



Board Agenda Item #	II B: Action Item
Date:	May 27, 2021
To:	MPS Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Erdinc Acar, Chief Academic Officer
RE:	MPS Expanded Learning Opportunities (ELO) Grant Plans

Proposed Board Recommendation

MPS staff moves the board to approve the Expanded Learning Opportunities Grant Plans for all Magnolia Public Schools.

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 (ELOG) 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.

Attachments

- MPS ELOG Planning Presentation (Pg.3-18)
- ELOG Plans for:
 - MSA-1: Pg.19-27
 - MSA-2: Pg.28-39
 - MSA-3: Pg.40-47
 - MSA-4: Pg.48-55
 - MSA-5: Pg.56-63
 - MSA-6: Pg.64-72
 - MSA-7: Pg.73-81
 - MSA-8: Pg.82-90
 - MSA-Santa Ana: Pg.91-98
 - MSA-San Diego: Pg.99-106

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

Available Funding

School	ELO Funds Total
MSA-1	\$ 540,894
MSA-2	\$ 335,814
MSA-3	\$ 346,484
MSA-4	\$ 98,031
MSA-5	\$ 222,594
MSA-6	\$ 111,865
MSA-7	\$ 217,235
MSA-8	\$ 336,966
MSA-SA	\$ 427,018
MSA-SD	\$ 260,172

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

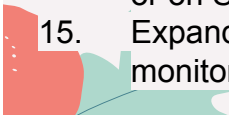
May 27
Board Approval

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

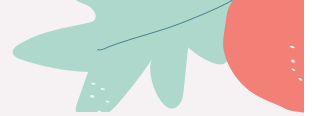
Priority list of expenses 1 of 2



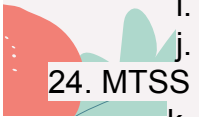
1. Longer summer schools (days/hours)
2. Extending the School Year (adding instructional days and minutes)
3. Bilingual paras/TAs for co-teaching and support (required - 10% funding)
4. Staff PD on focused areas - Org-wide PD Map (do a separate meeting on this UDL, etc)
5. Funding Teachers on Special 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)



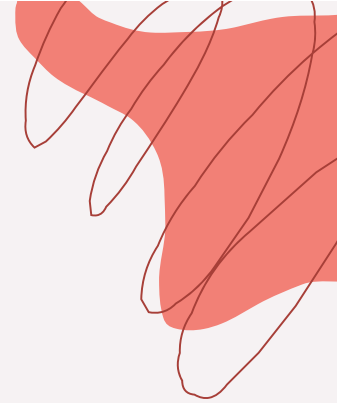
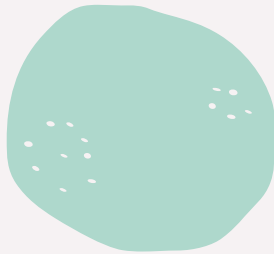
Priority list of expenses 2 of 2



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?



Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy	Mustafa Sahin Principal	msahin@magnoliapublicschools.org (818) 609-0507

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.

We use different opportunities to gather feedback and involve parents and staff in the development of our student improvement plan (i.e., Staff Meetings, Data meetings, Department/Grade Level meetings, school site meetings, PTF meetings, ELAC meetings, Coffee with the Principal, Town Hall Meetings, etc.). Each meeting has an agenda where we provide opportunities for families and staff to give their input regarding decisions that impact the school and students’ learning. During these meetings, we review student performance data and progress towards targets with our staff and parents and discuss how we can provide additional support and interventions to all students, during the school day, after school hours, and on Saturday. For example, during our weekly data meetings we reflect on student data and discuss how to effectively support our struggling students (i.e., we analyze MAP and IAB data, discuss strategies for how to effectively reteach or review standards students are not meeting, and look at student placement in our different tiers of support). This allows us to involve staff in our plans for extended learning opportunities because it makes providing feedback, ideas, and planning part of our regular professional practices. Additionally, our teachers discuss how they can offer more targeted remediation to struggling students (i.e., extra tutoring, after school tutoring, small group instruction, Saturday school, POWER classes, one-on-one support while in class, summer school, etc.), which helps us to plan extended learning opportunities for struggling students because we are able to individualize learning plans for students based on their level of need. Finally, during Distance Learning, we held public Town Hall meetings which included parents. During the meetings, parents were able to ask questions and provide feedback verbally, and they were also provided a PADLET where they could post questions and speak with each other during the meeting in a public way where everyone can see their concerns and feedback. Parents gave suggestions about the hybrid schedule, safety protocols, communication with students and parents, and intervention. This allowed us to plan for kids’ return to school, and understand how to move forward supporting both students in hybrid learning and students who were returning in person.

Existing meeting structures

- PTF/SSC/ELAC and Coffee with the Principals
- Staff meetings
- Town Hall meetings
- Department/Grade Level meetings
- Academic Task Force meetings
- Leadership meetings/ Principals and Deans meetings/ Student Council meetings

Existing communication means

- ParentSquare message
- PACE coordinators
- Social media
- Websites
- Newsletters
- New meetings/New communications if needed

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

In alignment with the purpose of the grant, eligible student groups are identified as 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. MSA-1 serves the following student groups and demographics:

FRPM=634

SED=652

EL=156

SWD=110

504=9

SWD+504=119

EL w D=60

GATE=35

FY=0

Homeless=12

Immigrant=23

Enrollment=717

The identification of student groups for grant related programs, services and support will be done through multiple means. Existing identification and placement processes include MTSS programs, SST process, counselor, teacher and parent referrals, review and analysis

of data including student achievement data, student surveys, SEL mental health and wellness surveys, Care Solace program data, attendance data, college readiness, program liaisons and coordinators. Ongoing identification and progress monitoring will help us to match the student needs with programs and services.

