

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.

The District engaged stakeholders throughout the 2020-21 school year to discuss providing instructional supports and interventions.

After school started, the District sought input to inform the major portions of the District’s instructional plan. Site administrators and school liaisons also reached out to families to encourage participation. Students and parents were asked to complete an online survey from September 7th through 11th regarding what the District was doing well to provide support services to pupils and families, and what might be improved. Copies of the survey questions were available by request at the school sites. All materials, surveys, communications, and presentations were provided in English and Spanish.

Formal meetings to gather concerns and present proposed actions were held during the winter and spring months. Stakeholder groups were asked to provide input regarding interventions and supports, including extended learning opportunities. During meetings with stakeholders, participants (migrant, ELD, homeless parents, board members, teachers, classified, and students) were asked to provide:

- Clarifying questions and/or comments;
- Input/suggestions for assessing and addressing learning loss;
- Supports for students who are struggling or have special needs;
- Supports for social and emotional well-being; and
- Access to technology.

The District's proposed actions to provide supports and accelerate learning for our neediest students was a primary topic at all meetings.

Translation was provided orally at DELAC and ELAC meetings.

The following groups participated in surveys and/or feedback sessions, such as stakeholder input meetings:

District Administration/Principals Meeting – Ongoing through the school year.

Classified Bargaining Unit including all Classified Staff Stakeholder Input Meeting February 25, 2021

Certificated Bargaining Unit including teachers Stakeholder Input Meeting February 25, 2021

Community Stakeholder Input Meeting – Surveyed September 7-11, 2020, Spring, 2021, and met the week of February 23-26, 2021

Student Input Meeting – Surveyed September 7-11, 2020, Spring 2021

Parent Advisory Committee (PAC) Input Meeting February 18, 2021

District English Learner Advisory Committee (DELAC) Input Meeting February 18, 2021

The Public Comment period ran from May 19-26, 2021. A draft of the Expanded Learning Opportunities Plan (ELOP) was made available to stakeholders by request at the sites and on the school website. Comments could be provided to school site administrators for consideration.

The ELOP submitted for CUSD Governing Board approval was posted on the District's website and a link included in the Board agenda, posted 72 hours prior to the meeting

Board Adoption – May 26, 2021.

Submit to FCSS -- May 27, 2021.

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

Using demographic data, enrollment and school records, information from community agencies, and staff or family recommendations, the District will identify which of its students meet one or more of the following criteria:

- Low-income students
- English learners
- Foster youth
- Homeless students
- Students with disabilities
- Students at risk of abuse, neglect, or exploitation
- Disengaged students
- Students who are below grade level

1. credit-deficient students

2. high school students at risk of not graduating

3. those who did not enroll in kindergarten in the 2020–21 school year,

4. other students identified by certificated staff

These identified students will be assigned priority to receive expanded learning program services during the regular school day, and for the opportunity to participate in the District's expanded learning programs during the summer and after school.

To determine which of those students need academic, social-emotional, and other supports, including the provision of meals and snacks, the District used the following process:

The iReady Diagnostic 1 Assessment given in September, 2020, was used as a baseline. Students were assessed again in February, 2021, to measure if there were continued learning loss as a result of opening schools with distance learning, and using a hybrid model when students returned to school. Results were compared and changes noted in three diagnostic categories used to determine necessary supports and interventions: Tier 1 (on or above grade level), Tier 2 (1 level below grade level), and Tier 3 (two or more levels below).

Reading, Winter, 2021, Percentages at each Tier and change in percentage from baseline:

