



# 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.

Engagement in the planning of the Expanded Learning Opportunity plan occurred in a variety of formats. The families gave input during the regularly scheduled office hours held by the teachers and Charter Director. Family and community members also participated in many of our charter council meetings this year. Through those discussions, priorities surfaced that influenced the ELO plan. Staff and teachers had the chance to provide input into the plan during regularly occurring staff meetings, the Multi Tiered System of Support Team meetings, and email communication.

Families and community members shared a variety of needs that have been incorporated into the plan. Parent input was gathered through surveys, informal meetings with the Charter Director and during formal office hours that are scheduled monthly. The in person connections offered by the weekly material exchange and daily lunch program also offered an opportunity for conversations that led to input into the development of this plan.

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

Students will be assessed using a variety of local assessments including STAR Renaissance Reading and Math, iStation Spanish language arts, student connection surveys, and teacher created materials. The Multi-Tiered System of Support team desegregates the data and evaluates it along with classroom observations and when necessary parent input. This evaluation leads to identifying student need for academic, behavioral and social-emotional support. Teachers regularly collaborate and reflect on their student's abilities in each area and

consider strategies and supports that meet all students needs. Through continued professional development staff will stay current with the latest ways to both formally and informally monitor student learning, social emotional and behavioral needs.

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

Parents will be informed in a variety of ways what opportunities exist for supplemental instruction and support. Notifications will be sent via email, posted on our school website and in other regular school communication such as newsletters or mailings. When needed personal connection will be made through phone or other communication methods that suit the families needs. Information will be provided in both English and Spanish and any other primary home language that exists in our school community.

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

Based on local assessments and teacher observation, the students at Fuente Nueva have demonstrated a wide range of needs as they return to school. While some students have excelled during distance learning, others have regressed significantly. To meet the needs of all students the plan needs to both address those who are most at risk while also supporting every child's continued academic and social emotional growth. For this reason, the majority of the additional supplemental instruction and support will come in the form paraprofessionals who will provide services to students in the form of after school tutoring and homework support in the after school program. (6 paraprofessionals, 2 hours a day, five days a week @\$40,000, Extending learning time)

After school tutoring is traditionally offered by classroom teachers to our highest needs students. Paraprofessionals will assist the teachers tutoring which will allow them to increase the amount of students who may receive support. The paraprofessionals will also extend the support into the after school program.

For those who are most in need, after school tutoring will be offered four days a week. The after school program will also offer homework support, enrichment learning and lots of opportunity for open ended play for all students. By pairing after school tutoring services with after school care we are able to serve more students with both academic and social emotional support.

Both in school intervention services and after school tutoring will be further supported by increasing the resource teacher's full time equivalency from .6 FTE to .8 FTE. This increase amounts to having the resource teacher on campus four days a week instead of the previous three days a week. This will allow us to dramatically increase student access to Response to Intervention services with a credentialed teacher. Student learning outcomes will improved as will our ability to identify students who may qualify for special education services. (\$15,000 Accelerating progress to close learning gaps)

Fuente Nueva is proud to offer a cooked from scratch program that prioritize whole foods and organic ingredients. The school lunch program will operate through the federal waiver to offer a Summer Seamless program that enables us to offer free meals and snacks to all students. This will dramatically increase our lunch program participation. Additionally we will offer both breakfast and lunch for the first time. To meet the demands of the program, we will employ additional staff who will support the clerical and delivery of the lunch program (\$11,500 Integrated student support). Offering free meals to our students provides much needed support for our most needy families who will benefit from healthy meals at school twice a day. Every family will benefit from the offering of healthy meals that the family, which is one less thing for families to account for in their busy lives.

Additional academic services will be provide to students through the use of progress monitoring and benchmark assessments for all students. Through the use of the STAR Renaissance learning platform students will be assessed in both English and Math on a consistent basis. Students will be given a learning plan based on the results of their assessments. These learning plans are adaptive in nature and allows students to work at their own pace, thus supporting both below and above grade level students. The learning plan will be completed both in and after school.

To support students in learning Spanish we will use iStation, which is an adaptive online learning platform that also provides ongoing progress monitoring and benchmark assessments. Through an online learning platform entitled BrainPOP additional emergent language support will be provided for both at school and home learning for both our English and Spanish language learners. The online learning platform BrainPOP also offers a social emotional learning component to support teachers in providing ongoing explicit instruction in strategies to help students to self regulate so they are ready to learn. All three of these online learning platforms will provide additional academic resources for students (\$12,334 Additional Academic Supports)

To support our Emergent Bilingual students (English Language Learners) we will increase services through additional FTE of the resource specialist. The increased time on campus will allow that teacher to provide added services for emergent bilinguals by certificated staff. These supports will occur during the school day and when necessary will be offered during after school. The online learning platform described BrainPOP that is described above has a strong English Language Learner platform that will support continued growth for students learning English as a second language.

Fuente Nueva is proud to have a school counselor to support the social emotional needs of our students. Mindfulness and yoga are taught by visiting teachers to help student regulate themselves so they are ready to learn. The plan includes the opportunity for us to increase staff capacity through professional development. By offering access to training in trauma informed practices, mindfulness or other social emotional supports for children we can expand supports offered by all certificated and classified staff. (\$4500, Training to support social emotional needs of students) The goal is that mindfulness practices will be utilized in all classrooms on a regular basis.

## 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	\$40,000	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$15,000	
Integrated student supports to address other barriers to learning	\$11,500	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	0	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$0	
Additional academic services for students	\$12,334	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$4500	
Total Funds to implement the Strategies	\$83,334.00	

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 myriad of funding streams created to support students during the global pandemic provide a web of opportunity for schools to adapt our programs to the current needs of the community. We are using the Expanded Learning Opportunity (ELO) plan as a backbone of our increased actions and services as we move forward. The plan is primarily being used to offer additional tutoring that will not only benefit the highest needs students but also have the capacity to offer services for every student. This will occur with after school tutoring and homework

support in the after school program. The plan also supports learn platforms and support for the school nutrition program. To address inherent trauma of the past year all staff will have the opportunity to participate in professional development that supports students social emotional and mental health needs.

Other funding sources, such as the Elementary and Secondary School Emergency Relief Funds, will help fill in the gaps that the ELO grant leave behind. An example of this is the funding of desks and additional tables to allow for social distancing both this school year and next if necessary, instructional coaches and more. Another example is adding 1.0 FTE additional credentialed teacher to help address learning loss and support the possibility of continued distance learning.

Due to the need to adopt a plan in May 2021 for the Extended Learning Opportunity Grant we are putting the expenses that we are certain will be offered in the 21/22 school year. The ESSER funds will support expenses listed above as well as those related to the expenses to implement the ELO plan that were not anticipated at the time the plan was written.

# 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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