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

Parents and guardians of students will be informed of the opportunities for supplemental instruction and support directly and as a group. Individually, Parents will receive information about these opportunities through ParentSquare Messages, Phone Calls and Direct outreach, Home Visits, and the School Newsletter. As a member of our larger MSA-1 Family, Parents and Guardians will also hear about the opportunity through PTF/SSC/ELAC and Coffee with the Principal, Communication from our PACE Coordinator, public town hall meetings and social media. We will take great effort to provide as much access to the information as possible through a variety of written and verbal communication.

- Townhall meetings
- PTF/SSC/ELAC and coffee with the principals
- ParentSquare messages
- Phone calls / Direct outreach
- PACE coordinators
- Social media
- Websites
- Newsletters
- Home Visits

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

MSA-1 will supplement instruction with extension of the school year from 180 to 185 days for the 2021-22 school year to address the learning loss.

MSA-1 will administer a supplemental support program inclusive of Universal Screening of students' academic and social emotional needs, increasing support for those who demonstrate a higher level of need and integrating plans that address students' academic, behavioral and social emotional needs. Our school will utilize a schoolwide approach, using programs and services from the following evidence based strategies. Supplemental instruction will occur in tiers (i.e. Tier 1- mild support; Tier 2- moderate; Tier 3- heavy/as needed):

Students who need mild support will receive supplemental instruction in tutoring done by the general education teacher in the subject the student needs help in. Tutoring will be offered after school. Additionally, supplemental instruction will be built into the general education curriculum, and will include programs that allow students to have greater access to quality instruction. For instance, UDL (Universal Design for Learning Instructional Strategies) is a method of instruction that is research based and helps students access curriculum through multiple means of engagement, representation, and expression. In order to support students' social-emotional needs, training is provided to all staff to help them identify and recognize students who need additional support.

Students who need moderate support will receive supplemental instruction in an intervention class offered in their daily schedule. These classes (POWER classes) will use supplemental instructional programs like IXL, BrainPOP, and Aleks to increase student access to curriculum and support their learning in the general education classroom. Finally, in this tier of intervention, general education teachers will work closely with support teachers to improve their methods for instruction. For students who receive a higher level of social/emotional support, they are provided instruction through our SEL program, and workshops about specialized topics like dealing with depression, internet safety, self image, and anti-bullying given by our school psychologist.

Students who need a high level of support will receive individualized opportunities for supplemental instruction. This includes one on one tutoring or in small group instruction, Saturday School (a one day supplemental workshop in a small, specialized group that supports their learning in the areas of Math and English), and when appropriate, individualized support from our RSP staff or Title 1 Intervention Staff. For students who need a high level of social emotional support, teachers or parents refer students to our school psychologist for support.

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	\$310,000.00	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$110,000.00	
Integrated student supports to address other barriers to learning	\$75,000.00	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
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		
Additional academic services for students	\$30,000.00	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$15,500.00	
Total Funds to implement the Strategies	\$540,500.00	

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

MPS finance team created a master document of funds available for Covid-19 pandemic related expenses. Planning and coordination meetings are scheduled to discuss need, new programs and expenses. We use the ESSER funds for Summer school 2020, we will use ELO Grant for Summer 2021 and 2022.

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 ELOGGrants@cde.ca.gov or 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 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
March 2021

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-2	David Garner Principal	dgarner@magnoliapublicschools.org (818) 758-0300

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.

MSA2 incorporates numerous manners to solicit feedback from our various stakeholder groups, including parents/guardians, staff, and students, in order to seek input related to the possible different options which are available for the utilization of the fiscal resources attached to the Expanded Learning Opportunities. Amongst these means are the below:

- Weekly Full Staff PD meetings
- Weekly Grade Level meetings
- Weekly SPED meetings
- Weekly Admin meetings
- Weekly MTSS SEL Committee meetings
- Weekly PBIS Committee meetings
- Weekly ASB Student Government meetings
- Weekly MTSS Academic Committee meetings
- Weekly MPS Academic Task Force meetings with central office
- Weekly Leadership meetings with central office
- Weekly Title I Staff meetings with ELA and math interventionists
- Weekly Office Staff meetings
- Weekly Open House meetings

- Weekly Coffee with the Principal meetings
- Monthly Dean of Academics meetings with central office
- Monthly Dean of Students meetings with central office
- Monthly Principal meetings with central office
- Biweekly Department meetings
- Weekly College Cohort meetings
- Weekly AP Teacher meetings
- ELAC meetings
- PTF meetings
- SSC meetings
- Title I meetings
- Weekly Parent Bridge for Student Achievement Foundation (PBSAF) classes
- Weekly Saturday School meetings
- Daily After School Help Desk meetings

In addition, MSA2 utilizes the following tools to disseminate information to stakeholders:

- ParentSquare
- Monthly newsletter
- School website
- Email
- Phone calls / voicemail
- Daily After School Help Desk meetings
- Social media
- Google Classroom
- Illuminate
- Google Forms
- Panorama Education - survey
- Home visits

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

As specified in the Expanded Learning Opportunities grant criteria, pupils from a variety of groups have been determined to be eligible to receive support from the fiscal resources associated with this grant. In particular, the following pupil groups fall within this category in terms of qualifying pupils for this grant:

- McKinney-Vento (homeless pupils)
- pupils with disabilities
- pupils residing in foster homes
- pupils who are socioeconomically disadvantaged

- pupils who are designated as English learners
- pupils who are academically deficient
- pupils who are disengaged with learning
- pupils who are considered to be in danger of being exploited, neglected, or abused by others

MSA2 provides services to the below pupil groups in accordance with the eligibility criteria specified in this grant:

Student Population: 468

English Learners: 13% of pupils (62 students)

Socioeconomically Disadvantaged: 87% of pupils (405 students)

Students with Disabilities: 15% of pupils (69 students)

Homeless: 2% of pupils (9 students)

African American: 3% of pupils (11 students)

Asian: 7% of pupils (32 students)

Hispanic: 86% of pupils (400 students)

White: 5% of pupils (23 students)

MSA2 will determine the specific pupils who are eligible for the particular programs, services and supports which are provided by the ELO grant through a variety of methods which include the below:

