

## Expanded Learning Opportunities Grant Plan

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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.

Meaningful stakeholder engagement has been instrumental in program design, development, implementation and evaluation since the outset of the pandemic condition originating with the District's first COVID-related survey on April 16, 2020 specific to connectivity and communications soon after EGUSD moved to full distance learning.

The Expanded Learning Opportunities Grant Plan (ELO) represents an evolution of the District's educational programming based upon the following foundational premise: the provision of high-quality educational services to all students and families, and maintaining health and safety by adhering to State and County health guidelines.

The ELO represents expanded programming options given the improved health conditions from the time the District's Learning Continuity and Attendance Plan (LCP) was developed—also with extensive stakeholder input and feedback. Our ability to effectively plan for and provide high-quality educational services is directly related to the extensive outreach efforts made as well as the strong

partnership the District has with its families and staff. The understanding the District's stakeholders had of the need for the ongoing input and feedback, and their willingness to provide it was the key to informed planning and decision making.

The information below details all of the District's formal outreach efforts that informed the development of the ELO Grant Plan. These included virtual facilitated listening sessions open to the public, virtual meetings with key stakeholder groups such as the District's LCAP Collaborative Team, Superintendent's Student and Parent Advisory Teams, the District Advisory Committee (DAC), the District English Learner Advisory Committee (DELAC), the Community Advisory Committee (CAC—special education parent group), and the Student Equity Council (SEC), in addition to school-based input and feedback efforts, and surveys and learning model preference selections embedded within ParentVUE which is part of the District student information system.

- April 16, 2020 – Connectivity and Communication Survey to parents, students and staff
- May 17, 2020 – Distance Learning (DL) Reflection Survey to parents, students and staff
- June 19, 2020 – Parent Input and Preference Survey
- June-July 2020 – Preference and Intent to Return for EGEA, AFSCME, EGTEAMS, non-management employees
- August 3, 2020 – LCP Feedback Survey to families, students, and district staff
- November 2020 – Parent Selection of Learning Model
- November 2020 – DL/LCP/Local Control Accountability Plan (LCAP) Needs Survey to students, parents, teachers, administrators and service providers
- February 17, 2021 – COVID Safety Plan Feedback to public
- February 2021 – Parent Selection of Learning Model
- February-March 2021 – EGUSD LCAP Needs Analysis Process
- April 2021 – 2021-22 Educational Model Planning Staff Survey
- April 21-22, 2021 – Parent Advisory Group (PAT) Listening Sessions
- April 29, 2021 – Educational Model Advisory Team (EMAT) meeting
- May 19, 2021 – PAT meeting
- May 20, 2021 – EMAT meeting

To efficiently summarize the comments and develop emergent themes, a semi-automated technique was used to cluster comments together into groups with consistent phrasing. The Gibbs Sampling Dirichlet Mixture Model<sup>1</sup> algorithm was used as a first step to rapidly group short pieces of text based on common phrases and words. Then a research analyst reviewed the groupings of comments and described the groupings in terms of a theme.

<sup>1</sup>Implementation used here: Walker, R (2017) GSDMM: Short text clustering [Source Code]. <https://github.com/rwalk/gsdmm>. Walker's implementation based on this work: Yin, Jianhua & Wang, Jianyong. (2014). A Dirichlet multinomial mixture model-based approach for short text clustering. Proceedings of the ACM SIGKDD International Conference on Knowledge Discovery and Data Mining. 10.1145/2623330.2623715.

The stakeholder themes that emerged align closely to the State's seven supplemental instruction and support strategies. Common themes across stakeholder groups included:

- Expanding the school day
- Tutoring
- Academic and social emotional supports
- Transitional supports elementary to middle and middle to high school
- Credit recovery programs for high school students
- Early literacy
- Supplemental services for special education students
- Increased family supports
- Fully reopen schools
- Safety and cleanliness
- Mental health
- Low income student support

The input and feedback gathered directly informed the planning and design of academic and social emotional supplemental supports and programming specific to the successful conclusion of the 2020-2021 school year, the District's summer learning program (June 6 – July 30), and will be used to design a robust tutoring program, intersession throughout the 2021-2022 school year, expanding before and after school programs, and the summer learning program in June and July 2022.

