

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

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

The LLCSD Expanded Learning Opportunities Grant Plan was developed in collaboration with parents, teachers, school staff and community partners. The planning process began with a presentation to the Board of Education on the Expanded Learning Opportunities Grant Plan on April 13, 2021. Information shared with the Board included the allocation, timeline, allowable uses, targeted students and an explanation of the in depth process for the collaborative development of the plan.

To ensure a collaborative planning process with parents, teachers, and staff, Little Lake held input meetings and surveyed parents and staff. The first meeting to collect valuable input from our stakeholders took place on April 22, 2021 with our teacher association, LLEA, and our classified association, CSEA, in addition to a group of administrators. A presentation was provided to share the grant allocation, allowable uses and purpose for the Expanded Learning Opportunities Grant. The grant allocations for programs and the ten percent for paraprofessionals were also shared with the group. Preliminary plans for a two-year summer program were shared with the group and

input was collected. It was noted that the group agreed with the plans for summer programs and stated that the program would meet the academic and social emotional needs of students due to the pandemic.

The group was engaged in a structured discussion to identify the five top priorities from the eight allowable uses identified by the state:

1. Providing mental health services and supports
2. Extended learning time
3. Accelerate progress to close the achievement gap
4. Professional development
5. Access to school meals
6. Community learning hubs to provide access to technology, high speed internet, and other academic supports
7. Diagnosis, progress monitoring, and benchmark assessment of pupil learning
8. Training school staff on strategies to engage pupils and families in pupils' social emotional health needs and academics.

The five priorities identified by the group were: 1. Providing mental health services and supports, 2. Extended learning time, 3. Community learning hubs to provide access to technology, high speed internet, and other academic supports, 4. Diagnosis, progress monitoring, and benchmark assessment of pupil learning, and 5. Training school staff on strategies to engage pupils and families in pupils' social emotional health needs and academics.

In addition to identifying the priorities, the group further discussed types of services under each allowable use. Finally, the group reviewed the identified priorities, potential services, and then identified ways that paraprofessionals could support each of the priorities. The group's input was recorded and was shared with the following stakeholder input group.

On April 26, 2021 a parent input meeting was held with a parent representative from each school site. To ensure consistency across meetings, the same presentation used for the LLEA/CSEA/Administrative input meeting was used with the parent group. The priorities that were identified by the LLEA/CSEA/Administrative group were shared with the parent group for discussion and input. In addition, the parent group had the opportunity to further prioritize the eight allowable uses. The parent group agreed with the five allowable uses previously identified and identified two additional allowable uses: accelerate progress to close the achievement gap and professional development. Finally, the parent group engaged in a discussion to add additional examples of services under each allowable use and paraprofessional support.

The input received from both stakeholder input meetings were recorded and used to create the Expanded Learning Opportunities Plan Survey. The survey included the top priorities and services identified by the groups during the stakeholder input meetings. The survey asked respondents to select three priorities out of the six priorities that were identified during the input meetings. The six selections for supports and services that were included in the survey are as follows:

1. Tutoring support/Summer School
2. Counseling services/strategies to deal with stress and anxiety/mental health supports
3. Training for school staff in social emotional learning
4. Professional development for teachers and parents on instructional technology platforms
5. Continue the use of technology platforms to diagnose/monitor progress
6. District issued Chromebooks/hotspots

The purpose of the survey was to collect input from all staff and all parents making this an inclusive and collaborative planning process. This LLCSD Expanded Learning Opportunities Grant Input Survey was sent out to stakeholders via email to all parents in both English and Spanish on April 28, 2021, as part of the LCAP Parent Survey, and to all staff on April 29, 2021. The results of the survey were collected and analyzed by Educational Services and the top priorities were used to develop the Expanded Learning Grant Opportunities Plan.

The top three priorities from the staff survey results are as follows:

1. Counseling/SEL/Mental Health
2. Tutoring/Summer School
3. Technology Platforms

The top three priorities from the parent survey results are as follows:

1. Tutoring/Summer School
2. District issued Chromebooks/Hotspots
3. Counseling/SEL/Mental Health

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

Students will be identified based on guidance given by SB 86 which indicates that services must be provided for the following groups of students: low income, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, and exploitation, disengaged students, students who are below grade level, including, but not limited to student who did not enroll in kindergarten in the 2020-21 school year, and other students identified by certificated staff.

