California Department of Education
March 2021

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Fontana Unified School District	Randal Bassett, Superintendent	Randal.Bassett@fusd.net (909) 357-5000 Ext. 29109

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 support, 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.

To gather input and feedback on the FUSD Learning Opportunities Grant we leverage current LCAP stakeholder committees and survey and discussion data. FUSD families, students' grade, certificated, classified, and administrative staff were surveyed March through April 2021 to gather input and feedback on needed student supports. Additional input was gathered at the District Parent Advisory, Student Advisory, and District English Language Advisory Committees, Site Leadership, and Bargaining Unit meetings. All meetings were virtual, and translation was provided for all parent meetings. Each meeting also provided members additional opportunities to provide input via Padlet. In addition, the plan was reviewed and discussed with the Board of Education for additional input and revisions. Plan was adopted by FUSD Board of Education: May 26, 2021.

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

Students will be identified for various extended learning opportunities using multiple measures as appropriate to the specific program. Multiple measures may include academic measures such as assessments or grades, program participation (e.g., English Learner,

Foster Youth, Homeless, Special Education, etc.), credits earned, attendance/absenteeism, social-emotional learning surveys, and teacher recommendations.

Measures of Academic Progress (MAP) is the academic assessment that will be used to identify targeted students and to determine specific student needs. MAP was administered to all K-12 students in the district in the Fall of 2020 and the Spring of 2021 and will be administered again in the Fall of 2021. The MAP assessment is a computer-adaptive assessment that provides detailed data on specific skill development within a continuum, as well as a measure of growth over time. Extended learning opportunities that are designed for "at-promise" or "below grade level" students, will target students below the 30th percentile on MAP in the appropriate subject area (reading, language, or math). Student needs for targeted students will be determined based on their score along the continuum (RIT score). This placement on the continuum will identify the specific skills the student has mastered and what skills they are ready to learn next. Academic progress will be monitored with the ongoing use of formative (PLC-developed tools 3+ times per year) and growth-monitoring assessments (MAP 1-3 times per year).

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

Fontana Unified School District (FUSD) parents/guardians will be informed of the opportunities for supplement instruction and support by the following and all communications will be translated:

District and school site postings on respective websites

Announcements on ParentSquare—an online tool that allows for communication, organization, and engagement between families and schools. Parents/guardians can access posts, events, photos, files, and a director on the site. School administrators and teachers can post polls and use two-way messaging via the Web, email, and text messages.

District and site use of Connect Five to notify families via phone, email, or text.

District/Site social media announcements—Facebook, Twitter, and Instagram

Direct contact with parent/guardian

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

Fontana Unified School District developed a comprehensive supplemental instruction and support plan for students to address learning loss and to target the academic and social emotional needs of our students including our at-promise students (i.e. 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). Supplemental Instruction and Support Strategies include:

Program Description	Strategy
ELEMENTARY	
Expand small group literacy instruction at all 20 Elementary school sites by providing additional learning time for K-3 students, performing below grade level, during and or after school.	Extended instructional learning time.
K-3 Math: Principals and the Intervention Coordinator develop a schedule for (1) 3.5 hour /5 days per week (NTE 160 days) long term substitute teacher/certificated extra hourly to provide push-in classroom support for small group math intervention instruction during and/or after school and participate in grade level PLCs. Move (2) Title I funded Elementary Math Intervention TOAs back to intervention. Add 2 core elementary TOA positions.	Extended instructional learning time.
Identified at-promise students in grade 4-6, at all 30 elementary sites, will participate in the C-stem math program during and/or after school.	Extended instructional learning time.
Expand Summer Learning program 2021-22	Extended instructional learning time.
Identified at-promise students in grade 4-9 will participate school Reading/Writing Workshop during and/or after school. 4-9th Reading Comprehension & Writing: Principals and the Intervention Coordinator develop a schedule for (1) 3.5 hour /4 days per week (NTE 142 days) long term substitute teacher/certificated extra hourly to provide push-in support for small	Extended instructional learning time.

