

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.

As a part of San Juan Unified School District's continuous improvement efforts, stakeholder input has been collected throughout the school year as a part of the Local Control Accountability planning process and in response to the COVID-19 pandemic in the form of listening sessions, surveys and small and large group meetings.

The stakeholder groups engaged include:

Students	Families	Employees/Labor Groups
<ul style="list-style-type: none"> • Elementary, middle and high school students • Black Student Union • Foster youth/homeless • Latinx • Long-term English Language Learners (LTEL) • Refugee/Newcomer • San Juan Youth Voice Advocates (SJYVA) • Social Justice Youth Voice • Students with disabilities (SWD) • Students with a Voice (SWAV) 	<ul style="list-style-type: none"> • African American • American Indian Parent Advisory Committee • District English Language Advisory Committee (DELAC) • District-wide ThoughtExchange Survey • Family Leadership Academy • Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC) • Refugee/Newcomer • Superintendent Parent Advisory Committee (SPAC) • Spanish speaking families • Students with disabilities • Special Education Community Advisory Committee (CAC) 	<ul style="list-style-type: none"> • California School Employees Association (CSEA) • Division of Teaching and Learning (DTL) • San Juan Professional Educators Coalition (SJPEC) • San Juan Teachers Association (SJTA)

In addition to gathering stakeholder input, San Juan Unified is committed to developing, maintaining and expanding partnerships that offer students opportunities to engage, connect and contribute to their school and surrounding community. Each school site is unique and its needs are diverse, but through partnership, students benefit from a variety of programs that include, but are not limited to, after-school activities, mentoring, community service projects and internships. Community partners that have been engaged in this planning process include:

- Aerospace Museum
- Care Solace
- Carmichael Kiwanis
- Effie Yeaw Nature Center/American River Natural History Association

- Improve Your Tomorrow
- Local Recreation and Park Districts
- Project Optimism
- United College Action Network (UCAN)
- White House Counseling Center

Upon reviewing the input received from stakeholders and community partners, several high-level key themes emerged that were used to shape the Expanded Learning Plan:

- Differentiate academic and social emotional supports
 - More assistance during the school day
 - Additional certificated support
 - Additional classified support
 - Language support
 - More opportunities for before and after school supports
 - Academic supports to address learning needs
 - Social emotional development
 - Empower schools to develop and implement plans that are responsive to the needs of their unique community
- Increase mental health supports for students
- Increase credit recovery options for students
- Foster peer interactions, mentoring and community building
- Provide engaging, fun, real world experiences and opportunities for students

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

Students will be identified for supports and student needs will be assessed through the analysis of ongoing formative and summative assessments, teacher/administrator judgement and students’ grades/marks throughout the school year:

- Primary: Grades 1-2:
 - Reading: Teachers will monitor student learning through formative assessments embedded into the student’s daily instruction. The running record assessment will be given a total of three times throughout the year to measure growth.
 - Mathematics: Teachers will monitor student learning through formative assessments embedded into the student’s daily instruction. Student grades in all mathematics standards will be monitored using progress report and trimester grades.

