



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.

The District engaged stakeholders throughout the 2020-21 school year to discuss providing instructional supports and interventions. After school started, the District sought input from the community to inform major portions of the District's instructional plan. Site administrators and school liaisons also reached out to families to encourage participation. Sherman Thomas Charter School held a Parent Advisory Committee (PAC) meeting to review and provide input on topics that included addressing learning loss, providing supports to students, and meeting the needs of struggling learners on August 7, 2020, and September 30, 2020.

Both meetings were accessible to the public. Meetings were made accessible virtually through Zoom so the public could access via electronic device or by phone call.

Additional surveys were conducted to gather concerns and present proposed actions during the winter and spring months. Stakeholder groups were asked to provide input regarding interventions and supports, including extended learning opportunities. During meetings with stakeholders, participants (migrant, ELD, homeless parents, board members, teachers, classified, and students) were asked to provide:

- Clarifying questions and/or comments;
- Input/suggestions for assessing and addressing learning loss;
- Supports for students who are struggling or have special needs;
- Supports for social and emotional well-being; and
- Access to technology.

The District's proposed actions to provide supports and accelerate learning for our neediest students was a primary topic at all meetings.

The following groups participated in surveys and/or feedback sessions, such as stakeholder input meetings:

District Administration/Principals Meeting – Ongoing through the school year.

Classified Staff Stakeholder Input Meeting -- 1/11/2021 and Surveys throughout the year.

Teachers Stakeholder Input Meeting -- Teachers provided feedback during regular staff meetings and surveys. 7/28/20, 7/31/20, 8/4/20, 8/21/20, 8/28/20, 9/4/20, 9/25/20, 10/9/25, 10/9/20, 10/16/20, 11/6/20, 11/13/20, 12/5/20, 1/11/21, 2/5/21, 2/12/21, 3/19/21, 3/25/21, 4/9/21

Community Stakeholder Input Meeting – Surveyed 6/18/20, 6/23/20, 7/5/20, 9/23/20, 9/30/20, 10/19/20, 1/11/21, 2/3/21, met April 27, 2021

Student Input Meeting – Surveyed in the classrooms, 2020, Spring 2021.

Parent Advisory Committee (PAC) Input Meeting -- April 27, 2021

District English Learner Advisory Committee (DELAC) Input Meeting – April 27, 2021

The Public Comment period ran from April 27-30. A draft of the Expanded Learning Opportunities Plan (ELOP) was made available to stakeholders by request at the sites and on the school website. Comments could be provided to school site administrators for consideration.

The ELOP submitted for Sherman Thomas Charter School's Governing Board approval was posted on the District's website and a link included in the Board agenda, posted 72 hours prior to the meeting.

Board Adoption – May 25, 2021

Submit to MCSS -- May 26, 2021

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

Using demographic data, enrollment and school records, information from community agencies, and staff or family recommendations, the District will identify which of its students meet one or more of the following criteria:

- Low-income students
- English learners
- Foster youth
- Homeless students
- Students with disabilities
- Students at risk of abuse, neglect, or exploitation
- Disengaged students
- Students who are below grade level

1. credit-deficient students
2. those who did not enroll in kindergarten in the 2020–21 school year,
3. other students identified by certificated staff

These identified students will be assigned priority to receive expanded learning program services during the regular school day and for the opportunity to participate in the District's expanded learning programs after school.

To determine which of those students need academic, social-emotional, and other supports, including the provision of meals and snacks, the District used the following process:

The NWEA assessment data from Winter 2020 was used as a baseline. NWEA assessments are included as academic progress indicators on the approved, verified data list adopted by the SBE in November 2020. Students were assessed again in Fall & Winter, 2020, to measure if there were continued learning loss due to opening schools with distance learning and using a hybrid model when students returned to school. The levels of performance that were measured by the assessment were equivalent to the SBAC Levels 1-4: "Level 4" (students who have exceeded standards); "Level 3" (students who have met standards); "Level 2" (students who have nearly met standards); "Level 1" (students who have not met standards).

Reading, Winter, 2021: Percentage "Met Standard Level 3" or "Exceeded Standard Level 4" and change in percentage from Winter, 2020

Overall -- (+15.5%)

Grade K -- (80%) (Baseline 2021)

Grade 1 -- (+55%)

Grade 2 -- (+50%)

Grade 3 -- (+22%)

Grade 4 -- (-8.3%)

Grade 5 -- (26.7%)

Grade 6 -- (+2.3%)

Grade 7 -- (+22.1%)

Grade 8 -- (-45.9%)

Performance by Reading Domain-Level, placing "Mid On-Grade or Above" and change from Winter, 2020

Overall the changes we saw from Winter 2019 to Winter 2020 were positive in most grades. We did see a decrease in Kindergarten students' overall achievement of around 20%. In the first and second grades, we saw growth of around 50% in each class. In third grade, we had growth of 22%, but in 4th grade, we saw a decrease of 8.3% in their overall reading scores. Fifth grade showed an increase in their reading scores of 26.7%, but sixth grade had very little change. 7th-grade show an improvement of 22% and 8th grade declined in their reading test scores. Learning loss areas we will be focusing on next year with our intervention teacher and our full-day paraprofessionals will be:

Kindergarten- Site Words, Vocabulary

1st grade -Foundational Skills in Reading, Language and Writing Skills, and Vocabulary.

