

Expanded Learning Opportunities Grant Plan

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

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

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

The Santa Maria-Bonita School District (SMBSD) is dedicated to a collaborative approach as we involve all stakeholders. We are committed to substantial stakeholder engagement and believe that it is an integral component of developing and implementing a purposeful and comprehensive expanded learning plan. Stakeholder engagement for the Expanded Learning Opportunity (ELO) Grant Plan activated a network of partnerships through the existing structure in place which ensured information was disseminated and that all stakeholders were a part of a collaborative team. Virtual meetings, informal feedback, and surveys taken were forms of collecting information and gathering input from SMBSD parents, the District English Language Advisory Committee (DELAC), district and site teams, SMBSD Community Health Agency Partnership Team, and the Local Control and Accountability Plan (LCAP) Stakeholder Team. These representative stakeholder groups reflect our diverse multilingual/multicultural agricultural-based community and how the effects of the pandemic have impacted the academic outcomes and social-emotional needs of our PK-8 student population.

A virtual DELAC meeting was held on April 4, 2021. The meeting agenda included an overview of the current extended day program and of the upcoming summer school offerings. A review of how supplemental instruction and support strategies were identified was included in the presentation. DELAC members were able to ask questions about existing programs and provide input concerning summer school learning opportunities. Specific questions and input revolved around types of programs that would be offered, how many students would be invited, and if students who were unable to attend a class in person would be offered opportunities via distance learning. Questions were answered and ideas were taken back to the Instructional Service Team in order to use the DELAC's participants' ideas to further create a solid plan. The DELAC members, in turn, took the information back to the School Site Council (SSC) members in order to provide information as well as gather further input. This feedback loop continues to involve stakeholders at the site level.

The SMBSD Pupil Personnel Service team leaders and our Community Health Agency Partnership team met on April 23, 2021. Members on the team were provided an overview of the ELO draft plan and specifically asked for input concerning support strategies for the social and emotional learning needs of our students during expanded learning hours. Their ideas were gathered and there was strong support to increase services already being provided during the regular school day by servicing students in need throughout the summer school program.

The LCAP stakeholder team and district teams, including our Food Service Department leaders, met on a regular basis to collaborate regarding existing extended day opportunities that are in place and to discuss how SMBSD could best meet the needs of our students through the end of the current school year and throughout the 2021/2022 school year. In addition, parent input was gathered via parent surveys in order to collect information concerning our students' academic and social emotional needs.

School leaders met with their site leadership teams throughout the month of April 2021 in an effort to gather teacher input regarding student learning loss mitigation and supporting student social emotional learning needs. Input around summer learning opportunities and supports for the 2021/2022 school year were provided. The information was categorized and then reviewed by District leadership. An overwhelming majority of teachers indicated a need for the support of instructional assistants to allow for more frequent small group instruction. Teachers noted the request for instructional assistants did not include bilingual skills as not all students experiencing learning difficulties or loss are English learners. Another frequently mentioned request made was the addition of a cluster Mixtec community liaison to support the level of engagement needed with this parent group. A strong emphasis was placed on this importance if this parent engagement and the use of district Mixtec community liaisons is not sufficient as it is difficult to create the relationships needed, along with the in-depth knowledge of the particular school sites. This possible disconnect is a barrier identified at the sites. Other ideas include the development of learning hubs in

various locations across the community, enhanced training for ASES staff to further support expanded learning opportunities for ASES eligible students. Finally, site input also placed a heavy emphasis on continued social emotional support at all school sites, to include maintaining at least one Outreach Mentor and one school based therapist, with the possibility of increasing this service to more than one of each for the upcoming school year.

Stakeholder engagement will continue to follow an appropriate communication structure in addition to hosting definitive virtual meetings and activities. Additionally, informal feedback will continue to be collected along the way through social media comments and requests, phone calls to sites, and the district office as well as in-person visits with questions, requests, and feedback and staff communications such as parent/teacher conference, emails and online platforms.

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

SMBSD continues to increase or improve expanded learning supplemental services in order to address identified needs of students who are low income, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, students who are below grade level, and other students identified by certificated staff. Supplemental services' instructional design and delivery are informed by formative assessment data, progress monitoring, surveys, and the utilization of evidence-based instructional strategies. Additional site level formative assessments occur regularly as part of daily instruction. Data gathered is used to identify and support student learning loss through both core instruction and supplemental extended day offerings. Student progress will be monitored closely, and parent collaborations regarding student progress will occur regularly.

Expanded learning opportunities have been and continue to be designed to support students who are at greater risk of academic learning loss. Additional support is targeted for those students identified by NWEA Growth and Achievement data. NWEA assessments in reading, math, and science were administered first in October 2020 and again in February 2021 and May 2021, along with formative assessment data gathered regularly by classroom teachers. These assessments will continue through the 2021-2022 school year (October, February, May) and will provide evaluation of program effectiveness and student growth.

