

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 2020/21-202 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.

Initially, Fresno Unified School District undertook an extensive outreach effort from November 2020 to February 2021 to better understand the preferences of parents, teachers, staff and students; and how the needs of students were evolving during the pandemic. An element of that outreach was the District's Local Control and Accountability Plan (LCAP) Survey, which had 5,452 participants. The survey, which closed in February of 2021, is a tool used to gather input from students, teachers, parents, community members, and the general public to determine the goals, actions, and budget priorities for the district. In anticipation of funding for learning recovery, the district's LCAP survey specifically asked the question, "Given that students have been distance learning for some time, what unique needs do you feel that students will have when they return to campus?" The district received 4,691 responses to that question. The following is a ranked summary of top themes from this question:

- Allow students time to reconnect with peers and adjust to school
- Instructional day and time preferences
- Supports for students coping with anxiety

- Tutoring, summer school or small group supports
- Technology use
- Build social skills
- Safety precautions, including wearing masks and social distancing
- Target supports for students experiencing learning loss

Fresno Unified completes LCAP Engagement every year to gain feedback from the community that supports the updates to this plan. In 2022 almost 8,000 participants and 2023 almost 10,000 participants provided responses that drive the actions in this plan. The ongoing feedback continues to align with initiatives listed above. There has been a shift away from extending instructional time, but academic support is still the highest areas of interest and mental/physical health is the second highest.

General Information about the Expanded Learning and Opportunities Grant as well as strategy and timeline were communicated to the Fresno Unified School District Board of Education through a Board Communication on April 09, 2021. Based on feedback received from stakeholders and discussions taking place for the district's Strategic Budget Development Process, planning began on specific investments that are aligned to the stated goals of the grant. On May 05, 2021, a presentation outlining the planned Expanded Learning Opportunities Grant investments and other one-time funded potential investments was discussed with the Board of Education. Initial drafts of the plan were translated in English and Spanish and posted to the district's website. Additional presentations of the plan were held on May 6th with the District Advisory Committee (DAC) and on May 13th with the District English Learner Advisory Committee (DELAC), which created more opportunities for discussion and refinement of the plan. On May 14, 2021, an additional Board Communication was provided to detail the proposed plan, and both the plan along with an opportunity for the public to provide feedback on the district's website was made available. On May 19, 2021, the plan was presented for approval to the Board of Education and on May 24, 2021 it was submitted to the Fresno County Superintendent of Schools.

An update of the plan was provided to the Board of Education on September 11, 2024, and is posted on the district's public website.

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

Fresno Unified School District uses a holistic approach to educate the whole child. The use of multiple measures such as state and local assessments, grades, surveys, and referrals allows for the identification of students and the ability to target students' academic and social emotional needs.

Early Learning: To target supports for early learning, student needs are being assessed utilizing multiple measures which include the use of teacher data, feedback and recommendations. In addition, the Desired Results Developmental Profile (DRDP) is an assessment instrument designed for teachers to observe, document, and reflect on learning, development and progress of all children. The Ages and Stages Questionnaires (ASQ) provide reliable, accurate developmental and social-emotional screening for children and a referral process is in place (from both internal staff and external partners) to ensure students have the supports needed.

Expanded Summer School and Saturday School: Expanded Learning Services for students include intentional interventions for students most in need. These services include extended time, academic supports, and high dosage tutoring to support students to

attain grade level in literacy and mathematics or in recovering credits needed for graduation. Students that have been identified as below grade-level in reading, mathematics or those that are credit deficient are those that are identified and targeted to receive supports. In addition, special attention is made to target and intentionally include students receiving special education, African American students, homeless, foster youth, and students designated as English Learners.

Additionally, expanded summer school programs were expanded with the release of ELOP, which was allocated after the initial adoption of this ELO-G plan.

Expanded After School: Fresno Unified School District operates two types of after school programs; the After School Education and Safety program (ASES) and the Extended Day Enrichment Program (EDEP). The ASES program is currently available at 58 elementary schools and is funded by the California Department of Education. Capacity has traditionally been determined by grant funding awarded to each school site. In 2019/20, there was a total of 3,770 students on the waitlist. The 2021/22 goal expanded the ASES program to reduce the waitlist by 50%. Enrollment into the ASES after school program is administered via a yearly randomized lottery.

The EDEP program currently operates at 9 elementary school sites and the program is paid for by families. In 2019/20 there were 560 students on the waitlist for this program and children are selected on a first come, first serve basis.

Additionally, after school programs were expanded with the release of ELOP, which was allocated after the initial adoption of this ELO-G plan.

