

Expanded Learning Opportunities Grant Plan

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The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Data collection and stakeholder engagement supporting the development of the Local Control Accountability Plan (LCAP) began in January 2020 with the assistance of the California Collaborative for Educational Excellence (CCEE) in partnership with the Contra Costa County Office of Education (CCCOE). A comprehensive Systematic Instructional Review (SIR) process began to help inform the district's strategic instructional efforts and focus areas for the new LCAP. Due to the pandemic, the LCAP was replaced by the Learning Continuity Plan for the 2020/2021 school year. Data collection resumed in January 2021 with interviews of individual stakeholders, focus groups with multiple stakeholder groups both inside and outside the district, and virtual classroom visits, social-emotional learning (SEL) and English language development (ELD) sessions, and special education programs.

Prior to site visits, CCEE staff reviewed all documents submitted by MDUSD to support instructional efforts. Seventeen focus group meetings were conducted with various stakeholder groups, including students, families, teachers, support staff, school administrators, labor partners, advisory committees and community committees/groups, including members of the District English Learner Advisory

Committee and the Mt. Diablo Black Educators Association. A total of 21 interviews were conducted with individuals in various leadership roles across the district, including board members, district administrators, bargaining unit leaders, and teachers on special assignment.

In addition to the empathy and focus interviews listed above, during March/April 2021, input was simultaneously collected for the Expanded Learning Opportunity Plan (ELO) as part of the LCAP process. The ELO Plan and attached funding were introduced and the feedback helped with alignment, prioritization, and data collection thus allowing for the greatest level of clarity to stakeholders, while not duplicating the data and input collection process.

Feedback was collected from members of the Anti-Bias Anti Racist Committee, Budget Advisory Committee, Community Advisory (SELPA) Committee, District English Advisory Committee, Equity Advisory Committee, the Parent Advisory Committee, and the Student Advisory Committee. A community LCAP Input Meeting was held to collect feedback from advisory group members, union leaders, industry and community partners, and students. The information and feedback collected from the stakeholders above was shared with District leaders, analyzed to determine the recommended improvements aligned with student needs and budget allocations, and, if appropriate, incorporated into the new LCAP and ELO Plan. While the ELO Plan has separate funding and a limited timeframe, the funds and actions are also incorporated in, aligned, and specifically called out in the LCAP for maximum transparency.

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

MTSS and referral process, language in LCP updated (under pupil learning loss section) MDUSD's learning recovery program will address systems, assessment, and interventions to meet the needs of students and provide supplemental instruction and support for social emotional well-being through a Multi-tiered System of Support (MTSS). Focused outreach and assistance will be given to subgroups historically underserved in MDUSD. Students include, Foster, Homeless, and African American youth who have been identified as a high priority group in MDUSD, as well English language learners, students with disabilities and low Income/low socioeconomic students. Furthermore, to assist with the transition back and re-engagement to school, outreach will be made to students; not meeting grade level standards or on track for graduation, disengaged youth, and youth needing social emotional support or enrichment.

MDUSD schools utilize parent/teacher conferences, Student Success Teams (SST), and data (grades, benchmark assessments, attendance, behavior, and anecdotal information and observation) in determining how to best support a student and their family. Most MDUSD schools have multidisciplinary CARE teams (i.e. principal, teacher, support staff such as counselors, school psychologists, parent liaison, and community partners) that assist referred students with a coordinated approach looking at the whole child. MDUSD will review, streamline, develop and align a district Multi-Tiered System of Support (MTSS) that outlines academic, behavior, and social emotional tiered interventions, supports, and personnel, with a clear process on how to access these services. MTSS is an evidence-based system of support that allows for an equitable and inclusive environment, incorporating:

Universal Screening: Generally conducted three times a year to identify students who may be at risk for poor outcomes and need additional academic, social, emotional, or behavioral supports;

Multi-level Prevention System: Includes a continuum (Tiers 1, 2, and 3) of integrated academic, social, emotional, and behavioral instructional and intervention supports that are evidence-based and culturally and linguistically responsive;

Progress Monitoring: Uses valid and reliable tools and processes to assess performance, quantify improvement or responsiveness to intervention and instruction, and evaluate the effectiveness of instruction, interventions, and supports; and

Data-Based Decision Making: Includes data analysis and problem solving through teaming to make decisions about instruction, intervention, implementation, and support.

MDUSD will ensure continuity across the district with targeted support, professional development, accountability, and monitoring.

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

Parents/guardians of students will be informed of the opportunities for supplemental instruction and support through an array of options, such as the district website, school websites, Parent Square messages from the district and school sites, school staff, school newsletters, social media, Superintendent's Weekly Updates, home-school student support meetings, webinars, and School Board updates. Spanish translation is available at all of our Board meetings and at many district meetings.