Our low-income students are identified by their participation in the free and reduced lunch program in addition to the District's income verification survey. English learners are identified by completion of their Home Language Survey and current ELPAC results. District family liaisons will provide information regarding the identification of foster and homeless youth. Students with disabilities are identified in SEIS based on their IEP and qualifying eligibility. School counselors and district family liaisons will assist in the identification of students who are at risk of abuse, neglect, and exploitation. School and district attendance clerks consistently report attendance and identify students for participation in our re-engagement plan. Students who are on Tier 2 and Tier 3 of that re-engagement plan would be identified as those students who are disengaged. Educational Services will use a variety of data sources including reading levels, District benchmarks, Fastbridge aReading and aMath assessments, and teacher input to identify students who are below grade level. Finally, through the registration process for the 2021-2022 school year, we will identify students who did not enroll in kindergarten during the 2020-2021 school year.

For all of the identified students above, a variety of data and input will be used to assess students' academic and social emotional needs. To assess and evaluate academic needs, data will be used including student scores on English-language arts and mathematics common assessments and District benchmarks from the 2020-2021 school year that were taken by students in grades kindergarten through eighth grade. In addition, we will evaluate student data from the standards aligned, norm-referenced Fastbridge assessments which were taken three times during the 2020-2021 school year in both English language arts and mathematics by students in grades two through eight. All students in grades kindergarten through fifth grade had their reading level assessed through the DRA/BRI, or using RAZ Plus at least three times during the past school year, which will provide insight on reading growth. Finally, report card data and teacher input will also provide areas of growth for all students in grades TK through eighth grade.

To identify areas of social emotional needs, we will rely on the work done by our school counselors and district family liaisons. Our counselors have data on student referrals and number of students served and can also identify patterns and trends of needs that they have observed in working with students and families this year. Family Liaisons have positive relationships and direct contact with families in need and have heard and experienced first-hand what the growing needs of students and families are. With distance learning, teachers have formed close bonds with families and students as they have entered their homes each day via Zoom. Teachers have also seen needs increase in the area of social emotional health as they interact with students and parents daily and see the implications the pandemic and stay at home orders have had on students. Data from surveys also indicated a need in the area of social emotional needs and connectedness. The 2020-2021 Healthy Kids Survey (grades 4 and 7) identified a drop in the amount of students who stated they "felt close to people at school" from 94% to 83%. In addition, when asked, "at your school is there a teacher or some

other adult who really cares about you,” student response dropped from 92% to 84%. In addition, the LCAP parent survey (including parent input on the Expanded Learning Opportunities grant) all indicate a need for increased counseling and social emotional support for our students as it came in as one of the top 3 areas of need on the survey. When asked if their child enjoys attending school each day, while 92% of parents answered “Agree” or “Strongly Agree”, 8% of parents did not agree.

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

Parents will receive notification in English and Spanish identifying the supplemental services and supports that their child is eligible for. Initial notification will be through email using our School Messenger system, which sends out information in the parent's home language, with follow up phone calls made to parents who do not respond.

Starting with our Expanded Learning Summer Program, an interest survey was sent out to all eligible parents in both English and Spanish on April 21, 2021. Follow up communication including applications and transportation information was also sent out via School Messenger. For parents who did not respond, follow up phone calls were made to ensure that the parents of all eligible students were informed about the program and had the opportunity to enroll their child in the program.

An additional service that will be provided to students is an online tutoring program which will allow students to request on demand assistance with homework or unfinished class assignments. Parents and students will be sent information and a brief video on instructions to access the tutoring program from home. This information will be sent via email to all parents as well as through our automated phone service ensuring that we reach all parents. The district and schools sites will monitor usage of the program and will continue communication efforts to those that have not yet utilized the service. The online tutoring program will be available to all students in the beginning of the 2021-2022 school year.

