




MJUSD



Expanded Learning 2021-2023
ELO grant



Phase 1

Summer school this summer and next summer

This summer is focused on intervention and re-engagement through SEL and hands on activities at the TK-8 level and credit remediation at the High School.

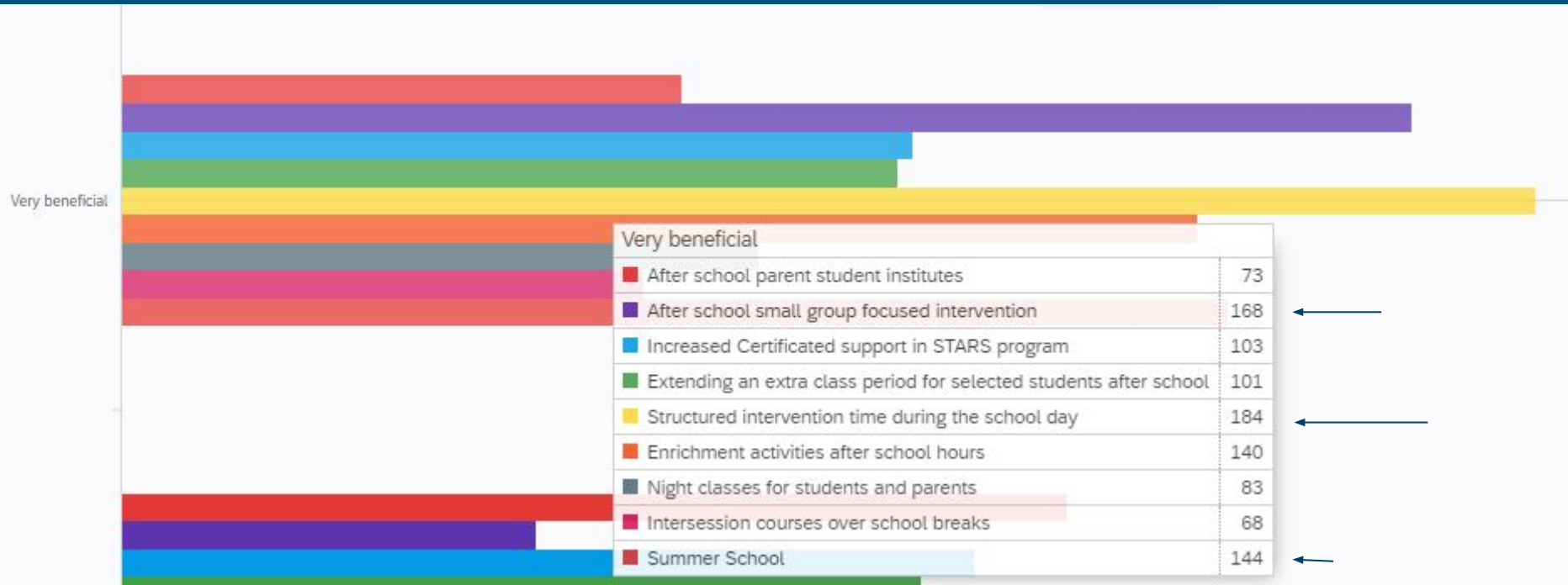
(June 14th - July 2nd)

Next summer's programming will be determined based on educational data collected internally during the first semester of the 2021-2022 school year.

