eating healthy foods, and the importance of sustainability and caring for the Earth and community. RCP will use 15% of the grant to establish a long-term "food forest" style garden including fruit trees, berries, perennial herbs, flowers and annual vegetables that require less maintenance and are highly productive.

The "food forest" will be a living outdoor education space providing a nature-centered education that can inspire connection to and interest in natural sciences.

East Bay Center for Performing Arts (4.2% of total grant)

In-School Music Program:

Studies have shown that music can produce several positive effects on a child's brain. Music activates both the left and right brain at the same time, and the activation of both hemispheres can maximize learning and improve memory. RCP will use 4.2% of the grant for our In-School Music Program to ensure that every student receives standards-aligned weekly music instruction throughout the school year to facilitate long-term positive impact on student learning and school culture. All students will perform twice a year at school gatherings, celebrating their accomplishments and developing confidence and pride in their work. These performances will be especially designed to include the whole family, strengthening familiarity with RCP's on-site resources and developing a sense of shared community.

Family and Community Engagement Coordinator (19.2% of the grant)

RCP has a full-time Family and Community Engagement Coordinator. The Coordinator holds weekly Friday parent meetings, Family Nights, African American Parent Task Force, and numerous other events over the year to engage parents in school life. Due to the pandemic, the Coordinator will prioritize the items listed below:

1. Engaging families and students so that the student achievement gap can be lessened by monitoring student attendance closely.
2. Engaging parents to attend the School Site Council (SSC), Coffee Club, English Learner Advisory Committee (ELAC), and workshops and training for parents to develop advocacy skills, including how to support their student(s) in core subjects. RCP will support parents in understanding the academic standards (both State and local assessments), using technology and how to monitor their child's academic progress and support the success of their child. The topics are covered in family nights (e.g. Literacy and Math Nights), SSC, ELAC, Friday parent meetings, and the Parent University Workshop, a six week training course for parents that focuses on giving parents resources, tools, and knowledge on how to advocate for their child, on how the school governance works, on the different ways children learn, on the academic standards, etc. This curriculum is taken from a curriculum for parents whose students attend traditional public schools. The Coordinator has modified the curriculum to meet RCP parents' needs as it relates to our charter, our board, and our school policies.
3. Engaging families and students to ensure that social-emotional needs are being met by providing Coordination of Services Team (COST) referrals and by providing workshop opportunities to develop social-emotional skills to support their students.

Erendira Flores Consulting (15% of the grant)

Erendira Flores is passionate about mission-driven work and equity in the California educational system and schools. She supports education non-profits, school networks, and districts to achieve greater impact through talent development, school design, and strategic planning.

To diminish learning loss of RCP students, Ms. Flores will consult with our Lower and Upper Elementary Directors to provide Professional Development in the following areas:

1. Support for Directors in developing strategies to reduce academic learning gaps and to improve students' social-emotional skills
2. Leadership training for Directors in effective teacher mentoring, teacher evaluations, and meeting facilitation
3. Training in the creation of a stronger teacher leadership team (called "Lead Team")
4. Strategic support in the creation of the 2021-22 academic remediation plan

Remote Supports: (7.5% of total grant)

Remote Tutoring (7.5% of total grant) - In looking at the success of students who were on the cusp of grade-level proficiency during the 2020-2021 school year and who have managed to stay at grade level, a common service they received was 1:1 or 2:1 remote

tutoring from contracted tutors. RCP would like to use 7.5% of the grant to offer remote tutoring for students at or above grade-level who may need additional help and for students who are not able to attend Saturday School during the coming Fall and Spring semesters. Tutoring would be provided by contractors. By receiving Math and/or ELA support via Zoom for 45 minutes twice per week during the afternoons, students would continue to make academic progress while their misconceptions or misunderstandings are corrected. We would also use these funds to support Long-Term English Language Learner (LTEL) students and other English Learners needing support with dedicated tutors (2) to support them with mastering the domains identified by ELPAC scores and ELD Benchmarks. Said tutoring would take place 3 times per week, in-person if on site and remotely if the student opts for distance 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
Summer Learning Program: Staffing & Materials (10 PTE Instructors, 3 PTE Enrichment Instructors)	\$35,000	[Actual expenditures will be provided when available]
Fall/Spring Saturday School Staffing (10 PTE Instructors, 3 PTE Enrichment Instructors)	\$30,000	[Actual expenditures will be provided when available]
Mindful Life Program (extension of services)	\$61,407	[Actual expenditures will be provided when available]
Permaculture (1 FTE Instructor)	\$60,000	[Actual expenditures will be provided when available]
East Bay Center for Performing Arts - In-School Music Program	\$16,666	[Actual expenditures will be provided when available]
Family and Community Engagement Coordinator (Compensation & Benefits)	\$76,703	[Actual expenditures will be provided when available]
Remote Tutoring: Math, ELA & LTEL (6 PTE Tutors)	\$30,000	[Actual expenditures will be provided when available]

Erendira Flores Consulting	\$60,000	[Actual expenditures will be provided when available]
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A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

Based on the amount of funding provided, we will execute the above programs solely within the confines of the funding allotted and will not infringe on additional ESSER funds with targeted and specific plans.

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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