



# Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aspen Valley Prep Academy	Nicole Rivera Site Director	nicole.rivera@aspenps.org (559) 225-7737

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.

<p>Aspen Public Schools engaged stakeholders throughout the COVID-19 emergency, and the 2020-21 school year, to get feedback on how to best provide instructional supports and interventions.</p> <p>With the start of in-person instruction, Aspen sought input from the school community to inform major portions of Aspen’s instructional plan. The school reached out through surveys, Zoom meetings, ParentSquare messages, and social media, site administrator phone calls, teachers texts and phone calls, home visits, and school homeless liaison communications. The school was able to get feedback on how students and their families were feeling. Students received social and emotional supports from the school, which included home visits, when deemed necessary.</p> <p>As mentioned, throughout 2020-21, the school engaged parents, guardians, staff members, and board members through stakeholder surveys.</p> <p>The following describes these and some other ways we solicited stakeholder feedback:</p> <p>Parents and Guardian Stakeholders:</p> <p>Parents/Guardians will continue to have opportunities for input through parent surveys, parent/guardian workshops, parent Individualized Learning Plan (ILP) conferences (Aug., Oct., Mar.), and Board meetings. The monthly board meetings will be welcoming to Parents/Guardians, with outreach notifications that include the ParentSquare app, social media, and website. Events such as Back to School Night and Parent Technology Night, have been well attended.</p> <p>Aspen conducted many parent surveys. For example, on June 23, 2020, to determine how our parents felt in terms of COVID-19 and school plans for reopening. Then again, on August 26, 2020, we surveyed Parents/Guardians to find out and address any challenges related to distance learning. The school will continue Parent/Guardian surveys on regular basis (see below). (The results of our surveys and how we plan to address parents' concerns is addressed below.)</p> <p>Students:</p> <p>Aspen Valley conducted student surveys in August 2020 to get feedback from students on how they were feeling about distance learning and technology.</p> <p>Students:</p>
---

Student Mentor Meetings, Summit Learning Grades 5-8: Students meet with their teacher one-on-one to discuss personal and academic goals. This is a time for teachers to conduct SEL check-ins, as well. The mentorships are a part of the Summit Learning Program.

#### Students:

We also held student-parent conferences to develop the individualized learning plan (ILP) and received input on how students learn best and communication preferences. Students have a voice in the conferences. In addition, a back-to-school night was held virtually to prepare students and their families for distance learning. This plan was developed, keeping in mind feedback from students and their parents/guardians. Please note: Most families desire to have their children back in school, at least in a hybrid setting. Aspen understands and agrees that students learn best when they are at school. Aspen will continue weekly Zoom phone calls with the Fresno County Superintendent of Schools and Fresno County Health Department, to determine when it is safe to return to our campus for in-person instruction.

#### Teachers/Other Staff Members:

In May and June 2020 Aspen conducted Staff and teacher surveys on weekly basis to get input on how teachers were feeling and on reopening plans and distance learning. We also received input through staff and teacher Zoom meetings in June and July 2020--before the start of school on August 6, 2020.

Aspen Public School Board Members discussion, feedback July and August 2020, Survey, September 2020.

Aspen Board of Trustees shared feedback at a public hearing on August 26, 2020. The board also shared feedback in a September 2020 survey.

Due to the COVID-19 stay-at-home and "purple" level until April 2021, the school found surveys the best way to engage parents and stakeholders. However, the school also scheduled virtual Town Hall meetings and met with School Site Advisory. Additional surveys and meetings are as follows:

School Site Advisory Meeting: Approve LCAP Parents June 1, 2021  
EL Parent Group - Summer School/ Interventions Parents May 11, 2021  
Curriculum and Materials Survey -Teachers- April 27, 2021  
LCAP - Supplemental Instructional & Funds -Teachers- April 27, 2021  
School Reopening F&Q Parent Night -Parents- March 25, 2021  
SEL - Second Step Curriculum / Site Team- Teachers- March 22, 2021  
School Reopening Survey- Hybrid - Parent - March 4, 2021  
School Site Advisory Meeting - SEL Events- Parents - February 10, 2021  
Summit Night / Aspen Ridge Info Night -Parents- January 27, 2021  
Counselor Corner: SEL Supports and Meeting Times Teachers December 16, 2020  
School Site Advisory Meeting Parents December 4, 2020  
AVP Professional Development Survey (SPED project) ELA Teachers November 30, 2020  
AVP Professional Development Survey (SPED project) MATH Teachers November 30, 2020

Summit Night - "Understanding Grading in Summit Learning" Parents November 18, 2020  
Summit Parent Ed Night #2-- parents- November 11, 2020  
Parent Tech Night- SBAC/ Parent Workshop Parents November 10, 2020 (Spanish)  
Board Survey LCP-Board of Directors-September 14, 2020  
Town Hall - Return to School Plan Parents October 26, 2020 (Spanish)  
School Reopening Survey Parents October 10, 2020  
Summit Parent Ed Night #1-parents- September 30, 2020 (Spanish)  
Student Check-In - Student Survey - September 3, 2020  
Teacher Input - Teachers - August 31, 2020  
Parent Survey - Parents - August 26, 2020  
Counselor Support Survey - Teachers - August 7, 2020  
2020/2021 Staff In-service Survey - Teachers - August 3, 2020  
Technology Follow Up Training Survey - Teachers - June 10, 2020  
Teacher Survey - Teachers - May 1, 2020  
Summer School Survey - Parents - May 26, 2020  
End of the Year Check-In - Parents - May 22, 2020  
Teacher Survey - Teachers - May 22, 2020  
Student\_Family Check-In - Parents - May 18, 2020  
May Update\_Family Check-In - Parents - May 11, 2020  
Summer School Family Check-In - Parents - May 4, 2020  
Teacher Survey -Teachers - May 15, 2020  
Teacher Survey - Teachers - May 8, 2020  
Resources\_Family Check-In - Parents - April 27, 2020  
Educator Training and Resources - Teachers - April 24, 2020  
Teacher Survey - Teachers - April 24, 2020  
SEL Family Check-In - Parents - April 20, 2020  
Teacher Survey - Teachers - April 16, 2020  
Family Check-In - Parents - April 14, 2020  
Teacher Survey\_Instruction and Office Hours - Teachers - April 3, 2020  
Parent Check-In Survey - Parents - March 23, 2020

Special ELO/LCAP Survey: On April 26, 2021, parents and staff members received a survey regarding specific ELO Grant spending, including Summer School, teacher/staff trainings, computer purchases, health aide hires, test coordinator hires, etc. Stakeholders were also asked to submit any ideas they may have to enhance in-person learning for our students.

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

Students are referred for supplemental instruction by their Certificated Teacher, Certificated Special Education staff, or by the Site Director (Principal). English Learners and homeless, foster students are also identified by the registrar, teacher, or homeless liaison/family outreach staff.

Students identified are; 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, and other students identified by certificated staff.

Assessments are as follows: Fountas Pinnell (TK-4), Summit Learning Assessments (5-8), Summit Learning Assignments (5-8), Power Focus Areas (5-8).

Summer school, extended learning is open to all students listed above currently enrolled at the school.

The school's special education team also refers students for extended learning. Currently all students with IEP's have received communication regarding special services, including summer school options.

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 Aspen's expanded learning programs during the summer and after school.

