



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.

Collaboration with stakeholders aligned with coordinated sessions in the development of the 2021-2022 Local Control and Accountability Plan. Communication of meetings were noted in the Superintendent's updates on the District website. Additionally, school site personnel assisted in communicating sessions to staff and community members. Feedback from the workshops/sessions was used to inform revisions to actions and services in the comprehensive development of the plans, which includes the identifiable supports in this learning recovery program. Each stakeholder feedback session reviewed achievement data and challenges and then collaborated on possible supplemental actions and services to meet the unique needs of the students, address learning loss, and address missed learning opportunities. Services for students in special education participating in any additional support will be followed in accordance with the student's Individual Education Plan (IEP).

Stakeholder feedback occurred with the following groups and on the designated dates below:

March 22 and March 23 - Instructional Management Workshop: This meeting included certificated instructional management staff, such as district administration, Cabinet members, principals, vice principals, counselors, and psychologists. These sessions provided collaboration time on the the district wide Comprehensive Needs Assessment. The teams reviewed academic achievement, the California Healthy Kids Survey data, attendance data, counseling program data, and the CCEIS plan. The analysis led to the supplemental services and actions within the Extended Learning Opportunity Grant Plan and the Local Control and Accountability Plan for the 2021-2022 school year.

April 27 - Superintendent's Advisory: Members in attendance included school Site Council members, site PTA members, school Safety Committee members, parents, school and district certificated staff members, school classified staff members. This collaborative session addressed district wide academic achievement specific to underachieving student groups as well as consultation of actions and services to address the unique needs, conditions, and circumstances of students in the community.

April 29 - Optional Staff Stakeholder Workshop: This meeting included both classified and certificated staff members from across the district.

May 7 and May 14- Distance Learning Program Advisory Committee: This committee is working to develop a full-time rigorous distance learning program to meet the needs of families that would like the opportunity to enroll in an online distance learning program in the 2021-2022 school year. Through surveys, parents have indicated a desire to continue with this learning platform as it met the unique needs, safety precautions, and challenges of the current health crisis. This group included certificated teachers and district administration. The committee will be developing a unique plan and document needs to support this program.

May 8 - Distance Learning Program Parent Advisory Panel: This committee of parents is working to assist in the development of a full-time rigorous distance learning program for the 2021-2022 school year. Parents participating have indicated a need for a Distance Learning program primarily to address the uncertainty of the pandemic.

May 13 - Consultation and Feedback Workshop with the Westside Union Teachers Association Panel: This session included the review of possible actions and services in the 2021-2022 Local Control and Accountability Plan as well as the additional services offered in the Extended Learning Opportunity Grant Plan to provide universal, targeted, and intensive supports to address achievement gaps.

May 14 - District English Language Advisory Meeting (DELAC): As part of this advisory group, data is reviewed at different points during the school year. This meeting focused on consultation of the actions and services to be added to the 2021-2022 LCAP as well as collaborate on additional supports, such as in-person summer school opportunities, a full-time distance learning program, and additional actions/services to meet the unique needs of English learners.

Ongoing collaboration occurred at the school sites in the creation of site summer school programs. Each school site is offering a program to meet the conditions and circumstances of their community.

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

Students to participate in the learning recovery program will be identified in the following manner:

Academic Achievement

Students working below grade level as well as students missing instruction will be identified for additional supports. Academic achievement is measured using online assessments such as NWEA Map Growth, IXL, College and Career grades, Grade Point Average (GPA), and rubric scores for students graded using the Standards-Based Grading System. All students are assessed on the NWEA system three times each year, which notes academic growth in a RIT score. The system identifies specific State Standards that may be challenges and strengths for students. This diagnostic tool assists teachers in targeting specific instruction during intervention time. Additional online diagnostic assessments, such as IXL and Reading Fluency for the lower elementary grades, will also be used to monitor growth and identify students for interventions. Additional identification will include College and Career grades such as work completion noted on student report cards. Grades in the middle school are calculated with a GPA. Therefore, these students working below grade level will be informed of additional learning opportunities. Students in the elementary schools are assessed using Standards-Based Grading. These students will be identified based on low rubric scores of 1s and 2s in any content area.

