



LOMPOC UNIFIED SCHOOL DISTRICT

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.

Over the course of five weeks in February and March, teachers, counselors, and administrators from all grade levels, inclusive of special education and ELD, met to contribute ideas, plan instruction that supports learning loss, discuss the social-emotional needs of all students and the ways Lompoc Unified School District can support through an extended learning opportunity in the summer of 2021 and beyond. This group of educators took their consolidated ideas and presented them to the board of education in early March, recognizing the urgent need to implement tools and strategies prior to summer. Parents have expressed their desire to have enrichment opportunities for their students, credit recovery, physical activity, outdoor experiences, and interaction with peers via surveys and virtual meetings. Parents would like ongoing academic support for their students, specifically in the areas of math, English language arts, and ELD in order to be more college and career-ready. Parents have contributed ideas and were involved in the development of the plan via ELAC, DELAC, PAC, LCAP surveys, LCAP stakeholder meetings, and expressed their ideas at board meetings throughout the year. PAC provided input on March 15th and reviewed draft plans on April 12th and May 3rd. Staff provided input via the LCAP stakeholder meetings which were held via Zoom in March and April. Administrators provided input and reviewed a draft plan at the Administrative Council meeting on April 15th and specific meetings for Secondary principals on April 21st and Elementary principals on April 23rd. Paraeducators attending an ELO input meeting on April 28th. Education Services met in March and April to discuss and draft the plan with input from all stakeholder groups.

2023-2024: Input has been provided through the Spring 2023 implementation of the CHKS, teacher input into site and district plans, and principal input at leadership meetings.

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

Teachers and site and district administrators will review multiple measures to determine students who will receive additional services outlined in the Expanded Learning Opportunities plan. The information includes 2020-21 STAR Renaissance Reading and Math data, IEP Goal Progress, ELPAC levels, parent concerns expressed at conferences, teacher recommendations, and social-emotional assessments. For elementary school, students will also be identified based on Heggerty Phonemic Awareness assessments and DIBELS assessments given by the Literacy Specialists. Teachers and staff will review Fall 2021 STAR benchmark assessment data to determine services for after-school tutoring in reading and math. PBIS and SEL data will be collected and reviewed to determine student needs to be supported by Counselors, Family School Specialists, and School Social Workers. SARB, chronic absenteeism data, SST meetings, referrals, and suspension data will be used to refer students for additional academic and social-emotional supports. CAST data will be referenced when offering science-related services next year. We are also assessing the needs of students by talking with and surveying all stakeholders via the LCAP process; many teachers, administrators, parents, students, and community partners have expressed a strong desire to focus on social-emotional learning, and based on that information we have prioritized those services in the ELO plan.

2023-2024: LUSD is beginning to use SEL screeners that assess students in the five SEL competencies.

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

Parents are being informed about the summer expanded learning program through parent conferences, SSTs, and/or IEP meetings at the elementary school level, through counselors, teachers, and principals at the secondary sites. Additionally, all opportunities have been posted on the school and district website in English and Spanish and sent out via Parent Square. Information about expanded learning such as

Summer School and After School Tutoring has been sent through will be sent via Parent Square as well as via the mail, phone calls, and emails. Bilingual school liaisons and district interpreters will support communication efforts with Spanish-speaking families and our homeless community. The parents and guardians will also learn about the Expanded Learning Plan at the School Board meeting on May 11, 2021. The plan will be posted in English and Spanish to the LUSD website and shared at end of year PAC and DELAC meetings.

2023-2024: There has been an informational session at each elementary school about expanded learning opportunities for this school year.

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

LUSD will offer extended instructional learning time during Summer 2021, Summer 2022 and after school at the Elementary sites during the 2021-22 school year. The ELO plan includes funding for the following staff and programming for Summer 2021 and 2022: Administrators, Teachers, Literacy Specialists, Bilingual and SPED paraeducators, counseling and mental health services, nurses, Outreach Consultant student support, transportation, software, supplemental programs, SEL integrated physical activities, and enriching and hands-on field trips to Camp Whittier and the CHS Aquarium to support math and science. The summer program will include academic support in core areas such as reading, writing, and math in addition to enrichment and hands-on activities in science, art, music, and social science. LUSD is partnering with several organizations to provide mental health, physical education, and social-emotional enrichment during the summer including CADA, FSA, and Sports for Learning. Over 600 students are invited to the Elementary summer learning program, approximately 150 middle school students will have the opportunity to be part of this unique summer learning opportunity, and over 600 high school students will have time and support for credit recovery. Community liaisons, district and school staff have been working with the most vulnerable populations of students in Lompoc Unified School District to include students who are homeless, in foster care and/or are socioeconomically disadvantaged. While all students are welcome to apply, staff have gone above and beyond to reach these students to ensure they are aware of and have priority in the summer expanded learning program.

