

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 ELO Stakeholder Meeting 4/20/2021
- AB 86 Stakeholder Input Survey (Parent, Teacher, Administrator, Classified)
- Hanover Survey 2021

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

- Students will be identified utilizing the MAP growth data in ELA and Math.
- School sites who qualify for Title 1 funding (District wide)

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 will be notified via our Blackboard communication messaging systems as well as Peachjar digital flyer delivery, website, social media platforms, and phone messaging.

Designated school sites will be providing opportunities for students enrolled in the selected schools and will reach out to their communities specifically.

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

Manteca Unified School District committed early on to bringing our students safely back to school to ensure our students had access to educational opportunities.

Our students have been back 50% from November 2020- March 2021 and beginning March 2021 we have transitioned students back on campuses for full day instruction 4 days a week. This opportunity to be in a classroom setting, with their regular classroom teacher has been a return to some normalcy for the educational community, with our eye firmly on supporting the needs of our students. We will continue to serve our students with Social Emotional supports, Behavioral Supports and Academic Supports through the remainder of this school year, this summer, into the future.

*We have designed summer programming to focus on the students with the greatest academic need. MUSD (Manteca Unified School District) **Summer Academy** will serve students who achieved low RIT scores and have regressed or shown little growth from Winter to Spring on our diagnostic measure. (NWEA MAP in ELA or Math). These in person learning opportunities are designed to engage the students in projects and immersive experiences to encourage collaboration, thought and maximum learning during our 24-day program. All MUSD students will continue to have access to **Exact Path**, a digital platform using students MAP assessment scores to create an individualized pathway to support continued growth towards mastering grade level standards over the summer. Our high school students will be able to engage in a **Grade Repair** program for 9th and 10th graders who failed Algebra or English this summer in an in person immersive experience to build their skills to be more successful in their future Math and English courses and recover units. In conjunction with other designated programs MUSD will be providing several supplemental and enrichment opportunities to be available to students in areas of STEM, Migrant Education, Indian Education, Kindergarten Bridge, 11-12th grade Credit Recovery and Extended School Year for Special Education students experiencing regression. Additionally, school sites have developed site specific plans to work with groups of students prior to the beginning of the 2021-2022 school year.*

*Beginning in May 2021 and continuing through the 2021-2022 school year we will be providing **professional development** surrounding **trauma** informed classroom practices; how to identify our own trauma and how to help children/teenagers of trauma cope in the educational setting. Before a child/teen can be ready to learn, we need to create an environment where students feel safe and included.*

*Additionally, ongoing focus and **professional development** will be provided on literacy across grade levels and content areas. Literacy is the foundation of all subject areas and the ability to scaffold information for struggling readers no matter their age, is a necessary skillset.*

*Manteca Unified School District's Multi-Tiered System of Support is focused on **Tier 1 Inclusive Academic Instruction** and our plan for the 2021-2022 school year is to leverage ALL staff in support of this mission. Additional paraprofessionals in classrooms will afford teachers opportunities to focus on small group instruction and providing differentiated learning opportunities for students. The addition of Instructional Specialists at each K-8 school site to help develop teachers' capacity to use data to inform teaching practices for designing and implementing Tier 1 prevention and supplemental supports for ALL students in the general education setting. For high school settings, PLC's will be focusing on the development of a plan to coordinate a tiered system of support for academics and social emotional learning with the use of MAP assessment data and administrative support.*

*MUSD is creating opportunities at each high school to provide a teacher during the school day for **credit recovery** programs. Students will be able to utilize an elective period to remediate a course if other options do not fit their personal schedules.*

*To further support our students and families, we will be identifying and creating family wraparound services at specific sites to provide students who are having trouble with attendance and behavior due to **trauma and family instability**. This program provides support to students, the school community, and families with the intended focus on getting students to school and helping them navigate the school day successfully by providing resources and support directly to families.*

At MUSD Student learning is our focus. We will continue provide a safe, standards based and supportive environment to help ALL students achieve progress toward grade level mastery by monitoring data, supporting learning opportunities provided during the school day, and creating programs to support educational opportunities beyond those boundaries.

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			\$4,628,000	\$ 1,428,390
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports			\$7,0007,000	\$ 5,890,008
Integrated student supports to address other barriers to learning			\$ 3,016,200	\$ 8,332,604
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports			\$ 510,000	\$ 427,637
Support for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility			\$ 100,000	\$ 87,834
Additional academic services for students			\$ 770,000	\$ 628,984
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs			\$ 1,000,000	\$ 541,674
Total Funds to implement the Strategies			\$ 17,031,200	\$ 17,337,131

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

MUSD Executive cabinet, inclusive of all departments within our LEA have coordinated and are leveraging all the different funding sources to be intentional with the use of each, to ensure the needs of students and staff are met and we are not duplicating efforts.

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.

Instructions: Plan Requirements

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

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

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

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

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

Fiscal Requirements

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

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

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

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

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

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

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

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

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

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

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

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

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

Instructions: Expenditure Plan

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

Complete the Expenditure Plan data entry table as follows:

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

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

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

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

California Department of Education
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