



Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Benicia Unified School District	Leslie Beatson, Ed.D. Assistant Superintendent, Education Services	lbeatson@beniciaunified.org 707-748-2662 ext. 1231

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 held virtual input sessions for parents, teachers and staff regarding the development of the Expanded Learning Opportunities plan. These meetings reviewed the monies being received by the District, the requirements and parameters for expenditures of the funds, current data, and trends from the feedback solicited during the multiple LCAP stakeholder engagement sessions.

District and site meetings with school staff, parent/staff advisory groups, and District Curriculum Council exemplify the collaborative opportunities created to ensure the district consulted with an effort to hear all voices and stakeholders. BUSD used a variety of protocols and presentations to design and implement each session. There were opportunities for both individual and group input at the sessions. All of the feedback solicited during the over 86 LCAP Stakeholder Engagement Sessions was also considered in the development of this plan.

The following is the detail of additional meetings with stakeholder groups to gain insights and feedback regarding the COVID-19 federal and state grant funds for 2021-2022 school year:

3.15.21	Superintendent's Cabinet: Reviewed the additional one-time funding, gathered feedback, and reviewed stakeholder engagement plan
3.18.21	Principals' Meeting: Reviewed the additional one-time funding and gathered feedback
3.24.21	DCC: Reviewed the additional one-time funding and gathered feedback
3.25.21	BTA/BUSD Meeting: Reviewed the additional one-time funding, gathered feedback, and reviewed stakeholder engagement plan
3.29.21	BTA/CSEA Meeting: Reviewed the additional one-time funding, gathered feedback, and reviewed stakeholder engagement plan
3.31.21	Staff Stakeholder Engagement: Open meeting for all staff to provide feedback regarding the new federal and state grant funding
3.31.21	Parent Stakeholder Engagement: Open meeting for all parents to provide feedback regarding the new federal and state grant funding
4.12.21	Superintendent's Cabinet: Reviewed feedback from stakeholder engagement and prioritized actions and services
4.19.21	Superintendent's Cabinet: Reviewed proposed actions and services
4.29.21	Union Leadership & Parents: Reviewed feedback from stakeholder engagement and draft actions and services

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

BUSD will use NWEA-Map TK-12 as its primary tool to assess and monitor the progress of students in the areas of literacy and mathematics. This assessment will be given at the very beginning of the 2021-22 school year. In addition, close collaboration with site administrators and staff will aid in the identification of students in need.

A mental health assessment will be used at the secondary level to identify students who may be in need of additional mental health support. The Student Services Department will work closely with administrators and counselors to identify and offer services to these students.

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

BUSD in collaboration with each school site, will notify parents of the opportunities for supplemental instruction and support through multiple methods such as newsletters, registration forms, social-media and individual outreach. BUSD will use translation line and bilingual school employees to do extra outreach to families of students who need support. Some of the opportunities will be open to students who have been identified through our assessment tools and collaboration with teachers while others will open to any student to participate.

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

BUSD will provide supplemental instruction and support in the following ways:

Extended Learning Time:

- Summer Programming: BUSD will offer a robust summer program for Kindergarten through eighth grade that includes infuses STEAM education with academic support in ELA and mathematics. Our lunchtime and recess will offer structured Social-Emotional

Learning and physical health activities for students. Students will have the option of attending a half-day or full-day program. Eight 2-week sessions will be offered to students. This program will also include credit recovery classes for High School students.

- Expanded Library Services: BUSD will expand library services and hours to support students with small group spaces to study and complete work. These spaces will also support students in achieving BUSD's literacy goal of ensuring students are reading on grade level through expanding access to a diverse and wide-ranging collection of texts.
- STEAM Classes and After School Enrichment: BUSD will offer a variety of enrichment opportunities for students during the day and after school to engage students in applied, relevant learning.

Accelerating Progress:

- First Best Tier I Instruction & Intervention Support: BUSD will increase academic intervention to students. Additional staffing will be hired to eliminate combination classes at the elementary level. This will allow teacher and student interaction, feedback, and conferring to increase. Additional sections of math and science will be offered at the comprehensive high school and additional English and math sections at the middle school to support student learning and engagement in these key areas. Research-based instructional materials will be purchased to be used during intervention services.
- Instructional Intervention Assistants: BUSD will employ K-8 intervention assistants to support students in ELA and mathematics for additional services above and beyond their core classes.
- Instructional Materials: Research-based engaging materials will be used to support student growth in math and ELA both in the classroom and in intervention classes. In addition, BUSD will fund additional titles for all school libraries that both broaden the diversity and the level of reading materials available to students.

Integrated Supports:

- Mental Wellness Support: BUSD will increase its mental health and counseling services to support students well being. A counselor will be hired to support students at the elementary level along with an additional mental health clinician to provide therapy in both individual and small group settings. The wellness centers at each school site will be open and staffed for in-person support.

Additional Academic Services:

- BUSD will purchase and administer a robust local benchmark assessment system and data analytics program to be used Districtwide. These tools will allow staff to better serve students by understanding exactly what areas need to be targeted for instruction. These tools will also allow staff to progress monitor the success of students and interventions being used.

Professional Learning:

- Significant investments in professional learning will afford the staff the opportunity to learn and collaborate together to support all our students in achieving at high levels. The professional learning opportunities will include topics such as restorative practices, trauma-informed practices, content knowledge, equity, and curriculum-based sessions.

Credit Recovery:

- BUSD will offer an online program for credit recovery. This program will be implemented by a BUSD staff member who will also provide support to students in making up credits in order to graduate on time.

Learning Hubs:

- Additional technology and support will allow students more access to digital curriculum and platforms so that they can extend their learning both during the school day and through accessing after-school opportunities.

All of the services in the Expanded Learning Opportunity Plan will be provided through a program of engaging learning experiences in a positive school climate. All the programming will be supported through robust professional learning focused on Social-Emotional Learning, equity, and trauma-informed practices.

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	650,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	1,066,794	
Integrated student supports to address other barriers to learning	129,833	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	460,000	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	30,000	
Additional academic services for students	138,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	367,500	
Total Funds to implement the Strategies	2,842,127	

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 intends to coordinate our ELO Grant funds with funds received from the federal ESSER II, to maximize support for students and staff. Through the ELO grant BUSD will be adding several positions and services to help mitigate learning loss and accelerate learning. BUSD plans to use the ESSER II funds during the 2022-23 school year to continue to fund the positions and services that have been found to be most successful. BUSD will be measuring the effectiveness of the positions and services implemented during the 2021-22 school year to be able to make informed decisions about continuing those opportunities using ESSER II during the 2022-23 school year.

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 <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 to 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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