- Data from NWEA / MAP assessments
- Data from IAB as well as SBAC assessments
- Data from ELPAC assessments of English learners
- Data from online programs, including: ALEKS for math and myON for lexile levels in ELA
- School administration input
- Teacher feedback
- Academic performance in current courses
- Parent feedback
- SPED and ELD department feedback
- School psychologist feedback
- Data from SIS system related to chronic absenteeism and truancy

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

MSA2 will incorporate our numerous manners to share opportunities for supplemental instruction and support to our various stakeholder groups, including parents/guardians, staff, and students, in order to maximize the amount of avenues utilized to help inform and convince parents and guardians to take advantage of the possible different options which are available for their children as a result of the utilization of the fiscal resources attached to the Expanded Learning Opportunities. By sharing this information across various stakeholder groups, the

maximum amount of support will be made available to inform parents and guardians. Amongst these avenues of information dissemination are the below:

- Weekly Full Staff PD meetings
- Weekly Grade Level meetings
- Weekly SPED meetings
- Weekly Admin meetings
- Weekly MTSS SEL Committee meetings
- Weekly PBIS Committee meetings
- Weekly ASB Student Government meetings
- Weekly MTSS Academic Committee meetings
- Weekly MPS Academic Task Force meetings with central office
- Weekly Leadership meetings with central office
- Weekly Title I Staff meetings with ELA and math interventionists
- Weekly Office Staff meetings
- Weekly Open House meetings
- Weekly Coffee with the Principal meetings
- Monthly Dean of Academics meetings with central office
- Monthly Dean of Students meetings with central office
- Monthly Principal meetings with central office
- Biweekly Department meetings
- Weekly College Cohort meetings
- Weekly AP Teacher meetings
- ELAC meetings
- PTF meetings
- SSC meetings
- Title I meetings
- Weekly Parent Bridge for Student Achievement Foundation (PBSAF) classes
- Weekly Saturday School meetings
- Daily After School Help Desk meetings

In addition, MSA2 will utilize the following tools to disseminate information to parents and guardians about the programs, services and supports available to students through the ELO grant:

- ParentSquare
- Monthly newsletter
- School website
- Email
- Phone calls / voicemail
- Daily After School Help Desk meetings

- Social media
- Google Classroom
- Illuminate
- Google Forms
- Panorama Education - survey
- Home visits

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

By incorporating an approach which is dynamic and in alignment with our school's existing MTSS program, MSA2's administration will implement this additional project which is supplemental in nature and which also contains the tenants of the Universal Screening. As such, the particular academic and behavioral challenges as well as social emotional barriers which each student is facing will be identified and incorporated into the specific interventions, plans, services and programs which will be made available to each student.

In addition, the higher degree of need identified for each student in each of these assessed areas will receive a more robust set of prescribed supports provided. To provide Tier 1 supports, which are universally available to all MSA2 students related to academic achievement, MSA2 will expand upon our existing integration of the Universal Design for Learning system. The goal of this process is to help improve the quality of academic instruction provided to students by means of providing a variety of different forms of engagement, manners of expression and representations to students during the learning process.

MSA2 will utilize a schoolwide approach, using programs and services from the following evidence based strategies:

\$199,364.28: Extending instructional learning time:

- Longer summer schools (days/hours): \$20,000
- Winter intersession (one week): \$10,000
- Small group sessions (after school): \$10,000
- Increase frequency of Saturday schools: \$30,000
- Summer intersession in June (in addition to summer schools): \$20,000
- Bridge programs: \$10,000
- Extended School Year (to 185 days): \$99,364.28

\$45,000: Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports:

- Bilingual paras/TAs for co-teaching and support: \$33,581
- Fund TOSAs: \$5,000
- Enhance STEAM programs (Arts and Instrumental Music): \$6,417

\$38,000: Integrated student supports to address other barriers to learning:

- New counselor (Social workers) positions - to be shared by schools-recruit counselor interns: \$20,000
- Continue with the ZOR curriculum or replace: \$5,000
- Offer day, night, winter, spring, summer camps, excursions, outdoor education: \$5,000

- Parent Academy sessions on SEL, academics: \$8,000

\$10,235.72: Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports:

- Partner with community agencies and/or local college students to offer both tutoring and project-based learning experiences: \$9,000
- Establish space for a community hub that offers technology training to staff, parents and students: \$1,235.72

\$13,200: Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility:

- Expand dual enrollment opportunities: \$3,300
- 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): \$3,300
- Establish CTE pathway: \$3,300
- College Field Trips (when allowed): \$3,300

\$11,000: Additional academic services for students:

- Training for staff on tools that measure student Lexile growth (i.e., MyOn): \$11,000

\$19,014: Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs:

- PD to support Adult SEL and connection, Implicit Bias Training, Culturally Responsive Teaching Training, Programs and PD on coping with grief presentations for all stakeholders: \$4,214
- Character Education Development embedded within SEL Programs, Zones of Regulation: \$3,700
- MTSS implementation plan review and follow up, County office partners: \$3,700
- Staff release time to attend professional learning on trauma-responsive approaches: \$3,700
- Release time (substitutes) & registration fees for professional learning on family engagement/support for healthy families: \$3,700

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	199,364.28	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	45,000.00	
Integrated student supports to address other barriers to learning	38,000.00	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	10,235.72	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	13,200.00	
Additional academic services for students	11,000.00	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	19,014.00	
Total Funds to implement the Strategies	335,814.00	

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

MPS finance team created a master document of funds available for Covid-19 pandemic related expenses. Planning and coordination meetings are scheduled to discuss need, new programs and expenses. With the research conducted, the information is passed on to stakeholders to be part of the robust conversation to identify school community needs and resources necessary to support endeavors that promote the health and well-being of our student body, as well as support positive academic outcomes.

The pandemic has created many positive opportunities to enhance learning, but it has also created barriers such as connectivity, academic program uncertainty, etc. MSA-2 leadership and learning community are very resilient and ready to adapt to the challenges of the coming academic years by means of incorporating a collaborative, research-based approach toward providing students with the programs, services and support which are best suited to help them overcome the obstacles which they must face.

