



## 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.

## **During our LCAP Stakeholder Engagement process, there were several priorities that emerged across all groups:**

- + Need to increase communication about progress, assignments, grades
- + Need for counselors at all levels (*Feedback driven Actions/Services addressed in 3A and 3B*)
- + Need to include life skills (budgeting, etc) as a part of our curriculum
- + Overemphasis on college bound students, but all students need life skills
- + Lower class sizes (*Feedback driven Actions/Services addressed in 1C and 7A*)
- + Need one learning management platform
- + Range of views on distance learning, hybrid, and in-person options
- + Mental health is important and the stress for all is intense (*Feedback driven Actions/Services addressed in 3A*)
- + Partnership between families, schools, and students is very important

## **During the Superintendent Advisory Forums, District English Language Advisory Council, Student Leadership groups, and Principal meetings, groups reviewed the feedback and then following prioritized the following:**

### **Students**

- + Improve bathroom and fountain conditions at all schools
- + Improve connections and time with Counselors to support students with college planning, course decision-making, financial aid, and career pathways (*Feedback driven Actions/Services addressed in 1A4 and 4A, 4B*)
- + Improve supports for mental health issues (*Feedback driven Actions/Services addressed in 3A*)
- + Increase tutoring and systems of supports for students struggling, especially English Learners (*Feedback driven Actions/Services addressed in 1A, 1C, 2A, 2C, 4A, 4B, 5A, 5B, 6A*)
- + Support for life after high school, important life skills they need to be successful adult

### **Parents**

- + Social Emotional support including counselors (*Feedback driven Actions/Services addressed in 3A, 3B, 4A, 4B*)
- + Increasing sports, art, music, and physical education opportunities for students (*Feedback driven Actions/Services addressed in 7B*)
- + Consistency with teacher methods and grading standards
- + Life skills training for students

### **District English Language Advisory Committee**

- + After school centers and programs with tutoring support for students (*Feedback driven Actions/Services addressed in 1C, 2A, 2C, 4A, 4B*)
- + Increase social emotional learning supports (*Feedback driven Actions/Services addressed in 1A4, 3B, 4A, 4B*)
- + Increase the supports and services that will allow English Learners to make better progress (*Feedback driven Actions/Services addressed in 1a1, 2A, 2C, 4A, 4B*)
- + Full time bilingual staff at school to support parents and English Learner students (*Feedback driven Actions/Services addressed in A3*)
- + Provide supports for students to successfully transitions and adjust to being back in school (*Feedback driven Actions/Services addressed in 1B1, 2A, 2C, 4A, 4B, 7A*)
- + Newcomer support and programs across the district

### **Certificated**

- + Mental Health supports for teachers
- + Intervention supports for struggling students (*Feedback driven Actions/Services addressed in 1A, 1B1, 1C, 2A, 2C, 4A, 4B, 5A, 5B, 7A*)
- + Relationship building supports for students and families (*Feedback driven Actions/Services addressed in 1B, 3B*)
- + Social emotional learning skills for students (*Feedback driven Actions/Services addressed in 1A4, 1B, 3B, 4A, 4B*)
- + Improved supports for disadvantaged students (*Feedback driven Actions/Services addressed in 1A, 1 B, 1C, 2A, 2C, 4A, 4B, 5A, 5B, 7A*)

### **Classified**

- + Reaching struggling students (*Feedback driven Actions/Services addressed in 1A, 1B, 1C, 2A, 2C, 4A, 4B, 5A, 5B, 7A*)
- + Mental Health supports including counselors for students (*Feedback driven Actions/Services addressed in 3A, 3B, 4A, 4B*)

- + Life Skills instruction for students
- + Additional language support services at school sites to support positive family relationships (*Feedback driven Actions/Services addressed in A3*)
- + Extended learning time for student (*Feedback driven Actions/Services addressed in 1A, 1B, 1C, 2A, 2B, 2C, 4A, 4B*)

