

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.

Da Vinci RISE has engaged in meaningful consultation with parents at our school through our School Site Councils (SSC), and through and school wide and central office Local Control Accountability Plan Committee (LCAP) and Learning Continuity and Attendance Plan (LCP) Committees. The SSC develops a needs assessment for their school that drives the development of DV RISE LEA/School Plans for Student Achievement (SPSA) in consultation with our site English Language Advisory Committees. These plans describe the methods and instructional strategies that strengthen our academic program, review intervention supports, and address the needs of all children to ultimately develop the budget for the site’s Title I funding. Every year the DVC LEA/SPSA is evaluated, and a new plan is developed and approved by the Board of Trustees. Through the LEA/SPSA, SSCs develop and implemented effective parent and family engagement strategies and programs focused on access to instruction (math, English-Language Arts, science), safety, and technology. School committees including School Site Council, including parents of English Language Learners and at risk youth, review local and state assessments including CAASP, ELPAC, and NWEA Map data to help design instruction.

SSC/LCAP/LCP Committees that engage families, certificated, and classified staff, work to ensure that RISE is providing appropriate supports to students and a thoughtful and relevant parent engagement program. A portion of RISE Title I funds are used to assist with coordination and facilitation of activities related to these areas of focus. The board policies and administrative regulations and charter authorizer monitoring ensure parent and family engagement is taking place at the school.

There is an abundance of research supporting parent involvement in relation to positive student outcomes and, specifically, how such involvement acts as a predictor of early adolescents' school bonding and academic achievement. More specifically, several studies examine

the ways in which immigrant parents' school involvement has been defined and implemented by schools, barriers to immigrant parents' involvement in schools, and the implications for the development and implementation of practices which promote immigrant parents' involvement in schools (Hajisoteriou, Christina, and Panayiotis Angelides. "Promoting immigrant parental involvement in culturally-diverse schools through a multiple perspectives approach." *International Journal of Pedagogies and Learning* 11.2 (2016): 145-162.). Based on research and input from school surveys, RISE has determined the need for the development of successful systems to increase low income and immigrant parent involvement at school/district events and as a part of stakeholder committee work via staff outreach in Spanish or other languages spoken by parents of English Learners and outreach via a parent engagement liaison. Our ongoing observations indicate that both outreach efforts are effective in connecting in increasing engagement of parents of low-income, English learners, and foster youth.

DV RISE High surveys students, parents and staff annually. It uses the summary of results to modify and/or enhance its services to students. Although only 17% of students and their stakeholders participated in the survey, Da Vinci RISE staff participated fully in the end of the year assessment of student needs by providing informal feedback to the administration and have participated in the LCAP development over the past years. Da Vinci RISE's LCAP 2017-20 survey data helped to help DV RISE focus on the following components: (1) Creation of a rigorous and personalized project-based instructional plan that uses the expertise of trained educators to implement a curriculum that is CCSS- and Next Gen-aligned while incorporating holistic instruction around life skills and ensuring alignment to students' post-secondary pathways of interest. (2) Adequate instructional and holistic support to meet the needs of English Learners and to address the socio-emotional and mental health needs of our homeless, foster, probation, and low-income students. (3) Increased engagement of and partnership with parents, families, and other student supporters (such as mentors, older siblings, etc.) via a variety of outreach activities and materials, including a School Site Council, Parent/Family Workshop series, student services staff including mental health professionals and behavior interventionists, and creation & launch of an EL Advisory Committee. (4) Commitment to a safe school environment that implement restorative practices and trauma informed care to consistently decrease the number of suspensions and expulsions and provide adequate behavioral and mental health supports for all students.

The Expanded Learning Opportunities Grant Plan was developed based on the needs assessments and the recommendations of all of our various input committees. It is aligned with the needs of all of our students, but also takes into account the identification and targeted intervention for our highest needs populations as well.

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

Federal Title dollars work in conjunction with state supplemental dollars and the Expanded Learning Opportunity Plan funds to enhance the supplemental actions which are organized as a Multi-Tiered System of Support (MTSS) to provide strategic and intensive interventions in support of the needs of underperforming student groups (such as Low Socioeconomic Disadvantaged, English Learner, and Foster/Homeless). Student needs are identified using state and local standardized assessments using a multiple measures philosophy; then, students are linked with a variety of supports based on those needs.