Attendance and School Engagement

Student groups will be identified to participate in supplemental instructional programs to address learning loss and missed learning opportunities through evaluation of attendance and learning engagement in the 2020-2021 school year. Student groups with challenges in accessing full participation and/or have shown disengagement include socio-economically disadvantaged, foster youth, homeless, special education students, and English learners. Challenges for many of these students included economic uncertainty, connectivity issues, lack of learning space in a distant learning environment, lack of instructional support, lack of on-the-spot intervention and feedback, change of home placement, and trauma.

Social and Emotional Challenges

Many student groups, including special education, homeless, foster, English learners, and socio-economically disadvantaged students, have experienced trauma and emotional challenges during the health crisis in the 2020-2021 school year. Students at high risk of neglect, abuse, or trauma will be included in supplemental intervention programs. Additional identification of these students may include risk assessment analysis, participation in Tier II and Tier III counseling interventions, special education students participating in School-Related Services supports, parent referrals, and/or students working with School-Based Mental Health agencies. Social and emotional connections have contributed to the challenges in the 2020-2021 school year. The school staff and community understand the importance of positive physical connections as well as the negative impact due to the lack of connectedness during the health crisis. Because of the need for positive social and emotional support, parents may also refer their children to supplemental programs, specifically additional services provided during the summer in order to increase positive interaction and social-emotional development.

Needs for students participating in supplemental interventions will be assessed in the following manner:

Supplemental academic services such as summer school and extended learning opportunities at the beginning or end of the day, will be monitored using the summative online assessment systems, which include NWEA Map Growth, IXL, and Reading Fluency. Assessment results are monitored by teachers within Professional Learning Communities. The analysis of results contributes to the use of intervention strategies and the development of common assessments. Formative assessments will occur within the supplemental instructional program to provide differentiation for student learning. In order to provide a more individualized support program, teachers will continue to monitor student growth and adapt learning to provide appropriate scaffolding to access learning content.

The goal of in-person learning opportunities over the summer will include creating positive connections to peers and adults as well as participating in high levels of engagement through collaboration and hands-on learning. These programs will aide in the development of social/emotional supports and peer connections that were impacted due to the health crisis.

Counselors and psychologists will be available during extended learning programs. Counselors are working throughout the district during summer school to provide ongoing social/emotional learning opportunities for students through a tiered system of support. Monitoring of students at high risk of abuse, neglect, or harm will continue. Supports may include risk assessments, small learning groups, parental outreach, connections to community agencies, connections to the Department of Child and Family Services, as well as others. The student Chromebooks will continue to be monitored through the LightSpeed system for use from students that might include searches or comments of high risk behaviors, such as statements in regards to suicide, self-harm, or harming others.

Supports included in the learning recovery program to address barriers and mitigate learning loss for student groups include:

- * Meal services provided throughout the summer to all students participating in the summer school program.
- * Family options to participate in summer learning programs at their home school as well as at another school within the district. This option provides families various locations and participation dates.
- * Transportation services for students participating in extended learning opportunities at school sites during the school year.
- * Technology assistance, such as Chromebooks and hotspots, distributed to students to use at home during the summer and throughout the school year. Allocation to students at home will increase access to technology for under performing student groups to 2 devices per student.
- * Foster youth transportation, through a qualification process, to maintain School of Origin.
- * Parent workshops provided at the Community Engagement Center, upon completion. Parent workshops during the construction period may occur in-person at school sites or through an online platform. In-person workshops will depend on the safety precautions the District follows in regards to the health crisis. Workshop sessions to include supporting students socially and emotionally; reading, literacy, and conceptual math skills for student; creating family literacy opportunities; and parent English literacy skill development.
- * Development of an in-person summer school program to address social/emotional supports, character development, and positive peer and staff connections. Additionally, counselors and psychologists will be available throughout the regularly scheduled school year.
- * Development of an extended learning program, outside of school hours, to address missed learning opportunities and gaps in learning. This may include structured classes after school in addition to intersession programs.
- * Additional paraprofessional support during the school day to address on-the-spot learning and assistance with Response to Intervention small group instruction.
- * Bilingual assistants available for translation services for students and families.
- * Creation of a rigorous full-time distance learning program to address the needs of families during the ongoing challenges of the health crisis.
- * Professional development over the course of the 2021-2022 school year for certificated and classified staff in trauma informed practices, enhancing equity, creating safe and positive spaces for students when returning to in-person instruction, self-care and mental wellness, and reading and math intervention to accelerate learning.