group instruction with the IST/ELA Intervention Teacher during and/or after school.	
Core Reading Instruction Training for all Kindergarten and First grade teachers to support assessing, teaching and intervention of early literacy.	Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports.
Train elementary teachers on new grade level, focus standard, Curriculum Maps and Coherence maps to assure teachers use scaffolds and supports to ensure student access to grade level content.	Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports.
Project Based Learning Elementary Teacher Training to support student access to rigorous, engaging, grade level content.	Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports.
Elementary Teacher Training in Culturally Responsive Pedagogy.	Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs.
FUSD's goal to fully implement AVID Elementary and the P21 Framework for 21st Century Learning into one integrated system that prepares students for college and career readiness. AVID Elementary prepares students for College and Career Readiness by training them in Writing Inquiry Collaboration Organization Reading (WICOR) strategies. Our goal in AVID Elementary, is to send a greater percentage of students prepared for MS. This will allow for	Integrated student supports to address other barriers to learning.

the Middle Schools and High Schools to fill available seats, in the AVID Elective class, with students in greater need of structured, scaffolded support. To help achieve this goal, funding is being requested to launch AVID at the elementary schools for those sites that are interested. Currently 5-6 sites offer the AVID program.	
Guided Reading Libraries in English and Spanish: Provide each school site with a base K-3 Guided Reading Library in English and Spanish (DLI school sites) to support early language and literacy development.	Additional academic services for students.
Ensure quality Transitional Kindergarten first instruction through targeted small groups based on common and formative student assessment data. The highest early literacy predictors for reading and school success include alphabet knowledge, phonological awareness, rapid automatic naming of letters or numbers, rapid automatic naming of objects or colors, writing and phonological memory. In addition, research has shown that early childhood interventions are a key indicator of kindergarten success. The goal of this program is to improve Transitional Kindergarten student academic and social development through a focused multiple-year assessment, intervention, professional development, and instructional coaching plan. This would be supported by professional development days for all Transitional Kindergarten and Transitional Kindergarten/K Special Day Class teachers focused on data analysis and professional development. The teachers, with support of the Transitional Kindergarten Teacher on Assignment, will work in district-wide PLCs to analyze data, create homogeneous small groups, and develop targeted interventions for each group based on Kindergarten Diagnostic Instrument, Second Edition, Normative Update KDI-2 and	Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports.

CFA assessment data. Professional development will be provided on quality interactions with students that increase literacy skills	
Improve Transitional Kindergarten teacher competency in quality interactions with students--This would be supported by introducing and providing a deep understanding of CLASS (Classroom Assessment Scoring System) through professional development, CLASS Reliable Rating and instructional coaching. CLASS is a tool that guides teacher growth by developing an understanding of expectations for high-quality adult-student engagement. CLASS, combined with professional development in three areas, Instructional Support, Emotional Support, and Classroom Organization, improves classroom interactions, a key factor proven to drive children's academic and life-long success. Providing teachers with learning experiences and coaching in these three areas improve the interactions that matter most for student outcomes. After the initial implementation, a component of CLASS that supports development of interactions based on Trauma Informed Practices can be added.	Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports.
Support Transitional Kindergarten student and program growth through common normed assessment focused on Kindergarten Readiness. The Kindergarten Diagnostic Instrument, Second Edition, Normative Update (KDI-2 NU) is an assessment tool that measures developmental readiness in 13 areas to provide a whole child evaluation of kindergarten readiness. This assessment will serve as the district-wide normed assessment for the Transitional Kindergarten program at the beginning and the end of the year. It can also be administered by teacher choice mid-year to measure growth and target students who may need more support. Budget to include assessment test kids, student record forms, student activity books (family component), online scoring, administration manual and training for each instructor.	Additional Academic Services for students.
Provide extended learning opportunities with an after-school Transitional Kindergarten tutoring program targeted on students below grade level. As research has shown, a child's success with	Extended Instructional Learning time.