- English Language Development (ELD): Teachers will monitor student learning through formative assessments embedded into the student's daily instruction. Student grades in all ELD standards will be monitored using progress report and trimester grades.
- Students With Disabilities (SWD): Teachers and specialists will monitor student learning through formative assessments embedded into the student's daily instruction. Student progress on goals will be monitored using Individual Education Plan (IEP) Progress on Goals report.
- Intermediate Grades 3-5:
 - Reading: Teachers will monitor student learning through formative assessments embedded into the student's daily instruction. The iReady assessment will be given a total of three times throughout the year two to measure growth.
 - Mathematics: Teachers will monitor student learning through formative assessments embedded into the student's daily instruction. The iReady assessment will be given a total of three times throughout the year to measure growth.
 - ELD: Teachers will monitor student learning through formative assessments embedded into the student's daily instruction. Student grades in all ELD standards will be monitored using progress report and trimester grades.
 - SWD: Teachers and specialists will monitor student learning through formative assessments embedded into the student's daily instruction. Student progress on goals will be monitored using IEP Progress on Goals report.
- Middle Grades 6-8:
 - Reading/ELD: Teachers will monitor student learning through formative assessments embedded into the student's daily instruction. The iReady assessment will be given a total of three times throughout the year to measure growth. In addition, student grades in their English class will be monitored using progress report and quarter/trimester grades.
 - Mathematics: Teachers will monitor student learning through formative assessments embedded into the student's daily instruction. The iReady assessment will be given a total of three times throughout the year to measure growth. In addition, student grades in their mathematics class will be monitored using progress report and quarter/trimester grades.
 - ELD: Student's performance in ELD classes will be monitored using progress report and semester grades.
 - SWD: Teachers and specialists will monitor student learning through formative assessments embedded into the student's daily instruction. Student progress on goals will be monitored using IEP Progress on Goals report.
- High Grades 9-12
 - English Language Arts (ELA): Student's performance in ELA classes will be monitored using progress report and semester grades.
 - Math: Student's performance in mathematics classes will be monitored using progress reports and semester grades.
 - ELD: Student's performance in ELD classes will be monitored using progress report and semester grades.

- SWD: Teachers and specialists will monitor student learning through formative assessments embedded into the student's daily instruction, progress reports and semester grades. Student progress on goals will be monitored using IEP Progress on Goals report.
- K-12 Social Academic Emotional Behavior Risk Screener (SAEBRS): MySAEBRS screener is available for support center staff to utilize to identify students who need additional support to be successful. Individual, group and class supports will be developed and offered to assist students as indicated by the results of the screener. Behavior and academic success are intimately connected and need to be intelligently addressed together. The SAEBRS is grounded in this conceptual model, which specifies that school success is predicated not just upon academic achievement, but also success within multiple inter-related behavioral domains. SAEBRS may be used to evaluate students' overall general behavior, as well as risk for problems within the following specific types of behavior:
 - *Risk for Social Behavior Problems*: Student displays behaviors that limit his/her ability to maintain age appropriate relationships with peers and adults.
 - *Risk for Academic Behavior Problems*: Student displays behaviors that limit his/her ability to be prepared for, participate in, and benefit from academic instruction.
 - *Risk for Emotional Behavior Problems*: Student displays actions that limit his/her ability to regulate internal states, adapt to change, and respond to stressful/challenging events.
- Other formative assessment practices

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

San Juan Unified educators use many ways to keep families informed of their student's progress. The reporting system includes report cards, assessments of student progress on academic standards, progress notices and individual and group parent-teacher conferences. Progress can also be monitored through the Parent Portal at www.sanjuan.edu.

Student and parent notification of supplemental instruction and support opportunities will be provided through teachers, counselors, site administrators and other school and district personnel. Schools will use channels of communication which include: back to school night, school and classroom newsletters, one on one conferences/phone calls, etc. Translation of such communication will be made available in a family's home language.

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

1. Extending instructional learning time:

Strategy: Expand summer programs. (universal, targeted)

