



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 variety of methods were used to elicit ongoing feedback from all stakeholders including administrators, members of bargaining units, families, and students. The methods utilized for eliciting feedback included meetings, surveys, and text messages.

A Planning team and three action teams made up of parents, students, teachers, classified staff, bargaining units, parent advisory groups, site administrators and district administrators convened multiple times during the months of December- March to determine actions for both the Local Control Accountability Plan and the Extended Learning Opportunity funding. During the meetings we review current student achievement data, identified gaps and brainstorm on solutions to fill the academic gaps. Input was gathered, disaggregated and used to guide the development of the plan.

In addition, a survey was texted to all parents, students and staff phone numbers using the Remind Application. Over 2,000 individuals participated in the survey. Many stakeholders had concerns about learning loss and gaps in students' progress due to the pandemic and a transition to Distance Learning. Stakeholders also asked that students' social and emotional needs be addressed as students return to in-person instruction.

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

LITERACY

Students were identified and the needs of students were assessed for our literacy plan through the results of the following assessments that were administered and monitored during the 20/21 school year :

Elementary ELA: iReady Diagnostic scores and ELA Performance Tasks

Middle School ELA: iReady Diagnostic scores and ELA Performance Tasks

High School ELA : ELA Performance Tasks, IABs, iReady

iReady Diagnostics are administered by each classroom teacher, three times during the school year: Fall, Winter, Spring. Student's grades were also taken into consideration when determining needed extra support in the area of literacy. Students scoring one or more years below grade level according to iReady assessment have been determined to need extra academic support in the areas of reading and writing. Students grades were also taken into consideration when determining needed extra support in the area of literacy. Those students scoring D, F, or IEM (insufficient evidence of mastery) in the areas of English Language Arts have been determined to need extra academic support in the areas of reading and writing.

SUMMER EXTENDED LEARNING PROGRAM

Students were identified and the needs of students were assessed for our Summer Extended Learning Program by level of deficiency. No longer were D's and F's given on the report card in elementary instead Insufficient Evidence of Mastery IEM were given to support students needing extra support. At our middle schools we also implemented the Insufficient Evidence of Mastery grade that would assist our middle school staff identify students that did not have the opportunity to learn the content due to unforeseen circumstances. Our first through eighth grade students who received an IEM were given priority to participate in the Summer School Extended Learning program. High school students were identified to be part of the summer program by level of credit deficiency. The high school students with the highest level of credit deficiency would receive priority enrollment. Course selection and offerings were developed based on student needs.

SOCIAL EMOTIONAL LEARNING

Students in grades 6-12 were identified and the needs of students were assessed for our Social Emotional Learning (SEL) curriculum by attendance, suspension data and academic data. Students struggled in our newly hybrid world where learning takes place online. Focus, engagement, and motivation have become big concerns in this transition. During the pandemic our chronic absenteeism rate increased and our D and F rates increases both clear indicators that our students are struggling with their focus and engagement in academics. SEL curriculum will help students transition and engage back into a traditional school setting by providing them with individual academic guidance plans and social emotional curriculum that has been developed to into a unique scope and sequence tailored to site and grade level needs.

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

LITERACY

Parents and guardians of students will be informed about opportunities for our literacy program by : Parents meetings will be held with 1-3rd grade level parents informing them of their child's participation in a Foundational Literacy classroom. Parents will sign contracts pledging their support of the program. Parents will receive ongoing updates and training on home reading routines. At grades 4 & 5, parents will be advised by their teacher that their child will be participating in a specialized reading class for part of the day taught by a teacher with reading specialization. At middle and high school, students and parents will be notified by their counselor and through Naviance Software of their participation in a specialized reading class taught by a teacher with reading specialization.

SUMMER EXTENDED LEARNING PROGRAM

Parents and guardians of students will be informed about opportunities for our Summer Extended Learning Program by first identifying students that were in need for receiving the extended learning opportunities. Students were identified and the needs of students were assessed for our Summer Extended Learning Program by level of need. At our middle schools, we also implemented the Insufficient Evidence of Mastery grade that would assist our middle school staff in identifying students that did not have the opportunity to learn the content due to unforeseen circumstances caused by the pandemic. Our first through eighth grade students who received an IEM were given priority to participate in the Summer School Extended Learning program. High school students were identified to be part of the summer program by level of credit deficiency. The high school students with the highest level of credit deficiency would receive priority enrollment. Once students were identified, counselors and administrators at all sites called individual students and families and started the extended learning enrollment process. Parents and students were also made aware of Summer School Extended Learning via texts, emails and phone calls. At the High school, electronic brochures that outlined course offerings and details of the program were developed and placed on the school websites. The electronic brochures included a QR-Code application process for interested families and students to sign up for the program.

SOCIAL EMOTIONAL LEARNING

Parents and guardians of students will be informed about opportunities for our SEL supplemental instruction in multiple ways. One of the most effective methods is during orientation days at the school sites. During orientation days students and families come on to campus to learn more in regards to what the school sites have to offer. Families will also learn about SEL curriculum/ Naviance via texts, emails and phone calls. Parents and students will both receive Naviance log in accounts and their will be parent night support meeting through the newly developed district parent center and site meetings.

