

### 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.

At SPSA we believe in establishing a sustainable education program where scholarship is the standard, diversity is treasured, and parents are partners in student achievement. In order to promote participation of parents and families, we provide multiple engagement points and resources to foster meaningful engagement. When soliciting input and feedback from stakeholders to create plans, we utilized multiple methods of collection, including online surveys, emails, phone calls, and live virtual (Zoom) meetings. To share plans and receive feedback we utilized live virtual meetings for teachers, staff members, and families, which were held via Zoom.

Meetings held to solicit input and feedback include Lead Teacher meetings, Coffee with the Principal meetings, Parent Teacher Association meetings, and English Learner Advisory Committee meetings.

Additionally, all materials are always provided to stakeholders in both English and Spanish to foster meaningful engagement.

Through information collected from stakeholders, Scholarship Prep Oceanside and our community have prioritized the following supplemental instruction and support strategies to be implemented:

- Extending instructional learning time by providing summer bridge and offering after school programming including tutoring;
- Accelerating progress to close learning gaps through the implementation of small group intervention support built into the school day;

- Integrated student supports to address other barriers to learning; and
- Training for teachers on strategies to address students' social-emotional health and academic needs.

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

Students needing support will be identified through a multitude of data points including academic and social emotional assessments.

For academics, all students TK-8 are assessed using the iReady Diagnostic in both reading and math. The iReady assessments are given at least three times a year and are used to gauge achievement and monitor progress for all students. Additionally, students in TK-2 are assessed in reading using running record benchmarks in order to further gauge emerging readers' levels. Students in grades 3-8 also take the CAASPP Interim Assessments in both math and ELA to better gauge student progress toward mastery of standards as will be measured on the end of year CAASPP assessments.

The data from all these assessments help teachers to identify student needs and align appropriate supports both in the classroom during regular instruction, as well as during intervention. All students will receive instruction aligned to their needs through data driven lesson planning, small group instruction from their grade level teachers, and adaptive software that provides lessons and skills practice at each students' level. Students exhibiting a strong need for additional support will be prioritized for summer school and for daily intervention both during the school day as well as in the afterschool program.

Data is also gathered on students' social-emotional health through daily check ins (which are managed by the counseling team) as well as anecdotal notes from teachers. This data drives interventions and supports for students such as check ins with a teacher/mentor or counselor, small group counseling, referrals to community partners, etc. All students will be provided with social-emotional support through tier 1 strategies such as morning meetings, SEL lessons, and community circles. Students exhibiting a need for additional support will be prioritized for summer school and for daily intervention for SEL.

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

Parents and guardians will be informed of supplemental instruction and support opportunities on an ongoing basis and based on program element and student need. All communication will be provided in both English and Spanish, as well as additional primary languages, as applicable.

### **Summer Bridge**

Parents will be informed of Summer Bridge through weekly parent newsletters sent out during the last weeks of the school year, as well as parent meetings including, but not limited to, Coffee with the Principal. Priority students, including McKinney Vento, Foster Youth, students 3 or more grade levels behind in math or ELA, and students exhibiting need for support with social-emotional or mental health, will receive additional outreach through invitations and phone calls from site teachers and/or office staff.

### **Intervention**

An intervention block will be built into the master schedule for the 21-22 school year for all students. This daily (Monday-Thursday) 45 minute block will allow students to get targeted intervention and designated language support. Families will be notified of the addition of an intervention block through beginning of year family information packets, Coffee with the Principal meetings, and beginning of the year family meetings such as back to school night. Parents and guardians of students classified as EL and receiving designated language support will be notified of both their EL status and participation in the program through a parent notification sent out annually. Student progress will be monitored in both intervention and designated ELD and will be shared regularly with families through progress reports, Dojo messages, and parent conferences.

### **After School Program**

Like Summer Bridge, parents will be informed of the afterschool program through weekly parent newsletter, as well as parent meetings including, but not limited to, Coffee with the Principal. Priority students, including McKinney Vento, Foster Youth, students 3 or more grade levels behind in math or ELA, and students exhibiting need for support with social-emotional or mental health, will receive additional outreach through invitations and phone calls from site teachers and/or office staff.