The after-school program will include a high dosage tutoring program in Math and/or ELA. The tutoring program will either be offered at every site or at a few centralized learning hubs that currently host our ASES and after-school child care programs. Students will be invited based on fall benchmark assessments and receive tutoring in small groups. LUSD is currently researching high dosage, evidence-based tutoring programs that are recommended by ESSA, The National Center on Intensive Intervention, and recent research released by the Learning Policy Institute. The tutoring program will be staffed with trained paraeducators, teachers, or other classified staff. The ELO plan will fund specialized training, the extended hours for staff, and the purchase of the evidence-based math and/or ELA programs. Community liaisons, district and school staff will ensure vulnerable populations of students, including homeless, are invited to the summer expanded learning program. LUSD will be utilizing other COVID funds to ensure all students and staff have access to devices for after school tutoring. If students will be using a computer based program, such as Lexia for Reading or Freckle Math, they will be able to use their district-issues Chromebook or iPad. The classroom furniture and/or outdoor learning spaces purchased via other COVID funds will be utilized during after school programming and tutoring. The updated desks, tables, chairs, storage, and moveable seating arrangements will enhance the student and staff experience in both the after school programs and on-site tutoring programs. An after school STEM enrichment program, in partnership with Primo Energy, will be offered to 8 interested sites. With the EnergiSeedling students assemble the units from blueprints to gain a better understanding of the importance of microgrid and nanogrid systems for applications all over the world.

The ELO plan includes funding for learning recovery programs and staffing strategically designed to accelerate student academic proficiency in multiple areas, including language development. LUSD will fund and support a bilingual literacy specialist at Hapgood Elementary in the

Dual Language program as well as expand hours for paraeducators at sites with a high percentage of English learners. LUSD will also fund additional hours for paraeducators and support staff who work with small groups of students in Kindergarten and 1st grade in order to support early literacy and math skills. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both. Community liaisons, district and school staff will ensure vulnerable populations of students, including homeless, have access to these learning recovery programs and additional services. LUSD will be making a donation to Imagination Library in order to mail \$100,000 worth of children's books home to our youngest learners, ages 0-5, who will eventually enroll in LUSD.

The ELO plan will fund 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. Training will also be provided for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs. LUSD will partner with OrendaEd on an Action Plan that aligns with our 4-Year PLC Implementation Plan. Part of the Action Plan involves a Summer Institute where foundational information specific to ELA and Math will be shared with teachers and teachers can start the year off with intentional planning related to ELA and Math standards. A summer institute will be offered to Elementary and Secondary teachers as well as Secondary counselors to engage in identifying weighted Common Core and grade level ELA standards, create ELA target standards matrix that defines learning targets and success criteria, and design five common ELA unit assessments to SBA for each grade level. The OrendaEd partnership will also include Administrative Power Clinics for site and district administrators, learning walks to observe and discuss instructional practices, coaching with principals and leadership teams on common assessments and guidance alignment, meta and data reflections with school teams and administrators, as well customized professional learning for teams to address learning gaps. LUSD will also partner with other organizations to provide training for paraeducators in several areas including Linda Mood Bell, math, and ABA behavioral supports. Teachers will also receive training on SEL programming and have release time to review PBIS systems of support.

