



Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Merced County Office of Education	Cindy Gentry Coordinator, Student Programs	cgentry@mcoe.org (209) 381-6788
	Maria Duran-Barajas Director, Special Education	mbarajas@mcoe.org (209) 381-5136

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.

MCOE gathered information from various stakeholder groups through the use of virtual meetings, surveys, or direct phone contact. The information collected included ideas, preferences, and concerns moving into the 2021-22 school year.

Valley Community Schools & Juvenile Hall:

The Valley Schools and Juvenile Hall gathered information from the Leadership team which includes the Student Programs director, coordinator, school site principals, the school psychologist, after school program advisor, certificated staff, classified staff, members of the bargaining units, families, and students, through the use of surveys, direct phone contact, or Zoom meetings during the development of the ELO grant plan. Our program also began committee work across programs within the Educational Services Department to conduct an extensive needs assessment. This committee includes assistant superintendents, directors, coordinators, program advisors, supervisors, certificated, classified staff, and members of the local bargaining unit. The committee prioritized needs in five areas and is now making a plan to begin work on coordinating resources to meet those needs. The surveys sought feedback in the supplemental instruction and support strategies sections being offered from school staff, parents, and families, and students. After analyzing stakeholder feedback and discussions with the Leadership team, our program has identified the following strategies to be implemented with our grant allocation: extending instructional learning time, accelerating progress to close learning gaps through implementation, expansion, or enhancement of learning supports, integrated student supports to address other barriers to learning, additional academic services for students, and training for school staff to address students' social-emotional health and academic needs.

Merced County Special Education:

The Special Education Department gathered information from key stakeholders, including the MCOE Special Education Leadership Team which includes the Assistant Superintendent, Directors, and Coordinators. Key stakeholders also included certificated staff, classified staff, and parents. The input was gathered from stakeholders through surveys, direct phone contact, or Zoom meetings.

When gathering input from MCOE staff, the Assistant Superintendent facilitated a conversation and asked for input on the seven supplemental instruction and support strategies focused on in the Expanded Learning Opportunities (ELO) Grant.

For parent input, a short survey was developed, and parents were randomly selected and called to answer the survey questions. The survey asked parents to prioritize the use of the ELO grant funds in the areas of extended instructional learning time, learning/academic services, and staff training. Parents were also given the opportunity to provide their input on what they considered areas of need in the education of their child. The MCOE Special Education Administrative Team also participated in the same survey.

Based on the information provided by the key stakeholders, two areas have been identified for use of the ELO grant funds: 1) Extended instructional learning time; and 2) accelerating progress to close learning gaps through the implementation, expansion, and enhancement of learning supports.

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

Valley Community Schools & Juvenile Hall:

School staff including teachers, paraprofessionals, counselors, student advocates, mental health clinicians, campus liaisons, and site administrators will help in identifying students who need additional supports in the areas of academics, social-emotional, and other supports including meal service. School counselors meet with seniors to discuss individual learning plans and areas of credit deficiency to make a plan for credit recovery and a recommendation for summer school. A survey was sent out to students to gather interest in summer school, with the offer of both academic classes for credits and enrichment opportunities. The results of our local benchmark assessments conducted three times a year, the statewide assessments, our Reading Inventory assessment specifically for our English Learners, and teacher recommendations will help determine the offerings of supplemental tutoring services and supports by determining areas of academic

deficiencies that must be addressed for each student. We are currently conducting our school climate survey with our staff and students to determine areas we can focus resources for increased student engagement and involvement and social-emotional learning supports. Our school sites are also conducting student empathy interviews to obtain feedback on what it is students need to be successful in their return to full-time in-person learning. Our schools will follow a multi-tiered approach in identifying needs and providing interventions or services.