MSA2 will utilize the fiscal resources provided by the ELO grant as a means of accomplishing numerous goals and necessities faced by our school community during this essential time where our students are in the process of returning to the physical school site more frequently, through a variety of provisions, including additional summer school support interventions specified in the budget outline section of this report.

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 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 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
March 2021

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-3	Zekeriya Ocel Principal	zocel@magnoliapublicschools.org (310) 637-3806

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.

Existing meeting structures:

- PTF/SSC/ELAC and coffee with the principals
- Staff meetings
- Academic Task Force meetings
- Leadership meetings; principals and deans
- Student council meetings

Existing communication means:

- ParentSquare message
- Social media
- Websites
- Newsletters

New meetings/New communications if needed

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

In alignment with the purpose of the grant, eligible student groups are identified as 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. MSA-3 serves the following student groups and demographics

Low-income, English learners, foster youth, homeless students, students with disabilities, and students who are below grade level, Hispanic and African American students.

Identification of student groups for grant related programs, services and support will be done through multiple means. Existing identification and placement processes include MTSS programs, SST process, counselor, teacher and parent referrals, review and analysis of data including student achievement data, student surveys, SEL mental health and wellness surveys, Care Solace program data, attendance data, college readiness, program liaisons and coordinators. Ongoing identification and progress monitoring will help us to match the student needs with programs and services.

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

- Townhall meetings
- PTF/SSC/ELAC and coffee with the principals
- ParentSquare messages
- Phone calls / Direct outreach
- PACE coordinators
- Social media
- Websites
- Newsletters
- Home Visits

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

Utilizing a proactive Multi Tiered System of support, all MPS Schools will administer a supplemental support program inclusive of Universal Screening of students' academic and social emotional needs, increasing support for those who demonstrate a higher level of need and integrating plans that address students' academic, behavioral and social emotional needs.

Our school will utilize a schoolwide approach, using programs and services from the following evidence based strategies:

- Universal Design for Learning Instructional Strategies - Incorporating multiple means of engagement, representation and expression.
- Based on our internal data, our students needed more intervention support in English. In addition, we are implementing schoolwide approach to reading/writing across the curriculum and an SEL program to support our students' social well-being.
- Summer School with enrichment activities
- Increase frequency of Saturday schools
- Bridge program (Incoming 6th grade)

- Bilingual paras/TAs for co-teaching and support (required - 10% funding)
- Staff PD on focused areas -Reading/Writing across the Curriculum
- New Science(NGSS) and History Textbooks
- 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-education
- Online tutoring programs (TutorMe)
- PD for those teaching AP classes to improve AP passing rates
- Expanded use of individualized programs for classes and acceleration that allow for diagnostic and progress monitoring (IXL)
- PD to support Adult SEL and connection
- Implicit Bias Training
- Culturally Responsive Teaching Training
- Programs and PD on coping with grief presentations for all stakeholders
- Community Partners (PSMHTTC and The Chicago School of Professional Psychology)

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	\$194,447.18	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$ 85,000	
Integrated student supports to address other barriers to learning	\$6,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$40,000	

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	\$10,000	
Additional academic services for students	\$6,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$5,036.82	
Total Funds to implement the Strategies	\$346,484	

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

MPS finance team created a master document of funds available for Covid-19 pandemic related expenses. Planning and coordination meetings are scheduled to discuss need, new programs and expenses.

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 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 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
March 2021

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-4	Musa Avsar Principal	mavsar@magnoliapublicschools.org 310-473-2464

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.

Existing meeting structures:

- Leadership meeting; 05/10/2021; school administration developed the initial expenditure plan.
- Staff meetings: 05/12/2021; admin team shared the initial plan to the staff and staff provided feedback.
- PAC/PTF/SSC Meeting: 05/13/2021; staff, parents, and students attended this meeting and provided feedback.

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

In alignment with the purpose of the grant, eligible student groups are identified as:

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. MSA-4 serves the following student groups and demographics:

- Enrollment: 101
- Socioeconomically Disadvantaged: 87% of students
- English Learners: 13% of students
- Homeless: 2% of students

The identification of student groups for grant-related programs, services, and support will be done through multiple means. Existing identification and placement processes include MTSS programs, SST process, counselor, teacher and parent referrals, review and analysis of data including student achievement data, student surveys, SEL mental health and wellness surveys, Care Solace program data, attendance data, college readiness, program liaisons, and coordinators. Ongoing identification and progress monitoring will help us to match the student needs with programs and services.

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

- Town Hall meetings
- PTF/SSC/ELAC and coffee with the principals
- ParentSquare messages
- Phone calls / Direct outreach
- Home Visits

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

Utilizing a proactive Multi-Tiered System of support, all MPS Schools will administer a supplemental support program inclusive of Universal Screening of students' academic and social-emotional needs, increasing support for those who demonstrate a higher level of need, and integrating plans that address students' academic, behavioral and social-emotional needs.

Our school will utilize a school-wide approach, using programs and services from the following evidence-based strategies:

- Universal Design for Learning Instructional Strategies - Incorporating multiple means of engagement, representation, and expression.
- School Small Group Instruction/reteaching and in-class support; Paraprofessionals will support teachers and students during school and after school.
- Summer school: We will offer summer school to our students in order to mitigate the learning loss.
- Designated ELD Classes: paraprofessionals will support our EL students during the ELD classes.
- SEL Counseling: our students will receive counseling services.
- College Counseling: we will hire a new college counselor to monitor our students' progress to be on track of being college-ready.

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	20,000.00	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	31,031.00	
Integrated student supports to address other barriers to learning	11,000.00	
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	36,000.00	
Additional academic services for students		
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs		
Total Funds to implement the Strategies	98,031.00	

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

MPS finance team created a master document of funds available for Covid-19 pandemic related expenses. Planning and coordination meetings are scheduled to discuss need, new programs and expenses.

