



Board Agenda Item #	Item #IIC-Discussion Item
Date:	Thursday, May 20, 2021
To:	MPS Board of Directors- Academic Committee
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Erdinc Acar, Chief Academic Officer
RE:	MPS Expanded Learning Opportunities Grants

**Proposed Board Recommendation**

N/A

**Overview: Expanded Learning Opportunities Grants**

As part of the Assembly Bill (AB) 86 COVID-19 relief package, \$4.6 billion will be distributed to local educational agencies (LEAs) through the Expanded Learning Opportunities Grant. All California educators can use the ELO Learning Recovery Grants to promote the learning and well-being of their students in all settings, in and out-of-school including:

- Expanded learning – extending the school year or day, or otherwise generally increasing the amount of instructional time/services provided
- Learning supports – tutoring or similar small group instruction, learning recovery programs, training on accelerated learning strategies
- Integrated pupil supports – health, counseling, mental health services, social and emotional learning
- Community learning hubs – includes access to technology and connectivity
- Support to help credit deficient pupils graduate
- Additional academic services – diagnostic assessments, progress monitoring
- Training for both certificated and classified school staff to learn strategies, including:
  - How to engage pupils and families in addressing pupils’ social-emotional health needs and academic needs, including trauma-informed practices
  - How to facilitate quality and engaging learning opportunities for all pupils

Schools are eligible to receive apportioned funds once their plan has been approved by their governing agency board and their county office of education.

- On or before June 1, 2021, the governing board or body of a LEA that receives funds shall adopt at a public meeting a plan describing how the apportioned funds will be used in accordance with this section. The plan should be submitted within 5 days of adoption. Local educational agencies shall provide an opportunity for parents and school site staff to be involved in the development of the plan.
- Funds apportioned to LEAs will be available for expenditure through August 31, 2022.

LEAs are encouraged to prioritize pupils who would benefit the most from in-person instruction and who have been identified as needing integrated supports or academic interventions, including, but not limited to, pupils with disabilities, youth in foster care, homeless youth, English language learners, pupils from low-income families, pupils without access to a computing device, software, and high-speed internet necessary to participate in online instruction, disengaged pupils, credit-deficient high school pupils, pupils at risk of dropping out, pupils with failing grades, and pupils identified as needing social and mental health supports.

**Attachment**

[MPS ELOG Planning presentation](#)

**MPS Academic Calendar Survey  
Teacher Version for LA Schools**

[Staff Presentation Link](#)

Please rank order your preference regarding the 2021-2022 school year calendars.

**Option 1: 9 additional School Days (189 days, with a 2-week plus one day winter break, and Minimum Days for all Wednesdays [in lieu of shortened/early dismissal days])**

First day of instruction: <b>8/11/21</b>	Last day of first semester: <b>12/17/21</b>	Winter break: <b>12/20-1/3</b>
First day of second semester: <b>1/4/22</b>	Last day of instruction: <b>6/10/22</b>	Instructional days: <b>189</b>

- The 2021-2022 school year would have 189 instructional days, which is an increase of 9 days.
- The first day of instruction would be the same as LAUSD's first day, August 11, 2021. *(One week earlier than the start of the 2020-2021 school year.)*
- The last day of instruction would be the same as LAUSD's last day, June 10, 2022.
- Winter break would be two weeks plus one day long, instead of three weeks.
- This option would allocate the most time to address unfinished learning and overcome trauma due to COVID-19.
- This option would also allow teachers to have the most planning and collaborative time, such as PLCs and individual protected planning times/days on minimum days (Wednesdays).
- Salary increase to reflect the additional days

**Option 2: 5 additional School Days (185 days, with a 3-week winter break, and Minimum Days for all Wednesdays [in lieu of shortened/early dismissal days])**

First day of instruction: <b>8/11/21</b>	Last day of first semester: <b>12/17/21</b>	Winter break: <b>12/20-1/9</b>
First day of second semester: <b>1/10/22</b>	Last day of instruction: <b>6/10/22</b>	Instructional days: <b>185</b>

- The 2021-2022 school year would have 185 instructional days, which is an increase of 5 days.
- The first day of instruction would be the same as LAUSD's first day, August 11, 2021. *(One week earlier than the start of the 2020-2021 school year.)*
- The last day of instruction would be the same as LAUSD's last day, June 10, 2022.
- Winter break would continue to be three weeks long.