Students will be identified and assessed for additional learning supports through a multi-tiered approach. Since our Valley Community Schools and Juvenile Court Schools enroll at-promise students, the first tier provides multiple supports based on student need from the referring district. This includes determining student needs based on academic progress and performance, social-emotional well-being, and identifying barriers to learning. The second tier applies more targeted supports and utilizes input and recommendations from school staff, which include the teacher, Instructional Support/Paraprofessional, counselor, office support, and the site administrator input. All staff is included to identify student needs based on the Whole Child Model and identify additional supports in the areas of academics, social/emotional, behavioral, and other aspects including support for basic needs (i.e., meal service). Data utilized by staff include grades, number of credits (high school), attendance, and performance on teacher-created or curriculum-embedded assessments. Additionally, anecdotal evidence from one-on-one meetings with staff provides additional feedback not captured in the previous data. The third tier involves intensive supports for students when previous interventions are not successful and may include community resources and referrals. We have measures in place to identify students' academic needs including local benchmarks assessments, reading inventory for ELs, and a referral for the intervention process. For students with exceptional needs, IEP meetings will continue to be held to determine if progress has been made towards goals. The identification for supplemental supports would be continually monitored by the IEP team during progress monitoring checks.

Merced County Special Education:

Students and student needs will be identified through a multi-step process. First, students will be identified as part of the Individualized Education Plan (IEP) process. The IEP process identifies the needs of students through formal academic assessments such as curriculum benchmark assessments and CAASPP assessments (SBAC/CAA/ELPAC), formal psychological and social/emotional/behavioral assessments, and informal assessments such as teacher observations.

Goals are then developed from formal and informal assessments. Progress on goals will be used to measure student progress. Quarterly benchmark assessment data will also be used to determine student progress.

The data from assessments, teacher and staff observations, and progress on goals will be the basis for the identification of students and their needs. Ongoing daily discrete trial practices, ongoing teacher observations, and quarterly benchmark assessments will be used to continually assess for progress and future needs of students. In addition, this same data will be the information that will determine the needs of the students during expanded learning opportunities such as Extended School Year (ESY).

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

Valley Community Schools & Juvenile Hall:

Parents and guardians of students identified as needing supplemental instruction and supports will be informed by their child's school site counselor, principal, teacher, and/or instructional assistant through phone calls. We will also use Parent Square to inform families of any opportunities they may be interested in for their child for summer learning in addition to the regular school year. Interest surveys were sent out to all students and families to earn academic credits over the summer and participate in enrichment activities to build relationships and foster connections.

Merced County Special Education:

Parents and guardians will be informed of the opportunities for supplemental instruction and support at a student's IEP meeting and/or through direct communication from the teacher to the parent. In addition, parents will be informed of the ESY schedules and additional extended activities that will be made available to students during July 2021 and July 2022.

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

Valley Community Schools & Juvenile Hall:

After reviewing stakeholder feedback and consulting with our Leadership team, our program will implement five strategic areas:

In Extending Instructional Learning time and Integrated Student Supports, our program will conduct an extended summer school for 7 weeks in 2021 and 2022 instead of 4 weeks. Students will have the opportunity to make up or earn academic credits towards graduation and be able to access tutoring services for additional support. We will also offer enrichment opportunities for students to provide more engaging learning experiences and to (re)build relationships and connections with peers and their teachers. We will employ teachers, support staff, campus liaisons, office staff, and tutors during both summer terms. The enrichment opportunities will include STEAM activities, educational field trips, project-based learning, art, theater, and music, guest speakers in social-emotional learning, and more. Transportation will be provided for students to attend in person for summer school and we will have student meals and snacks for those attending.

In the area of Accelerating Progress to Close Learning Gaps, we plan to hire paraprofessionals from our local Expanded Learning Program to tutor students during the summer terms and throughout the next two school years to provide academic learning supports in the areas of identified student needs. We also plan to hire an employee to coordinate activities and interventions in the area of supplemental instruction and supports for students.

