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.

A district-wide parent survey was administered in English and Spanish. The survey was open from April 30-May 10 and we received 2000 responses. Meetings with the labor union leadership, District Advisory Council (DAC), District English Learner Advisory Council (DELAC), a board work study session and public comment at board meetings were also pathways for stakeholder input. All stakeholder input was taken into consideration for Santa Clara Unified School District's learning recovery plan: Reconnect, Re-engage, Recover (R3).

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

The use of common assessments is essential to provide a district-wide picture of student progress to inform equity of access, effectiveness of strategies, support needs and budget decisions. A comprehensive system aligned to essential standards and summative (state) assessments provides information to inform all stakeholders and prepares all students to demonstrate growth and achievement. Data must be collected and used to inform instruction and determine the specific interventions needed for individual students. To re-engage students and staff, we must ensure that every teacher has the data they need to best support students both social-emotionally and academically Assessment is a comprehensive system that includes:

- Universal Screening both for academic and social-emotional needs for ALL students in order to plan, provide earliest possible support, and to monitor students at every tier.
- Common Formative Assessments (or assignments) aligned to agreed-upon essential standards in order for teachers to collaborate and effectively plan next steps in teaching, re-engagement and intervention.

- Interim/Progress Monitoring (could be re-administration of Universal Screener) to provide data for department, grade level, site and district decisions.
- Summative Assessments as agreed upon by district stakeholders, or required by state and federal law.

Prior to COVID-19, our district established an annual Assessment Matrix that we are in the process of updating for 21-22. As a result of the pivot to distance learning, and a need to support teachers with assessment in the distance learning environment, we established an Assessment Action team that met in July, 2020. A major finding of the team was that our district is lacking universal screening assessments, and common assessments, in general. To collect data that tells a story about student needs and adding to current assessments such as Fountas and Pinnell Benchmark, Reading Inventory, and MDTP will give us multiple measures. We plan to establish an Assessment Council this coming fall, 2021.

Current and Proposed District Assessments which support R3/MTSS:
- iReady Math and ELA - Universal Screening/Progress Monitor, Diagnostic (including for potential Dyslexia) - 45-60 minutes per test, whole class, Classroom Teacher - Spring (potential replacement for CAASPP), Fall, 2021(Gr. TK-8)
- Fountas & Pinnell Reading - Universal Screening, Diagnostic, Progress Monitor - 60 minutes, 1:1, Classroom Teacher - Data submitted 3x per year at end of each trimester (Gr. K-5)
- Reading Inventory - Universal Screen, progress monitoring - 50 minutes, whole class, Classroom Teacher - Fall, Spring (Gr. 6-8 (optional 9-12))
- MDTP (Math) - As part of math acceleration for middle school placement - Group, 45 minutes, classroom teacher, or Admin. - April (Parent Opt-in) (Gr. 5)
- MDTP and Computational Skills Test (Math) - Universal Screening for Math Placement - Group, MDTP: 45 min., Comp. Skills Test: 55 min. Math teacher - March (Gr 6-7)
- Social-emotional learning and College and Career Readiness (SEL/CCR) Passive consent of parent - Universal Screening to help identify students in need of additional SEL supports to re-engage with learning. CCR also gives a window into student knowledge about College and Career - Group, Teacher, 30 minutes. This is a confidential, but not an anonymous survey, Classroom Teacher or Admin. - February (Gr. 3-12)
- CA Healthy Kids (20-21 Learning From Home) - Survey (requires parent permission 3-5 and passive consent 7-12) - Survey to provide school site and district with anonymous data regarding school climate and other potentially sensitive information. - Whole group, 45-60 minutes. Classroom Teacher or Admin. - February (Usually every 2 years) (Gr. 5, 7, 9 and 9-12 at non-traditional schools)

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

Families will be informed of the opportunities through communications structures including but not limited to, school and district website postings, Blackboard phone, text, email communications, IEP, 504 and SST meetings, meetings with counselors, and individual conferences when needed.