- This option would allocate some additional time to address unfinished learning and overcome trauma due to COVID-19.
- This option would also allow teachers to have more planning and collaborative time, such as PLCs minimum days (Wednesdays).
- Salary increase to reflect the additional days.

**Option 3: No Changes (180 days, with a 3-week winter break)**

First day of instruction: <b>8/11/21</b>	Last day of first semester: <b>12/17/21</b>	Winter break: <b>12/20-1/9</b>
First day of second semester: <b>1/10/22</b>	Last day of instruction: <b>6/3/22</b>	Instructional days: <b>180</b>

- The 2021-2022 school year would have 180 instructional days, which is the same as in previous years.
- The first day of instruction would be the same as LAUSD's first day, August 11, 2021. *(One week earlier than the start of the 2020-2021 school year.)*
- The last day of instruction would be one week earlier than in options 1 and 2: June 3, 2022.
- Winter break would continue to be three weeks long.
- This option would allocate no additional time to address unfinished learning and overcome trauma due to COVID-19.
- This option would allow teachers to have the same amount of collaborative time as in previous years.
- No salary increase due to calendar updates.

**MSA 1-8 CALENDAR OPTIONS**

<b>Version 2</b>					
<b>DRAFT --- 2021-22 MPS ACADEMIC CALENDAR</b>					
					Holidays & Breaks
	<b>MSA-1 thru 8</b>	<b>MSA-1 thru 8</b>	<b>MSA-1 thru 8</b>		<b>Important Dates</b>
	<b>OPTION 1</b>	<b>OPTION 2</b>	<b>OPTION 3</b>		
Independence Day	7/5	7/5	7/5		
<b>First Day of Instruction</b>	8/11	8/11	8/16		

Labor Day	9/6	9/6	9/6		
<b>Staff P.D. Day (Pupil Free Day)</b>	10/15	10/15	10/15		
Veterans Day	11/11	11/11	11/11		
Thanksgiving Break	11/22-11/26	11/22-11/26	11/22-11/26		
<b>Last Day of First Semester</b>	12/17	12/17	12/17		
Winter Break	12/20-1/3	12/20-1/7	12/20-1/10		
<b>First Day of Second Semester</b>	1/4	1/10	1/11		
M. L. King Day	1/17	1/17	1/17		
Presidents' Day	2/21	2/21	2/21		
<b>Staff P.D. Day (Pupil Free Day)</b>	3/4	3/4	3/4		
Cesar Chavez Day	3/28	3/28	3/28		
Spring Break	4/11-4/15	4/11-4/15	4/11-4/15		
Memorial Day	5/30	5/30	5/30		
<b>Last Day of Instruction</b>	6/10	6/10	6/10		
<b># of Instructional Days:</b>	189	185	180		
<b># of Staff-Only Days:</b>	2+?	2+?	2+?		
<b>Start date:</b>	5 days earlier than LAUSD	5 days earlier than LAUSD	Same start date as LAUSD		
<b>Winter break:</b>	2-wk plus 1 day Winter Break	3-wk Winter Break	3-wk plus 1 day Winter Break like LAUSD		Recommending: Option 2 with additional (weekly?) minimum days for PD if necessary
<b>End date:</b>	Same end date as LAUSD	Same end date as LAUSD	Same end date as LAUSD		? = summer in-service days

**MSA - SA CALENDAR OPTIONS**

<b>DRAFT --- 2021-22 MPS ACADEMIC CALENDAR</b>					
					Holidays & Breaks
	<b><u>MSA-Santa Ana</u></b>	<b><u>MSA-Santa Ana</u></b>	<b><u>MSA-Santa Ana</u></b>		<b>Important Dates</b>
	<b>OPTION 1</b>	<b>OPTION 2</b>	<b>OPTION 3</b>		
Independence Day	7/5	7/5	7/5		