Action	2021-22 Expenditures	2022-23 Expenditures
1.01 Expand Camp Invention: Add additional Camp Invention locations to provide kindergarteners through 8th grade with instruction focused on the development of problem solving and innovation skills, English language development and math skills through real life problem-based learning activities. Dyer-Kelly, Del Paso Manor, Grand Oaks, Greer, Kingswood, Starr King, Whitney, Arcade and Will Rogers. (2021 & 2022 Summer)	1,000,000 Title I	500,000 Title I 500,000 ESSER
1.02 Middle school high interest summer school courses and offerings: Offer high interest learning opportunities virtually for middle school students during the summer that are aligned to student need and interest. (2021 & 2022 Summer)	250,000 ESSER	250,000 ESSER
1.03 Implement science day camps: Partner with SMUD’s Museum of Science and Curiosity (MOSAC) to provide in-person summer camps. Students will engage in hands-on activities designed to ignite the imagination and build confidence in a variety of science topics. This program will be provided to 100 students from targeted, focused schools. (2021 & 2022 Summer)	83,000 ELO	83,000 ESSER
1.04 Implement Math Camps at high schools as a three-week summer school program focused on engaging students in high interest math activities. The program stresses a growth mindset with a group problem solving approach. The program serves as an alternative to IM1 support in the fall, however students of all levels are invited to participate. (2021 & 2022 Summer)	75,000 ELO	75,000 ESSER
1.05 Improve access to outdoor education: Provide a discounted registration fee for all Camp Winthers attendees and scholarships based on need. (2021 & 2022 Summer) Restore and maintain the camp facilities for the safety of students; fund the costs associated with running the summer camps for 2021 and 2022.	500,000 ELO	500,000 ESSER

1.06 Distribute literacy kits: All TK-K students attending Title I schools will receive a literacy kit. The project will include a virtual or in-person parent training. (2021 & 2022 Summer)	50,000 Title I	50,000 Title I
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Strategy: Provide before, during and after school programs. (targeted, intensive)

Action	2021-22 Expenditures	2022-23 Expenditures
1.07 Site allocations to address learning needs in core subjects or social emotional needs. (2021-2022 & 2022-2023 School Years (SY))	7,000,000 ESSER	7,000,000 ESSER

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

Strategy: Pilot Flex Schedule at secondary schools. (universal, targeted)

Action	2021-22 Expenditures	2022-23 Expenditures
2.01 The intent of the Flex Schedule is to provide 30 minutes of designated time within the secondary daily schedule to provide academic intervention, enrichment and social emotional support to all students. (2021-2022 & 2022-2023 SY)	2,700,000 ESSER	1,350,000 ESSER

Strategy: Expand instructional supports in classrooms. (targeted, intensive)

Action	2021-22 Expenditures	2022-23 Expenditures
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2.02 Allocate and expand certificated personnel to address learning needs in core subject area essential standards. (2021-2022 and 2022-2023 SY) *	8,000,000 ELO	8,000,000 ESSER
2.03 Recruit, hire, increase and retain Instructional Assistants (IA) to support TK-2 classrooms. (2021-2022 and 2022-2023 SY)*	8,000,000 ELO	8,000,000 ESSER
2.04 Increase and retain Bilingual Instructional Assistant (BIA) staffing and hours to provide primary language support as a scaffold while novice English learners acquire English so that EL students have access to core instruction. (2021-2022 and 2022-2023 SY)*	750,000 ELO	750,000 ESSER
2.05 Increase Cultural Broker staffing and hours to provide essential support to students and families arriving to the United States as immigrants or refugees. (2021-2022 and 2022-2023 SY)*	800,000 ELO	800,000 ESSER
2.06 Increase and retain IA staffing and hours to support students with disabilities within the classrooms. (2021-2022 and 2022-2023 SY)	1,300,000 ELO	1,300,000 Base
2.07 Purchase early literacy instructional materials, one per grade level to support daily, intensive, small-group instruction, as a supplement to classroom literacy teaching. (2021-2022 SY)	420,000 ESSER	
2.08 Purchase curriculum and materials to support early learning (ECE) and before and after school programs to support small group instruction as a supplement to classroom teaching in all core content areas.	100,000 ESSER	100,000 ESSER
2.09 Hire additional math teachers to implement co-teaching or class size reduction support in IM1. (2021-2022 and 2022-2023 SY)*	1,200,000 ELO	1,200,000 ESSER
2.10 Expand consulting teachers and peer facilitators to support new teachers. (2021-2022 and 2022-2023 SY)*	1,000,000 ESSER	1,000,000 ESSER
2.11 Contracts for professional development services focused on literacy and math instruction for certificated and classified instructional personnel.	1,000,000 ESSER	1,000,000 ESSER