### **Principals**

- + Instructional Coaches
- + Focus on early literacy and foundational math skills (*Feedback driven Actions/Services addressed in 1A, 3A*)
- + Expansion of MTSS work including systemic interventions (*Feedback driven Actions/Services addressed in 1A1, 2A, 2C, 3A, 3B, 6A*)
- + Enhancing English Language Development (designated & integrated) programs to support English Learners (*Feedback driven Actions/Services addressed in 2A, 2B, 2C*)
- + Advance Culturally Responsive Teaching practices and professional development
- + Increase counseling services at the elementary level (*Feedback driven Actions/Services addressed in 3A*)

### **Summary of Priorities**

- + **Address the Social-Emotional/Mental Health needs of students (*Feedback driven Actions/Services addressed in 1A, 3A*)**
- + **Further Implement MTSS (academic – SEL – behavioral) (*Feedback driven Actions/Services addressed in 6A*)**
  - a. Continue focus on struggling readers K-3 with Tier 2 & Tier 3 supports (*Feedback driven Actions/Services addressed in 1A, 2A, 2C, 4A, 4B, 5A, 5B*)
  - b. Continue focus on math achievement for all students (*Feedback driven Actions/Services addressed in 1A, 2A*)
  - c. Increase Social Emotional Learning, Counseling & Behavioral Supports (*Feedback driven Actions/Services addressed in 1A, 1C, 4A, 4B, 5A, 5B*)
  - d. Identify specific actions and services to support struggling student groups (*Feedback driven Actions/Services addressed in 1A, 1C, 4A, 4B, 5A, 5B, 7A*)
- + **Interventions must be provided to address learning gaps (*Feedback driven Actions/Services addressed in 1A, 1C, 2A, 2C, 4A, 4B, 5A, 5B, 7A*)**

**In addition, the staff was asked to review these priorities to provide additional input and feedback in broad categories that could be supported by the Expanded Learning Opportunity Grant. The common themes from each of the areas as follows**

#### **1. Extending instructional learning**

- + Summer programs for catching up students
- + Reading skills program/Math interventions
- + In-person summer school

#### **2. Accelerating progress to close learning gaps**

- + Math and Reading interventions
- + After school support for students
- + Learning recovery programs
- + Small group instruction; Homework help
- + Smaller class sizes

#### **3. Integrated student supports to address other barriers to learning**

- + More mental health support
- + More counselors
- + Additional work in social emotional learning

#### **4. Community Learning Hubs**

- + After school supports and services for students
- + Increase technology availability
- + Upgrade technology in classrooms
- + Chromebooks and hot spots for students

#### **5. Supports for credit deficient students**

- + Summer school options available in person

- + Variety of subjects offered
- + More options for students to be able to participate in credit recovery

**6. Additional academic services for students**

- + No additional assessments
- + Need for more support in monitoring student progress
- + Keep iReady
- + Purchase iReady Pathway to continue student differentiation

**7. Training for staff in addressing students' social-emotional health and academic needs**

- + Need for inclusive practices
- + Need for social emotional support
- + Social-emotional and behavioral supports/MTSS

These collective and individual group priorities have guided the development of the specific elements detailed in the plan and are reflected in the plan actions.

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

**Elementary Students would be identified using multiple measures, including but not limited to:**

- + Below grade level performance on iReady Diagnostic assessment in English Language and/or Math
- + ELPAC Oral Language Scores in as Level 1
- + ELPAC Listening domain score beginning to develop and/or Speaking domain score beginning to develop
- + Standards-based report cards score of 1 in a majority of English Language Arts and/or Mathematics sections
- + Acadience fluency scores at the Intensive Support Required level
- + Teacher/Principal recommendation
- + Student Prioritization: Low income, English Learners, Foster Youth, Homeless, and/or other environmental risk factors necessitating supplemental instruction and support

**Secondary Students would be identified using multiple measures, including but not limited to:**

- + Excessive absence record (Students either absent or disengaged)
- + Majority of D's and F's on most recent report card or progress report
- + Credit deficit students not on track for graduation
- + IXL scores in English Language Arts and/or Mathematics two or more grade levels below
- + ELPAC Oral Language Scores in as Level 1
- + ELPAC Listening domain score beginning to develop and/or Speaking domain score beginning to develop
- + Teacher/Principal recommendation
- + Student Prioritization: Low income, English Learners, Foster Youth, Homeless, and/or other environmental risk factors necessitating supplemental instruction and support

For counseling and social emotional support, students can be referred by parent, teacher, or administrator referral for services. Attendance and behavior records are primary indicators for referral. The counseling team then determines educational impact as counseling services are educationally related. If need or services are beyond educational impact, referrals to community agencies and referrals will be provided to parents.