As an added service to our newcomer program, newcomer program instructional assistants will be hired to support academic and social emotional needs of newcomer students. LLCSD receives newcomer students throughout the school year. Immediately after the registration process, an intake meeting will be held with parents to communicate the services and supports available to the student and family. Support will include weekly small group or one on one instruction from an instructional assistant using the newcomer program “In the USA” from National Geographic. A family liaison will also be available to ensure the family is supported through the various resources that are available to them, including social emotional support from a school counselor.

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

Based on input from all stakeholders groups, the Little Lake City School District has created an Expanded Learning Opportunities Grant plan to provide supplemental instruction and support for students' academic and social emotional needs. Services will be provided in the following allowable strategy areas: Extended learning time, professional development, accelerate progress to close the achievement gap, train school staff on strategies to engage pupils and families in pupils' social emotional health needs and academics.

Expanded Summer Learning Program: Using research based strategies and adaptive technology platforms, we will kick off our Expanded Learning Opportunities Grant Program with a robust Expanded Learning Summer Program to provide supplemental instruction and support to students. The next two summers (Summer 2021 and Summer 2022), more than any other, will be a strategic time to extend learning beyond the traditional school year. To accelerate student learning and reduce learning loss due to the pandemic, we will provide a high quality instructional program focused on the most essential standards from the current grade level in addition to social emotional support and enrichment opportunities.

For Summer 2021 and Summer 2022, we will offer a five-day per week, in person, Expanded Learning Summer Program for current students in transitional kindergarten through seventh grade for nineteen days. For 2021, the dates will be from June 15 through July 19, 2021 and programs will be located at Jersey Avenue Elementary, Paddison Elementary Studebaker Elementary, and Lakeside Middle School. Dates and locations for Summer 2022 will be determined at a later date. Class sizes will be kept small with approximately 12 - 15 students in elementary classrooms and 16 students in middle school classrooms to the extent practicable. Targeted students, as indicated in the previous prompt, will receive priority enrollment, although we anticipate offering enrollment to all students who are interested in participating.

Elementary morning instruction will focus on English-language arts and mathematics instruction on the most essential grade level standards. LLCSD TOSAs have designed the instructional program using research based strategies and materials. In TK through 5th grade, the English-language arts daily program will consist of three components. The first component will be a teacher directed, standards based lesson consisting of whole class universal instruction focused on essential standards RL1 (Ask and answer questions) and RL3 (Main Idea) using Curriculum and Associates *Ready Lessons*. The second component will be individualized instruction consisting of targeted and intensive guided reading at the student's instructional reading level using *Literacy Footprints* digital readers. During this block of time, students who are not engaged in a guided reading group with their teacher will work on *Lexia Core 5*, a computer adaptive English-language arts program. The third component will vary by grade level. In grades TK - 2, students will engage in shared reading for fluency and skills review using the digital program *RAZ Plus* Summer School Curriculum. In grades 3 -5, students will participate in a novel study for the application of standards, comprehension, and vocabulary. In the area of math, an essential focus area has been adopted for each grade level including: Counting and Cardinality/Counting to Five (TK/K), Number Sense/Addition and Subtraction (1st), Addition and Subtraction (2nd), Multiplication (3rd), Division (4th), and Fractions (5th). The daily instructional program will consist of three components. The first component will be Math Routines in which one of three high impact routines (Number Talks, Would you Rather, Which One Doesn't Belong) will be used daily. The second component will be a teacher directed, standards based lesson consisting of whole class universal instruction using curriculum from the Marilyn Burns program, *Do the Math*. The final

component will be targeted and intensive individualized instruction allowing the teacher to work 1:1 or with small groups of students on essential standards. During this timeframe, students who are not engaged in 1:1 or small group instruction will engage in the online mathematics platform, *ST Math*.

The middle school instructional program for the Expanded Learning Summer Program will consist of a three period rotation between English-language arts, mathematics, and science. In the area of English-language arts, instruction will be centered on a novel study focusing on the school-wide summer reading text with an emphasis on essential standards, comprehension, and vocabulary. Students will also engage with the computer adaptive ELA program, *Lexia*, allowing teachers to pull small groups for targeted and intensive instruction. The daily instructional routine for mathematics will include one of three high impact math routines: Number Talks, Which One Doesn't Belong, or Would you Rather, followed by teacher directed, standards based instruction surrounding one of the grade level big ideas from the Jo Boaler series, *Mindset Mathematics*. In addition, teachers would provide targeted and intensive small group instruction along with daily time on the computer adaptive program, *ST Math*. For science instruction, students will engage in scientific investigation using two science kits from *Engineering is Everywhere*, supplemented with additional informational text and writing opportunities created by our STEM TOSA.