The ELO plan will fund 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. LUSD will provide tiered social-emotional support for students and training for teachers on SEL curriculum (Second Step for Elementary, program of choice for Secondary), & mindfulness. A key piece of this integrated support will be the hiring of Elementary school counselors (1 for each site) and additional counselors for secondary schools. LUSD recognizes the need to address the mental health needs of students due to the pandemic and the increased trauma, anxiety and depression in our community. The new school counselor positions at the elementary schools have one primary purpose: fostering the tiered implementation of social-emotional and behavioral supports to address student needs. LUSD values the work of all the schools that have dedicated time and resources to PBIS training over the past two years. In order to fully implement, each school will need a dedicated staff member to anchor their work: support Tier 1 implementation, create and run Tier 2 interventions, and facilitate the Tier 3 process. These new positions will be hired for a three-year cycle using COVID funds allocated for social-emotional support. As with every program, LUSD will re-evaluate at the end of that time to determine the effectiveness and continue to fund the positions if they have had a measurable impact on students. LUSD will offer an additional counselor to the secondary schools that have been developing tiered behavioral supports for all students and schools that are now committing to PBIS and developing a three-tiered SEL/behavioral model. LUSD will fund a mental health therapist for one school site serving an increased number of unduplicated students as well as split fund a homeless liaison to support all families and students currently unhoused and needing additional services and resources. Community liaisons, district and school staff will ensure vulnerable populations of students, including homeless, have access to integrated student supports.

LUSD will also offer additional integrated support to include expanding YMCA programming during the summer and after school as well as offering Saturday programming during the summer in partnership with the Boys and Girls Club. LUSD will expand the partnership with Sports for Learning to offer structured recess that focus on movement, mentorship and social-emotional learning enrichment for our elementary students during the summer and during the 2021-22 school year at all elementary sites. LUSD is purchasing Second Step for elementary sites and a program to support social-emotional learning at Secondary schools. In addition, the ELO plan will fund additional counseling after school and/or drop-in support in partnership with CADA.

LUSD will provide additional support during the school year for students in Special Education or students that need to be tested for special education

by funding additional Psychologists to provide more support to students, teachers to provide support for additional assessment and services for students, additional speech services for students to mitigate learning loss, and training for paraeducators. A mental health counselor will also be hired to provide counseling for students with IEPs. LUSD's ELO plan will connect families to resources, including parenting support, to address students' basic needs and parenting support that impede learning by hiring School Social Workers and Family Support Specialists to support elementary and secondary sites. In addition, training for the homeless will be provided in partnership with SBCEO.

Supports credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility by enrolling students in the proper classes, enhancing CTE pathways to expand learning opportunities, providing Credit Recovery and A-G Recovery options for all students during the school year and summer school. Funding for this strategy includes additional sections for high schools to provide credit recovery and increasing the number of APEX licenses, as well as staff development, materials and supplies and necessary classroom improvements for CTE pathways (i.e. Visual and Performing Arts, Automotive, Manufacturing, Engineering and Design). Community liaisons, district and school staff will ensure vulnerable populations of students, including homeless, have access to these learning recovery programs and additional services. Additionally, LUSD will provide in person tutoring to students in middle and high school who are homeless, who are credit deficient, need support in their A-G classes, have limited internet capacity, have attendance barriers or other support in order to graduate college and career ready. LUSD will be utilizing other COVID funds to ensure all students and staff have access to devices. By Fall 2021 all Secondary and Elementary sites will be 1:1 with devices, either an iPad for primary grade students or a Chromebook for upper elementary and all of secondary. Students will be able to access online courses and use supplemental software programs at school, at after school programming or at home.

LUSD's ELO plan includes additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning. The plan will fund a one-year contract with Renaissance Learning to include Freckle Math and a one year contract with Illuminate Ed to support teachers in designing common assessments and data analysis. Next year students will have a district-issued device and will be able to take the benchmark assessments or access these supplemental software tools on their iPad or Chromebook. The ELO plan will fund a math program called IXL for summer expanded learning at the K-8 level along with an evidence-based reading program. Another academic service for students will be providing all elementary sites and LHS with Lexia (Core 5 for primary/elementary and PowerUp for upper/secondary). Lexia provides an adaptive, individualized learning experience to advance reading skills in phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension to accelerate reading skill development, predict students' year-end performance, and provide teachers with data-driven action plans to help differentiate instruction. The PowerUp program for 6th grade and LHS blends browser-based online student-driven instruction with offline educator-delivered lessons and independent skill-based activities, to accelerate the development of both fundamental literacy skills and higher-order thinking skills through personalized learning paths. Lexia can be used during the school day, as part of the after-school tutoring program or after-school child care program, during Summer expanded

learning, and at home for all families. Community liaisons, district and school staff will ensure vulnerable populations of students, including homeless, have access to these learning recovery programs and additional services. LUSD will be utilizing other COVID funds to ensure all students and staff have access to devices. By Fall 2021 all Secondary and Elementary sites will be 1:1 with devices, either an iPad for primary grade students or a Chromebook for upper elementary and all secondary. Students will be able to access online courses and use supplemental software programs at school, at after school programming or at home. The furniture and/or outdoor learning spaces purchased via other COVID funds will support teachers in being able to run differentiated groups and monitor rotations of students accessing tools at their level and at their own pace. The 21st century classroom furniture will allow students to be grouped together for collaborative learning and also to spread out in order to have individual support or to take benchmark assessments without interruption.