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

Coordinated communication from district and school site level to target specific students that are in need of supplemental instruction and supports noted in the plan. Communications will include emails and phone calls in the parent's primary language. Each school is staff with a Bilingual Parent Advocate or Community Liaison to support languages other than English. The Services for English Learners also provides a bank of interpreters for languages like Farsi, Arabic, Korean, and Vietnamese to name a few to aide in the communication process. For counseling and social emotional support, students can be referred by parent, teacher, or administrator referral for services. Informational flyers and communication will be provided to families.

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

### 1. Extending Instructional Time

#### A. Summer School

- A1. Elementary Summer school to focus on Foundational Reading Skills, Fluency, Vocabulary Development; Math - Number Sense; Social Emotional Learning. For English Learners, there will be an added component of Oral Language Development.
- A2. We are offering two programs for secondary students to access during Summer to prepare them to return to traditional learning structures in August . The first is the Learning Recovery Support in-person Summer School courses. The Learning Recovery Support courses will cover an essential grade level unit in English and Math that will help students continue to be successful during the 2021-22 school year and beyond. Students will also be enrolled in an AVID strategies section. This program is by invitation only and targets students who struggled with learning during the 2020-21 school year. The second secondary Summer program is the Continued Engagement program. This program is open to all secondary students and will offer asynchronous units developed by teachers in the content areas of English, math, science, and social studies. The content of the Continued Engagement program will cover skills and concepts students that will help students be successful in next grade level courses.
- A3. At the High School level, there will be two program offerings: Credit Recovery and Continued Engagement program. The Continued Engagement program would be similar to the Intermediate School version.
- A4. Summer School Counselors - There will be a school counselor assigned to each of the four summer school sites to support social emotional needs (K-12) and academic planning (at the High School).
- A5. There will also be a BASIC Credit Recovery program to fund a special education teacher to provide support to High School Mild/Moderate students who require credit recovery for Incomplete or failed courses. Also, Unified Summer Camp will be offered as a summer extension of Unified Programming for students with Moderate/Severe Disabilities. The District will prepare for implementation of Camp Shriver for Summer 2021 and Summer 2022 to provide recreational and social opportunities for both students with Mod/Severe Disabilities and their typical peers.

*Summer School services and programs will be provided at a targeted level to meet the academic needs of students.*

B. Secondary Jump Start/Orientation - All 7th-10th grade students will be invited to Summer Jumpstart for Students. Number of days of attendance will vary by site. Additional staffing is needed to facilitate an orientation program focused on schoolwide engagement, student learning, and developing social emotional connections. *Secondary Jump Start/Orientation will be universally provided for all 7<sup>th</sup>-10<sup>th</sup> grade students in order to support the academic, social-emotional, and integrated student support needs.*

C. Intermediate School Intervention Teacher - Currently, all Intermediate schools have 0.49 FTE Intervention teacher. In anticipation of 2021-22 and the needs of students, each Intermediate Intervention Teacher FTE allocation would be increased by 0.51 FTE, which would result in a full time Intervention Teacher at each of the four intermediate schools. Also, 2 additional off-ratio sections will be added to each Intermediate school.

*The Intermediate School Intervention Teachers will be universally provided for each Intermediate School. However, the services and supports that each Intermediate School Intervention Teachers would be provided at a targeted or intensive level depending on the academic needs at each respective school.*

### 2. Accelerating Progress to Close Learning Gaps through the implementation, expansion, or enhancement of learning supports

A. Elementary After School Intervention and Learning Hubs - Fund additional hours for teachers to provide intervention for identified students. Teachers will use approved curriculum and materials. Professional Development will be provided by MTSS TOSAs.

*The Elementary After School Intervention and Learning Hubs will be universally provided for each Elementary School. However, the services and supports for the After*

*School Intervention and Learning Hubs would be provided at a targeted or intensive level depending on the academic needs at each respective school.*

**B. Intervention Academic Support Materials** - Design and/or purchase materials and curriculum for academic and social-emotional supports and intervention. This includes the purchase additional iReady Tier II license for students who are not a grade level to be used as part of Tier II intervention.

