



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.

Merced Scholars Charter School (MSCS) gathered information from the following stakeholder groups through the use of surveys: administrative staff, certificated staff, classified staff, parents, and high school students. The surveys sought feedback from stakeholders on the current and additional supplemental instruction and support strategies the school is offering. The surveys asked for input on the seven supplemental areas of the expenditure plan for the Expanded Learning Opportunities Grant. The school also participated in committee work across programs within the Educational Services Department to conduct an extensive needs assessment. This committee included Directors, Coordinators, program advisors and supervisors, certificated, and classified staff. The committee prioritized needs in five areas and is now making a plan to begin work on coordinating resources to meet those needs. Additional information was gathered and discussed during school staff meetings.

After analyzing stakeholder feedback, MSCS has identified the following strategies to be implemented with our grant allocation: extending instructional learning time through an extended summer school program; accelerating progress to close learning by providing additional tutors, tutoring times, and teacher small group support; integrated student supports including after school programs; supports for credit deficient students through the addition of a formal class and time for credit recovery; and training for school staff to address students' social/emotional health and academic needs.

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

Students will be identified and assessed for extended learning opportunities through a multi-tiered approach. The first tier identifies students based on academic progress and performance. The pre- and post-test results from reading and math diagnostic tests will be used to assess student academic levels and growth in the 20-21 school year. Additional information from local and state assessments will be used to determine areas of academic deficiencies that must be addressed for each student.

The second tier utilizes input and recommendations from school staff, which includes teachers, Instructional Support/Paraprofessionals, the counselor, office support, and the site administrator. All staff are 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), and performance on teacher created/curriculum embedded assessments. Additionally, anecdotal evidence from one-on-one meetings with staff provide additional feedback not captured in the previous data.

The third tier identifies the needs of students based on stakeholder surveys. Summer school and school climate surveys gathered feedback directly from students and families in regards to social/emotional well-being, academic support needs, and enrichment opportunities.

The results of all three tiers will help to determine summer school offerings, supplemental tutoring, and workshops to support student needs and improve overall student engagement.

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

Parents and guardians of students identified as needing supplemental instruction and supports will be informed by their child's personalized learning teacher first. The school counselor and instructional support staff will follow up with emails and phone calls to provide additional information and encouragement for these opportunities. Also, the school communication system Parent Square will inform families of any opportunities they may be interested in for their child. Further, the school website will provide announcements on the opportunities available.

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

MSCS has identified five areas to implement supplemental instruction and support. The school will continue our partnership with our sister program in providing students with summer school, but the summer program will be conducted for seven weeks instead of four in 2021 and 2022. Tutoring services will be expanded to provide support in accelerating progress and closing learning gaps. Enrichment opportunities during the summer and throughout the 2021-22 school year will be provided to reconnect students with the school and especially peers. Such opportunities will include field trips, workshops in the arts, project-based activities utilizing the maker space, and guidance and college and career readiness. Throughout the year, opportunities for social/emotional development workshops will be provided. Professional development opportunities will be provided to staff during the summer that will focus on supporting students social/emotional needs, resilience coaching, and curriculum development.

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, workshops, and

tutoring on a volunteer basis. 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 mandated on-site support such as one-on-one or small group tutoring, additional time with instructional support specialists, daily check ins with staff, and mandatory workshop attendance. 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 Student Study Team (SST). 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 by the SST. Daily mandated check ins with assigned staff will ensure the student’s needs are being regularly monitored and addressed.

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	38,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	39,000	
Integrated student supports to address other barriers to learning	11,323	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	0	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	20,000	
Additional academic services for students	0	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	6,000	
Total Funds to implement the Strategies	114,323	

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

MSCS 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 for students in a safe learning environment. This includes access to high quality curriculum and supports, access to technology services and equipment, safe and upgraded learning spaces, staffing to support academic and 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. MSCS 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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