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 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 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
March 2021

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-5	Brad Plonka Principal	bplonka@magnoliapublicschools.org (818) 705-5676

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.

All of the stakeholders have been included in the decision making process through meetings such as PTF ,coffee with the principal meetings, Staff meetings, Academic Task Force Meetings, teacher leaders meeting, principals and deans meetings and student meetings. Also, we collected feedback from stakeholders through staff, student and parent surveys.

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

In alignment with the purpose of the grant, eligible student groups are identified as 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. MSA-5 serves its 289 pupils as the following student groups and demographics:

- English Learners28%
- SPED20%
- Free & Reduced Meals88%
- Foster Youth1%
- Homeless1%
- Socioeconomically Disadvantaged91%
- Immigrant8%

Identification of student groups for grant-related programs, services, and support will be done through multiple means. Existing identification

and placement processes include MTSS programs, SST process, counselor, teacher and parent referrals, review and analysis of data including student achievement data, student surveys, SEL mental health and wellness surveys, Care Solace program data, attendance data, college readiness, program liaisons, and coordinators. Ongoing identification and progress monitoring will help us to match the student needs with programs and services.

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

Communication with stakeholders of various learning community resources is essential to ensure the tools are accessible to best assist students with positive academic outcomes and bring awareness to families of the available resources.

- Townhall meetings
- PFT/SSC/ELAC
- ParentSquare messages
- Phone calls/Direct outreach
- Social media
- Websites
- Newsletters
- Home Visits

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

Utilizing a proactive Multi-Tiered System of support, leadership will administer a supplemental support program inclusive of Universal Screening of students' academic and social-emotional needs, increasing support for those who demonstrate a higher level of need, and integrating plans that address students' academic, behavioral, and social-emotional needs.

Our school will utilize a schoolwide approach, using programs and services from the following evidence-based strategies:

- Universal Design for Learning Instructional Strategies - Incorporating multiple means of engagement, representation, and expression.
- MSA-5 aims to supplement instruction with the extension of the school year from 180 to 185 days for the 2021-22 school year to mitigate learning loss (schoolwide staff compensation)

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	96,921.48	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$63,078.52	
Integrated student supports to address other barriers to learning	10,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	10,0000	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	15,000	
Additional academic services for students	15,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	12,594	
Total Funds to implement the Strategies	222,594	

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

MPS finance team created a master document of funds available for Covid-19 pandemic-related expenses. Planning and coordination meetings are scheduled to discuss needs, new programs, and expenses.

With the research conducted, the information is passed on to stakeholders to be part of the robust conversation to identify the school community needs and resources necessary to support endeavors that promote the health and well-being of our student body, as well as support positive academic outcomes.

The pandemic has created many positive opportunities to enhance learning, but it has also created barriers such as connectivity, academic program uncertainty, etc. MSA Santa Ana leadership and learning community are very resilient and ready to adapt to the challenges of tomorrow through an Agile Decision-Making Approach that involves the following:

- Agile Approach, rapid decisionmaking cycle based on the constant change and challenges from the pandemic
- Form non-hierarchical team focused on the problem, not job titles
- Be ready to respond to changing circumstances and information
- Solicit and collect feedback; change based on new information
- Focus on the continuous improvement cycle

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 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 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
March 2021

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-6	John Terzi Principal	jterzi@magnoliapublicschools.org (310) 842-8555

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.

- The following methods are used to communicate with stakeholders and receive feedback on the usage of funds for the Expanded Learning Opportunities:
- Existing meeting structures
 - PTF/SSC/ELAC
 - Coffee with the principals
 - Staff meetings
 - Academic Task Force meetings
 - Leadership meetings; principals and deans
 - Student council meetings

 - Existing communication means
 - ParentSquare message/Text/Voicemail
 - Social media; Facebook and Twitter
 - Websites; msa6.magnoliapublicschools.org
 - Newsletters

 - New meetings/New communications if needed

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

In alignment with the purpose of the grant, eligible student groups are identified as 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. MSA-6 serves the following student groups and demographics

Student Population: 161
English Learners: 37 (23%)
Students with Disabilities: 31 (19.25)
Socioeconomic status: 139 students (86.34%)
Homeless: 5 (3%)
African American: 13 (8%)
Hispanic: 141 (87.6%)
White: 3 (1.9%)

The identification of student groups for grant-related programs, services, and support will be done through multiple means such as:

1. NWEA MAP Assessment, as well as historical data such as IAB and SBAC performance
2. Existing identification and placement as determined by school leadership
3. Reviewing other student achievement data such as course work completion, attendance, student surveys, etc.
4. Ongoing meetings with teacher leaders to identify student needs

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

Communication with stakeholders of the various learning community resources is essential to ensure the tools are accessible to best assist students with positive academic outcomes and bring awareness to families of the available resources.

- Town Hall meetings
- PTF/SSC/ELAC
- Coffee with the principal
- ParentSquare messages
- Phone calls / Direct outreach
- Social media
- Websites
- Newsletters
- Home Visits



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

Utilizing a proactive Multi Tiered System of support, all MPS Schools will administer a supplemental support program inclusive of Universal Screening of students’ academic and social emotional needs, increasing support for those who demonstrate a higher level of need and integrating plans that address students’ academic, behavioral and social emotional needs.

Our school will utilize a schoolwide approach, using programs and services from the following evidence based strategies:

- Universal Design for Learning Instructional Strategies - Incorporating multiple means of engagement, representation and expression.
- MSA-6 aims to supplement instruction with the extension of the school year from 180 to 185 days for the 2021-22 school year to mitigate learning loss (schoolwide staff compensation) - \$25,000
- Summer School Classes and Saturday school for all students - \$30,000
- Bilingual para/Staff PD/TOSA - \$25,000
- Counseling Services, SEL support (SEVA Program), Care Solace, Parent Academy (College) - \$25,000
- Tutor Me/Paper (Tutoring services) - \$6,865

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	\$55,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$25,000	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Integrated student supports to address other barriers to learning	\$25,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$6,865	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility		
Additional academic services for students		
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs		
Total Funds to implement the Strategies	\$111,865	

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

MPS finance team created a master document of funds available for Covid-19 pandemic related expenses. Planning and coordination meetings are scheduled to discuss need, new programs and expenses.