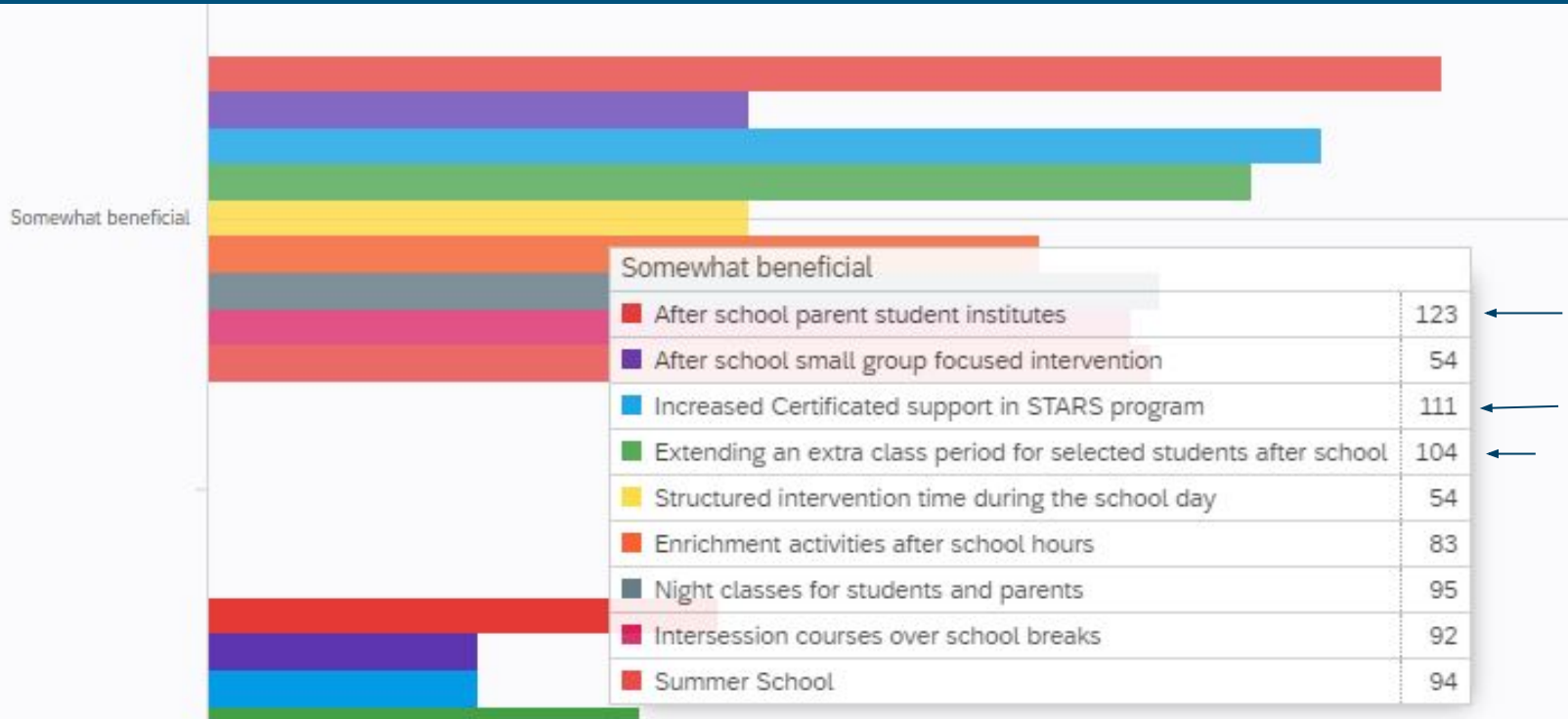
Phase 2

Expanded learning options for next year were discussed with site admin, MUTA, and then through survey to our staff. Options based on conversations with MUTA and administration were provided for feedback. 284 teachers responded to the survey of these ideas. This is initial work and we will continue to explore options. An elementary teachers group will be next as the focus has been heavily on graduation and credit deficiency thus far.

Items teachers found very beneficial



Items teachers found somewhat beneficial



Open comment suggestions (From staff survey)

Additional classified staff

Para educator support and intervention (Top comment)

Before school and after school tutoring with transportation

Teacher mentoring program

After school clubs

Concerns about anything outside of the mandatory day reaching the intended population

Continued PLC alignment of teaching and grouping for intervention

Credit remediation period during day

Staggering in previous grade essential standards and common assessments to determine when gaps are filled.

Next steps

Survey parents to determine which services they believe would best meet student needs.

Bring information to the board to decide which solutions can be implemented in package format, based on remaining ELO funds after summer school implementation.

Fiscal and personnel will cost out the top options from staff and families. With the dollars remaining after summer school, determine which package of expanded learning options will best meet student needs.

(a) (1) A local educational agency receiving funds under subdivision (b) of Section 43521 shall implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being.....to, at a minimum, pupils who are eligible for free or reduced-price meals, English learners, foster youth, homeless pupils, pupils who are individuals with exceptional needs, pupils at risk of abuse, neglect, or exploitation, disengaged pupils, and pupils 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 pupils, high school pupils at risk of not graduating, and other pupils identified by certificated staff.