phonemic awareness is the best predictor of later reading success. Instruction will be primarily focused on phonemic awareness and embed other early literacy and early mathematics concepts. Tutoring will be provided by qualified certificated and/or classified staff. Students will be selected based on KDI-2, Haggarty Baseline Assessment for Phonemic Awareness, CFA assessment, and success with small group instruction in class. The target adult to student ratio will be 1:5 to ensure focused small group instruction. Budget includes a certificated staff member at the hourly rate for up to 5, 6-week sessions, 2-days per week for each classroom, planning time provided to the instructor for each session, a one-hour online course on the implementation of Haggerty Phonemic Awareness, and materials for implementation.	
Provide a Summer Learning Program targeted on students below grade level. Transitional Kindergarten will provide a district-wide summer program beginning June 2022. This program will be based on targeted ELA using Scholastic Lit Camp, focusing on Phonemic Awareness skills using Haggerty Phonemic Awareness through a small group instruction model that is based on data acquired throughout the school year (KDI-2, Haggarty Baseline Assessment for Phonemic Awareness, CFA assessment, and success with small group instruction in class). There will be a teacher and an aide for up to 10 students ensuring that every child is spending quality instructional time with an adult for a significant portion of each session.	Extended Instructional Learning time.
Increase Transitional Kindergarten parent involvement and understanding of child development and appropriate activities that improve student achievement. District-wide parent/guardian and child monthly meetings will be provided to support parent engagement and understanding of the natural development of children. Parent/guardian and child will participate together in activities that can support the social-emotional and academic development of their child. These meetings will enhance the new child development learning with an activity that they learn and play with their child. Families will be	Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports.

provided with related follow-up activities to complete with their child and post on a district-wide digital parent brag board.	

SECONDARY	
Expand student supports for existing International Baccalaureate, MYP, Advanced Placement and Dual Enrollment Programs by offering monthly student support and Saturday School sessions, provide additional college tutoring for struggling students in math and science, and provide tutoring support for students enrolled in dual enrollment courses.	Extending instructional learning time
Summer School Programs 9-12 2021-22: 1. In-person summer school for a targeted group of middle students covering math and science. 2. Independent literacy enrichment summer option for targeted middle school population. 3. Credit recovery summer school option for high school students 4. In-person PBL based interdisciplinary summer opportunity for 9th and 10th grade students. PBL project based on school pathways.	Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility
Additional CTE Supports: 1. CTE Industry Certifications and Skill Development: Additional Time for students to receive and practice the skills that should be learned to receive the industry certification. 2. Internships: Continue to focus on providing students with meaningful internships/work experience opportunities that are aligned to student interest and pathway.	Extending instructional learning time.

Lower Class Size in Math and ELA: 1. Middle School: Provide 1/6 teaching opportunities for Math and ELA to lower class sizes in crucial subject matter. 2. High School: Provide 1/6 teaching opportunities for IM1, IM2 and Biology to lower class sizes in crucial subject matter.	Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports.
Create Student Wellness Centers at the Secondary Level: Students need a safe space to go and share feelings with a caring adult and to learn about resources available to assist their emotional well-being. Wellness Centers have been found to be an effective way to help meet student needs.	Training for school staff on strategies to engage students and families in addressing student's social-emotional health and academic needs.
Test Prep Support: Students who need to take various assessments such as ACT/SAT, PSAT, MAPS, Advanced Placement, International Baccalaureate and Certification Tests (CTE classes) will be provided with test prep classes which would assist students practice the skills and knowledge learned so that they are able to excel on these required exams.	Additional academic services for students.
ALL	
Purchase iReady for 5 elementary sites, all middle school and 9th grade ELA and IM1 students to provide extra support in Mathematics and English Language Arts.	Additional academic services for students.
Refocus PLCs and expand their collaborative practices regarding the formative assessment process with the Impact Teams Process. The purpose of the Impact Team Model is to: ● Develop assessment capable learners	Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs.

● Build collective teacher efficacy	
Additional PLC Support Days/Tiime for ELA and Math.	Training for school staff on strategies to engage students and families in addressing student's social-emotional health and academic needs.
Continue to build Principal and Assistant Principal Capacity to be "Lead Learners" to build professional capital across their campus by modeling learning, shaping culture, facilitating the effective implementation of data-informed planning, instructional delivery and assessment practices; and maximizing the impact on learning. ● Principal and Assistant Principal Coaching to cultivate the instructional leadership capacity of site administration and assist in the realization of the goals embedded into teacher clarity, professional learning communities, and assessment practices. ● Professional Literature and Materials	Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs.
ASCD Activate – Activate gives Teachers and PLCs access to content anywhere, anytime and create sustainable professional learning to develop individual district initiatives, as well as support collaborative work. The digital platform includes a cohort- based problem-solving model, deep connection to a whole child approach to education, and content focused on improving school practices delivered by valued and respected educators, many of whom are considered the world's foremost K-12 subject matter experts. Includes: ● ASCD's PD InFocus ● ASCD's PD online courses ● ASCD myteachsource ● ASCD e-books ● Educational Leadership magazine ● ASCD Education Update newsletter ● ASCD Webinars	Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs.

