

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.

A Collaborative Process

The Trona Joint Unified School District encourages parents, teachers, and support staff participation in the decision-making process. We work in a collaborative process, promote innovation and extend opportunities to connect and interchange ideas to serve our students better.

Parents:

Our parents are crucial in the development of services for our students. We have held parent meetings -and will continue- to gather input and share information and ideas conducive to meeting the needs of our students. Parents and community partnerships will improve education quality and will create a welcoming environment for families to live and work together. These partnerships will support comprehensive services for children and families, including supervision of children during distance learning, extended learning opportunities, and focus on supporting the students that need it the most.

Our district is committed to providing parent training projects throughout the 2021-2020 school year. During this professional learning network, our parents will analyze data, engage in professional discussions guided by our school counselor, and determine the best ways to support our students. These professional opportunities for our parents will be available next school year.

We have received input from parents through different venues: Formal and informal meetings. School Site Council, Google meets zoom, iep, teacher conference, and individual parent meetings. In addition, our school Board has provided ample opportunities for parents to provide input during the Board meetings and board members being open to meet and interact with parents and community members.

Teachers:

Our teachers are committed to delivering high-quality instruction supported by partnerships with colleagues, other districts, counties, parents, community members, higher education institutes, businesses, and other educational agencies. Our teachers are eager to provide and participate in professional development designed for adult learning and to deliver research-based practices that support our wide range of diverse understandings.

During our Professional Learning Community meetings, staff meetings, individual and or grade level meetings, we discuss data and identify students that need additional support. Our open-door policy enhances and supports a collaborative process that facilitates and accelerates targeted support for our students. It is essential to mention that teachers participate in the selection process of students needing additional services. It is highly recommended to follow our student study team process as a vehicle to identify better and monitor students' learning. Our internal and external data help us understand and place our students' particular needs and monitor their academic and social-emotional progress.

School Staff:

District staff participated in the development of this plan. Our staff model how to learn, nurture curiosity and creativity and be part of the community at large. Collaboration is highly recommended and encouraged so ideas, concerns, and strategies to support students can be shared and clarified. Staff participates in many different ways, emails, staff meetings, professional learning community processes, google meets phone calls, reports, and individualized meetings.

Together, all students, staff, parents, and community stakeholders participate in the brainstorming, development, and implementation of the plans to better support students and the community at large. Our relationship in the TJUSD generates respect for our community, pursuing excellence in education by involving families, students, staff, and community members to create a high-quality experience for our students.

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

District-wide model to promote students' success

A significant concern for parents, teachers, and school personnel, is to support students who are experiencing difficulties in school. A multi-tiered System of Supports (RTI) is a multi-step approach to providing support for struggling students. The process of MTSS (RTI) emphasizes how well a student responds to specific changes in instruction. The essentials of a Response to Intervention approach are:

1. Provide high-quality research-based instruction and interventions in general education.
2. Monitor and measure student progress in response to the instruction and interventions and social-emotional services.
3. Using these measures of student progress to shape instruction and make educational decisions.

This approach to intervention with struggling students can help address students' individual needs while still in the general education setting. It will also help prevent unnecessary referrals for special education services while increasing the number of successful students within regular education.

The Trona Joint Unified School District has decided to continue working in developing Professional Learning Communities (PLC) to help address the educational needs of all students. At each school and across schools, groups of teachers meet regularly as a team to identify needs, develop common formative assessments, analyze current levels of achievement, set achievement goals, share strategies, and then create lessons to improve upon those levels. The MTSS (RTI) -Three-Tier Model will continue being used by PLCs as a guide to determine how to respond to intervention/instruction when students are not achieving expected levels. This model aims to address students' needs as soon as they experience difficulties, rather than waiting for students to fail.

Our district is already implementing universal screenings; we use i-ready and Star 360 to identify struggling students. They are also using test data to identify students that are at risk of not meeting grade-level standards. Once a need is identified, research-based interventions will be implemented, and regular progress monitoring can help determine the effectiveness of instruction. The extended learning opportunity grant will allow us to support identified students during the Summer and the 2021-2022 school year.

The Three-Tier Model is based on a Pyramid of Intervention as we go up the pyramid, the intensity of the intervention increases.

