

## Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Victor Valley Union High School District	Dr. Ron Williams, Superintendent	rwilliams@vvuhsd.org

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.

VVUHSD worked with representatives from both the certificated and classified staff from January- April 2021, with Parent Advisory committees from March-May 2021, and with student leadership groups from January & February 2021.

The Cabinet and school site administrations were involved in the discussions as well.

The feedback received was evaluated and aligned to the seven supplemental instruction and support strategies, and the document addressed the areas that are reflective of the VVUHSD student and staff needs.

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

VVUHSD assessed the academic needs of its students using diagnostic and formative assessments. The district conducts STAR Renaissance as the universal screening for math and ELA literacy with the intent to provide extensive support for students who are three or more grade levels below. We also identified students by their high school credits and provided intensive credit recovery options throughout the year and as the students struggled with passing classes, we continued to expand options. Using Panorama data for student social emotional support, we referred students to both inhouse and community service providers. We conducted a technology support survey to determine the needs of the families to ensure equitable access to materials and services. For students who had significant attendance issues attending distance learning, we will have to provide them with additional support. The district will continue to provide the universal screener, the formative assessments for ELA and Math and the climate and SEL survey through Panorama. We will also continue to receive feedback on student technology and use district hardware/software to determine if the students are accessing materials equitably. A survey was conducted for planning the summer school session this year in order to address SEL, academic and interpersonal enrichment interests for students, along with feedback for after school programs and transportation and meal needs. Surveys regarding returning for school reopening cohorts were also conducted.

The plan addresses the needs of Foster and Homeless Youth, Special Education and English Learner, in addition to middle and high school students struggling with grade level content, promotion and graduation.

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

VVUHSD used the universal screening data and the grad status data to identify students who would benefit from the additional supplemental instruction and sent a letter to each of these families informing them about the options offered both during the school year and during the upcoming summer session. These options include 24-7 tutoring, credit recovery, direct small group instruction and SEL support with the mental health clinicians hired by the district. Counselors also reviewed each high school student transcript and referred them for credit recovery courses offered during the year and during summer school. The grant also will fund a robust Saturday school option. All communication is completed in Spanish. Additionally, the district hosts weekly community meetings to provide updates for support being provided.

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

VVUHSD has provided supplemental instruction and support throughout the year in the form of daily teacher office hours, site-based tutoring, and district-based tutoring. In addition, starting in March, the district brought back small cohorts of students, such as Special Ed, English Learners, At-risk seniors and Foster and Homeless Youth. Each site also opened up Learning Pods allowing students to access the district WIFI and continue distance learning. In April, the district brought back seniors and soon followed up with any students who were interested to return. The reopening plan is scheduled as a two-day cohort return. All through this year, high school

students have accessed credit recovery options to target F grades to remain on the graduation track. For the summer school, the district will provide an expansive supplemental program to address both academic and social emotional needs. The program has been designed to support incoming 7<sup>th</sup> and 9<sup>th</sup> grade students new to the district. Below are the details for each strategy;

**Strategy 1: Extending Instructional Learning Time - VVUHSD plan does not address this strategy.**

**Strategy 2: Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports:**

A	Skills based Tutoring and small group learning supports provided by <b>certificated</b> staff including Foster and Homeless Youth, Special Education, and English learners during before, after and Saturday school
B	Skills based Tutoring and small group learning supports provided by <b>classified</b> staff including Foster and Homeless Youth, Special Education, and English Learners during before, after and Saturday school
C	<b>Learning recovery programs and materials</b> to accelerate student academic proficiency in English Language Arts and Math. This includes Acellus, FEV tutors, APEX, and other online materials for targeted student subgroups. Providing additional support for English Learners during the day through the use of manipulatives and supplement materials. This would include myELD Companion, Read180, System 44 and other reading intervention programs/curriculum as appropriate. Provide enrichment materials for these accelerated courses that go beyond the scope of the current adopted materials. C) Expand the summer academic connections program from incoming 9th graders to incoming 7th graders as well. The course is currently designed to provide pre-school year support for incoming 9th grade students whose math readiness scores reveal they are working far below grade level.
D	<b>Learning recovery programs and materials</b> to address Social Emotional needs through Panorama’s SEL activities to onboard students to success and thoughtful transition back to school, with a focus on wellness and sharpening student study skills. Provide practice of skills and standards through relationship-centered activities and assignments. Provide time with Mental Health clinicians to train teachers and support staff on SEL related. Provide practice of skills and standards through relationship-centered activities and assignments.
E	<b>CTE teachers to provide summer school WBL</b> course to support non-paid CTE internships for students. The internships will allow students to catch-up on missed hands-on skills as well as have an internship experience transcript. Students will work 8:00 to 3:00 five days/week for four weeks during June 2021. Provide after school WBL opportunities as well.
F	<b>Teacher collaboration Time:</b> Work with Support Integrated I Math 9 and Math Connections 7 courses are designed to provide conceptual first instruction to students with gaps in mathematical understanding at the two entry level grade levels. Expand this program to offer the same support for 8th grade students. b) In addition, accelerated math courses (in the form of honors courses) are designed to accelerate math learning. Students in the honors/accelerated track complete three years of math in two years so that students enter high school a year ahead. Further support for newly created honors courses and pathways, and expansion of our AVID programs and offerings districtwide, including training for teachers, administrators, support staff will provide additional support and rigor for students. Highlight AVID strategies across all sites.