With the research conducted, the information is passed on to stakeholders to be part of the robust conversation to identify school community needs and resources necessary to support endeavors that promote the health and well-being of our student body, as well as support positive academic outcomes.

The pandemic has created many positive opportunities to enhance learning, but it has also created barriers such as connectivity, academic program uncertainty, etc. MSA-6 leadership and learning community are very resilient and ready to adapt to the challenges that lie ahead with the support of adopted systems, procedures and programs.

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 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 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
March 2021

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-7	Meagan Wittek Principal	mwittek@magnoliapublicschools.org (818) 886-0585

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.

The process of developing this plan began with the school site leadership teams meeting with the MPS Academic Team during Task Force meetings in order to become familiar with the plan and the different expenditure plans. Once a template was created, the school site leadership met to review data, survey responses, and other information to identify the highest need areas to prioritize this funding. Once a draft plan was developed, we started scheduling stakeholder meetings to share the plan and collect feedback. These meetings included a School Site Council Meeting, Coffee with the Principal, and two staff meetings. During each of these meetings, the draft plan was presented to the stakeholder group, a question and answer session was held and then they were given an opportunity to provide feedback on a Jamboard document.

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

In alignment with the purpose of the grant, eligible student groups are identified as 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. MSA-7 serves the following student groups and demographics:

- Enrollment: 292
- Homeless/Foster Youth: 12 students
- English Learners: 32.53%
- Hispanic: 67.47%
- White: 16.1%

- Asian: 9.59%
- Black or African American: 5.48%
- Special Education: 11.64%

Socio-economically Disadvantaged: 76.37%

The identification of student groups for grant related programs, services and support will be done through multiple means. Existing identification and placement processes include MTSS programs, SSPT process, counselor, teacher and parent referrals, review and analysis of data including student achievement data, student surveys, SEL mental health and wellness surveys, Care Solace program data, attendance data, program liaisons and coordinators. Ongoing identification and progress monitoring will help us to match the student needs with programs and services.

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

MSA-7 has a robust communication system spanning across all stakeholders and in a variety of methods including but not limited to:

- Stakeholder Townhall meetings
- PTF/SSC/ELAC and Coffee with the Principal Meetings
- ParentSquare messages
- Phone calls / Direct outreach
- Social media posts (Facebook & Twitter)
- School Website
- Dolphin Gazette Monthly Newsletters
- Home Visits

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

Utilizing a proactive Multi Tiered System of support, all MPS Schools will administer a supplemental support program inclusive of Universal Screening of students' academic and social emotional needs, increasing support for those who demonstrate a higher level of need and integrating plans that address students' academic, behavioral and social emotional needs.

Our school will utilize a schoolwide approach, using programs and services from the following evidence based strategies:

1. Universal Design for Learning Instructional Strategies - Incorporating multiple means of engagement, representation and expression.
2. Culturally Relevant and Responsive Teaching and Learning to reflect our diverse student population
3. Student-centered learning opportunities that include collaboration and project based, hands-on experiences

Funds will be allocated in the following ways:

The ELO funds will assist us in meeting the needs of our community as we transition back to school and will be allocated in the following ways:

- Summer School Program - 2 years = \$52,000 (\$26,000 per Summer)
- Extending the school year by 5 additional days - 1 year = \$67,395
- Transitioning a part-time ELD aide to full-time to allow for more support of ELD students - 2 years = \$43,500 (\$21,750 per year)

- Online 24/7 tutoring programs such as Paper, TutorMe, etc. or At home tutoring services, when allowed (pending quotes) - 1 year = \$15,000
 - Parent Academy sessions on SEL, academics - 2 years = \$6,840 (\$3,420 per year)
 - After school Program extended days and hours (ARC) - 1 year = \$12,000
 - Adoption & Implementation of IXL - 2 years = \$9,000 (\$4,500 per year)
 - Adoption of Assessments for TK-2 (NWEA/RL Star Reading/Math) - 2 years = \$4,000 (\$2,000 per year)
 - PD to support Adult SEL and connection - 1 year = \$3,000
- Implicit Bias Professional Development through LACOE
 Culturally Responsive Teaching Training
- PBIS: A Multi-Tiered System of Support through LACOE - 1 year = \$4,500
- Behavior Interventions and Support (PBIS)
 Consulting and Training Services

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	\$119,395	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$58,500	
Integrated student supports to address other barriers to learning	\$ 18,840	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports		

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		
Additional academic services for students	\$ 13,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$ 7,500	
Total Funds to implement the Strategies	\$217,235	

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

MPS finance team created a master document of funds available for Covid-19 pandemic related expenses. Planning and coordination meetings are scheduled to discuss need, new programs and expenses.

With the research conducted, the information is passed on to stakeholders to be part of the robust conversation to identify school community needs and resources necessary to support endeavors that promote the health and well-being of our student body, as well as support positive academic outcomes.

The pandemic has created many positive opportunities to enhance learning, but it has also created barriers such as connectivity, academic program uncertainty, etc. MSA-7 leadership and learning community are very resilient and ready to adapt to the challenges that lie ahead with the support of adopted systems, procedures and programs.