2nd grade- Vocabulary Acquisition and Use & Informational Text

3rd grade-Informational Text

4th grade- Literature, Informational Text & Vocabulary Acquisition, and Use

5th grade- Not a certain deficit, so it will depend on the individual students.

6th grade- Informational Text

7th grade- Vocabulary Acquisition and Use

The District also looked at cohorts of students, comparing the current year to the same group's prior year results. The 2020 first and second-grade cohorts more than 50 percent of students scoring a "level 3" or "level 4" (15% to 55%). The percentage of the 2020 fourth grade cohort scoring at a "level 3" or "level 4" decreased 8.3%.

Since the foundation for reading success is laid in the early elementary years, this data underscores the need to provide additional supports and interventions for those students in future years. The district-wide improvement in students at "level 3" or "level 4" on grade level was 15.5 percentage points. Grades 4 and 8 results also indicate the need for supports and interventions, including expanded learning opportunities. Declines at certain grade levels and in all domains indicate areas of learning loss to be addressed.

Math, Winter, 2021: Percentage "Met Standard Level 3" or "Exceeded Standard Level 4" and change in percentage from Winter, 2020

Overall -- (+6%)

Grade K -- (+80%) Baseline 2021

Grade 1 -- (+15%)

Grade 2 -- (+4%)

Grade 3 -- (+10.5%)

Grade 4 -- (-12.5%)

Grade 5 -- (12.7%)

Grade 6 -- (-7.5%)

Grade 7 -- (+25.5%)

Grade 8 -- (0%)

Performance by Math Domain-Level, placing "Mid On-Grade or Above" and change from Winter, 2020

Overall the changes we saw from Winter 2019 to Winter 2020 were positive in most grades. In math, we did not see the same increases we saw in reading but still reached a small growth overall. We did see a decrease in Kindergarten students' overall achievement of around 20%. In first grade, we saw growth of around 15%. In second grade, we had a growth of 4%. In third grade, we had growth of 10.5%, but in 4th grade, we saw a decrease of 12.5% in their overall math scores. Fifth grade showed an increase in their math scores of 12.7%, but sixth grade had a decrease of 7.5%. 7th-grade show an improvement of 25.5% and 8th grade stayed the same in their math levels. Learning loss areas we will be focusing on next year with our intervention teacher and our full-day paraprofessionals will be:

Kindergarten- numbers, counting

1st grade -Measurement and Data, Number and Operations, Operations and Algebraic Thinking

2nd grade- Measurement and Data, Number and Operations, Operations, Algebraic Thinking, and Geometry

3rd grade-Measurement and Data, Operations, Algebraic Thinking, and Geometry

4th grade- Measurement and Data, Number and Operations, Operations, Algebraic Thinking, and Geometry

5th grade- Measurement and Data, Operations, Algebraic Thinking,

6th grade- Geometry and Operations & Algebraic Thinking

7th grade- Statistics and Probability, Real and Complex numbers,

The District also looked at cohorts of students, comparing the current year to the same group's prior year results. While it is understood that the cohorts change somewhat from year to year, the cohort comparisons for all grades are more indicative of learning loss for each group, except for current 7th graders compared to last year's 6th graders, which made a 25% improvement.

Teachers of Kindergarten and first-grade students will use additional reading assessments to identify strengths and areas of growth in word recognition vocabulary, phonemic awareness, and comprehension. Other assessments, oral and written, administered by teachers will be combined with the Rigby to identify skills and knowledge to be addressed. Expert teacher recommendations will also be strongly considered.

Preliminary examination of results confirms that the learning loss has occurred disproportionately in unduplicated pupil groups so that those data will be examined in more depth. Data from Rigby and Dibels, lesson pass rates, and other measures will be examined at grade level, classroom, and individual student levels. English Learners were given the ELPAC assessment, and those results will demonstrate language acquisition progress. Additionally, data from other local assessments, (NWEA Maps test), grade reports, and teachers' expert opinions will be considered in identifying participants' needs and planning instruction, supports, and interventions for the Expanded Learning Program, as will input from family members and the students themselves.

Student survey data, mental health referrals, and the expert knowledge of the District's school staff, and student health support staff will be used to identify students at risk of abuse, neglect, or exploitation and in need of additional social-emotional supports. Instructional staff and administrators will also assist in identifying students in need of those services.

The District recognizes that the pandemic and the subsequent impacts on students, staff, and families have created a need for social-emotional learning as an integral part of the curriculum of the expanded learning program and will ensure it is integrated into those opportunities.

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. Using the "intervention pyramid" as a reference point, academic and social-emotional supports will be part of instruction for all students, increasing as individual students are identified for more intensive supports.

