

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.

With the continuing and ongoing changes experienced by all school districts post school closures, EUSD continues to adapt and pivot with a central focus in mind: ensuring that all students learn at high levels. Understanding that state and federal guidance will continue to evolve, the District will maintain their efforts to seek and gain stakeholder input as targeted and actionable plans are developed. To develop this plan the District obtained input from stakeholders through meetings at school sites (School Site Council), meetings with district advisory committees, consultation and negotiations with certificated and classified unions, meetings with varied departments and input from surveys. The information gathered will assist with the development of this Expanded Learning Opportunities Grant Plan as well as with other accountability reporting requirements.

Stakeholders have shared concerns with the need for additional intervention and support services that may need to extend beyond the school day. Concerns noted go beyond academics and include social emotional well-being, behavioral and mental health supports. The District put plans in place to support pupil learning loss during the 2020-2021 school year even while instruction was exclusively provided via distance learning. At the Tier I level: students received CA standards aligned instruction with a focus on guaranteed standards. Tier II and Tier III supports targeted were provided to students that required them via small group synchronous instruction through distance learning and via small group in person instruction during in person instruction. Students that received these additional supports were identified for the targeted Schools within the District opened their doors for in person instruction in October 2020 for elementary schools and in mid-November 2020 for our middle school and high school students. In-person instruction was offered 4 days a week: partial days, with Wednesday's remaining a Distance Learning Day for all students. Starting in mid-April 2021, students were given the opportunity to attend school 5 days a week for in person instruction. At our elementary schools, the District noticed an increase in the number of students that decided to return for

in person instruction as the school year progressed. The students at the middle school and high school, however, did not return for in person instruction at the same rate. Although teachers continue to provide solid targeted instruction academic and social emotional concerns remain. Students who are identified as English language learners, low incomes students, students with disabilities, disengaged students, and students who are below grade level are of biggest concern and may require additional supports. In reviewing local assessment data from District administered winter benchmarks (STAR Reading and STAR Math) more than 50% of the students assessed in English language arts are not meeting ELA benchmarks and more than 55% of the students assessed are not meeting math benchmarks. Star Reading/Star Math Assessments have historically been a good predictor for overall performance on state summative assessments. Although these results need to be interpreted with caution, they in the interim present a current baseline of student academic need. Further analysis reveals that second language learners and students with the disabilities are some of the students with most depressed scores.

An analysis of grades at the middle school and high school indicates that some of our students are struggling to complete schoolwork and engage with their educational program. As middle school administration prepared for middle school promotion in the Spring of 2021, it was discovered that a greater number of students than usual were ineligible for participation in 8th grade promotion. One of the root causes included students' not obtaining the minimum required G.P.A. for promotion participation. Site leadership worked with the governing board to approve additional alternative promotion criteria that could be used the current year. Despite these efforts, many students remain ineligible. This presents some planning challenges as students feed into the high school, and the need for additional supports is magnified. At the high school, some students have struggled to obtain passing grades. In order to support students that may require additional supports, the high school began a credit recovery program to support students that needed to make up classes for graduation. However, some students at the high school continue to struggle and planned supports will need to extend beyond the 2020-2021 school year.

With regards to attendance, the District has maintained a high level of attendance as measured consistent with Senate Bill 98. However, there are some students who have struggled with engagement and may require direct instruction to support academic progress. To provide social and emotional services to students and staff EUSD developed a 'COVID-19' counseling services page. The webpage lists contact information for student support staff across all district school sites. Student's currently have access to school counselors, school psychologists, a mental health clinician and at a Collegeville and Farmington students can also access a mental health service provider as part of a grant through SJC Behavioral Health. Through this partnership additional mental health support services were provided to students that required them. During the 2020-2021 school year, EUSD committed to making mental health services as accessible as possible. Escalon Unified worked to maintain connectedness with students who required mental health supports the most. A mental health check-in form was developed and could be completed by a student, parent or teacher seeking access to counseling services. Despite these resources being available, concerns remain that students may still not be accessing the available supports and resources.

With these general trends in mind, as permitted by EC Section 43522 (b) the District's plan will focus on 5 of the 7 supplemental instruction and support strategies as outlined below:

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 learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to:

*learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.