To determine which of those students need academic, social-emotional, and other supports, including Aspen, used the following process: F&P, Summit Learning assessment data from Winter, 2020, were used as a baseline. F&P assessments are included as academic progress indicators. 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:

#### Special Education (ELO) at Aspen Public Schools

Aspen Public Schools (APS) makes a reasonable effort to continue to provide educational services to all students during this time of COVID-19. When in-person contact is not possible, APS offers distance learning services. IEP teams make offers by holding IEP meetings or an amendment is written to reflect the temporary educational setting and provision of services by teleconference, curriculum-based instructional activities, and utilizing online platforms. The IEP team determines what necessary supplementary aids/supports/services the student required to access the curriculum. Students are provided their accommodations or modifications as needed and described in the IEP or 504 plan in order to participate in the general education distance learning program. Students are provided technology to support their learning at home with computers, headsets, and other hands-on materials to support their access and enrich their learning experiences. In some cases, families receive a home visit from service providers in order to ensure that the student and their family had what they needed. Virtual IEP meetings for initials, annuals, and triennials were held and parents received progress on IEP goals. Communication and support for families during this time will continue to be offered and provided through consultation and collaborative meetings. Families receive phone calls, messages through parent square, US mail, and email.

APS offers small group instruction and in-person services to special education students beginning in January 2021. Families who gave permission for their students to come to campus and to participate in small group cohorts are given in-person services per their IEP. In March 2021, more students returned to campus, and students with IEP services have had services delivered in person and virtually as determined



by the IEP team and the latest offer of free appropriate public education (FAPE). The impact, if any, that COVID school closures and circumstances have had on students' levels of performance, skills, and current needs may need adjusting. IEP teams will determine any "recovery" or "loss of learning" services to close the gap caused by COVID will utilize data and convene IEP meetings to determine the need for any additional services due to the COVID pandemic. APS is offering extended learning opportunities (ELO). Students with IEPs have been recommended for ELO based on the general education criteria. IEP teams will determine if IEP services will be delivered during this time and amendments will be added to each student's IEP to document the offer of loss of learning services.

Free Lunch for all Students COVID-19 2020-21 Summer Operations, Seamless Summer Option (SSO) Waiver Extradition granted March 2020, extended to September 30, 2021.

Also applied and received confirmation for the following programs: COVID-19 CN Response nationwide Waiver allows parents to pick up for the students, in addition, students may eat in non-congregate feeding areas.

All students enrolled in the school, or children in the community 18 years and younger receive a free breakfast and lunch, curbside pickup, or grab-n-go if they are in-person. Curbside is available to the community 2 days per week--5 days of breakfast and lunch are provided. All in-person students in hybrid learning, take a lunch home for each day of the week.

Re-engagement (For students not engaged during distance learning)

#### TIERED RE-ENGAGEMENT STRATEGIES

##### Tier 1

Teachers take daily attendance for synchronous and asynchronous learning, completing by 4:30 pm each day.

Registrar will make calls to families of absent students each day to inquire about absence and reason for lack of engagement.

Device connectivity issues

Parent work schedule

Social emotional issues

At the end of each week the Registrar will identify who has 3 or more unexcused absences through Infinite Campus "Day Count" report.

Registrar will provide each teacher a list of their students with 3 or more absences.

Office Manager/Registrar will also provide the weekly attendance report to the Site Directors for review/reference each week as they will be working with families in the next tiers as needed.

Weekly, administrators track/review key data for early identification: chronic absenteeism (non-participation in distance learning), lack of consistent participation, no connectivity/no technology, loss of contact, other barrier to attendance. Then apply reengagement strategies to engage students.

##### Tier 2

If a student has two instances of missing three days (or 60%) of the week, Registrar will provide teachers with a list of students meeting the criteria.

Teacher will contact the family to inquire about support needed.

The Site Director with school staff, including school counselor, to identify and address barriers to distance learning engagement (for students who are missing 60% of online learning opportunities).

Attendance Letter 1 send home automatically weekly for qualifying students with non-attendance (participation) enrolled in distance learning.

Attendance Letter 2 send home at the discretion of the Site Director.

Create a plan to address identified needs.

Refer student to small group/intervention.

#### Tier 3

If a student has three or more instances of missing three days (or 60%) of the week, the Site Director will initiate the truancy process to focus on resources to mitigate the effects of the lack of distance learning participation.