Tiered supports for social-emotional learning will begin with all students participating in:

- *K-8 SEL Lessons delivered by the Classroom teacher. (NEARPOD)
- *Trauma-informed Dynamic Mindfulness strategies taught in physical education
- *Behavior program that targets positive reinforcement and engages every stakeholder
- *Positive routines are ingrained in every aspect of our school environment and practice
- *Positive Behavior Recognition Awards/Assemblies

The next tier will include:

- *Targeted behavior intervention groups led by the school site administrator
- *Student Support/Resource Center
- *Positive behavior Focused Intervention

At the most intensive level, the targeted intervention will be:

- *Behavior Plans
- *One-on-One Counseling/Psychologist
- *Behavior plan Intense Support

Integrated with those in a corresponding pyramid, academic supports will begin with all students participating in:

- *Good first instruction for all that targets essential standards, 21st-century learning, and standards-based curriculum
- * Site Principal and academic mentors will support teachers to enhance instruction
- *Viable assessment system is driven by essential standards that shape targeted instruction
- *Small group instruction provided by a teacher and driven by students' needs
- *Structured Intervention (scheduled daily) in grades K-8
- * Academic Achievement Awards/Assemblies

The next academic support tier will include:

- *Reading groups for ELA, Math, and ELD
- *After school tutoring for ELA, Math, and ELD
- *Systematic SSTs and 504 plans

At the most intensive level, the targeted intervention will be:
*One-on-One Intervention with Resource Teacher/Reading specialist.

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

As described above, 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, and other students identified by certificated staff were identified and prioritized to participate in the District’s expanded learning programs.

Using the described process of examining data and considering staff and parent recommendations, the students among the groups listed above were identified as in most need of services, and teachers submitted those names to school administrators. The families of those students were directly contacted, using a combination of phone calls and home visits, to notify their parents or guardians of the opportunity to participate in the afterschool program if they were not already participating. Parents of qualifying students were also notified through a broad array of online and other methods, including the Bloomz messaging app, phone calls, and parent-teacher conferences in the spring.

When the 2021-22 school year begins, parents will again be notified of the opportunities to receive expanded learning program services after school and also notified if their child is receiving supplemental instruction and support services during the regular school day.

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

Supplemental instruction and supports will be prioritized for:
Low-income students; English learners; Foster youth; Homeless students; Students with disabilities; Students at risk of abuse, neglect, or exploitation; Disengaged students; Students who are below grade level, those who did not enroll in kindergarten in the 2020–21 school year, and other students identified by certificated staff. Individuals eligible for these priority services will be identified as described in the second section above. The expanded learning program will include, but may not be limited to:

The instructional focus will be on:

- CA Content Standards Instruction will be focused on essential standards
- Reading and Writing
- Math with hands-on activities
- English Learner supports
- STEM/Art/Social Science/Readers Theatre/And More
- Outdoor play opportunities led by Sports for Learning

Teachers will have planning time and support to create engaging lessons to spark student interest, emphasizing having fun while learning. Learning acceleration opportunities will be integrated into lessons and also provided as discrete opportunities for students.

School Year Learning Recovery and Acceleration

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

- Increase Paraprofessionals placed in each classroom to provide small-group interventions and implement/ support RTI from 3.5 hrs. to 7 hrs daily.
- Teaching Fellows After School program tutors trained in Niroga Dynamic Mindfulness and Linda Mood Bell instructional strategies.
- Response to Intervention implementation.
- Social-Emotional Learning (SEL) program for each classroom through NEARPOD.
- Teacher planning, reviewing, and using data to close gaps

Integrated student supports to address other barriers:

- Coordination of integrated student supports
- Temporary half-day Instructional Coach to provide academic coaching to all new teachers and any staff desiring support.
- Summit Learning classes for parents
- Continue Hotspot internet for families in need

Additional academic services for students:

- Added half-day Special Education (RSP) aide to meet the needs and IEP goals of students on an IEP
- Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs with Niroga Dynamic mindfulness.
- Linda Mood Bell Reading strategies training for teachers and paraprofessional, In seeing stars, LIPS, and verbalizing and visualizing.
- Shurley English training for all academic staff.
- Bridges to Leadership training for the site administrator.
- SEL Training for School Staff through the Niroga Dynamic mindfulness

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	6,300	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	81603	
Integrated student supports to address other barriers to learning	19430	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	25668	
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	10,700	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Total Funds to implement the Strategies	143,701	

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

In as much as Elementary and Secondary School Emergency Relief Funds (ESSER) are federal categorical funds, they will be used to supplement, and not supplant, the activities being funded by the ELO grant. These uses may be for activities not covered by the ELO Plan, or to provide additional services not included, but complementary to the Plan, such as additional supports and interventions, contracted services to support students' social-emotional needs, professional development, or other activities. The determination of specific ESSER-funded actions may be based on needs that have been identified after the District has begun implementation of its expanded learning program activities and has monitored and evaluated those activities using students' progress data.

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
March 2021