

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.

San Bernardino City Unified School District's directors, site leaders, and staff collaborated with the larger SBCUSD community throughout the duration of 2020 and the beginning of 2021 to develop the Accelerated Student Achievement Plan (ASAP). The purpose of the ASAP is to detail how each of the district's departments will contribute to the acceleration of learning in response to school closures that resulted from the COVID-19 pandemic.

The development of the ASAP Plan included a year's worth of stakeholder engagement in the form of surveys, meetings, data collection, and input from families, staff, students, community partners, expanded learning program staff, and the district's behavioral health partners. Information and insight gained from the development of SBCUSD's ASAP laid the foundation for the development of the Expanded Learning Opportunities Grant Plan.

Additionally, the SBCUSD Local Control and Accountability Plan (LCAP)/ELO Plan Community Meeting held on April 27, 2021 included a presentation on the components of the Expanded Learning Opportunities Grant Plan, as well as an interactive discussion with

stakeholders surrounding the plan and its features. Details of the plan were shared, and the community provided feedback on aspects of the plan using a thought sharing platform called Thought Exchange. The Thought Exchange allowed stakeholders to both share input, and rate/agree with the input given by others. Participants included parents, teachers, community members, and staff. During the course of the Thought Exchange, over 132 pieces of input were provided surrounding the Expanded Learning Opportunities Grant Plan. The presentation and activities were conducted in English and in Spanish.

Following that meeting, input was gathered from the larger SBCUSD community through a similar activity that was distributed to stakeholders including students, teachers, parents, and administrators. Feedback from the community informed the identification of the supplemental and support strategies that SBCUSD will implement using ELO Grant funds.

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

Student Involvement in ELO Grant Plan Development

In addition to the April 27, 2021 ELO/LCAP Community Meeting and Thought Exchange opportunities, the District met with the Superintendent's Student Advisory Council and conducted a Thought Exchange activity to facilitate additional student input. Thought Exchange opportunities were also provided to high school ASB Advisors to share with ASB and student clubs for feedback.

Identifying & Assessing Students in need of Academic Supports

SBCUSD will identify students in need of supplemental instruction and support through district-level assessments and progress monitoring at the site level.

In order to provide accurate, meaningful, and timely student data in the areas of reading and math, students will complete the NWEA assessment in the Fall, Winter, and Spring to measure their progress. Data from the NWEA diagnostic will be used to provide the SBCUSD Board of Education, Cabinet, District, and site-level staff with information on student progress toward meeting personal and grade level indicators. Additionally, students will be identified as needing additional support through state and local assessments including Initial and Summative ELPAC, STAR and CAST.

At the site level, teachers will use formative and summative assessments, as well as ongoing progress monitoring, to identify students in need of additional support. Attendance data (i.e. chronic absenteeism rates, overall attendance rates, student group attendance rates, and District ADA rates) will also help the district identify students in need of targeted academic support.

Students in SBCUSD's Moderate/Severe Special Education program are chosen to receive supplemental instruction and services based on risk of regression and progress toward their IEP goals. Students in the district's Mild/Moderate and RSP Special Education programs will be selected and monitored based on Let's Go Learn diagnostic data.

The Family Engagement Department, in partnership with Loma Linda University and Cal State San Bernardino, CAPS, the Multilingual Programs Department, Elementary Instruction Department, Secondary Education Department, and Brainfuse will collaborate to provide tutoring to support students with differentiated learning needs such as skill gaps, homework help, and enrichment.

Progress monitoring tools such as English Learner Portfolios will be utilized to determine specific needs of students. Some district services will specifically target vulnerable student groups including Newcomers, African American students, Students with Disabilities, Foster Youth, students in homeless situations.

