



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.

There are several layers in the MJUSD extended learning plan to be implemented for the duration of the funding opportunity. Summer school 2020-2021, Expanded learning and remediation opportunities in the 2021-2022 school year and then summer school again in 2022. For the 2021 Summer school program, after talking with families via site survey and weighing transportation availability, we would need summer school to be as proximal as possible to get students to be able to attend. After this decision to run 23 separate school specific summer schools, we needed to determine staff availability. Interest was very low amongst our staff to work this summer. To that affect initial survey of families illustrated that family desire for summer school would outweigh staffing availability at many sites. Sites then began to work with staff to determine who was willing to commit to an abbreviated summer bridge program focused in remediation and social emotional loss for 3 weeks. The abbreviated program seemed to be the best fit for the community and staff willingness to work and learn this summer. In conjunction with this online remediation programs will be made available to all families outside of the on campus summer school programs to continue to access reading and math remediation across the summer. Students that are wanting to do this will be allowed to keep their chromebooks to maintain access. District staff will assure support and programs remain available for families over the summer. Next for the

summer school portion of the program we used internal assessment data, academic achievement, attendance and engagement records as well as STAR, LEXIA and curriculum based teacher assessment to determine priority placement in summer school. The parents asked for a balance of SEL and learning loss remediation and the teachers also believe this is best practice to focus on academic re-engagement. This matches recommendations from CDE, CTA and ACSA. Families were then invited to summer school based on ranked priority of needs based on the internal data. For the expanded options next year, teachers, admin as well as students and families were surveyed to determine which options would be best utilized in the coming school year.

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

Internal district data was relied upon in several modes to determine student academic and social emotional needs. The data generated by our teachers is the most critical as they know their students engagement and progress. While learning loss and academic data for the elementary schools was important in this decision, social emotional factors of engagement during distance learning were also considered. The focus on this was not only for the student current emotional needs, but also to help re-engage them through the process of a hands on, fun summer school program. The internal academic data used at the elementary sites was several sources. Lexia and waterford were used for our TK-2 students to determine literacy levels. For all elementary students we are utilizing renaissance/STAR ELA and Math assessment data in conjunction with internal curriculum assessment data to determine academic need based to learning loss. For SEL, the students engagement logs and records along with attendance and participation in activities were considered alongside the students unduplicated status. Once determined, elementary students received a golden ticket and invitation to our summer bridge programs. For the secondary sites the focus was based more on credit remediation, primarily focused with priority on graduating seniors that had created a deficit in credits. Next priority was given to Juniors that could get back on track with an abbreviated summer program, remediating courses they had failed, but not allowing new courses to be taken in order to focus on filling gaps in learning, especially in building areas such as math and ELA. Finally if space permits Freshman who received very little in person instruction will be enrolled in order to connect them to the school in a way that was not able to happen this school year. Continuation summer school was determined in the same fashion, less the 9th grade component. For the Middle school students priority was given to the 8th grade students who are not set to promote, as well as a group of students that will be entering into the dual enrollment college program. This new rigorous program is part of our new message to students to accelerate and create more equitable options for all students. For the 2021-2022 school year, formative ongoing assessment data will be used, alongside family ability to support attendance outside of school hours, to enroll students in specific expanded class, intervention and enrichment opportunities. The summer school in 2022 will be similar to this summers school program. Program adjustments will be made again by available internal monitoring data.

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

For the summer school portion, families have been surveyed and invited individually. During these invitations the reason for the need to have their student in summer school is explained as it related to our academic and SEL indicative data from the year. For next year we are working on either the addition of a period to the secondary schedule for students in need outside of the regular day, as well as designated pull out intervention time that will be structured into the standard school day. School counseling and administrative staff will communicate for next year on how to access additional before and after school standards based remediation. This remediation will come in several forms. First credit remediation in order to assure timely cohort graduation and A-G completion through Edmentum. The second purpose will be to use prescriptive learning loss tools (Exact Path) in order to find not just learning loss of standards in an educational pathway due to COVID but previous gaps. The intent of this remediation is to fill in gaps to bring students to a point where they can do A-G level coursework. At the elementary sites similar learning loss tutoring and intervention will be based in Literacy and Math skills. As dates and times for specific

programming are created throughout next year, site staff, including newly added parent liaisons will work to identify, notify and assure availability of expanded learning opportunities.

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

Ongoing conversations with stakeholders have yielded several initial plans for support during the next school year, as well as planning into the future. For elementary sites MJUSD is balancing funding between the ability to hold after school academies for students and parents in order to gain academic momentum through increased understanding and support between the school, home and student. The ability to offer targeted intervention after hours, weekends and before school based on the need for remediation as seen in our academic data will allow us to create targeted programs. In conjunction with the addition of adaptive learning loss softwares and differentiation of instruction through increase para support in the classrooms MJUSD aims to eliminate learning loss from the 2020-2021 school year. For the secondary sites the ability to offer extended credit remediation through Edmentum as well as before/after school academies and targeted intervention opportunities aim to support student achievement through intervention with certificated staff. MJUSD is also looking to add para-educators to Math classrooms to allow for increased intervention and differentiation of instruction. If staff is available offering courses across student non attendance breaks and evenings are also being explored.

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	3,000,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	500,000	
Integrated student supports to address other barriers to learning	500,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	1,000,000	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	500,000	
Additional academic services for students	500,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	1,000,000	
Total Funds to implement the Strategies	7,000,000	

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

Funds generated by Assembly Bill (AB) 86, the In-Person-Instruction and Expanded Learning Opportunity Grants are in addition to three rounds of federal stimulus funds. These one-time funds have created the opportunity to identify resources which address the challenges of both reopening schools and the need for learning loss mitigation. The District is planning to use the ELO Grant to fund a district-wide summer school program at 22 of the district's 23 school sites for three weeks during summer 2021. Other COVID funds such as the Elementary & Secondary School Emergency Relief (ESSER) I and II and the Governor's Emergency Education Relief (GEER) are providing other essential resources necessary to improve student achievement. These resources include the following examples: personal protective equipment, access to water while not using water fountains, barriers to provide social distancing, sanitation equipment and supplies, technology upgrades to support wifi access, chromebooks for students and computers for staff members. In addition to operational needs provided by other COVID funds, instructional needs have been and continue to be addressed with professional development for teachers in a variety of areas for which the pandemic has created the need. These professional development areas include Technology platforms, digital pedagogy, SEL, supporting EL learners, and supplemental learning loss products .

The District understands the need, and is continually improving its plan, for the use of COVID funds to develop a student-centric coherence, determine expected impacts, outcomes and measurements. The District's plans are the result of communication and input from stakeholders to develop a concept that is a clear theory of action as seen in the Learning Continuity Plan and the soon to be adopted Local Control and Accountability Plan (LCAP).



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 <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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