

Expanded Learning Opportunities Grant Plan

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

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

Plan Descriptions

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

The District engaged stakeholders throughout the 2020-21 school year to discuss providing instructional supports and interventions.

After school started, the District sought input from the community to inform major portions of the District’s instructional plan. Site administrators and school liaisons also reached out to families to encourage participation. Fowler Unified School District held a Parent Advisory Committee (PAC) meeting to review and provide input on topics that included addressing learning loss, providing supports to students, and meeting the needs of struggling learners on September 2, 2020.

On September 3, 2020, the District English Learner Advisory Committee (DELAC) met to review and provide input on topics that included providing supports to students who are English Learners and meeting the needs of those ELs struggling to keep pace in English language acquisition and accessing core subject-matter knowledge and skills.

Both meetings were accessible to the public for in-person attendance in limited numbers in order to follow social distancing requirements at the District's Instructional Services building. Meetings were also made accessible virtually through Zoom so the public could access via electronic device or by phone call. A Spanish translator was available in the event that parents needed to access those services.

Additional formal meetings to gather concerns and present proposed actions were held during the winter and spring months. Stakeholder groups were asked to provide input regarding interventions and supports, including extended learning opportunities. During meetings with stakeholders, participants (migrant, ELD, homeless parents, board members, teachers, classified, and students) were asked to provide:

- Clarifying questions and/or comments;
- Input/suggestions for assessing and addressing learning loss;
- Supports for students who are struggling or have special needs;
- Supports for social and emotional well-being; and
- Access to technology.

The District's proposed actions to provide supports and accelerate learning for our neediest students was a primary topic at all meetings. Translation was provided orally at DELAC and ELAC meetings.

Students, parents, teachers, and support staff were surveyed again in the Winter/Spring of 2021. Responses from those surveys were also examined to inform development of the Expanded Learning Opportunities Plan.

The following groups participated in surveys and/or feedback sessions, such as stakeholder input meetings:

District Administration/Principals Meeting – Ongoing through the school year.

Classified Bargaining Unit including all Classified Staff Stakeholder Input Meeting -- April 22, 2021

Certificated Bargaining Unit including teachers Stakeholder Input Meeting -- April 21, 2021

Community Stakeholder Input Meeting – Surveyed Fall, 2020, met April 13, 2021

Student Input Meeting – Surveyed Fall, 2020, Spring 2021.

Parent Advisory Committee (PAC) Input Meeting -- April 15, 2021. The PAC confirmed their support of the idea of Student Support Specialists and LVNs at each school site.

District English Learner Advisory Committee (DELAC) Input Meeting – March 24, 2021. The DELAC joined the PAC in welcoming the planned one-to-one online homework support.

The Public Comment period ran from April 26-30. A draft of the Expanded Learning Opportunities Plan (ELOP) was made available to stakeholders by request at the sites and on the school website. Comments could be provided to school site administrators for consideration.

The ELOP submitted for Fowler USD Governing Board approval was posted on the District's website and a link included in the Board agenda, posted 72 hours prior to the meeting.

Board Adoption – May 12, 2021

Submit to FCSS -- May 13, 2021

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

Using demographic data, enrollment and school records, information from community agencies, and staff or family recommendations, the District will identify which of its students meet one or more of the following criteria:

- Low-income students
- English learners
- Foster youth
- Homeless students
- Students with disabilities
- Students at risk of abuse, neglect, or exploitation
- Disengaged students
- Students who are below grade level
- Credit-deficient students
- High school students at risk of not graduating
- Those who did not enroll in kindergarten in the 2020–21 school year
- Other students identified by certificated staff

These identified students will be assigned priority to receive expanded learning program services during the regular school day and for the opportunity to participate in the District's expanded learning programs during the summer and after school.

To determine which of those students need academic, social-emotional, and other supports, including the provision of meals and snacks, the District used the following process:

The iReady assessment data from Winter, 2020, was used as a baseline. iReady assessments are included as academic progress indicators on the approved verified data list adopted by the SBE on November, 2020. Students were assessed again in Winter, 2021, to measure if there were continued learning loss as a result of opening schools with distance learning and using a hybrid model when students returned to school. The levels of performance that were measured by the assessment were: "Mid On-Grade or Above" (students who have met the minimum requirements for the expectations of college- and career-ready standards in their grade level); "Early On-Grade" (students who have partially met these grade-level expectations); "1 Grade Below" (students placed one year below grade level); "2 Grades Below" (students placed two years below grade level); "3+ Grades Below" (students placed three years or more below grade level). Results were compared and changes noted.