Here is how it works:

Tier 1

Universal Core Classroom Instruction-80-90% of students

For students that presented difficulties in the general curriculum, consultation between teacher and parent will/must occur. Teachers will implement strategies to address needs such as literacy instruction, curriculum differentiation, etc. If the problem persists after the intervention, teachers will consult with their grade level teachers to develop additional interventions and monitor student progress. Additionally, the teacher may create a success plan in consultation with the parent and the student. Many students have struggled during distance learning, so our district has decided to provide extended learning opportunities during the Summer and next school year, implementing the MTSS at both High School and Elementary School.

Tier 2

Targeted intervention: 10-15 % of students may need additional targeted interventions to help improve their performance. These are students who are not currently thriving in the regular curriculum and require a Personal Education Plan. Some examples of targeted interventions are: reading resource groups, tutoring in small groups. Grade level PLC may suggest additional interventions. Use a problem-solving model, a consultation with specialists as needed, such as speech pathologist, school counselor, school psychologist, school social worker, school nurse, etc. Teachers monitor and document the progress of students to monitor goals. We are working with this group during the Summer; students receive in-person learning support and individualized education as needed.

Tier 3

Intensive Intervention: 1-5% of students who might not respond to targeted interventions might need a referral to be considered for special education eligibility. Suppose the student is eligible due to having a disability. In that case, the Individualized Education Planning Team will develop a plan (IEP) to incorporate specially designed instruction to address the student's individual learning needs. In some situations, a student with a disability may require an accommodation plan to access academic education. In that case, he/she will be referred to a 504 Team to determine eligibility and help develop such a plan. School Psychologists play an important role throughout the MTSS (RTI) process. They collaborate with teachers, parents, and school personnel by suggesting interventions, help monitor student progress, and implementing evaluations when necessary.

Trona Joint Unified will continue to provide extended learning opportunities for all special education students. This group of students will attend in-person classes at the Elementary and High School levels.

Trona Joint Unified School District has identified benefits of the MTSS (RTI) Three Tier approach, they are:

1. Students receive help promptly within the general education setting rather than wait to fail.
2. It potentially reduces the number of students referred for special education services by helping distinguish students who respond to a different instructional approach from those who may require specially designed instruction.
3. Promotes collaboration among teachers and parents.
4. Progress monitoring techniques provide instructional relevant information that will help improve student success in the least restrictive setting.

Our district has identified students with needs using local assessments (i-ready) and input from teachers and parents. Additionally, our Student Study Team has referred students to participate during the Summer extended learning program. In the 2021-2022 school year, we will use our Universal Screener to identify a small group of students who need enrichment, direct instruction, or interventions accordingly.

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

“It takes a village to raise a child.”

The Trona Joint Unified School District prides itself on involving our families in their children's education. Teaching and learning happen when families and school districts work together and create an environment that encourages innovation, provides ample opportunities for access to technological tools, and supports mastery of rigorous learning objectives. Each child deserves the best while at home and in school. It is essential to include collaborative processes with families at school to provide a comprehensive course of study that extends beyond the basics and has opportunities for enrichment, extension, and intervention purposefully connected to individual needs through ongoing observations, evaluations, and formative assessments.

The TJUSD and parents commit to provide the best educational opportunities for our children; this grant will allow us to extend support for the selected groups of students that have been identified. . Our partnership has agreed to provide extended learning opportunities to Elementary and High School students during the Summer then continue next year accordingly.

Our parents have been part of the decision-making process in developing our learning plans. We highly encourage parent participation at the elementary and high school levels. There have been several collaborative processes such as:

We administered a district-wide parent survey in April 2021. This survey aimed to gather input regarding additional services needed or identified as a focus by the different parent groups. 90% of the parents demonstrated to support the district's strategies regarding in-person instruction and extended learning opportunities being offered for the Summer and next school year. Additionally, we have

received parent input during meetings at each site and during parent-teacher conferences, individualized educational meetings, student study team meetings, informal and formal meetings.

School Site Council (includes additional interested parents) participates as a vehicle to ensure accountability for implementing such needed identified services. We encourage and welcome new ideas to serve our students better; there is ample room to view and add any other input during these parent meetings. We want to be transparent about this process by saying that all ideas will be considered feasibility before the district commits. The final draft of this plan will be presented at a public hearing at a future board meeting before June 1st.

We have developed some guiding questions to engage in conversations during parent meetings. Some sample of queries are :

How might our district create a safer and healthier learning environment at your child's school?

We cannot teach students who are not in school. How might the district help more students to attend school regularly?