- *Provide 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. Integrating student supports to address other barriers to learning, such as counseling, mental health services, access to school meal programs, and before and after school programs
- 4. Provide supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility
- 5. Provide additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning

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

In order to provide targeted supports to students in need, the district will strive to make data-based decisions that include both quantitative and qualitative analysis. Throughout this school year the District made efforts to continue measuring student progress via the administration of benchmark assessments, end of unit assessments, formative assessments, and summative state assessments (including CAASPP for English Language Arts and Math). Relatedly, non-redesignated English Learners were assessed with the summative ELPAC. During the 2020-2021 school year EUSD implemented assessment calendars consistent with assessment schedules shared with families at the start of the school year through the broader EUSD Distance Learning Plan. A minimum of three benchmark assessments were administered to every student in the District using the Renaissance Star Assessment platform. Assessments administered covered English language arts and mathematics. In addition to the three minimum benchmarks, students participating in intervention classes were assessed more frequently with progress monitoring tools that included but are not limited to: additional Star Reading and Star Math assessments as well as the administration of curriculum-based measures through the AimswebPlus platform. The District assessment calendar also gave school sites the flexibility to administer interim assessment blocks (IAB's) throughout the school year. Secondary content area teachers also administered additional benchmarks throughout the year via various platforms. Results from these assessments will be used as one piece of evidence to assess learning loss, and to subsequently determine the students most in need of supports. Additionally, teacher input and recommendations will be considered when determining students in need of additional supports.

As noted above English language development was assessed formally with the administration of Summative ELPAC. Results, from this assessment will not only be used for reclassification purposes but will also be reviewed and used to shape instruction for English learners.

The District intends to offer summer bridge (2-week summer instructional programs) programming during the summer of 2021 and summer of 2022. A factor that will affect the number of student seats offered at each summer bridge academy will depend on the number of certificated teachers and instructional support staff that are available for these positions. Student eligibility for participation will be based on assessment results on available measures, including (but not limited to) STAR Reading/STAR Math assessment results; assessment results on predetermined assessments selected by school sites, as well as teacher recommendation. Results from these same assessments will be used to identify specific student need and subsequently used to shape the instruction that is provided. To assist with the monitoring of academic interventions and to support differentiated instruction, the district plans to acquire supplemental assessment platforms through the dollars that have been allocated via the expanded learning opportunities grant. The new testing platform will complement the benchmark assessments that the District currently uses for ELA and math and will ultimately track specific growth and progress.

The District plan also includes the ability to offer Success on Saturdays (SOS), especially at the District elementary school sites. Both Collegeville and Farmington Elementary School have successfully implemented Success on Saturday programs in the past. By increasing the number of instructional days both over the summer as well as into the weekends, the District aims to provide targeted supports while measuring student progress beyond the traditional school year. Student ability to participate in Success on Saturday School will be determined locally by each school site. Assessment data and teacher recommendations and intended targeted support (e.g. specific English Language development) will be considered when offering supplemental services.

With regards to educator training in accelerated learning strategies, the District will continue its course with Professional Learning Communities. By continuing to work on District guaranteed standards, and utilizing common formative assessments, appropriate interventions and acceleration opportunities will be more appropriately developed. Therefore, dollars from the expanded learning opportunity grant will be allocated for ongoing educator training.

Another component of the District's plan includes the addition of 6 COVID-19 intervention teachers. These positions will primarily focus on providing targeted supports during the school day, with intervention services continuing after school hours. These intervention teachers will be assigned to District Elementary and Middle School sites. Mitigation of learning loss among K-8 students will necessitate a multifaceted approach, including hiring and deploying general education, multi-subject credentialed teachers whose primary mission will be to address the specific needs of students in the general population who have been identified as needing additional academic support. Students will be provided with supplemental instruction based on assessed need and consistent with district guaranteed standards. Furthermore, student progress towards the CCSS will be assessed throughout the year. As students make adequate progress, the need for intervention supports will decrease.

To provide supplemental instructional supports, the District plans to offer additional hours to current instructional aides that provide general education intervention, assist with the delivery of English language development services and support to students with disabilities. The support that instructional aides provide will complement overall academic instruction.

The District plans to continue offering credit recovery opportunities to high school students. Student need for these after school courses will be determined throughout the year. High school counselors and site administration will routinely review student performance and based on student need will offer the most relevant and needed courses throughout the semester. Currently two credit recovery sessions are planned per semester and summer. Credit completion will be monitored, and the high school counseling department will assist in updating credit recovery list.