Strategy: Provide tutoring services. (targeted, intensive)

Action	2021-22 Expenditures	2022-23 Expenditures
2.12 Expand K-12 IA and BIA hours to provide in person and virtual tutoring services to students outside of the school day (approx. 200 tutors). (2021-2022 and 2022-2023 SY)*	1,600,000 ELO	1,600,000 ESSER
2.13 Professional development in reading and math intervention for IAs and BIAs to provide tutoring services to students. (2021-2022 and 2022-2023 SY)*	100,000 ELO	100,000 ESSER
2.14 Recruitment, hiring and training of high school and college students to serve as peer tutors outside of the school day. (2021-2022 and 2022-2023 SY)*	100,000 ESSER	100,000 ESSER
2.15 Coordination and support of Expanded Learning services. (2021-2022 and 2022-2023 SY)*	350,000 ESSER	350,000 ESSER
2.16 Technology tools for tutors and other support staff.	500,000 ESSER	

Strategy: Expand School Partnership Projects. (universal)

Action	2021-22 Expenditures	2022-23 Expenditures
2.17 The intent of the School Partnership Project is to empower school sites in developing and implementing summer and school year programs in partnership with parents, community partners and across labor groups (including certificated and classified personnel). The goal is to create programs and opportunities that provide an engaging and culturally responsive learning environment that tends to the social emotional and/or academic needs of students. (2021 and 2022 Summer and 2021-2022 and 2022-2023 SY)*	1,000,000 ESSER	1,000,000 ESSER

3. Integrated student supports to address other barriers to learning:

Strategy: Expand social emotional and mental health support for students. (targeted and intensive)

Action	2021-22 Expenditures	2022-23 Expenditures
3.01 Hire summer school counselors and social workers to provide services based on need. Services may include: whole class social emotional learning (SEL) lessons; individual and small group sessions (social skills, anger management, cognitive behavior counseling, short term solution focused counseling); develop and support behavior plans and/or contracts; provide Restorative Practices support to either the whole class or small group; conduct home visits; connect families to resources; provide crisis response (suicide/risk assessments); schedule students into appropriate high school summer credit recovery programs. (2021 and 2022 Summer)	150,000 ELO	150,000 ESSER
3.02 Increase mental health therapists at White House Counseling Center to provide intensive one on one support for students needing mental health therapy or crisis response. (2021-2022 and 2022-2023 SY)*	740,000 ELO	740,000 ESSER
3.03 Hire mental health interns to provide social emotional, behavioral and mental health support to students in coordination with the White House Counseling Center. (2021-2022 and 2022-2023 SY)*	200,000 ELO	200,000 ESSER
3.04 Increase and retain staffing at support centers to respond to social emotional needs at school sites within a Multi-Tiered System of Support (MTSS) framework. (2021-2022 and 2022-2023 SY)*	1,000,000 ELO	1,000,000 ESSER
3.05 Increase and retain Social Emotional Support Technicians serving elementary schools to assist sites with identified student behavioral needs. (2021-2022 and 2022-2023 SY)*	250,000 ELO	250,000 ESSER
3.06 Continue Care Solace contract for services (2021-2022 and 2022-2023 SY)*	236,670 ESSER	

Strategy: Provide transitional support for incoming students. (targeted, intensive)

Action	2021-22 Expenditures	2022-23 Expenditures
3.07 Provide Camp Kinder, a kindergarten readiness program, for targeted students going into SJUSD kindergarten with no preschool experience. The primary focus is to help students and families with a smooth transition into the kindergarten classroom. Camp Kinder is held in the summer during the two weeks prior to the start of school. (2021 and 2022 Summer)	75,000 LCFF Supplemental	75,000 LCFF Supplemental
3.08 Provide a kindergarten to first grade summer boost: The purpose of this summer program is to extend kindergarten learning for students who have specific skill weaknesses/needs in order to boost readiness for first grade. The program includes areas of phonological awareness, specifically phonemic awareness, as well as instruction and practice in the areas of alphabet knowledge/phonics and math. (2021 and 2022 Summer)	375,000 ELO	375,000 ESSER
3.09 Expand Where Everybody Belongs (WEB) transition program at all middle schools to build climate and culture and support transitions for incoming students. (2021-2022 SY)	100,000 ESSER	20,000 ESSER