Wellness Hubs and Social Emotional Supports: To best target additional social emotional supports for students, the Wellness Hubs support students whose needs go beyond the traditional classroom. Students are selected based on a system of electronic referrals from the school site administrative team. Referrals are triaged daily to best match the student / family with the appropriate service provider (Child Welfare and Attendance Specialist, Social Worker, Psychologist, Nurse or another community-based provider). The Child Welfare and Attendance Specialists placed at the Wellness hubs and at school sites support students who are identified through the Targeted Support Team Process. This site-based team utilizes attendance and behavior data to identify students in need of additional supports.

Alternative Education schools: Cambridge High School, DeWolf High School, eLearn Academy, JE Young Academic Center, Phoenix Elementary, and Phoenix Secondary are designed to foster student success based on student individual needs. To do this, each school commits to creating a safe environment for learning, embracing social emotional skill sets, while maintaining quality instruction and high expectations. With a “student centric” focus, schools are in alignment with the overarching District mission and vision of creating alternative pathways for students toward graduation as well as College and Career options that produce a culture of lifelong learners. Integrated supports are multi-tiered that not only examine the academic levels of students, but also the behavioral and social-emotional needs that embody the whole-child. Collaborative leadership monitors student progress through both academic and social-emotional metrics to continually assess the changing needs of students. The commitment to family and community engagement are practiced in a variety of ways from personal outreach to group settings, both in person and virtually, and connecting families with both academic and personal necessities. These additional resources are made possible by the community partnerships established throughout the years.

Fresno Unified School District's alternative schools have worked to create a collaborative support system among all schools. Staff refers to this as the Regional Principal Teams. The team leverages each other as support while maintaining the culture that is unique to each program. Some examples of this practiced collaborative leadership include bringing together regional buyback days (regional professional development), lead teacher planning and professional development, and site leadership goal setting that is data driven and "student centric." The needs of students have been impacted by COVID-19 include but are not limited to: credit attainment, attendance support, access to technology and internet, health and wellness, and social-emotional supports (SEL) for students to cope with trauma. Current urgent needs include credit attainment, attendance and health and wellness supports. To meet these needs, staff has prioritized expanded learning time for students. These learning times are opportunities for students to gain access to "Year-Round" credit attainment which includes Night School, Saturday School, Winter Session, Extended Learning Summer Sessions, Online Courses, and Dual Enrollment courses with community college partner, Fresno City College (FCC).

Students with Special Needs: Services for high school students with special needs are targeted to students who are credit deficient in high school. Students have the opportunity to participate in fall, winter, spring and summer credit recovery opportunities. Other students (PreK-8th grade Mild/Moderate programs and PreK-Adult Moderate/Severe programs) are identified for an extended school year based on their Individualized Education Plan (IEP). Generally, families are notified during the IEP of services available or informational letters are sent home to parents. Upon notification, applications are filled out by the parent or guardian. School sites also identify students based on other multiple measures including iReady, progress on goals, formative and summative assessments. Tutoring on social skills are offered to students identified by staff (during the IEP process) for K-3th grade students with Autism.

Additional Instructional Time and Early Start Bridge Time: All students received additional instructional time during the fall 2021 semester. The additional instructional time in K-6 will focus on math and literacy. In addition, all students will start school early (called Bridge Time) to enable students to re-engage and support social emotional connectedness to the school community.

High School Credit Recovery: For high school credit recovery strategies, students are enrolled in high school credit recovery sections before and/or after school, based on deficiencies in their expected progress towards graduation. High School counselors evaluate student transcripts and course completion, as well as utilizing the district's Student Information System (ATLAS) to monitor and track student progress towards graduation and credit completion in all required areas.

African American Academic Acceleration: African American students in K-5th grades are selected to participate in the reading program by being at least 1-2 grade levels below in reading and have a minimum attendance of 90% or better.

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

Early Learning: Families are informed of additional services via multiple venues by the school site or Early Learning staff. Methods used include, but are not limited to flyers, letters, phone calls, virtual and in-person meetings.

Wellness Hubs and Social Emotional Supports: A communication plan launched in late May 2021 and started with written communication to the site leaders. Staff follow up with information on the Fresno Unified School District Social Emotional Wellness Page as well as other locations on the district website. Upon referring a student or family to the hub, families are provided detailed

information regarding the referral process and specific services available. With additional Child Welfare and Attendance Specialists, school sites communicate the support to families as part of the opening of school communications. Parents of identified students are contacted directly and provided an orientation to better understand the additional support.

Expanded Summer School and Saturday School: The Fresno Unified School District uses a variety of methods and strategies to inform students and families of expanded learning opportunities. These methods include broad messaging from the district to students and households. Individual school sites also support the identification and enrollment of students into expanded learning opportunities through phone calls and student conferences.

Expanded After School: Families are notified of the new opportunities via information on the district's website, ParentSquare, peachjar, emails, and other methods of communication.