Overall placement, Tier 1 -- 22%; +15 Tier 2 – 27%; -7 Risk of Tier 3 – 51%; -8

Grade 2: Tier 1 – 21%; +14 Tier 2 – 50%; -5 Risk of Tier 3 – 29%; -9

Grade 3: Tier 1 – 37%; +27 Tier 2 – 21%; -13 Risk of Tier 3 – 42%; -14

Grade 4: Tier 1 – 14%; +14 Tier 2 – 44%; -3 Risk of Tier 3 – 43%; -10

Grade 5: Tier 1 – 15%; +13 Tier 2 – 22%; -7 Risk of Tier 3 – 64%; -5

Grade 6: Tier 1 – 17%; +6 Tier 2 – 25%; 0 Risk of Tier 3 – 58%; -6

Grade 7: Tier 1 – 22%; +14 Tier 2 – 18%; -11 Risk of Tier 3 – 60%; -3

Grade 8: Tier 1 – 25%; +11 Tier 2 – 17%; -3 Risk of Tier 3 – 58%; -8

ELA Domains – Most Tier 1: Phonological Awareness, followed by High Frequency Words; Phonics results did not keep pace with the former two. Most Tier 2: Comprehension, Literature and Vocabulary, and Comprehension, Informational Text were about the same. Most Risk of Tier 3: Comprehension, Informational Text, followed by and Vocabulary and Comprehension, Literature, were significantly greater than the other domains

Math Winter, 2021, Percentages at each Tier and change in percentage from baseline:

Overall placement, Tier 1 -- 22%; +17 Tier 2 – 40%; -13 Risk of Tier 3 – 38%; -5

Grade 2: Tier 1 – 24%; +14 Tier 2 – 43%; -11 Risk of Tier 3 – 34%; -3

Grade 3: Tier 1 – 17%; +14 Tier 2 – 47%; -4 Risk of Tier 3 – 36%; -10

Grade 4: Tier 1 – 7%; +4 Tier 2 – 55%; +5 Risk of Tier 3 – 38%; -9

Grade 5: Tier 1 – 19%; +16 Tier 2 – 48%; -19 Risk of Tier 3 – 34%; +4

Grade 6: Tier 1 – 31%; +24 Tier 2 – 36%; -19 Risk of Tier 3 – 34%; -4

Grade 7: Tier 1 – 32%; +30 Tier 2 – 24%; -31 Risk of Tier 3 – 44%; +1

Grade 8: Tier 1 – 23%; +17 Tier 2 – 35%; -3 Risk of Tier 3 – 42%; -14

Math Domains – Results were similar in all domains, with some distinguishable differences to guide planning. Most Tier 1: Numbers and Operations followed by Measurement and Data. Most Tier 2: Results for Geometry were very similar to Algebra and Algebraic Thinking. Most Risk of Tier 3: Geometry followed by Algebra and Algebraic Thinking. Specific domain needs vary by grade level.

The percentages in Tier 1 in ELA are significantly lower than the District's expectation. In that same subject area, the percentages of

students who are at risk of being two or more levels below grade, with the exception of Grade 2, are cause for concern, greatly exceeding 50% in grades 5-8. Math results show that, as with Reading, the percentages in Tier 1 are significantly lower than the District's expectation. While the Tier 3 percentages are lower, they are still significant and the combined (Tier 2 plus Tier 3) percentages of students below grade level range from 68% to 93%.

Teachers of Kindergarten and first grade students will use iReady diagnostic assessments to identify strengths and areas of growth in word recognition vocabulary, phonemic awareness, and comprehension. Other assessments, oral and written, administered by teachers will be combined with the iReady to identify skills and knowledge to be addressed. Expert teacher recommendation will also be strongly considered. Preliminary examination of results confirm that the learning loss has occurred disproportionately in unduplicated pupil groups, so those data will be examined in more depth.

TK-8 teachers will complete individualized learning plans for every student identified as experiencing learning loss and academic and/or social-emotional struggles. The plan will include specific areas which need to be addressed, current services the student is receiving, and recommended services. That will be used to prioritize expanded learning opportunities and shared with next year's teacher to inform instructional planning.

At the high school level, teachers were asked to complete an assessment of the standards taught in their subject(s) and level(s), with particular focus on Math 1, 2, and 3, English at each grade level. From those assessments, it was determined that the following grades level standards were partially taught (PT) or not taught (NT):

English 9 and 10 -- English 11 and 12 --

RL. 3-10 (NT) RL. 4, 10 (PT)

RI. 2-4, 6-7 (PT), 9 (NT) RL. 4 (PT), 9-10 (NT)

W. 1e, 2a, 5-7 (PT), 3a-3b, 8, 9a-9b (NT) W 1c-e, 2a, 2c-d (PT). 9b (NT)

SL.1b, 1d, 3-6 (PT), 2 (NT) L 3a, 4b, 5 (PT, 1b (NT)