Reading, Winter, 2021: Percentage "Early On-Grade" or "Mid On-Grade and Above" and change in percentage from Winter, 2020

Overall -- 34%, - 5

Grade K -- 71%, +4

Grade 1 -- 28%, - 11

Grade 2 -- 28%, - 10

Grade 3 -- 38%, - 15

Grade 4 -- 31%, - 1

Grade 5 -- 23%, - 8

Grade 6 -- 25%, +2

Grade 7 -- 29%, - 14

Grade 8 -- 39%, +11

Performance by Reading Domain Level, placing "Mid On-Grade or Above" and change from Winter, 2020:

Phonological Awareness -- Kindergarten students results remained the same as the prior year; 1st and 2nd graders showed significant decreases from 2020 (54% to 33% and 87% to 78%, respectively).

High Frequency Words -- In this domain, Kinder students showed a slight increase (39% to 43%), while 1st (46% to 28%) and 3rd (94% to 87%) grade percentages declined significantly from 2020. 2nd grade also experienced a slight decrease in percentage points.

Phonics -- With the exception of Kindergarten (25% to 31%), every grade level declined in the percentages of students Mid On-Grade of Above in Phonics. Fifth (-4% points) and 8th (-3%) grade declines were relatively small; 1st (-7%), 6th (-5%), and 7th (-8%) were a few points more; and 2nd (-10%), 3rd (-18%), and 4th (10%) were significantly greater.

Vocabulary -- Vocabulary results compared to the prior year were up and down across the grade levels.

Comprehension, Literature -- Kindergartners, again, produced results that exceeded the 2020 assessments. No other grade level showed this kind of increase; most showed losses ranging from 1% point to 6% points. The most significant decrease was in 5th grade, which showed a 10% points decline from the prior year. Sixth grade was an exception, with a 2% points increase.

Comprehension, Informational Text -- Declines in this area were generally greater than in Literature Comprehension, indicating a likely need for increased efforts in comprehending informational text. Seventh grade showed a decline of 12% points, followed by declines of 9% points in both 1st and 2nd grades, 7% in 4th grade, 5% in grade 3, and 3% in 5th. Sixth and 8th grades had slight increases over the prior year. Consistent with other domains, Kindergarten assessment results were increased by 9% points from 2020.

The District also looked at cohorts of students, comparing the current year to the same group's prior year results. The 2020 fifth grade cohort more than tripled the percentage of students scoring 3 or more grade levels below (10% to 38%). The percentage of the 2020 fourth grade cohort scoring at 2 grade levels below also more than tripled (9% to 29%).

Since the foundation for reading success is laid in the early elementary years, these data underscore the need to provide additional supports and interventions for those students in future years. The districtwide decline in students at "mid" or "early" grade level was 5 percentage points. Grades 5 and 7 results also indicate the needs for supports and interventions, including expanded learning opportunities. Declines at certain grade levels and in all domains indicate areas of learning loss to be addressed.

Math, Winter, 2021: Percentage "Early On-Grade" or "Mid On-Grade or Above" and change in percentage from Winter, 2020

Overall -- 26%, - 4

Grade K -- 51%, +6

Grade 1 -- 18%, - 8

Grade 2 -- 18%, - 8

Grade 3 -- 19%, - 1

Grade 4 -- 18%, - 21

Grade 5 -- 23%, - 12

Grade 6 -- 26%, - 7

Grade 7 -- 29%, +5

Grade 8 -- 49%, +14

Performance by Math Domain Level, placing "Mid On-Grade or Above" and change from Winter, 2020

Numbers and Operations -- Grades 4 and 6 had significant declines (15%, 8%) in this domain, while the remain grade levels showed little or no change.

Algebra and Algebraic Thinking -- Grades 3, 4 and experienced declines of five percentage points or more (5%, 15%, 5%) in this domain, while the remaining grade levels showed little or no change.

Measurement and Data -- The most significant declines were in 4th and 5th grades, while the other grades changes by four points or less.

Not shown in the data above was that the most significant change was in the percentage "2 Grades Below," which increased from 9% to 15%.

The District also looked at cohorts of students, comparing the current year to the same group's prior year results. While it is understood that the cohorts change somewhat from year-to-year, the cohort comparisons for all grades are more indicative of learning loss for each group, with the exception of current 8th graders compared to last year's 7th grade.

Teachers of Kindergarten and first grade students will use additional reading assessments to identify strengths and areas of growth in word recognition vocabulary, phonemic awareness, and comprehension. Other assessments, oral and written, administered by teachers will be combined with the iReady to identify skills and knowledge to be addressed. Expert teacher recommendation will also be strongly considered.

Preliminary examination of results, K-8th grades, confirm that the learning loss has occurred disproportionately in unduplicated pupil groups, so those data will be examined in more depth.

