

# 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 Santee School District has been providing in-person learning 5 days a week in a hybrid model for general education students since September 28, 2020 and full day for students with special needs in a specialized classroom since September 15, 2020. The District used the following process for stakeholder input in the development of our Learning Recovery Plan, which includes The Expanded Learning Opportunities Grant Plan (ELO):

1. Developed a Needs Assessment using a variety of tools:
  - a) Intent to return parent survey in April (5,193 respondents submitted this survey)
  - b) Student Access to Technology survey (2,414 respondents and 438 technology support forms submitted)
  - c) School Messenger voicemails and emails from schools and the district level
  - d) Student Distance Learning Survey for grades 3-8 (2,500 respondents) and school in-person focus group sessions
  - e) Parent input surveys (1282 parent respondents)
  - f) Staff input survey (830 staff respondents)
  - g) Staff professional development survey (98 certificated staff respondents)
  - h) Santee Collaborative (Community members) input session (55 participants in meetings)

All of the above surveys for families were provided in Spanish and Arabic; our two primary foreign languages.

2. Analyzed survey responses data to determine needs for increasing in-person learning time and themes for accelerating learning as part of our Learning Recovery plan. We also had families request translation services to fill out the survey.
3. Conducted meetings using our district Executive Summary with bargaining units, Administrators, teachers, classified staff, DAC, and DELAC, during which participants were asked to provide questions and comments regarding actions steps in regards to our learning

recovery plans, which included increasing the amount of in-person services from 5 days of hybrid to 5 days of full time, in-person instruction for all students.

We also provided our district Executive Summary, that includes all district data for multiple years, for the following consultation meetings.

4. Consultations with our Santee Teachers Association on February 22nd.
5. Consultation with our California School Employees Association (CSEA) on March 8th.
6. Annual Stakeholder input meeting on March 11th.
7. Provided a draft of our Learning Recovery plan to our DAC in May.
8. Provided a draft of action steps for our Learning Recovery Plan to our District English Learner Advisory Committee (DELAC) in May (we provided translation services to families for this meeting and the entire plan was translated into Spanish and Arabic prior to the meeting)
9. Provided a draft of our Learning Recovery Plan on the district website for all stakeholders to review prior to our May 18, 2021 Governing Board meeting
10. Adopted the Expanded Learning Opportunities Grant Plan at the May 18, 2021 Governing Board meeting.
11. In June 2020, the Reopening Logistics Planning Team was convened to draft our District SAFE AT SCHOOL Reopening Plan which is posted on the district website. The SAFE AT SCHOOL Reopening Plan is updated regularly as conditions change throughout the year. Each school site created a school based reopening plan with a school based leadership team.
12. Meet weekly with our school site administrator teams (Principals and Vice Principals) for site specific Safe at School reopening plan development and other support in our in-person hybrid model and the integration of the cohorts on April 19th to full time instruction in-person. All communication and survey tools are translated into the District's two primary foreign languages; Spanish and Arabic. The District also provides translation services for other foreign languages as needed.

Due to the Governor's Executive Order N-33-20 for COVID-19, meetings of the Board of Education were to be held via video conferencing. To comply with Executive Order N-29-20, public meetings are made accessible telephonically or otherwise electronically to all members of the public seeking to observe the meeting and/or address the Board of Education.

Public comments are accepted via Microsoft Forms, from the date the agenda is posted to an hour before said meeting begins. The Board President acknowledges receipt of public comments, if any, and provides an opportunity for additional public comments for those joining the meeting. Additionally, comments are posted on the website at the start of the meeting, and copies are provided to the Board of Education and Superintendent, an hour before the start of the meeting.

Follow-up communication from public comments has been provided in a variety of formats: individual phone calls or emails to parents or staff, content added to frequently asked questions based on themes, and content added to all staff notifications and parent letters.

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

Teachers assess three times a year administering iReady reading assessment, benchmark assessments for emergent readers, and the iReady math Diagnostic assessment to all students. Teachers will continue to use formative assessments to determine student needs. School sites will use intervention teachers to support students who have already experienced learning loss or to support those who are at greater risk of experiencing learning loss. Intervention groups will be flexible, based on student needs, and driven by assessment data. Santee School District will offer a Summer Academy for English Learners, students with exceptional needs, Foster Youth, and low socio-economic students who have been experiencing learning loss, who haven't made adequate progress, and who are in need of other services to support student growth.

The effectiveness of these strategies and supports will be measured by formative and summative assessment data to monitor student progress and determine achievement of the content standards. Analysis of assessment data will also inform instruction to ensure effectiveness and increase student learning. The continuous cycle of improvement includes assessment, analysis, and instruction and this process will serve to ensure regular monitoring of instructional effectiveness and student achievement. In addition, students, staff, and families will be surveyed to determine needs and to inform additional supports.

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

The Santee School District communicates with parents by emailing and voice mail messages using our School Messenger service to invite students to any additional programs offered outside of the school day such as our Summer Academy. Teachers also reach out to encourage students to participate as a follow up with more personalized communication with families. Our district will also use a considerable portion of the funds to address learning recovery within the school day, which includes reducing student to teacher ratios in grades 4 - 8, providing Language Arts Specialists and Intervention Resource Teachers, employing instructional assistants to work with these intervention teachers, and increasing the number of teachers working with students with exceptional needs. We also make available all of our plans and a summary of all actions and services with the associated funds in an Executive Summary for our community. These plans are also on the front page of our district website. For families who were unable to access or read our School Messenger emails, we followed up with phone calls to ensure they had updated information. All of our communication is also translated into Spanish and Arabic, as these are the second language of many of our families who speak a language other than English.

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

The actions and strategies teachers will use to accelerate learning progress for all students, including English learners, foster youth, and low socioeconomically disadvantaged, include differentiated instruction based on identified academic and language needs, scaffolding of instruction to provide access to grade level content standards, providing relevant feedback, and providing culturally and linguistically relevant instruction. All students will be assessed in ELA and Math at the beginning of the new school year. Teachers will respond to identified learning and language needs through differentiation of instruction by content, process, or product. Differentiation will provide flexibility in the ways students access and engage in learning, and provide varied opportunities for students to demonstrate their learning. In addition to differentiation, teachers will scaffold instruction to facilitate access to content standards based on language and learning needs. Providing clear and actionable feedback to students enhances learning by reducing discrepancies between student understanding and the learning objective. Finally, by providing culturally and linguistically relevant instruction, students' cultural knowledge, language, and learning styles are connected to academic content so that students can build on and legitimize their experiences and what they know.

## 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.

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Extending instructional learning time	\$537,621	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$3,728,141	
Integrated student supports to address other barriers to learning		
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports		
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		
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs		
<b>Total Funds to implement the Strategies</b>	<b>\$4,265,762</b>	

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

Other federal funds received from CRRSA and the American Rescue Plan will be used in conjunction with the ELO Grant as follows:

- 1) Employ additional General Education teachers to reduce class sizes for Grades 4-8 for the 2022-23 school year
- 2) Employ 2 additional counselors to address social-emotional needs for the 2021-22 school year
- 3) Improve network infrastructure and support
- 4) Provide necessary Personal Protective Equipment
- 5) Improve air circulation and ventilation
- 6) Construct/install outdoor learning spaces

# 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](mailto:ELOGrants@cde.ca.gov) or [lcff@cde.ca.gov](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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