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

LITERACY

Grades 1-3 Literacy and Numeracy Foundational Plan

Organizational Staff Structure:

Grade 1- All nineteen (19) elementary schools will be offering to their current site teachers, the opportunity for one class at first grade to be a co-teacher classroom (two teachers of record).- This will necessitate the hiring of up to 19 additional teachers.

Grade1, 2 & 3- All teachers that are not co-teaching, will be provided with a grade level Reading Specialist that will push into their classroom daily to support small group reading instruction. This will necessitate the hiring of approximately 58 additional Reading Specialist teachers.

Teachers on special assignment (TOSA) - 3 Math teachers, 2 English teachers and 1 College and Career Readiness Specialist Teacher

Professional Development:

Learning to read is incredibly complex, and teaching reading requires a deep understanding of the processes and science behind it. When teachers have not been provided the knowledge and skills to teach reading to meet the needs of all students, a number of students lag behind and struggle, problems compound and the comprehension gap continues to widen. All grade 1-3 teachers will have the opportunity to participate in different professional development learning:

California State Reading and Literacy Authorization (Offered at no cost to any interested K-12 teacher)- Provide direct reading instruction & intervention to students and adapt instructional practices and strategies to provide direct specialized reading instruction to students with reading difficulties. These courses will be paid for by the District and will include training through the University of Southern California (USC). An assigned University mentor is provided to those who need the support. The District will fully fund teacher enrollment and textbooks for this one year course.

Language Essentials for Teachers of Reading and Spelling (LETRS) Certificate of Mastery- Educators are provided with an investment in their literacy knowledge and professional practice. Teachers gain essential skills to master the fundamentals of literacy instruction to apply and transform student learning. The District will fund all training and training materials.

Neuhaus Reading Training- a professional learning course focused on systematic instruction of the structure of the English language with supporting reading practices based on specific grade level needs. The District will fund all training and training materials.

Elementary Reading Specialists and site Strategists will participate in professional development including either options above and other best practices and modeling of balanced literacy instructional methods to support reading and writing instruction in the classroom.

Professional Development Compensation:

To complete the professional development 2 & 3 outlined above, teachers will be provided:
Substitute coverage; or Hourly extra-duty

Planning

All 1-3rd grade teachers will be provided with release time during the school day, customized to site needs (a minimum of 2 times a month), to plan with their colleagues. This time will be used to plan for the following:

Designing lessons with clarity around the science of reading

Differentiating lessons

Small group planning

Sharing strategies

Procedural classroom management

Meeting student's individual needs

Professional Learning & Data Review:

All 1-3rd grade teachers and reading specialists will be provided with two (2) Monday's a month afterschool to collaborate as a professional learning grade level community (PLC). This time will be used to review recent literacy and numeracy data and discuss the following four questions:

What do we want all students to know and be able to do? (Standard of focus, criteria for mastery, etc.)

How will we know if they learn it? (data review, observations, student work, etc..)

How will we respond when some students do not learn? (reteaching, differentiation, etc.)

How will we extend the learning for students who are already proficient? (DOK differentiated work, etc.)

Once a trimester, 1-3rd grade levels across the district will meet (by assigned cohort) to review district-wide data and collaborate in a problem-solving approach centered on continuous inquiry and learning.

Parent Training:

Parents will be trained Monthly by site Strategists and Reading Specialists. Training for 1st -3rd grade parents will include the following:

Parents are initially trained on why reading and numeracy are critical to their child's educational and life success

Parents commit to supporting their child's reading and numeracy success (parent contract)

Parents commit to registering for the "Ready4K" text messaging service (parent contract)

Parents are provided home materials to support literacy & numeracy

Ongoing parent training to support home reading and math routines and strategies

Student Motivation:

Motivation is a desire to learn, try, work, and persevere. Intrinsic motivation is promoted by seeing the effectiveness of their behavior, choices, focus, and performance. The focus for 1st -3rd grade students will be the following:

Students are self-motivated and committed to academics

Students set short and long term learning goals

Students with need are supported with small group mentors

Student growth and achievement is celebrated often

Literacy Approach:

Our Balanced Literacy approach to reading and writing utilizes multiple modalities of literacy instruction to provide students with both explicit skills instruction and authentic reading and writing learning experiences across the curriculum. Students actively engage in learning opportunities that focus on building the five essential elements of reading: comprehension, fluency, vocabulary development, phonics and phonological awareness. This holistic approach engages students in authentic reading and writing workshop models of implementation.

Plan for Grades 4-5:

Identified students will participate in small group instruction based on individual needs as determined by their recent disaggregated assessments.

Secondary Literacy Plan

Literacy at the secondary level is evident by writing. Literacy at the secondary level is the output of the students reading comprehension and

analysis. Writing plays several roles in reading and ultimately literacy. Writing enables teachers to assess the students overall reading comprehension, reasoning and analysis of the text. It helps students' further cement new concepts by allowing students to describe these items in their own words. It encourages logical thinking by allowing students to organize their thoughts.

Secondary schools will develop a schoolwide literacy instructional focus tied to writing. At our secondary schools literacy strategies are incorporated in all disciplines (writing across the curriculum).