To address additional mental health needs that may need to be provided to the student body, the District will explore partnerships with local universities and mental health agencies to augment the current social emotional and mental health services that are currently offered within the district. Mental health referrals will be managed at each school site and subsequently be assigned to a district mental health service provider (e.g. school counselor, school psychologist, mental health clinician, mental health specialist). This process will be a part of the greater Multitiered System of Supports framework. Greater progress towards the adoption and use of tier one social emotional learning curriculum will be explored. Student need for mental health services will be identified through the school/district referral process. Social skills, emotional regulation and other counseling needs will be provided as per referral and/or assessed identified needs.

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

As supplemental learning opportunities are finalized parent and guardians will receive relevant information from their student's school site, as well as through the District Office. Currently both the district office and school sites use various modes of communication which include the broad communication system embedded within our student information system, Signal Kit (through Aeries). Moving into the 2021-2022 school year, Signal Kit users will be migrated to Parent Square. Information will be shared with parents in their preferred language. English and Spanish are the most spoken languages in the District and all forms of communication used provide information in both languages. In a survey that the District developed as part of its Learning Continuity and Attendance Plan (LCP) development process, parent and stakeholders indicated that they preferred the following forms of communication:

Phone calls: 66%

Emails: 64%

Text messages: 63%

District Website: 16%

Facebook: 17%

Instagram: 9%

Using this information, school sites and district will utilize these means of communication to connect with families and stakeholders. Students who are recommended for designated services will be contacted by school sites with specific details including days, hours, information on transportation (if appropriate), etc. as it pertains to the specific programming that is offered.

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

As indicated above, EUSD's current plan will as permitted by EC Section 43522 (b) will focus on 5 of the 7 supplemental instruction and support strategies as outlined below:

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 learning needs.

In order to address this first priority, the District intends to offer two weeklong summer instructional programs (summer bridge) during the summer of 2021 and summer of 2022 for grades Kindergarten through 8th grade. The intent of the program will be to extend instructional time by providing targeted intervention and supports to students based on learning needs. The first summer bridge program is scheduled to start two weeks before the start of the regular school year (July 26th through August 6th, 2021). The summer bridge program during summer 2022 is planned to follow a similar schedule (two weeks before the start of the regular school year). Summer bridge classrooms will be staffed by district teachers, including multiple subject, single subject and education specialists. In addition, classified instructional assistants will provide an additional layer of support. The programs will operate Monday through Friday with 4 hours of instruction provided daily. Transportation and lunch will be provided. Students will be grouped by grade level and or assessed need. As noted early, student participation will be based on assessment results of available measures, including (but not limited to) STAR Reading/STAR Math assessment results; assessment results on predetermined assessments selected by school sites, as well as teacher recommendation. Results from these same assessments will be used to identify specific student need and subsequently used to shape the instruction that is provided. To progress monitor individual student progress uniform assessment measures will be used.

The District plan also includes the ability to offer Success on Saturdays (SOS), especially at the District elementary school sites. Both Collegeville and Farmington Elementary Schools have successfully implemented Success on Saturday programs in the past. By increasing the number of instructional days both over the summer as well as into the weekends, the District aims to provide targeted supports while measuring student progress beyond the traditional school year. Student ability to participate in Success on Saturday School will be determined locally by each school site. Assessment data and teacher recommendations and intended targeted support (e.g. specific English Language development) will be considered when offering supplemental services. Success on Saturday Schools will be taught by credentialed teachers and may be augmented with the assistance of classified instructional assistants. Student will work on pre-identified areas of need and their progress will be monitored.

Third, the District plans to offer before and/or after school tutoring opportunities with the assistance of credentialed teachers during the regular school year. Intervention supports will be targeted and program participation will be guided by district benchmarks, and teacher recommendations. Intervention supports will be offered in both English language arts and mathematics.

Another component of the District's plan includes the addition of 6 COVID-19 intervention teachers. These positions will primarily focus on providing targeted supports during the school day, with intervention services continuing after school hours. These intervention teachers will be assigned to District Elementary and Middle School sites. Mitigation of learning loss among K-8 students will necessitate a multifaceted approach, including hiring and deploying general education, multi-subject credentialed teachers whose primary mission will be to address the specific needs of students in the general population who have been identified as needing additional academic support. Students will be provided with supplemental instruction based on assessed need and consistent with district guaranteed standards. Furthermore, student progress towards the CCSS will be assessed throughout the year. As students make adequate progress, the need for intervention supports will decrease.

