



AGENDA ITEM COVER PAGE

Meeting Date:	May 25, 2021
Agenda Item:	Request Approval of the Expanded Learning Opportunities Grant Plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports.
Responsible Staff:	Todd Lile, Superintendent Sheryl Sisil, Assistant Superintendent of Educational Services
Agenda Placement:	New Business
Effective Dates:	6/1/2021
Item Status:	New Item
Background:	<p>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.</p>
Rationale:	<p>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:</p> <ul style="list-style-type: none"> • 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. <p>For purposes of this requirement</p> <ul style="list-style-type: none"> • “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.
Fiscal Impact:	<p>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.</p> <ul style="list-style-type: none"> • 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.

MUSD BOARD APPROVED: MAY 25, 2021
MOTION NO. 172-2020/21
DOCUMENT NO. 344-2020/21

- 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.

\$14,635,611.00 - Expanded Learning Opportunities Grant

\$1,569,957.00 - Expanded Learning Opportunities Grant - Paraprofessionals

Community Compact Core Values

These questions frame our decisions when considering expenditures and initiatives. We want our budget, programs, and priorities to be aligned to our vision, mission, goals, beliefs, and values to ensure we're moving the district in a positive direction our community and trustees believe in and support.

X	Equity Before Equality Will this prioritize Equity?	X	Student Centered Is this focused on students' needs?	X	Collaborative Culture Will this facilitate a collaborative culture?
X	Excellence for All Will this promote excellence for all?				
	Learning Organization Will this further the development of our learning organization?	X	Community Relationships Will this foster and deepen relationships with our community partners?	X	Results Oriented Will this be measured effectively and results oriented?

HONESTY + COMPETENCY = TRUST

Madera Unified Strategic Goals

Check the LCAP Pillar supported by this item.

X	Pillar 1: Equitable access to rigorous high-level programs	X	Pillar 3: Safe and healthy environments for learning and work
X	Pillar 2: Data-driven professional learning and collaboration	X	Pillar 4: Strong relationships with families and community

Governing Board of Trustees' Goals

X	Clarity and Consistency at All Levels	X	Excellence in All Things
X	Changing Perceptions & Mindsets of Staff and Community		

This item complies with the following Board Policy(ies) and Board Bylaw(s):

BP 0400 Philosophy, Goals, Objectives and Comprehensive Plans

This items fulfills/complies with Board Policy through the following ways:

The Superintendent or designee shall develop comprehensive plans for the implementation of the district's vision and goals, on specific policy topics and on other areas as required by law. As appropriate, comprehensive plans may describe, but not be limited to, anticipated

MUSD BOARD APPROVED: MAY 25, 2021
MOTION NO. 172-2020/21
DOCUMENT NO. 344-2020/21

short- and long-term needs, measurable outcomes, priorities, activities, available resources, timelines, staff responsibilities, and strategies for internal and external communications regarding the plan.

Superintendent's Recommendation to the MUSD Governing Board of Trustees:

The Superintendent recommends the Board approve of the Expanded Learning Opportunities Grant Plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports.

ATTACHMENTS:

Description

ELO Grant

**MUSD BOARD APPROVED: MAY 25, 2021
MOTION NO. 172-2020/21
DOCUMENT NO. 344-2020/21**

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
MADERA UNIFIED SCHOOL DISTRICT	SHERYL SISIL, ASSISTANT SUPERINTENDENT OF EDUCATIONAL SERVICES	sherylsisil@madera.usd.org (559) 675-4500

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 support, 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.

<p>Madera Unified School District sought input from the community hosting an informational presentation to the Parent Advisory Committee (PAC) on April 14, 2021, and the District English Learner Advisory Committee (DELAC) on May 3, 2021. After the presentation, the PAC and DELAC was provided with a stakeholder engagement survey to complete in English or Spanish.</p> <p>The survey was also shared with students classified as Foster Youth and Families in Transition to complete.</p> <p>A total of 102 surveys were submitted between 4/14/21-5/3/21. Results of the survey below.</p>
<p>Summary of Feedback from Parents</p>
<p>1st Choice - Which of the seven supplemental instruction and support strategies do you find most important? 30% of respondents chose supplemental instruction and support strategy number one.</p>

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.
- “I feel that children lost so many instructional days and minutes in person due to Covid, any time that children can take advantage of any type of extended instructional learning is a wonderful thing.”
 - “This school year is shorter than previous years added summer school all students this year 2021”
 - “Online school has been very short and insufficient”
 - “Kids need in person instruction more than anything. School should be Mon-Thur 8-4”

2nd Choice - Which of the seven supplemental instruction and support strategies do you find most important?
26% of respondents chose supplemental instruction and support strategy number two.

