

SUHSD Expanded Learning Opportunities Grant Plan

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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.

A description of how parents, teachers, and school staff were involved in the development of the plan.

Salinas Union High School District (SUHSD) involved parents, teachers, and school staff in the development of the Expanded Learning Opportunities Plan by conducting feedback surveys and holding listening sessions with parents, teachers, and administrators.

Certificated Staff, Classified Staff, and Administrators:

Staff provided feedback through our annual spring Staff LCAP Survey. Over 800 teachers, counselors, classified staff, and administrators completed the survey. This was our highest response rate to our LCAP survey to date. The survey included opportunities to provide qualitative and quantitative feedback across our three LCAP goals. Additional feedback was also gathered through virtual meetings with different focus groups and individuals - including our site Principals, lead content area administrators, teacher leaders, and union leadership.

Parents/Community:

The SUHSD solicited feedback from parents/guardians via online surveys, community engagement meetings, and parent advisory committee meetings. Our online survey was open for five weeks with a total of 3,374 participants. In addition, each school site held community stakeholder meetings in February and March to solicit feedback and recommendations to understand the support needs and ensure identified students feel supported and reconnected to learning. Data collected from surveys and community engagement meetings were analyzed and presented to parent advisory committees (ELAC, DELAC, LCAP Advisory Parent, and Migrant Parent Advisory) and additional feedback was solicited.

Students:

The SUHSD solicited feedback from the students via an online survey and virtual student focus group interviews. The online survey was open for five weeks with a total of 7,348 responses. All students received the survey via their District email accounts, the District website, and it was also an assignment via Google classroom. Furthermore, a selected group of students were interviewed to share their student concerns, recommendations, and provide additional feedback.

All stakeholder feedback will be reviewed and shared with District leadership to develop and implement strategies and activities to support all identified student groups.

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

The District will utilize grades, on-track credit reports, District assessments, the English Learner Proficiency Assessments for California (ELPAC), attendance reports, Synergy Multi-Tiered System of Supports (MTSS) early warning system, and surveys to identify students for supplemental instruction and support. Grade and on-track credit reports will primarily be used to identify students for summer school sessions. Students will be identified and monitored using District assessments such as common math finals and English beginning and end-of-year assessments. STAR Reading assessments will be administered three times during the year to monitor growth in reading ability, and STAR Math assessments will be used to gauge growth in numeracy. Positive Behavior Intervention and Support (PBIS) teams and counselors will review discipline and survey data to provide targeted social and emotional support. Referrals for students needing additional supports may be made by the student, parents/caregivers, teachers, and other school personnel. These referrals will be routed to the appropriate staff member through our integrated systems of support teams. In addition, our Synergy MTSS early warning system will help us quickly identify students needing extra support using matrices built by our District. Administrators and student support staff will use this system to ensure students are offered appropriate interventions and services on time.

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

The adopted Expanded Learning Opportunities Grant will be posted on the District and site websites. It will also be shared via stakeholder meetings such as ELAC/DELAC, Migrant DAC, and School Site Council. Furthermore, the related services available, such as mental health counseling and credit recovery course opportunities, will be communicated by site staff to students and families via text messages, email, advisory classes, and Blackboard messaging. Families of ELs will also receive direct communication, including referrals and access to available resources in their home language. To reach and support Spanish speaking families, the District has a variety of workshops related to mental health, health, academics, and more.

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

1. The Salinas Union High School District will provide specific supports to students who are included in one or more of the following groups; low-income, English learners, foster youth, homeless youth, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are credit-deficient, at risk of not promoting or graduating, and other students identified by staff. All services will be part of a multi-tiered system of support that includes universal (Tier 1), targeted (Tier 2), and intensive (Tier 3) supports for students based on their identified needs. Support services have been identified in the following strategic areas:

- Summer Intersessions for Summer 2021 and Summer 2022
- Evening Credit Recovery courses for Spring and Winter 2021/2022
- Additional paraprofessionals and college tutors to support all intersessions

2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports

- Outdoor Science Education that included field trips
- College tutors to support middle school math class and math 1a and 1b high school classes
- Training for math and college tutors in accelerated learning strategies and effectively addressing learning gaps

3. Integrated student supports to address other barriers to learning

- Increased number of social workers, social worker interns, psychologists, clinicians, and counseling therapists with targeted (Tier 2) and intensive (Tier 3) supports.
- Partnership with Monterey Arts Council to provide target students with socio-emotional learning tools and support through visual and performing arts.
- Expand our use of our student information system to support our MTSS monitoring process.
- Social-Emotional Learning curriculum that will be implemented during our advisory periods
- Leadership PE classes for our middle school students with disabilities to access physical activity in an inclusive setting at their appropriate ability level that was part of the opportunities lost during closures.

4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports

- Partnerships with local youth agencies that provide access to technology, enrichment, leadership, and academic support.

5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility

- Family college nights that will include field trips to colleges and universities
- Partnership with the Parent Institute for Quality Education
- Transportation to local colleges and universities by grade level
- College application fee assistance
- AP teacher collaboration to improve AP passage rates for AP classes.

6. Additional academic services for students

- Additional paraeducators to support our English learners and students with disabilities
- Summer school Career Technical education classes for English Learners, students with disabilities, foster youth, and homeless youth for 2021 and 2022
- Middle school career technical education course for the summer of 2022
- SAT/ACT Workshops
- Transitioning to Adulthood workshop series
- Benchmark Scoring services that will provide individual instructional feedback on District assessments, provide more time for teachers to analyze results on the District assessments, and discuss best practices and areas of improvement and targeted intervention.
- Expansion of digital library books to increase student access to high-interest texts to support literacy.

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
1. Extending instructional learning time	\$7,517,528	[Actual expenditures will be provided when available]
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$316,403	[Actual expenditures will be provided when available]
3. Integrated student supports to address other barriers to learning	\$1,618,164	[Actual expenditures will be provided when available]
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$35,000	[Actual expenditures will be provided when available]
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$1,265,362	[Actual expenditures will be provided when available]
6. Additional academic services for students	\$2,036,968	[Actual expenditures will be provided when available]
7. Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$0	[Actual expenditures will be provided when available]
<u>Total Funds to implement the Strategies</u>	\$12,789,425	[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 (ESSER) received by the LEA.

Salinas Union High School District is coordinating the use of the Expanded Learning Opportunities Grant (ELOG) and other federal ESSER funds by budgeting all funding sources across several categories to best meet the needs of our District, staff, students, and community. The ELOG funds are primarily budgeted towards credit recovery services to accelerate progress towards closing the opportunity gap, integrated student services such as counseling and mental health, college and career readiness, progress monitoring; and paraprofessional and tutor staffing. The ESSER funds are primarily budgeted towards school facility repair and improvement to reduce the risk of virus transmission and to support student and staff health safety needs such as COVID-19 testing costs, personal protective equipment, sanitation supplies, COVID-19 monitors, technology, and professional development efforts.