



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

AB 86: Covid-19 Relief and School Reopening Grants

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AB 86: In-Person Instructional (IPI) Grants

- In-person instruction may include hybrid models offering fewer than five days per week of in-person instruction, provided that the district is offering **in-person instruction** to the greatest extent possible.
- Instructional time calculations continue to be based on time under the immediate physical supervision and control of a certificated employee for in-person instruction and time value of assignments made by and certified to by a certificated employee for distance learning.
- Funds may be used for any eligible expenditures from the start of the 2020–21 fiscal year on July 1, 2020, through August 31, 2022. All expenditures, including reimbursements, must be linked to an allowable use.



AB 86: IPI Grant Allowable Expenditures

- COVID-19 testing
- Cleaning and disinfecting
- Personal protective equipment
- Ventilation and other school upgrades for health and safety
- Salaries for certificated and classified employees providing in-person instruction or services
- Social and mental health support services provided in conjunction with in-person instruction



AB 86: IPI Reporting Requirements

- The CDE is currently developing the format and content of the final expenditure report. Additional information will be forthcoming. Pursuant to *EC* Section 43523(c), final expenditure reports are due on December 1, 2022. An LEA that does not submit the expenditure report shall forfeit all funds apportioned pursuant to Section 43521.



IPI Grant Allocation and Expenditures

TOTAL IPI GRANT ALLOCATION	\$2,989,986	July 1, 2020 – August 31, 2022
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Expenditure Description	Cost
Certificated Salaries (hero pay)	\$1,474,000
Classified Salaries (hero pay)	\$1,348,000
Statutory Benefits	\$ 821,060
Independent Contractors (SpEd teacher and paraprofessionals)	\$ 122,685
Indirect Costs	\$ 122,736
TOTAL	\$3,765,745

Overextended and will need to transfer to ESSER II	\$ 775,764
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*IPI Estimated allocations posted on March 19, 2021



AB 86: Expanded Learning Opportunities (ELO) Grant

- Districts must 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 specified student groups, as defined in *Education Code* Section 43522, who have faced adverse learning and social-emotional circumstances.



AB 86: ELO Allowable Expenditures

- Extending instructional learning time beyond requirements for the 2020–21, 2021–22, and 2022–23 school years
- Accelerating progress to close learning gaps
- Integrated pupil supports, such as mental health services, access to school meal programs, before and after school programs, and programs to address trauma
- Community learning hubs that provide pupils with access to technology, high-speed internet, and other academic supports
- Supports for credit-deficient pupils to complete graduation or promotion requirements and to increase or improve pupils' college eligibility
- Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning
- Training for school staff on strategies, including trauma informed practices, to engage pupils and families in pupils' social-emotional health needs and academic needs



ELO Grant Requirements

- Development a separate action plan in order to receive the ELO funding
- Integrate stakeholder engagement related to the development of the Expanded Learning Opportunities Grant Plan into their ongoing LCAP stakeholder engagement process to the extent that it is appropriate and practicable to do so
- Expanded Learning Opportunities Grant Plan must be adopted by the local governing board at a public meeting on or before June 1, 2021
- Submit approved plan to the county office of education within five days of adoption



AB 86: ELO Paraprofessional

- The purpose of these funds is to help Districts rehire laid off paraprofessionals and hire new paraprofessionals.
- Statute does not prohibit Districts from using these funds for costs associated with existing paraprofessionals costs, but funds expended in this way must be used pursuant to subdivisions (b) and (c) of *EC* Section 43522, for providing supplemental instruction and supports to specified students and should be used in this manner after prioritizing the intent of rehiring and hiring new staff.
- Districts may use ELO funds for any eligible expenditures from July 1, 2020, through August 31, 2022.
- All expenditures, including reimbursements, must be linked to an allowable use.



ELO Grant Funding Allocations

Grant	Total Allocation	Timeframe
Expanded Learning Opportunity Grant (ELO)	\$5,689,077	July 1, 2020 - August 31, 2022
Expanded Learning Opportunity Paraprofessional (ELO) Grant	\$629,789	July 1, 2020 - August 31, 2022

*ELO Estimated allocations posted on March 19, 2021



Proposed Actions and Services for ELO Grant for 2020-2021 and 2021-22 School Year

- Expand the Academic Support Program (ASP) that provides personalized one-on-one instruction to all 1st - 8th grade Tier III students during the academic school year
- Expand social emotional and mental health services to students and families during summer school and through the following school year
 - Provide additional interns to support with the social emotional and mental health of students during summer school and throughout the following school year
- Expand health services operations at schools sites for the following school year
- Expand summer school offerings to include Reading and Math Institutes for students with IEPs beyond ESY
- Explore the expansion of the Literacy and Language interventionist model to middle school as part of a district-wide Tier III MTSS approach
- 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
- Provide a limited term (one year) 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
 - Provide additional psych interns to assist with addressing the social emotional needs of students and families for the following school year



ELO Action Plan: We Need Your Input

- Based on our local measures, what suggestions would you propose to address the learning needs of our for:
 - English Learners
 - Socioeconomically Disadvantaged/Low Income
 - Homeless/Foster Youth
 - Students with Disabilities
 - At-Promise students



ELO Input Teams

Team 1:

Lucy Prieto, Guicela Alvarado, Yheisi Alfaro, Veronica Ramirez,
Edgard Meinhardt, Alicia Mignano, Daisy Vega

JAMS, Edison, Grant, Rogers, Malibu ES

Team 2:

Claudia Garcia, Maria Barranco, Margarita Torres, Imelda Rueda,
Josy Fajardo, Laura Hernandez

Samohi, LMS, Muir, McKinley, Malibu MS



Team Input:

- In your teams, identify a recorder, time keeper, and process checker
- Review the allowable expenditures for the ELO grant (slide 7), most recent student performance on local measures (slide 17-18), and proposed actions and services (slide 11) and discuss any additional suggestions to be considered
- Include your team's suggestions on the Google Doc and prioritize your top three based on greatest impact on student learning
- Share out in whole group

Thank you for your Time and Input





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Appendix

Key Findings from Winter Assessment Cycle



Participation on Diagnostic and Interim Assessments

AREAS OF STRENGTH

- Participation over 75% in all tested grades
- Participation 76% or higher for EL, SED, SWD, HFY and At-promise students
- Increased participation in most grade levels in ELA and Math Interim from Winter 2020 to Winter 2021

AREAS OF GROWTH

- Need to expand participation to high school
- Need to increase participation in Kindergarten, 7th and 8th grade
- Need to increase participation to 95% or higher for EL, SED, SWD, HFY and At-promise students
- Need to increase ELA and Math Interim participation rates to reach 95%
- Need to include grades K-2 and 12 in ELA Interims
- Need to increase participation on Math interim in 12th grade



Winter Performance on Diagnostic and Interim Assessments

AREAS OF STRENGTH

- Maintenance of student performance on both ELA and Math Interim Assessments
- Slight increase in percentage of students scoring at “Exceeding Standard” in ELA for all student groups
- Slight increase in percentage of students scoring at “Exceeding Standard” in Math for most student groups

AREAS OF GROWTH

- 3% increase of percentage of students needing Tier III supports in literacy (11% to 14%) based on diagnostic assessment
 - Grades K-3 and 8 demonstrated greatest need
 - At-promise, SED, ELs and SWD demonstrated greatest need