

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.

Listed below are the stakeholder group sessions that were held for the purpose of obtaining feedback on how the Expanded Learning Opportunities Grant Funds should be spent in addition to other Covid-19 funds. During the stakeholder group meetings a slide deck was presented explaining all of the Covid-19 funds. We then focused specifically on the Expanded Learning Opportunities Grant, it's allowable uses, the development of a proposed plan, and Board approval. We collected stakeholder feedback at all meetings. Our Educators' Advisory Committee (EAC) includes members from union groups consisting of Certificated and Classified Staff, Classified Managers, and Certificated Managers. This meeting was open and advertised to all staff as well. We had over 50 participants. Next, a meeting was held with our Extended Learning Staff. This group consisted of after school and before school program supervisors. In addition, we added a joint Parent Advisory Committee (PAC) and District English Language Advisory Committee (DELAC) meeting to our planned calendar. And finally, we

met with principals and other administrators for the final stakeholder meeting.

Stakeholder Meetings:

- Educator Advisory Committee Meeting: April 27, 2021
- Extended Learning Staff Meeting: April 29, 2021
- Parent Advisory Committee and District English Language Advisory Committee Meeting: May 6, 2021
- Principals and Administrators Staff Meeting: May 12, 2021

All meetings were held on Zoom, and for some meetings we used breakout rooms to hold small group discussions. Groups took notes using a form and shared their feedback with us. We asked all stakeholders to take into consideration the needs of all students, with a focus on our targeted populations including Homeless Students, Foster Youth, English Learners, Latinx students, and Black/African American students. Questions posed included, What needs do you think students have academically or social emotionally? What are some ways we can support our students in the immediate future (Summer Programming, Fall 2021)? What are ways we can support our students over the next 2 years? What kind of staffing/programming is necessary?

All feedback was synthesized and themes emerged that were used in the planning of the proposed budget. Themes included a need for social-emotional learning, mental health support, academic tutoring, homeless supports, increasing and improving summer offerings, providing professional development for our before and after school staff. Providing fun, exciting learning opportunities for our after school programs, and using this money for extra academic supports for students who have fallen behind. Supports for our students with unique needs and have fallen behind due to the pandemic was an overall theme of these discussions.

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

We are excited to have formed an adoption committee this school year so that we could choose a new literacy screener for our Kindergarten through 2nd grade students. The committee chose The Dynamic Indicators of Basic Early Literacy Skills (DIBELS). The new screener will roll out for the school year 2021-2022. Having the screener will enable us to use standards for gauging the progress of all students. The screener will allow us to measure critical skills and abilities that are necessary for reading success through both benchmark and progress-monitoring methods. It is also a tool for us to identify students who are most at increased risk for reading difficulties at an early age. For math and literacy, grades 3rd through 8th, and for math in grades 2nd through 8th, we will continue using the STAR 360 assessments that we used this school year and prior to that. Using this assessment will allow us to measure progress during the past few years for most grade levels. In high school we will continue to use all former assessments in math, writing, literacy and other subject areas.

Because we were able to administer the English Language Proficiency Assessments (ELPAC) this Spring, we will use those in combination with the IDEA Language Proficiency Test (IPT) scores to determine implications from the pandemic for language acquisition. For our special education students we will be conducting initial and triennial assessments that were delayed due to the pandemic. We are planning on conducting assessments this summer, 2021. For measuring social emotional needs, we will use student surveys for our older students, and for younger students teachers will need to pay close attention to behaviors that may result from this last year of isolation, so that we can respond accordingly with social emotional learning and counseling services if needed.

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

All supplemental supports will be offered to students according to data indicating student need. For any intervention service we offer, we contact parents to inform them about the methodology and expected outcome. For our summer program, offered during the next two summers, we have been reaching out to our low socioeconomic families first, then, as space allows, we're offering the program to students in need of the extra support. Our after school programs are offered in a similar manner. We offer our programs for free or reduced rate to students who are most disadvantaged economically first. We also use a sliding scale when we do charge families for extended learning. Because of the Expanded Learning Opportunities Grant, we will be able to fully fund our summer school programs with added offerings for free to all attending students. Due to this extra funding we were also able to add staff to our summer school planning team. The added staffing enabled us to reach out to each family individually to invite them to attend. With the extra staffing we were also able to start the planning and outreach to families earlier than past years. As a result, we were able to communicate with families and register our most vulnerable students. Any other programs we will be offering during the school year will be communicated through principal newsletters, e-trees, letters to the community from our Superintendent, District Newsletters, outreach from our Office of Family Engagement and Equity, and reaching out to families individually through our Coordination of Services teams at sites.

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

We know that because of the COVID-19 pandemic and school closures we will need to be ready to respond to an increased need for academic and social emotional support for our students. Berkeley Unified School District is ready to respond in a variety of ways. As we plan for the next school year, we are increasing programs and services that will best meet the needs of our students after almost a year of distance learning in the following ways.