<b>First Day of Instruction</b>	8/10	8/10	8/16		
Labor Day	9/6	9/6	9/6		
<b>Staff P.D. Day (Pupil Free Day)</b>	10/15	10/15	10/15		
Veterans Day	11/11	11/11	11/11		
Thanksgiving Break	11/22-11/26	11/22-11/26	11/22-11/26		
<b>Last Day of First Semester</b>	12/17	12/17	12/17		
Winter Break	12/20-1/3	12/20-1/7	12/20-1/10		
<b>First Day of Second Semester</b>	1/4	1/10	1/11		
M. L. King Day	1/17	1/17	1/17		
Presidents' Day	2/18-2/21	2/18-2/21	2/18-2/21		
<b>Staff P.D. Day (Pupil Free Day)</b>	3/4	3/4	3/4		
Cesar Chavez Day	3/28	3/28	3/28		
Spring Break	4/11-4/15	4/11-4/15	4/11-4/15		
Memorial Day	5/30	5/30	5/30		
<b>Last Day of Instruction</b>	6/10	6/10	6/10		
<b># of Instructional Days:</b>	189	185	180		
<b># of Staff-Only Days:</b>	2+?	2+?	2+?		
<b>Start date:</b>					
<b>Winter break:</b>	2-wk plus 1 day Winter Break	3-wk Winter Break	3-wk plus 1 day Winter Break like LAUSD		
<b>End date:</b>					

**MSA - SD CALENDAR OPTIONS**

DRAFT --- 2021-22 MPS ACADEMIC CALENDAR					
					Holidays & Breaks
	<u>MSA-San Diego</u>	<u>MSA-San Diego</u>	<u>MSA-San Diego</u>		Important Dates
	OPTION 1	OPTION 2	OPTION 3		

Independence Day	7/5	7/5	7/5		
<b>First Day of Instruction</b>	8/17	8/23	8/30		
Labor Day	9/6	9/6	9/6		
<b>Staff P.D. Day (Pupil Free Day)</b>	10/15	10/15	10/15		
Veterans Day	11/11	11/11	11/11		
Thanksgiving Break	11/22-11/26	11/22-11/26	11/22-11/26		
Winter Break	12/20-1/3	12/20-1/3	12/20-1/3		
<b>Last Day of First Semester</b>	1/21	1/21	1/21		
<b>First Day of Second Semester</b>	1/24	1/24	1/24		
M. L. King Day	1/17	1/17	1/17		
Presidents' Day	2/18-2/21	2/18-2/21	2/18-2/21		
<b>Staff P.D. Day (Pupil Free Day)</b>	3/4	3/4	3/4		
Cesar Chavez Day	-	-	-		
Spring Break	3/28-4/1	3/28-4/1	3/28-4/1		
Memorial Day	5/27-5/30	5/27-5/30	5/27-5/30		
<b>Last Day of Instruction</b>	6/17	6/17	6/17		
<b># of Instructional Days:</b>	189	185	180		
<b># of Staff-Only Days:</b>	3+?	3+?	3+?		
<b>Start date:</b>	~2-wks earlier than SDUSD	1-wk earlier than SDUSD	Same start date as SDUSD		
<b>Winter break:</b>	2-wk plus 1 day Winter Break	2-wk plus 1 day Winter Break	2-wk plus 1 day Winter Break		
<b>End date:</b>	3-days later than SDUSD	3-days later than SDUSD	3-days later than SDUSD		

**Expanded Opportunities  
Learning Grant Funding  
2021- 2023**



# Funding



School	ELO Funds Total	15% Distance Max	10% Min on Paras	90% Remaining after 10%	75% Remaining after 25%
MSA-1	\$ 540,894	\$ 81,134	\$ 54,089	\$ 486,805	\$ 405,671
MSA-2	\$ 335,814	\$ 50,372	\$ 33,581	\$ 302,233	\$ 251,861
MSA-3	\$ 346,484	\$ 51,973	\$ 34,648	\$ 311,836	\$ 259,863
MSA-4	\$ 98,031	\$ 14,705	\$ 9,803	\$ 88,228	\$ 73,523
MSA-5	\$ 222,594	\$ 33,389	\$ 22,259	\$ 200,335	\$ 166,946
MSA-6	\$ 111,865	\$ 16,780	\$ 11,187	\$ 100,679	\$ 83,899
MSA-7	\$ 217,235	\$ 32,585	\$ 21,724	\$ 195,512	\$ 162,926
MSA-8	\$ 336,966	\$ 50,545	\$ 33,697	\$ 303,269	\$ 252,725
MSA-SA	\$ 427,018	\$ 64,053	\$ 42,702	\$ 384,316	\$ 320,264
MSA-SD	\$ 260,172	\$ 39,026	\$ 26,017	\$ 234,155	\$ 195,129

## **ELO Grants - What is it?**

- One time funding that will provide supplemental instruction and support that would benefit disadvantaged pupil groups who have faced adverse learning and social-emotional circumstances as a result of the COVID-19 pandemic. This grant encourages LEA's to engage, plan and collaborate in program operation with community partners and expanded learning programs.