Key existing LCAP and LCP actions to support these areas are: maintain full-time counselors support at all students (LCAP Goals 1 & 3), increase parent outreach and education and engagement (LCAP Goal 3), provide students with a college and career readiness through class periods and a senior year class (LCAP Goal 3), increase the number of academic coaches providing support in core courses, Mathematics, and Language Arts (LCAP Goals 1,2,3), increase teacher collaboration supports in designing instruction for targeted students (LCAP Goal 1),

and targeted support services to address high need students through credit recovery, tutoring, intervention, and summer school (LCAP Goals 1, 2).

Results of the Achieve 3000, DSD assessments & NWEA provide data on students' progress in the areas of reading, written expression and math and other work productivity needs including student engagement, work submission and independence in learning. (LCAP Goal 1) Literacy growth: Data showed that RISE students are entering at average reading levels significantly below grade-level. Now that we have more concrete information surrounding this data point, we are creating a plan to more closely monitor reading growth and to roll out school-wide literacy initiatives to ensure students are receiving remediation and support across their content courses. (LCAP Goal 1 & 2) CAASPP & CAST scores: 51.22% of RISE students are at or near standard on the 2018-19 CAASPP, results confirming the need for foundational literacy support in place across courses. (LCAP Goal 2) Credit completion: while students grew in the average number of credits completed each quarter over the course of the year, we still recognize the need for more consistent and strategic tracking to ensure students are recovering credits and making adequate progress towards graduation. We have several strategies in place for next year to ensure this is happening and to support students towards an even higher number of credits completed.

Per our LCP, a weekly review of participation, grades and counseling notes regarding social-emotional needs of students will be conducted. Each week, teams will review the results of student progress, interventions and communication with students/families, and then adjust MTSS interventions as needed.

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

The Expanded Learning Opportunity Plan, in conjunction with our SPSA, LCAP, and LCP are intended to be living and working documents that are reviewed by all stakeholders. State and federal dollars are reviewed with the school's School Site Council and other stakeholder committees each year along with feedback shared through each school site's annual needs assessment and school-wide family surveys. Da Vinci RISE has established communication plans that support English Learner, Foster Youth, Homeless, Justice Involved, and Low-Income students through a variety of communication modes and languages. Da Vinci RISE utilizes newsletters, blogs, texts, emails, and phone calls to reach families. Administrative and student support teams have identified students/families who need additional communication outreach. Parents are regularly updated on the instructional program, available resources and opportunities to connect with staff for support or community-building. Recommendations for students identified for various MTSS interventions are made to families at the time of identification, and they are notified of eligibility and enrollment in additional supports as students are identified as eligible. Additional supports for all students come in the form of classroom teachers, academic counselors and parent outreach related to safety and health services by the school nurse. This model is principally directed toward targeted unduplicated count students and provides additional adults who know students and can support when needed. Staff have time set aside every week to collaborate to support students and all teachers offer Office Hours in order to be available to support students and parents.

Da Vinci RISE has also leveraged existing resources and infrastructure for specific benefit to English Learners, Foster Youth and Socioeconomically disadvantaged students. DV RISE continues to use its website, blog and web portals (Dream See Do and PowerSchool). Google Suite and PowerSchool are in place to house vital information and track attendance and grades for all students and families. In addition, support staff will provide targeted assistance in a variety of ways, including intervention curriculum, assessing students, meeting

with students and parents regarding academics, Advisory/"homeroom" support, attendance accountability, social emotional learning and discipline supports, leading Student Support Team meetings, following up on student success plans, and health needs utilizing school nurse.

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

RISE's mission is to serve a majority of students involved in the foster youth and probation systems. The RISE program design supports their histories of school instability and other system flaws in order to help them access and thrive in an educational environment. Additionally, students enrolled at RISE have been exposed to housing instability and transiency in living and educational situations. Staff support and wrap around mental health services are the core of the programming RISE students will continue to receive and increase services through various learning site programs, partnerships and community agencies. The student support service team works diligently with local agencies to stay abreast of new housing and employment opportunities for RISE youth.