How might we involve more parents in their children's schools?

What are the necessary conditions for learning that you feel are needed in your children's schools for learning to occur?

What else might our schools need to prepare students to be successful in their college and careers?

In addition to the above statements, our school district maintains direct communication with our parents through email, newsletters, phone calls, google parent meetings, Facebook, the district's website, Board meetings, and the internal communication system using illuminate. These tools of communication help us to have a better understanding of what is needed and also allow us to include the parents' ideas and develop a stronger partnership in order to support our students appropriately.

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

System of Supports

Systematic processes, procedures, and decision rules are being developed and "polished" along with our data-based system that identifies the students' areas of need. We are committed to implementing and following our problem-solving protocol that must happen to facilitate the identification and monitoring of services district-wide. Procedures should be refined based on data and feedback from the staff, schedule changes, and resource availability. Resources including personnel, funding, and materials should be documented in resource maps and other documentation of resource allocation. During our Professional Learning Community Team, we are responsible for developing a strategic plan for implementing MTSS in the classroom, school, and district. This grant will help us to continue building a solid infrastructure that will foster greater gains in student achievement. Additionally, we must continue providing ongoing professional development and coaching, emphasizing data-based problem-solving and multi-tiered instruction and intervention, and processes and procedures for engaging in data-based problem-solving.

For the Summer extended learning opportunity, our teachers in coordination with parents and school administrators, have analyzed data and identified students who will participate in these learning opportunities. For four weeks, our students will be engaged in a

research-based curriculum that will be focused on providing instruction in the areas of concern. There will be pre and post-assessment as well as weekly assessments that will guide us and provide feedback on the instructional program being offered. During these four weeks, teachers along with school staff will monitor progress closely and adjust as appropriate. Every student will have an individualized plan based on their unique learning and needs.

2021-2022 school year

High School:

The pandemic has affected the learning process and accesses to more educational experiences and resources for our students. As a response, our district will provide extended service using the comprehensive learning opportunities grant and will bring in-person instruction during the summer to all credit deficient students. Faculty will be hired to provide guidance and support for credit recovery classes and will monitor the successful participation of the selected group of students. High School students who have declined academically will attend summer sessions and tutoring as needed during the 2021-2022 school years. Priority will be for students who are credit deficient, low socioeconomic status, and students with disabilities.

Our students will participate with our Senior Center in order to foster mentoring, real-life experiences and build a strong partnership with this center to support our students. A life story project will be implemented; it will be a collaborative process between the Senior Center and a group of students from TJUSD.

Our internal data system has been monitored by our school counselor, teachers, and High School administrator. The data shows a need to support students with credit recovery and grade-level achievement. This grant will allow us to ensure that students that have fallen behind will be able to “catch” up and move on with their educational goals and aspirations.

Elementary School:

Following the system of supports -tiered-, our teams will identify the students that need additional support as well as we as the area of focus. So far, we are planning to focus on literacy, our data systems show that reading comprehension is an area of need. We will have a group of paraeducators under the supervision of a certified teacher. This group will move throughout the day and meet with the selected group of students, then go over the implementation of the literacy program chosen. The monitoring tool that will be used is i-ready; this data system will provide the necessary information to monitor students’ progress.

The intervention team (one teacher and three paraeducators) will be trained on the literacy program selected and comfortable implementing the program and using our internal data systems. A universal access time will be developed in coordination with our teachers during that time, and the identified area will be targeted. Consistency is essential, so the whole district and school community need to understand that this is a priority in our district and schedules must be respected to ensure consistency. The following is a sample schedule of small targeted support implemented during the 2021-2022 school year.

| Time | Grade | Number of Students | Number of Teachers | Group Average |
|-------------|-------|--------------------|--------------------|---------------|
| 9:05-9:35 | TK-K | 11 | 1+3 | 3 |
| 9:40-10:10 | K | 10 | 1+3 | 3 |
| 10:30-11:00 | 1st. | 21 | 1+3 | 5 |
| 11:05-11:35 | 2nd. | 24 | 1+3 | 6 |
| 11:35-12:05 | 3rd. | 14 | 1+3 | 4 |
| 1:00-1:30 | 4th. | 16 | 1+3 | 4 |
| 1:35-2:05 | 5th. | 23 | 1+3 | 6 |
| 2:10-2:40 | 6th. | 19 | 1+3 | 5 |