SMBSD partners with Panorama Education to measure student's soft skills like self-management, self-awareness, responsible decision making, relationship skills, and social awareness. Educators and administrators use this data with classroom materials to build more positive equitable and supportive environments for student learning. Panorama Education surveys also provide information concerning the social and emotional well-being of families and staff members. This information is also used in order to provide members of our community with expanded services beyond the school day. The surveys were administered first in May 2021 and will be administered in 2021-2022 school year (September, January, and May).

Furthermore, participation rate data during hybrid/distance learning, attendance rate data during in person learning from April 2021 to June 2021, reclassification data, 2019-2020 California Healthy Kids Survey (CHKS) data, along with parent survey qualitative data, and site staff referrals students were and will continue to be identified for supplemental instructional support.

District, school site, and other stakeholder's teams will continue to meet to review student academic and social emotional quantitative and qualitative data. These reviews will help determine effectiveness of expanded learning programs and promote collaboration concerning further tiered supports that might be needed to improve student achievement. Teams will continue to discuss pedagogical strategies to accelerate learning, address the needs of unique learners, and ensure instruction is guided by challenging grade level common core state standards (CCSS). Having multiple data sources allows us to identify opportunities for integrated student supports.

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

Our Parent Engagement Department and school site teams provide information through our district and school site websites (English/Spanish), ParentSquare messages (English/Spanish), individual phone calls (English/Spanish/Mixtec) to communicate with parents/guardians that their student has been selected, and assist with registration. The Parent Engagement Department and school site teams also assist with flyers (English/Spanish), radio announcements (English/Spanish/Mixtec), and sharing with our community partners to promote these offerings through their social media accounts. This allows for a larger reach to our parents/guardians, which in turn provides greater opportunity for our students and families.

To inform parents/guardians and community partners of our 2020/2021 summer school instruction offerings, SMBSD has prepared a Summer School Catalog. The catalog lists each offering and provides a short description, participating sites, dates, times, meals, and transportation. In addition to program instruction, the catalog provides our Vision for Student Success, health and safety protocols, and registration information.

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

SMBSD Expanded Learning Opportunities plan is aligned with our district's Vision of Student Success and serves as a tool in aligning our current efforts to ensure continuous improvement in all areas of student achievement and program effectiveness. Our goal of providing high quality grade level instruction to all students continues to be clearly identified and articulated throughout the process of reviewing our current supplemental programs as well as creating expanded learning opportunities that will increase or improve services to address specific identified needs of students who are low income, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, students who are below grade level, and other students identified by certificated staff. All of the supplemental instruction and support incorporate a multitier integrated approach including a variety of comprehensive programs designed to increase academic achievement by promoting positive behaviors and engaging students in learning, academic enrichment, and physical activity. Addressing unfinished learning on grade level content area standards occurs through differentiated instruction planned, identified and delivered by both district and school teams. Quantitative and qualitative data has been used and will continue to be used along with ongoing informal and formal assessments that take place in order to effectively tailor the instruction for our students and plan for our 2021/2022 programs. Extended instructional learning time opportunities, in addition to what is required for the school year to support increased positive academics, behavioral and social outcomes, and student's learning needs include:

- distance learning and in person extended day classes (as appropriate),
- small group and one on one tutoring,
- academies (such as STEAM academies),
- Saturday schools,
- summer school opportunities,
- enrichment activities,
- access to on-line supplemental learning programs,
- ASES support.

These programs support increased positive academic, behavioral, and social outcomes and are available at both elementary and junior high schools, according to our students' academic and social emotional needs. They are designed to accelerate progress in order to close the learning gaps. We have designed these programs so that they are interactive and engaging for our students. All of the programs will incorporate critical thinking, creativity, collaboration, and communication. This will be accomplished by project-based and experiential

learning, English language development, social and emotional learning, and culturally and linguistically relevant practices. In addition, SMBSD provides all students with a Chrome Notebook, free internet access, and technology evening support during expanded learning hours.

SMBSD will continue to offer these extended day programs throughout the 2021/2022 school year through the implementation, expansion, or enhancement of learning supports which are not limited to the programs listed above. To ensure that the needs of our students are met, our extended day plan includes project-based and experiential learning by: ensuring that extended learning opportunities are centered on projects that build students content knowledge, skills, promote collaboration, and language development and by building partnerships with community organizations that can provide opportunities aligned to what students are learning. Professional learning for both certificated and classified staff in accelerated learning strategies and engaging learning opportunities for all students will take place. Leaders' capacity continues to be built in order to effectively address students' learning needs including training in facilitating quality and engaging extended learning opportunities.

For summer instructional learning, SMBSD will provide a multi-faceted in-person K-8 supplemental instructional program, by grade level, at each school site. A three hour per day Elementary Summer Academy will occur from June 14, 2021 to July 2, 2021 with transportation, snack, and grab n' go lunches provided for each student. Students entering grades 1 through 6 for the 2021-2022 school year will engage in grade level English language arts (ELA), mathematics, and science exploration activities. An in person Elementary School Bridge Program will occur from July 19, 2021 to August 6, 2021 which will include Kinder Bridge, 1st Grade Jump Start, and STEAM Camps. Each offering will provide an additional layer of instruction that supports the learning that occurred during the 2020/2021 school year and will occur during the 2021/2022 school year.

