California Department of Education
March 2021

**Expanded Learning Opportunities Grant Plan**

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| **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.

Since the onset of the COVID-19 pandemic and school closures, Manzanita has engaged in conversations with stakeholders regarding concerns, prioritizing supports, and developing a plan to mitigate potential learning loss. Manzanita has a parent-run, parent-elected school board and they are consistently involved in every aspect of developing school policies and plans. Parents, students, teachers, and board members have insisted that an engaging summer program should be a key element of our Expanded Learning Opportunities Grant Plan.

In March 2021, approximately 64% of our parents completed a survey that included options for expanded learning. Families interested in participating in a summer program were mostly interested in math and English support, as well as opportunities for supervised and structured, engaging social activities. The survey results were consistent with ongoing conversations among all stakeholders.

Considering the improvements related to the county COVID-19 cases, more families have expressed interest in having their students participate in an in-person summer program. On a more recent survey, in which data is still being collected, twice as many families have expressed that they would like our summer program to have a high-focus on intentionally designed opportunities for social engagement and study trips as those interested in math and/or ELA support.

In addition to parent and student input, staff members have had ongoing discussions regarding expanded learning opportunities. Conversations have focused on progress monitoring data, student engagement during remote learning, teacher observations, and conversions with families and students. Staff members unanimously agree that the summer program will need to be a balance of academic support for math and English combined with enrichment activities that strategically provide opportunities to support emotional and social development. Staff also suggests that academic support in ELA and math will need to be provided as part of a before and/or after school program for the upcoming 2021-2022 school year, with additional in-class support for targeted students. Since Manzanita has a total of 92 students enrolled, incoming parents will need to be engaged in more specific planning for the 2021-2022 instructional program.

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

Manzanita Charter Middle School will continue to focus on equity in access and closing learning gaps while providing a nurturing, family-like school culture. In order to support all students and learning needs, multiple data sources will be used to identify students who meet any of the following criteria:

low engagement (e.g. not consistently attending remote classes, not participating while attending remote and in-person classes, not consistently completing assignments, failing one or more classes, students with chronic absenteeism, etc.); ELLs; socio-economically disadvantaged students; foster and homeless students; students with disabilities; students at risk of abuse, neglect, or exploitation; or performing below grade level. Students referred for support by parent/guardian and/or certificated staff will also be identified as meeting the criteria for expanded learning.

Some of the data sources which are currently used and/or will be used are as follows: Imagine Learning CCSS math and ELA screening, progress monitoring assessments, and diagnostic assessments; summative state assessments; student and parent/guardian surveys; certificated staff recommendations; attendance and engagement monitoring; grades; curriculum benchmark assessments; CALPADS; and student/parent request. 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 informed using various platforms: OneCall English/Spanish voice messages; text and/or email (when possible); school website; parent attended and run board meetings; U.S. Postal mail; pick-up/drop-off; and via students and teachers.

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

Supplemental instruction and support will be provided through hiring qualified and/or certificated personnel for the summer programs, before/after school tutoring support, paraprofessional in-class support, additional assessments and curriculum for targeted interventions that focus on math, ELA, and SEL. Supports will also be provided for science and history, as needed. Assessments will be used to help determine need and monitor progress of closing learning gaps. In addition, staff will be provided with professional development to support program and curricula implementation, social-emotional learning, effective instructional frameworks and practices, and culturally responsive teaching.

**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.

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| **Supplemental Instruction and Support Strategies** | **Planned Expenditures** | **Actual Expenditures** |
| Extending instructional learning time | [$ 40,000] | Certificated and Classified staff for summer programs (2021 and 2022) and after and/or before school tutoring; Study Trip costs; Program Materials; nutritious snacks and meals |
| Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports | [$ 20,000] | Counseling Services; screening and diagnostic assessments; teacher training; mental health/counseling support |
| Integrated student supports to address other barriers to learning | [$ 12,009.00] | Paraprofessional staffing and strategic multi-tiered student support |
| Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports | [$ 0.00] | [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 | [$ 0.00] | [Actual expenditures will be provided when available] |
| Additional academic services for students | [$ 0.00] | [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 | [$ 5000.00] | Training for implementing SEL program and expanded support  |
| Total Funds to implement the Strategies | [$ 0.00] | [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.

ELO grant funds are being coordinated with ESSR funding to enhance program support and provide ongoing enrichment activities to students. ESSR funds are being used to create a lower student-to-teacher ratio in core classes and create ‘flex’ classes for MTSS and movement. ELO funds will be used to support these efforts by expanding support beyond the regular class day, provide paraprofessional support for targeted students, enhance enrichment opportunities that support social and emotional development, and to effectively support teachers through additional professional development.

**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:
	1. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
	2. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
	3. 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 support.
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 support 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.

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