

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 District utilized a variety of outreach methods to involve stakeholders in the development of priority areas for the LCAP and the Extended Learning Opportunity Grant Plan.

Online surveys were sent to families, school staff, and students seeking input in the following areas:

- Family Survey- Academic needs, additional family assistance, family-school communication, learning models, and student academic and social-emotional needs. (941 surveys completed)
- Staff Survey- Professional Learning needs, staff relationships, staff-school communication, student engagement, and student academic and social-emotional needs. (153 surveys completed)
- Student Survey- Academic needs, learning models, student engagement, and student relationships. (1,942 surveys completed)

The following priority areas were identified from the parents meetings at all nine-school sites:

- Newcomer Support
 - o Teacher dedicated to serving newcomers in the elementary sites
 - Long Term English Learner Support
 - EL students meet with AVID Tutors
 - Classroom Teacher small group intervention
 - Instructional Assistant in all grade levels
 - Mental Health Support
 - Support World Languages

The following priority areas were identified from LCAP Advisory Committee, District English Learner Advisory Committee (DELAC), District Parent Advisory (PDAC), and Migrant Parent Advisory Committee (MPAC):

- Academic Interventions
- Behavior/Social Emotional Supports
- Student Supports/Enrichment/College & Career Ready
- Safety and wellbeing
- Parent Supports
- Instructional Assistants
- Saturday School Program for English Learners
- Newcomer summer school
- Newcomer Teacher
- Add more minutes to ELD during the regular school day
- EL Coordinator
- Support in Math for middle and high school

The following priority areas were identified from the parent survey and district and site stakeholder meetings

- Counseling and Mental Health Support
- Tutoring and Homework Assistance and centers (before/after/during school/weekends)
- Additional reading, math, English learner, and newcomer support
- STEAM Education-hands-on learning
- Standards-based Computer Programs
- Districtwide Summer School-enrichment and credit recovery
- Increased access to technology during school day and after hours
- Nutrition and Physical Education services and training
- Professional Development and Training for staff and parents, including equity, mental health and trauma training and support for staff, students, and parents
- Support for College and Careers
- After-school clubs and activities for students
- Instructional Assistant support in the classroom
- Hire and maintain High Quality teachers, administrators, and staff

In addition, the District reached out to local organizations to strengthen partnerships to support student needs. Representatives from the Santa Clara Valley Boys and Girls Club, Big Brothers, Big Sisters, Blanchard Community Library, and City of Santa Paula Parks and Recreation Department will partner with the District to provide extended programming during summer school and provide STEAM enrichment and expanded peer mentorships to strengthen the district's learning recovery plan.

Based on stakeholder feedback, services for the Expanded Learning Opportunity Grant will focus on providing a comprehensive Summer

School program during the months of June and July. Remaining grant monies will be allocated toward creating a parent academy, extending the school day by providing targeted intervention in English Language Arts and mathematics, and creating community learning hubs located at identified literacy centers to provide academic, social-emotional, and increased access to technology support throughout June and July.

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

Students will be identified using local assessment data administered during the 2020-21 school year. The following assessments were administered and will be used during summer and throughout the 2021-22 school year to monitor progress.

- Districtwide Universal Screen: STAR Early Literacy, Reading, and Math
- Supplementary Reading Assessments: BPST, HFW Lists
- Supplementary Math Assessments for Grades 6-12: MDPT
- K-5 Progress Monitoring Tool for Tier II Intervention: Rigby Reading Benchmark Assessment

The STAR reading and math assessments identify students in the following groups:

- Urgent Intervention
- Intervention
- On Watch
- At/Above Level

Data reports will be used to identify areas of need in order to remediate learning loss and/or accelerate learning. Reports will provide information on individual and group performance on ELA and math skills. Teaching staff will use data to identify areas of strength and weakness and identify each student's instructional reading level, standard growth potential, and percentile rank.

Each school site will also engage in a cycle of inquiry and convene data team meetings four times per year to review data for all students. English learners, homeless/foster, and students with disabilities will be an area of emphasis and data will be reported out to the school site, to district level administrators, and to the Board of Trustees.