2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to:

- *learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.

- *Provide 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.

To support general Tier I instruction, as well as intervention services that are offered throughout the school year (e.g. Summer Bridge academies; before and after school tutoring, Success on Saturday Schools etc.) EUSD will acquire learning recovery materials that are designated to accelerate student academic proficiency and/or English language proficiency. The District is planning on expanding programs that are accessed through the Renaissance Learning platform. Currently the District uses Star Reading/Star Math assessments to establish baselines and progress monitor student growth. Renaissance programs are designed to accelerate both academic proficiency and English language proficiency through engaging evidence-based practice solutions designed to personalize learning for each student and enable their teachers to monitor progress toward growth goals. The District plans to acquire Freckle ELA and Freckle Math. These complementary platforms (to Star Reading/Star Math) offer practice solutions that enable students to work independently on differentiated activities at their adaptive level or on teacher-assigned work. Freckle reports enable teachers to see how students are performing, allowing them to identify and target gaps in skills, standards, and knowledge in order to determine where to focus instruction.

Additional curriculum and instruction materials that are designed to accelerate student learning are also being considered (e.g. Sonday Reading materials; Standards Plus materials as well as other related instructional materials).

Partnerships with San Joaquin County Office of Education, Solution Tree (third party vendor), and other vendors, are currently being explored to offer educator training for both certificated and classified staff in accelerated learning strategies. District instructional coaches will also assist with the delivery and monitoring of professional development. Professional learning opportunities will be offered throughout the school year and may require the use of substitutes if offered during the school day. Training may also be offered after school or during breaks and weekends.

3. Integrating student supports to address other barriers to learning, such as counseling, mental health services, access to school meal programs, and before and after school programs

With the use of ESSER funds, the District was able to increase social and emotional services to students and staff EUSD during school closures because of the COVID-19 pandemic. The District developed a 'COVID-19' counseling services page that amongst other things lists contact information for student support staff across all district school sites. Students have access to school counselors, school psychologists, a mental health clinician and at a Collegeville and Farmington students can also access a mental health service provider as part of a grant through SJC Behavioral Health. Through this partnership additional mental health support services were provided to students that required them. During the 2020-2021 school year, EUSD committed to making mental health services as accessible as possible. Escalon Unified worked to maintain connectedness with students who required mental health supports the most. A mental health check-in form was developed and could be completed by a student, parent or teacher seeking access to counseling services. Despite these resources being available, concerns remain that students may still not be accessing the available supports and resources. To continue to address additional mental health needs that may need to be provided to the student body, the District will explore partnerships with local universities and mental health agencies to augment the current social emotional and mental health services that are currently offered within the district. Mental health referrals will be managed at each school site and subsequently be assigned to a district mental health service provider (e.g .school counselor, school psychologist, mental health clinician, mental health specialist). This process will be a part of the greater Multitiered System of Supports framework. Greater progress towards the adoption and use of tier one social emotional learning curriculum will be explored. Student need for mental health services will be identified through the school/district referral process. Social skills, emotional regulation and other counseling needs will be provided as per referral and/or assessed identified needs.

Collegeville Elementary School is the only elementary school in the District to offer an after-school program. To continue providing targeted supports grounded on evidence based instructional practices, District coaches will facilitate professional development and will assist after school instructional assistants with ongoing supports to ensure that relevant academic instruction is provided. Instructional Assistants will gather assessment data and assist with the implementation of core instruction during the instructional day as appropriate.

4. Provide supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility

As some high school students struggled with engagement, and academics via distance learning and beyond during the 2020-2021 school, the District decided to implement a credit recovery program during the Spring 2021 semester. The District plans to continue offering credit recovery opportunities to high school students. Student need for these after school courses will be determined throughout the year. High school counselors and site administration will routine review student performance and based on student need will offer the most relevant and needed courses throughout the semester. The counseling services department will contact eligible students and assist with enrollment. Currently two credit recovery sessions are planned per semester and summer. Credit completion will be monitored, and the high school counseling department will assist in updating credit recovery list.