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

Communication of supplemental instructional actions and services to parents will included the following:

- The use of the School Messenger system to send mass emails and phone messages
- Individual contacts by phone or email made by teachers, administrators, and/or counselors
- A posted description of opportunities on the site webpage and district webpage
- The posting of the Superintendent's Messages on the website
- Distribution of informational letters and/or flyers sent home with students participating in in-person learning
- Communication to the community at the parent advisory meetings on May 14 (District English Language Advisory Committee) and May 25 (Superintendent's Advisory)
- Notifications emailed to families supporting foster and homeless students

Communication on the district website provides translations in multiple languages. Flyers and information are distributed in English and Spanish. Communication through mass email and/or phone dialers are provided in both English and Spanish. The District English Language Advisory Committee is conducted in English and Spanish with documents provided in both languages. For languages less prominent, communication is provided orally. Documents are provided in multiple languages through document translation, as applicable.

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

Support services provided through the learning recovery program do not function in isolation but are an extension of universal and additional supports. The integration of the these supports in the learning recovery plan are part of a larger comprehensive tiered system of support district wide. Therefore, each support strategy below will be explained as well as described as it fits into a larger tiered system. The actions and services are designed to meet the needs of student groups and their families through universal, targeted, and intensive supports.

Instruction and support strategies included in the learning recovery plan:

1. Extending instructional learning time:

a. Summer School - A summer school program will be implemented district wide for all students. This is a universal program to address missed learning opportunities and/or learning loss due to the the ongoing health crisis. The program will include opportunities for students to build peer and staff connections through activities promoting a safe and positive school environment. The target for academic instruction will include units and lessons that are hands-on and engaging to reinforce skills in all content areas. Additionally, engaging hands-on lessons will promote practice in all language domains including reading, writing, listening, and speaking with the intentional focus on developing English proficiency skills for English learners. This program will be in-person, with smaller class size expectations, and span over several weeks, depending on the student needs at each school site. Targeted and intensive supports will be provided as needed within the tiered system. Targeted wellness supports will include small group or individual intervention with a counselor or psychologist to address students impacted by trauma, as applicable. Intensive supports may also include ongoing collaboration with community agencies such as the Department of Child and Family Services as well as mental health agencies connected to School-Based Mental Health. Additional paraprofessionals will

provide targeted academic support as part of the interventions in the classroom. Transportation will be available at existing school bus routes, based on need and enrollment.

b. Extended School Day - Teachers will provide supplemental extended learning opportunities in both the elementary and middle schools for students needing targeted and intensive intervention. The extended school day will be a structured time for identified students to receive targeted ongoing academic instruction in content deficiencies identified within the NWEA Map Growth, IXL, and Reading Fluency online diagnostic system. This action is considered part of the Tier II supports district wide. This service may include additional supports from paraprofessionals as applicable.

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

a. Increase the Number of Certificated Teachers and the Elimination of Combination Classrooms - Additional transitional kindergarten through 6th grade teachers will provide a higher degree of teacher to student contact time with the employment of more teachers. Thus, creating classrooms that have a lower student to teacher ratio. This will allow teachers an opportunity to enhance and target learning through small group instruction, provide efficient and timely formative and summative assessments, and include time to develop intentional lessons to address learning loss and gaps in content knowledge. The elimination of combination classrooms allows a certificated teacher to concentrate instruction to one grade level. Therefore, providing students lessons to meet the unique needs of one grade level and implement instruction to accelerate learning. This service is a universal action which will provide increased teacher to student contact and additional learning time in the classroom.