Identifying & Assessing Students in need of Social-Emotional and Other Integrated Supports

SBCUSD will be very intentional in prioritizing the social-emotional needs of students. Learning is the core business of our work, and we recognize that all learning is social and emotional; the two cannot be separated. The district will identify strategies and activities for balancing students' social emotional needs that may have been exacerbated by school closures that resulted from the COVID-19 pandemic. It is the district's goal to provide the best possible learning environment for all students, whether it be in-person, hybrid, or virtual.

The district will work with sites to identify students in need of social-emotional and other supports intended to address barriers to learning through the Climate & Culture and SEL sections of the Panorama student survey, office referral data, suspensions, attendance, chronic absenteeism, and other site-specific data. The needs of identified students will be assessed on an ongoing basis through progress monitoring and continued data analysis.

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

The SBCUSD Communications Department will publicize services available to students and parents through its usual channels of virtual communication, including PeachJar, Instagram, Facebook. Families will continue to receive information through the United States Postal Service in the form of mailers and letters.

Updates on available programs and supplemental support services will also be shared with parents and other stakeholders during regularly scheduled Board meetings, which are broadcast on YouTube and stored there, so parents can revisit meetings when they have time.

Additionally, the Family Engagement Department will continue to spearhead two-way communication with families, so they can have the option to request services as needed. The Family Engagement Department will collaborate with Enrollment and Placement Services and the Communications Department to ensure parents are aware of different programs and tools as they become available. This collaboration will continue to involve determining innovative ways to communicate (text, social media, news and radio channels, etc).

All communication with families is available in English and Spanish, as well as in other languages upon request.

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

During the COVID-19 crisis, California students are missing out on crucial learning time that could have long-term effects on their educational progress. To make up for the loss of instructional time, the district will provide opportunities for grade recovery, supplemental instruction, and intervention programs designed to tackle students' academic and social-emotional needs.

SBCUSD believes that every student deserves and needs access, equity, and opportunity. In order to achieve this vision, 5 CORE principles were established to structure and organize district efforts to support every student. The following 5 CORE principles are integrated into the district's plans for providing supplemental instruction and support to students identified through assessment and progress monitoring.

1. Clarity through instructional design and delivery
2. Intentional engagement through social-emotional learning
3. Assessment, data, and supports
4. Professional development
5. Home, school, and community connections

SBCUSD intends to focus on creative ways to meet the needs of every student in San Bernardino. SBCUSD will use assessment to guide curriculum and instruction for content, as well as social-emotional needs. We believe that a strong instructional program coupled with access to grade-level content and integrated supports for students will accelerate student learning and academic progress.

Extending instructional learning time

Extended School Year

The District may consider extending the school year for 2021-2022 and 2022-2023 as a way to serve and accelerate learning and provide students with additional instructional time with the purpose of meeting student learning needs.

Special Education Extended School Year

The Special Education Extended School Year (ESY) is for students in the district's moderate/severe and mild/moderate programs who are at risk of regression to maintain skills. The extended school year will provide extra support for these students to prevent the loss of progress towards IEP goals. The Special Education Extended School Year will be offered both in-person and virtually to all students with an IEP, including but not limited to students in the district's Moderate/Severe, Mild/Moderate and RSP programs.

Visual and Performing Arts Extended Opportunities

The Visual and Performing Arts program will extend the learning opportunities for students in grades 4, 5, and 6 in music. Instrument-specific group lessons and voice group lessons will be provided for the purpose of enhancing access to standards and unfinished learning, culminating in an End of Session Performance. Practicing Musician, Standard of Excellence, and All for Strings are the curriculum resources that will be utilized to deliver supplemental instruction in music.

CAPS Connect 2 Summer Program

CAPS Expanded Learning intends to go beyond the regular school year and operate their award winning Connect 2 Summer Program in a virtual setting. CAPS will team up with the Continuous Improvement Department to provide programming at select schools. Nine elementary schools and four middle schools will host the expanded program. CAPS has worked with site principals to identify 30 students at each school the program will serve.

