

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Barbara County Education Office	Bridget Baublits Assistant Superintendent, Educational Services	bbaublits@sbceo.org 805-964-4711

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 Barbara County Education Office (SBCEO) met with or surveyed various stakeholder groups to gather information on how to best implement the funds received through the Expanded Learning Opportunities Grant (ELO).

Parents:

A survey was sent to all parents the week of March 15, 2021 requesting input. Parents were also invited to share input during Parent/Teacher Conferences the week of March 8 - 12, 2021. Parent feedback indicated that students would benefit from more in-person instruction to help support students who experienced learning loss during the pandemic. Additional feedback indicated that students would benefit from having additional mental health supports and services.

Parents of students in SBCEO’s regional special day class programs provided input to their children’s IEP teams informally throughout the year, and formally during annual, triennial and requested review IEP team meetings. A survey was sent to parents the week of April 19, 2021.

Teachers, school staff and probation:

Teachers, school staff and probation engaged in multiple conversations and brainstorming sessions to identify which of the seven supplemental and support strategies would be best to implement to meet the needs of our students. The Juvenile Court and Community Schools (JCCS) staff discussed ideas during weekly staff meetings.

Brainstorming sessions were held during weekly staff meetings at each of the three school sites and with the Leadership Team:

- FitzGerald met on March 31, 2021 and April 14, 2021
- Los Robles met on April 5 & 12, 2021
- Dos Puertas met on April 6 & 13, 2021
- JCCS Leadership Team met on April 16, 2021

The staff identified the need to provide additional academic supports to students during the school day, the need for additional professional development opportunities, and the need to provide summer school sessions at the community school. At FitzGerald Community School staff identified the need for additional mental support for students who are homeless since the impact from the pandemic disproportionately affected this population. Our counselor shared that parents reported an increase in student drug use.

Teachers of our regional special day class programs were surveyed on April 8, 2021.

Based on feedback from stakeholder groups five of the seven supplemental instruction and support strategies were identified as needs for our at-promise students.

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

The JCCS program serves at-promise students who are wards of the courts; expelled or have been referred to the community school as a pre-expulsion intervention. With such a high need student population, all students in JCCS are in need of additional assistance and support. Our student demographics show that the majority of our students fit into one or more subgroups.

- English Learners – 30.77%
- Special Education - 17.95%
- Limited English Proficient (LIP [EL + Selected RFEP]) - 66.67%
- Socio-Economically Disadvantaged - 94.87%
- Homeless - 20%
- Foster - 2.86%

Students will be assessed upon entry in reading and math, then will be assessed again at the end of each trimester as long as at least one month has passed since enrollment. Formative assessments will be given on an on-going basis. This information along with student transcripts will be used to create an Individual Learning Plan (ILP). Students' ILP will identify if summer school, intervention, and/or credit recovery is needed.

Our summer school and before school program will target students who are low-income, English learners and are in need of credit recovery and/or academic skill building.

SBCEO's regional special day class programs serve students with significant disabilities. Additional support for these students will be determined on an individual basis by the students' IEP teams. These additional supports will target students' needs as outlined in their IEP goals in the areas of specialized academic instruction, speech and language, and other related services.

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

SBCEO student programs implemented Parent Square in 2020-21 as our communication platform. Since subscribing to this service we have increased the information we provide to parents on a regular basis and have doubled the amount of feedback we receive from our parents. To inform parents of the additional instructional opportunities available at our schools, we will create a flyer in English and Spanish and post it in Parent Square.

Our community school is relatively small with up to 40 students enrolled. The majority of students who attend are dropped off and picked up by their parents. Therefore, school staff have frequent opportunities to engage in conversations with our parents. We will use these opportunities to have an open dialogue with our parents and to provide them a flyer describing the expanded learning opportunities we are offering. For those parents who we are not able to speak with in-person we will make a personal call home to inform them of the expanded learning opportunities offered. Additionally, for students who are on probation we will call their probation officer to make them aware of expanded learning opportunities. Finally, we will post the flyer in our school office, classrooms, and distribute to students to take home to share with their parents.

