

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.

CNCA #4 held an English Learner Advisory Committee (ELAC) meeting, which 16 parents attended. Then they held a Site Based Council meeting and 22 parents attended. Finally, the held a Coffee with the Principal meeting where 71 parents attended. In all three meetings, the Principal provided an overview of proposed goals, plans, etc. After presenting each part, families had about 15 minutes to provide written or verbal input while we recorded notes for each comment.

For teachers and staff, the school leadership team presented an overview of proposed goals, plan, etc. at a professional development session and allowed about 15 minutes for staff questions and discussion and then collected all staff provided written feedback and input about the plan via a google form.

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

Camino Nuevo Charter Academy has a comprehensive academic assessment system, which we will use in order to prioritize students for intervention supports. We have assessed students throughout the 2020-2021 school year and will do so throughout the 2021-2022 and 2022-2023 school years in order to ensure we are responsive to students' changing needs. The majority of our students either are or were previously identified as English Language Learners. As such, we understand that information about students' language and literacy needs, in addition to data in the core content areas, to be central to compiling a complete academic profile of our students.

Language

In addition to the overall and subtest scores from the ELPAC, we collect formative assessment data on students' language development. Through the use of the Rosetta Stone Foundations and Rosetta Stone English platforms, we are able to identify students in need of additional English language development support, as well as the specific forms and functions of language to target. We also collect language data through curriculum-based formative assessments that accompany our designated ELD curriculum, Systematic ELD.

Literacy

In the primary grades (TK-2), we collect literacy data using foundational skills screeners, reading inventory assessments and the platform SmartyAnts. This allows us to identify students who are not yet mastering phonics and phonemic awareness skills, as well as those not reading on grade level. As described with our language assessments, these also help us to understand the specific literacy needs of students and plan for targeted instruction accordingly.

In the intermediate and upper grades (3-12), we collect Lexile levels through the administration of the LevelSet by Metametrics. This helps us to identify students who are reading significantly below grade level and therefore need additional screening for foundational literacy skill gaps, using the assessments described above.

Common Core and NGSS Standards

To ensure that our supplemental instruction and support is targeting students' grade-level needs and not exacerbating academic gaps by relegating them to remedial instruction, we also use standards-aligned data sources to identify students and their needs. At the 3-8 level, we are administering the SBAC and CAST assessments in the spring of 2021 and intend to use the data as one source that helps us identify needs. In addition, in the 2021-2022 school year we will administer the iReady diagnostic for mathematics and the CAASPP Interim Assessments for ELA and mathematics to identify students and their needs.

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

We will inform parents and guardians of opportunities for supplemental instruction and support through multiple channels, including: family bulletins sent via ParentSquare, virtual and/or in-person meetings with school leaders such as Coffee with the Leadership Team, and individualized written invitations for targeted students. All family communication is bilingual, to allow access for both English and Spanish speakers.

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

We will use ELO funds to build our response to intervention team, including part-time and full-time intervention teachers, paraprofessionals to support teachers with small-group instruction, and an Intervention Coordinator to manage the intervention program. The Intervention Coordinator will work in collaboration with the school leadership team to ensure that supplemental interventions are provided in the context of a tiered framework. We will continue to ensure all educators are developed and coached in universal support strategies embedded in a culturally responsive, engaging curriculum (Tier 1), and that we have a systematic, data-based process for identifying students in need of intensive supports (Tier 3). ELO funds will be allocated toward supplemental instruction and support (Tier 2), which consists of:

- Data-based, small-group instruction embedded into the school day, using instructional materials to target students' specific needs such as the iReady Teacher Toolkit
- An intervention period that is built into students' instructional week and is taught by a credentialed teacher
- Before and/or after school supplemental intervention courses offered to students on an opt-in basis, which target students' specific key levers based on assessment data (language, literacy, and/or core content pre-requisites to access grade-level standards). These courses will implement a blended learning approach, including small-group instruction and students' use of online independent learning software.

Student groupings for all of the above will be re-evaluated approximately every 6-8 weeks to ensure that students' need to continue in an intervention context is supported by recent academic achievement data. Students will have an opportunity to exit intervention at these intervals should their academic assessment data demonstrate sufficient improvement.

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 • Before and/or after-school intervention classes, taught by current teaching staff • Intervention Coordinator to manage supplemental intervention program	94,362.50	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports • Full-time credentialed intervention teacher to provide accelerated learning support classes during the school day • Teaching assistants to support accelerated learning by providing small-group and individualized instruction in the classroom	377,789.50	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning • N/A -- All costs allocated to ESSER	[\$ 0.00]	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports • N/A -- All costs allocated to ESSER	[\$ 0.00]	[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 -- All costs allocated to ESSER/LCFF budget	[\$ 0.00]	[Actual expenditures will be provided when available]
Additional academic services for students • N/A -- All costs allocated to ESSER	[\$ 0.00]	[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 • N/A -- All costs allocated to ESSER	[\$ 0.00]	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$472,152.00	[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.

As indicated above, many of the ELO priorities are being funded through ESSER. For example, while the staff who lead intervention will be funded out of ELO, the actual instructional materials and assessments will be funded with ESSER. In addition, the ESSER funds will allow us to keep the above staff through the 23-24 school year (i.e., we will use ELO funds on intervention and TA staff salaries until the grant fund is exhausted and then use ESSER funds to continue the program).

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.

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