Staff at RISE have been trained in various trauma informed practices and support students where they are in their process of access to housing, education, employment and college/career goals. RISE staff works with the Los Angeles County Department of Probation representatives and the LA County Court Schools leadership to ensure that students will receive enrollment and services upon registration. Every effort to obtain records through the LACOE -EPS the educational passport student data management system made upon registration to ensure that services and needs are addressed prior to instruction. This eliminates the need for students to re-enroll in courses and allows for course transcript review to occur quickly. Students are entered into the Da Vinci RISE transcript /course tracking system upon entry to ensure course completion. Records are requested from previous schools in order to access appropriate credit placement.

Da Vinci RISE provides a number of evidence-based educational inventions that enable under-performing students to meet or exceed standards. Provision of wraparound service coordination and partnerships through the RISE Student Service/ Mental Health Team creates a wealth of structures and resources that have provided holistic care for our students. In addition to counseling and case management, they connected students to resources such as transportation via HopSkipDrive; internships and job opportunities through partner organizations such as APCH and New Earth; substance abuse and anger management counseling; and basic needs such as housing, food, and clothing. Teams partner closely with attorneys, social workers, probation officers, wraparound teams, and more to schedule meetings as necessary to ensure all stakeholders are a united team and that students are receiving the network of support they need. For Fall 2020, a focus on a revised whole-school PBIS system has been implemented, along with student crisis and attendance response teams and real-time monitoring.

Students with Specialized Academic Instruction (SAI) and designated related IEP services such as Language/Speech, Occupational Therapy, V are all receiving these services one on one, in a virtual setting by qualified service providers or through push in (within the general education setting) and through consultation methods. Students with DIS counseling and other socio-emotional needs are receiving interim services by our staff and our partners as determined by our local agreements and contracts.

Da Vinci RISE provides a high-quality, standards-based professional development program for classroom teachers, principals, school leaders, administrators, and other school personnel. Over 3 years, 100% of DVR teachers will participate in professional development on common core standards and NGSS. Teachers will participate in professional development activities both on and off site provided during the

school year on career technical education and project-based learning. Staff meetings at all sites contain a component of professional development that reinforces the district's annual PD plan. Regarding Educator Equity (ESSA SECTION 1112(b)(2), Da Vinci RISE does not have any disparities between that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. The district has established policies and procedures in hiring practices that require all teachers be fully credentialed and working in their area of authorization.

Additional support for students comes in the form of grade-level teams, which have qualified teachers, one per content area, Teacher teams across its learning site have greater ability to identify and support struggling students and support their curriculum adaptations in a school wide model. Teachers utilize their schedules on non instructional periods to review and develop individualized schedules for 1-1 contact. RISE has a small school wide student to teacher ratio as it is a non classroom based independent study mode. Small class sizes due to the nature of the students needs and individualized pace for credit recoupment is highly unique in this intentional design in comparison to more typical urban public high schools.

Da Vinci RISE supports credit recovery through its flexible model for student achievements. Students enroll in the IS hybrid model and receive a personalized learning plan outlining what courses are needed and how credits can be obtained as quickly or at an individualized pace. Students who enter the school with significant gaps in credit attainment are scheduled for their course recovery and provided with class sections that accelerate their ability to stay on track for graduation and college readiness. Extra support will be provided to struggling students through these supported classes within their regular school day. While the program is designed for students in need of alternative scheduling and flexibility, at risk students falling within the identified sub groups will be scheduled and actively monitored . The students personalized learning plans are reviewed regularly and modified individually quarter by quarter. School staff including administration, part of their student support plans where appropriate.

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	23760	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
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	96856	
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		
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs		
Total Funds to implement the Strategies	120616	

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

Da Vinci RISE aligned its Expanded Learning Opportunities Grant Plan with its Local Control Accountability Plan for 2019-20 (3-Year Plan) and to the ESSA requirements for Federal funds, including the following ESSA areas for Title I Schoolwide funding programs: Low-income, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, and disengaged students needs for credit recovery are to focus of RISE's plan.