At the high school level, teachers were asked to complete an assessment of the standards taught in their subject(s) and level(s), with particular focus on Math 1, 2, and 3, English at each grade level, and students receiving ELD supports. From those assessments, it was determined that the following grade level standards were not taught:

English Language Development -- English 9 and 10 -- English 11 and 12 --

ELD.PI.9-10.2.Br RL. 9-10.6 RL. 11-12.7

ELD.PII.9-10.5.Br RL. 9-10.7 RL. 11-12.9

ELD.PII.9-10.6.Br RL. 9-10.9 RI. 11-12.9

ELD.PI.9-10.7.Em W. 9-10.7 W. 11-12.7

ELD.PII.9-10.7.Em

Math 1 -- Math 2 -- Math 3 -- A-SSE 4

F-IF 3 N-RN 3 A-APR 4

F-BF 2,3 A-CED 4 A-APR 7

G-CO 12,13 F-IF 6 F-TF1, 2, 5

G-GPE 4,7 F-BF 1 A-CED 3

S-ID 1,2,3,5,6,8,9 F-LE 3 F-IF 4, 6

F-TF 8 G-SRT 9, 10,11

G-C 3 G-SRT 9, 10,11

G-GPE 1, 2, 4, 6 G-MG

S-CP 3, 4, 6 S-ID

S-ICS-MD

Counselors have been monitoring students' progress and will be proactive in identifying students who are in danger of not graduating and/or deficient in credits.

Data from iReady domains, lesson pass rates, and other measures will be examined at grade level, classroom, and individual student levels. English Learners were given the ELPAC assessment and those results will demonstrate language acquisition progress. At the high school, teachers will use the data collected from the review of standards and their subject assessments. Additionally, data from other local assessments, grade reports, and teachers' expert opinions will be considered in identifying participants' needs and to plan instruction, supports, and interventions for the Expanded Learning Program, as will input from family members and the students themselves.

Student survey data, mental health referrals, and the expert knowledge of the District's counselors, psychologist, and student health support staff will be used to identify students at risk of abuse, neglect, or exploitation, and in need of additional social-emotional supports. Instructional staff and administrators will also assist in identifying students in need of those services. The District recognizes that the pandemic and the subsequent impacts on students, staff, and families has created a need for social-emotional learning as an integral part of the curriculum of the expanded learning program and will ensure it is integrated into those opportunities.

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. Using the "intervention pyramid" as a reference point, academic and social-emotional supports will be part of instruction for all students, increasing as individual students are identified for more intensive supports.

Tiered supports for social-emotional learning will begin with all students participating in:

- *K-5 Lessons delivered by Student Support Specialists
- *PBIS systems that target positive reinforcement and engage every stakeholder
- *PBIS routines are ingrained in every aspect of our school environment and practice
- *High School Prep orientation course for all 9th graders
- * Positive Behavior Recognition Awards/Assemblies

The next tier will include:

- *Targeted behavior intervention groups led by the site Student Support Specialist
- *Student Support/Resource Center
- *PBIS Focus Intervention

At the most intensive level, targeted intervention will be:

*All4Youth *Behavior Plans *One-on-One Counseling/Psychologist *PBIS Intense Support

Integrated with those in a corresponding pyramid, academic supports will begin with all students participating in:

*Good first instruction for all that targets essential standards, 21st century learning and standards-based curriculum * District Academic Coaches and County Office Consultants support teachers to enhance instruction *Viable assessment system driven by essential standards that shapes targeted instruction *Small group instruction provided by a teacher and driven by students' needs *Structured Intervention (scheduled daily) in grades K-8 *High school support courses *One-to-One Tutoring available 24/7 to all students in grades 6-12 *K-5 Standards Based Report cards * Academic Achievement Awards/Assemblies

The next academic support tier will include:

*Reading groups for ELA, Math and ELD *After school tutoring for ELA, Math and ELD *Systematic SSTs and 504 plans

At the most intensive level, targeted intervention will be:

*One-on-One Intervention

All participating students will be provided appropriate meals and snacks, and transportation to and from the extended learning programs (summer program, after school program, etc.) as necessary.

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

As described above, 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 were identified and prioritized to participate in the District's expanded learning programs.

Using the described process of examining data and considering staff and parent recommendations, the students among the groups listed above were identified as in most need of services, and those names were submitted by teachers to school administrators. The families of those students were directly contacted, using a combination of phone calls and home visits, to notify their parents or guardians of the opportunity to participate in the summer expanded learning program and the after school program if they were not already participating.

Parents of qualifying students were also notified through a broad array of online and other methods, including Parent Square messages, phone calls, and parent-teacher conferences in the spring. Notifications were made in the parents home language, as translators were used to make phone calls and attended parent-teacher conferences for families whose primary language is a language other than English. In addition, Parent Square automatically translates written communications into a family's home language.