L 1b, 2c, 3a, 4b, 4d, 5-6 (PT), 1a, 2b (NT)

Math 1 -- (all PT) Math 2 -- Math 3 -- A-SSE 4

N-Q 1 N-RN 3 (PT) A-SSE 1-2, 4 (PT)

A-CED 1, 3, 4 N-CN 8 (PT) A-APR 1, 4, 6 (PT), 5 (NT)

A-REI 3, 10, 11 A-SSE 3 (PT) A-CED 1 (PT), 2-3 (NT)

F-IF 3, 6, 7 A-APR 1 (PT) F-IF 6, 8 (PT)

F-BF 1-3 A-CED 1, 4 (NT), 2 (PT) F-BF 1 (PT), 3 (NT)

F-LE 1, 5 A-REI 4 (PT), 7 (NT) G-SRT 9 (PT)

G-CO 1-13 F-IF 5-6, 8 (PT), 7, 9 (NT) G-GMD (NT)

G-GPE 4, 5, 7 F-BF 1, 4 (NT), 3 (PT) G-MG 1-3 (NT)

S-IS 1-3, 5-6, 8-9 F-LE 3, (NT), 6 (PT) S-ID 4 (NT)

F-TF 8 (NT) S-IC 1-6 (NT)

G-CO 9-11 (NT) S- MD 6-7 (NT)

G-C 1-4 (PT), 5 (NT)

G-GPE 1-2, 4, 6 (NT)

G-GMD 5-6 (PT)
S-CP 1-9 (NT)
S-MD 6-7 (NT)

The standards partially taught or not taught will inform planning for students' expanded learning services for the 2021-22 school year. Teachers who provide direct instruction in ELD will assess their students' progress in acquiring English language skills and recommend needed expanded learning services. Additionally, counselors have been monitoring students' progress and will be proactive in identifying students who are in danger of not graduating and/or deficient in credits.

Data from iReady domains, lesson pass rates, and other measures will be examined at grade level, classroom, and individual student levels. English Learners were given the ELPAC assessment and those results will demonstrate language acquisition progress. At the high school, teachers will use the data collected from the review of standards and their subject assessments. Additionally, data from other local assessments, grade reports, and teachers' expert opinions will be considered in identifying participants' needs and to plan instruction, supports, and interventions for the Expanded Learning Program, as will input from family members and the students themselves.

Student survey data, mental health referrals, and the expert knowledge of the District's counselors, psychologist, and student health support staff will be used to identify students at risk of abuse, neglect, or exploitation, and in need of additional social-emotional supports. Instructional staff and administrators will also assist in identifying students in need of those services. The District recognizes that the pandemic and the subsequent impacts on students, staff, and families has created a need for social-emotional learning as an integral part of the curriculum of the expanded learning program, and will ensure it is integrated into those opportunities.

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. Using the "intervention pyramid" as a reference point, academic and social-emotional supports will be part of instruction for all students, increasing as individual students are identified for more intensive supports.

Tiered supports for social-emotional learning will begin with all students participating in:
2nd Step Curriculum for K-8 *PBIS systems that target positive reinforcement and engage every stakeholder *PBIS routines are ingrained in every aspect of our school environment and practice *High School Advisory period for all students to check-in and monitor students social emotional well being. * Positive Behavior Engagement Incentives

The next tier will include:

*Targeted behavior intervention groups led by the site staff *Immediate on request access to a counseling *PBIS Focus Intervention

At the most intensive level, targeted intervention will be:

*All4Youth *Behavior Plans *One-on-One Counseling/Psychologist/Mental Health Clinician *PBIS Intense Support

Integrated with those in a corresponding pyramid, academic supports will begin with all students participating in:

*Good first instruction for all that targets essential standards, 21st century learning and standards-based curriculum * ED. Tech Team-using technology to enhance instruction *Viable assessment system driven by essential standards that shapes targeted instruction *Small group

instruction provided by a teacher and driven by students' needs *Structured Intervention during class *High School Advisory periods * Summer Bride for incoming 9th graders to prepare them for high school success. * Academic Achievement Awards/Assemblies/Field Trips

The next academic support tier will include:

*Reading Lab for ELA * Structured Math Intervention * Reading Corps * Math Corps * Structured ELD Intervention *Systematic SSTs and 504 plans * RTI intervention from designated support teacher

At the most intensive level, targeted intervention will be:

*One-on-One Intervention with Resource Teacher/Reading specialist

All participating students will be provided appropriate meals and snacks, and transportation to and from the extended learning programs (summer program, after school program, etc.) as necessary.