(b) Specifically, funds received under subdivision (b) of Section 43521 shall be expended only for any of the following purposes:

(1) Extending instructional learning time in addition to what is required ...for the 2021–22 and the 2022–23 school years 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 pupils 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 pupil 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 pupils.

(3) Integrated pupil 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 pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.

(4) Community learning hubs that provide pupils with access to technology, high-speed internet, and other academic supports.

(5) Supports for credit deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility.

(6) Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning.

(7) Training for school staff on strategies, including trauma-informed practices, to engage pupils and families in addressing pupils' social-emotional health needs and academic needs.

(Added 28-Apr-2021)

HS informational meeting on 7-period day and structured intervention

An ad hoc group of Teachers from the High School guiding coalitions, MUTA leadership, High School Admin, 3 board members and district leadership came together to discuss possible changes to the schedule at the High School level.

Alisan Hastey - Board Member
Doug Criddle - Board Member
Randy Rasmussen - Board Member (Zoom)
Gary Cena - Superintendent
Ramiro Carreon - Assistant Superintendent HR
Rocco Greco - Facilitator
Bob Eckhardt - Principal LHS
Shevaun Mathews - Principal MHS
David Jones - Principal SLHS
Angela Stegall - MUTA President, MHS
Erika Schussler - MUTA Grievance Chair
Troy Spangler - Teacher LHS
Mimi Arroyo-Magana - Teacher LHS
Jimmy Graben- Counselor LHS
Tim Green - Teacher LHS
Dean Allen - Teacher MHS
Yvonne Thornton - Counselor MHS
Joel Derry - Teacher MHS
Steve White - Teacher MHS
Jeff Freeman - Teacher MHS
Keith Carlson - Teacher MHS
Jason Neiber - MUTA VP, LHS (Zoom)
Christina Sleigh-Garcia - Teacher LHS (Zoom)

Ongoing Conversations (Intervention)

Both MHS and LHS have had conversations around wanting a built in intervention time, in alignment with the PLC model that MJUSD has heavily invested in. The premise is:

1. What do we want student to know and do? (Aligning standards and practices)
2. How will we know if they know it or don't? (Aligning formative assessment)
3. How will we behave if they do (Extension) or not (Intervention)? (Collaboration and intervention)

Currently, we have done extensive work on area 1 and 2; but area 3 is where the conversation of intervention comes in. Present conditions would require teachers to intervene during their classes for multiple different needs. The goal of designated intervention time is to share the load. In a department of 4, 1 teacher could offer enrichment, while the other three teachers divide up students by intervention need, so they do not have to prepare materials and instruction for multiple interventions.

Ongoing conversation (Change in periods)

1. We do not have consensus on a change in the number of periods offered to students.
2. Everybody agrees that there is a problem and that we need to do something very soon.
3. The majority of the group agrees that the conversations that have been on-going at the HS were based on the structured intervention time, not a change in number of periods of the day and that structured intervention time is needed as part of the PLC model.

Pro's and Con's discussed on 7 period day

Pros

1. **Credits for graduation in the next 3 years.**
2. **El/Elective/CTE**
 - a. FPM found the MJUSD EL program insufficient. High School students have now had increased ELD course requirements. This, with the 3 years of Math and Science MJUSD requires decreases and limits the ability of students to complete a CTE pathway or take a broad course of study.
3. **Elective options**
 - a. Increase elective options for kids without special programs to further positive engagement in school.
4. **During the day intervention**
 - a. Increase the time available in the day to offer intervention courses, avoiding intervention during times after school when athletics occur and when it is difficult to get students who need intervention to stay on campus.
5. **Pipeline to South and the “real” graduation rate**

Cons

1. **Teacher workload**
 - a. Additional class increases teacher workload and student caseload.
 - b. With fewer minutes per class period and more students overall, it can be more difficult to “reach” each student
2. **Academic minutes per subject**
 - a. Decreases the academic minutes students currently get in each class - period length would be reduced by about 9 minutes per section.
3. **Student workload**
 - a. The addition of a 7th period class creates an increased workload on the students by adding another class. This must be considered especially in regards to the students we are most trying to remediate.
4. **Buy-in, and planning**

This kind of change without time to plan and train could make it ineffective.

Thank you!

