



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.

In 2019, Orange Unified School District (OUSD), in collaboration with a multitude of stakeholder groups, created the Orange Unified EDGE, the district strategic plan for 2019-2025. This plan compressed the seven goals of the 2017-2020 Local Control Accountability Plan (LCAP) into four focus areas grounded in the District Core Values of Integrity, Equity, Respect and Excellence. Aligning the LCAP to the strategic plan was a major transition, but necessary, if OUSD was to remain consistent with the new vision and transparent to all stakeholder groups. All plans moving forward, including the Expanded Learning Opportunities (ELO) Grant mirror and build upon our Board of Education's vision, mission, and strategic initiatives identified within the four focus areas of Excellence in Academics & Leadership, Dedicated & Engaged Communication, Genuine Wellness & Safety and Efficient Utilization of Fiscal Capital.

Consistent outreach for stakeholder input has been an area of focus for OUSD. Because of the cohesive alignment we are forming with our strategic plan, LCAP, Single Plan for Student Achievement (SPSA), technology plan, and the Learning Continuity Plan (LCP) that was adopted in December 2020, input from our stakeholders has been prodigious. OUSD Leadership consults with stakeholder groups that include students, teachers, principals, other school personnel, local bargaining units, parents, community members and other advisory groups such as the District Advisory Committee (DAC), the District English Learner Advisory Committee (DELAC), the Superintendent's Forum, District Curriculum Council, Educational Technology Advisory Council (ETAC), Foster Connections and GATE Community Advisory Committee. Each group brings varied perspective and richness to the conversation and contributes to the development of a meaningful plan, that represents the services and programs for all our students. Input, gathered from LCAP survey results and focus group discussions, provided invaluable insight into programs and practices. Parents and students were also afforded an additional opportunity to provide input in the use of Expanded Learning Opportunities (ELO) and other Assembly Bill 86 COVID-19 funding through the OUSD Instructional Model Commitment Form that all parents were asked to fill out to determine program placement. This survey enabled families to provide input on current services/programs as well as what other actions/programs/initiatives needed to be explored and considered to meet district focus areas, LCAP goals, and components of the ELO Plan. Information on the ELO Plan was also disseminated at the following recent advisory meetings, in addition to questions being answered and input gleaned:

*District Curriculum Council- April 27, 2021

*District Advisory Committee (DAC)- May 12, 2021

*District English Language Advisory Committee (DELAC)- May 4, 2021

*Educational Technology Advisory Committee (ETAC)- April 29, 2021

*Foster Connections (Foster Youth)- May 7, 2021

*Gifted & Talented Education Community Advisory Committee- May 17, 2021

*Superintendent's Forum- May 5, 2021

*Community Liaison meeting- May 5, 2021

*Monthly Superintendent & Educational Services Leadership meetings with Orange Unified Education Association (OUEA) meetings

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

The COVID-19 pandemic has greatly impacted Orange Unified School District students, which has resulted in varied levels of identified learning gaps for some students. As a district, we were fortunate to have been able to welcome students back, who were willing to be on campus, in September 2020 to mitigate the potential issues with learning loss that everyone in education is grappling with currently. Whether students began the year in-person or online, the pandemic illuminated and compounded the system inequities that must be addressed through a thoughtful and purposeful review of student outcome data. Educational Services has always put a spotlight on our most vulnerable populations yet now more than ever, we need to proactively ensure that we are assessing and monitoring their progress. This includes academic, social-emotional, as well as, the behavioral health of our English learners, students with special needs, low-income, foster youth, and students experiencing homelessness. In the arena of positive social-emotional well-being and behavior, which we know is essential for academic success, our students benefit from access to counselors and psychologists at every site. These experts work alongside instructional staff and help with proactive measures on campus as well as interventions. These experts are a visible and a valued resource to students, staff, and families. Our current plan allows for additional counseling services across all campuses, as well as a physical education program that integrates CASEL's Five Core Competencies of self awareness, self-management, responsible decision making, relationship skills and social awareness for all our elementary students TK-6.