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

The District has designed Expanded Learning Opportunities to support and connect students across several subgroups: students experiencing homelessness or in foster care, students in need of academic learning recovery, students in need of additional language support and development, and students experiencing social emotional or attendance challenges. Students who would benefit from these Expanded Learning Opportunities will be identified by school sites and district departments through multiple sources: individual student academic assessment data in the Illuminate Assessment System; student attendance data in the District's student information system; language acquisition data for English Learners through ELPAC testing results; student referral data and social emotional screening data through the District's MTSS referral system; and identification of foster youth and students experiencing homelessness through data collected by sites and departments upon student registration or change in circumstances. Expanded Learning Opportunities including summer learning programs, intersession, extended day (after school), and tutoring will be offered to students based on these identified needs. Program offerings will include targeted academic enrichment and support, language development and structured student interaction, activities to foster student engagement and school connectedness, and social emotional learning opportunities and supports.

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

The District has built a vast network of multiple communications channels in support of District and school site communications efforts to reach all stakeholders. These channels comprise both traditional notification systems that utilize phone, email, and text ability that are connected to the District's student information system as well as more contemporary methods such as social media including video and multimedia applications. Message development is strategic and orchestrated on multiple levels. Communications and awareness efforts are goal-oriented and monitored to ensure the intended message is understood and the desired outcome met as well as to evaluate the District's need for message frequency.

The District will use a comprehensive communication strategy that is supported by the District Communications Department working collaboratively with District departments and school sites to provide timely and accurate communications to all stakeholder groups and/or target audiences. The past 14 months has provided extensive messaging feedback. This message recipient feedback has been used to continuously refine communication strategies making us confident but never 100% satisfied that parents, students, and staff will receive and understand the supplemental learning opportunities that are available.

An example of one effective strategy has been the coordination of and inclusion of information in the District's Friday communications to families and staff, which is further supported by video. School site communications from principals then further informs parents of school-based supports and services. The District's Communications Department also coordinates with media outlets to support communication to build greater public awareness of important topics.

District communications are translated into six different languages (Spanish, Vietnamese, Hmong, Arabic, Pashto, and Chinese). Modalities have and will include districtwide emailing, automated phone messaging and texting, access to students' district emails through the District's student information system, websites, social media, and video. Data indicates that parents and students are most likely to access communications when originated by their school/s. For this reason, numerous communications are centrally developed, initially sent from a District source and then sent from schools with specific date/time sending direction to ensure consistency of messaging and delivery are maintained. Schools take additional steps to ensure information is provided including intercom announcements, advocacy class mentions, updates on school websites accompanied by electronic notifications, and schools continue to use letters and handouts for families that may not be electronically connected.

The District has learned a great deal in how to successfully manage large-group virtual meetings. These face-to-face options have been well received as questions can be asked live or through the chat and answered in real-time. The questions and answers from the numerous parent and student virtual meetings have been gathered and posted on the District's website linked specifically to a 2021-2022 planning page that is easily accessible from the District's homepage.

District and school communication are also shared via ParentVUE, the District's student information system for parents. Since the spring of 2020 the number of parents with ParentVUE accounts has increased from 25% to slightly over 75%. This has notably enhanced messaging connectivity as ParentVUE is becoming a single communication source for parents.

To ensure our English Learner students and families are meaningfully connected we have implemented the Talking Points Application (a two-way communication tool that translates short messages into over 100 languages). This was a tandem initiative implemented by the Department of English Learner Services and the Office of Family and Community Engagement (FACE). Feedback obtained from families has been very positive on the quality of Talking Points as a communication enhancement.