Daily notification to parents/guardians of absences.

Begin Check In-Check Out - Daily contact with Student

Review Plan to determine what is working, not working, and area of support.

Possible referral to outside agencies for appropriate health and social services

Follow-up regarding Academic Support Services provided – Small Group/Tutoring/Intervention

Possible Home visit

Determine if student should transition to full-time in-person instruction.

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

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 special education ( if noted in the IEP) or tutoring services if they were not already participating.

Parents of qualifying students were also notified through a broad array of online and other methods, including ParentSquare messages, phone calls, and parent-teacher conferences in the spring.

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.

Certificated Staff, including special education, homeless liaison, and school administrators refer students for supplemental opportunities through US Mail, email, ParentSquare application, the school's summer school will be program will be promoted on Facebook, Instagram, and phone calls. Fall 2021 after-school enrichment and tutoring programs will continue and will open for new enrollments on a first come first served basis. The program is open in May 2021 for new enrollments and Parents and Guardians were notified by Teaching Fellows after school staff on May 5, 2021, via the ParentSquare Application.

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

#### Supplemental Instruction and Support Aspen Public Schools

##### 1. Summer School Grades K-6/June 8-July 1, 2021

>Partner/contract with Teaching Fellows after school programs to design a quality summer program.

In an effort to support students who have had the most difficulty accessing learning and marking growth during the last year, we will be offering an extended learning opportunity in the summer. We will offer spaces for extended learning to students based on the most recent reading data, homeless/foster, and English Language Learners. The students with the greatest need for support will be offered spaces first. The dates of our summer extended learning opportunity will be June 8 - July 2, Monday-Thursday, for grades K-4, and June 7-17, Monday-Thursday, for grades 5-8.

Grades 5-8 Summit Personalized Learning Summer Program: With summer school's smaller classroom sizes, students who need extra help will focus on mastering one subject at a time. The program will be led by certificated teachers and supported by paraprofessionals and contracted after-school tutors, "Teaching Fellows".

Grades K-8 Intervention at Summer School

Aspen's summer school program will be an enjoyable experience for students. Programs will include small reading and math, intervention groups. Certificated teachers will oversee interventions and training for paraprofessionals.

Enrichment activities, led by Teaching Fellows will be engaging and inspiring for students. After-school enrichments will include music, outdoor activities, assemblies with special guests.

## 2. Planned Summer Professional Development for Staff

Teacher and Staff Training over June, July 2021, Fall/Winter/Spring 2021-22 as follows:

>Navigator Math- provides deep implementation support for schools using Achievement First's Common Core-aligned, proven math curriculum. Provides students rigorous grade-level curriculum, and gives teachers and leaders the skills and tools they need to implement the curriculum.

>Summit Learning- research-based approach to education designed to drive student engagement, meaningful learning, and strong student-teacher mentor relationships that prepare students for life beyond the classroom.

>Second Step (social and emotional learning training) classroom-based, social-emotional learning curriculum that nurtures children's social-emotional competence and foundational learning skills.

>ELD English Language Development Support- instruction designed specifically for English language learners to develop their listening, speaking, reading, and writing skills in English.

>Guided Reading-Small-group instructional context in which a teacher supports each reader's development of systems of strategic actions for processing new texts at increasingly challenging levels of difficulty.

>Morning Meetings- Students and teachers gather together for twenty to thirty minutes (usually at the beginning of the day) and interact with one another to allow students a chance to reconnect, sets a positive tone for the day ahead, and allows students the opportunity to "ease into" the learning environment.

>School Culture (SEL) (PBIS)- establishes a baseline for appropriate behavior, outlining interventions and supports for behavior that strays from this baseline. Unlike traditional punitive systems of discipline, PBIS focuses on recognizing positive behaviors.



