

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.

Throughout the 20-21 school year, MESD met with families, teachers and school staff through Town Halls, principal coffees, staff meetings, board meetings, and Return to In-person meetings and learned about the successes and challenges students were experiencing during at home learning. These opportunities provided first hand information about the needs of students and staff as we returned to in-person learning. When we learned about the Expanded Learning Opportunities Grant, school and district leaders reviewed the stakeholder feedback collected in these listen and learn sessions against the seven supplemental instruction and support strategies and created surveys for staff and parents to collect additional feedback. Feedback informing the plan follows.

Extending instructional learning time.

Nearly 50% of families surveyed reported being somewhat to extremely concerned about their students' academic growth right now. School leaders and staff provided feedback on draft plans to deliver summer programs, expanded enrichment and add school days to the calendar.

Accelerating progress to close learning gaps.

Parents contacted school leaders during the school year to ask for additional academic supports and school staff referred an increasing number of students to interventions like reading specialist groups.

Parents surveyed about expanded learning opportunities, ranked summer school and academic supports (tutoring) as choice number 1. Union leadership, Board members, and school leaders provided feedback on developing additional professional development days in the 21-22 school calendar and to add twice monthly professional learning collaboration (PLC's) meetings for staff.

District community partners, including Legarza and Boys and Girls Club provided suggestions of optimum tutoring and extended day programming to provide supports to students including before and after care for academic support. Union leadership, including MEA and CSEA and school leaders surfaced the need for more targeted tutoring and support for students leading to the hiring of 5 certificated and 5 classified personnel to address student needs

Integrated student supports to address other barriers to learning (health, counseling, mental health, meal programs, before and after school, or programs to address trauma and referral to support family or student needs.

Nearly 50% of parents reported being somewhat to extremely concerned about their child's social-emotional well being right now.

School staff were surveyed on priority needs for students and ranked social emotional needs of students high with 41% of respondents naming it their first choice.

Millbrae Education Foundation (MEF) and COE experts suggested mental health supports for students who experienced trauma as a result of the pandemic.

Community learning hubs.

Community learning hubs were considered and explored to meet the needs of MESD students, but stakeholder feedback did not rank this as a necessary strategy since 100% of students have access to in-person learning as of March 2021.

While 40% of families remain in distance only learning in spring of 2021, current plans for 100% of families to return to school in Fall 2021 make learning hubs unnecessary.

Supports for credit deficient students.

MESD, as an elementary school district, does not have credit deficient students.

Additional academic services for students (diagnostic, progress monitoring, and benchmark assessments of learning)

Executive cabinet and teacher leaders have recommended full implementation of the MESD assessment calendar and additional administration of DRA assessments and language assessments to ensure timely mid-course corrections for students.

Training for school staff on strategies.

The Curriculum Advisory Committee (CAC) which meets every other month has reviewed student achievement data, staff evaluation feedback and survey results and recommended additional training for MESD staff in culturally responsive practices.

A committee of staff who attended English Learning Strategy training (EL Rise) recommended extensive staff training in English language development and strategies to support English learners in accessing content.

School leaders and school staff have surfaced anecdotally and through a survey in the fall following training on trauma informed processes, the need to offer additional training to staff and programming to address students' social-emotional needs.

Student scores on local assessments (STAR and DRA) reveal uneven progress for students across the districts. This follows 2019 California Dashboard Data showing MESD students declining in English language arts SBAC scores. Board members and union leadership reviewed these results and recommended training and capacity building to improve these results.

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

MESD students who qualify for free and reduced meals, students who are English learners, students with disabilities, students in the foster youth program and students experiencing homelessness will be prioritized for expanded learning opportunities including summer programs and academic supports.

Assessing the needs of students: The MESD assessment matrix details the universal assessments given to all students by grade level and student group. This includes ESGI for Kindergarten, STAR Renaissance assessment in ELA and Math to monitor student learning, as well as Diagnostic Reading Assessments (DRA), interim CAASP tests, tasks and grades and reading and math curriculum assessments to monitor academic performance. English language development for English learners is measured by ELPAC and ADEPT. Student engagement is assessed using the California Healthy Kids Survey, attendance and behavior records, and counselor records. Multiple indicators are collected and monitored for students using a tiered approach. For instance, Reading Specialists, ELD Tutors, and additional support staff funded through this grant (5.0 certificated staff and 5.0 classified staff) will conduct and support assessments for targeted and intensive tiered supports. A Coordinator of Multi-tiered System of Support (MTSS) will help develop the monitoring system and work with school leaders, Teachers on Special Assignment (TOSA's) and teachers to collect and review the indicators.

A social worker is being hired to assess additional students' needs in order to link students to additional services or supports. Care Solace, a mental health resource accessed by MESD in 20-21, provides metrics and assessments to inform additional service needs.