- To support this work our secondary schools will work with InnovateEd, a professional development consultant, who will help sites with a cycle of inquiry and implementation.
- To monitor and increase accountability sites will develop a walkthrough protocol tool and instructional rounds.
- To monitor and increase accountability, all secondary sites will use the state Interim Assessments Blocks IAB District Calendar.

o Implementation of the IAB district calendar for High Schools will occur during the 2021- 22 school year

o Implementation of the IAB district calendar for Middle Schools will occur during the 2021- 22 or 2022-23 school year

All secondary schools will select and implement a reading program (e.g. Read 180, Edge, Neuhaus, Language Live) for the sites 5% of students with the lowest reading levels.

All secondary schools will get a site Reading Specialist who will support the implementation of writing across the curriculum and reading program implementation, This will require the hiring of nine Reading Specialist for grades 6-12.

SUMMER EXTENDED LEARNING PROGRAM

Summer School Extended Learning Plan - Summer learning programs have the potential to help children and youth improve their academics. This is especially true for children from low-income families who might not have access to educational resources throughout the summer months and for low-achieving students who need additional time to master academic content. Providing a Summer Extended Learning program is supplemental to the instructional program which is provided during the traditional school year. A master schedule based on student need will be developed and implemented at each of our 29 school sites.

Elementary Extended Learning summer goals

- 1) to address the reading and math needs of second - fifth graders
- 2) to increase student engagement of underserved populations
- 3) to increase student engagement for those students with chronic absenteeism
- 4) to decrease the number Long Term English Learners entering middle school

Middle School Extended Learning summer goals

- 1)to increase student engagement of underserved populations
- 2) to increase student engagement for those students with chronic absenteeism
- 3) to provide additional learning opportunities to those students who received an IEM in math or ELA

High School Extended Learning summer goals

- 1)to increase student engagement of underserved populations

- 2) to increase student engagement for those students with chronic absenteeism
- 3) to provide additional learning opportunities to students who are credit deficient

SOCIAL EMOTIONAL LEARNING

SEL Plan- We have learned that we cannot suspend or discipline away many of the challenges that our students may experience. Research and evidence shows that appropriate Prevention-Intervention-Post intervention supports are key to creating a school environment where we meet all students needs. Rialto USD has worked to implement Tiered system of support whether it has been from the academic perspective with RTI, the PBIS and SEL tier supports. As we return to school not only will our continued work of teacher behaviors be important, but so will our directs explicit teaching of social and emotional skills which is supplemental. All with a focus on having student be successful in making choices on our campus by being preventative instead of punishing. We want our students to develop strong skills in the areas below with the understanding that students who are strong in these areas will also excel academically:

Self-Awareness: The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well grounded sense of confidence, optimism, and a “growth mindset.”

Social Awareness: The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

Responsible Decision Making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the wellbeing of oneself and others.

Self Management: The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals

Relationship Skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

To help support the overall implementation of our SEL plan we will purchase and embedded the Naviance program at all our secondary schools. Naviance is a comprehensive 6-12 grade college and career readiness solution that helps districts and schools align student strengths and interests to postsecondary education. Naviance helps students choose coursework, grow in social emotional learning (SEL) and assists them in meeting their personal and career fulfillment. The platform provides all students with equitable access to information about colleges, careers and self so that they can make informed choices. Naviance will help support and engage the whole child in their education. With Naviance, families can stay informed on student progress, staff are enabled to support student needs, and administrators have visibility into student outcomes. Collaboration across families, staff, and administrators creates a culture that prioritizes empowering students to stay engaged in their college and career planning and accomplishing their future goals The research-backed College, Career and Life Readiness Framework (CCLR) which is used by Naviance includes six core competencies students must develop to be adequately prepared for life after high school. Naviance helps students strengthen their knowledge and skills in: College Knowledge, Career Knowledge, Academic Behaviors, Social-Emotional Learning, Interpersonal Skills and Transition Skills. In addition to helping students achieve college and career objectives, Naviance helps students build the social emotional, interpersonal, and transition skills they need for lifelong success. The first year costs for the Naviance program will be supported with the Extended Learning Opportunities Grant. The program will be supported through LCAP funding there on after.

To support the SEL work at all secondary sites. We will ensure that all district Wellness centers are staffed. The district will also work to define purpose and services provided by the Wellness Centers.

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		
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$13,022,702	
Integrated student supports to address other barriers to learning	\$1,242,833	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports		
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$2,700,000	
Additional academic services for students	\$1,948,281	

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	\$2,526,990	
Total Funds to implement the Strategies	\$21,440,806	

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

The District's objective has been to develop a learning recovery program that supports instruction and social and emotional well-being. District assessment data and stakeholder input has been used to determine how the Expanded Learning Opportunities Grant and the Elementary and Secondary School Emergency Relief Funds are supporting the areas of need identified. Funding has been assigned to actions based the allowability of each funding source and period of availability. Initiatives funded with the Expanded Learning Opportunities Grant will be continued through 2024 using Elementary and Secondary School Emergency Relief III Funds.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

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

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