**Strategy 3: Integrated student supports to address other barriers to learning:**

A	Promote student overall mental health support training for parents on how to support their students’ socioemotional needs by providing resources to all classified and certificated staff as well as to families
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B	Contract with SELPA to address student's social Emotional needs that could sometimes be a barrier to students' academic success through counseling services and mentoring utilizing SELPA Educationally Related Mental Health Service (ERMHS) Counselors and VVUHSD school psychologist program. Also supporting parents through SELPA Special Education Advisory Committee meetings and through school sites and/or the district Family Engagement Center especially focusing on families of students with exceptional needs. Staff trained with a Mental Health Toolbox through SELPA to support staff with working with students and families in crisis.
C	Provide support to new and veteran Sped teachers through mentoring, professional development, and new teacher induction programs such as Beginning Teacher Support and Assessment (BTSA). This will enable sped teachers to provide appropriate academic services to Students with Disabilities (SWD) who have experienced learning loss during Covid. SELPA contract
D	Counselors and Career Techs will ensure that a progressive implementation plan is in place for fully implementing CaliforniaColleges.edu/CollegeNext. A calendar and processes will be provided for all schools to start developing students' four-year plans, college applications, FAFSA, remaining graduation requirements, etc. Counselors and or Career Techs will work 6 ½ hours per day for the first 2 weeks in June 2021. A full-day training session for all counselors and career techs will be held during one of the two professional development days in July. Use of the platform will allow students and parents to plan college and career goals, see graduation progress, and accessibility to one site for all resources and college applications. Information will also provide needed district data.
E	Provide additional time for career techs to provide guidance and direction on implementing college and career transitioning programs during after school family planned sessions
F	A focus on wellness (physical safety, healthy coping strategies, building community, etc.) If clinicians are not hired in time, enter into MOUs with local mental health agencies and/or clinicians to be on campus service providers during the duration of the extended option. Train staff and incorporate Mindfulness practices in the extended program for students
G	Contract for Capturing Kids Hearts for district wide training.
H	<b>Certificated:</b> Schedule several Search Institute Developmental Relationships training for all staff, but required for staff working summer or extended opportunities. Work with Capturing Kids Heart to expand SEL embedded teacher practices
I	<b>Classified: IAS</b> Schedule several Search Institute Developmental Relationships training for all staff, but required for staff working summer or extended opportunities. Work with Capturing Kids Heart to expand SEL embedded teacher practices
J	<b>Classified: Bus drivers, lunch ladies, bilingual aides</b> Schedule several Search Institute Developmental Relationships training for all staff, but required for staff working summer or extended opportunities. Work with Capturing Kids Heart to expand SEL embedded teacher practices
K	Include additional training for student leadership in anti-bullying, buddy support, peer support etc. Students who are falling behind each have a "buddy" who can counsel them. All sites will
L	Bring community wellness services and fitness services to school campuses to help develop mindfulness and stress relieving strategies to improve overall well-being. (Yoga, Pilates, TaiChi, Zumba, etc) for students and staff to access beyond the school day
M	Offer parent and student - family nutrition classes after school or Saturdays on how to create healthy meal choices and make healthy meals that promote mental and physical health.
N	Increase the use of Assistive Technology and equipment for Sped students such as mobile devices, programs.
O	Design a wellness room to provide an environment that supports student social emotional well-being during the school day. This is a designated quiet area that has resources for mindfulness, de-escalation, anxiety reduction, and recuperation.

P	Provide additional buses to provide expanded access to before and after school programs.
Q	Provide IAs in buses to support Special Ed students as they come to before and after school support ( 10 @ 50,000 includes benefits)

**Strategy 4: Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports:**

A	Replacement technologies such as keyboards, screens, carts, power adapters as well as purchase additional to Chromebooks to replace those that were lost or broken.
B	Provide 2-year warranty for student chrome books
C	Provide overtime for technology support at each site. Provide open computer lab time before and after school, staffed by a teacher who can provide homework help while students are in the lab and with donated device distribution and updates.
D	Also pay hourly pay for summer to train families and distribute the donated devices. Use FELs and IAs and BAs
E	VVUHSD will create partnerships with community libraries and homeless shelters, etc. to continue to support students after school access to the internet or library resources/homework help etc. Use substitutes to monitor the after-school library hours.