To meet goals in the areas of focus identified in the plans above, Da Vinci RISE (DVR) offers a seamless implementation of the California State Standards, with appropriate instructional strategies, materials, and assessments. This includes a focus on student ownership of

learning, student explanation of their meta-cognitive thought processes, student presentations of learning and the real-world application of learning, and student college and career exploration. Many techniques, strategies, effective student practices, modifications, and accommodations, as well as other interventions, are utilized to evaluate all students in the area of math and English proficiency. In all that DVR does to increase student achievement, the learning needs of each individual student are always taken into consideration. At 52% Low-income pupils, along with English Learners, Foster Youth and RFEF students are the most likely to be in need of intervention services which require consistent tracking of performance outcomes. DVR has prioritized the need to maintain a comprehensive and consistent system for disaggregating and accessing student data allowing for in-depth analysis of low income, English Learner, Foster Youth and Redesignated Fluent English Proficient student performance across the school. Data systems are necessary to identify and support individual student needs for unduplicated pupils. These data allow teachers, administrators and counselors to group and track progress for these students and to engage with parents and parent groups regarding the progress of unduplicated count students. Data is accessible online at the student, teacher, site, and district levels. Our ongoing observations and experience suggest that the following actions contribute to increasing parent engagement for the families of unduplicated pupils: Sustain diagnostics and data systems (LCAP Goal 2); Sustain Counselors to work with teachers and administrators on student information system, online assessments, to maintain an integrated system for data analysis (LCAP Goals 2 and 3). Our ongoing observations and experience using individual student data is effective in informing focused instructional supports addressing the needs of unduplicated pupils and engaging parents in supporting the specific needs of their low income, English learners, and Foster Youth.

RISE academic achievement is further monitored and interventions funded through our LCFF funds. (LCAP Goal 1) Literacy growth: Data showed that RISE students are entering at average reading levels significantly below grade-level. Now that we have more concrete information surrounding this data point, we are creating a plan to more closely monitor reading growth and to roll out school-wide literacy initiatives to ensure students are receiving remediation and support across their content courses. (LCAP Goals 1 & 2) CAASPP & CAST scores: 51.22% of RISE students are at or near standard on the 2018-19 CAASPP, results confirming the need for foundational literacy support in place across courses. (LCAP Goal 2) Credit completion: while students grew in the average number of credits completed each quarter over the course of the year, we still recognize the need for more consistent and strategic tracking to ensure students are recovering credits and making adequate progress towards graduation. We have several strategies in place for next year to ensure this is happening and to support students towards an even higher number of credits completed.

Da Vinci RISE provides a high-quality, standards-based professional development program for classroom teachers, principals, school leaders, administrators, and other school personnel. Over 3 years, 100% of DVR teachers will participate in professional development on common core standards and NGSS. Teachers will participate in professional development activities both on and off site provided during the school year on career technical education and project-based learning. Staff meetings at all sites contain a component of professional development that reinforces the charter's annual PD plan. Regarding Educator Equity (ESSA SECTION 1112(b)(2), Da Vinci RISE does not have any disparities between that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. The district has established policies and procedures in hiring practices that require all teachers be fully credentialed and working in their area of authorization.

During the 2019-20 school year, RISE received approval from CDE to participate in the Dashboard Alternative Assessment Accountability System (DASS) and is developing its metrics for accountability with its LACOE Authorizer. Before, during and at the end of every school year, the effectiveness of our instructional strategies is measured through student results on state benchmark assessments, and other local assessment projects related to real-world learning and inclusive of wrap-around supports. The DV RISE teams regularly review these data

and determine our high priority needs for professional development to address our student outcomes. Based on these supplemental needs, Title I funding is utilized for increased English Language aide support. Instructional strategies for English Learners are reinforced throughout the year through continual PD and coaching. This process helps to ensure a positive and lasting impact on the teachers' performance in the classroom, and thus academic growth for our EL students. Da Vinci RISE provides all schools with student scores for the ELPAC and SBAC. These results are broken down with our data analysis system and disseminated both to administration and teaching staff. DVR has predefined goals and resources are provided to support DVR in reaching these goals. DVR has EL goals defined in their LEA/School Plan for Student Achievement. The LEA/School Site Plan defines actions planned by the site/staff to support EL students in gaining access to curriculum and meeting State academic standards including an EL Coordinator and EL supports in academic seminars.

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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