3. Integrated student supports to address other barriers to learning:

a. Implementation of Distance Learning - The impact of the pandemic has caused economic uncertainty as well as questions about the safety of returning to in-person instruction for some families. Based on survey data provided by parents, the District expects multiple students to be placed on a full-time distance learning program. The District is working with families to create a rigorous, robust, and flexible option for families during these unstable times. This action is a universal support for families in which parents can opt to enroll in. Teachers and parents are reviewing barriers to a remote learning platform in order to build a program that includes some in-person assessment with a teacher, the possibility of collaboration and hands-on learning with peers, and flexible options for direct instruction and timely teacher feedback. The program will include additional targeted supports dependent on student groups, which include foster, homeless, special education, and English learners. Students in this program will still be required to complete the NWEA Map group assessment three times during the year, which will allow staff to fully target gaps in learning and accelerate academic achievement. Additionally, Tier II and Tier III academic and social-emotional supports will continue to be in place, as applicable, for one-on-one support as well as small group support. This program is intended as a year-long option and not a program that parents can move back and forth between in-person instruction to distance learning instruction. The program will include a primary location at one school with teachers, paraeducators, and an administrator.

b. Creation of a Community Engagement Center - Based on survey data, there is a need for ongoing parent supports, which include education on curriculum, strategies, mental health, and literacy. Additionally, because of the needs, conditions, and circumstances of some student groups, access to services/resources such as parenting classes, connections to health agencies, and technology is an ongoing challenge. Coupled with the uncertainty of the pandemic, students and families have experienced a greater degree of trauma and anxiety. This experience impacts the overall health conditions of the students and families in our community. Therefore, the District is in the process

of creating a Community Engagement Center for the community to provide services and workshops. The facility will include an interactive and flexible space for families to increase the opportunity for early literacy classes, workshops on managing challenging student behaviors, seminars on suicide prevention and proactive mental health. This service is a universal support for all families. Workshops will be facilitated by local agencies; district staffing, such as the social worker, behaviorist, counselors, and psychologists; and site personnel, such as teachers and administrators.

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

a. Community Engagement Center - The community Engagement Center will provide a hub for training parents to assist their children in academics as well as trainings that contribute to the overall health of their child. Workshops are noted in the description above. The center will also provide a location for community agencies, such as dental and health screenings, to assist with services contributing to the overall health of students physical, social/emotional, and mental wellbeing. The center will provide access to technology and connectivity to assist with student enrollment and workshop training.

5. Additional academic services for students:

a. Paraprofessional Support - Additional hours will be provided to classified staff to assist with academic services during the school day. Services may include additional assistance in the classroom to provide guidance in intervention and/or small group lessons. This service is both a universal and targeted action. The assistance will provide a higher staff support to the number of students in the classroom for more frequent feedback and on-the-spot assistance. Additionally, students demonstrating a need for more intensive Tier II supports, can work with the paraprofessionals on teacher directed targeted skills.

6. Training for school staff on strategies to enhance students and families in addressing students' social-emotional health needs and academic needs:

a. Professional development - Additional professional development will be offered to support strategies to accelerate learning loss and/or missed learning opportunities, trauma informed practices, enhancing equity, and strategies on how to create safe spaces for students on campus. Training will be provided for both certificated and classified staff members throughout the school year. The additional professional development is part of the larger framework of training opportunities within the District.

b. Professional Learning Community Intervention Network - As part of the ongoing, online progress monitoring of student academic achievement through the use of diagnostic tools, such as NWEA Map Growth, used in the District, this Professional Learning Community Intervention Network will be used to target reading intervention. The interventions may take place within additional support programs listed in this academic recovery plan. The team of teachers in the Professional learning Community will be provided extra duty outside of their contract day to analyze areas of challenge for students and plan strategies to accelerate learning during Tier I and Tier II programs of support.

