

# Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bellevue Union School District	Chris J. Kim Chief Business Official	dalexander@busd.org 707 542-5197

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.

BUSD gathered stakeholder input through a survey and the formation of the Learning Steering Committee and existing groups such as the Curriculum Committee and the District English Learner Advisory Committee (DELAC). The Learning Steering Committee was comprised of teachers, classified staff, parents, and administrators and met on 5 occasions throughout the month of April and May: April 13, 2021; April 22, 2021; April 29, 2021; May 6, 2021; and May 13, 2021. During these meetings, Stakeholder input was collected for the Local Control and Accountability Plan (LCAP) as well as the Expanded Learning Opportunities (ELO) Grant in order to have a comprehensive strategic plan with a wide view of the actions, services, supports, and instructional programs the District plans to offer through the 2021-2024 school years.

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

To identify which students to target for support, BUSD uses a variety of diagnostic and formative assessment tools. The following describes these assessments and their purpose: Educational Software for Guiding Instruction (ESGI) is used to progress monitor TK and Kindergarten students in both language arts and math. This real-time data allows us to identify students who need additional support. The Star Early Literacy assessment is a computer-adaptive assessment that helps us to identify and target learning loss and gaps in skills for our students in grades 1 and 2. Star Reading and Star Spanish, another computer-adaptive assessment helps teachers to identify and target learning loss and gaps in skills. The test measure reading skills, comprehension, and vocabulary. The Star Math test also helps us to identify students who need specific content level support. The Star Reading, Star Spanish and Star Math assessments are given to all students in grade 2 through 6. In addition, other factors such as if the student is low-income, an English learner, foster youth, homeless, student with a disability,

at risk of abuse, neglect, or exploitation, disengaged, and or a student who is below grade level is also considered when identifying students for additional supports.

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

Parents and guardians of students who will be invited to attend the summer learning program will be informed of the opportunity to attend this supplemental instruction through a letter and application form emailed and sent home with students. The school staff will follow up with emails, texts, and phone calls for any student who does not return the enrollment form for the summer learning program. For students with disabilities, an assessment will occur as it relates to learning loss and the potential for compensatory education. Depending on the level of need or loss, students with IEPs or 504 plans may be offered summer learning and/or summer learning with the support of the Special Education staff in the extended school year program. Parents will be notified if their child is invited to participate in after-school support programs to target areas of need. BUSD communicates regularly with families about the supplemental offerings via newsletters, social media, platforms such as Remind, Blackboard, and Peach Jar. In addition, informational updates are provided at ELAC and DELAC meetings, SSC meetings, and Principal Coffee Chats.

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

BUSD intends to offer a well-rounded summer learning program that will serve 170 students over the 2021 summer. There will be two classes of kindergarten students, three classes of first-grade students, two classes of second-grade students, one class of third-grade students, one class of fourth-grade students, and one class of 5th-grade students. Students will focus on their literacy and math skills. Kindergarten through second-grade students will focus on foundational literacy skills using Lalilo. Our second through fifth-grade students will work on their respective language arts and math levels using the Freckle ELA and Freckle Math program. In addition, because BUSD purchased licenses of these web-based programs for all students, even those not participating in the summer program will have access to individualized instruction from their homes. All TK-fifth grade students will be allowed to keep their devices over the summer to support the students through computer adaptive instruction. Those students participating in the summer program will be provided with a 16-day program that will run from 8 to 2 daily from Wednesday, June 9th through Wednesday, June 30. The classes will be small with no more than 17 students per class in order to provide more focused support. The summer components will also include breakfast, social-emotional learning opportunities, physical activities, clubs, and lunch. To measure the program's effectiveness, students will take a baseline assessment (Early Star Literacy or Star Reading and Star Math) and then take a similar summative assessment the last week of instruction. The plan is to have a similar Summer Program over the summer of 2022 with the goal of serving double the amount of students as this summer's program. BUSD will also work to provide a Saturday Academy to provide students with additional learning opportunities. The Saturday Academy will have a project-based learning model where students will have opportunities to learn via hands-on learning. These Saturday opportunities will take place from 8:30-11:30 one Saturday per month. Priority for these classes will be given to disengaged students who are frequently absent. After-school tutorials will be provided to support the learning gaps identified through the Star and ELPAC assessments 2 days per week.

To build teacher capacity and to support student learning, 5 Teachers on Special Assignment (TOSAs) will be hired to support tier 1 and tier 2 instruction, as well as the English Learner program at the site. During the summer of 2021, forty-seven staff members will participate in an introduction to Guided Language Acquisition Design (GLAD) training called GLAD Access and Engagement Workshop. This will take place June 7-9 from 8:30-12:30. On the final day of the training, teachers will specifically be learning about Integrated and Designated ELD. Teachers will be guided as they develop an ELD lesson relevant to their core curriculum. On June 10-11, twenty teachers will be trained in how to use the Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) and SIPPS supplemental materials will

be purchased to support struggling readers within the core instructional block. In addition, Lit Paras and IAs will be hired to support small group interventions.

To support students, staff, and families, the Learning Center (a community learning hub) will provide technology and learning support by providing access to technology and classes for building confidence in using tools available to them. In addition, other learning opportunities for families such as English as a Second Language (ESL), General Education Development (GED) courses, and Family Literacy classes will be made accessible to them.

As part of a well-rounded program, BUSD will hire part-time garden coordinators. School gardens help to extend the classrooms beyond the traditional settings by expanding it outside. Gardening will provide students with hands-on learning opportunities while increasing environmental awareness and vital experience in problem-solving. In a school garden, children learn to grow more than just plants.

## 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	\$417,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$881, 103	
Integrated student supports to address other barriers to learning	\$78,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$166,000	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	N/A	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Additional academic services for students	\$68,800	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$229,240	
Total Funds to implement the Strategies	1,840,143	

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

BUSD recognizes that the ELO Grant and the Elementary and Secondary School Emergency Relief Funds provide great opportunities to put structures in place to help build student, teacher, and family capacity. To that end, a comprehensive planning process took place to analyze the effect size of the actions and services included in our district strategic plan. Many planning sessions led to the prioritization of these not only for our ELO plan, but also for our LCAP. The ESSER funds addressed the impact of COVID-19 in the area of facilities, training/supplies for sanitation, contact tracing, personal protective equipment, and preparing our District for reopening in-person. The ESSER funds provided the investment to have prepared facilities for in-person instruction we will support with the Expanded Learning Opportunities Grant. The district will coordinate ELO funds with other funding sources to maximize and optimize the programs and services that students receive. Where practicable, employees that provide direct services to students who are newly hired with ELO funds will be funded with alternate funding sources including, but not limited to ESSER after the ELO expires at the end of 2021-2022. This coordination will maintain the increased levels of direct services to students beyond the term of the ELO grant period. ESSER funds will be used to provide additional hours to the parent liaison position in order to increase parent engagement and to support the identification process of our English Learners, the progress monitoring of their language development, reclassification process, and progress monitoring our reclassified students for four years. Further, ESSER funds will provide the opportunity to provide robust supplemental programs to make our after-school tutorials and summer learning programs more impactful.

# 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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