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

MDUSD has worked in collaboration with stakeholders to align the ELO Plan to district plans (i.e. LCAP, LCP) and the priorities identified in the district's Systematic Instructional Review (SIR) to ensure continuity, capacity, accountability and sustainability. [Addendum A](#) outlines this alignment and identified supplemental instruction and supports targeting students experiencing learning loss and those disproportionately impacted by the pandemic. The supports are focused on academics, extended learning, social-emotional, enrichment, training for staff, technology and safety support for students focused on reopening of schools. Each of the seven ELO areas below provide a brief description of proposed supports.

1. Extending instructional learning time. Mt. Diablo Unified School District (MDUSD) will endeavor to offer Summer School opportunities in 2021 and 2022 at every school site, with services that address individual school needs, learning loss, social emotional learning (SEL), transition back to in-person learning, and targeted student support for those affected by the pandemic. Furthermore, increased opportunities to expand services will reinforce this effort, as well as assist students in college and career planning and preparedness through after school programs, academic enrichment, STEM education (Mystery Science), online tutoring, and college and career field trips at high need schools and with student subgroups (low-income students, English learners, foster youth, and homeless students, Westwood Elementary).

2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports. Targeted support and intervention will accelerate progress to close learning gaps, met by expanded academic and social emotional services, training, progress monitoring, and staff such as intervention teachers (Math, Early Literacy, STEM), instructional coaches and support for in person and distance learning, AVID coordination, paraprofessionals, Educational Technology Program Specialist and Database Administrator, and teachers and Paraprofessionals incorporating the LindaMood Bell reading program. These services and affiliated staff will create the support, targeted intervention, training and accountability to address student needs and assist the district in accelerating progress and closing learning gaps. Furthermore, the use of standards-based intervention curriculum and lessons (including but limited to Gizmos, MosaMack, Imagine Learning, ALEKS, and outdoor lab and garden spaces), programs supporting Next Generation Science Standards (NGSS), educational software and platforms (Ed1Stop, SeeSaw), and school based Technology Integration Leader support (TIL) will provide additional technology-related supports and learning for staff and students.

3. Integrated student supports to address other barriers to learning. MDUSD is committed to developing a sustainable and equitable district-wide system to address barriers to learning and access to interventions through the development of a Multi-Tiered System of Support (MTSS). This includes dedicating staff time and resources to assess needs, strategies, services, and impact to students' academic, behavior and social emotional learning. To support this effort, the district will expand counseling services (school counselors, social work specialist, telehealth) to address mental health, SEL, and trauma; develop, implement, and train staff in a district wide Social Emotional Learning (SEL) program to build equity and capacity; utilize paraprofessionals for targeted academic and SEL; develop MTSS site leadership; add new administrative and support staff to ensure and monitor services for foster and homeless youth; and broaden parent and community outreach, partnerships and communication (Parent/Community Admin, Parent Square, AmplifiedIT, Kinvoled Attendance, and contracts services) to strengthen home-school partnership, connection, and engagement.

4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports. MDUSD will expand technology infrastructure and upgrades (router, firewall software), devices (laptops, chromebooks), and hotspots for Spring 2021 to provide students and families access and support to address learning loss and impacts by the pandemic. This will include the transition to a one-to-one chromebook program and a laptop refresh program for teachers.

5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility. Additional class offering, teacher time, APEX credit recovery platform, expanded after-school opportunities at high-need secondary schools, and Algebra support will assist students that are credit deficient, as well as increase access and accelerate opportunities for promotion and graduation requirements. Students eligible for graduation with a reduction in credits will be identified early in order to ensure they have access to that option. Furthermore, to enhance college preparedness, eligibility, and planning the use of Naviance licenses will assist college and career plans, tracking, selection, and application process

6. Additional academic services for students The use of student data and assessments through the assessment tools and platforms (iReady, Aeries, Illuminate, ESGI, Unique) will assist with disaggregating and targeting support for underserved students and help staff assess learning, identify needs, align targeted supports, and monitor growth for each and every student.

7. Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs. Professional development and training will be provided to certificated and classified staff throughout the school year and summer, addressing social-emotional health and academic needs, textbook adoption, equity and culturally relevant pedagogy, and mindfulness (i.e. Mindful Life Project) to build skills and capacity of staff to help connect and engage with students and families in strengthening relationships and addressing social, emotional, and academic needs. Expand opportunities and training for staff to strengthen and cultivate student leadership, voice, and tutoring to help build skills, inclusion, and ensure students are active members in developing and assessing their educational experience and learning in MDUSD.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	\$ 4,200,000	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$ 6,370,000	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$ 1,920,000	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$ 4,734,000	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$ 900,000	[Actual expenditures will be provided when available]
Additional academic services for students	\$ 996,000	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$ 375,000	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$19,495,000	[Actual expenditures will be provided when available]

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

MDUSD MDUSD will continue to use the LCAP process utilizing feedback from stakeholders to focus supports, staff, and resources on serving our students. Students include, Foster, Homeless, and African American youth who have been identified as a high priority group in MDUSD, as well English Learners, low income students, students at risk of abuse, neglect or exploitation, students who are below grade level, credit-deficient or high school students at risk of not graduating, disengaged students, and students with disabilities. All additional funding the district receives will be used to complement or enhance the services we have in place, and align with district and Board priorities.