### **Integrated Student Supports**

Additional supports may also be provided through intensive instruction or support through a teacher, counselor or an instructional aide for students with identified additional need. Families will be notified of these supports on an individual basis through ongoing teacher communication, parent conferences, and progress reports.

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

Through information collected from stakeholders, Scholarship Prep Oceanside has determined that it will provide supplemental instruction and support to identified students in the following of the seven strategy areas outlined in *EC* Section 43522(b):

- Extending instructional learning time by providing summer bridge and offering after school programming including tutoring;
- Accelerating progress to close learning gaps through the implementation of small group intervention support built into the school day;
- Integrated student supports to address other barriers to learning; and
- Training for teachers on strategies to address students' social-emotional health and academic needs.

### **Key Components**

#### **Extending Instructional Learning Time**

Scholarship Prep Oceanside will extend instructional learning time in 2 ways. First, SP will provide a Summer Bridge program in summer 2021. Second, SP will offer After School programming including tutoring for the duration of the 21-22 school year.

#### **Summer Bridge**

Summer Bridge will run for four weeks for the month of July, and run daily during that time for four hours, from 8:15-12:15. The purpose of Summer Bridge is to extend learning opportunities over the summer to reteach and preview skills in ELA and math, foster social

emotional learning (SEL), and to provide creative outlets through electives projects. To run the Summer Bridge program, SP will utilize 4 teachers to plan academic lesson plans, 1 Instructor per every 20 students, 1 roving Instructor, and 1 Electives Instructor. A sample daily student schedule is listed below:

Time	Activity
8:15 - 8:45	Morning Meeting
8:45 - 9:00	Journaling
9:00 - 10:00	ELA Centers
10:00 - 10:15	Recess
10:15 - 10:45	Elective
10:45 - 11:45	Math Centers
11:45 - 12:15	Genius Hour

### After School Program

The after school program will run daily until 6:00 pm for families wishing to opt in. We would like to offer this opportunity to all students, however, if more families want to participate than we have capacity for, we will prioritize McKinney Vento, Foster Youth, students 3 or more grade levels behind in math or ELA, and students exhibiting need for support with social-emotional or mental health. The purpose of the after school program is to offer extended learning opportunities through homework help and tutoring, as well as time on adaptive software, and provide additional enrichment and support in arts and athletics. To run the after school program, SP will utilize instructional aides as well as elective teachers. A sample schedule is listed below:

Monday- Thursday						
3:00-3:15	Dismissal					
3:15-3:30	Check In and Snack					
	Advanced Electives 1	Advanced Electives 2	Aide 1- Lower Athletics (Full Time)	Aide 2- Lower Arts (Full Time)	Aide 3- Upper Athletics (Part time)	Aide 4- Lower Athletics (Part time)
3:30- 4:00	Group 1	Group 2	Recess (TK-K)	Recess (1-2)	Homework Support (3-5)	Homework Support (3-5)
4:00-4:30	Group 3	Group 4	Homework Support	Homework Support	Recess	Recess
4:30-5:15			Athletics (TK-K)	Arts (1-2)	Athletics (3-5)	Arts (6-8)
5:15- 6:00			Athletics (1-2)	Arts (TK-K)	Athletics (6-8)	Arts (3-5)

Friday								
12:15-12:30	Dismissal							
12:30-1:00	Check In and Lunch							
	AM Aide 1	AM Aide 2	AM Aide 1 (Full Time)	PM Aide 1 (Full Time)	PM Aide 2 (Full Time)	PM Aide 3 (Part time)	Aide 4 (Part time)	
1:00- 1:45	Tutoring/HW Help	Tutoring/HW Help	Floater/Support	Floater/Support	Tutoring/HW Help	Tutoring/HW Help	Tutoring/HW Help	
1:45-2:30	Genius Hour/Club?	Genius Hour/Club?			Genius Hour/Club?	Genius Hour/Club?	Genius Hour/Club?	Genius Hour/Club?
2:00-2:30	Recess	Recess			Recess	Recess	Recess	Recess
2:30-3:00	Online software	Online software			Online software	Online software	Online software	Online software
3:00-3:30			Athletics (TK-K)	Arts (1-2)	Athletics (3-5)	Arts (6-8)	Arts (6-8)	
3:30-4:00			Athletics (1-2)	Arts (TK-K)	Athletics (6-8)	Arts (3-5)	Arts (3-5)	
4:00-4:30								
4:30-5:00								
5:00-5:30								
5:30-6:00			Clean Up and Dismissal	Clean Up and Dismissal	Clean Up and Dismissal	Clean Up and Dismissal	Clean Up and Dismissal	