**Strategy 5: Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility:**

A	<b>Certificated Staff:</b> All struggling students will be provided an opportunity to attend summer school remediation courses as well as courses to ensure they are afforded an additional time to practice target language, including Summer school, credit recovery courses that support RSP and SDC students, in addition to ESY. Summer school will also include enrichment and bootcamps with a high interest design that are interactive including CTE and the arts.
B	<b>Classified Staff:</b> Hire IAs and Bilingual Aides to support during summer school
C	<b>Certificated:</b> Provide zero period in-seat intervention for ELA and MATH for At-Risk courses- who are not successful with the APEX/Acellus options. Students can leave as soon as they remediate the credit. No impact on students' daily schedule. Teachers will use the standards-based summer school curriculum for credit recovery (Dough Reeves guides proficiency grading). These courses will be available to special education SDC/RSP program, EL for core, as well as targeted general education.
D	<b>Classified Staff:</b> Hire IAs and Bilingual Aides to support during zero or after school intervention - 1 extra hour per day.
E	<b>Certificated:</b> add teachers for after school credit recovery. APEX and ACELLUS. and Saturday interventions
F	Essential standards remediation (during day or after school) so grades are factored into gradebook=Train para professionals who support push-in model

**Strategy 6: Additional academic services for students:**

A	Creating grade level writing courses as part of ELA 7-12 option so that we can teach the standards through writing. Provide time for the writing and follow up training
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B	Provide extended and increased learning opportunities for students after school through the use of targeted support through FEV Tutor or similar online support programs. This program will allow teachers to extend student learning beyond the regular school day and work with the tutors to provide enrichment and intervention lessons that help close the gaps in their academic learning.
C	In CTE a platform will be implemented that creates forms and follow up with teachers for collecting student data, e.g. articulated credits, student certifications, VVC registration and matriculation, student follow up surveys, etc.
D	Provide time for science teachers to work to plan and create common assessments.
E	Mentor program for teachers who are on PIPs and STIPs and are not yet eligible to participate in the induction program.
F	Saturday academies for credit recovery (possibly 4-week periods).
G	Bus driver overtime for transportation to before, after and Saturday school academic and social emotional support

***Strategy 7: Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs:***

A	<b>Certificated Staff:</b> Provide two days of professional development prior to start of school year, as well as ongoing professional learning throughout the year in the following areas: students struggling with socio-emotional and health needs such as trauma informed learning , resiliency, etc., as well as specific strategies to support their academic needs, adverse or difficult conversations and interactions and how to de-escalate situations. where to find and how to use data to identify areas of strength and growth and identify best practices, support for CTE teachers, data on math, English language arts, science, special needs, and graduation rates directly impact both federal and state funding, relationship building/highly engaging using Hattie's Highly Effective Instructional Strategies, training on the panorama survey and playbook to identify strategies to address concerns from the surveys, and training on how to make positive relationships/conversations (positive or difficult) with parents so that they can become partners in their children's education.
B	<b>Classified Staff:</b> Provide professional development for classified staff, bilingual and Family Engagement Liaisons in the following areas: students struggling with socio-emotional and health needs as well as specific strategies to support their academic needs, adverse or difficult conversations and interactions and how to de-escalate, and training on how to make positive relationships/conversations (positive or difficult) with parents so that they can become partners in their children's education.
C	Certificated staff Collaboration: Time should be to enable teachers to learn together and collaborate. This is the time for large groups of teachers working across the district. Compensate TOTS for various programs. 11 Provide time for teachers from multiple sites to meet, look at assessment data, and use that data to plan remediation strategies in all subject areas
D	<b>Counselor professional Development:</b> provide additional time beyond the day for counselor training on the location and use of data. Training on the panorama survey and playbook to identify strategies to address concerns from the surveys.
E	Mental Health Clinicians will provide social-emotional support hours across the district, multiple days a week. Working as a team, they will develop a survey where families can refer their students or the school staff can refer their students. Additionally, we will also make it very accessible through emails and flyers that students can self-refer for an appointment. Additional hours for after and before school group support.
F	Identify mentors like Link Crew and other groups to create a summer camp for students who are entering middle school and high school next year.
G	Contract with 8 social workers in addressing behavior, attendance, and other issues as after school parent education.
H	AVID Strategy training to implement in all classes (emphasis writing, organizational skills)- for all at-risk students.