The ELO funds will assist us in meeting the needs of our community as we transition back to school and will be allocated in the following ways:

- Summer School Program - 2 years = \$52,000 (\$26,000 per Summer)
- Extending the school year by 5 additional days - 1 year = \$67,395
- Transitioning a part-time ELD aide to full-time to allow for more support of ELD students - 2 years = \$43,500 (\$21,750 per year)
- Online 24/7 tutoring programs such as Paper, TutorMe, etc. or At home tutoring services, when allowed (pending quotes) - 1 year = \$15,000

- Parent Academy sessions on SEL, academics - 2 years = \$6,840 (\$3,420 per year)
- After school Program extended days and hours (ARC) - 1 year = \$12,000
- Adoption & Implementation of IXL - 2 years = \$9,000 (\$4,500 per year)
- Adoption of Assessments for TK-2 (NWEA/RL Star Reading/Math) - 2 years = \$4,000 (\$2,000 per year)
- PD to support Adult SEL and connection - 1 year = \$3,000

Implicit Bias Professional Development through LACOE

Culturally Responsive Teaching Training

- PBIS: A Multi-Tiered System of Support through LACOE - 1 year = \$4,500

Behavior Interventions and Support (PBIS)

Consulting and Training Services

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 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 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
March 2021

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-Bell	Jason Hernandez Principal	jhernandez@magnoliapublicschools.org 323-826-3925

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.

The following methods are used to communicate with stakeholders and receive feedback on the usage of funds for the Expanded Learning Opportunities:

Existing meeting structures

- PAC
- SSC/ELAC
- Family Informational Meetings such as Happy Hour Chat with the Principal
- Staff meetings
- Academic Task Force meetings
- Leadership meetings; Principals and Deans

Existing communication means

- ParentSquare message
- Social media
- Websites
- Weekly Newsletters

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

In alignment with the purpose of the grant, eligible student groups are identified as: 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. MSA Bell serves the following student groups and demographics:

Student Population: 440
English Learners: 55 (12.5% of students)
Socioeconomically Disadvantaged: 372 (84.5% of students)
Students with Disabilities: 45 (10.2% of students)
Homeless: 4 (.09% of students)

African American: 0% of students
Asian: .36% of students
Hispanic: 90.45% of students
White: 7.95% of students

The identification of student groups for grant-related programs, services, and support will be done through multiple means such as:

1. NWEA MAP Assessment, as well as historical data such as IAB and SBAC performance
2. Existing identification and placement as determined by school leadership
3. Reviewing other student achievement data such as course work completion, attendance, student surveys, etc.
4. Ongoing meetings with teacher leaders to identify student needs

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

Communication with stakeholders of the various learning community resources is essential to ensure the tools are accessible to best assist students with positive academic outcomes and bring awareness to families of the available resources.

- Townhall meetings
- PAC/SSC/ELAC
- ParentSquare messages
- Phone calls/Direct outreach
- Social media
- Websites
- Newsletters
- Home Visits

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

Utilizing a proactive Multi-Tiered System of support, leadership will administer a supplemental support program inclusive of Universal Screening of students' academic and social-emotional needs, increasing support for those who demonstrate a higher level of need and integrating plans that address students' academic, behavioral, and social-emotional needs.

Our school will utilize a schoolwide approach, using programs and services from the following evidence-based strategies:

- Universal Design for Learning Instructional Strategies - Incorporating multiple means of engagement, representation, and expression. MSA Bell through a blended-learning approach is able to offer students flexibility in the ways information is accessed or how competency is demonstrated.
- MTSS is a whole-school, data-driven, prevention-based framework for improving learning outcomes for every student. MSA Bell has created a teacher leader team per grade level that explores data and collaborates to create school-wide systems and specific grade level systems based on the needs and challenges within the grade.
- Explicit Instruction. Faculty are provided with professional development throughout to explore and develop this instructional skill. This includes providing clear learning goals in the classrooms, accessing prior knowledge through activities such as 'do nows', teaching skill or strategy for problem-solving, multiple opportunities for guided and independent practice, and providing students with immediate feedback towards competency are a few EL strategies.

The Expanded Learning Opportunity Grant provides opportunities for the learning community to address the learning loss due to the pandemic with academic supports, social-emotional, and other supports. There is an emphasis to address the neediest student populations of ELs and SWDs. Below is a high-level summary of the plan/approach with the ELO funding:

- MSA-8 aims to supplement instruction with the extension of the school year from 180 to 185 days for the 2021-22 school year to mitigate learning loss (schoolwide staff compensation)
- Provide Winter Session (credit recovery - this provides students with opportunities to recover credits in a more individualized environment that is specifically designed to needs and learning style, for purposes of closing the achievement gap.) (Jan. 3-7, 2021, 5 hours per day) and in the winter of 2022.
- Provide Additional Tutoring Sessions in 2021-22 and 2022-23 school years
- Hire and retain three (3) Bilingual Paraprofessionals/Teacher Assistant positions for co-teaching and support (specific focus on EL, similar to SPED)
- Expand the Character Development Education program
- Support the Social Worker position
- Purchase basic academic skills and content building programs
- Expand Professional Development to Support PBIS program

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	131,635.40	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	140,400.00	
Integrated student supports to address other barriers to learning	52400.00	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	0.00	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	0.00	
Additional academic services for students	7,525.00	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	4,500.00	
Total Funds to implement the Strategies	336,460.40	

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

MPS finance team created a master document of funds available for Covid-19 pandemic-related expenses. Planning and coordination meetings are scheduled to discuss needs, new programs, and expenses.

With the research conducted, the information is passed on to stakeholders to be part of the robust conversation to identify school community needs and resources necessary to support endeavors that promote the health and well-being of our student body, as well as support positive academic outcomes.

The pandemic has created many positive opportunities to enhance learning, but it has also created barriers such as connectivity, academic program uncertainty, etc. MSA Bell leadership and learning community are very resilient and ready to adapt to the challenges of tomorrow through an Agile Decision-Making Approach that involves the following:

Agile Approach, rapid decisionmaking cycle based on the constant change and challenges from the pandemic

- Form non-hierarchical team focused on the problem, not job titles
- Be ready to respond to changing circumstances and information
- Solicit and collect feedback; change based on new information
- Focus on the continuous improvement cycle

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 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 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
March 2021

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy - Santa Ana	Steven Keskiturk Principal	skeskinturk@magnoliapublicschools.org (714) 479-0115

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.