Leading for Equity and Excellence – Increase the capacity of school and district leaders to infuse high expectations and equity into organization management and instructional leadership practices, guide teachers in the use of alternative approaches (e.g., CRT) and foster collaboration within and with external stakeholders. ● Keynote Speaker ● Provide professional development for principals, assistant principals, central office leaders, and teacher leaders on the role of high expectations, efficacy and equity in allocating resources and planning and implementing strategies to close learning/achievement gaps and accelerate students' progress. (Possible Source: National Equity Project or the Efficacy Institute) ● Provide professional development for administrators and teachers on alternative approaches to meeting students' academic and social-emotional needs (e.g., culturally responsive learning) and collaborating with parents and other stakeholders (Possible Source: National Equity Project or the Efficacy Institute) ● Professional Literature and Materials	Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs.
Provide a 2/3-day Summer Leadership Institute for all school administrators to prepare them to facilitate the effective planning, implementation and progress monitoring of Expanded Learning Opportunities to close learning/achievement gaps. The topics will include the following: ● Strategies for setting targets and using specific metrics to monitor and support accelerated learning ● Use of data to analyze and assess students' academic progress and plan for continuous improvement	Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs.

● Use of data to monitor teachers' progress in the effective implementation of identified high-impact instructional practices and to provide helpful feedback ● Development or adoption of a system for the frequent collection and use of student assessment and instructional practice data jointly to determine students' and teachers' needs and allocate resources accordingly ● Strategies for fostering a culture of shared responsibility for student outcomes, trust, collaboration, engagement with data, and commitment to continuous improvement for self and others	
Summer Bridge Program for Multilingual Learners: Provide Multilingual Learners in the EL and DLI programs a summer bridge program to support the acceleration of their language proficiency in English and the partner language (Spanish if the student is in a DLI program).	Extending instructional learning time Integrated student supports to address other barriers to learning. Additional academic services for students.
Multicultural Libraries: Provide each school site with a multicultural library collection aligned to the ELA/ELD units of study included in the core curriculum materials.	Additional academic services for students.
Digital Library: Provide a districtwide digital library for students to access online books in multiple languages to increase literacy development.	Additional academic services for students.

Supplemental Digital Curriculum for Language and Literacy Development: Provide a districtwide supplemental digital curriculum to support the language and literacy development of Multilingual Learners (ex. Imagine Learning, Lexia/Rosetta Stone)	Additional academic services for students.
Thinking Maps and Path to Proficiency: Provide district wide training in Thinking Maps and Path to Proficiency to support I-ELD, D-ELD, and academic language instruction for all students.	Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs.
A Language for Leadership: Provide administrators with Thinking Maps training that is relevant to and can be implemented within their roles and responsibilities.	Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs.
Mathematics Instruction and English Learners: Provide professional development on I-ELD to support math instruction for English Learners.	Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs.
Bilingual College Tutors: Provide school sites with an additional hourly base allocation to hire and fund bilingual college tutors to provide tutoring to Multilingual Learners.	Extending instructional learning time
Communication Protocols to support a Multilingual Community: Provide information in multiple languages using various modes of communication such as but not limited to phone calls, email, social	Additional academic services for students.

media, in-person meetings, and local cable channels to build knowledge and understanding of the district's programs and services.	
Homeless Student Population Support – Saturday Enrichment Centers: Moving forward, we are looking to offer a Saturday enrichment program for our homeless following the Learning Center format. Foster Youth may be served as needed and space permits. In our plan we will open Saturday Enrichment Centers at Almond Elementary School, Locust Elementary School, Fontana Middle School, Summit High School and Kaiser High School. The centers at Almond, Locust and Fontana Middle School will serve 16 students or a total of 48 students in grades K-8. The District has been serving approximately 60 students at our Learning Centers. The plan is to offer the program to our students currently being served in our Learning Centers as we know that these students do have significant issues with housing insecurity. The Saturday Enrichment Center will ensure that students have access to education, nutrition, and a safe place to go on the weekend.   The Saturday Enrichment Center will open to students at 8 a.m. and will close at 12 p.m. Within the four hours, students will receive take and go breakfast, lunch, and dinner. The students will also participate in enrichment opportunities offered through the Mad Science Program and Lego Engineering. A staff member will also work with students to check that all assignments have been submitted to school and students will receive tutoring. As a final component, the students will engage in restorative and community building circles to help ensure their well-being and social-emotional needs.