As for academics, it is more important than ever to accurately know where our students are performing due to remote learning, hybrid schedules, and a lack of complete CAASPP claim and target data. As the rest of our students return to the classroom next year, teachers will need an assessment tool to guide instruction to meet the specific needs of all students. The results of the assessment will allow teachers to provide targeted interventions and support for student learning. Additionally, students need a tool to remediate learning loss, provide engaging instruction at their level, and accelerate learning. At the elementary level, Educational Services will expand the use of iReady, both reading and math, across all school campuses. Diagnostic data will be uploaded to our own internally designed dashboard to disaggregate data by each of our targeted subgroups for analysis. This will help us identify gaps along with the use of existing curriculum embedded assessments that teachers use with other local data. In addition, the Acadience universal screening tool will continue to be implemented to assist teachers with the monitoring of reading development. Based on the results, teachers will provide students with individualized instruction and necessary supports to access core content standards. The progress monitoring tools will also provide a comprehensive ongoing screening for intensive and strategic students on a weekly, bi-weekly, and/or monthly basis based on the particular assessment. These results will provide teachers with relevant data for continuing or modifying their current instruction and/or intervention in order to scaffold intensive and strategic students toward meeting identified benchmarks. These data points will also be utilized by our tutoring agencies and after-school program(s) staff in order to provide a collaborative, aligned approach in meeting identified student goals.

For our secondary students, we will continue to use Reading Inventory and Math Inventory to progress monitor our student's growth in partnership with course grades and curriculum embedded assessments. They will be able to identify learning gaps and address them through a purposeful planning process. In addition, our three middle schools will also integrate the use of i-Ready as an additional assessment platform. Our equity partner Orenda Learning will also be working with fifteen of our schools with assessment analysis. Teachers will be designing with the support of an Orenda Achievement Specialist, grade level/subject specific common assessments to track student progress. The design of these assignments may encompass an augment to the current embedded assessments that are utilized.

As a second layer for our students with Individualized Education Plans, (IEPs) the IEP team will continue to monitor baseline performance of students and develop interventions and supports to address progress on goals using similar data as their general education counterparts,

plus additional testing protocols specifically for our students with special needs. While there is a broad understanding that the impacts of the pandemic do not equate to a learning disability, in practical experience, we are seeing an increase in parental requests for initial, updated, and specialized educational assessments. Additionally, based on our lived experiences since August 2021, we are anticipating and projecting a possible increase in internal referrals for initial and supplementary assessments from school teams for students who are not performing with the anticipated prerequisite academic skills. Further, we have seen, and are projecting, an increased need for behavioral/specialized services assessments, as students return to school with heightened social-emotional and behavioral needs. Additional assessment sections may be allocated to facilitate the exemplary assessment process needed to tease out the nuances of learning disabilities from the impacts of the disruption of schooling due to the pandemic.

The Educational Services team finds that the triangulation of datasets will give us a clearer picture of our students' needs. Within our new LCAP document, there are references to credit recovery options, summer school and extended learning where students will have access to immerse themselves in additional learning opportunities. We are going to use the above-mentioned data points to design their learning experiences and opportunities that address articulated needs, which will be part of a systemic continuous cycle for our students. Staff will progress monitor students at each site, alongside the support of their Executive Director, and for students that do not respond to the interventions provided, a team of experts will convene a student success team to determine next steps. In many cases our district experts in English Language acquisition, mathematics or foster youth attend student success team meetings to support the team and help prescribe best course of action for each student. Our goal no matter the circumstances a student faces, is to get them on a path of success where identified gaps are being targeted.

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

Focus Area Two of the OUSD EDGE Strategic Plan is Dedicated & Engaged Communication, which evokes the district's commitment to providing effective communication with students, staff, parents, and community in a timely, relevant, and consistent way that promotes optimal student outcomes. Our proactive internal and external strategic communication plan includes a layered approach of consistent information being shared with families from both the school sites, as well as the Educational Services Offices, which includes the Office of Curriculum & Instruction, Office of Student & Community Services, Office of Special Education, Office of Technology & Student Achievement, and the Office of Accountability & Equity. At the school sites, information concerning supplemental instruction and support is sent out via School Messenger, weekly/monthly school newsletters, and daily social media posts. In addition, each school site disseminates information directly to parent lead representatives at Parent Teacher Associations (PTA) and English Language Advisory Committee (ELAC) meetings. At the district level, communication to parents and guardians is sent out through School Messenger, social media, and a weekly Superintendent's Message, which according to stakeholder input has been a successful step in transparency and increased communication.

In order to enhance overall communication, OUSD has facilitated a new Communications Department that has been highly instrumental in building and maintaining community and district-wide outreach. The Communications Department has revamped the OUSD District Webpage to be more user friendly and to facilitate access to valuable academic and non-academic resources provided by the district and community. Particular opportunities for supplemental instruction and support are posted and explained on the website. The district also engages our many leadership forums to assist with the propagation of information. These leadership forums include the District Advisory Committee (DAC), District English Language Advisory Committee (DELAC), GATE Community Advisory Committee, Educational Technology Advisory

Committee, Special Education Community Advisory Committee, District Curriculum Council, Superintendents Forum, as well as Community Liaison meetings.