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

This R3 plan was developed in response to the evident need to provide enhanced support to students and teachers to address learning challenges and loss, and mental health and wellness issues under distance learning during the COVID pandemic. The period that this plan addresses is from May 2020 through August 2022, with many plan elements integrating with our LCAP and 5-year Strategic Plan. This plan also addresses the required strategies for supplemental instruction and support outlined in AB86.

PURPOSE
Reconnect: Bring our school communities together: students, families and staff.
Re-engage: Assess the social-emotional and academic needs of our students and the professional development needs of our staff and re-engage them as a learning community.
Recover: Continue to address the needs of students and shift practices and systems toward innovation, equity and student centered learning.

The Challenge we Face
The pandemic and shift to distance learning has presented our staff students and families and with a myriad of challenges. Teachers and students in particular have developed and shared a wide variety of creative strategies to meet those challenges through distance learning, and will continue to meet the new challenges of the return to on campus learning. Some of the key challenges this plan is designed to address include the following:

Challenges facing our students
- Interrupted schooling and learning loss
- Student disengagement, loss of motivation
- Students at risk of non-graduation

Challenges facing our adults
- Staff overload
- Complexity of hybrid teaching
- Need for additional supports in the summer of 2021 and 2022

Challenges facing our system
- Uncertainties with frequently changing public health guidelines
- Successfully leveraging innovations from distance learning in the return to campus
- Finding time for teacher collaboration in a cycle of inquiry
- Ensuring the equitable allocation of resources and supports

Plan Design Principles
- Our moral obligation - this is our call to action for this time
- Address the needs of the whole child
- Align with the values, beliefs and practices of Vision 2035
- Make grade-level essential standards
- Prioritize helping students reconnect with school and rejoin a safe, welcoming, respectful community of learners

- Address inequities head on; ensure that all students receive the support that they need to succeed
- Support, assume the best of, and train all stakeholders
- Collaborate, then communicate clearly across the system
- Leverage partnerships to increase resources and support

Multi-Tiered Systems of Support Framework (MTSS)

This plan represents our Multi-Tiered Systems of Support (MTSS) framework by which we organize and implement the supports we are identifying and providing for each student. MTSS is an equity focused, guiding framework that is flexible and iterative based on a cycle of inquiry. This cycle of inquiry starts with assessing students in the areas of wellness, behavior and academics, then providing needed support, monitoring progress and adjusting accordingly. Our MTSS framework is how needs are determined and supports are provided to all students all of the time and is not specific to this plan. However, the intensity of our supports have been heightened as data has indicated the need for greater supports as we continue in distance learning and as we plan for return to classrooms. Within the classroom, the teacher provides differentiated instruction in the core curriculum. All students have the ability to learn at high levels where everyone in the system has an important role to play in their success. Within an MTSS framework, every student's success in our district is the responsibility of each and every one of us as they belong to all of us. The student's areas of need will not be viewed as deficits but as opportunities to build upon. Classroom instruction and interventions are targeted and intentional while utilizing the district's SST Cycle of Inquiry protocol.

What the Data is Telling Us

Though it has been difficult to collect triangulated data to inform student needs, we have collected the following during distance learning:

Secondary grades:
- 7% increase in secondary students receiving one or more Fs
- 12% increase for Economically Disadvantaged students
- 17% increase for Homeless students
- 86% increase in total number of Fs given to secondary students
- 8% decrease in K-5 students reading at grade level
- 13% decrease for Economically Disadvantaged students
- 25% decrease for Homeless students
- 6% decrease for students with IEPs

February 2021 SEL Survey:
- 49% of students reported looking forward to class: Elementary - 71%, Middle school - 34%, High school - 46%
- 71% of students reported that they felt they "belong in this school": Elementary - 81%, Middle school - 65%, High School - 70%
- 79% of students reported that adults at their school treat them with respect

Early Response to Intervention

During school closures, students have received instruction through distance learning. Distance learning instructional frameworks provide guidance to staff on the structure of the day and the best practices for both asynchronous and synchronous learning environments. As we have progressed from the Spring of 2020 until now, student data has led us to put some virtual interventions shown below in place:

Beginning Spring 2020

- Reading and Math Small Group instruction - Classroom teachers work with students in small groups as needed. (Gr. TK-5)
- Mathematics Intervention - Teachers volunteer to provide math support outside of school hours to select students in their classroom or school site using Silicon Valley Education Foundation's Elevate Math curriculum reinforcing grade level standards. (Gr. 2-8)
- Teachers trained in Add+Vantage Math Recovery (AVMR) - Assessment Guided Instruction. (Gr - 2-8)
- Special Ed supplemental math intervention - SAI Mild/Moderate teachers provide supplemental math support using the Number Worlds curriculum. (Gr. K-8)
- Literacy Intervention - Literacy Intervention Teachers are deployed in teams to sites for 6-8 week cycles to provide small group and one-on-one intensive literacy support prioritizing Title I schools. (Gr. 1)
- Literacy Intervention - SAI teachers provide literacy support using the Sonday System which is Orton Gillingham based to support students with dyslexia. (Gr. K-12)
- English Language Development intervention - Classroom teachers support their English Learners in their acquisition of the English Language using Rosetta Stone English (Gr. K-5), and Lexia (Gr. 6-12).
- STEM support for EL/Migrant students - EL/Migrant academy through STEM Center USA. Students engage in virtual hands-on technology building and design activities. (Gr. K-12)
- Behavior Support Services - Behavior analysts and behavior techs provide support structured around the understanding of the function of the behavior exhibited, helps to write and support behavior intervention plans, data collection, and training of staff. (Gr. PreK-12+)
- ERMHS Services - ERMHS therapists are licensed counselors working with students with significant emotional and behavioral needs beyond the purview of the Wellness and counselors. (Gr. K-12+)
- Wellness Services - Wellness coordinators and counseling interns provide counseling services, classroom support, staff support, student and parent support, classroom lessons. (Gr. PreK-12+)
- Site instructional personnel - Certificated and classified staff are available at some sites in order to provide teacher support, lesson design, lesson development, and professional development in the areas of ELA, ELD, science, special education and educational technology. These are provided by the sites based on their individual needs. (Gr. K-12)
- Special Ed Services - Teachers, para professionals, and other specialists provide support to students who qualify. Some examples of staff are: SLPs, psychologists, OT, AT, AAC, VI, & DHH (Ages 3-22)
- Additional Support Time - Student support time is built into the schedule twice a week for one-on-one and small group student support across all content areas. (Gr. 6-12)
- Tutoring outside of the school day - available tutoring from Paper.co a virtual tutoring service at any time, especially outside of staff hours. (Gr. 6-12)
- Credit Recovery - Credit recovery courses are being held within the school day using the online CyberHigh curriculum. (Gr. 9-12)

Moving Forward: Spring 2020 - Summer 2022
As we return to in-person learning, the focus will be on these three areas:
- Reconnect: Bring our school communities together: students, families and staff
- Re-engage: Assess the social-emotional and academic needs of our students and the professional development needs of our staff and re-engage them as a learning community.
- Recover: Continue to address the needs of students and shift practices and systems toward innovation, equity and student centered learning.

These three areas of focus will overlap as we move forward. Beginning in April 2021, the next 6 months will be a critical time to be very deliberate about this MTSS framework and the three focus areas described above.

Reconnect - Bringing our school communities together: students, families and staff
SCUSD recognizes that students benefit from learning environments that are safe, positive and predictable. Therefore, the district prioritizes health, wellness, and integrated supports, alongside high leverage academic interventions, to support all students. A Whole Child approach to teaching and learning, where students' social, emotional, and academic needs are addressed proactively and effectively, is key to SCUSD's ongoing work. This is done by focusing on systems, data, practices and outcomes.