2. Accelerating progress to close learning gaps through 1 on 1 tutoring, learning recovery programs and educator training.
- “There are many children who struggle in a group setting, but can thrive with 1-1 tutoring. I have been a part of a program in San Jose Unified and it works to boost all areas of learning!”
 - “I think it is important to accelerate student learning to help close the learning gaps, but in order to do that I believe that teachers need additional training to implement best practices. I also feel that there are many students who will need more than traditional accelerated classroom instruction and may benefit from learning recovery programs or 1 on 1 tutoring.”
 - “Some kids don’t learn well among distractions and will perform better in 1 on 1 situations.”

Summary of Feedback from Staff

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

Madera Unified School District will utilize our local Student Information System (SIS) to identify students by using demographic data, enrollment and school records, and staff and/or family provided information. Utilizing these resources the district will identify all students meeting one or more of the following criteria:

- Low-Income students
- English Learner students
- Foster Youth
- Homeless students
- Students with Disabilities

- Students at risk of abuse, neglect, and/or exploitation
- Disengaged students
- Students who are at risk due to a lack of academic success during Distance Learning
 1. Credit Deficient students
 2. Students at risk of not graduating
 3. Students who did not enroll in Kindergarten in the 2020-21 school year
 4. Students in K-6 who are performing below grade level on the district administered benchmark assessments (NWEA MAP Assessments)

The identified students will be prioritized to receive additional academic and Social and Emotional Learning (SEL) services during the summer of 2021 and the upcoming 2021-22 school year. MUSD plans to provide an in-person summer learning program at each of its 27 school sites. The 18 elementary school sites will be focused on re-engaging students and providing activities which will foster and build teacher and student relationships. Each of the Middle Schools will also be providing summer learning opportunities...Our three comprehensive high schools will be providing both in-person and online instruction for all students needing to recover academically. Each high school will offer three sessions daily, each session will be three hours, two sessions will be in-person and one session daily will be online.

In order to identify students who need targeted assistance and support to address learning gaps, the district will utilize Northwest Evaluation Association (NWEA) MAP Growth and MAP Reading Fluency assessments to measure student proficiency and growth in the areas of reading, language, and mathematics. These performance monitoring tools provide schools and teachers with accurate, actionable evidence to help plan for differentiated instruction and target intervention support based on the needs of each student or groups of students.

NWEA MAP assessments will be administered three times during the school year to benchmark individual student growth toward expected learning goals, support appropriate adjustments to intervention services and inform instructional planning. The NWEA assessment data will also serve as a means to evaluate the effectiveness and impact of district initiatives and/or strategies implemented to address student learning needs.

The district will use additional assessment tools to identify the needs specific to our English Learner population. The MUSD Language Matrices will be used to monitor the oral language development of EL students while the HMH Reading Inventory will be used to measure EL student growth in inferential reading comprehension. This data set in conjunction with the NWEA assessment information will provide school leaders and teachers with a comprehensive understanding of the learning needs specific to our English Learner students.

In elementary schools, schools will be utilizing research-based intervention solutions for reading: Lexia Core5 (K-5) and Lexia PowerUp Literacy (Grade 6) and mathematics: NWEA MAP Accelerator (Grades 3-8), teachers will be able to monitor student progress and intervene on a weekly basis.

In secondary schools, schools will utilize research based intervention solutions and also examine student grades, credit deficiency, additional local assessment data, and other measures to be determined at the grade level, classroom, and individual student levels.

The district will disaggregate assessment data based upon the specific student subgroups outlined in the grant in order to monitor subgroup progress, make programmatic adjustments, and identify areas in need of professional development. The Madera Learning System, the district accountability system for school site leaders will set school level and individual student goals for growth and achievement in academics using both local and state assessment measures.

Student survey data, mental health referrals, and expert knowledge from the the Student and Family Support Services Department will be used to identify students at risk of abuse, neglect, or exploitation, and in need of additional SEL support. The district will also rely on school site administration and staff to assist in identifying students who may be in need of additional SEL services. There is no doubt that this pandemic has shown the need for social emotional learning as an integral part of the curriculum and the expanded learning program will help ensure it is integrated into every student's educational experience.

