

# Expanded Learning Opportunities Grant Plan

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The following is the Bakersfield City School District’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.

The Bakersfield City School District incorporated the involvement of parents, teachers, and school staff in the development of the Expanded Learning Opportunity grant as part of the Local Control and Accountability Plan process. The feedback included , teacher representatives (BETA), classified staff representatives (CSEA), construction craft laborers (LIUNA), student parent focus groups, parent and other stakeholder surveys. Parents were invited to participate during Parent University meetings, committee meetings for feedback including the District Advisory Committee(DAC), District English Learner Advisory Committee (DELAC), District African American Parent Advisory Council, Special Education Community Advisory Council (CAC).

As a result of the feedback meetings DELAC provided the following (February 10, 2021, 54 Participants):

- Continuation of Summer and Saturday programs available for students, including Dual Immersion.
- Importance of technology and connectivity remain in place after the pandemic to support student learning, (earphones, screen

protectors, hotspots)

- Support for students transitioning to high school
- Access to library books
- Continued support with student's Social-Emotional (SEL) needs when they return to in-person instruction
- Learning Loss mitigation
- Ability to have students remain virtual through the pandemic
- Offering access to music and electives for EL students

As a result of the feedback meetings from Parent University parents provided the following (January 16, 2021, 314 Participants) :

- Addressing students' learning loss needs
- Providing student tutoring supports
- Providing SEL supports
- Addressing the challenges of distance learning
- Efforts to increase family & community outreach
- Appreciation of the district for keeping parents informed
- Expressing gratitude to teachers for keeping students engaged
- Family and Community Engagement (FACE) supports with check-ins and information
- District efforts to ensure safety

As a result of the feedback meetings, DAC provided the following (February 2, 2021, 42 Participants) :

- Addressing chronic absenteeism for students
- Socialization needs of students
- Addressing mental health needs as direct result of distance learning
- Address how students approach mathematics learning in the early grades (Math mindset)
- Support for summer learning schedules
- The need to support outgoing 8th grade students as they navigate the transition to high school
- Gratitude to the work FACE staff did to keep parents informed

As result of the feedback meetings, DAAPAC provided the following (February 16, 2021, 31 Participants):

- SEL and Mental Health Supports provided when students return to school
- Address student loneliness, depression, and lack of social skills
- Increase focus on engaging the disengaged parent
- Concerns about the negative impact of online learning on students
- Difficulties accessing technology for younger students
- The need to get students back into the school environment to support learning

As a result of the feedback meetings BETA, CSEA, and LIUNA provided the following recommendations:

Goal 1: Academic Achievement Major Themes Additional staff to support science instruction

- Teach science and social studies as independent core subjects
- Continue to support school libraries to update book collections
- Support library staff with additional training and resources to increase independent reading and Accelerated Reader initiatives at all sites

Goal 2: Social-Emotional Major Themes

- Provide training and resources for teachers in SEL competencies during the teacher work day to ensure all teachers have the skills to support students
- Continue to utilize staff including, Behavior Intervention Support (BIS), Associate School Social Workers (ASSW), and Psychologists to support students with SEL

Goal 3: Parent Engagement Major Themes

- Attention and focus on supporting parents whose children struggle to complete assignments
- Ensuring communication between FACE staff and school site staff to share the calendar of activities available
- Continue to leverage the Parent Square communication system and ensure all staff learn how to best use the system.

As a result of the LCAP Community and Stakeholders Engagement Survey the following responses were provided:

(Parent/Guardian-1,426, Community member-87, Community partner-9, Classified Employees-136, Certificated Employees-222, Management/Administrator-18)

Total Responses: 1,898

Based on total responses the following priorities were identified: Basic Services, Implementation of State Standards, Parent Involvement, Pupil Achievement, Pupil Engagement, School Climate, Course Access and Other Pupil Outcomes. In accumulation of results stakeholders identified the need for:

- Increased access to clubs, sports, activities for student to identify connection to and engagement with school
- Adding relevant and high interest books for school libraries
- On-going supports for at-risk students and failing students