Alternative Education schools: All families go through the Educational Resource Center (ERC) to assess the student's individual needs and establish the best education setting for them. Students are also assessed by the individual Alternative Education site so that the school can create a strategy that best meets the needs of each student. School sites continue communication with families, students and staff throughout the year.

The Educational Resource Center (ERC) reviews, monitors, analyzes, and communicates trends, anomalies, and possible concerns informed by data for the service and support of our students, families, and schools across the district. In addition, the ERC consults and collaborates with site leaders to support change management and student transitions. ERC works in tandem with departments such as, but not limited to Special Education, the Department of Prevention and Intervention, English language Services, Equity and Access, Early Learning, Information Technology, Fiscal Services, and College and Career Readiness on specialized circumstances for the support of students. Teams provide weekly data reviews and communicate information in support of student success and provide professional learning to staff as needed.

School sites conduct data collection and analysis regarding all students transitioning to and from Alternative Education sites (Phoenix Secondary, Phoenix Elementary, Cambridge HS, DeWolff HS, and J.E. Young) as well as transition support to students and their home school. Alternative Education Consultation services and support for Counselors, VPs and Principals as well as meeting with families to better understand the various educational options and resources.

Students with Special Needs: Families of high school students with special needs are contacted by the site counselor and case manager on dates, times, and enrollment of credit recovery and summer school options that are specific to the needs of each student. Students in Pk-8 grade Mild/Moderate programs and Pk-Adult Moderate/Severe programs are identified for extended school and families are notified during the IEP (Individualized Education Plan) meeting of services available. Once notified, parents or guardians complete applications and additional information is sent to parents. Academic tutoring is offered beyond the school day and schools utilize multiple ways to contact families (phone, email, letter, etc). Schools, in partnership with Special Education staff work together to identify students in need of tutoring outside of the school day. Once identified, schools utilize multiple methods to connect and communicate with families including but not limited to phone, email, or letters.

Additional Instructional Time and Early Start Bridge Time: Families and students were informed of the early start of the school year and the additional time for the school day following communication to school site leaders and teachers. This will consist of 30 extra minutes for the first semester with simultaneous support for the entire year. Fresno Unified School district will use a variety of forums for

this communication throughout the summer and towards the final weeks of this 4th quarter. Communication consisted of media, newsletter, social media outlets, school messenger, site communication to homes and teacher outreach to students and families enrolled in their class.

High School Credit Recovery: Students in need of credit recovery were automatically enrolled in the credit recovery course period, as part of their full course schedule for the 21-22 school year. Schedules were communicated to parents at the start of each school year by school sites and are available to be viewed in the ATLAS student and parent portals. Credit recovery sections, offering an d enrollments were updated each semester based on student course completion and credit needs. Student schedules and/or schedule changes were communicated to students and families through multiple means that included start of school schedule distribution, counselor conferences, phone calls, School Messengers and email. Student schedules are viewable to students and parents in the ATLAS parent and student portals, at any time, for the active school year and any changes to schedules/teachers/class periods are reflected in the portals within 24 hours.

African American Academic Acceleration: African American Academic Acceleration has dedicated staff to call families and register students by phone. The program is promoted through school sites, social media, and community partners. School sites can refer students and parent information sessions are provided to communicate more detailed program information for families unfamiliar with the program.

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

Early Learning: Fresno Unified School District added two Project Managers and one Child Welfare and Attendance Specialist to support the expansion of services for early learners. One area of improvement was creating an easier, streamlined, and online enrollment system for families. This type of automated process provided clarity around enrollment to better align early learning services for students and families with other district departments. The district added an additional summer program for incoming TK and Kindergarten students, for a total of ten summer programs. Three were in partnership with A4 (African American Academic Acceleration), and seven were at each of the high school regions.

Additional funding will be made available to expand the facilitation of community-focused play and learn groups in the homes of families, friends, and caregivers. Mid-Level Developmental Assessments will address developmental concerns, not only within the district, but also within the community for children aged 0-5. This will be in partnership with the Special Education and Health Services departments. Individual learning kits were purchased for all children enrolled in the early learning centers, preschool, TK and Kindergarten classes. Classroom aides move from tablets to computers to better support student learning. Professional learning was provided to teachers and paraprofessionals and was centered around social emotional learning and trauma-informed care as students came back to in-person learning.

Wellness Hubs and Social Emotional Supports: Fresno Unified School District hired 12 Child Welfare and Attendance Specialists (CWA's) and four Clinical Social Workers to better support the mental health of students. Ten CWA's were placed at school sites and two were located at the district's new Student Wellness Hubs, which are specialized locations designed to support the physical and mental health of students. These Hubs are a partnership between Special education, Health Services, and the Department of Prevention and Intervention. The goal of the Wellness Hubs is to provide crisis management and supplemental services districtwide.