>Illuminate Training (student assessments)- A complete set of assessment tools to understand each students' academic and social-emotional behavioral (SEB) learning and needs in terms of both standards and skills—whether in an onsite, remote, or hybrid environment.

>Empowering Writers- effective ELA instruction for your students, we are offering a wide range of engaging student assignments for K-8 in narrative, informational, opinion, and argument writing, as well as literary analysis tasks that meet the latest state and national standards.

>Paraprofessional Reading Intervention (continue in fall 2021)- working with students that are not reading at grade level and who are grouped together based on their skills to receive intense interventions.

4. Computers and Technology (60 hotspots) for all students Transitional Kindergarten-grade 8. Maintenance and upkeep of computers: School hired an IT Help Desk employee for regular maintenance and support.

5. Reading Intervention Specialist (if budget permits)---Coordinator organizes reading intervention for K-6, curriculum training, and data collection--continual training to staff for intervention program throughout 2021-22.

6. Test Coordinator/Data Analyst--works with administration and teachers to identify learning gaps and learning loss. Oversees assessments, multiple measures, including benchmark, all State mandated assessments.

7. The school plans to hire paraprofessionals (min. bachelor's degree) and will train in reading intervention and math supports. Staff roster for 2021-22 will include a Health Aide for COVID-19 monitoring, COVID-19 surveillance testing, student medication and Special Education paraprofessional for additional IEP supports.

8. Tutoring (one-on-one) with a certificated teacher/before or after school 2021

9. Personal Protective Equipment---Reopening and safely operating schools during the COVID-19 pandemic has posed an unprecedented and ongoing challenge for our schools. School staff is on the front lines of our community effort to overcome COVID-19. Our school will continue to purchase

personal protective equipment (PPE) and services, equipment, and supplies needed to continue teaching and learning, while keeping students and staff safe from COVID-19.

Sanitation Team and Student/Staff Training: This school contracts with Hireup! (Fresno, CA branch) temporary employment agency to support Aspen staff with daily sanitation and cleanliness of the facility. After school closes for the day, the facility is sanitized by Cintas staff. These partnerships will continue long term to assure our stakeholders that the facilities are kept clean and sanitary. In addition, the school will continue student and staff trainings on COVID-19 preventiveness, including handwashing and the use of hand sanitizer, mask-wearing, and social distancing.

Following all CDC and FCDPH guidelines for schools in California. Aspen Meadow Public School has posted a Covid Prevention Plan (CPP) on our website detailing sanitation and safety supplies/procedures and requirements. e.g. Masks, handwashing, social distancing etc.

10. Free nutritious breakfast, lunches, and snacks for students attending in-person. Free Breakfast, lunch to students in the community 18 years or younger through extended Seamless Summer Program. The school's nutrition coordinator is responsible for ordering, purchasing, and distributing healthy snacks. The school also provides water bottles to all students attending in person--for safe, clean refilling.

11. Onsite Substitute Teachers--Due to the COVID-19 Emergency, there is a substitute teacher shortage in Fresno County. One way the school plans to mitigate this problem is to hire a certificated on-site substitute teacher. If at anytime, the teacher does not have a substitute teaching assignment, they will schedule reading intervention with students identified for ELO.

## 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	\$60,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$205,636	
Integrated student supports to address other barriers to learning		
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$2,000	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility		
Additional academic services for students		

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$10,000	
Total Funds to implement the Strategies	\$277,636	

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 charter school 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](mailto:ELOGrants@cde.ca.gov) or <mailto:lcff@cde.ca.gov>

## Instructions: Plan Requirements

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

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

For purposes of this requirement

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

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

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

The seven supplemental instruction and support strategies are:

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

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

### **Fiscal Requirements**

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

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



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

## Instructions: Plan Descriptions

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

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

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

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

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

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

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

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

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

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

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

# Instructions: Expenditure Plan

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

Complete the Expenditure Plan data entry table as follows:

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

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

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

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

California Department of Education  
March 2021