## Timeframe?

- LEAs must complete an expenditure plan for these funds prior to June 1, 2021, but may expend the funds prior to this time. The funds must be expended by August 31, 2022.

## What services will be provided?

- Schools have the ability to decide what services they want to provide, based on **local need**.

(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 pursuant to Part 24.5 (commencing with Section 43500) of Division 3 for the 2020–21 school year and Chapter 2 (commencing with Section 46100) of Part 26 of, or Chapter 3 (commencing with Section 47610) of, Division 4 and Section 300.106 of Title 34 of the Code of Federal Regulations 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.



43522 (h) **Local educational agencies are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs,** and leverage existing behavioral health partnerships and Medi-Cal billing options, in the design and implementation of services provided under this section.

## Who will be served?

Who receives services is a **local decision**, but the “**prioritized pupil groups**” must include the following:

- (A) Pupils at risk for abuse, neglect, or exploitation.
- (B) Homeless pupils.
- (C) Foster youth.
- (D) English learners.
- (E) Pupils without access to a computing device, software, and high-speed internet necessary to participate in online instruction, as determined by the local educational agency.
- (F) Disengaged pupils.

# 85% vs. 15% and 10% paraprofessionals

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 its apportionment 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.

# Timeline for Community Engagement

May 1  
Academic Team Drafted  
Ideas

May 12  
Staff Feedback Sessions

May 17: Parent Feedback  
Session- Town Hall Style

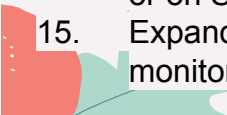
May 20  
Board Approval

June 5, Submit ELO  
Proposal to LACOE,  
SDCOE, OCDE

# Priority list of expenses 1 of 2



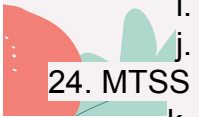
1. Longer summer schools (days/hours)
2. Extending the School Year (adding instructional days and minutes)
3. Bilingual paras/TAs for co-teaching and support (required - 10% funding)
4. Staff PD on focused areas - Org-wide PD Map (do a separate meeting on this UDL, etc)
5. Funding Teachers on Special Assignment Positions
6. New counselor (Social workers) positions - to be shared by schools-recruit counselor interns
7. Create a dedicated space (in class) for students to gather their thoughts and feelings; provide sensory spaces
8. Create time in the academic day to address social-emotional concerns (i.e., advisory, additional minutes added to each class for grounding/check-in time) - with added PD for teachers
9. Development and/or expansion of before/after school programs
10. On campus learning labs open 2x/week (Wednesday/Saturday). Staffing for a computer lab that serves students and families after school and/or weekends
11. After school program studyhalls
12. Hire stand alone college counselors or purchase services
13. Expand dual enrollment opportunities
14. Expand support for students completing online credit recovery- ex: learning lab with adult support after school or on Saturdays or hybrid summer program to allow more time for class (online in June and in person in July)
15. Expanded use of individualized programs for classes and acceleration that allow for diagnostic and progress monitoring (IXL)



# Priority list of expenses 2 of 2



16. Assessments for TK-2 (NWEA/RL Star Reading/Math)
17. Staff time for assessments (including diagnostic assessments) of student learning (grading, data analysis and training)
18. Dedicated staff time and training for additional academic progress monitoring
19. Professional learning in the use of diagnostics and its practice in the classroom
20. Professional learning on best practices to assist with the acceleration of learning
21. PD to support Adult SEL and connection
  - a. Implicit Bias Training
  - b. Culturally Responsive Teaching Training
  - c. Alliance for Healthier Generation: RISE
  - d. Programs and PD on coping with grief presentations for all stakeholders
  - e. Community Partners ([PSMHTTC](#) and The Chicago School of Professional Psychology)
22. Character Education Development embedded within SEL Programs
  - f. Zones of Regulation
  - g. [Why Try](#) Curriculum
  - h. [Mind Up](#)
23. Welcome back/re-engagement day to address the new realities of school
  - i. Peer Mentoring LA
  - j. Restorative Practices, School Culture Foundation and Coaching/Consulting
24. MTSS implementation plan review and follow up
  - k. County office partners





# Questions, Comments?

CREDITS: This presentation template was created by Slidesgo,  
including icons by Flaticon, and infographics & images by Freepik