I	Training will also include basic CPR and CPI for teachers who are required to have this training annually for compliance purposes IAs to be conducted on two-Saturdays.
J	<b>Professional Development for certificated staff</b> to support grade level teachers with classroom management support, de-escalation, behavior interventions, building developmental relationships, skill acquisition, and content mastery, etc. Also provide training in accelerated learning strategies and effectively addressing learning gaps and engaging learning opportunities for all students. Extending learning time for Sped students, provide support through tutoring, offer learning academy during summer break and 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. Map out pacing guides into credit sections so that students may receive credits for completed work without repeating material. Focusing on student learning objectives to assist with credit recovery. (Department chairs and Coordinators may work on these guides and create assessments per section to provide credits). For all subject areas.
K	<b>Professional Development, for instructional assistants, bilingual aides.</b> Train paraprofessionals to support grade level teachers with classroom management support, de-escalation, behavior interventions, building developmental relationships, skill acquisition, and content mastery, etc. Also provide training in accelerated learning strategies and effectively addressing learning gaps, and engaging learning opportunities for all students. Extending learning time for Sped students, provide support through tutoring, offer learning academy during summer break and 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.
L	<b>Professional Development opportunities for classified support staff</b> (excluding paraprofessionals and BIs) who impact student social emotional wellness- bus drivers, cafeteria staff, custodians, security officers, office staff, FELs, Career center Techs etc. provided on how to meet their socio-emotional and academic needs. Provide trauma informed training for staff and students have been exposed to extended periods of isolation, unknown traumas, dysregulation, and severe academic struggles.

## 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	[\$ 0.00]	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$ \$739,020.00	
Integrated student supports to address other barriers to learning	\$3,195,000.00	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$ 860,000	[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	\$1,570,996.00	[Actual expenditures will be provided when available]

Additional academic services for students	\$1,322,546.00	[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	\$1,042,127.00	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$ 8,729,689	[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 coordinated with the ESSER II funds to implement the actions identified in the Learning Continuity Plan(LCP). The LCP was developed to address the needs of both students and families and the school district to support distance learning opportunities for all students. Under this plan, all students were provided their own devices, and upon request from families, WIFI was also provided. The district had identified 11 locations within the community where a bus and a WIFI hotspot were placed so that students and parents could use these as access points. We also distributed over 6500 devices and 200 hotspots.

We received specific requests from students and families which were added to the LCP plan.

In the LCP plan the district addressed the needs of distance learning and provided supplemental materials to support teaching and learning. Online licenses were purchased to support all core and elective courses with special supports for EL and Special Ed programs.

Extensive teacher training and support was provided through a Trainer of Trainer model, where teachers were working with their peers, providing training and after school direct support to assist with the programs and platforms such as Google classroom, CANVAS and Acellus.

All teachers and support staff were provided access to online (A-G) approved materials in addition to digital licenses for Board approved curriculum as available. All teachers have received extensive training in Google classrooms and CANVAS. Parents and para educators have been trained so that they can be responsive to the needs as well. Ongoing teacher training is provided after school so the instruction is supported. Special Education and Bilingual paraprofessionals were also provided similar training so that they could assist with online classroom support. In order to meet the personal emotional needs of students and staff, the district has continued to share resources regarding professional services, coping strategies and support for family and staff on warning signs. With instruction transitioning to 100% distance learning, there were more wellness alerts in response to comments, assignments, and/or discussions students were having in the online forum. There have been varied responses to wellness alerts, including, but not limited to: family/student contact, referral to resources, CPS reports, contacting the county to locate new foster homes for follow-up, welfare checks, conversations with staff regarding assignments, etc. Resources are updated and pushed out as information is received. All community presentations have been translated in Spanish and posted on the website.



In the ELO plan, we have strategically aligned the actions to continue the work in the LCON plan. However, we have scaled out support to address a robust and expanded summer school program, included credit recovery and intervention support before, after and on Saturdays, and social-emotional training for every staff who works/interacts with students, including bus drivers, nutritional workers, classroom paraprofessionals, teachers and administrators.

The plan includes actions that address certificated and classified professional development in multiple areas, including academic and social emotional curriculum. Training for staff includes social-emotional support to engage families and students in addressing student health and wellbeing. We have also extended the hours for the school library to provide students with a location for after school homework. Parent education and workshops have been identified to support and build capacity for improved and increased parent interaction with the school

We have addressed and integrated student support to address the barriers to learning with provisions for contracted social service worker hours, expanded hours for district mental health service providers, counselors and Family Liaisons.

Time has been identified for teachers to work on assessments and proficiency grading to support student learning, along with training for paraprofessionals to support in the classroom. Professional development in Best First Instruction, MTSS and PBIS is interwoven with strategies in AVID and other supports.

## **Expanded Learning Opportunities Grant Plan Instructions: Introduction**

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

*For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact [ELOGrants@cde.ca.gov](mailto:ELOGrants@cde.ca.gov).*

## **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 support.
5. Supports credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

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

### **Fiscal Requirements**

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

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

## **Instructions: Plan Descriptions**

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

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

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

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

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

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

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

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

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

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive support 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 expand 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.