### Intervention Built into the Master Schedule and Integrated Student Supports

Scholarship Prep Oceanside will accelerate progress to close learning gaps through the implementation of small group intervention support built into the school day and providing integrated student supports to address other barriers to learning . During this intervention time students showing a need for small group and individualized support as illustrated by their academic data will receive extra support from teachers and Instructional Aides. Designated English language development will also be provided at this time. During this intervention time, each grade level will also have an additional support person in the classroom. This support will be provided by Instructional Aides and Electives Instructors.

A possible master schedule showing the intervention block is below:

A	B	C	D	E	F	G	H	I	J	K
	TK	K	1st	2nd	3rd	4th	5th	6th	7th	8th
8:15-8:30	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:30-8:45	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:45-9:00	Phonics	Phonics	Phonics	Phonics	CORE	CORE	ELECTIVES	ELECTIVES	CORE	CORE
9:00-9:15	Whole Group Reading	Whole Group Reading	Whole Group Reading	Whole Group Reading						
9:15-9:30	Whole Group Reading	Whole Group Reading	Whole Group Reading	Whole Group Reading						
9:30-9:45	Recess	Recess	Recess	Recess			NUTRITION	NUTRITION		
9:45-10:00	Recess	Recess								
10:00-10:15			Guided Reading	Guided Reading	CORE	CORE	CORE	CORE	ELECTIVES	ELECTIVES
10:15-10:30			Guided Reading	Guided Reading					NUTRITION	NUTRITION
10:30-10:45	Guided Reading	Guided Reading								
10:45-11:00			ELECTIVES	ELECTIVES	Lunch	Lunch				
11:00-11:15							CORE	CORE	CORE	CORE
11:15-11:30	Lunch	Lunch								
11:30-11:45			Writing	Writing	CORE	CORE				
11:45-12:00							Lunch	Lunch		
12:00-12:15	ELECTIVES	ELECTIVES							CORE	CORE
12:15-12:30			Lunch	Lunch						
12:30-12:45					CORE	CORE	CORE	CORE		
12:45-1:00	Math (Whole Group)	Math (Whole Group)							Lunch	Lunch
1:00-1:15			Math (Whole Group)	Math (Whole Group)						
1:15-1:30	Math (Intervention)	Math (Intervention)								
1:30-1:45			Math (Intervention)	Math (Intervention)	ELECTIVES	ELECTIVES	CORE	CORE	CORE	CORE
1:45-2:00	Recess	Recess								
2:00-2:15	Science/Social Studies	Science/Social Studies	Recess	Recess	NUTRITION	NUTRITION				
2:15-2:30										
2:30-2:45	Writing	Writing			Intervention/ELD	Intervention/ELD	Intervention/ELD	Intervention/ELD	Intervention/ELD	Intervention/ELD
2:45-3:00			Science/Social Studies	Science/Social Studies						

### Supporting Teachers in Meeting Students' Needs

Scholarship Prep Oceanside will provide support for teachers on strategies to address students' social-emotional health and academic needs through professional development (PD) and collaboration time. In addition to holding weekly Friday PDs, grade level aligned teacher collaboration has been built into the regular school day. Electives teachers provide the opportunity for teachers to be released during the school day for 45 min, 4 days a week to meet with their team to effectively collaborate and plan for both their tier 1 instruction, as well as tier 2 and 3 supports, including intervention lessons.

