

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.

Poway Unified School District values the input of parents, staff, and students in planning for improvement efforts. Since 2019, we have utilized ThoughtExchange to increase stakeholder engagement in our LCAP process. We utilized this tool as well for the ELO Grant due to the fact that our parents, teachers, staff, and students are familiar with the application. On April 22, 2021, we sent a communication to all staff and parents that included a ThoughtExchange prompt, "Are there additional strategies you would like to see implemented or expanded to support your child's learning and well-being next year?" This Exchange was open through May 5, 2021. We also had our Superintendent's Student Advisory Council share the Exchange with all high school students to encourage their input. On April 28, 2021, an overview of preliminary plans for supplemental instruction and support was provided to our District Advisory Council. These parents had an opportunity to ask questions, make suggestions, and provide feedback on the development of the plan. In addition, on April 29, 2021, a parent forum was held in which 345 parents and staff submitted an RSVP. While this session was a webinar, staff utilized ThoughtExchange to gather and respond to questions as well as a separate exchange for input and feedback on the preliminary plan.

One of the suggestions that was implemented in the plan based on parent feedback was to include incoming 10th graders in the high school summer bridge program. This recommendation is a support for those students who remained in virtual learning for their entire freshman year and had not yet been on their high school campus. This strategy will reduce anxiety and stress for our high school students prior to the beginning of the school year and support a smooth transition to high school on-campus learning. The focus of the bridge program reviews study strategies, organizational strategies, connections through Link Crew and a focus on how to get involved during high school. The high school summer bridge serves as a support for social emotional well-being and based on parent input, will be expanded to include 10th grade students, as possible.

Input was gathered from parents, teachers, staff, site administrators, and District Advisory Council. ThoughtExchange had over 300 participants with 247 thoughts shared and 12,134 ratings on thoughts submitted.

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

Throughout the school year, teachers, counselors and site leaders have been monitoring student learning data points. At middle and high school, grade reports have been run through Progress Reports as well as for final grades. These reports have been reviewed during the year and as possible additional supports have been implemented. These reports will continue to inform schools and the district of students in need of academic support.

For elementary and middle school, iReady diagnostic assessment data has been imported into Poway Unified's Student Report Center which allows sites and district leaders to disaggregate data to identify and monitor student progress. The Student Report Center allows analysis of our priority student groups including but not limited to, low-income students, English learners, foster youth, homeless students, and students with disabilities.

Poway Unified School District also closely monitors attendance data and has recently developed a Chronic Absenteeism resource website. Monitoring attendance is one of the indicators that will be utilized to identify students that may have disconnected from school or those in need of social emotional support.

The California Healthy Kids Survey will be administered to students in grades 5, 7, 9 and 11 the week of May 17, 2021. This data will provide patterns and trends regarding students well-being, feelings of safety and connectedness, as well as other mental health needs. In reviewing this data early in the year, counselors, Student Support Specialists, and Student Support Assistants can plan grade level lessons and small group lessons to address the patterns and trends.

A group of counselors and school psychologists are working to develop/identify a screening tool to identify individual students that may be at risk of abuse or neglect. The screening tool will be utilized in fall 2021 to identify at risk students that need individual support through counseling or social work services.

In addition, a number of teachers throughout the past three years have received training in Trauma Informed Care. This training supports staff on how to identify students who may be in crisis. We will also provide additional opportunities for teachers and staff to engage in professional learning around Trauma Informed Care and Practices during the 2021-2022 school year.

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

Communication for the range of extended learning opportunities and interventions will vary based on the specific strategy. Communication will be provided in English and Spanish, and in primary languages of our families as applicable.

Summer school will be offered to students K-12 in 2021 and 2022. There will be a range of notification processes for accessing summer school programs. Extended School Year (ESY) serves our students with disabilities. These students and families are included in the planning through IEP Team meetings during the year to determine the need of extended learning. Letters will be sent to parents/guardians for K-8 summer school based on a review of iReady assessment data and prioritizing invitations based on learning needs. If all initial invitations are not accepted, additional invitations will be sent to families for students to attend. We are prioritizing our students with greatest learning needs, this includes low socioeconomic, English learners, foster youth, homeless, and students with disabilities.

In Spring 2021 site leaders, counselors and Learning Support Services staff reviewed student achievement data to include iReady diagnostic assessments, grades and our Response to Intervention (RTI) Console. These data points serve to identify students with the greatest academic needs, social emotional needs as well as interventions implemented through the 2020-2021 school year.

At high school, counselors reviewed the grade data to identify students who qualified for the credit recovery summer school schedule for June 2021. At middle and elementary levels, achievement data informed prioritized students for summer school. Students were identified in tiers of greatest need, performing 2 or more years below grade level, a year below grade level and at grade level. Invitations will be sent to parents to notify them that their child(ren) qualifies for summer school. If parents decline, additional invitations will be sent to students in the next tier to ensure all seats available for summer school are filled by our students.

English learner summer school will also be offered.