Expanded Summer School and Saturday School: Fresno Unified School District invested in a significant expansion of summer and winter programs for students. These programs are offered outside of the traditional school year and school day. To coordinate the expansion, a Principal on Special Assignment (1.0 FTE) was added to the Extended learning team to specifically focus on unfinished student learning. Traditionally summer school includes two sessions, but due to the number of students failing classes in the 2020/21 school year (an impact of the pandemic), a third session was offered. The goal was to ensure that high school students are on track to graduate on time and meeting UC/CSU A-G college entrance requirements. In addition, both virtual and in-person summer enrichment camps were offered to all students during the summer of 2021. Funds were budgeted to support Library technicians and enable the district to keep school libraries open during the summer. During winter of the 2020/21 school year, the district explored offering a winter session program to assist high school students in danger of failing classes or who were in need of credit recovery. In total, about 1600 students were able to regain college credits at this time. Based on the success of that program, winter session was offered during the 2021/22 school year to students in elementary, middle and high school.

Expanded After School: There are currently 58 elementary schools in FUSD that operate the grant-funded After School Education and Safety (ASES) program funded by the California Department of Education (CDE). Program capacity has been based on the grant amount awarded to each site. In 2019/20, there was a total of 3,770 students who were on a waitlist for the ASES program. The Expanded Learning Grant will assist the district in addressing the waitlist by adding staff and funding with the goal of reducing the waitlist by 50%.

Currently nine school sites offer an Extended Day Enrichment Program (EDEP). These nine schools have not been eligible for the ASES grant so the funding for this program comes from fees paid by families. For the 2020/21 school year, Fresno Unified paid for the program and no fees were paid by families.

Alternative Education schools: Fresno Unified School District supports alternative education schools, including Cambridge High School, DeWolf High School, eLearn Academy, JE Young Academic Center, Phoenix Elementary, and Phoenix Secondary, by investing in additional summer and winter programs for students.

Students with Special Needs: Fresno Unified improves learning for students with special needs by investing in additional summer and winter learning programs thus utilizing breaks to accelerate learning. This includes an additional week in the summer to extend the school year. Tutoring was provided beyond the school day to support students. Digital assessment supported timely and accurate assessments for students.

Additional Instructional Time and Early Start Bridge Time: For the first semester of 2020/21, all students received an additional 30 minutes of instruction daily, with a focus on math and literacy. This applied to both designated elementary schools, non-designated elementary schools, middle and high schools. In high schools, the additional 30 minutes was divided equally between class periods, while in elementary and middle school the minutes were provided in the form of a 30-minute block. For the second semester of 2020/21 school year, elementary, middle and high school teachers had the option to continue to provide an additional 30 minutes of instruction each day for targeted student supports. The 30 extra minutes were critical for mitigating learning loss identified by the state of California as a focus for the use of these onetime funds.

In addition, Fresno Unified built into the school year Bridge Time prior to the traditional first day of school to allow all students the opportunity to engage with their teacher and peers on re-engaging back to school, social emotional connectedness, inventorying critical instructional technology tools and materials, and providing feedback to school sites on readiness needs.

High School Credit Recovery: Funding was made available to support 22.5 FTE to teach a period of credit recovery before and after school. These are not new teachers but were intended to pay existing high school teachers for extra periods of credit recovery before or after school.

African American Academic Acceleration: Fresno Unified School District hired one Project Manager and relaunched and improved a middle school reading program through the African American Academic Acceleration Program (A4). The district capitalized on documented improvements for elementary students by seeking similar outcomes for middle school students.

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	\$38.3 Million	\$35.5 Million
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$0.0	\$0.0
Integrated student supports to address other barriers to learning	\$1.6 Million	\$19.0 Million
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$0.0	\$0.1 Million
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$2.1 Million	\$0.0
Additional academic services for students	\$3.3 Million	\$0.0
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$9.6 Million	\$0.0
Total Funds to implement the Strategies	\$54.9 Million	\$54.6 Million

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

In total, Fresno Unified School District invested approximately \$54.9 million in additional one-time resources during the 2020/21-2023/24 school years. In total, the strategy outlined in the Expanded Learning Opportunities Grant was complimented with several other new investments funded from other federal Elementary and Secondary School Emergency Relief funds. Additional investments include:

- Additional middle and high school enrichment opportunities
- Math and literacy class size supports
- Additional one-time funds provided to school sites (to be planned through the SPSA)
- Two-day voluntary professional learning summit
- Curriculum and instruction support
- Teacher development supports
- Library services (student books)
- Health services support
- Classroom ventilation upgrades
- Classroom telecom upgrades
- Student desk replacements

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.

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