### How the Key Components Fit into the MTSS Framework

The components outlined above will work together as pieces of a comprehensive system of support to meet the needs of all students. This multi-tiered system of supports (MTSS), including the ELO components is outlined below. Students will receive increased supports based on need as determined by ongoing assessment data in academics, social emotional health, and behavior.

#### Tier 1- All Scholars

Teachers will collaborate during professional development time as well as during their common planning time (during electives) to plan data driven, engaging lessons for all students. All students will be regularly formatively and summatively assessed to ensure they are making progress in mastering standards. Tier 1 instruction and supports will be adjusted as needed to ensure teachers are providing *Best First Instruction*.

**Tier 2- Some Scholars**

Students showing a need for more support will receive additional intervention through their core classes through differentiation and scaffolding strategies, but will also receive opportunities for support through the intervention block and after school support.

**Tier 3- A Few Scholars**

Students showing a continued need for support outside of the tier 2 supports above may also receive more intensive support in the intervention block and/or after school such as individualized learning plans, additional scaffolds, and one on one support from a teacher or Aide.

**Planned Expenditures for Key Components**

**Instructional Aides**

Instructional Aides will support in Summer Bridge program, the intervention block, and the after school program providing direct support to students.

**Electives Instructors**

Electives Instructors will allow for grade-like planning time daily for teachers to collaborate and effectively plan for all learners in both their core classes and their intervention blocks.

**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
<b>Extending instructional learning time</b>		
1 FT Paraprofessionals (30k + F = 37.5k) (homeless)	\$ 37,500.00	[Provided when available]

Paraprofessional PT (21k)	\$ 84,000.00	[Provided when available]
<b>Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports</b>		
Electives Teachers	\$ 130,000.00	[Provided when available]
<b>Integrated student supports to address other barriers to learning</b>		
Paraprofessional FT (30k + F = 37.5k)	\$ 75,000.00	[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.

ELO funds are being used primarily to fund personnel to support with Summer Bridge, intervention, and after school as extended learning opportunities.

IPI funds are being used primarily to build up mental health and special education supports through the addition of a School Psychologist and a Lead Education Specialist.

ESSR funding is being utilized to support students more broadly through an IT tech to support with tech, online resources, and digital learning, and a Dean of Culture to support in building positive and safe school cultures as students come back.



## 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.





**Expanded Learning Opportunities Grant  
Executive Summary for Board Information  
May 2021**

The Expanded Opportunities Learning Grant (ELO) was authorized by Assembly Bill 86 in conjunction with In-Person Instruction funding to expand in-person instructional time and provide academic interventions and pupil supports to address barriers to learning and accelerate progress to close learning gaps. These one-time funds are available to Local Educational Agencies (LEA) through August 31, 2022. Grant funds are apportioned based on the LEA's local control funding formula plus \$1,000 per homeless student enrolled in the 2020-21 school year. On or before June 1, 2021, the governing board of an LEA receiving funds must adopt, at a public meeting, a plan describing the LEA's process for assessing the needs of pupils, the LEA's plan for informing parents of opportunities for supplemental supports, its plan for providing supplemental instruction and support, and how the LEA has involved parents and school staff in the development of the plan.

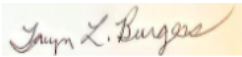
Grant funds may be used for:

- Extending instructional time by increasing the number of instructional days or minutes or providing summer school or intersessional instructional programs or other actions that increase instructional time or services,
- Accelerating progress to close achievement gaps
- Integrated supports to address barriers to learning
- Community learning hubs
- Supports for credit deficient pupils
- Additional academic services for pupils
- Training school staff on strategies including trauma-informed practices to engage pupils and families

At least 85 percent of the funds must be spent for providing in-person services for the allowable expenditures above. At least 10 percent must be spent to hire paraprofessionals with a priority on full-time paraprofessionals to provide supplemental instruction through the duration of the program, prioritizing English learners and individuals with exceptional needs. Up to 15 percent of the funds may be used to increase or improve services for pupils participating in distance learning or to prepare the LEA for in-person instruction.

Taryn Burgess

Board Secretary

Board Approval  (May 18, 2021)