

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.

MVUSD held a joint stakeholder group meeting on April 14, 2021, to present the 2021-22 Extended Learning Opportunities (ELO) Grant Plan requirements to garner feedback to assist with the development of the plan. The individual stakeholder groups met later in the week to provide feedback regarding the plan. The feedback was included in the discussion and development of the ELO Plan, The stakeholder group input is included below.

Our stakeholder groups include District English Learner Advisory Council, Career Technical Education Advisory Council, Special Education Parent Advisory Council, African American Parent Advisory Council, Latino Parent Advisory Council, Council Parent Teacher Association, Partnership for Thriving Students and Families, MEA Advisory Group, CSEA Advisory Group, LCAP Advisory Council, and our student LCAP advisory groups at each of our secondary sites.

The stakeholder groups met to provide feedback in two general areas that include the greatest student needs and identified areas for expanded learning for the 2021-22 school year.

The Latino Parent Advisory Council (LPAC) provided the following feedback:

- Greatest student needs:
- Social and emotional health of students and families
- After school tutoring services for all levels with an emphasis on in-person or live virtual tutoring at the elementary level
- Identified areas for expanded learning:

- Counselors communicate with parents about difficulties with student progress and opportunities for advancement
- Provide transportation services for students who participate in tutoring after school
- Provide virtual tutoring with teachers after school preferably with their own teacher

The African American Parent Advisory Council (AAPAC) provided the following feedback:

- Greatest student needs:
- Direct hands on supports for students
- Training for staff (classified and certificated) in academic strategies/curriculum, social emotional health, and engagement activities
- Identified areas for expanded learning:
- Identify academic and social emotional needs
- Provide interventions to support and meet those identified needs
- Provide strategies to integrate students for a smooth transition back to school
- Focus on student engagement and extra-curricular activities as we return back to school to provide balance with the academic needs
- Partner with community organizations that provide expert enrichment and tutoring support

The District English Learner Advisory Council (DELAC) provided the following feedback:

- Greatest student needs:
- Additional instructional aide support at all levels especially at the elementary level
- One-on-one student support provided by staff
- Tutoring and homework club (during school, after school, and summer) offered in-person and in the students' native language if needed
- Offer students from our unduplicated/identified student groups opportunities to be included in extra-curricular activities including ASB, band, choir, etc.
- Offer mentoring programs at other school sites
- Identified areas for expanded learning:
- Identified areas are supported and are a good starting point
- Offer in-person tutoring services
- Offer in-person and online Step Up to Success event
- Provide a copy of the ELO Plan with expenditures so they can see where funds are being used and be able to continue to provide input into these plans

The Special Education Parent Advisory Council (SEPAC) provided the following feedback:

- Greatest student needs:
- Address learning loss
- Address social emotional connections and learning
- Address equity and inclusion
- Identified areas for expanded learning:
- Offer extended learning opportunities for all students, not just identified students
- Ensure all grant funded programs are open to any and all students regardless of ability

The Career Technical Education (CTE) Advisory provided the following feedback:

- Greatest student needs:
- Address behavioral health needs
- Address socialization and re-engagement to help students transition and reacclimate back to in-person full-time school
- Identified areas for expanded learning:
- Address students who struggled learning from home as they transition back to in-person full-time school

The Partnership for Thriving Students and Families (PTSF) group provided the following feedback:

- Greatest student needs:
- Teachers focus on building relationships with students
- Teachers focus on meeting students where they are at and giving permission not to race through the curriculum
- Identified areas for expanded learning:
- Grant needs to be used exclusively for things that directly impact student learning
- Focus on direct coaching and not general professional development
- Regarding instructional aide support, focus on sustainability so we can help more students and SEL training for instructional aides
- Build teachers' capacity to implement SEL lessons
- Online tutoring is not good for elementary, but beneficial for middle and high school especially in ELA
- In-person tutoring is beneficial because of the personal interaction.

The LCAP Student Advisory Groups provided the following feedback:

- Greatest student needs:
- Mental health and social emotional learning due to anxiety, depression, and issues with body image
- Emphasis on teachers building relationships with students to make sure they feel safe at school
- Teachers take the transition back to school slow to give students time to transition because of what they have experienced over the last 18 months
- Learning gaps should be a priority because not all students learned what they needed during the last 18 months
- Opportunity to accelerate, recover credits, and the necessary support in their classes
- Teachers taking a genuine interest in students as individuals and not only talking to them when they have missing assignments
- Identified areas for expanded learning:
- A focus on teacher engagement and efforts in SEL not just student engagement
- Continue to make after school options available for students
- Support the 8th grade HS readiness program during the summer

The CSEA LCAP Advisory Group provided the following feedback:

- Greatest student needs:
- Outside services to support individual student needs such as mental health services
- Identified areas for expanded learning:
- Additional training for classified staff to support students such as Canvas, closed captioning, etc.

