

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 developing the plan.

Stakeholder input was invaluable to the development of this plan. We solicited ideas from parents, teachers, administrators, other school staff, and our community partners in various forums. As we are currently developing our 2021-2024 Local Control Accountability Plan (LCAP), our district teams facilitated stakeholder meetings with classified staff, management groups, parents, teachers, parent advisory groups, and community members. During these feedback sessions, we gathered input related to our students' academic and social-emotional needs. This plan was developed using the feedback from these sessions in addition to "Supper with the Superintendent." The Supper meetings are an open forum discussion with parents about various topics, including, most recently, the LCAP and possibly new goals and actions for our students. Teachers and classified staff provided input during negotiations, LCAP Feedback sessions, the LCAP survey, Summer School Planning Meetings, and Leadership Meetings. We surveyed classified staff about their interest in working for the Extended School Year (ESY). A parent survey sought input about students returning to school for the 2021-2022 school year. An additional study of parents requested the specific names, grade levels, and school site information.

We formed three task teams to address the following areas in preparation for opening summer school: Curriculum, Extended School Year (ESY), and After School. The teams met twice for input on designing the summer recovery program.

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

The Learning Recovery Program is extended to all students, TK through 8th grades, with target student groups being English Learners (EL), special education, foster youth, and homeless. Students with Extended School Year (ESY) identified in the Individualized Educational Plan (IEP's) are automatically enrolled for ESY.

Teachers will use Pre & Post assessments using Standards Plus for grades 1-7 and Heggerty Phonemic Awareness Curriculum for students in kindergarten to identify student needs and monitor student progress. Students in special education will be assessed based on their IEP goals.

Once the school year begins, in addition to academic assessments, a Universal screener will be utilized to determine students' SEL needs. Evaluation of students' SEL needs will include parent and staff surveys, review of attendance and discipline records, and teacher reports. Students also may self-report.

Additional analysis of student needs will be determined by analysis of data analytics, including summative/formative assessments, assessment reports from tutoring/intervention, annual discipline and attendance reports, CALPADS end of year reports, student/parent/staff survey data, analysis of LCAP stakeholder input and analytics provided by 5Lab Analytics (WER report analysis, audit reports, Equity Audits, ELPAC analysis, and more).

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

Parents and guardians will be informed of the opportunities for supplemental instruction and support through

- parent surveys
- summer program registration
- the District's website
- the website for our after school program provider
- flyers distributed through emailing (PeachJar)
- social media
- In Touch all calls
- Supper with the Superintendent Meetings

In addition, parents will be informed as they participate in School Site Council/ELAC/DELAC and other site meetings such as Coffee with the Principal, conferences, and Back to School Nights.

Individual school sites will send out information to recruit parents using their communication platforms. Flyers will be distributed during lunch pick-up each week while remaining in Distance Learning through the end of the 2020-2021 school year. We will send announcements through the radio and press releases through the Victor Valley News Group website.

The AESD Central Enrollment Center will assist the parents who respond to the summer school interest survey with registering their children. Staff will reach out to students in the target groups: EL, special education, foster youth, and homeless, to ensure they are informed.

The Special Education Department mailed letters to all parents of all students eligible for ESY.

Brochures and flyers will be used to advertise the availability of the Wellness Center, contracted tutoring companies, SEL programs, parent engagement opportunities, and additional academic services opportunities. These brochures and flyers will be posted in the school offices, enrollment center, district office, community events, and local community partners such as homeless shelters, food banks, and churches.

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

The continuity of a high-quality instructional program and delivery model is of paramount importance to all AESD stakeholders. To ensure that all students have opportunities for academic, social-emotional learning, and engage in enrichment activities, the District has developed structured guidelines for in-person summer school and extended learning interventions during the school year. AESD will address learning recovery following the seven supplemental instruction and support strategies of Ed Code 43522(b).

The district will offer various programs to address each Priority and meet students and staff needs. Below is a description by Priority:

1. Extending Instructional Learning Time:

During the summer of 2021, the district will offer two, four-week sessions of an in-person Learning Recovery Summer Program to all current Transitional Kindergarten through seventh-grade students to support learning recovery. The daily summer school schedule will be four hours of learning recovery instruction in ELA, math, SEL, PE, and enrichment. A two-hour after-school enrichment program will be available immediately following summer school dismissal. The after-school program, operated by a Community Based Organization (CBO), will be funded through ASES Core, ASES supplement, and 21st CCLC grants. Transportation will be provided for students.

Learning recovery materials and programs designed to accelerate student academic and English language proficiency will support students. The rigorous curriculum will include but is not limited to the Standards Plus High Impact Summer Program, Reading Wonders/HMH Collections, Go Math Critical Areas by grade level, and the Heggerty Phonemic Awareness Program. Pre/Post assessments will be used to determine students' needs for academic and social-emotional support.