Accordingly, SCUSD is intentionally focused on building a district wide, integrated and multi-tiered approach to meeting the needs of all students. The district is developing a Whole Child approach to this work, including:
Development of robust tiered systems of support at each school site to provide opportunities for every student to gain access to individual supports needed to be successful in school. Using research-based strategies and data-driven practices, students will be provided support to meet their social emotional needs and will be provided opportunities to genuinely connect to the school community and staff.
Positive Behavior and Intervention Support (PBIS) strategies that build clear expectations of social and behavior expectations that promote successes in school.

Student Well Being
- Social Emotional Learning (SEL) Competencies: The district will continue to offer professional learning opportunities for teachers and staff as well as SEL lessons and tools for direct instruction. The district participates in a yearly SEL survey (grades 4-12), administered in Spring 2021, and these survey results will be analyzed to act upon trends and emerging needs.
- Mental Health: SCUSD will continue to offer myriad opportunities for students to access mental health and wellness supports.
Wellness Services: All SCUSD sites offer wellness services, which include individual counseling, group counseling, and school wide promotion of wellness. These services will resume on site, upon a return on in person learning.
CareSolace: This web-based care navigation system for students, parents, and staff to access qualified mental health providers and resources continues to be available. Care Solace uses a 24/7 care concierge model, to help families access community-based mental health programs and resources or telehealth services.
- Engagement and Attendance: SCUSD is aware that student participation and engagement in learning is critical. Therefore, in addition to closely monitoring attendance and engagement data, including providing home visits to students who are absent, school leaders will continue to track data on a regular basis and outreach to families as needed. Training for school staff on attendance taking will be offered as well as consultation and direct support to encourages consistent student attendance and participation in school.
- Health and Safety: In anticipation of additional needs in the area of health and safety, SCUSD has expanded the Health Services team to include additional Health Assistants. Additionally, the Health Services team has worked collaboratively with district departments to develop safety procedures and practice for students and staff. The Health Services team will continue to play a key role in developing safety plans for the district and sites and their expertise will continue to be leveraged in ongoing planning.
- Family Resource Center (FRC)
The FRC has expanded its scope of services to include additional food distribution events to meet food insecurity needs and well as increased parent education to assist parents during this time of transition. The FRC continues to tailor programming to meet the needs of families and complement the supports offered to students.

2021 Summer Programs and Supports
For summer programs, we are planning for a blend of virtual and in-person structures.
- Migrant/EL Summer Program (K-12): Opportunities for Migrant and Newcomer EL students may include STEM, SEL and Sports for Learning programs
- Extended School Year (PreK-12+): Extended school year services for students with regression and recoupment struggles over extended breaks, additional para support in each classroom
- Math Preparation: (Rising 3-9): Teachers provide math support using Silicon Valley Education Foundation's Elevate Math curriculum. The coming year's grade level standards are front-loaded giving students a base of understanding prior to the next grade level. The program is 3.5 hours a day for 19 days for 3-8 and 5.5 hours a day for 24 days for grade 9. Students are invited to participate based on their needs.
- Literacy Intervention (1-5): Small group instruction in reading and writing, SEL lessons.
- Literacy/SEL (6-8): Social Justice and Self-Empowerment through Reading, Writing, and Multimedia
- Integrated subject classes - elective/academic (6-8): Engagement electives will include multimedia, culinary, art, etc. with an academic support component.
- Computer Science Engagement (Rising 7-8): Teachers provide an introduction to coding and computer science using Silicon Valley Education Foundation's Elevate CSI curriculum. The program is 4 hours a day for 19 days.
- Credit recovery for high school (9-12): For credit recovery in all academic areas mostly in person with some virtual opportunities using Cyber High online curriculum.

Re-Engage - Re-engage students and staff as a learning community

Professional Learning for Staff
As mentioned in Vision 2035, adults in our system are to be supported with targeted and relevant professional learning with a focus on cross site/departmental learning. As we prioritize how to help all staff reconnect with each other we will need to implement and measure high quality professional learning experiences so we can achieve success across the system, at our schools and with our students.