To assist in the targeted and intensive support across all grade levels, including 1:1 and small group instruction, offered during the Expanded Learning Summer Program, instructional assistants will be hired to work with grade level teams of teachers. Instructional assistants will push into classrooms to reduce the adult to student ratio, work 1:1 or with small groups under the direction of the teacher, and assist students with the adaptive technology programs allowing the teacher to focus on intensive students during that block of instruction.

In order to also address the social emotional and mental health needs of students during the Expanded Learning Summer Program, elementary school counselors will participate in the program and be present at every site. Throughout the morning, counselors will push into classrooms at both the elementary and middle school level on a weekly basis to provide thirty-minute weekly SEL (Social Emotional Learning) lessons to all students as a universal approach. In addition, school counselors will provide targeted small group counseling sessions and intensive 1:1 counseling to students on an as needed basis with priority to students who are on the counselors' caseload during the school year and any new referrals.

To provide a full day of on campus support to students, we are collaborating with Think Together, our current afterschool program, to offer summer programming to students from 12:00 - 3:00 pm. Think Together will assist us in providing supplemental engaging learning opportunities for students with a focus on physical education, social emotional learning, and enrichment. Through the Think Together program, students will participate in Fulcrum Adventures, a physical education program focusing on outdoor activities, teamwork, and character building. With limited opportunities for recess and physical education activities during the 2020-2021 school year, it is important for our students to once again participate in physical activities outdoors. To continue upon the work of our counselors, Think Together will supplement our social emotional learning program using Stanford Harmony to foster communication, connection, and community among students. Finally, students will engage in 21st century skills in the areas of science, technology, engineering, and math including 3D design in the STEM to the Future program.

Tutoring Services: In order to provide additional tutoring services to students (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), we will use an online tutoring service, which will be available to students at the beginning of the 2021-2022 school year. Students will have access to on demand 24/7 online tutoring support for homework assistance in all core subject areas. After students login with ease using Google single sign on through Clever, they will have an option of uploading their homework assignment or use the virtual whiteboard. They will also have the ability to upload their writing assignment ahead of time to get feedback from a tutor on how to improve on their writing. A vetted and trained tutor will assist the student by providing support with their assignment. At the end of each tutoring session, students will complete a brief survey regarding the session. Students are also able to identify particular tutors in their “favorites,” so that when students log on in the future the system will connect them with their favorite tutors, if available. The online tutoring programs are highly data centered. They will prepare and send monthly usage reports and early alerts. The monthly usage reports will include monthly statistics regarding usage of hours and will also include the student survey responses. An early alert communication is sent if one or more students is flagged during an online tutoring session, indicating that the student may need additional support. This communication will include a transcript of the session along with the length of the session. The reports will inform us about students that are using the service and the subject area. This level of accountability, coupled with the authentic feedback from the student surveys, will help us monitor the program’s effectiveness on an ongoing basis. It will also allow us to reach out to parents of academically struggling students that have not yet utilized the service.

Professional Development: In order to provide a rigorous Summer School Program, professional development for teachers in the program curriculum will be key. Elementary teachers will be trained in the ELA and mathematics curriculum and technology platforms, while middle school teachers will receive training on their assigned content area curriculum. In addition, we will provide specific professional development for staff on social emotional learning (SEL) to ensure that we are trained and prepared to meet the needs of our students. Finally, we will use remaining professional development funds to train our elementary TOSAs to support student interventions.

Behavior Trained Assistants: Behavior trained instructional assistants will be hired to support students as they transition to full in person instruction. These instructional assistants will support students, both in general education and special education programs, with social emotional and behavioral needs. Our Board Certified Behavior Analyst (BCBA) will guide and support the team of instructional assistants as they support students in the classroom by collecting data, analyzing data, and implementing strategies to assist students.