Strategy: Mentor targeted populations. (targeted, intensive)

Action	2021-22 Expenditures	2022-23 Expenditures
3.10 Expand partnership with Improve Your Tomorrow (IYT) Entrepreneurship Academy to implement workshops centered on leadership, strategy, design thinking, communication and exploration in business development. Outcomes include practicing applied mathematics, development of reading and writing skills, school connectedness and digital literacy. (2021 and 2022 Summer and 2021-2022 and 2022-2023 SY)	200,000 ELO	200,000 ESSER
3.11 Expand partnership with Project Optimism to implement mentorship sessions that focus on personal and professional development, strengthening leadership skills, college/career readiness, civic engagement, and 21st-century skills to assist with COVID-19 learning loss. This program creates a comprehensive support system that enhances students' academic achievement and overall social emotional well-being. (2021 and 2022 Summer and 2021-2022 and 2022-2023 SY)	350,000 CCEIS 150,000 ELO	500,000 ESSER

Strategy: Expand opportunities for student voice and peer mentoring. (universal, targeted)

Action	2021-22 Expenditures	2022-23 Expenditures
3.12 San Juan Youth Voice Advocates (SJYVA) are a team of high school students trained to facilitate a qualitative data collection process that authentically engages students in district and school improvement efforts with training and consultation from community partners, Innovation Bridge, and support from site advisors. Funds will be used to enhance this program to add on a peer mentoring and training component. (2021 and 2022 Summer and 2021-2022 and 2022-2023 SY)	100,000 ESSER	100,000 ESSER

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

Strategy: Expand West End Support and Technology (W.E.S.T.) services. (targeted, intensive)

Action	2021-22 Expenditures	2022-23 Expenditures
4.01 Expand W.E.S.T. support for west end schools to include community building, academic supports and elimination of barriers to learning. (2021 and 2022 Summer and 2021-2022 and 2022-2023 SY)	200,000 ELO	200,000 ESSER

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

Strategy: Implement high school credit recovery options. (targeted)

Action	2021-22 Expenditures	2022-23 Expenditures
5.01 Implement extended year intersession programs that will provide students the opportunity to complete courses for credit and show proficiency. (2021 and 2022 Summer)	150,000 ELO	150,000 ESSER
5.02 Implement independent study credit recovery programs to students who need to recover credits in an independent study format. (2021 and 2022 Summer)	200,000 ELO	200,000 ESSER
5.03 Implement site-based credit recovery for students who need to recover credits in a traditional instructional model at their school of enrollment. (2021 and 2022 Summer)	250,000 ELO	250,000 ESSER
5.04 EL newcomer credit recovery: EL summer school will provide 280 SJUSD EL students in high school the opportunity to recover credits lost due to the COVID-19 pandemic. Priority will be given to Newcomers. (2021 and 2022 Summer)	300,000 ELO	150,000 Title III/CalNew 150,000 ESSER
5.05 Long Term English Learners (LTEL) credit recovery: EL summer school will provide 140 SJUSD EL students in grades 6-12 the opportunity to recover from the COVID-19 pandemic. (2021 and 2022 Summer)	100,000 Title III 100,000 ELO	100,000 Title III 100,000 ESSER
5.06 Credit recovery for students who are homeless or foster youth: Targeted students are provided with opportunities to recover credits, including additional support from counselors and social workers, including monitoring and personal check ins. Homeless and foster youth students may also participate in all credit recovery programs offered to all students. (2021 and 2022 Summer)	68,000 Title I	68,000 Title I
5.07 Purchase district APEX license to expand school year access to online credit recovery curriculum tools. (2021-2022 and 2021-2023 SY)	218,000 ESSER	218,000 ESSER

