

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.

San Benito High School District's directors, site leaders, and staff collaborated with the community throughout the duration of 2020 and the beginning of 2021 to develop tiered supports for students. The district's plan included a year's worth of stakeholder engagement in the form of surveys, meetings, data collection, and input from families, staff, and students including local behavioral health and wellness partners.

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

SBHSD will identify students in need of supplemental instruction and support through the Multi-Tiered Systems of Support (MTSS) framework. The school site's Student Services Team, MTSS Team, and Engagement Team will continually monitor students in need of Academic, Social-Emotional, and Behavioral support. Additionally, students will be identified as needing additional support through state assessments (ELPAC, Interim CAASPP) and local assessments (final grades and credit accrual).

At the Tier 1 level, teachers will use formative and summative assessments, as well as ongoing progress monitoring, to identify students in need of additional support-- specifically for Haybaler Support Time (HST). Attendance data (i.e. chronic absenteeism rates, overall attendance rates, student group attendance rates, and District ADA rates) will also help the district identify students in need of targeted academic support.

Students who are identified as credit deficient will be enrolled in credit recovery courses through the Edgenuity program and will have targeted assistance on a regular basis from a certificated teacher. Each grading cycle, student grade data will be assessed by courses and student groups to determine immediate credit deficiencies needs.

Some district services will specifically target vulnerable student groups including EL Newcomers, Students with Disabilities, Foster Youth, and homeless students.

SBHSD will be very intentional in prioritizing the social-emotional needs of students. The district recognizes that all learning is social and emotional and the two cannot be separated. The district will identify strategies and activities for balancing students' social emotional needs that may have been exacerbated by school closures that resulted from the COVID-19 pandemic. It is the district's goal to provide the best possible learning environment for all students, whether it be in-person, hybrid, or virtual. The district's MTSS Team will monitor and identify student needs through a universal screener and support student needs through the SBHSD Wellness Center staffed with a school counselor and school social worker.

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

The SBHSD Communications Officer will publicize services available to students and parents through its usual channels of virtual communication, including the district's weekly newsletter, Facebook, Instagram, and Twitter. Families will continue to receive information through the Aeries Communicator dialers and mailers/letters.

Updates on available programs and supplemental support services will also be shared with parents and other stakeholders during regularly scheduled Board meetings, School Site Council meetings, District English Language Advisory Committee (DELAC) meetings, Parent Advisory Committee (PAC) meetings, and Parent University workshops. All communication with families is available in English and Spanish.

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

To make up for the loss of instructional time, the SBHSD will provide opportunities for credit recovery, supplemental instruction through Haybaler Support Time, and intervention programs designed to tackle students' academic and social-emotional needs.

SBHSD believes that every student needs access, equity, and opportunity to high quality instruction and learning.

Academics:

SBHSD intends to focus on creative ways to meet the needs of every student through target instructional support. Supports will include: Intensive curriculum development opportunities for Professional Learning Communities (PLCs) during the summer months, new grading practices to focus on standards-based, mastery learning, targeted supports for PLCs to analyze student formative and summative data, and continued professional development on Trauma Informed Practices and Supports (TIPS) and Social Emotional Learning (SEL) strategies.

A comprehensive summer school will be held June 14 - July 22 of 2021, to extend the learning opportunities for students in both an on-campus and remote setting. Students will have the opportunity to remediate more than one course during the 6 week session and will have targeted assistance from our certificated staff.

CTE courses are “hands-on”, and unfortunately this year, many of our CTE students missed out on these opportunities due to the required distance learning platform. Our CTE Instructors would like all of our students to have the opportunity to get in-person, hands-on learning through our Extended Summer Lab Program. Starting June 14, our Auto Shop, Metal Shop, Wood Shop, Ag Shop, Culinary Lab and Media Lab will be open for any student that was enrolled in the related courses during the 2020-21 school year. By attending the optional Summer Lab Program, students can get the hands-on experiences they may have missed out on, and also have the opportunity to remediate a failing grade and accrue course credits.

The district’s Migrant Program will also run its evening classes starting June 14th which will give students multiple ways and times to accrue credits. The summer services will also include Migrant Summer School Counselor support and a College and Career advisor. These supports will assist migrant students in developing a high school academic plan, review transcripts, and provide guidance to identify students’ post-high school interests.

Additionally, the district will continue its independent study program virtually to students electing to enroll in an alternative to the traditional comprehensive educational program. The district will utilize the Edgenuity online curriculum which is a-g approved.

Social-Emotional:

The district’s MTSS team will use a universal screener to analyze schoolwide data to determine the needs of students and develop social-emotional lesson plans to be included in Homeroom lessons and other opportunities for target Haybaler Support Time sessions.

The school site will continue to implement the PBIS strategies and reward students with BalerCard Postcards sent to students every week based on teacher nominations. PBIS Student of the Week will continue to be acknowledged and posted on all Social media platforms.

The Wellness Center will continue to be open for students access either via zoom or in-person instruction. SBHSD has 5 MSW School Social Work Interns on campus, 4 of them being Bilingual in Spanish and 1 BASW to provide tier 2 counseling support to our students. Students and families are more aware of the importance of social-emotional wellness due to the Wellness Center highlighted in social media and through Parent University. The wellness website site has made it easier for students to access check-ins and ultimately seek assistance from our trained staff.

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	\$1,200,000	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$ 224,547	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$473,548	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$29,200	[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	\$25,000	[Actual expenditures will be provided when available]
Additional academic services for students	\$265,175	[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	\$100,000	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$2,317,470	[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 other funds are being used for more professional development, grade collaboration, innovative learning environments, various software and air quality

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.

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 to 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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