2023-2024: There is an increased need for addressing the needs of students in the home, including improving attendance. School social workers will be included in the plan to improve students outcomes.

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	\$985,893.05	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$112,877.87	
Integrated student supports to address other barriers to learning	\$3,431,344.32	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$20,758.98	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility	\$53,031.34	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Additional academic services for students	\$382,354.59	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$1,747,027.13	
Total Funds to implement the Strategies	\$6,733,287.28	

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

The ELO grant funds are considered by LUSD to be part of the larger collection of funds received as a result of the effects of the COVID pandemic. This collection of COVID funds includes ESSER-CARES, CRF, GEER, In-person Instruction grant, ELO, ESSER II, and ESSER III. Planning for the effective use of all COVID funds is coordinated by LUSD Executive Director, Education Services, with assistance from the Department of Curriculum & Instruction, as well as approval and support from the LUSD Superintendent's Cabinet. In addition to the ELO plan presentation to the school board in May, the LUSD district administration will present a strategic plan for all COVID funds to be presented to the board in June.

Monitoring of the plans submitted to the board will consist of monthly/quarterly meetings to review the plan, make changes as necessary, and review expenditures. The monthly meetings will include all departments in Education Services with responsibility for sections of the plan, including Curriculum and Instruction, Information and Technology, Pupil Support Services, and Special Education. The quarterly meetings will include Education Services, but also representatives from Human Resources, and the Business Office. Periodic updates will be provided to the Board of Education as the plans progress.

The coordination of funds between ELO and the remainder of the COVID funds has begun with the ELO plan. Activities in the ELO plan will be extended for a second and third year and funded with ESSER II and ESSER III funds. The goal is to provide at least three years of activities to address learning loss, support SEL, and connect families to resources that will reduce barriers to learning. The remaining COVID funds, particularly ESSER II and ESSER III will be utilized to support in-person instruction and the goals of the ELO plan through the purchases of technology, classroom materials/supplies, and furniture, support outdoor spaces for learning, classroom improvements, and flexibility for tiers of instruction for academics and behavior. Specifically, LUSD expects all TK-12th grade students to have access to a

district-issued device, either an iPad for TK-1st or a Chromebook for a 3rd-12th grade. LUSD is using other COVID funds to purchase additional hardware such as servers, switches, and routers to enhance connectivity across the district.

2023-2024: ELOG funds have been coordinated as part of a larger plan with ELOP funds, ASES funds, ESSER funds, A-G funds, and Learning Recovery Funds to improve outcomes for students.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education (COE), or charter schools, collectively referred to as 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, 2024.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov. <mailto:lcff@cde.ca.gov>

Instructions: Plan Requirements

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

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

For purposes of this requirement

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

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

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

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

Fiscal Requirements

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

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

Instructions: Plan Descriptions

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

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

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

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

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

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

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

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

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

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

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

Instructions: Expenditure Plan

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

Complete the Expenditure Plan data entry table as follows:

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

An LEA may amend its ELO Grant Plan, including the planned expenditures, based on changes in student needs identified as part of the LEAs ongoing assessment of the needs of students identified for supplemental instruction and support. LEAs are encouraged to collaborate with community partners when amending their plan.

A materially altered plan should be brought to the governing board or body of the LEA for adoption. School districts must submit the amended plan to their COE; charter schools must submit their amended plans to their chartering authority; COEs and school districts in a single-district county must submit their amended plans to the California Department of Education (CDE). COEs and school districts in a single-district county must submit their amended plans to the CDE by email at ELOGrants@cde.ca.gov. LEAs are also strongly encouraged to post an amended plan to the same web page as their LCAP.

The plan must be updated to include the actual expenditures by **December 1, 2024**. 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