We are looking to build on the established County Library partnerships at both Kaiser and Summit High Schools that currently operate on Saturdays. The plan is to open a Saturday Enrichment Center at both sites to serve Homeless students in grades 9-12 from 9 a.m. until 1 p.m. During the time in the centers, students will be exposed to Secondary STEM Activities, tutoring opportunities by a district College Tutor, and will engage in restorative and community building circles to ensure their well-being and promote positive culture | Training for school staff on strategies to engage students and families in addressing student's social-emotional health and academic needs. |

and climate. Each center will host 20 students in grades 9-12 dealing with extreme housing insecurity. As is the case with the K-8 Saturday Enrichment Centers, students will receive take and go breakfast, lunch, and dinner.	
Expanding Summer Programs: To address learning loss, the District and City will collaborate to create a Summer Enrichment program during the Summer of 2021 and 2022 that will be located at Almond, Shadow Hills, Mango, Virginia Primrose Elementary Schools and Sequoia Middle School. The Summer 2021 program will begin on June 14 and end on July 9, 2021. The program will run Monday through Friday during the hours of 8-12. Students will engage in STEM and Readers Theater activities. In addition, the students will have the chance to engage in safe physical activities. This will be carried out through an extension of the existing ASES Contract. We will target our homeless and foster youth student population in grades K-8. Each site will host 16 students for a total of 80. Staff will include 15 City program employees.	Additional academic services for students.
In the existing form, our After-School Program has a limit per site of the number of students that can be served. Citrus, Mango, Maple, Palmetto, Porter, Sierra Lakes Elementary Schools have extensive wait lists. By expanding at these specific sites, we will eliminate the wait lists at these identified school sites and will be able to serve an additional 180 students. An additional nine (9) City program employees will be hired. Often, there are multiple contributing factors towards chronic absenteeism. A major factor especially at the elementary level is that parents struggle to find child-care after school. By providing expanded after-school programing we will be able to help with	Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports and or Integrated student supports to address other barriers to learning.

ensuring that more students have a safe place to go and grow after school which will help with attendance.	
The Attendance Intervention Program consists of a referral-based, 3-week program for students and parents/guardians due to attendance concerns. Typically, through a referral from the Student Attendance Review Board (SARB) hearing, students take a truancy course while parents/guardians take a parenting course. Each week, students and parents/guardians attend a two-hour class twice a week for 3 weeks. The truancy course provides students an opportunity to meet with peers and discuss their attendance behavior, establish goal settings, develop cognitive and life skills, among other activities in a space that is restorative in nature. The parent course provides parents an opportunity to also meet with peers and discuss how they can both effectively monitor and encourage positive attendance behavior. The curriculum includes communication, developing expectations and discipline, stress management, to name a few.	Integrated student supports to address other barriers to learning.
School year 2020-2021 brought unbelievable challenges and obstacles due to the COVID-19 pandemic especially in regard to participation/attendance in distance learning. Senate Bill 98 required the creation of a tiered reengagement system to respond to disengaged youth that would be enacted at each school site through the work of a School Outreach and Attendance Review Team (SOAR Team). Many schools already employed a School Attendance Review Team (SART) that respond to cases of chronic absenteeism and general attendance awareness across the school community. Continued development of this team in their new role to perform outreach to students and families is even more in need during and post-pandemic. Exposure to and participation in professional development on evidence-based, tiered strategies to promote attendance and engagement will be paramount as we work to re-engage students coming back to in-person and hybrid or remaining in distance learning for 2020-2021 and for the instructional	Training for school staff on strategies to engage students and families in addressing student' social-emotional health and academic needs.