*The Intervention Academic Support Materials will be universally provided for use in the Elementary After School Intervention and Learning Hubs at each Elementary School. However, the implemented curriculum materials would be provided at a targeted or intensive level depending on the academic needs at each respective school.*

**C. Paraprofessional Intervention Pilot** - Fund up to 22 6-hour paraprofessionals to provide intervention during the school day. Paraprofessionals will be trained by MTSS TOSAs and will meet regularly to ensure fidelity to intervention program. Students will be selected based on data with pre & post test results to measure success of students and program.

*The Paraprofessional Intervention Pilot will be universally provided for implementation at each Elementary School. However, the services provided by the paraprofessionals would be provided at a targeted or intensive level depending on the academic needs of students at each respective school.*

**D. Special Education Paraprofessional Training** - Special Education Paraprofessional Training. These monies will be used for the on-going training needs of our instructional assistant staff outside of their regularly scheduled hours. IBI and Mod/Severe IA's will receive an additional hour weekly and mild/moderate IA's will receive two hours monthly to engage in District and site-level training and collaborate with the certificated staff in the programs they support.

*The Special Education Paraprofessional Training will be universally provided to all special education instructional assistants. The support and training will enable higher levels of coordinated support at the targeted or intensive level based on the specific program they support.*

### **3. Integrated Student Supports**

#### **A. Expansion of the District Counseling program**

A1. Elementary counselors would be expanded to 8 FTE which would be allocated on student enrollment. One larger school, 3 days with one smaller school 1 or 2 days a week. Additional 2 FTE counselors would be supplemented for additional counseling support at Title I schools.

A2. Intermediate counselors would be expanded by 2.0 FTE. Resulting in Los Alisos and La Paz with 1.5 counselors each and RSM and Serrano with 2.0 counselors each.

A3. High School - Add 4 Mental Wellness Counselors to provide mental health counseling services to secondary 9th - 12th grade students. The intent would also include hiring at least one bilingual in Spanish to better support the language needs of our secondary families.

A4. Virtual Academy - Currently, VA is allotted a 0.6 FTE counselor. With the additional funds from this plan, that allocation would increase by 0.4 FTE allowing SVA to have a full-time dedicated counselor to support the K-12 program. Counselor to assist with keeping students engaged who are primarily learning exclusively online.

A5. Special Education – Add an additional Mental Health ERMHS counselor to support educationally related mental health services and support.

*The expansion of the district counseling program will be universally provided to the K-12 system to meet students social emotion and integrated student support needs.*

*The Mental Health Counselors are provided to support the intensive social emotional and integrated student support needs of high school students.*

**B. MTSS - PBIS and Social Emotional Learning Implementation** - MTSS PBIS TOSA - Existing position to continue further implementation of MTSS district-wide. Responsible for all PBIS organization, training and working with Coordinator of Counseling for Social Emotional Learning support. Counseling Teams will support social emotional learning curriculum.

*The continued PBIS and social emotional learning implementation will be universally provided to the K-12 system to meet students social emotional needs.*

### **4. Community Learning Hubs**

**A. Intermediate Learning Hubs** - Learning centers established at each intermediate school to provide a space for students to receive additional academic and social emotional support, as well as complete school work. Staffed by certificated teacher, counselor, and Instructional Assistants Monday through Thursday for a three hour block. *The Intermediate Learning Hubs will be universally provided for each intermediate school. However, the services and supports that are designed will vary by intermediate school, but would be provided at a targeted or intensive level depending on the academic, social-emotional, or integrated student support needs at each respective school.*

**B. High School Learning Hubs** - Learning centers established at each high school to provide a space for students to receive additional academic and social emotional support, and tutoring in specific subject areas. Staffed by certificated teacher, counselor, and Instructional Assistants Monday through Thursday for a three hour block.