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

Using both classified and certificated staff, the District will provide supplemental instruction and support through expanded learning offerings in summer, intersession, and extended day (including before and after school). Summer Learning Programs will provide supplemental program offerings to PreK-K students through engaging programs targeting academic skill development and school readiness. Summer Learning Programs for elementary students will provide early literacy and numeracy, social emotional learning, physical activity and wellness, and enrichment. Additional summer offerings will be provided targeted language development for English Learners. Summer Learning Programs for middle school students will engage youth in academic enrichment and social emotional learning while supporting transition from elementary to middle school. High School Summer Learning Programs will provide opportunities for credit recovery, academic enrichment, course acceleration, work experience, and school connectedness including transition support for incoming high school students. Additional resources and access will be provided in community learning hubs on high school and alternative education sites during summer programming. Throughout the Summer Learning Programs, counselors and mental health therapists will provide support to students and staff proactively by being involved in SEL lesson development and implementation as well as through a referral process as needed. During the 2021-22 school year, intersession programs will be offered at year-round elementary sites to offer similar programming during breaks throughout the school year. The District will increase capacity in existing after school programs and will extend before and after school options to additional schools including tutoring and academic enrichment options.

## **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
<p><b>Extending instructional learning time</b></p> <p>EGUSD will offer expanded supplemental Expanded Learning options (summer, intersession, extended day) open to all students in elementary and middle school. Additional programming will be offered to high school students in need of credit recovery or skill development as well as those seeking course acceleration or enrichment. Programs will be implemented by certificated and classified staff. The programs, which will provide meal service, will support academic development and promote school connectedness and socialization while providing opportunities for social emotional learning and academic enrichment.</p>	\$30,862,220	[Actual expenditures will be provided when available]
<p><b>Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports</b></p> <p>EGUSD will provide tutoring and learning supports to students in targeted groups, including ongoing coaching and capacity building for service providers. The materials and programs are designed to accelerate student academic proficiency and/or English language acquisition. Professional learning specific to addressing learning gaps and high-quality instruction will continue to be provided based on identified needs of stakeholders in the LEA.</p>	\$3,991,514	[Actual expenditures will be provided when available]

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
<p><b>Integrated student supports to address other barriers to learning</b></p> <p>Identified students receive integrated supports to meet the needs of the whole child and promote success in academics and social emotional wellbeing. EGUSD aligns multiple supports to address the varied needs of students and families.</p> <p>EGUSD will continue to provide integrated support to students and their families experiencing homelessness. Students and families will receive assistance to meet their basic needs so they may continue receiving an education without interruption. In addition to meeting students' basic needs, youth experiencing homelessness will receive academic, social, emotional and behavioral support.</p> <p>EGUSD will continue to provide integrated supports for foster youth students. In addition to meeting students' basic needs, foster youth students will receive academic, social emotional, and behavioral support. A Foster Youth social worker will teach independent living classes to foster youth ages 16+ attending EGUSD high schools. Topics covered will include: self-care/health habits and stress reduction; nutrition; extended foster care (EFC)/AB 12; financial literacy; healthy relationships/sexual health; ombudsperson; college and vocational schools; transitional housing; and employment. A Foster Youth social worker will be checking in one-on-one with foster youth currently in grades 9, 10, and 11 at least bi-weekly during the Summer Learning Program.</p> <p>EGUSD will provide health related services to meet the needs of students and promote academic success and physical wellness.</p> <p>EGUSD will expand support to all newcomer and immigrant students and parents to address varied barriers to learning.</p>	<p>\$740,693</p>	<p>[Actual expenditures will be provided when available]</p>