Strategy: Improve college eligibility. (targeted, intensive)

Action	2021-22 Expenditures	2022-23 Expenditures
5.08 Expand partnership with UCAN to include a one-week summer bridge program for incoming seniors to work on their college portfolios in preparation for their attendance at the annual HBCU Recruitment fair in September. The portfolio will include college essays, letters of recommendation, financial aid information, SAT prep and support on the college application process. (2021 and 2022 Summer)	90,000 ELO	90,000 ESSER
5.09 Expand school year services with UCAN to include additional schools served, adding 10th grade at all sites to the students served and adding additional services including weekly check-in and study hall opportunities in order to help them get back on track. (2021-2022 and 2022-2023 SY)		
5.09 Increase the number of targeted high school students who successfully complete 9 units of college coursework through dual enrollment.	25,000 ELO	25,000 ESSER
5.10 Continue Equal Opportunity Schools partnership to ensure students of color, EL and low income students have equitable access to A-G/AP opportunities. (2021-2022 and 2022-2023 SY)	150,000 ELO	150,000 ESSER

6. Additional academic services for students:

Strategy: Implement assessment instructional tools. (universal, targeted)

Action	2021-22 Expenditures	2022-23 Expenditures

6.01 Utilize iReady, a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed in elementary through middle school. By connecting Diagnostic data and Personalized Instruction, iReady reduces complexity and makes differentiated instruction achievable in every classroom. iReady will be used in the summer and fall to assess students and then deliver online lessons that provide tailored instruction and practice for each student to accelerate their growth. (2021-2022 and 2022-2023 SY)*	762,227 ELO 43,773 ESSER	806,000 ESSER
6.02 Utilize iXL in grades 9-12, to assess students and deliver lessons that provide tailored instruction and practice for each student to accelerate growth. (2021-2022 and 2022-2023 SY)*	400,000 ESSER	400,000 ESSER
6.03 Renewal of instructional technology tools (2021-2022 school year only).	214,552 ESSER	

7. Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs:

Strategy: Provide staff professional development *aligned to district priorities*. (universal)

Action	2021-22 Expenditures	2022-23 Expenditures
7.01 18 additional hours of professional learning and collaboration for all SJTA members around trauma informed practices, social emotional learning, social justice standards, and/or instructional strategies. (2021 Summer, 2021-2022 SY)	3,750,000 ESSER	
7.02 18 hours of professional learning for CSEA members in direct instructional support of students in trauma informed practices, social emotional learning, culturally responsive practices and/or reading and math instructional support strategies. (2021 Summer, 2021-2022 SY)	300,000 ESSER	
7.03 12 hours of professional learning for CSEA, Teamsters, Supervisors, SJAA, SJPEC, Confidential and Unrepresented groups aligned to the 8 Point Commitment for Educational Justice (2021 Summer, 2021-2022 SY)	1,000,000 ESSER	

*Identifies actions that are planned and budgeted for the 2023-2024 school year using ESSER funds.

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	[\$ 658,000.00]	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	[\$ 21,250,000.00]	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	[\$ 3,065,000.00]	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	[\$ 200,000.00]	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	[\$ 1,265,000.00]	[Actual expenditures will be provided when available]
Additional academic services for students	[\$ 762,227.00]	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social emotional health and academic needs	[\$ 0]	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	[\$ 27,200,227.00]	[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.

As noted in the above LEA's plan description for implementing the strategies, the ELO grant is being paired with federal Elementary and Secondary School Emergency Relief (ESSER) funds to implement the full scope of the plan over a two-year period (2021-2022 and

2022-2023). In addition, there are some actions annotated with a “ * ” indicating that the actions will continue for a third year (2023-2024) using ESSER funds.