MESD school leaders, district leaders, and Teachers on Special Assignment will review school level programmatic indicators including student attendance, academic performance, teacher and parent referrals, and language proficiency progress to further prioritize students should space become limited in programs. Leveraging the district Data Warehouse, Datazone, and the Center for Learning Analytics at the SMCOE will support monitoring at the district level to allow for timely midcourse corrections for students needing additional support.

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 of the opportunities for supplemental instruction and supports using the communication processes that have allowed us to maintain strong communication during the pandemic. MESD has established strong communication with our community and families through frequent emails from the Superintendent, weekly newsletters from the schools, Town Hall meetings, principal coffees, Board meetings and text messages from both the district and schools. Additionally, MESD adopted a new web-based, text friendly application we have used with families for wellness checks in the return to in-person learning. This tool has proved helpful in communication with parents and guardians. We also launched a new communication friendly website using Blackboard. Both of these communication tools allow us to provide timely communication with our families in the languages of our families. In addition to advertising opportunities open to all, school staff (leaders and teachers) and district office staff from Education Services (ELD tutors, Reading Specialists, and TOSA's) and student services staff (school psychologists, counselors, and education specialists) will contact individual families to ensure student groups and individual students we have prioritized (low income, English learners, Foster Youth, Homeless, students with disabilities, etc.) are enrolled in the appropriate supplemental instruction and social emotional supports.

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

MESD plans to use the Expanded Learning Opportunity (ELO) Grant Funds under EC Section 43521(b) to implement a learning recovery program that provides expanded learning opportunities including supplemental instruction (including summer school, tutoring, and interventions), support for social and emotional well-being, enrichment programs, and meals and snacks. We will prioritize students who are low-income, English learners, foster youth, students with disabilities, etc. Below we detail our planned activities under the 5 qualifying strategies.

Strategy 1: Extending Instructional Time: Instructional time will be increased in minutes and days through summer programming, before care and after care. Specific activities funding the ELO are detailed below.

Summer School and Enrichment Programs in Summer 21 and Summer 22. This includes programs for students grades 1-8 and Kindergarten jumpstarts at two elementary schools.
Increased staffing for early learners to meet unique student learning

Strategy 2: Accelerating Progress to Close Learning Gaps:

Hire 5.0 paraprofessionals to provide supplemental instruction and support

Hire a 1.0 ELD Coordinator to provide additional support to English Learners through assessment and program implementation

Add 2.0 Professional Development Days to the district calendar 21-22 and 22-23 to provide teacher training without impacting instructional time to accelerate learning strategies and effectively addressing learning gaps

Additional staff to support students in reading, English language development and math supported through the In-person learning grant

Strategy 3: Integrated Student Supports:

Provide Legarza Sports and Activities (Enrichment programs) to all students to help mitigate the impact of long isolation from their peers.

Hire a 1.0 Social Worker to match students needing additional services including referrals for support for family or student needs
Meals and Snacks in the summer nutrition programs will be provided through the USDA waiver

Strategy 6: Additional Academic Services:

Partial funding for a Coordinator of Multi-tiered System of Support (MTSS) to ensure tiered supports for priority student groups

In-person learning grant funds provide for the hiring of 5 FTE certificated staff (long term substitutes) to provide assessments and interventions to students

Strategy 7: Training for School Staff:

Contract with expert in Mental Health to provide teacher training in Trauma Informed Practices, development and implementation of a SEL and mental health screener

Staff training in administration of assessments and research based best practices for interventions will be provided by additional staff funded through the in-person learning grant

Training in best practices for English learners to be provided through EL Rise using Title III resources.

This plan will be provided through a program of engaging learning experiences in a positive climate through a reboot of the MESD Positive Behavior and Intervention Support (PBIS) program, use of the District SEL curriculum (Second Step), and deliberate efforts detailed in our LCAP and SPSA's to increase and celebrate staff and student attendance. The district has hired new school leaders and has planned a summer retreat to develop kick off plans to support addressing the social, emotional, and academic needs of staff and students. Additionally, engaging programming provided by community partners including Boys and Girls Club and Legarza Sports and the addition of Computer Science will provide enrichment for students and instructional time before and after school.

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	\$350,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$752,693	
Integrated student supports to address other barriers to learning	\$202,375	
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	\$63,000	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$10,000	
Total Funds to implement the Strategies	\$1,378,068	

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

MESD is blending and braiding ELO grant funds with in-person grant funds and additional Elementary and Secondary School Emergency Relief Funds received to offer comprehensive enrichment programs, learning recovery, teacher training, and other integrated student supports beginning Spring '21 through Summer '22. Examples of how funds are being coordinated can be found in our description of supplemental instruction and support in section 4 of this grant proposal. In addition to the programs, services and training detailed under the 5 strategies, MESD is adding a program specialist to support inclusive practices for students with disabilities in the general education classroom. Students with disabilities learning recovery will need specialized supports, therefore the position will help in identifying those supports. ESSER resources will fund the position. MESD also plans to use ESSER resources for Math training for staff and additional counseling supports for students.

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, <mailto: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 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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