Connect 2 Summer will utilize a team of credentialed teachers, Program Specialists and CAPS Site Leads to plan and implement curriculum and activities that support youth engagement. During the course of the program, at least two certificated teachers at each site will be delivering content for two hours each day. Students will receive individualized instruction throughout the program's implementation.

Many projects will be inquiry-based and encourage students to explore and discover science and environmental issues, and to examine their own motivation for learning. Staff will utilize Positive Behavior Intervention Support strategies. Thematic teaching and learning will be evident throughout the program using a "Summer Camp" theme. Students will make real world connections through various science and technology activities such as coding and building robots. They will express themselves through the use of the Summer Journal, and present their projects at a culminating event.

Summer School

Summer school will be held June 7 - June 24 of 2021, to extend the learning opportunities for students. Sites may implement acceleration and bridge programs in their summer school offerings. Meals and transportation will be provided to ensure students have access to this opportunity. Positive culture will be established through restorative practices and SEL.

-Elementary Summer School will be available for all students in grades TK-6 in the areas of English Language Arts, Spanish Language Arts, and mathematics with the integration of English Language Development and Social-Emotional Learning. Teachers will

establish best practices including a focus on oral language. Extensions may include science, arts, music, and physical education, among other subjects.

_____ **-Middle School** Summer School will be offered at four Targeted Support for School Progress (TSSP) middle schools to support learning acceleration and provide academic support for Newcomer English learner students.

-High School Summer school will be offered to provide credit recovery opportunities in-person, online, and in hybrid formats. These credit recovery opportunities will include specific supports for English Learner students. UCLA's Summer school curriculum scope and sequence will be utilized.

Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports

Tutoring for All (TK-12)

Tutoring services will be available for all students grades TK-12, to increase student achievement, increase the ability of students to complete assignments, and accelerate student learning.

To provide this service, the district will Collaborate with Loma Linda and California State University San Bernardino to continue the current tutoring program with student interns into the summer. Tutoring services will provide:

- Support to students with differentiated needs such as skill gaps, homework, and enrichment
- Academic literacy support for Long Term English Learners (LTEL's)
- English Language Development (ELD) resources such as Istation, Rosetta Stone, and Imagine Learning
- Access to additional intern and educational assistant support for English learner students, with a focus on Newcomers and LTEL's
- Intercession for the 2021-2022 school year
- Services specifically for vulnerable student groups such as Students with Disabilities, Homeless students, Foster Youth, and African American students
- Additional books, reading kits, and corresponding lessons for students in grades TK-2 will be provided

The Special Education Department offers Valdez Tutoring with Let's Go Learn support that includes a diagnostic, skills/standards library, progress monitoring, and goals monitoring either in-person or virtually. This service is offered to students with a suspected learning disability that are awaiting initial assessments. The district intends to extend this tutoring as an identified Tier 3 support for students currently on an IEP for specific learning disability.

Elementary Resident Substitute Program

Two resident substitute teachers will be assigned to each elementary school site to provide support and skill development to students in the areas of mathematics and early literacy. The district will base decisions surrounding student needs for this service on data received from district-level assessments, data from targeted student groups, progress monitoring, and a district-level data overview. The district expects the provision of this service to lead to increased student achievement in mathematics and early literacy.

Small-Group Instruction

Students will receive instruction in small groups to allow for differentiation and targeted supports in areas of critical need as determined by assessments. Small-group instruction will also allow staff to provide specific and targeted linguistic support for English learners, as well as enrichment opportunities for students. The district expects this practice to accelerate student learning.

Digital Reading Platforms

Access to a diverse selection of books for independent reading, read alouds, and research will be provided to students through digital reading platforms including STAR Reading, Accelerated Reader, MyOn, and SORA. This access provides students with a structured opportunity for engaging in literature that will enhance reading comprehension skills. Materials will also be provided in Spanish for biliteracy programs.