5. Provide additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning

As noted earlier in this plan, the District intends to expand its current assessment platforms. The goal is to acquire progress monitoring tools that not only use benchmark assessment results to support academic differentiation but also assist with the monitoring of student growth. As previously explained, the District uses Star Reading and Star math assessments as District wide benchmark assessments. Star Reading is a computer adaptive assessment that helps K-12 teachers identify and target learning loss and gaps in skills. The test measures reading skills, comprehension, and vocabulary. Star Math is a computer adaptive test that accurately assesses the math achievement of students in grades 1-12. It can help place students into the appropriate content level in the district's math curriculum. The assessments provide a complete view of students' learning at the grade, school or district level including achievement and growth measures. The assessment indicates which skills a student has mastered, which ones need additional work, how close the student is to mastery of a specific skill, whether additional instruction, practice, and assessments are required and what should be provided. Used for progress monitoring, the assessments enable teachers to create targeted instructional plans and self-individualized goals for students who need additional support as well as those who are meeting or exceeding benchmarks. In pairing Star Reading and Star Math assessments with Freckle, the district will not only be able to track student progress K-8th grade but will also allow for targeting planning and delivery of additional academic services.

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	\$1,194,472.00	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$76,835.00	
Integrated student supports to address other barriers to learning	\$89,335.00	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	N/A	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$131,600.00	
Additional academic services for students	\$280,000.00	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	N/A	
Total Funds to implement the Strategies	\$1,772,242.00	

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

In person instruction began in EUSD in October at elementary school sites, and in November for our middle and high school. In order to support the ability to maintain students in physical seats, the District has been using ESSER funds to support current instructional needs. The District anticipates continuing using these additional funds to support learning loss mitigation plans as well as to continue offering clean and safe instructional environments. To assist with student, staff and community safety, the district purchase personal protective equipment (PPE) which includes face masks hand sanitizer and face shields. Additionally, the District acquired thermometers, acrylic shields, student desk shields and a spot vision screener. To support clean and disinfected classrooms additional cleaning supplies were purchased including disinfecting wipes, electrostatic sprayers, touchless paper towel dispensers, PurBlock and custodial supplies. Air purifiers were purchased and placed in classrooms and throughout common areas at all school sites. The costs associated with these materials has been warranted as it has allowed the District to implement and maintain safety measures that have mitigated the spread of COVID-19 in the school setting and has ultimately allowed school sites to remain physically open.

From the onset of school closures, the District has used emergency relief funds to upgrade technological infrastructure by acquiring more 1:1 instructional devices (e.g. chromebooks) and providing access to these devices to every student in the District. In addition, hot spots were acquired to assist students and families with limited internet connectivity. Google suite licenses and software for student use were purchased and supplemental chromebook insurance to assist with routine maintenance was also acquired. These measures have ensured that students and staff maintain access to operational technology devices. Online instructional platforms that support blended learning were also

purchased to facilitate instruction. Portable/Bus Wifi devices were purchased and used early on to provide internet access to students that live in some of the most rural areas of the District boundaries. ESSER funds were also encumbered to purchase teacher laptops for use with distance learning instruction. Additionally, webcams were purchased for classroom teachers to augment instruction. Secondary computer monitors and document cameras were purchased for teacher use and were provided upon teacher request.

To support the unique needs of students with disabilities, funds were expended to acquire headsets in order to support specialized services; student computers, Ipads and other assistive technology as needed. Specialized software to support students with disabilities remotely was also purchased. This includes (but is not limited to) the following platforms: Thera platform--for speech therapy and Sonday online Reading/Dyslexia curriculum. Money was also spent to support the unique needs of English Learners including headsets and Rosetta Stone licenses. The District also expanded access to Digital Curriculum Platforms including Read 180 licenses, Math 180 licenses, Benchmark Dual Language Immersion ELA curriculum, Estrellita, Music First and other online support curriculum. To support with the implementation of educational technology and to support best instructional practices through distance learning, ESSER funds were used to provide professional development. Professional Development sessions have been provided through a variety of ways including via partnerships with San Joaquin County Office of Education, curriculum vendors and District hired staff.

Some staff positions were reassigned to assist with alternative duties that are COVID-19 specific. Furthermore, to support smaller class sizes and support smaller learning environments, some ESSER funds have been used to support positions. The District has also allocated funds for temporary positions that provide additional health and safety measures to our students and staff. A part-time nurse was hired to assist with COVID-19 related duties, and this ensured that staff and students were quarantined as needed with timely follow up and consultation. Additionally, additional technology support staff has been hired to assist with the deployment and maintenance of devices; assist with educational technology and assist with prompt attention to any tech issues that arise.

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 or <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
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