



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.

As noted in our "Plan Summary: LCAP Highlights" section, the District's development of a 2022-27 Strategic Plan remains a major driver of our ELO-P priorities and the development of our plan. Our Strategic Plan work was deeply grounded in engagement and feedback with the district's educational partners in the 2021-22 school year. That engagement continued in this 2023-24 school year, organized by Strategic Plan priorities, and this engagement informed the adjusted and new actions in the 2023-24 LCAP. The engagement occurred as follows:

- The Board met in a Special Study Session the first week of each month to review key Strategic Plan/LCAP actions, implementation progress and student performance results. The topics included: Foundational Literacy, Mathematics, LGBTQ+ supports, Special Education, School Climate, Science and STEM, and Culturally Responsive Curriculum and Practices. Like typical Board meetings, educational partners provided in-person and virtual comments.
- The Board Special Study Session was followed by a Board Community Workshop on that month's topic, held at school sites, where educational partners could engage District Leaders and two Board members in question and answer sessions.
- The Superintendent conducted a variety of virtual and in-person communications and engagements, on each month's topic, which gave educational partners additional opportunities for input and feedback. These included a YouTube town hall, podcasts, Cafe con Diego at a school, student, family, and staff surveys. The Strategic Plan and 2022-23 LCAP called for a variety of Task Forces to be implemented that provided additional ways to engage educational partners. These task forces were: Special Education, LGBTQ+, and Culturally Responsive Curriculum and Practices. Educational partners representing families, community, and staff were invited to participate in monthly meetings with data review, learning opportunities, and recommendation development.
- District staff convened input, planning, and feedback meetings with stakeholder teams and community partners. These meetings included reviewing the program requirements of the LCAP; the proposed LCAP actions based on the Strategic Plan; asking participants to suggest what actions they thought would support student wellness and accelerate student learning; and providing feedback on drafted Strategic Plan and LCAP actions. During
- The District English Language Advisory Committee of site leaders and teachers, and families of English Learners met on April 13 and June 1 of the 2023-2024 school year to provide input on current and potential strategies; feedback on draft actions particularly for English Learners

•Our Community Schools Initiative, led by our Director of School Leadership, held weekly meetings at every Title 1 school and Fiesta Gardens for the 2022-2023 school year. Steering Committees were formed at each site and a District Steering Committee was formed as well in the 2023-24 school year. Weekly meetings have continued to occur.

Throughout these engagement efforts, after school enrichment support, with a focus on STEM and literacy was identified as the overarching need for our Title 1 schools. We also identified the need for all students to experience outdoor education in 5th grade as a rite of passage experience as well as reinforcement of the richness of hands-on learning.

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

We have an existing assessment system and multi-tiered system of support within San Mateo-Foster City School District which allows for accurate, efficient identification of student needs. We have district-wide assessments to help us understand a child's academic performance, as well as to collect perception data and assess social emotional learning skills. We have a referral system that includes a team of educators working in concert to determine areas of need and appropriate interventions, and we have specialists who provide supplemental, Tier 2 support for academics, social emotional health and behavior needs. In addition to following our usual protocols to assess student performance and progress.

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

Parents/Guardians will be informed of opportunities for expanded learning in the following ways: district wide newsletters, site based newsletter, direct contact from site or district including home visits, and phone calls from the District Community Service Specialists team. Intersession camp and summer school participation will be by invitation, based on the students with greatest economic and academic needs. During the school year, we will provide supplemental reading support to our lowest readers through a combination of options: in-class support from the classroom teacher using the phonics based PAF (Preventing Academic Failure) curriculum, Footsteps to Brilliance learning application, Book Nook for our three Title 1 schools (Lead Elementary, Sunnybrae Elementary, and San Mateo Park Elementary), Language and Literacy TOSA coaching cycles, and ongoing professional development in all areas related to academic growth, SEL, equity, and ELOP

best practices. Because we have an existing practice of collaborating with our staff and parents through our early intervention practices, we will continue to use this system to inform parents of student progress throughout the school year and make our optional supports available through the Student Study Team process. This will ensure that our students are accurately identified, that we are proactively responding, and we are prioritizing student needs appropriately.

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

San Mateo-Foster City School District will utilize the intersession period including summer school to accelerate learning for those whom we have already identified as needing additional support. These students will be identified in collaboration with school staff to ensure that those that have been most impacted this past year are provided with enrichment and social emotional learning support. We also use District wide interim assessment data to identify students who need academic support.

Support is integrated into our school day with our ELO-P partners: Boys Girls Club, Peninsula Bridge, and Champions. Our teachers are skilled and dedicated, and when provided with research-based screeners through PAF, they will be able to help identify student needs early in the year. Pairing screeners with our existing benchmark data, we will be able to identify the students needing supplemental supports and we will be able to respond appropriately. Our school sites all have intervention teams that support the classroom teacher to identify additional classroom strategies that can be implemented to support students. We determine the best strategies for students per our MTSS structure. School counselors will collaborate with the school team to determine the specific supports offered, but as we are a PBIS district, all sites will proactively teach school and classroom expectations and routines at the start of the year, contributing to creating a safe and welcoming environment where we model and practice expected behaviors. All sites will continue to provide instruction using our Second Step social emotional learning curriculum, paired with Restorative Justice and No Place for Hate curriculum for our middle schools, and school-wide shared PBIS lessons to reinforce an empathy based model. This will help ensure that our school community understands how to function in the "new normal" following the pandemic and our staff can adjust instruction as necessary.

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	\$3,095,000	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$1,868,000	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning		[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports		[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		[Actual expenditures will be provided when available]
Additional academic services for students	\$950,000	[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		[Actual expenditures will be provided when available]
Indirect Costs	\$270,000	
Total Funds to implement the Strategies	6,183,000	[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.

The ELO Grant will be primarily focused on health and socio-emotional well being of students on campus, both this year and next, as well as increased academic supports for students, and our LEA has worked with our stakeholders and district leadership to align the use of all of our supplemental funds. Our COVID relief fund allocations are as follows:

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ESSER and In Person Instruction grants are focused on the operational components associated with providing in-person instruction, such as: thermometers, PPE, HVAC inspections, salaries associated with hybrid in-person instruction (e.g., pods, additional before/after school supervision), plastic barriers and other safety requirements in our MOU Learning Loss Mitigation Funds were primarily used to support Distance Learning: continuing school lunch, educational software (including operational software like Zoom as well as instructional software like Newsela), ongoing professional development, hotspots and hardware purchases to support students.