In Integrated Student Supports, we will use funds to support the re-opening of our outdoor school learning program and to provide health services for students. Student advocates will be provided to two school sites in partnership with a local community agency, Valley Crisis Center for social-emotional wellness support.

In Additional Academic Services for Students, we will use funds to partner with our College and Career Program for resources and to offer Career Technical Education opportunities for our students to enroll in, which will complement our regular instructional program.

In Training for School Staff, our plan is to hold a summer professional development retreat for all staff in July. During this week, staff will be offered to participate in professional development training in the following areas that were prioritized based on surveys and a needs

assessment: PBIS and Restorative Practices, Resilience Coaching, and curriculum training. We will also have additional professional development opportunities throughout the school years.

Additional learning supports will be provided through a multi-tiered approach. Students identified in Tier I through diagnostic and assessment data will access the general supports offered to all students which include weekly teacher meetings, support classes, and tutoring. Academic work will be done in the core curriculum. Social-emotional needs will be provided through staff and peer support.

Students identified in Tier-II as needing targeted support will have a plan developed to determine how to support their area of need (based on the data presented). The plan will include on-site support such as one-on-one or small group tutoring, additional time with instructional support specialists, and daily check-ins with staff. Enrichment activities such as workshops will utilize staff to provide guidance that will support student's academic and social-emotional needs (i.e., study habits, scheduling, interpersonal skills, etc.).

Students in Tier III who need intensive supports will have a plan developed by a designated school team. Students in this tier will have intervention resources provided by more specific staff such as the school counselor or psychologist for Tier III social/emotional issues. Academic support will be provided by instructional staff based on a learning plan developed. Daily mandated check-ins with assigned staff will ensure the student's needs are being regularly monitored and addressed. We will use a system of referral in our student information system to track interventions implemented.

With the implementation of this learning recovery plan, we will provide supplemental instruction and supports in social and emotional well-being to student groups including, at a minimum: low income, English Learners, foster youth, homeless, students with disabilities, students at risk, disengaged students, and those who are below grade level and/or credit deficient and at risk of not graduating.

Merced County Special Education:

Once students' needs are identified per the process listed in the prior section, activities and strategies will be developed to offer students during Extended School Year (ESY). During previous years, ESY was offered to students five days a week, four hours per day for 20 days. During these challenging times due to school closures, the MCOE Special Education Department will be increasing the ESY school day from four hours to six hours, four days a week and one day a week will continue to be four hours to allow an afternoon for professional development and teacher preparation. The increase of student hours will be in place for ESY 2021 and ESY 2022. The Extended Learning Opportunities Grant funds will be used for the salaries of certificated and classified staff working during the extended school year to ensure that our students with special needs receive quality and consistent extended learning time and support from highly qualified staff.

The extended hours for ESY will also provide students the extra time to work on their IEP goals and academic activities. The extended hours will also support the social and emotional well-being of the students by allowing them time to socialize with their peers and participate in physical activities.

The extended hours will also provide teachers and staff additional time to work with and assess the progress and learning gaps of their students, which will allow for more efficient and effective planning for the following school year.

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	999,403.00	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$214,743.00	
Integrated student supports to address other barriers to learning	\$158,643.00	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	0.00	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	0.00	
Additional academic services for students	\$400,000.00	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$63,000.00	
Total Funds to implement the Strategies	\$1,835,789.00	

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

Merced County Office of Education is coordinating our Expanded Learning Opportunity grant funds with other federal ESSER funding received by braiding the costs of implementing programs and providing staff to ensure support to students in a safe learning environment is realized. This includes access to core online curriculum, access to technology services and equipment, providing outdoor learning spaces, staffing to support social-emotional learning needs, improving indoor air quality by increasing air circulation and filtration, personal protective equipment and supplies, and COVID-19 testing of staff and students. Merced COE will ensure expenditures applied to grant funding is within allowable fiscal requirements.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

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

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov or lcff@cde.ca.gov

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the

supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.

- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

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

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

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

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

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

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

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

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
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