For our court schools we will work with our probation partners to schedule additional time before and/or afterschool for expanded learning opportunities. We will also post information on ParentSquare in English and Spanish to inform our families of the expanded learning opportunities being offered to their student.

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

Our JCCS program utilizes a Multi-Tiered System of Support (MTSS) for students. Due to the fact that we serve a high needs population we focus on creating a positive school environment to engage all students in their education. Universal supplemental instruction and supports are offered to all of our at-risk students. Based on the unique needs of students, targeted supports are only offered to some students. For example, all students participate in group counseling (universal support), individual counseling (targeted support) is provided to students who have been identified through the MTSS process. A few students receive more intensive supports as determined through the MTSS process. The expanded learning opportunities will be offered to students based on assessed needs identified through the MTSS framework.

Based on stakeholder input SBCEO decided to utilize the ELO grant funds to provide five of the seven identified supplemental instruction and support strategies to students.

1. Extending instructional learning time:

- a. SBCEO will offer a four-week summer school session at the community school in the summer of 2021 and summer of 2022 to middle and high school students that have been identified for targeted intervention support. The four-week summer school session will provide students with one-on-one tutoring and small group support to accelerate progress, provide credit recovery, and English and math intervention.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports:
- a. Teaching Assistants in the court schools will be re-hired to support one-on-one tutoring and small group instruction for students identified as needing targeted intervention support. Individual students will be provided intensive support based on their assessed need.
 - b. Special education staff will provide compensatory time to special education students in accordance with their IEPs, to address loss of skills due to the pandemic. This need will be determined on an individual basis by the students' IEP teams.
 - c. Supplemental instructional materials will be purchased to bolster student academic proficiency in English language arts and mathematics.
 - d. JCCS teaching staff will be provided professional learning and coaching to assist in closing learning gaps in mathematics and English language development.
3. Integrated student supports to address other barriers to learning:
- a. JCCS contracts with The Council on Alcohol and Drug Abuse (CADA) to provide a Youth Support Specialist (YSS) who will facilitate group sessions with all students attending FitzGerald Community School. Targeted students will also participate in individual sessions. In addition, the YSS involves the parents to ensure that needs are being addressed.
 - b. Snacks and meals will be provided to all students attending the community school's four-week summer school sessions.
 - c. Evening or Saturday meetings with families of students with IEPs, provided by teachers to collaborate and train families on assistive technology devices and hearing assistive technology devices and supports. The purpose of these meetings is to increase student application of skills across multiple settings and create a bridge between home and school.
 - d. Special education staff will be provided professional learning on Google Suite (Docs, Sheets, Forms, and Slides). The training will cover an orientation to the tools, essential and practical uses in educational environments, and differentiated opportunities for introductory to advanced skills practice and application to accommodate broad user background knowledge. Exploration of each tool will be explicitly integrated into Google Classroom.
4. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve student's college eligibility:
- a. Students in need of credit recovery will be placed on a special schedule or enrolled in an on-line curriculum program as determined by their Individual Learning Plan (ILP) created upon enrollment.
 - b. Students who are struggling during the school day and in danger of failing will be placed in zero period before school or homework help after school.
5. Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs:
- a. All staff will receive professional learning in Trauma Informed Practices to better support students' social-emotional health and well-being. Many of our students have experienced social-emotional trauma during the pandemic and as a result are exhibiting behavioral needs in and

outside of the classroom. Providing professional learning in Trauma Informed Practices to staff will better equip them to appropriately respond to the social-emotional needs of our at-risk students.

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	\$76,802	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$280,398	
Integrated student supports to address other barriers to learning	\$24,900	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	0	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$18,480	
Additional academic services for students	0	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$10,000	
Total Funds to implement the Strategies	\$410,580	

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

SBCEO did not receive any federal Elementary and Secondary School Emergency Relief (ESSER or ESSER II) funds, therefore this question is not applicable to our LEA.

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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