

# 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.

Input into the development of the Extended Learning Opportunity Grant Plan was provided by stakeholders as part of the ongoing LCAP engagement process. The following are the various stakeholder groups that provided input:

LCAP District Consultation Committee: The LCAP DCC provided input on actions and services for students during one of the scheduled two hour meetings.

LCAP Parent Advisory Committee: The LCAP PAC provided input on actions and services for students during an additional meeting that was scheduled for this purpose.

District English Learner Committee: The DELAC provided input on actions and services for students during a Special Purpose meeting scheduled to provide input on the LCAP and ELO plan.

District and Site Administrators: Principals and district level administrators provided input on actions and services for students during a principals’ meeting

Special Education District Advisory Committee: The SEDAC provided input on actions and services for students during a regularly scheduled meeting.

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

SMMUSD will be using diagnostic and interim assessment data to identify students and determine the areas of need. As part of our assessment continuum and calendar, we have scheduled and administered Fastbridge Reading and Math assessment in grades K-5 and RL Star Reading and the Math Diagnostic Testing Project (MDTP) assessments in grades 6-12 as our local measures to progress monitor student learning beyond the two interim assessment administrations in the fall and winter.

These assessment tools provide information on student learning and allow us to identify students in greatest need of additional academic supports. Our winter diagnostic and progress monitoring administration of local assessments provided us with the evidence of student learning necessary to identify Tier III K-8 students that would benefit from expanded summer school learning opportunities. As part of our ongoing identification process, we have also identified 9-12 students that need additional support and time to fulfill graduation requirements through a summer school credit recovery option.

For the 2021-22 school year, we will continue to implement our reading and math diagnostics three times a year to determine areas of need and progress monitor student learning. This information will be further triangulated with the interim assessments that are administered twice a year and are directly aligned to the guaranteed viable curriculum. The use of these multiple local measure will allow us to ensure we are responding to student needs by adjusting instructional practice in the classroom and at the same time providing students with additional supports beyond their school day.

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

SMMUSD families and parents will be notified of the targeted supports available to their students via district wide communication that will then be followed up by school teams. The school teams include the principal, instructional coaches, bilingual community liaisons and classroom teachers. The communication plan will include email, text messages, and phone calls that will begin at the district level and will be followed up by the site teams.

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

The following is a description of the in-person supplemental academic and social emotional supports we will provide to address identified student needs:

- Expand the Academic Support Program (ASP) that provides personalized one-on-one instruction beyond the school day to include all Tier III 1st -8th grade student and if funding is available expand services to Tier II students.
- Expand summer school offerings to address the needs of all Tier III students during the 2021 and 2022 summer school programming. As part of this expansion, include social emotional and mental health services to students and families through existing or new agency partnerships.
- Expand summer school offerings for students with Individualized Education Plans (IEPs) to include Institutes in Reading, Math, and Functional Skills while working on executive functioning and addressing social emotional needs not associated with Extended School Year (ESY) offerings for the 2021 and 2022 summer sessions.

- Expand on the social emotional and mental health services provided to students and families as part of the supplemental grant in the LCAP and include support for staff. As part of the expanded social emotional and mental health services we will also increase the number of interns available to provide supports for students during summer school and throughout the academic school year.
- Expand the health services operations at schools during the 2021-22 school to ensure they are able to implement, monitor and address the health needs of students throughout the day and academic year.
- Explore the expansion of the intervention model currently in place at the elementary sites to middle school as part of a district-wide Multi-Tiered System of Support that address includes academic and social emotional interventions and supports. To support this work, we will hire a one year limited term MTSS teacher on special assignment to develop a framework and action plan that will build on our existing intervention model.
- Provide ongoing professional learning opportunities to staff on strategies, including trauma-informed practices, to engage pupils and families in pupils' social-emotional health needs and academic needs. To support this work, we will hire a one year limited term Social Emotional Learning teacher on special assignment that will be part of the Students Services team and will work closely with the Mental Health Coordinator to facilitate professional development for teachers that will include coaching and feedback on the implementation of social emotional learning strategies in the classroom.
- Provide a one-year limited term psychologist to support with counseling, social emotional development, assessments in academics and social emotional needs, consultation with teachers and parents for the following school year. As part of these expanded services, we will also increase the number of psych interns available to provide supports for students and families throughout the academic school year.
- Maintenances of 23 FTEs above the staffing formula, as needed, to support the continuity of learning and provide stable learning environments for students across our school sites.

## 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	\$180,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$4,757,386	

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Integrated student supports to address other barriers to learning	\$200,000	
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	\$316,691	
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	\$235,000	
<b>Total Funds to implement the Strategies</b>	<b>\$5,689,077</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.

The Expanded Learning Opportunity Grant funds are being coordinated and building upon the actions and services provided by ESSER II such as continuing with professional development on social emotional learning for teachers, expanding health services to students by increasing health office support staff at school sites, collaborating with partner agencies, as needed, to deliver in-person academic and social emotional services to students with Individualized Education Plans (IEPs), providing access school meals during summer school programming, and continuing and expanding the Academic Support Program (ASP) that was funded through the supplemental grant and local funds.