Under District COVID19 safety guidelines, teachers and students will be assigned to one of three groups. They will follow the daily schedule specified for either Group A, B, or C. The daily schedule will include time for breakfast, two instructional blocks for English Language Arts and Math, enrichment, physical education (PE), and social-emotional learning (SEL) support. Paraprofessionals will be assigned to each summer school class, and the student-teacher ratio would be 14:1. Parents opting their children out of the after-school program will receive a “Grab and Go” lunch as they head home. All other students will receive their “Grab and Go” lunch in the after-school program.

Most students will participate in the afterschool program, concluding the Learning Recovery Program for enrichment activities, SEL support, and sports. The District will transport students at the end of the after-school program.

Extended School Year (ESY)- Students with IEPs designating Extended School Year will attend summer school to support their academic and behavioral learning goals. The In-Person Learning Program Daily Structure: Teachers and paraeducators will provide instructional services for K-7th grade students. Students will be grouped according to grade/age, disability, and functioning levels. Teachers will provide students with 3.5 hours of direct instruction daily with a 15-minute break between lessons. Breakfast and lunch will be served daily.

ESY Services Offered to Students: Academic – Language Arts and Mathematics; Behavior – Interventions-if necessary; Occupational Therapy per IEP goal; APE determined by IEP.

School Meals - All students in the district will continue to receive weekly meals through the Grab and Go Meal Program, including breakfast, lunch, supper, and snacks through June 30, 2022. While attending the Learning Recovery Summer Program, students will receive breakfast and lunch through the National School Breakfast and Lunch, and we will send a week’s worth of Supper meals home with each student. The Seamless Summer Option, extended through June 30, 2022, provides food to all students while waiving requirements to qualify for free meals. Supper and snacks will continue to be provided through the Child and Adult Care Food program.

After School Program – The after-school program is operated by a Community Based Organization (CBO) funded with the ASES, 21st CCLC, and Frontier grants. During the Learning Recovery Summer Program, the after program will offer students a two-hour enrichment program that will immediately follow the four-hour learning recovery program. Students will have the opportunity to participate in fun and engaging activities such as arts, computer coding, cooking, dance, development of leadership skills, drama, cheerleading, sports, and more. Social-emotional learning (SEL) activities will be embedded in the program to support student needs. The afterschool program will be open for students after school day until 6 pm during the school year. Homework assistance and tutoring is included in the daily schedule. Students will participate in SEL and enrichment activities of their choice. The afterschool program will provide students with the opportunity to have fun, socialize with their peers to build positive relationships, and find social-emotional healing. It will be their healthy space. During the after-school program, students are fed a nutritious supper and snack provided through the NSLP funds.

2. Accelerating Progress to Close Learning Gaps -

Tutoring - Students will have access to tutoring during the school day to support their learning needs while working on assignments and after school in the Wellness Center. The district will contract with a tutoring company to provide engaging, 1-to-1 live virtual or in-person tutoring services, such as FEV Tutors. The program must provide students with access during the school day to receive support while working on assignments and after school. The contracted tutor will be accessible from the Learning Hub located within the Wellness Center. We will purchase a bank of hours for each site based on student needs. In addition, students will be provided with small group tutoring from teachers, peer, and cross-age tutoring. Transitional Kindergarten through first-grade students face unique challenges as they adjust to learning in a classroom setting. Additional support will be provided for these students through reduced class sizes. Plans reduce the class size in TK-1st grade classrooms to 18-20 students for the 2021-2022 school year. The reduced class sizes and paraprofessional support are designed to accelerate student academic proficiency and learning recovery. Students in these grade levels did not have the opportunity to attend rigorous in-person instruction their first year of school during the 2020-21 school year.

A paraprofessional will be assigned to every transitional kindergarten, kindergarten, and the first-grade classroom for the 2021-2022 school year to focus on literacy among these students. It is the hope that all students will be at or above grade level in reading by the end of the year.

3 and 4. Integrated student supports and Community Learning Hubs:

Three school sites will pilot Wellness Centers at their school; two elementary schools and one middle school site. The Student Services team will expand the Wellness Centers to all district school sites once the model is proven successful. The Wellness Center at the three pilot sites will assist students with social-emotional needs and provide learning hubs. The Wellness Center will operate from the beginning of the school day to 6 pm. Parents will have the opportunity to bring students after school for counseling services, homework assistance and access the Learning Hubs themselves. The Wellness Center will have a bank of computers providing students access to technology for homework, online resources such as Khan Academy, and contracted tutoring services. Paraprofessionals trained in Restorative Practices, Mindfulness, and other behavior management supports will staff the Wellness Center during the school day to tutor students in small groups or one-on-one. Classified staff will provide supervision during the after-school hours to assist students with accessing online resources and tutoring programs.