Integrated student supports to address other barriers to learning***Physical Wellness***

During Distance Learning, it was not possible for school nurses to complete vision, hearing, or dental screenings. Further, many families did not access required immunizations that are necessary to attend in-person learning (this does not currently include COVID-19 vaccinations). For these reasons, the district will provide comprehensive support for vision, hearing, and dental (including screenings, referrals, and follow-up services, as required by law). The district will assist families in meeting immunization requirements so students are able to return to in-person learning when scheduled.

SBCUSD understands that meeting the physical health needs of students has a positive impact on academic performance, student health outcomes, and the reduction of high-risk behaviors. The district will use a multi-tiered approach to provide proactive and preventative, as well as intensive, interventions for physical wellness.

Tier 1 - Proactive and Preventative

-Preventative Classroom Instruction (nutrition, physical fitness, hygiene, vaping, etc.)

- Vision, Hearing, Dental Screenings (School Nurses)
- Immunization requirement letters
- Hazel Health screenings for minor medical concerns

Tier 2 - Early Intervention

- Small group Instruction (family instruction) for managed medical conditions (asthma care, diabetes, etc.)
- Vision, hearing, dental referrals for follow-up services
- Immunization reminders and clinic access
- Hazel Health referrals
- Referral to school nurse for students who are chronically absent due to medical concern

Tier 3 - Intensive Intervention

- Intensive, individualized student interventions supported through IEP's/504's (Private-Duty Nurse, student medical procedures)
- Immunization mobile clinics at district site
- Home and Hospital (General Education) placements
- IEHP Navigator referrals for service
- Hazel Health screenings for chronically absent students

Attendance and Re-engagement

A multi-tiered approach mirroring the approach taken during the regular school year will be implemented during extended learning periods. The district will monitor student enrollment and work collaboratively with the Positive Youth Development Department, and Enrollment & Placement Services to identify and re-enroll students who were disengaged during school closures.

The A.T.L.A.S program will work with students, families, and schools to re-engage and re-enroll students in homeless situations and foster care. The Cal SAFE program will work with students, families, and schools to re-engage and re-enroll pregnant and parenting students.

Intentional Engagement through Social-Emotional Learning

Stay-At-Home orders have resulted in increased social-emotional/mental health needs in staff and students (including loss, stress, disconnection with school staff and friends). SBCUSD will address the social-emotional needs of students, families, and staff by taking a comprehensive, multi-tiered approach to social-emotional learning from Proactive and Preventative Supports (Tier 1), to Early Intervention (Tier 2), and Intensive Intervention (Tier 3).

Tier 1 - Proactive and Preventative

- SEL Direct instruction in all classrooms (Teacher, Counselor, support staff)
- Implement proactive, restorative, and instructive practices

Tier 2 - Early Intervention

- Implement full small group interventions (SEL skills and anxiety/depression groups)

Tier 3 - Intensive Intervention

- Refer students needing intensive therapy (HEART, VCSS, other CBO's)
- Bolster access to HEART in-district therapy (Additional PS therapy positions 1 PS = 60 students services with Associate support)

Site-based climate and culture teams will work to analyze schoolwide data elements to determine the needs of students, develop a behavior lesson schedule that includes areas of focus, and monitor lesson completion.

Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports

Technology platforms will be available to support staff and student access to technology and instructional delivery.

- Google Suites
- Pear Deck
- Zoom
- SeeSaw

Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility

Credit Recovery

SBCUSD will offer credit recovery opportunities in the form of the high school summer school program.

Additionally, the following policy was developed and is intended for use during the COVID-19 pandemic. This policy supersedes conflicting provisions in other district policies and administrative regulations, thereby eliminating the need to temporarily revise multiple policies.

