

## Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Redwood City School District	Liz Wolfe	lwolfe@rcsdk8.net

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.

Throughout the 2020-21 school year, the Redwood City School District (RCSD) has involved families, students, staff, and community members in multiple stakeholder opportunities.

Over the course of this school year, stakeholders (community members, parents, teachers, classified staff, school and district administrators) have attended Board meetings and expressed their input about and interests in how the district would support the children who were being identified as most in need due to the challenges faced during the pandemic. Multiple surveys have been sent home and telephone calls have been made regarding family needs and responses to the return to in person instruction. A Panorama survey (involving parents, students, and staff) is currently being administered, to be shortly followed by the California Healthy Kids Survey for students in grades 5 and 7. Students were involved in empathy interviews at each school, both in person and through the use of google forms.

Our Spanish speaking Superintendent, Dr. John Baker, regularly visits all school sites during a series of events called Coffee with the Superintendent, in which he presents to parents and staff the state of the district as part of the district's community engagement plan.

As part of his presentation, Dr. Baker presents and answers parent questions regarding academics, social emotional needs of families and students, and the district's plan about returning to in-person instruction as well as the needed supports to ensure the academic and social/emotional success of each child as students return to in-person instruction. He is transparent about the goals of our district and our commitment to equitable distribution of the new funding through additional supports provided to the schools/families/students most in need. In most cases, at least one of the RCSD Board members, typically the sitting President, accompanies Dr. Baker at the coffees or cafecitos, to hear from the community directly and engage in discussions.

RCSD is currently engaging multiple stakeholders in monthly Local Control Accountability Plan (LCAP) meetings and at the most recent meeting, the LCAP team members (comprised of 50 parents, community members, teachers, classified staff, and school and district administrators) also discussed the Expanded Learning Opportunities (ELO) grant and priorities, and were given the opportunity for input into actions and services that also align with the district's LCAP goals. At the May 4 LCAP Stakeholder meeting, additional district personnel were invited to specifically provide input into the actions and services appropriate to the ELO, and all participants were asked to make recommendations that aligned with the proposed LCAP goals.

A separate meeting was held with the RCSD classified union, CSEA, leadership to discuss the ELO and in particular, the requirement for the hiring of additional paraprofessionals to work directly with students, providing supplemental instruction to students in the groups targeted by the ELO.

Stakeholders engaged in these opportunities have provided important feedback into the actions and services that are described below, specifically with regards to summer school, reading specialists, tutoring, professional development for certificated and classified staff, the acceleration of instruction, and the use of paraprofessionals to extend and support student learning.

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

RCSD will use a variety of resources to identify students in need of academic, social-emotional, and other integrated supports. The district is committed to ensuring each child receives what they need in order to thrive and reach high academic performances. The structure of these supports will be aligned with the Multi-Tiered System of Supports (MTSS) framework, recommended by the California Department of Education and introduced in Redwood City prior to the pandemic. This framework is a systemic, continuous-improvement framework, in which data-based problem solving and decision-making is practiced across all levels of the system in order to support each student as needed. Within the framework, multiple tiers of instruction, intervention and support are defined for both academic and social-emotional domains. The following assessments and structures will be used to more fully implement the MTSS framework in RCSD.

**Academic:** As begun this school year, students will take the iReady adaptive diagnostic assessment to monitor progress in language arts (English and Spanish) and math (English and Spanish). These assessments are given 3 times throughout the year, and may be used to identify students that need additional academic supports. Students identified for tiered supports will be assessed more frequently in order to monitor progress and growth. In addition to iReady, students in the primary grades will be assessed with Fontas & Pinell or Pioneer Valley 1-1 assessments that provide teachers with information about each child's development of basic reading skills.

**Social/Emotional:** An assessment will be selected (we are currently piloting Sown to Grow) that students will take weekly to provide immediate information to their teachers about their emotional health and well being.

Integral to the appropriate identification of student academic and emotional needs, each site will have a **Screen Team**, led by the district provided Teacher on Special Assignment (TOSA) that meets weekly to look at the data from the academic and social/emotional assessments to determine which students may need additional supports and which students are able to exit from current supports being provided within the MTSS tiered structure.