**B1. Additional hours for Instructional Assistants to support the High School Learning Hubs.**

*The High School Learning Hubs will be universally provided for each high school. However, the services and supports that are designed will vary by high school, but would be provided at a targeted or intensive level depending on the academic, social-emotional, or integrated student support needs at each respective school.*

**C. Paraprofessional Support in Credit Recovery** - Provide an additional four 6 hour Instructional Assistants to support High School Credit Recovery sections. One position for each of the four comprehensive high school.

*The paraprofessional support in each credit recovery program will be provided at a target level for students that are credit deficit at each high schools.*

**D. Technology Upgrades and Infrastructure Support** - Technology upgrades and infrastructure support for the K-12 Learning Hubs including student chromebooks, printers, and internet hot spots.

*The technology upgrades and infrastructure support will be universally provided to support the academic and integrated student support needs across the district.*

## **5. Supports for Credit Deficient Students**

**A. Expand Staffing Allocation at Silverado High School** - Increase 2-3 FTE for credit recovery. There is a greater need for credit recovery at Silverado allowing more students to attend who need it.

*The expanded staffing at Silverado High School will support the intensive academic needs for students that are credit deficit and in need of an alternative to the comprehensive high school experience.*

**B. Increase Intervention Teacher at each High School** - Increase by 2 FTE Intervention Teachers at each of the Comprehensive High Schools for a total of 8 FTE to provide credit recovery opportunities and additional academic support within the school day as well as intervention system support to guide systemic efforts.

*The increased FTE allocation and intervention support system will be universally provided. However, the services provided by the intervention teachers will be at the targeted or intensive level to meet student's academic needs for credit recovery and intervention. The intervention support system will be designed to support the targeted academic needs at the secondary level.*

## **6. Additional Academic Services for students, such as Diagnostic, Progress Monitoring, and Benchmark Assessments of Student Learning**

**A. eduClimber** - Purchase and implement eduClimber which is an interactive system that supports the whole child by combining assessment, social-emotional behavior, and attendance data into a single student profile view. From individual insights to district-level patterns, eduCLIMBER makes equitable support for every student a reality. *eduClimber will be universally provided district-wide to support the academic, social-emotional, and other integrated student supports as the district continues MTSS implementation.*

## **7. Training for School Staff on Strategies, including trauma-informed practices, to engage students and families in addressing student' social-emotional health needs and academic needs**

**A. K-6 Class Size Reduction Support** - K-6 class size reduction teachers to support areas of greatest need to address significant loss of learning.

*The K-6 Class Size Reduction Support will be universally provided for each Elementary School. However, the services and supports that are designed will vary by elementary school, but would be provided at a targeted or intensive level depending on the academic needs at each respective school.*

**B. K-6 Music Enrichment and Elementary Release Time** - Music and PE enrichment for K-6 students to provide release time for teachers. Weekly music enrichment activities for K-6 and twice weekly PE for 4th-6th grade students. This will provide grade level teams time to meet to plan first best instruction and small group instruction, data and common formative assessments in both ELA and Math, analyze student writing, and address social-emotional needs. Supported by MTSS TOSA's, instructional coaches, and elementary guidance counselors.

*The K-6 Music Enrichment and Elementary Release Time will be universally provided for each Elementary School.*

## 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	\$1,013,300.00	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$1,934,388.00	
Integrated student supports to address other barriers to learning	\$2,140,000.00	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$7,797,189.00	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$1,650,000.00	
Additional academic services for students	\$150,000.00	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$3,062,000.00	

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Total Funds to implement the Strategies	\$17,746,877.00	

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

The district is coordinating ELO Grants with other federal Elementary and Secondary School Emergency Relief Funds received in order to maximize efficiency and effectiveness of the funds. Based on stakeholder input, prioritization, and the overall needs of students, funds will be allocated to sustaining efforts over multiple years. This will all go coordinated to align with the intended purposes of each of the federal and state level funds.

# Expanded Learning Opportunities Grant Plan Instructions: Introduction

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

*For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact [ELOGrants@cde.ca.gov](mailto:ELOGrants@cde.ca.gov) or [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov)*

## Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

*EC* Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the

supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
  - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
  - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
  - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

### **Fiscal Requirements**

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.

- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

## **Instructions: Plan Descriptions**

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

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

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

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

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

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

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

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

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will 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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