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

As explained above in the previous question, students who are low-income, English Learners, foster youth, homeless, students with disabilities, students at risk of neglect, abuse, or exploitation, disengaged students, and students who are below grade level, including but not limited to, credit deficient students, students receiving multiple D or F marks, high school students at risk of not graduating, and others identified by staff will be prioritized and enrolled to participate in the District's Expanded Learning Opportunities programs.

Using the described process above for examining student data and also considering staff and parent recommendations, students who are identified as most in need of support academically as well as emotionally will be contacted directly either by phone or in-person, to notify the students and also their parents/guardians of the opportunity to participate in the districts expanded learning program(s) being offered during the summer and also before and after school beginning in the fall of 2021.

Parents of identified students will be notified through the Parent Square digital application, and other digital and hard-copy methods.

As this school year draws to a close and the 2021-22 school year begins, parents will again be notified of the opportunities afforded their student(s) to receive supplemental services for both academics and emotional wellness through participation in the programs offered through the Expanded Learning Opportunity grant. These programs will be offered before school, during school, and after school in order to best meet the needs of our students and their families.

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

Next school year will look different than any that came before it. As a result of the COVID-19 pandemic, children in MUSD will need even more opportunities for differentiated, high-quality learning, even stronger relationships with the adults in their school, and even more streamlined access to social-emotional support. These needs are even more deeply felt in our lowest-income communities by our families of the greatest need.

At the same time, with the infusion of substantial federal funds and a near universal call for change, the next school year presents an unprecedented opportunity for doing school differently.

In Madera, this means creating a “school experience” that includes rich, diverse course offerings and personalized attention for students. It also means re-thinking the teaching job in fundamental ways, with more time for planning and collaboration to make it possible for teachers to extend and deepen their impact.

PROPOSED SUPPLEMENTAL INSTRUCTION AND SUPPORT STRATEGIES	
ACTIONS/STRATEGIES	DEPARTMENT
<p>Extended Instructional Learning Time</p> <ul style="list-style-type: none"> ● Supplemental Instructional Materials and Digital Resources ● Elementary Summer School (11-14 days) ● Middle School Summer School (14 days) ● High School Summer School (14 days) <ul style="list-style-type: none"> ○ Credit Recovery for students who are credit deficient ○ Credit and Course Recovery for non-graduates ● Additional periods offered in high school (0 and 7th period) to allow for students to access additional opportunities for credit recovery. ● Expansion of After School Program supports in Elementary School(s) to provide one-on-one tutoring services ● Collaboration with the John Wells Community Center to provide a STEAM Summer Camp (K-6 Foster and FIT) ● Summer Enrichment Program - Migrant Education ● One-on-One tutoring services offered in the home or small group for identified students in foster, homeless and SWD ● Provide meals and snacks to students participating in extended instructional learning time 	<p>Educational Services and Student, Family, and Support Services Area Assistant Superintendents</p>

<p>Accelerating progress to close learning gaps through implementation, expansion, or enhancement of learning supports</p> <ul style="list-style-type: none"> ● K-3 Literacy Reboot - CORE Science of Reading Program <ul style="list-style-type: none"> ○ Extra time for training of teachers ● Implementation of Standards Based Mastery Grading in Kindergarten-3rd <ul style="list-style-type: none"> ○ Extra time for training of teachers ○ Extra time for Committee Members ● Districtwide diagnostic and progress monitoring systems - NWEA Map Assessment and MAP Fluency ● Madera Learning System - Assessment & Data Analysis Information Systems ● Me2Be - Student Goal Setting and Parent Communication <ul style="list-style-type: none"> ○ English Learner Insert for all EL students ● Strategic Academic Plans (SAP) - Site based improvement plans utilizing the Improvement Science process to develop a plan that will address specific areas of need unique to each school site. ● Curriculum materials and subscriptions ● Professional Development to support Literacy, Designated & Integrated ELD ● Additional Professional Development for implementing PLCs 	<p>Educational Services Accountability & Communication Area Assistant Superintendent(s)</p>
<p>Integrated student supports to address other barriers of learning</p> <ul style="list-style-type: none"> ● Student Advocates - Foster and FIT ● Student Advocate - English Learners ● Child and Welfare Attendance Liaisons - Address Chronic Absenteeism ● Board Certified Behavior Analyst (BCBA) to provide specific behavior intervention support to 4th-6th grade students. ● Behavior Intervention Technicians (BIT) to provide teachers support through coaching and modeling positive behavior interventions for students who are engaging in aberrant behaviors which disrupts their learning and the learning of others. ● Behavioral Health Clinicians (BHC) - provide individual services to elementary students who are at high risk for serious mental health issues and school failure. ● Behavioral Health Supervisor - Supervise the Behavior Health Clinicians, Case Managers and Behavior Health Interns. 	<p>Student, Family, and Support Services</p>
<p>Community Learning Hubs to provide students with access to technology and high-speed internet</p> <ul style="list-style-type: none"> ● Collaboration with the John Wells Community Center and Madera Parks and Recreation to 	<p>Student, Family, and Support Services</p>