When the 2021-22 school year begins, parents will again be notified of the opportunities to receive expanded learning program services after school, and also notified if their child is receiving supplemental instruction and support services during the regular school day.

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

Supplemental instruction and supports will be prioritized for:

Low-income students; English learners; Foster youth; Homeless students; Students with disabilities; Students at risk of abuse, neglect, or exploitation; Disengaged students; Students who are below grade level, including credit-deficient students, high school students at risk of not graduating, those who did not enroll in kindergarten in the 2020–21 school year, and other students identified by certificated staff. Individuals eligible for these priority services will be identified as described in the second section above. The expanded learning program will include, but may not be limited to:

Summer Learning Recovery and Acceleration

Fowler USD will be restructuring the summer session instructional program in response to the COVID 19 pandemic. All summer sessions will be held in-person and will follow health and safety guidelines. Highlights of the programs are outlined below.

Elementary Students (K-5th Grade) (Transportation will be available)

June 14 - July 15 (Monday-Thursday only), from 8:00 AM - 12:00 PM

The instructional focus will be on:

- CA Content Standards Instruction will be focused on essential standards
- Reading and Writing
- Math with hands-on activities
- English Learner supports
- STEM/Art/Social Science/Readers Theatre/And More
- Outdoor play opportunities led by Sports for Learning

Teachers will have planning time and support to create engaging lessons to spark student interest, with an emphasis on having fun while learning. Learning acceleration opportunities will be integrated into lessons and also provided as discrete opportunities for students.

Middle School Students (6-8 Grades)

To be held at Fowler High School (Transportation will be available)

June 14 - July 16 (Monday-Thursday only), from 8:00 AM - 12:20 PM *English Learners Academy (Fridays only), 8:00 AM - 12:20 PM

The instructional focus will be on:

- CA Content Standards Instruction will be focused on essential standards
- Reading and Writing
- Math with hands-on activities
- English Learner supports
- STEM

Teachers will have planning time and support to create engaging lessons to spark student interest, with an emphasis on having fun while learning. Learning acceleration opportunities will be integrated into lessons and also provided as discrete opportunities for students.

High School Students (9-12 Grades) (Tentative- Subject to Change Based on Enrollment)

Fowler High School (Transportation will be available)

June 14 - July 16 (Monday-Friday), from 8:00 AM – 1:30 PM

The instructional focus will be on:

- Credit Recovery:

English 9

English 10

English 11

Math 1

Math 2

- Original Credit:

Math 1

Civics & Economics

- English Learners supported in all classes

Parents or students will register through a Parent Square message to sign up on the interest list or call their child's school site to request to be put on the interest list.

School Year Learning Recovery and Acceleration

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

- Paper Learning (24/7 one-to-one tutoring for 6th-12)
- Certificated tutors to implement/ support RTI
- Instructional aides for math, ELD, and ELA at Fowler High and Sutter Middle, for Response to Intervention implementation in elementary schools
- Social-Emotional Learning (SEL) in each classroom
- Teacher planning, reviewing and using data to close gaps

Integrated student supports to address other barriers:

- Coordination of integrated student supports
- Temporary itinerant Student Support Specialists
- Go Guardian, using Student Support Specialists to monitor social-emotional needs
- Contract for LVNs at all sites
- Health techs increase home liaison duties
- Continue MiFi internet for families in need

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

- Edgenuity classes

Additional academic services for students:

- Increase Special Education (RSP) aide time from 3 1/2 to 5 hours

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

- Classes for parents
- Fresno County Superintendent of Schools staff coaching for math teachers -- 50 days at Sutter Middle, 10 days at FHS
- One team each from Malaga, Fremont, and Fowler High schools will participate in a regional Networked Improvement Communities (NIC) for Math
- FCSS Coaching for Administrators
- SEL Training for School Staff
- EdMark and Unique Learning training for students with disabilities

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	377,400	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	643,365	
Integrated student supports to address other barriers to learning	433,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	0	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	81,700	
Additional academic services for students	237,600	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	153,000	
Total Funds to implement the Strategies	1,926,020	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures

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

Inasmuch as Elementary and Secondary School Emergency Relief Funds (ESSER) are federal categorical funds, they will be used to supplement, and not supplant, the activities being funded by the ELO grant. These uses may be for activities not covered by the ELO Plan, or to provide additional services not included, but complementary to the Plan, such as additional supports and interventions, contracted services to support students' social-emotional needs, professional development, or other activities. The determination of specific ESSER-funded actions may be based on needs that have been identified after the District has begun implementation of its expanded learning program activities and has monitored and evaluated those activities using students' progress data.

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 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
March 2021