All of the stakeholders have been included in the decision-making process through meetings such as PTF, coffee with the principal, SSC, and ELAC meetings, Staff meetings, Academic Task Force and Health and Safety Team meetings, principals and deans meetings, Admin meetings, and student meetings. Also, we collected feedback from stakeholders through staff, student, and parent surveys.

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

The identification of student groups for grant-related programs, services, and support will be done through multiple means. Existing identification and placement processes include MTSS programs, SSPT process, counselor, teacher and parent referrals, review and analysis of data including student achievement data, student surveys, SEL mental health and wellness surveys, Care Solace program data, attendance data, program liaisons, and coordinators. Ongoing identification and progress monitoring utilizing MAP data will help us to match the student needs with programs and services.

In alignment with the purpose of the grant, eligible student groups are identified as 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. MSA-Santa Ana serves the following student groups and demographics:

- Enrollment: 543
- English Learners: 182
- Students With Disabilities: 92

Socioeconomically Disadvantaged Students: 456
Homeless Students: 29

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

Through the following meetings and communication tools, we will inform parents of the opportunities for supplemental instruction and support.

- Townhall meetings
- PTF/SSC/ELAC and coffee with the principal's meetings
- ParentSquare messages
- Phone calls / Direct outreach
- Social media
- Websites
- Newsletters
- Home Visits

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

Utilizing a proactive Multi-Tiered System of support, MSASA will administer a supplemental support program inclusive of Universal Screening of students' academic and social-emotional needs, increasing support for those who demonstrate a higher level of need and integrating plans that address students' academic, behavioral, and social-emotional needs.

Our school will utilize a schoolwide approach, using programs and services from the following evidence-based strategies:

- Universal Design for Learning Instructional Strategies - Incorporating multiple means of engagement, representation, and expression.
- Hire stand-alone Social Worker
- Expand dual enrollment opportunities
- RTI Para/TAs for and support.
- IXL Supplemental for ELA and Math Tk-12 grades.
- New science curriculum
- Teacher training.
- College Readiness (College Field trips, and college/university courses).
- Dedicated staff time and training for additional academic progress monitoring for ALL students, including ELLs, SPED, & Gate students.
- MTSS implementation plan, review and follow up.
- KICKboard (PBIS school-wide)

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	\$15,000.00	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$70,000.00	
Integrated student supports to address other barriers to learning	\$118,518.00	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$176,000.00	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$19,500.00	
Additional academic services for students	\$14,000.00	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$14,000.00	
Total Funds to implement the Strategies	\$427,018.00	

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

MPS finance team created a master document of funds available for Covid-19 pandemic-related expenses. Planning and coordination meetings are scheduled to discuss needs, new programs, and expenses.

With the research conducted, the information is passed on to stakeholders to be part of the robust conversation to identify the school community needs and resources necessary to support endeavors that promote the health and well-being of our student body, as well as support positive academic outcomes.

The pandemic has created many positive opportunities to enhance learning, but it has also created barriers such as connectivity, academic program uncertainty, etc. MSA Santa Ana leadership and learning community are very resilient and ready to adapt to the challenges of tomorrow through an Agile Decision-Making Approach that involves the following:

- Agile Approach, rapid decisionmaking cycle based on the constant change and challenges from the pandemic
- Form non-hierarchical team focused on the problem, not job titles
- Be ready to respond to changing circumstances and information
- Solicit and collect feedback; change based on new information
- Focus on the continuous improvement cycle

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 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 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
March 2021

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-San Diego	Gokhan Serce Principal	gserce@magnoliapublicschools.org (619) 644-1300

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.

All of the stakeholders have been included in the decision making process through meetings such as PTF ,coffee with the principal meetings, Staff meetings, Academic Task Force Meetings, teacher leaders meeting, principals and deans meetings and student meetings. Also we collected feedback from stakeholders through staff, student and parent surveys.

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

In alignment with the purpose of the grant, eligible student groups are identified as: 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. MSA-San Diego serves the following student groups and demographics:

Enrollment: 430

English Learners: 36

Students With Disabilities: 69

Socioeconomically Disadvantaged Students: 172

Homeless Students: 11

The identification of student groups for grant-related programs, services, and support will be done through multiple means such as:

1. NWEA MAP Assessment, as well as historical data such as IAB and SBAC performance
2. Existing identification and placement as determined by school leadership
3. Reviewing other student achievement data such as course work completion, attendance, student surveys, etc.
4. Ongoing meetings with teacher leaders to identify student needs

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

Through the following meetings and communication tools we will inform parents on the opportunities for supplemental instruction and support.

- Townhall meetings
- PTF/SSC/ELAC and coffee with the principals meetings
- ParentSquare messages
- Phone calls / Direct outreach
- Social media
- Websites
- Newsletters
- Home Visits

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

Utilizing a proactive Multi Tiered System of support, all MPS Schools will administer a supplemental support program inclusive of Universal Screening of students' academic and social emotional needs, increasing support for those who demonstrate a higher level of need and integrating plans that address students' academic, behavioral and social emotional needs.

Our school will utilize a schoolwide approach, using programs and services from the following evidence based strategies:

- Universal Design for Learning Instructional Strategies - Incorporating multiple means of engagement, representation and expression.
- Summer School Classes and Bridge Programs for the incoming 6th grade students - \$120K
- Saturday School support-\$40K
- In class and after school targeted academic support provided by paraprofessional(s)-\$70K

- Counseling Services- \$50k

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	\$160,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$70,000	
Integrated student supports to address other barriers to learning	\$50,000	
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		
Additional academic services for students		
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs		

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Total Funds to implement the Strategies	\$280,000	

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

MPS finance team created a master document of funds available for Covid-19 pandemic related expenses. Planning and coordination meetings are scheduled to discuss need, new programs and expenses.

With the research conducted, the information is passed on to stakeholders to be part of the robust conversation to identify school community needs and resources necessary to support endeavors that promote the health and well-being of our student body, as well as support positive academic outcomes.

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 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 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.

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