OUSD also focuses on ensuring that our special populations have access to information on services through the Teacher on Special Assignment for Parent and Family Engagement, who works with our English learners, Teacher on Special Assignment Special Education, who works with our students with disabilities and Coordinator of Student & Community Services who works directly with our foster youth.

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

The Local Control and Accountability Plan (LCAP) serves as an equity plan for Orange Unified, principally directed at unduplicated students, which are defined as English Learners, low income and foster youth. The LCAP supports the district mission and vision, that in partnership with our community, we will provide a safe, equitable and innovative culture of learning for each scholar to have a competitive EDGE as a leader. All goals and actions are established through the lens of the impact on the achievement of our unduplicated students (EL, LI, and FY). We established our goals to mirror the OUSD EDGE Strategic Plan that encompasses the four focus areas: Excellence in Academics and Leadership, Dedicated and Engaged Communication, Genuine Wellness and Safety and Efficient Utilization of Fiscal Capital. The LCAP is reviewed and revised yearly based on stakeholder feedback to increase or improve actions and services for EL, LI and FY students as well as overall student outcomes. This allows for more precision in the actions and services offered through a cycle of continuous improvement. Orange Unified is committed to supporting the students we serve, and our LCAP allows us to enhance and expand programs to fully meet our diverse population of students' needs. The Extended Learning Opportunities Grant Plan is directly aligned with the goals of the LCAP, and the strategic initiatives set forth in the OUSD EDGE. It serves as an extension of already identified actions and identified needs of our OUSD stakeholders.

Orange Unified made the important decision and commitment of opening for full face-to-face instruction in September 2020 while many other districts across the state only offered a virtual instructional model. The driving force of this decision was to mitigate the potential learning loss for all students. Our Multi-Tiered, Multi-Domain System of Support is our guiding framework on how staff identifies and implements interventions for students. The OUSD ELO Plan encompasses strategic actions within the seven components that evoke the supplemental instruction and support in our tiered framework that bases universal, targeted, and intensive supports on student's needs for academic, social-emotional, and other overlapping supports. Following is a description of the strategies that will be enveloped through the ELO grant.

Extending instructional learning time- The current pandemic has presented a unique set of opportunities and challenges due to the disruption to instruction and the uncertainty associated with what the future will look like. Despite the facilitation of our successful OUSD EDGE Instructional Slice Models this year, learning loss has been experienced due to many mitigating factors. Intervention, acceleration, and enrichment opportunities will be provided at the elementary, middle, and high school levels. At the elementary level the scope & sequence of the curriculum is being designed by OUSD Teachers on Special Assignment (TOSAs), Instructional Specialists, teacher leads, in conjunction with the Offices of Curriculum & Instruction and Educational Technology. Identified learning loss will be addressed through interactive, engaging targeted instruction in English Language Arts, Math and STEAM. Social Emotional Learning (SEL) components will be embedded across all lessons. The middle school program will be comprised of engaging, hands-on learning units designed from our board adopted curriculums. The program design will include English Language Arts, Math, Visual & Performing Arts, Career Technical Education (CTE), STEAM, and Physical Education integrated with wellness components. The AVID Summer Bridge Program will also be facilitated to target

identified math gaps. At the high school level, the program will constitute engaging, interactive lessons in all core subjects including Spanish and Health. Each high school campus will offer an online credit recovery program utilizing the APEX Learning Curriculum. Expenditures at the high school level will be funded through the Office of Secondary Education's LCFF budget.

The Extended School Year (ESY) Summer Program (per IEP eligibility) will be facilitated for our preschool – Adult Transition students at three campuses. In addition, our Office of Special Education will deliver comprehensive, robust Intensive Instructional Support for Learning Clinics that focus on credit recovery in all core content areas, an additional clinic centering on reading strategies utilizing the Orton-Gillingham Curriculum, and a third one with mathematics as it's focal point.

OUSD students will also have the opportunity to intervention, acceleration, and enrichment activities offered through Santiago Canyon College, College for Kids & Teen Program, which offers a wide array of courses. All students will also have the offer to refine their skills and content through EDGE Camps that will be implemented over the Winter and Spring breaks. Additional targeted intervention opportunities will also be incorporated throughout our before/after school CARES Program.