Newcomer Instructional Assistants: Instructional assistants will be hired and trained to provide academic services for newcomer students. Currently, as English learners, students receive designated and integrated English Language Development. However, our newcomer students need additional language support. Varying degrees of learning loss are apparent across many students in all grade levels, but the learning loss of newcomer students due to the pandemic is far greater than that of their English only counterparts. Additional support will include weekly small group or one on one instruction from a trained instructional assistant using the National Geographic’s newcomer program “In the USA” for elementary students and “Inside the USA” for middle school students. Instruction will include essential language and literacy skills, survival vocabulary, and the basic building blocks of literacy for newly arrived and

preliterate students. This academic support, coupled with social emotional support, will provide newcomer students with the necessary supports for success.

Other areas of priority, such as mental health services and supports, which were identified based on stakeholder input meetings and staff and parent surveys will be addressed with other federal funding and are described in the following section.

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 <ul style="list-style-type: none"> Summer School Program and IAs for two years 	[\$ 2,702,163]	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports <ul style="list-style-type: none"> Online Tutoring Service 	[\$ 200,000]	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning <ul style="list-style-type: none"> Behavior Trained Assistants Newcomer Instructional Assistants 	[\$ 241,000]	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	[\$ 0.00]	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	[\$ 0.00]	[Actual expenditures will be provided when available]
Additional academic services for students	[\$ 0.00]	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs <ul style="list-style-type: none"> Professional Development 	[\$ 82,990]	[Actual expenditures will be provided when available]

Total Funds to implement the Strategies	[\$ 3,226,153]	[Actual expenditures will be provided when available]
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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 Opportunity Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief (ESSER) Funds to create a safety net of academic and social emotional supports for targeted students as they transition to full in person instruction. To ensure a cohesive and comprehensive plan for students, the district created five SMART (Specific, Measureable, Attainable, Results Orientated, Timely) goals that target student academic and social emotional needs, as well as health and safety, while strengthening our relationships with families so that we work as a cohesive unit for the success of our students. Each service and support funded through ELO and federal funding (ESSER I, II, and III) aligns to one of the SMART goals and focus is maintained on accelerating student learning in an effort to close the achievement gap as a result of the pandemic. Furthermore, the goals 1-4 align with the district’s LCAP goals ensuring a laser focus on students. Goal 5, Innovative Practices, will allow us to think creatively and research cutting edge learning designs for the future. These innovative practices will later emerge as possible new LCAP actions and services for our students. The SMART goals along with services provided by federal funding are as follows:

Goal 1: Academic Achievement (LCAP Student Achievement Goal)

Starting with Summer 2021 and continuing throughout the 21/22 and 22/23 school year, LLCSD will accelerate student learning to at or above pre-pandemic levels as measured by Spring 22/23 SBAC and District Benchmarks results.

Goal 2: Social-Emotional & Physical Well-Being (LCAP School Climate Goal)

Starting with Summer 2021 and continuing throughout the 21/22 and 22/23 school year, students will be provided tools to support their social, emotional, and physical well-being as they transition back to full in-person instruction as measured by Healthy Kids Survey, referrals (office and counseling), and attendance data.

Goal 3: Home-School Connection (LCAP Stakeholder Engagement Goal)

Starting with Summer 2021 and continuing throughout the 21/22 and 22/23 school year, LLCSD will continue to nurture a strong home-school connection that provides family and community members opportunities to be informed, be involved, and work together to support our students and the LLCSD community as measured by data from the annual parent engagement and parent satisfaction surveys.

Goal 4: Health and Safety (LCAP Conditions for Learning Goal)

Starting with the 20/21 school year and continuing throughout the 21/22 and 22/23 school year, LLCSD will develop, communicate, implement and revise plans for safely reopening schools for in person instruction to ensure students and staff are learning and working

in a safe environment as measured by alignment with the LLCSD School Reopening Plan and the Los Angeles County Department of Public Health Covid-19 Safety Plan.

Goal 5: Innovative Practices

Starting with Summer 2021 and continuing throughout the 21/22 and 22/23 school year, LLCSD will research new learning designs to ensure that students continue to receive innovative 21st-century instruction.

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 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