



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 contents of this plan has been developed in collaboration with all stakeholder groups which include students, parents, teachers and staff. Feedback through our embedded processes throughout the year have helped guide our approach to developing a learning recovery program to support our students with supplemental instruction to mitigate learning loss. Our plan will also provide support for their social and emotional well-being. We have sought out feedback and input in the development of our Learning Continuity and Attendance Plan, our LCAP and the development of our hybrid instructional model. Stakeholder groups have provided valuable input and ideas on how to continue to support our highest need students. This may include our low income, English Learners, Homeless and Foster Youth, Students with Disabilities, students at risk of abuse, neglect or exploitation, students with chronic absenteeism and students who are below grade level.

Through our weekly process of support staff meetings, students with the highest need are discussed along with implementing interventions to continue to support their growth. We have been able to gather trends to address in the development of this plan. In addition, our comprehensive monitoring process, Resiliency Monitoring, served as way to identify our highest need students for summer session as well as provide insight into our overall programmatic needs.

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

Our highest need students were identified through our comprehensive monitoring system, Resiliency Monitoring. Our administrative team along with our support staff, which include school counselors, special education staff and general education teacher discuss student's academic and social emotional growth. Our Low Income, English Learners, Homeless and Foster Youth, and Students With Disabilities are also monitored closely as part of this process. In addition, weekly support staff meetings occur to discuss high need students and to implement interventions to support them in their area of need. The needs of our students will continue to be assessed through these systems and through the use of available formative academic data in addition to monitoring attendance, behavior and engagement.

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

We will continue to use multiple modes of communication in keeping our parents and families informed of the opportunities for supplemental instruction and support. Through the course of this year, we have utilized layered communication to make sure that our school community is kept up to date with valuable resources and information pertaining to school. Our teachers serve as a great source of communication directly with families through their own communication tools, virtual conferences and phone calls. We will also continue to use our school websites, our weekly newsletter and school messenger to get information to our parents and guardians. In addition, we have multiple public forums occurring throughout the school year to provide information to our parent community including: our monthly Charter Board meetings, DELAC meetings, Parent Council and Community Council meetings.

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

Mueller and Bayfront are committed to supporting students and mitigating the learning loss due to COVID 19. We will pay specific attention to our highest need students in all of our critical subgroups including: English Learners, Low Income, Homeless and Foster Youth, Students With Disabilities and At-Risk students. As part of our supplemental instruction and support, we plan on implementing the following actions, services and programs to supplement the work we are already doing in this area:

1. Extending Instructional Time:

- Mueller and Bayfront have historically invested in 15 extra instructional days in comparison to district schools with a total of 195 instructional days in comparison to district schools at 180. We will maintain these additional days.
- Mueller (TK-6) will continue Intersession week to provide small group support and intervention for students with identified academic need.
- Summer School opportunity will be provided for TK-12 students with 15 additional days of instruction provided to our highest need students.
- We are adding 5 additional days to Administrators to implement and provide support for the Summer School program.
- We will continue to provide student access to supplemental programs through the summer. (i.e Achieve, Imagine, IReady).

2. Tutoring or other one on one small group learning supports:

- Mueller and Bayfront will contract an additional 10% more time for paraeducators and instructional assistants that will provide additional instructional support to students (i.e. additional support to English Learners and Students With Disabilities).

Educator Training:

- Mueller and Bayfront restored two additional professional learning days to further support teachers and staff in addressing learning gaps.
- Professional training for teachers and staff will continue and may include topics related to addressing learning gaps, data analysis, supporting English Learners, social emotional learning and trauma informed care.

3. Integrated student supports to address other barriers to learning:

- Mueller/ Bayfront will continue to provide school based counseling services for students and families to address student trauma and social emotional growth and learning.
- We will provide referrals for outside counseling and/ or mental health services.
- We will continue to provide school meals to students participating in summer school and provide resources for families in need of food assistance.

4. Community Learning Hubs:

- We will continue our ATHlead contract, which will provide after school enrichment for our students.
- We will be contracting with ARC (high school provider), which will provide experiential learning outside of the regular school day. This may include intersessions, weekends and summer sessions.
- We will be looking to add portables to add more space to accommodate our students for Bayfront Charter High School.
- We will continue to finds ways to provide access to technology for students.

5.Supports for Credit Deficient Students to Complete Graduation or Grade Promotion Requirements:

- Bayfront will continue contract with Ingenuity to provide credit recovery opportunities for high school students via computerized platform.

6. Additional academic services for students:

- Mueller and Bayfront will continue to collect assessment data for our students to monitor progress and to develop interventions. We will continue to monitor our critical subgroups (EL'S, Homeless & FY, Low Income, SWD and at risk students) carefully to provide the appropriate interventions.

7.Training for school staff on strategies to engage students and families in addressing students' social-emotional health needs and academic needs:

- Provide training and support strategies for staff in the areas of social-emotional health and trauma informed practices.

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	250,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports		
Integrated student supports to address other barriers to learning	50,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	725,000	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility		
Additional academic services for students	115,692	
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	1,150,692.00	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures

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

Mueller operates under a School-wide program with close to 80% of our students qualifying for free and reduced lunch, so we will continue to the implementation of our programs and services. The ELO grant funds will serve as a supplement to these existing programs. Administrators have been meeting weekly to discuss funds very strategically to meet the needs of our students during this time. We are using the most restrictive dollars first in the most restricted ways. AB86 funds (in person and extended learning grant) is being used primarily for extended learning and supports. Portions of these funds have been or are being utilized for the implementation of our in person programs including our Distance Learning Support Program(TK-8) Mueller Community Support Program (TK-8) and BRAC Program(9-12). These programs were implemented in September prior to the start of our hybrid model to support our highest need students on campus. Our hybrid model began in the spring of 2021 increasing the numbers of students in person on campus. As part of the the program on our TK-8 site, we contracted with the ATHLead program to provide additional after school enrichment for our students. ESSR and CARES funds will be used to enhance supports within the traditional educational program. Our LCAP, SPSA and Learning Continuity Plan specifically target interventions and support for our subgroups including Low Income, Foster Youth& Homeless, English Learners and Students with Disabilities.

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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