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	\$2,120,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$1,800,000	
Integrated student supports to address other barriers to learning	\$950,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$800,000	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility		
Additional academic services for students	\$582,731	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$338,577	
Total Funds to implement the Strategies	\$6,591,308	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures

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

From the beginning of the pandemic our goal has been to provide the best instruction we can for students in whatever method of delivery was necessitated by the external parameters. In trying to meet this goal we immediately used portions of the Elementary and Secondary School Emergency Relief Fund to implement a distance learning program that required a large purchase of Chromebooks, so that all students could have access to their own device. The Chromebooks expense as well as the purchase of Zoom licenses, and other online instructional and assessment tools were purchased to better facilitate and track learning of students forced into remote learning by external regulations. As we prepare to enter the 2021-22 school year, we anticipate that all students should be returning to school. However, just in case we have a temporary return to distance or hybrid learning we will be using a portion of the Expanded Learning Opportunity Grant to reduce class sizes to a level that can be easily split into flexible cohorts, thus eliminating the unfortunate but necessary practice of changing students schedules throughout the year to adapt to the changing conditions. Additionally, we will be using a portion of the Expanded Learning Opportunity Grant to provide a distance learning option for students and families who feel uneasy about returning to public school. The need for a distance learning option has been identified through surveying the parents and is a need for our community. As a result of creating a distance learning program staffing and student ratios would necessitate the implementation of Combination Classes, where a teacher would be assigned a split roster of students from multiple grade levels. In an effort to minimize the negative impact of teachers creating lessons for multiple grade levels, a portion of the Expanded Learning Opportunity Grant is being used to provide additional staffing at school sites to eliminate the implementation of combination classes. As a district we are currently focusing on reading and having all students at grade level by third grade, and then keeping them at grade level and prepared for both middle school and high school. To help facilitate this need, we will be using a portion of the Expanded Learning Opportunity Grant to fund monthly Reading Professional Developments and Networking Groups.

As learning loss has impacted all school districts, we have a need to address this concern. As a result, we will be using a large portion of the Expanded Learning Opportunity Grant to fund a Summer School opportunity for all interested students in both 2021 and in the summer of 2022. Each site will be designing a summer school program appropriate for their school site and all sites will be open for enrollment of any student within the district. Additionally for both summer schools and in the 2021-22 school year we will have additional instructional aide time that will be funded through the Expanded Learning Opportunity Grant. The additional instructional aide time will be directed at assisting instruction and addressing learning loss.

Throughout the current year we have utilized Elementary and Secondary School Emergency Relief Funds to prepare for a return to campus. This has included the purchase and installment of ionizers in all of our HVAC units in every classroom, office and building. We implemented the use of an online safety screening service that had parents/students and employees complete a daily questionnaire that insured they were informed as to whether they could safely come on campus that day. We provided plastic desk shields to allow for students to be present in a

classroom but to mitigate the impact of being within the same building as other individuals. Other forms of personal protective equipment was purchased to address various concerns of the virus in our schools.

One of the needs that surfaced during the pandemic was a need for a central facility for parent and community engagement. As a result the district has opted to build a Community Engagement Center utilizing portions of the Unrestricted General Fund, County Facilities Funds, and funds from the Reserve for Capital Outlay Projects. After the building is completed, a portion of the Expanded Learning Opportunity Grant will be used to outfit the building with the needed technology and flexible seating to allow for meaningful community/parent meetings, interactions, trainings, classes, and groups, as well as bringing in needed services like dental and optometric screenings, social emotional supports, and a facility for a social worker to provide needed information to members of the community. The staffing for the Community Engagement Center will be covered both by the Local Control Funding Formula through both Base and Supplemental Grant funding.

Finally, a portion of the Elementary and Secondary School Emergency Relief Funds was used to avoid layoffs during a pandemic. We continued to pay for transportation costs during a time of only distance learning, these services were repurposed to deliver meals to some of our more isolated neighborhoods. We also funded the repurposing of several employees, particularly instructional aides, playground supervisors and crossing guards, who during the pandemic played a very different role than they typically do in a traditional school year.

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 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 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