model dictated by health guidelines for the 2021-2022 school year. Partnering with Attendance Works, an organization with the mission "to advance student success and help close equity gaps by reducing chronic absence", will be beneficial for SOAR Teams as they build capacity among team members to develop their core team and attendance-focused initiatives. Focus areas of professional development will include 1) whole school engagement strategies to reduce student absenteeism 2) early intervention strategies to help monitor and identify students in need of support and 3) partnering strategies. The District will work with identified school sites to create a cadre of team members for the SOAR Team.	
Expand STEM Learning Opportunities 1. **STEAM Saturday School K-8:** This would move Saturday school to be more targeted in STEAM areas. Project based on STEAM themes running throughout so that students are exposed to and use their content area skills in different ways. So, students can build on skills from the classroom in an environment based on growth mindset and inquiry. Students will present projects at the district Stem Showcase in the spring, so the community/stakeholders can observe and congratulate students on their hard work. 2. **Elementary/Middle School Robotics** This program would allow middle school students to act as coaches at/for elementary sites. Teachers would run the elementary robotics programs at their school sites. Local elementary teams would compete against one another, culminating in a district wide competition at the STEM Showcase in the spring. 3. **Outdoor Classroom Learning Areas:** Many school sites in Fontana that currently have garden areas are in need of help and support from the district. These areas would allow Fontana's	Extending instructional learning time

schools to begin implementing the environmental principles and concepts on a wider level.

4. **STEM Fieldwork Activities:**
   (a) 5th Grade 3 day science camp to local mountains (ex. ECOS Institute).
   (b) 4th Grade Science field trip, nature reserve.
   (c) Kinder to 3rd grade school site-based science programs with Inside the Outdoors, visiting Scientist.
   (d) Middle School STEM Fieldtrip Whitewater Preserve Stream Monitoring or Crystal Cove State Park
   (e) High School STEM Field Trip to CSU Desert Studies Center at Zzyzx https://www.fullerton.edu/dsc/ 9th Biology 10th Chemistry

5. **STEM Showcase:** The STEM showcase allows schools to advertise their specific pathways that students can be engaged in as well as have students show the work they have been producing over the past year.

6. **Science Fair Bootcamp:** Students and teachers need support in order to develop and create science fair projects for the SIMSEF, CSSEF and ISEF. FUSD would partner with the SBCSS science coordinator to develop a science fair boot camp in the summer for students that would continue on a few Saturdays in the fall and winter term. The bootcamp program will allow students to have mentors to help them guide their projects and develop true research opportunities where they could develop career and college skills in STEM fields.

7. Teacher Training and PLC Time

   ● STEM teacher coaching: using Insight Advance to create a district peer coaching program.
   ● STEM PLC additional time

• STEM Bias/Systematic Inequity Training • Science CASE Conference	
Visual and Performing Arts: Students in VAPA were unable to master skills required within the VAPA course that they have taken during distance learning. Additional time will allow students to practice their skills as receiving valuable feedback from instructors. Increase VAPA enrichment classes/or clubs on school sites.	Extending Instructional learning time.
Additional Support Subs as needed due to CV19 Guidelines. Help with transition to in person instruction	Extending instructional learning time
SPECIAL EDUCATION	
Supplemental instruction programs will be used to provide instructional supports to students with disabilities and at-promise students who have not been identified for special education (i.e., ALEKS, dreambox, Learning Ally and Kuzwell, Snap and Read, Adaptive Level Readers).	Extending instructional learning time.
Multi-modality Camp (Socialization, Sensory, Functional/Adaptive Skills & Related Services). Camps (much like Saturday school) will be offered once monthly on Saturdays for 2-4 hours and are designed to target social skills training including citizenship, pragmatics, interpersonal relationship building, and other social emotional topics. The camp will provide supports with acclimating back to school campus by building tolerance for sensory input associated with a comprehensive school campus by providing opportunity and training for sensory related behaviors. Additional classes would be provided and focus on	Extending instructional learning time

language/speech skills, fine/gross motor abilities, signing skills etc. The camp would be available for students with disabilities who qualify for related services, students who require sensory supports and for any student who is identified as needing support with social skills.	

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	$12,847,126.00	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	$ 3,989,585.00	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	$1,579,385.00	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	$8,190.00	[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	$2,167,788.00	[Actual expenditures will be provided when available]
Additional academic services for students	$3,054,925.00	[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	$4,162,684.00	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	$27,809,683.00	[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.

ELO funds are primarily dedicated to providing additional instructional and bridge type educational programs for students to mitigate learning loss caused by the pandemic. The Elementary and Secondary Emergency Relief funds have been used for other purposes, such as procuring technology for students and staff, obtaining safety equipment and supplies such as PPE, and additional staffing and other measures to return students to school campuses for the regular school year.