The three school sites piloting the Wellness Centers/Learning Hubs will also have Cambly or a similar program available on their computers to serve as a Language Lab for English Learners. Students will have access to the online program in the Language Lab to continue their progression in English language development.

Mental Health and Counseling Services - There is a high need for mental health support for the students and families in our District. The COVID19 Pandemic has exacerbated the level of trauma experienced by our students and families during 2020-2021 and the need

to access mental health services and support. In addition to the District counselors, support from DMSELPA, and other High Desert mental health resources, a Wellness Center will be established at each school site.

The Wellness Center will provide immediate, on-site access to mental health support for students, staff, and families. The Wellness Center will be available every day from the beginning of school until 6:00 pm. Mental Health Interns currently working on an MSSW, MSW, or MA in Social Work will be placed at the Wellness Center. One Social Worker will provide support for students with Tier-2 and Tier-3 needs. Funds allocated through Medi-cal Administrative Activities (MAA) will sustain the social worker position after the ELO grant. Students can use the Wellness Center during the day as a favorable alternative location for recess. They may engage in activities such as, but not limited to, Maker Space, board games, online learning programs such as IXL, or socialize with friends during recess breaks. The Wellness Center will provide a safe and supervised space on campus as a refuge for students to take time to regroup mentally. These centers will be piloted at three school sites to determine that they can be successful before expanding to the remaining 11 schools.

Additional strategies include: Rethink SEL Curriculum; SEL Shared Agreements; Mindfulness training and use of our existing infrastructure to elevate relationships with students and families: Community Liaison, Attendance Officer, Public Information Officer; Parent Engagement Center to offer parent/student classes; Supper with the Superintendent and “What’s Happening Chats” with District staff.

Referrals to the DMSELPA and other mental health agencies will be provided to support students with Tier-2 and Tier-3 mental health needs.

Additional Support Strategies-

a. Summer Bridge programs will be conducted the week before school starts for incoming Transitional Kindergartners (TK)/Kindergarteners and students transitioning from 5th grade to middle school. Students going into 7th grade will also be included since they did not attend classes on a middle school campus during the 2020-21 school year. The three-day programs will be offered the week before school begins.

The Kindergarten Bridge Program will help students and parents develop school readiness skills. The program intends to have students begin to experience attending school in person. Their familiarity with learning within a positive classroom, the procedures, and routines, may reduce student and parent anxiety about being on campus. Students will practice entering and exiting the bus, appropriate school behavior such as walking in a line, sitting on a rug, and developing a routine. The teachers will be intentional with their activities and words, helping prepare students to express themselves and become more comfortable in the classroom environment during a reduced day structure before attending a full-day program. Examples of learning activities will include songs, storytime, vocabulary development, and indoor/outdoor playtime. Parents will participate in a school tour, program orientation, school readiness sessions, and a family workshop geared toward helping their children become cooperative and participative learners. The 3-day program will culminate in a field-day activity where students will engage in team-building activities, have an opportunity to make friends and experience outside play activities within the structure of a school environment. Each student will also receive a backpack filled with school readiness materials, including grade-level English Language Arts and Math activity sheets, learning games and puzzles, supplemental materials, and school supplies.

The Middle School Academy will offer a bridge program for students transitioning from fifth grade to sixth grade and sixth to seventh grades. Students will be encouraged to participate through daily raffles. The Academy will focus on team building, AVID strategies, social-emotional learning, and leadership activities. The leadership activities will focus on activities that teach students how to tackle complex issues such as equity, racism, and bullying that they see within the community and on campus. Each cohort of students will be assigned two peer mentors that will help support them throughout the year with the collaboration of the District's social worker. The AVID program will help prepare students with organizational, study, and note-taking skills, leading to success in middle school. Other aspects of the Academy Program will support students learning how to navigate through daily middle school life, such as preparing them for PE and dressing out, transitioning between classes, allowing them to meet their teachers and counselors, and providing an opportunity to make new friends. Parent sessions will introduce them to middle school life through "Parent 101," which will include the role of the counselor, accessing the Parent Portal in our student information system, middle school life, and more. Parents will tour the school; ride the bus with their child; have networking opportunities with other parents and earn about volunteer opportunities that encourage parent involvement.

Licensed Behavior Specialist: Each site will be provided a bank of hours for the equivalent of two Board Certified Behavior Analysts (BCBAs) to support students exhibiting severe behavior issues that have exhausted the schools' Tier I supports. The District will develop a Memorandum of Understanding with a consulting agency to provide these hours to support the needs of the schools. The BCBA will be able to observe the student in the classroom, identify the function or root cause of the behavior and help teachers and administrators develop Level II Behavior Support Plans that meet the individualized needs of general education students, with the priority being those who are foster or homeless, from low socio-economic backgrounds, students of trauma, English Learners, and African American students from schools with disproportionate rates of suspension/discipline.