For our junior high students, a Junior High Summer Academy will be offered from June 14, 2021 to July 2, 2021 for students entering grades 7 and 8. Students will attend in person for a three hour daily program and will be identified as at-risk based on achievement data. Transportation, snack, and grab n' go lunches will be provided for each student. Additional programming for our junior high students includes an in person Junior High School Bridge Program. This program will occur from July 26, 2021 to August 6, 2021 and includes an AVID Excel Summer Bridge, Junior High Leadership, AVID Science "Mission Possible", and Junior High Jumpstart Summer Bridge. Each offering will provide targeted grade level instruction and prepare students for the 2021/2022 school year.

For our special education students, we will offer an in person Extended School Year (ESY) program. This program will be offered for 19 instructional days to support students with special needs, who have been identified through the IEP process, to be eligible for summer support. ESY is four hours each day and will offer learning that is specific to students and the continuation of their IEP goals. The purpose of ESY is to bridge recoupment and retention of previously learned areas. Transportation, snack, and grab n' go lunches will be provided for each student.

A specialized program that focuses on our newcomers will also be offered. The Newcomer Summer School Program will be offered from July 19 - August 6 for students, entering 2 - 4 grade, who are new to a US school (18 months or less). Students will engage in daily language development through reading, writing, listening, speaking, and music. Transportation, snack, and grab n' go lunches will be provided for each student.

Camp Brain Gain, is an after school enrichment program that will operate on the same dates and be located at each Elementary Academy site. Students entering grades 1-8 who are registered for a Summer School Academy or Migrant Education Program are eligible to attend. Students who register for a Summer School Academy will be sent an invitation to the daily camp. Activities include STEM, Zulu Dance

(elementary sites), outdoor Covid-19 safe games, art, food education, site garden restoration project, and guest speakers. An afternoon snack will be provided.

For all summer learning instruction, student academic progress will be monitored by certificated and classified staff and shared with site leaders who oversee each offering. Certificated staff will have access to achievement data from the 2020/2021 school year for each student. This data will help to measure academic growth during summer school instruction. Classes will be created in Aeries and daily attendance will be monitored.

In order to address other barriers to learning, such as provision of health, counseling, or mental health issues during expanding learning hours and to further support social and emotional learning, the district will utilize a program from Panorama Education and expand our current systems of social and emotional support. The Panorama Education program provides integrated support in the areas of self-management, self-awareness, responsible decision making, relationship skills, and social awareness. Panorama Education includes an online professional learning library of SEL interventions for certificated staff to access and use. In addition to this program, our summer school sites will have access to family outreach personnel, community liaisons, school based therapists, health assistants, nurses, and connections to local and regional community resources.

Training for staff, certificated and classified, will consist of two days from various departments within the district. Topics will include: accelerated learning strategies, assessments, attendance, community resources, English learner supports, food services, health and safety protocols, health services, logistics, progress monitoring, social and emotional learning, student engagement, tier 1 instruction, transportation, and trauma informed practices.

SMBSD's Family Engagement Program will coordinate parent education offerings in either a virtual, in-person or combination format. All parent education offerings will be available in multiple languages and assist parents with tools to support their child's grade level instruction, College and Career readiness, Social Emotional Learning, academic growth and grade transitions. Parents will be offered informational sessions to connect to community resources.

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	\$6,135,626	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$4,529,594	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Integrated student supports to address other barriers to learning	\$4,247,663	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$150,000	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$0	
Additional academic services for students	\$49,896	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$900,000	
Total Funds to implement the Strategies	\$16,012,779	

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

SMBSD is coordinating the use of the ELO Grant and other federal ESSER funds by budgeting all funding sources across several categories to best meet the needs of the district, students, staff, and community. For the 2021-22 school year, the ELO Grant funds are primarily budgeted towards extended and expanded learning to accelerate progress towards closing the achievement gap, integrated student services such as health, counseling, and mental health, diagnostic assessments and progress monitoring, professional learning, and parent education.

In 2021-22, the ESSER funds are primarily budgeted towards school facility repair and improvements to reduce the risk of virus transmission and to support student health needs, maintaining nutritional services, cleaning, disinfecting facilities, personal protective equipment (PPE),

materials necessary to provide student with opportunities for distance learning, and activities to address the unique needs of low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster youth including how outreach and services delivery will meet the need of each population.

For 2022-23, the ESSER funds are planned to be budgeted towards maintaining integrated pupil support to address barriers to learning, expanded learning supports, mental health services and counseling supports, nutritional services, PPE, sanitation supplies, and professional learning efforts.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov or <mailto:lcff@cde.ca.gov>

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the

supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.

- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

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

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

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

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

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

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

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

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

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

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
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