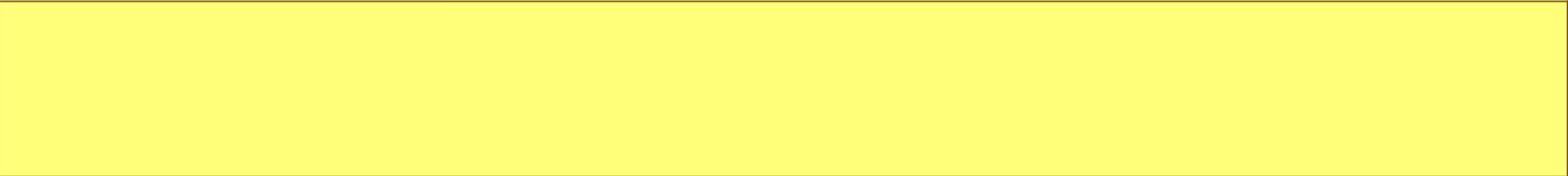
Our data will be monitored using i-ready as well as assessments included in the intervention program. In addition, curriculum-approved assessments will be used for this purpose; this information will help us guide instruction and readjust groupings. Groups are flexible, and students can be moved accordingly as students show progress.

Professional development:

The Trona Joint Unified School District will work in collaboration with the Orange County Office of Education, the San Bernardino County Office of Education, the CALSELPA High Desert agency, and other educational agencies to provide support, staff development opportunities, and interchange of ideas to support the implementation of services and give feedback to our stakeholders as well as data analysis. This process will facilitate and guide the performance of benefits expected to be provided to our students, families, and community at large.

In addition to the Multi-Tiered System of Supports training, PBIS, SPED support, and credit recovery processes, we are partnering with our CALSELPA agency to implement the Universal Design for Learning framework. This collaborative proceeds will provide the skills and toolsets for our teachers to differentiate instruction every day so students can access the expected grade-level standards.

During the 2021-2022 school year, our team will be engaged in receiving professional development opportunities on Universal Design for Learning (UDL). UDL is a way of thinking about teaching and learning that helps give all students equal opportunity to succeed. This approach offers flexibility in the practices students access material, engage with it, and show what they know.



Expenditure Plan

The following table provides the LEA's expenditure plan for using 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 | \$ 50,500 | [Actual expenditures will be provided when available] |
| Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports | \$ 0 | [Actual expenditures will be provided when available] |
| Integrated student supports to address other barriers to learning | \$ 135,500 | [Actual expenditures will be provided when available] |
| Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports | \$ 44,249 | [Actual expenditures will be provided when available] |

| | | |
|--|------------|---|
| Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility | \$ 0 | [Actual expenditures will be provided when available] |
| Additional academic services for students | \$ 0 | [Actual expenditures will be provided when available] |
| Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs | \$ 0 | [Actual expenditures will be provided when available] |
| Total Funds to implement the Strategies | \$ 230,249 | [Actual expenditures will be provided when available] |

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

Our school district has received several grants that are available to provide additional services to our students. COVID19 has impacted our educational institutions, but with this funding support, we will mitigate the impact. The following funds have been received and are coordinated strategically to meet the needs of our students.

The Coronavirus Relief allocated from the Coronavirus Aid, Relief, and Economic Security Act has allowed us to provide a safe environment for students receiving in-person learning. Additionally, with this funding, we provided integrated services that supported teaching and learning using technology and student nutrition.

The Learning Loss Mitigation Fund has allowed us to increase services and add additional core academic support and continue addressing health and safety concerns. This fund allowed us to integrate and support services for our students, helped us transition from distance learning to in-person learning, and provided additional tutoring to our students. It is essential to mention that our students received not just academic support but also social-emotional support.

The extended learning opportunity grant will help us support students during the summer and the 2021-2022 school year. This one-time funding will enhance tutoring and expanded learning opportunities designed to provide additional support to students.

The coordination of all allocated funding is crucial in following the successful implantation of services. These grants combined strategically will allow us to accelerate, enrich and extend learning in the classrooms. The tutoring must be strategic, tailored to meet the needs of the identified students. TJUSD works collaboratively with our community partners in identifying supplemental instructional services and supporting strategies that will be implemented in accordance with these grant requirements.

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. It must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov.

Instructions: Plan Requirements

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

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

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

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

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

Fiscal Requirements

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

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

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

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

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

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

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

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

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

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

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

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

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

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021