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

Parents and guardians will be informed of Summer School and tutoring opportunities via social media, district website, district communication system, personal phone calls, and letters sent to parents.

Phone calls were made to English learner, migrant, and homeless families to inform of summer school offerings available and assist in the enrollment process.

In fall, letters will be sent home to all students needing supplemental instruction. Progress will be reviewed at parent conferences throughout the school year.

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

Summer of 2021 and 2022

Summer Academies - Transitional Kindergarten (TK) – 7th Grade:

This summer SPUSD will offer in-person Summer Bridge Academies for students currently in Transitional Kindergarten (TK) through 7th grade. All Tk-7 grade academies will be offered for 19 days from 8:00-12:00 pm. The district will also partner with city and community organizations for offer an extended day for interested families. All academies will be designed with interactive STEAM activities and will encourage students to problem solve and use their creativity and engineering skills to explore real-world concepts. All academies will also focus on essential grade level standards in English Language Arts and Mathematics to reinforce learning and prepare students for the upcoming school year. Community building and social-emotional activities will be integrated into every academy. In order to extend learning enrichment opportunities into the month of July, the district will partner with STAR Education to offer enrichment camps providing experiences in STEAM, and culinary arts, dance, and sports enrichment.

Credit Recovery and Enrichment Summer School – 8th – 12th Grade

For incoming 9th grade students, the Summer Program will offer enrichment courses that allow students to accelerate credit earning potential. For continuing students in grades 9-12, courses will be offered for both enrichment and credit recovery. A newcomer academy will be offered to support language development and support content area development.

Enrichment Camps

STAR Nova will provide enrichment camps for K-7 grade students during the month of July. Students will have the opportunity to register for STEAM, culinary arts, sports, science, and dance camps.

Summer Group Mentorship Program

Utilizing partnerships with Big Brothers Big Sisters of Ventura County, Santa Paula Art Museum, and the Blanchard Community Library, High School students will mentor elementary or middle school students in a group setting. Summer activities will focus on literacy, self-expression, and exploring local and regional resources for enrichment.

Parent/Family Support:

This summer we will have a Parent Academy where parents will learn how to use the Google platform. Additionally, they will learn the features of zoom. Furthermore, they will learn about all the different online programs offered to their students. Finally, they will learn typing and computer skills. Along with this robust technology training, we will work with Logrando Bienestar to continue to support the Mental Health Wellness for the family.

2021-2022 School Year:

Community Learning Hubs:

District literacy centers at identified sties will be utilized to provide academic, social-emotional and increased access to technology during afternoon/evening hours.

Academic and Social Emotional Intervention: Based on data from universal assessments, before/after school, and Saturday intervention sessions will be offered at each site. Interventions will focus on English language arts and mathematics. Counseling support will also be provided. Additionally, students will have access to STEAM enrichment activities during the school day and after school. Credit recovery options and homework support will be provided at SPS and RHS.

Mental Health Counselors:
Add two additional interment counselors.

Staff Training:
Professional learning opportunities focusing on creating equitable and inclusive learning environments, trauma informed practices, family engagement, and research based teaching and assessment practices.

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	2,987,645	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	400,000	
Integrated student supports to address other barriers to learning	260,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	225,000	

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		
Additional academic services for students	500,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	200,000	
Total Funds to implement the Strategies	4,572,645	

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

- ELO Grant funds are being coordinated with ESSR funds to extend and expand services for supplemental and support strategies identified below based on stakeholder feedback and priorities.
1. Establish and offer Saturday and Intersession opportunities for students
 2. Provide targeted support for newcomers and EL students
 3. Provide extended tutoring and purchase curriculum
 4. Provide professional development to staff to include equity and creating inclusive learning environments, trauma informed practices, family engagement, and research based teaching and assessment practices.
 5. Provide additional counseling and mental health support.
 6. Extend community learning hubs into the 2020-23 school year
 7. Purchase diagnostic, progress monitoring, and benchmark assessments to monitor and support student learning.
 8. Provide parent education workshops.
 9. Increase support academic support in classrooms.
 10. Strengthen STEAM instruction districtwide to offer a broad based learning experience.

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
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