SBCUSD Reduction of Graduation Credits Due to Covid-19 Pandemic: For students falling short of the SBCUSD graduation requirements due to one or more of the reasons described below, the district shall adopt the following procedure to graduate a student based on the state graduation requirements of 130 credits. The following conditions will apply in providing such exception to the SBCUSD's graduation requirements:

1. Transcript Review showing that the student's grades have declined in the 2020-2021 school year (as compared to previous years).
2. Attendance Review showing that the student's attendance has declined in the 2020-2021 school year (as compared to previous years).
3. Other Factors: The student has experienced adverse events, economic hardships, and/or mental health challenges that has impacted the student's performance in school.

If one or more of these conditions are met, then the high school committee consisting of an administrator, teacher, counselor, student, parent or education rights holder can collectively recommend that the student graduate with the State graduation requirements (130 credits) and not the SBCUSD graduation requirements (220 credits).

Additional academic services for students

Independent Studies Programs, Virtual Learning, and Alternative Learning Center

Independent studies education options will be available to students electing to enroll in an alternative to the traditional comprehensive educational program. The district will utilize their adopted online curriculum and textbook curriculum that has been modified to meet independent study guidelines.

Diagnostic and monitoring student learning gaps, progress, and growth.

The following programs will be used to monitor student progress and learning gaps, as well as growth:

- IXL
- NWEA

Additional Supports for Students with Disabilities

Additional tutoring, extended school year materials, Let's Go Learn licences, expanded career counselor support, and parent support liaisons will be available to support students with disabilities during expanded learning opportunities.

Spanish Language Development to Support Biliteracy

Supports will be available to promote student biliteracy, including additional interns for English Only Dual Immersion support, “Las Links En Espanol” program to monitor Spanish Language development, intensive Spanish early literacy phonics programs for use after school and during intercession, Spanish language materials that promote cultural diversity (*for example: “African American Characters in Spanish” by Lee and Low*), and more.

Training for school staff on strategies to engage students and families in addressing students’ social-emotional health and academic needs

SBCUSD’s professional development and staff training will cover:

- Social-Emotional Health and Learning (SEL)***: Social-emotional learning overview, scheduling social-emotional learning in the school day, counselor and teacher roles in SEL instruction, mindset training, and curriculum components
- District-Level Assessments and Progress Monitoring***: Data literacy-understanding and reading reports, numeracy, aligning interventions with data sources, aligning instruction with identified interventions
- Attendance & Re-Engagement***: Training on new attendance procedures, best practices, and attendance tips for parents
- Independent Studies & Virtual Learning***: Training for implementation of district adopted online curriculum
- Tiered Intervention and Support***
- Project-Based Learning***
- Career Technical Education and Linked Learning***
- Linguistic Supports for English Learners***
- Technology Classes and Classroom Integration***
- Safety Protocols***
- Teacher Clarity***
- Specific Content Area Training***: ELA/ELD, Math, Social Studies, Science, Spanish Language Arts

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	\$24,480,536	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$8,324,803	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$1,915,500	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$483,965	[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	Costs captured in Extending Instructional Learning Time	[Actual expenditures will be provided when available]
Additional academic services for students	\$1,147,400	[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	\$1,975,000	[Actual expenditures will be provided when available]

Total Funds to implement the Strategies	38,327,204	[Actual expenditures will be provided when available]
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.	\$3,829,801	[Actual expenditures will be provided when available]

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

ELO Grant funds are coordinated and aligned with ESSER II and ESSER III funds to continue critically identified elements of the ELO Grant Plan beyond the scope of the ELO grant sunset date of August 31, 2022. ESSER II and ESSER III allowable expenditures are consistent with the seven focus areas of the ELO grant and allow for further implementation and improvement of health and wellness of students and staff.

The continued focus on academic achievement and student mental health, social-emotional learning, and wellness are integral components of the federal ESSER funding. In addition to continuing supporting expanded learning opportunities, ESSER funding provides resources to augment existing funding for CAPS, English Learners, Students with Disabilities, parent engagement, technology, and facilities that are clean and safe to address identified needs as the District focuses on increasing student outcomes beyond the scope of the ESSER funding (September 30, 2024 sunset date).

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

DRAFT