Knowing that each school is unique, we are offering "Restorative Restart" school grants to each of our elementary and secondary sites. Principals and their stakeholders are developing individual proposals for how they will spend their allotted funding. The proposals are approved through the educational services team. Plans will include specific actions intended to mitigate the effects of the pandemic.

We will be increasing our social emotional and mental health support through increased funding for counselors at our school sites. We will staff a full-time Coordination of School Based Services Teacher on Special Assignment (TSA) for TK-8th grades to provide support to sites in Positive Behavioral Interventions and Supports (PBIS) and in using our social emotional curriculum. The TSA in this position will work with individual sites or teachers, provide professional development, and support district-wide social-emotional learning initiatives.

Tutoring will be provided for an anticipated increase in need for academic support, and in order to accelerate growth. Our plan for increasing support will include working with contracted agencies such as STEM Steps, Bay Area Writing Project, and other academic support programs as yet to be determined. We will also increase funding for certificated and classified staff to offer small group academic support before and after school for identified students. During the summer we are offering two reading support programs, Slingerland and Wilson, summer sessions and paying teachers to provide small group intervention support including.

We also know that with the pandemic came isolation. Students' opportunities to interact with each other, play, exercise, and explore through hands-on activities was lessened considerably. It is important that we account for the whole child in our planning as we add or fortify programs. To address this issue we will be funding enrichment activities beyond our normal extended learning offerings through contracted agencies. We are exploring possibilities such as STEM activities, sports programs, and programs in the arts.

Staff training will be an important part of our recovery planning. We are holding Wilson Language training to provide quality professional learning and ongoing support for educators to have the skills and tools they need to help their students become fluent, independent readers. Special Education, site RTI teachers and literacy coaches will all be offered this training. We will also purchase added materials for using the program. Other training we are planning will focus on accelerating learning and social emotional learning.

Summer School:

Our High School is planning a fortified summer school program expanding their regular programs as well as adding new ones. The high school program will include Credit Recovery and Senior Diploma. Credit Recovery classes are open to current 11th grade students. An ELD course will be offered geared towards accelerating the English language development of BHS ELD students and incoming 9th-grade EL newcomers. Other offerings include a CTE Robotics Camp, Extended School Year (ESY), and Berkeley Community College (BCC) Counseling 207A which is a 1 unit BCC course for rising 9th grade students introducing BHS resources including academic supports, counseling, extracurricular activities, athletics, and advising to support successful transition to high school, academic planning and college and career exploration. Open all summer are the Berkeley High School Health Center and Parent Resource Center.

Elementary and Middle Summer School provide a variety of options to support learning recovery and provide social-emotional learning. All Extended School Year (ESY) students are automatically enrolled. Available space has been increased. BEARS and ESY eligible students are automatically enrolled and other students are recommended through the Coordination of Services teams at each school site. Our summer programs provide support with learning recovery, academic intervention in math and/or literacy, grade-level skills reinforcement, social-emotional learning, opportunities for social interaction, positive Reinforcement systems focusing on community and relationships. Programs will also support students with moderate to severe disabilities in attaining and generalizing the critical skills, self-sufficiency, and/or functional goals essential to the student's continued progress. The camp EDMO program will allow students to participate in fun Maker/STEAM (science, technology, engineering, arts and math) activities, and social-emotional learning. CTE Maker Camp and CTE Robotics Camp are also STEM-based camps.

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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	\$ 1,408,535	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$ 1,066,000	
Integrated student supports to address other barriers to learning	\$ 3,612,157	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$ 75,000	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$ 150,193	
Additional academic services for students	\$ 179,900	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$ 160,000	
Total Funds to implement the Strategies	\$ 6,651,785	

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

As we continue to receive Covid-19 relief funds we must carefully plan how to best use these funds with a focus on supporting students and families. Covid-19 funds have been vital to our ability to open schools by enabling a safe environment for the return of students, which is the number one priority. ESSER funds, being less restrictive, are the first funds we are turning to as we ensure our schools and classrooms have

everything they need to be safe in order to welcome students back to school. When the pandemic hit in March of 2020, we responded by handing out books, computers, and other materials and equipment to students, families, and staff. Now, as we try to rebuild from where we left off, we need to replenish supplies including classroom libraries, school supplies, and learning tools. ESSER funds have been a main source of funding to fulfill these needs. Now we must look to the future and project what supports we will need for academic and social emotional support for our students. This is where we are focusing on In Person Instruction and Expanded Learning Opportunities Grants. Summer school is where we are starting and as we roll into the new school year and are able to fully assess our students, the needs for funding will surely evolve. We feel confident that our ELO grant proposal is student focused, and will direct us to spend funds that will help us to mitigate the implications of the pandemic.

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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
ELOGGrants@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
March 2021