Accelerating progress to close learning gaps- The continuity of a high-quality instructional program and delivery model is critically important to all OUSD stakeholders. In keeping with the practices put in place with the implementation of our adopted curriculum and Multi-Tiered System of Support (MTSS), the district will continue providing the highest quality instruction and supports for all students, including our at promise students, English Learners, Low Income, Foster Youth, homeless, and students with disabilities. The continued implementation of tutoring for all students, which includes 24/7 services (4th -12th grade) via an outside vendor, functional skills tutoring for students with moderate to severe disabilities, as well as targeted individual and/or small groups facilitated at the school campuses. Identified gaps will also be targeted through the deployment of supplemental learning recovery programs such as IXL, Read Naturally, Brainpop, Nearpod, and Happy Numbers. Additional student dynabooks and iPADS for our lower grades across all campuses will also be purchased to access all aligned digital curriculum supports, as well as intervention programs and assessment tools.

In order to accelerate progress to close learning gaps, teachers will need additional support by Instructional Assistants, Behavior Support Assistants, and District Office TOSAs that specialize in English Language Arts and Instructional Technology. In addition, aligned professional development in conjunction with Orenda Learning will be facilitated for these new paraprofessionals that encompass instructional strategies such as small group instruction. Professional development will also be offered to teachers in summer and throughout the 2021-2022 school year that focuses on content and assessment alignment, which helps with systems coherence and overall student achievement.

Integrated student supports to address other barriers to learning- OUSD recognizes the need to support all nine dimensions of a student's overall wellness. Parent, staff, as well as input from our students has yielded the need for additional counseling services in both the elementary and secondary arena. Classroom teachers will continue to utilize Nearpod SEL modules within their classrooms and/or integrate them within their lesson delivery. Assessment data from the Nearpod curriculum will continue to be analyzed to identify targeted tiered interventions for all students. Tier II and Tier III needs will continue to be met through our continued successful collaboration with Care Solace.

The physical dimension of wellness for our elementary students has also surfaced recently as a major concern. Many parents and site principals have noted that the pandemic has limited the fitness routine of many students, which has led to some excessive weight gains. For many of our students entering puberty, this also has brought forth issues with their self-esteem as body image is such a focus at that age.

Stakeholder focus groups, as well as survey data, has emphatically stated that a robust Physical Education program layered with the CASEL Core Competencies would be an added benefit for all elementary students. ELO funds will be directed towards meeting this need.

Support for credit deficient students- OUSD EDGE Strategic Initiative 1.6 - Prepare students for college and career opportunities upon graduation through rigorous and relevant coursework that fulfills the A-G requirements and all state standards with support from ongoing college counseling services lays the foundation for ensuring that all OUSD graduates are prepared for postsecondary opportunities. The pandemic has had an impact on the learning trajectory of some of our secondary students, particularly those who were forced to take on added financial responsibilities to help their families. This school year counselors received the American School Counselor Association (ASCA) training in order to expand their knowledge of all the counseling domains. This has enabled them to develop a comprehensive approach in collecting and utilizing data to identify student needs, establish annual student outcome goals, identify outcome data, and structure school counseling programs using action plans. All of the school counseling programs have online resources that are accessible to students and families through individual Google classrooms, online websites, and school counseling social media accounts. This school year the OUSD School Counseling Program website was developed to include wellness resources for all students, College and Career Readiness Resources, Career Technical Education (CTE), our career readiness tool Xello, and various community resources.

Professional development through Orenda Learning will continue for all counselors and secondary site administrators to reflect on on-track metrics for college and career readiness including attendance, behavior, grades, common assessment results, course placements, and multi-tiered supports. Summer PD will introduce counselors to matrix of research-based, on-track metrics that are proven predictors of college and career readiness. Equity-based reflection session protocol will be facilitated to ensure that all students with an emphasis on our special populations are showing continued improvement towards their established goals.

Identified learning gaps will be supported through the facilitation of additional sections at each of the secondary schools with an emphasis on co-teaching opportunities for English Learners and grade level Mandarin courses to accelerate language. Sections will also be provided to campuses for Site AVID Coordinator(s) to monitor/support students in core classes, and for campus Student Support Team leads to progress monitor students alongside school counselors and administrators.

Additional academic services for students- A minimum of seven teachers will be added to the OUSD EDGE Virtual Academy to expand comprehensive, robust learning opportunities to those families who desire to keep their student(s) learning remotely. Educational Services will continue to provide two additional homeschool teachers to meet the additional request of families who prefer this option.