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

Extending instructional learning time

Poway Unified School District has developed plans to provide summer school programs during June/July 2021 and June/July 2022. Summer learning opportunities will include Extended School Year for identified students through their IEP, K-8 Summer School for students below grade level or near grade level in mathematics and English language arts, English learner summer school for

elementary, middle and high school students, Youth Enrichment Program open to all students to engage in STEM, and VAPA learning activities, high school credit recovery summer school, and high school enrichment courses through Poway Virtual Courses.

These summer programs will range from 2-week sessions to 8-week sessions and beyond for Poway Virtual Courses which are self-paced learning pathways.

During the 2021-2022 school year, supplemental learning opportunities will be provided by assigning a district-funded impact teacher to each elementary school. The impact teacher will work with site funded impact teachers to provide intervention instruction in small groups for both mathematics and language arts. The impact teachers will work closely with classroom teachers and utilize iReady data to target specific skills and strategies to accelerate learning progress.

Also during the 2021-2022 school year, teachers and paraprofessionals will be offered the opportunity to provide small group tutoring before or after school for students who may be in need of additional support. Priority will be given to students in the identified groups. (NOTE: During the 2020-2021 school year, Poway Unified provided targeted support on campus prior to fully reopening middle and high school. At that time, we named the priority groups as labeled in this ELO plan. However, we learned from our students that some did not want to attend due to the highly public list and labels of prioritized student groups. Our invitations for supplemental support will align to the high priority groups, however, we are cautious about naming them as students and families may decline to avoid such labels.)

Our plan is to have before and after school tutoring available at all schools and availability will be dependent on staff volunteering to work these additional hours.

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

Poway Unified will utilize personalized learning programs to support learning recovery as well as acceleration for student learning. The iReady program will be funded in order to have continuity of assessment and monitoring of academic progress for students in grades 1-8. The assessment component will provide data to demonstrate growth and achievement for individual students. The program also provides comprehensive guidance for targeted instruction that will be used by classroom teachers, impact teachers, and paraprofessionals to differentiate learning in class and through intervention classes, or tutoring. The iReady program also provides each student with a personalized pathway of specific learning activities to advance the student in both mathematics and English language arts.

Imagine Learning is designed to support the development of proficiency in English through focused learning pathways. This program will be provided to English learners in grades K-8.

At middle and high school progress and achievement in mathematics is an area of greatest need in order for students to meet graduation requirements. Poway Unified offers a course called Accelerated Mathematics which is scheduled intentionally before students core math classes and provides intervention and scaffolds to support success in core math classes. Ideally, the Accelerated Math course is taught by the same teacher as the student's core math class to increase continuity, relationships, and alignment of learning. The Expanded Learning Opportunities funds will be utilized to ensure that middle and high schools are able to offer the

necessary number of sections to serve students in need of this supplemental instructional support class. Academic support sections are also offered in English language arts, as possible. Students may be enrolled in these courses through guidance and direction from their counselors.

As a 1:1 technology district, we will also allocate funds to continue the use of key student learning programs such as SeeSaw for preschool, WeVideo and Nearpod for high school and technology support systems to ensure students have continuity for learning at home and school.

Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to before and after school care, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

Throughout the pandemic we are aware of students who have been isolated, removed from socialization opportunities, as well as increased stress and anxiety related to learning environments, home environments, and pressure to achieve. We recognize the unique combination of the public health crisis, social isolation, and economic uncertainty which has increased levels of stress, anxiety, and depressive thoughts among many of our students. The most common contributors to this mental health challenge, as reported by students to their counselors, include fear and worry about their own health and the health of their loved ones, difficulty concentrating, disruptions to sleep patterns, decreased social interactions due to physical distancing, and increased concerns related to academic performance. Poway Unified has prioritized provisions for health, counseling, and mental health services for students by allocating 38% of the ELO funds to this strategy. We will increase counselors assigned to elementary and middle schools, add social workers at middle and high schools, increase hours for Student Services Specialists at middle and high schools, and increased hours for Student Services Assistants at elementary.

Effective August 2021, every elementary school will receive three-to-five days of counseling support based upon student enrollment:

Elementary schools with an enrollment of 500 students or less will receive three days of counseling support.

Elementary schools with an enrollment of 550-750 students will receive four days of counseling support.

Elementary schools with an enrollment of 750+ students will receive five days of counseling support.

Every middle school will be supported with 3 full-time counselors, instead of the current 2.5. In addition, one social worker will support the west side middle schools and one social worker will support the east side middle schools. Middle schools will also receive two additional days of support from school psychologists. This will support timely assessments and counseling.

Every high school will have a social worker assigned to their site. They will also receive additional days with school psychologists on campus.

In addition to hiring staff to support mental well-being and social emotional support, we are seeking to utilize a universal screening tool for mental health issues. Universal screeners build upon students' strengths and help them develop social and emotional "life skills,"

while also identifying students who present “risk factors” associated with adjustment difficulties that may be related to behavioral and/or psychological problems.