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

As described above, 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 were identified and prioritized to participate in the District's expanded learning programs.

Using the described process of examining data and considering staff and parent recommendations, the students among the groups listed above were identified as in most need of services, and those names were submitted by teachers to school administrators. The families of those students were directly contacted, using a combination of phone calls and home visits, to notify their parents or guardians of the opportunity to participate in the summer expanded learning program and the after school program if they were not already participating.

Parents of qualifying students were also notified through a broad array of online and hard-copy methods, including mailers, parent square, phone home messages, website and flyers.

When the 2021-22 school year begins, parents will again be notified of the opportunities to receive expanded learning program services after school, and also notified if their child is receiving supplemental instruction and support services during the regular school day.

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

Supplemental instruction and supports will be prioritized for:

Low-income students; English learners; Foster youth; Homeless students; Students with disabilities; Students at risk of abuse, neglect, or exploitation; Disengaged students; Students who are below grade level, including credit-deficient students, high school students at risk of not graduating, those who did not enroll in kindergarten in the 2020–21 school year, and other students identified by certificated staff. Individuals

eligible for these priority services will be identified as described in the second section above. The expanded learning program will include, but may not be limited to:

Summer Program for Learning Recovery and Acceleration, K-8

(This program will prioritize participation for the identified students while being open to all. Names will be submitted by teachers for highest priority, and those students will receive home visits and phone calls.)

- The program will be conducted over a three weeks' period, for four-and-a-half hours per day. All transportation and meals will be supplied for participating students.
- The instruction foci will be on ELA, Math, and ELD support and acceleration, with integrated enrichment.
- In order to enhance students' engagement and provide more individual attention, class sizes will be small, planned at a 15-to-1 students/teacher ratio.
- Students will receive additional support from paraprofessionals to further provide more individual attention.
- JDA program will be conducted for qualifying 7-8 graders.
- The Reading Lab will also be offered for K-3 students who need that additional support.
- All safety precautions will be in place, including Plexiglas dividers and physical distancing.

High School Summer Program for Learning Recovery and Acceleration

(This program will prioritize participation for the identified students who are failing and in need of credit recovery while being open to all)

- High school credit recovery
- The instruction foci will be on Math and English/ELD, with the possibility of science and social studies.
- In order to increase or improve college eligibility, there will be the opportunity to earn additional credits for students on-track.
- The Summer Bridge program will be offered to 8th grade students transitioning to 9th grade.

Regular School Year: Learning Recovery and Acceleration:

- Teachers will be provided additional time for instructional planning to meet learning loss, including review of individual and group assessment data and review of prior grade level's standards.
- Planning will include how to scaffold instruction to support learning recovery of missed standards, concepts, and skills.
- The District will provide teachers with professional development in social-emotional learning and addressing students' mental health needs.
- Students will receive one-on-one support as needed, for ELA in K-3, and math in K-4.
- An additional clinician will be added at CHS to support students' social-emotional needs.

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 | \$325,000 | |
| Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports | \$483,196 | |
| Integrated student supports to address other barriers to learning | \$165,000 | |
| Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports | \$0 | |
| Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility | \$0 | |
| Additional academic services for students | \$135,000 | |
| Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs | \$160,000 | |
| Total Funds to implement the Strategies | \$1,268,196 | |

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

Inasmuch as Elementary and Secondary School Emergency Relief Funds (ESSER) are federal categorical funds, they will be used to supplement, and not supplant, the activities being funded by the ELO grant. These uses may be for activities not covered by the ELO Plan, or to provide additional services not included, but complementary to the Plan, such as additional supports and interventions, contracted services to support students' social-emotional needs, professional development, or other activities. The determination of specific ESSER-funded actions may be based on needs that have been identified after the District has begun implementation of its expanded learning program activities and has monitored and evaluated those activities using students' progress data.

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