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
<p><b>Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports</b></p> <p>EGUSD will create and expand support for community learning hubs responsive to regional and school site needs of students and families.</p>	\$4,114,963	[Actual expenditures will be provided when available]
<p><b>Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility</b></p> <p>EGUSD will use summer and extended day opportunities to connect students, including but not limited to English learners, with specific and individualized supports to accelerate credit deficient students' access to graduation or grade promotion, increasing students' college eligibility.</p>	\$411,496	[Actual expenditures will be provided when available]
<p><b>Additional academic services for students</b></p> <ul style="list-style-type: none"> <li>• English Learners: diagnostic, progress monitoring, and interim assessments</li> <li>• Special Education: enrichment opportunities beyond the Extended School Year program, related services boot camps, education specialists to support learning support hubs by providing accommodation and modification supports</li> <li>• Teachers will conduct Summer Bridge Visits to reconnect, build relationships, and welcome students and families back to campus</li> <li>• The Office of FACE will work with refugee and newcomer students and families to provide academic resources and SEL supports to help them stay connected during the summer months</li> <li>• The Office of FACE will create SEL activities and resources for families to do at home for grades K-12</li> </ul>	\$205,748	[Actual expenditures will be provided when available]

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
<p><b>Training for school staff on strategies to engage students and families in addressing students’ social-emotional health and academic needs</b></p> <p>EGUSD will continue to identify and prioritize professional learning to ensure the delivery of high-quality instruction that results in student learning. A comprehensive professional learning plan will acknowledge the unique and ongoing needs of staff, students, and families. Training will be provided in a variety of formats and environments to ensure staff success in meeting the needs of all learners. Ongoing training will continue to focus on the connection between content, technology, social emotional learning, and pedagogy. Support for students' social emotional health will occur at all levels with coordination of service facilitated by a variety of providers. Student progress will be monitored through academic and social emotional behavioral assessments. Workshops, tools and resources will be provided in various languages to address the socio-emotional health and academic support families will need to help their children at home.</p>	\$822,992	[Actual expenditures will be provided when available]
<p><b>Total Funds to implement the Strategies</b></p>	\$41,149,626	[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.

EGUSD continues to be in the initial stages of planning for ESSER funded educational programs and services. Coordination of all ELO grant funds is assured based on the planning methodology being implemented. The planning methodology is grounded in the following principles:

- Coherence and integration of high-quality, measured educational programs and services aligned to the EGUSD Strategic Goals (see below)
- A balance of universal and targeted programs and services with particular focus on students with disabilities, English Learners, foster youth, students experiencing homelessness, and low income students.
- Alignment with EGUSD’s Equity and Racial Justice Strategic Plan
- Inclusion of broad stakeholder engagement in the planning process

## Elk Grove Unified School District Strategic Goals

1. High Quality Curriculum and Instruction: All students will receive high quality classroom instruction and curriculum to promote college and career readiness and close the achievement gap.
2. Student Assessment and Program Evaluation: All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.
3. Wellness: All students will have an equitable opportunity to learn in a culturally responsive, physically, and emotionally healthy and safe environment.
4. Family and Community Engagement: All students will benefit from programs and services designed to inform and involve family and community partners.

EGUSD's data, gap and cause analyses, supported by stakeholder feedback identified COVID-19 response priorities noted previously in the ELO plan. EGUSD will remain flexible and able to respond swiftly to any changes in educational and health conditions but anticipate the priorities remaining largely intact over the duration of the spending timeline of the ESSER funds including:

- Continued training and development of certificated and classified staff with particular emphasis on best practice learning recovery, enrichment, and acceleration instructional practices
- The provision of timely and targeted social emotional and mental health services
- Continued expansion of learning services and resources (time, frequency, location, and modality)
- Comprehensive family support services
- Accurate and timely assessment of student academic and development progress and the use of data for program monitoring, and continuous improvement

The coordination and coherence of programs and funding is a top priority of EGUSD's Board of Education, the Superintendent, the Superintendent's Cabinet, and EGUSD's labor leader partners. This coordination and coherence of funds and programs will be examined often and within a fully transparent public environment. The return of students to safe, culturally responsive, engaging schools and classrooms where 100% of EGUSD's students come to school excited to learn, knowing they are respected and valued, and confident in their abilities to be successful is the end goal EGUSD will remain unwavering in pursuing.

# Expanded Learning Opportunities Grant Plan Instructions: Introduction

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

*For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact [ELOGrants@cde.ca.gov](mailto:ELOGrants@cde.ca.gov).*

## 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  
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