ELO funds will be available to support Youth in Transition/homeless students with access to before and after school care at elementary. Extended Student Services is a fee-based program available on all elementary campuses but often homeless families and those with limited income have a great need for childcare. Funds will be set aside to provide scholarships to students identified as Youth in Transition.

Throughout the pandemic, the United States Department of Agriculture has made meals free to all students. We have been notified that the waiver for free meals will continue through June 2022. This is a significant benefit for our students throughout the district. As a result, our Food and Nutrition Department does not generate income to support staffing. Therefore, we will utilize ELO funds to support the gap to ensure we have staff to provide meals to our students on all campuses.

Throughout physical school closures and the transition to distance learning, our school sites continued to engage families to ensure their needs were being met. These efforts included phone calls, Zoom conferences, and home visits as needed. However, a percentage of our families continue to experience challenges engaging for a variety of reasons. To enhance parent outreach, a portion of the ELO grant will fund a Bilingual Parent Liaison to assess needs, and offer resources, and support. This Parent Liaison will provide services through the Caring Connections Center, which currently supports our families through counseling, access to resources, and making connections to community partners.

Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports

At the onset of the pandemic, Poway Unified utilized CARES funding to ensure all students have access to technology. Poway Unified is now a 1:1 device district so all students have access to a chromebook in grades 3-12 and iPads in primary grades. We will continue to support the 1:1 initiative as needed by purchasing additional chromebooks to replace those that are at end of life or have been damaged during the 2020-2021 school year.

Some individual high schools have provided after hours access to libraries and tech centers on campus for students in the past. We will expand this strategy to all high schools to ensure students that may need access to high-speed internet or a quiet place to complete homework will have a dedicated space.

Tech supports for on-site problem solving and district level IT support will also be provided through a small portion of the ELO grant to ensure students have the necessary support systems to maintain the quality of technology on a day-to-day basis. (LAN, Program Manager support, cybersecurity, power supply, hot spots, and Zoom licenses)

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

High school students who are credit deficient or at risk of not meeting graduation requirements will have access to summer school prior to the 2021-2022 school year and following the school year in the summer of 2022. High school summer school offers courses in a blended learning environment which provides scheduling flexibility for students. They have access to on-campus support and can also work online to complete course work.

During the school year, students who fail a class or a portion of a class, may retake the class or a portion of the class using one of our alternative program learning options. These options include enrolling in online coursework using Edgenuity, through our Poway Virtual Courses, and/or through our New Directions independent study program. These options allow students flexibility to improve their grade during the school year and can be accommodated outside the school day and by students taking an off-role period.

As indicated above, credit deficient students will also have access to additional counseling and supports for their emotional well-being to address barriers to learning.

Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning

As mentioned above, additional school psychologist time will be provided to middle and high school which will improve the timeliness of assessments. The iReady program will be utilized for diagnostic and progress monitoring of student academic progress. Additional academic services will include maintaining the X-Ploration Program at elementary schools to ensure students have access to high quality VAPA lessons aligned to VAPA standards, STEM lessons, and PE.

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 we enter the 2021-2022 school year, we must recognize the impact of the past year and want to ensure the social-emotional needs of our students continue to be a priority. As a result of the COVID-19 pandemic, our students and their families may have experienced loss, isolation, anxiety, economic hardship, and unmet basic needs. To support school staff in addressing and understanding these increased needs, we will work to provide training on Trauma-Informed Practices. Becoming "trauma-informed" means teachers, administrators, staff, students and families recognize the behavioral, emotional, relational, and academic impact of trauma. Trauma-Informed professional learning supports participants in developing skills on providing trauma-informed support, including when to intervene and refer, while building safe and supportive learning environments. Though a number of teachers have participated in Trauma-Informed Practices training with our partners at the San Diego County Office of Education, we will provide the opportunity to broaden and deepen this important learning.

Prior to the start of the 2021-2022 school year, the Technology and Innovation team, the Learning Support Services team, and the Special Education team will provide certificated and classified staff professional development sessions to help prepare them for the upcoming school year. These professional development opportunities will take place via virtual PD sessions and through the District's Innovation Camp Teaching and Learning Collaborative (TLC) sessions. Virtual PD sessions are led by staff from the Technology and Innovation, Learning Support Services, and Special Education departments and focus on academic supports, instruction strategies, and social-emotional needs. Innovation Camp sessions are created by teacher leaders and consist of a variety of offerings focused on instructional practices. Professional development sessions are presented either recorded or live (with recordings made available after

the live session date). Additionally, some facilitators and Ed Tech Coaches will be offering office hours and one-on-one support via email or web conferences.

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	\$2,442,984	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$2,992,700	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$8,617,188	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$3,595,574	[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	\$370,750	[Actual expenditures will be provided when available]
Additional academic services for students	\$3,627,563	[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	\$1,080,000	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$22,726,759	[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.

Due to the fact that ELO Grant funds must be expended by August 2022, Poway Unified School District will plan to utilize federal Elementary and Secondary School Emergency Relief Funds to ensure continuity of some of these strategies in the 2022-2023 and 2023-2024 school years. The priority will be on health supports and academic interventions.

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.

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