ELO Grant funds will also be utilized to assist with a stronger multi-tiered system of support in regard to assessment. Educational Services will continue to use the Acadience Learning Online Digital Platform for universal screening to assist teachers with the monitoring of reading development in grades K-6. Ascertained data allows teachers to provide students with individualized instruction and necessary supports to access the core content standards. This progress monitoring tool will also provide additional ongoing screening for intensive and strategic students on a consistent basis. These results will provide teachers with relevant data for continuing or modifying their current instruction and/or intervention in order to scaffold intensive and strategic students toward meeting identified benchmarks. Educational Services will also increase the use of the i-Ready platform to all elementary and middle schools for the 2021-2022 school year due to its successful pilot implementation at some of our campuses this year. I-Ready's three-pronged assessment components in conjunction with the Acadience platform, utilization of various reports from the Multiple Measures Assessment Reporting Service, embedded curriculum assessments, and

identified work with Orenda Learning will propel OUSD to meeting Strategic Initiative 1.3- Establish and utilize district-wide benchmarks and assessment tools to monitor student progress, set goals, align curriculum, and guide instruction to meet student needs.

Training for school staff on strategies- Professional development aimed at instructional strategies was previously discussed above. PD targeting behavior and social emotional wellness will incorporate evidence-based Tier 1 and Tier 2 strategies. PD will focus on a strength-based prevention model that is founded on the belief that all students can learn and achieve set goals if provided sufficient, appropriate opportunities to develop meaningful relationships both in and out of the classroom. This comprehensive model enhances school climate and utilizes the strengths of students, families, staff, and community in the design. Teachers, instructional assistants, behavior support assistants, counselors, school psychologists, and leadership will have access to a wide array of trauma informed professional development opportunities to strengthen their pedagogy on how experiences of psychological trauma impact behavior, relationships, and learning of students. Trauma is the number one health epidemic today and puts our students at severe risk emotionally, physically, and academically. Enhanced knowledge of strategies that are based in youth development, resiliency, and prevention research can help strengthen school climate, increase student achievement and engagement, increase parent involvement, and address the plethora of mental health needs that some of our students may be experiencing. Educational Services also plans to expand the peer advocate model that is currently being piloted on two campuses this year. Identified students will participate in 40 hours of mentor training in the summer to asset them with developing the necessary skills to help other students with issues that are limiting their full potential. Peer advocates will receive continual coaching and mentoring throughout the year in order to continue refining their own skills. Lastly, additional cohort(s) of staff will participate in crisis prevention training, which adds an intensive layer of crisis prevention and de-escalation techniques to support students safe return to in person learning with an emphasis of overall wellness.

Community learning hubs- Educational Services is currently in the midst of the design thinking process for the launch of a Community Resource Center. This center would provide wrap around services for families in terms of enrollment, nutrition services, transportation, academic & technology support, and student wellness. It will also serve as the district hub for parent professional development, as well as a place that parents can engage in their own learning via access to multi-media technology and a library of parent resources. Educational Services is working alongside Business Services in identifying a space to house our Community Resource Center. Any related expenses will be paid out of other COVID-19 Relief Funds if applicable.

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	\$1,209,000	Actual expenditures will be provided when available
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$7,787,196, which includes 10% for paraprofessionals	Actual expenditures will be provided when available
Integrated student supports to address other barriers to learning	\$4,314,000	Actual expenditures will be provided when available
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	*Applicable expenses will be supported through other COVID-19 funding	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	\$750,000	Actual expenditures will be provided when available
Additional academic services for students	\$1,844,760	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	\$410,000	Actual expenditures will be provided when available
Total Funds to implement the Strategies	\$16,314,956	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.

Educational Services staff alongside Business Services has mapped out a blueprint for the integration of ELO funds with those of EESSR II and III. Priority of initiatives were ranked based on stakeholder input and then categorized as expenditures for both EESSR II and III. For

example, the continued facilitation of integrated student supports that encompasses additional counseling supports is one that we will continue to cover in the 2022-2023 school year with EESSR II funding and then in the 2023-2024 school year with EESSR III funding. The Educational Services team is staying committed to promoting a culture where the use of resources is connected to student achievement while maintaining fiscal solvency and transparency. The influx of funds requires conscientious consideration to make decisions soundly that advance learning recovery, while also considering long-term sustainability. The Educational Services team knows the importance of establishing a student-centric framework which includes all available funds, aligns with the LCAP and OUSD EDGE Strategic Plan, and integrates the input of stakeholders.

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 or <mailto:lcff@cde.ca.gov>

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the

supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.

- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

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

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

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

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

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

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
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