Hazel Health: This is a telehealth program that provides all students 24/7 access to a doctor, medication kits, equipment such as blood pressure machines, the devices for accessing the medical provider, and staff training. If a student is at school and is sent to the health office, they will be seen by a virtual doctor, treated, and then returned to class, reducing the amount of lost learning time and the likelihood that the student will be sent home. If a student has lice, they could be out of school for days until the family can afford the treatment shampoo, the school health office verifies that the student is lice free, and the student return to school. However, with Hazel Health, the student is sent home with the shampoo and comb the day of the diagnosis and is likely to return the next day, reducing absences from 3 to 0 days. The family will also have access to medical care through Hazel Health telehealth during after-school hours, weekends, and holidays. This program will assist in maximizing the amount of time a student is available for learning recovery and reducing additional learning loss.

6. Additional Academic Services-

Student learning will be accelerated through the use of whole child data to provide actionable insights. A new data analytics program that monitors student progress and incorporates assessments will be implemented in the 2021-2022 school year. Summative and formative assessments will be scheduled during the school year. Assessment tools will include, but are not limited to Renaissance STAR Math and Reading tests; IXL; English Language Proficiency Assessments for CA (ELPAC), Student Success Team (SST) report, CUM Review, Teacher observation; Results of Psychological reports; on-going Progress Monitoring results and End of Year assessment reports for STAR, CAASPP/CAST/CAA, IABs and Educational Software for Guiding Instruction (ESGI) program for TK - Kindergarten students. Data Chat meetings will follow these assessments for productive collaboration with teachers and administrators. Parents will be informed of student progress through parent conferences, access to Aeries Parent Portal, and progress reports/report cards.

Students will benefit from the 14:1 student-to-teacher ratio during the Summer Learning Recovery Program. The lower ratio will provide more access time with their teacher. An increase in reading is encouraged through the Renaissance MyON digital book program. This program monitors students' reading progress and their Accelerated Reader levels and quiz scores.

Student Success Teams will design and implement Individualized Learning Plans to support struggling students. Student progress will be monitored with adjustments made to interventions as needed to support student achievement of goals.

Students experiencing homelessness and foster youth will have access to our District foster youth counselor for support beyond site-based mental health services. They may also be supported through referrals to mental health agencies within the High Desert, including DMSELPA and VCSS. They will have priority access to the new district-provided tutoring program. Students demonstrating more significant academic and behavioral needs may be referred to the school site's Student Success Team (SST) for additional interventions. An Individualized Learning Plan with specific interventions to support the student may be developed through the SST process.

7. Training for school staff on strategies:

The District has identified four foci for professional development over the next three years, including Mindfulness/Social Emotional Learning, Teacher Clarity, and Data Analysis. The ReThink SEL curriculum that we are purchasing has PD embedded within the program that can be used as self-directed lessons or staff meetings. The Learning Recovery Summer teachers and students will be piloting the program to determine the best use of the program for full district-wide implementation in August. Additional professional development will be funded using other district funds such as providing 8-week sessions for teachers on social-emotional learning/mindfulness through the University of LaVerne.

Increase staff celebration - Renaissance teacher - themed goodie bags for each month for staff such as a note, poem, ex: lifesaver - thank you for being a lifesaver for students.

Parent engagement classes will provide training opportunities for parents to learn how to support their students with math, English Language Arts, and technology. Parents will learn about SEL strategies they can incorporate to help their students. Classes will be taught by AESD staff and presenters from SBCSS and vendors. We will leverage Title I and Title III to provide these sessions.

5. Credit Deficient Students - This does not apply. AESD is a K-8 school district.

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. **Total allocation: \$5,784,066**

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
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Extending instructional learning time	\$1,900,000	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$1,700,000	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$1,262,536	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$621,530	[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 -	Not Applicable	
Additional academic services for students- Currently provided by the District	\$ 300,000	[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	\$ provided through other funds	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$5,784,066	[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.

Various Emergency Relief Funds (ESSER I, CARES, GEER I) are being used to prepare schools and staff for reopening, beginning with our summer session. These funds support purchasing PPE (face coverings, desk shields, etc.), cleaning supplies, technology

(laptops, TVs), and upgrading our air systems (filters, purifiers, etc....), among other necessary items to meet COVID-19 guidelines for a safe reopening of schools. The ELO Grant will be used for Summer Learning Recovery and Summer Bridge. Training for staff such as SEL, co-teaching for TK-grade 1 teachers and paraprofessionals, and teacher clarity and data analysis will be provided through ESSER, COVID, Title II and Title I. We will also use these funds to provide a Synergy Day at each middle school and K-8 to build a positive climate and rebuild relationships in support of Social-emotional learning.

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
March 2021