- Culturally Responsive Teaching and Social Emotional Learning need to be a priority. Teachers will face new challenges as students return to sites with more mental health needs from the pandemic. While being cocooned at home, it is unknown what students experienced. Providing guided opportunities for adults to challenge their own empathy skills while appreciating students cultures, beliefs and biases will not only create an awareness but a deeper understanding on how to support student learning.
- English Learner Strategies: Research is indicating that the academic proficiency of our English Learners during distance learning is going to be quite severe. Through a screen, teachers cannot provide classroom walls dripping with language where content and language are everywhere--walls, whiteboards, charts and notebooks. Our teachers will need universal research based strategies, sentence starters and vocabulary discussions that will produce high levels of academic language that will enhance students performance and achievement.
- Universal Design For Learning: UDL could be the professional learning that unites and ties everything together. As we strive to meet all students' learning needs, UDL can be a pivotal component as teachers learn how to help students demonstrate their skills and knowledge through a variety of ways to keep them engaged in their learning.
- Grading Practices: Provide training on equitable grading practices beginning with grades 6-12.

- Professional Learning Strategies: Cycle of inquiry through collaboration in PLCs at schools, across schools, and within learning networks (TOSAs, site administrators, teacher leaders, dept chairs, etc.)

Focused approach throughout the year on 1-3 priority areas, with opportunities for deeper learning in between district professional development days

Self-paced asynchronous learning opportunities/courses

Engaging Students on Campus

Prior to the start of school in August, sites will engage their community in some of the supports and practices listed here:
- SEL Wellness groups: Invited students meet prior to the start of school for wellness/SEL support in small groups.
- Jump Start programs: Transition year programs (Kinder, 6th, 9th, new students to the school) - Teachers meet with students prior to the start of school. These can include one-on-one visits with the teacher, SEL Camps - Team Building, Study Skills and Habits, classroom meet and greets, and any other re-engagement activities that sites may want to implement.
- School clubs and events: Re-engaging in school culture for parents, students and staff.
- Professional Learning: Universal Design for Learning (UDL) and SEL for staff.

Recover - Address student needs; return to in-person instruction even better than before

Below are the additional programs and supports that are planned for or proposed beginning in the 2021-22 school year and beyond. The current supports and these additional supports will be evaluated regularly in our MTSS cycle of inquiry and adjusted as needed.

TK-12
- Instructional Coaching - TOSAs provide lesson planning, lesson design, lesson modeling in the classroom (TK-12+)
- Academic Readiness Instructional Platform (iReady) - Provides a path to proficiency in reading and mathematics through assessment and instruction (TK-8)
- Restructured Literacy Support - RISE intervention model - The LIT Team uses data to drive decisions in an equitable approach to serve literacy needs of our K-2 grade students with greatest need. Teams deployed in Approx. 6-8 week cycles.
- Math Intervention - Continue to provide Elevate Math during the school year and Add+Vantage Math Recovery (AVMR) training for teachers (K-8)
- Virtual Course Options - Explore a virtual academy as an additional choice option for students/families (K-12)
- Inclusion Support - Build capacity for co-teaching and inclusion support in order to integrate students back into general education classes as much as possible (PreK-12+)
- Increase built in collaboration time - Find spaces and times that allow teachers to collaborate in a cycle of inquiry
- Additional Support Staff - Utilize additional support staff where needed for supports such as extended learning time, intensive learning recovery, etc. (K-12+)
- English Learner comprehensive support - Year 1 Implementation of the EL Master Plan.
- Credit Recovery - Continue to provide credit recovery during the school year (9-12)
- Tutoring - Explore peer-to-peer and after school tutoring and continue 24/7 tutoring for secondary (K-12)
- Multi-Tiered Systems of Support - Continue to build and implement an articulated multi-tiered system of support.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	$3,611,303	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	$2,281,894	
Integrated student supports to address other barriers to learning	$929,143	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	$1,000,000	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	$500,000	
Additional academic services for students	$443,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	$957,600	
Total Funds to implement the Strategies	$9,722,940	

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

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code* (*EC*) Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

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

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