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

RCSD communicates with families in a variety of ways. The district has implemented a comprehensive communications and community engagement plan, which includes tools and tactics in both English and Spanish such as newsletters from the Superintendent, newsletters from the school principals, social media posts, in addition to emails, text messages, and robocalls. All communications are translated into Spanish before they are distributed. All parents will be notified, in both English and Spanish, of the additional supports available at the school sites and in the community in the areas of health, counseling, mental health services, access to school meal programs, and before and after school programs.

RCSD schools that also serve as **Community Schools** (Garfield, Taft, Hoover, Kennedy, and Adelante Selby, MIT and Roosevelt in the fall of 2021) provide an additional layer of communication and supports to their communities, offering extensive opportunities for parent outreach and drop-in. All outreach takes place in the home language of the families.

Each school provides weekly translated newsletters to their school communities, in addition to their monthly coffees or cafecitos. Each school's **Site Council** will be informed of the opportunities available to all families.

In respect to individual students presenting additional academic or social/emotional needs, RCSD district and site staff will directly communicate with students and families regarding the additional services available for English Language Arts (ELA), Math and Social Emotional Learning (SEL). Parents will be assured of the opportunity to ask questions of school and community school staff members, including the site administrators, site TOSAs, Community School coordinators, site-based reading specialists and the classroom teachers. Translation is available at every meeting.

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

This school year, the Redwood City School District (RCSD) has made a significant commitment to engaging in equity work. The RCSD Board of Trustees has undertaken the rewriting of the Board's vision/mission and goals, based on this equity work and are committed to the dismantling of barriers that have existed in our school system that may have impeded students from certain groups from being

successful in school and from reaching high intellectual performances. With this work as a foundation, the Board and district are committed to challenging mindsets and practices that do not provide the instruction and supports needed by students to thrive.

Consequently, the RCSD is committed to the implementation of the Multi-Tiered System of Supports (MTSS) framework. To ensure a common understanding of MTSS, each stakeholder meeting has included training on the framework, the tiers, and the science of implementation in order to give all stakeholders foundational information. While initial work in MTSS began over 2 years ago in RCSD, the pandemic brought challenges in deepening understanding of the framework and the implementation of the supports. The Positive Behavior and Intervention Supports (PBIS) work has been implemented somewhat separately, and also slowed down over the past school year. In collaboration with the San Mateo County Office of Education (SMCOE) Special Education Local Plan Area (SELPA) Coordinators, our plan is to reboot this work in the 2021-22 school year. The SELPA Coordinators have been engaging in empathy interviews with staff across the district to gauge their understanding and implementation of the MTSS framework and work that has begun in RCSD as a basis on which to design and build next steps.

Our current data collection has provided us with an awareness of the academic and social/emotional needs of our students. The items listed below address these preliminary findings - providing stronger and more articulated Tier 1 instruction for the academics, behavior and social/emotional learning, while recognizing that additional supports are needed for immediate, short-term interventions (Tier II) as well as more intensive, longer term supports and interventions (Tier III).

The following items have been recommended by stakeholders, in alignment with our district focus on equity and in alignment with LCAP goals. (A few of the items listed below, will be funded by funding sources other than ELO, but are listed here to show the extensive nature or the input that was received, and the intentional alignment with the LCAP goals). In addition, as our stakeholders have expressed the importance of specific actions/services, RCSD is recommending the continuance of the indicated items for more than 1 year (to be funded from additional sources, such as ESSER III or LCAP supplemental/concentration funds).