<p>provide learning hubs for students; specifically to provide high speed internet access to students.</p> <ul style="list-style-type: none"> • Summer School locations will remain open outside of school hours and supervised by the Teaching Fellows staff to provide high speed internet access to students. 	
<p>Supports for credit deficient students to complete graduation or grade promotion requirements and to improve students college eligibility</p> <ul style="list-style-type: none"> • Hire additional certificated teachers to teach additional credit recovery sections to be offered before and after school (0 and 7 period). • High School Summer School - 3 sessions daily offered in both in-person instruction and online 	<p>Educational Services Area Assistant Superintendent(s)</p>
<p>Additional academic services for students</p> <ul style="list-style-type: none"> • Additional Reading Intervention Specialist staff (Grades 7-12) • Full-time Bilingual Paraprofessionals - English Learner Support • Full-time Special Education Paraprofessionals • Paraprofessional Aids in Kindergarten and 1st Grade 	<p>Educational Services Special Services</p>
<p>Training for school staff on strategies to engage students and families in addressing students SEL health needs and academic needs</p> <ul style="list-style-type: none"> • National Educator’s for Restorative Practices (NEDRP) will provide professional development around community building strategies for teachers to implement to help build relationships and connectivity in their classes. • Lead Parent Resource Center Assistant - to serve as a liaison to expand wraparound and referral services, in coordination with partner agencies and the two school-based health centers. • Parent Project Program - community-based parenting skills program • Purchase, train and coach tier 2 and tier 3 behavioral and/or social-emotional interventions. • Community Matters to expand the Safe School Ambassadors® Program (SSA) • Continued Partnership with Collaborative School Communities/Panorama for SEL 	<p>Student, Family, and Support Services</p>

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	\$4,486,670	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$3,241,114	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$3,241,114	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$486,166	[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	\$1,620,557	[Actual expenditures will be provided when available]
Additional academic services for students	\$1,620,557	[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	\$1,134,390	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$16,205,568	[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.

MUSD will coordinate the ELO grant funds with other funding sources to maximize and optimize the programs and services provided to the students. Positions and services with direct impact for students to receive additional academic and SEL services will be funded with ELO grant funds, once these funds are depleted, the district will continue funding these positions and services with alternate funding

sources including, but not limited to ESSER funds. The main goal of the district is to maintain the increased levels of direct services to students beyond the term of the ELO grant period. ELO grant and ESSER funds will be used to provide Summer School at all of Madera Unified schools in 2021 and future years, extend the school calendar, provide high quality tutoring services, credit recovery program, provide paraprofessionals in primary grades, to support emerging bilingual students, and in special education classes, provide professional development for teachers and other staff to mitigate the learning loss that has occurred during the COVID-19 pandemic, provide social-emotional learning and support for all students, etc. The district will maximize the ELO grant along with other funding sources to provide what our students need to experience a high quality education in Madera Unified.

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.

MUSD used several systems and methodologies to involve parents, teachers, and school staff in preparation of the ELO Grant Plan. MUSD conducted frequent needs assessments in collaboration with MUSD departments such as Accountability and Communications, and Students and Families Support Services. This has included assessments of pandemic impacts, such as (i) administering multiple Panorama Surveys to students, staff and parents/families; (ii) conducting numerous virtual listening sessions to gather student, staff and parent feedback; and (iii) collecting feedback from the more than 10,000 community members who have requested services from

the Parent Resource Center services since March 2020. The Leadership Team analyzes needs assessments data during quarterly meetings of all partners and makes collaborative data-driven decisions regarding services delivered.

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 support. 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
March 2021