Additional feedback included:

- Continued efforts to increase connections with families
- Teachers and staff need continued training to support students returning to school post-pandemic
- Students will need safe and welcoming environments when they return to school
- Teacher resources to support instruction

Based on the stakeholder feedback indicated above, the district has prioritized the following supplemental instruction and support strategies:

- Extending instructional learning time
- Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports
- Extend the collaboration with community learning hubs that provide students with access to technology, high-speed internet, and other academic supports at targeting areas where students with the highest need reside
- Additional academic services for students
- Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs

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

The district has continued to administer local assessments including:

The data from the administration of local assessments will provide diagnostic information for both site and district level administrators to determine gaps and needs for all students. In addition, data will be disaggregated by 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. The disaggregation of students by groups will provide evidence of skills deficiencies, mastery, and/or the need to evaluate students further to identify targeted skills for future instruction. Using the existing structures for MTSS and RTI, support teams will determine from existing supports as well as the expanded learning opportunities that align with the individual student. Students will be monitored for growth or the need to modify supports as needed. The district will continue to administer the local assessments quarterly and monitor progress for students receiving services and conduct follow-up meetings in collaboration with parents to determine further progress or the need for additional interventions.

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

Parents and guardians will be informed of opportunities for supplemental instruction and support through the communications department, from communication with the school principal, as part of the MTSS and RTI process at all 44 school sites. The use of the parent communication system, will inform parents of opportunities to enroll in the supplemental programs after school, before school, Saturdays, and in the summer through Parent Square, flyers sent home, and the district's social media resources in a language they understand. Additionally, for students who will be recommended through the referral process, meetings will be scheduled with parents as part of the interventions and support.

School sites will inform parents and guardians of opportunities for supplemental instruction during the parent teacher conferences after the first reporting period and throughout the school year.

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

The Bakersfield City School District intends to extend the learning time for students in multiple ways including by expanding the instructional time for students most in need through increased access to the Extended Learning Program available at all school sites.

The district's continued use of local diagnostic data and other available information will help school sites to determine the students most in need of Tier 2 and Tier 3 support. Supplemental Instruction will be provided to all low-income students, English language 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 2020-2021 school year, and other students identified by certificated staff through the Multi-Tiered System of Supports at each site. BCSD will also take the necessary steps with increased efforts to provide supplemental instruction in accordance with a student's individualized education plan (IEP) for students with disabilities.

Training on strategies to engage students and families in addressing students' social-emotional health and academic needs will be expanded from classroom teachers and administrators including but no limited to paraprofessional, supervision staff, bus drivers, office staff, and all other staff members who have direct contact with students and would benefit from implementing classroom SEL supports for students beyond the classroom environment.

Support interventions will be provided to supplement services offered by the school sites for students in need of additional behavioral, and social emotional support. The district will increase efforts to enable students previously disengaged in learning and to ensure they benefit from all supplemental instruction provided by the district through after-school tutoring, Saturday Academies, Summer Academies, eSports clubs, and Intervention supports.

## 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
A. Extending instructional learning time	[\$ 10,675,000]	[Actual expenditures will be provided when available]
B. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	[\$ 8,165,000]	[Actual expenditures will be provided when available]
C. Integrated student supports to address other barriers to learning	[\$0]	[Actual expenditures will be provided when available]
D. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	[\$ 1,220,000]	[Actual expenditures will be provided when available]
E. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	[\$0]	[Actual expenditures will be provided when available]

F. Additional academic services for students	[\$ 1,470,000]	[Actual expenditures will be provided when available]
G. Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	[\$ 2,914,309]	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	[\$ 24,444,309]	[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 received by the LEA.

ELO grant funds will be coordinated with other ESSER including Esser I, II & III funds to increase instructional time through Saturday Academies, Summer Academies, After-School tutoring, and expanded opportunities for students to engage in activities aimed at accelerating progress to close learning gaps.

# 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).*

## 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