- Provide office hours outside the school day staffed with teachers and classified staff to provide students with in-person tutoring and support

The LCAP Advisory Group (included the MEA LCAP Advisory Group) provided the following feedback:

- Greatest student needs:
- Social emotional supports to include time with friends, engagement with each other, and other ways to be connected to peers
- Identified areas for expanded learning:
- Additional sections for credit recovery
- Additional elementary intervention teachers and aides
- Provide academic and social emotional supports outside of the school day
- Provide interventions for the students in the lower grades
- Additional sections for middle school to provide interventions

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

Students will be identified for expanded learning opportunities through a variety of methods that include local assessments, social emotional learning (SEL) surveys, attendance/chronic absenteeism, student engagement, parent/family request and input, and staff input regarding engagement and progress.

MVUSD utilizes universal screeners to measure learning status and will continue to use these tools to assess learning loss. Those instruments will include:

- One-to-One Educational Software for Guiding Instruction (ESGI) foundational skills assessments for reading and math in grades TK - 1
- iReady for English language arts and math in grades 2 - 5
- Reading Inventory (RI) in grades 6 – 11
- Imagine Math in grades 6-11 (through Math II)

The ESGI foundational skills assessments will be administered to all student in grades TK- 1 at the beginning of the school year and quarterly to monitor reading and math progress. These one-to-one assessments will be given virtually and allow teachers to get authentic data about students' skills and progress.

iReady will be administered to all students in grades 2 - 5 at the beginning of the school year to determine baseline ELA and math proficiency. iReady will be administered at least two additional times to measure student growth and progress. Parents will be provided resources to help students take the diagnostics virtually and teachers will administer the test live in small groups to help students successfully take the assessment.

The RI will be administered for all student groups, including English Learners, at beginning of the school year to determine baseline reading fluency. The RI will be given a second time in January or February to determine student growth and progress.

Imagine Math assessments will be administered for all students at the beginning of the school year to determine math course readiness and

student proficiency level. Imagine Math assessments will be given two additional times during the school year to evaluate student progress and provide intervention through the Imagine Math pathways.

English Learners will take these same universal screeners to determine ELA proficiency to monitor English language development. Elementary English Learners will take the Imagine Learning screener for initial placement and language progress will be monitored using this program.

In addition to our local academic assessments, our students completed social emotional learning surveys that included a beginning of the year and a second survey in the spring. These surveys provided staff with feedback regarding areas of need to implement tier 1 strategies in the classroom, tier 2 supports through small groups, and tier 3 supports on an individualized basis. Additionally, students were able to ask for individual support through the survey by utilizing the "Raise Your Hand" feature in the survey.

Lastly, our staff will continue to focus on student attendance and engagement which is critical in student learning. School site teams will identify students who are in need of supports as a result of their attendance and engagement. These teams will work with students and families to support attendance, engagement, and student learning through instruction and programs provided during the school day and extended learning opportunities beyond the school day.

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

MVUSD will include communication regarding supplemental instruction and supports in the ongoing messages to families. Additionally, staff will share information regarding these opportunities during upcoming stakeholder meetings. School sites will send communications to families regarding new and upcoming supplemental learning opportunities. Additionally, school staff will reach out on an individual basis to those students who qualify for specific intervention and credit recovery options.

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

MVUSD has identified the following areas for providing supplemental instruction and support to students. These areas were developed based on student data and stakeholder input (refer to section above).

- Increasing the 2021-22 school year by 4 additional student days
- Provide all certificated and classified staff who work with students training in accelerating learning and social emotional learning
- Provide elementary schools with additional staff to provide intervention and additional student support
- Increase para-professionals at all sites to provide direct student academic intervention and social emotional support
- Provide secondary teachers with content and PLC support to enhance instruction to meet the needs of students
- Provide counseling and mental health supports at all levels to address social emotional, mental health, and academic needs
- Provide intervention and credit recovery classes at the secondary level
- Implement social emotional learning curriculum at the elementary level
- Expand summer school opportunities for all students K-12 to address credit recovery and unfinished learning

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	4,117,312	1,301,327
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	3,048,398	7,105,392
Integrated student supports to address other barriers to learning	1,888,150	3,476,827
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports		
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	1,305,764	934,464
Additional academic services for students	1,445,757	-
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	2,156,217	1,973,810
Total Funds to implement the Strategies	14,770,573	14,791,820

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

The ELO Grant funds will be utilized to support student needs from May 2021 through August 2022. ESSER funds will be utilized to provide additional student supports outside the ELO Grant funding. Student needs will be continually assessed and necessary student supports will be provided utilizing ESSER funds.

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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