### **Extending instructional learning time**

- Summer School programs for June/July 2021 and 2022 to accelerate learning progress and reignite enthusiasm for math and science (3 years, ELO + ESSER)
- After school tutoring offered by experienced, retired teachers in reading and math (ELO)

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

- Provide lower class sizes K - 2 (3 years, ELO + ESSER)
- Add 8.0 full time additional bilingual instructional assistants to priority sites to work closely with teachers to prepare and deliver supplemental instruction to students in language arts and math (ELO)

- Provide 9 sites with Reading/Literacy Teacher/Coach to work with students and provide supports to primary teachers (Garfield, Taft, Hoover, Ford, Orion, Roosevelt, Clifford and Cloud) (ELO)
- Provide 5 sites with Reading/Literacy Teacher/Coach to work with students and provide supports to teachers, grades 4-8 (Garfield, Hoover, Roosevelt, Kennedy, MIT) (ELO)
- Provide professional development to teachers and classified personnel prior to planned return in early August that focuses on accelerated strategies and addressing learning gaps with an emphasis on equity (ELO)
- Hire Teachers on Special Assignment (TOSA) with a background in Special Education to work with Ed Services Staff Development team to train teachers in Tier II and Tier III accommodations and modifications (ELO)

### **Integrated student supports to address other barriers to learning**

- Provide extended day learning opportunities for students to have access to high quality engaging electives in STEAM, Music, Drama, and the Arts (ESSER II)
- Maintain site based MTSS TOSAs to manage Screen Teams, manage MTSS services and supports for students, collect data to monitor effectiveness of supports and accommodations (ELO and ESSER)
- Hire site based 1.0 FTE mental health counselors to provide onsite services to students presenting with social emotional needs or trauma on 1-1 or small group basis (ESSER)
- Continue to provide meal services for families during the school week, over the weekends, and school breaks (ESSER)
- Add Community School Coordinators to Roosevelt, Adelante Selby, MIT (ESSER)
- Investigate the purchase of a new, updated, trauma-informed SEL curriculum. The SEL curriculum will support Tier 1 instruction. (LCAP)

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

Learning hubs, while provided very successfully at each site during the 2020-21 school year, will only be offered in the 2021-22 school year if we are required to “pivot” to a full distance learning model due to the pandemic. Our current plans for the 2021-22 school year is a full reopening, with each student provided in-person instruction.

### **Additional academic services for students**

- Purchase of iReady diagnostic assessment and accompanying lessons (ELO)
- Purchase of assessment of social-emotional health in students (e.g. Sown to Grow currently being piloted) (ELO)

- Purchase of materials (RAZ kids, F&P LLI) to support small group reading intervention for struggling readers (LCAP)
- Purchase of new curriculum (currently being investigated) to support the development of ELD, with a particular focus on the middle grade newcomer students (LCAP)

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

- Provide professional development to teachers and classified personnel prior to planned return in early August that focuses on accelerated strategies and addressing learning gaps with an emphasis on equity (ELO)
- In collaboration with the SMCOE SELPA, revisiting and providing continued support with the implementation of MTSS and PBIS during the 2021-22 school year (no charge)
- Provide training to each school staff in the area of trauma informed practices (LCAP)
- Provide training to each school staff in the ways to provide accommodations to students, as per IEPs and aligned with the MTSS tiers (LCAP)

## 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]
<ul style="list-style-type: none"> <li>• Summer School programs for June/July 2021 and 2022 to accelerate learning progress and reignite enthusiasm for math and science</li> </ul>	\$500,000	
<ul style="list-style-type: none"> <li>• After school tutoring offered by experienced, retired teachers in reading and math</li> </ul>	\$150,000	

Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	[\$ 0.00]	[Actual expenditures will be provided when available]
<ul style="list-style-type: none"> <li>• Provide lower class sizes K - 2 (5 additional teachers)</li> </ul>	\$650,000	
<ul style="list-style-type: none"> <li>• Add 8.0 full time additional bilingual instructional assistants to priority sites to work closely with teachers to prepare and deliver supplemental instruction to students in language arts and math</li> </ul>	\$487,684	
<ul style="list-style-type: none"> <li>• Provide 9 sites with Reading/Literacy Teacher/Coach to work with students and provide supports to primary teachers (Garfield, Taft, Hoover, Ford, Orion, Roosevelt, Clifford, and Cloud)</li> </ul>	\$1,116,000	
<ul style="list-style-type: none"> <li>• Provide 5 sites with Reading/Literacy Teacher/Coach to work with students and provide supports to teachers, grades 4-8 (Garfield, Hoover, Roosevelt, Kennedy, MIT)</li> </ul>	\$620,000	
<ul style="list-style-type: none"> <li>• Provide 4 full time MTSS TOSAs (Garfield, Taft, Hoover, Roosevelt) to ensure MTSS implementation and oversee student placement in tiered system of supports (Screen Teams)</li> </ul>	\$496,000	
<ul style="list-style-type: none"> <li>• Provide professional development to teachers and classified personnel prior to planned return in early August that focuses on accelerated strategies and addressing learning gaps with an emphasis on equity</li> </ul>	\$363,180	
<ul style="list-style-type: none"> <li>• Hire TOSA with background in Special Education to work with Ed Services Staff Development team to train teachers in Tier II and Tier III accommodations and modifications</li> </ul>	\$124,000	
Integrated student supports to address other barriers to learning	[\$ 0.00]	[Actual expenditures will be provided when available]
<ul style="list-style-type: none"> <li>• <i>These services will be provided by other funding sources</i></li> </ul>		
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	[\$ 0.00]	[Actual expenditures will be provided when available]
<ul style="list-style-type: none"> <li>• NA</li> </ul>		
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	[\$ 0.00]	[Actual expenditures will be provided when available]

• NA		
Additional academic services for students	[\$ 0.00]	[Actual expenditures will be provided when available]
• Purchase of iReady diagnostic assessment and accompanying lessons	\$219,972	
• Purchase of assessment of social-emotional health in students (e.g. Sown to Grow currently being piloted)	\$150,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	[\$ 0.00]	[Actual expenditures will be provided when available]
• Provide professional development to teachers and classified personnel prior to planned return in early August that focuses on accelerated strategies and addressing learning gaps with an emphasis on equity	(included above)	
Total Funds to implement the Strategies	\$4,876,835	[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.

As mentioned above, the RCSD LCAP Stakeholder group, consisting of community members, parents, teachers, classified staff, and school and district administrators is dedicated to aligning the initiatives, plans, and funding sources to provide a cohesive, coherent system of supports to students and their families. To this end, the group has developed broad and focus goals for the three year LCAP in the areas of academics and social/emotional supports and outreach for students and their families within the broader MTSS framework. Foundational to all of the goals is the commitment to equity, and providing equitable access and supports, based on identified needs. The funding from ELO, while generous, does not cover all of the academic and social/emotional needs of our students and their families. In brainstorming the actions and services that align with our LCAP goals, and adhering to the particular requirements of the different funding sources, we have been able to multi-fund, as well as extend into additional school years, the actions and services that we believe provide the supports needed for our students and their families to accelerate learning and thrive at school and in the community.

As listed above, items such as lowering class size and offering a robust, enriching summer school program are planned as multi-year actions, necessitating the use of funds in addition to the ELO funds. Targeted sites are provided with full time MTSS TOSAS using ELO funds, and the use of ESSER funds will provide part time TOSAs at the remaining sites. Much of the planned mental health and social/emotional supports will be provided out of ESSER funds (Professional Development in trauma informed practices, social-emotional curriculum, full time therapeutic counselors at each site, health clerks at each site, and financial support for all of the community schools).

In addition to the ELO and ESSER funds, the LCAP stakeholder group is also making recommendations for the use of supplemental/concentration funds that will further provide targeted resources and supports to our English Learners, foster youth, homeless students and socio-economically disadvantaged students. The RCSD is also very invested in supporting the students with IEPs, and aligning the Special Education program model with the MTSS framework, providing inclusive environments for each child and ensuring that each student receives the appropriate accommodations in the least restrictive environment.

Alignment is essential to create a system of well-planned, articulated supports for every RCSD student. We are dedicated to using the available funds, as appropriate, to provide this system of necessary supports across our district.

# 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.
1. 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.
2. 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.
3. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
4. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility.
5. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
6. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students’ social-emotional health needs and academic needs.

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

### **Fiscal Requirements**

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

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

### **Instructions: Plan Descriptions**

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

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

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

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

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

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

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

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

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

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

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

## **Instructions: Expenditure Plan**

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

Complete the Expenditure Plan data entry table as follows:

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

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

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

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

California Department of Education  
March 2021