

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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The following is Bonita Unified’s plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports. This plan outlines how Bonita Unified will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program. The entirety of this plan is focused on 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. At various points within the plan, specific groups are identified as receiving services. Please note that in areas in which a specific group is not identified the focus of identification of students and access to services is prioritized to students in the groups listed above.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

Description of how parents, teachers, and school staff were involved in the development of the plan:

A survey was given to stakeholder groups (parents, teachers, and BUSD staff) to receive input with respect to Bonita Unified’s priorities and the needs of the community. The survey was taken by 1890 participants. The feedback generated from the stakeholder engagement process elicited consistent feedback on the importance of continuing to enhance and refine our academic program and mental health counseling program. The consistent nature of our stakeholders' priorities can be seen in the following:

- When asked about the top priorities of the district, stakeholders reported safety/positive connection in school and increasing student achievement as the top two.
- When asked what actions/services were most important, stakeholders identified maintaining the high level of our academic programs, ensuring welfare of students and providing social/emotional support as the top three.

- When asked what BUSD programs were most valued, stakeholders identified academic intervention programs and counseling programs as the top two.

The district worked collaboratively with our associations and management teams to develop this plan. Input from these groups was vital in formulation of the plan. The information garnered from our district community is heavily reflected in the expenditures incorporated in the Expanded Learning Opportunities plan.

Description of how students will be identified and the needs of students will be assessed:

Bonita Unified engages in a comprehensive assessment system to ensure consistent monitoring of student progress. This system will be utilized to assess for placement in academic interventions for the 2021-2022 school year. The assessment system is as follows:

GRADE	Beginning of the Year (BOY)	End of Grading Period	Middle of Year (MOY)	End of Year (EOY)
Kindergarten ELA	Early Kindergarten Assessment (Basic Skills i.e. recognizes name, writing name, identifying colors, naming letters, sounds of letters), and DIBELS First Sound Fluency (FSF), and Letter Naming Fluency (LNF)	Producing Rhyming Words, Initial Sounds, Alphabet Writing, Writing Level of Print, Concepts of Print, Letter Naming, Letter Sounds, High Frequency Words (HFW)	All of Trimester 1 assessments and phonics skills, sentence dictation, CVC word recognition, story comprehension, reading running record, reading application fluency. DIBELS FSF, LNF, Phoneme Segmentation Fluency (PSF), and Nonsense Word Fluency (NWF)	All of Trimester 2 assessments including DIBELS assessments, and Counting Syllables, and Informational Text Comprehension.
Kindergarten Math	Early Kindergarten Assessment (Basic Skills i.e. recognizing shapes, counting, recognizing numbers.	District benchmark includes comparing sets with $=<>$, counting to 100, ID numbers out of order 0-30, match sets to numerals 0-30, and name shapes	All of Trimester 1 assessments and counting on from a given number, addition to 10, and word problems in addition, and classify objects into categories	All of Trimester 2 assessments and subtraction within 10, word problems in subtraction, fluency in addition within 5, fluency in subtraction within 5, and place value ten and ones
1st Grade ELA	Basic Phonics Skills Test (BPST), DIBELS PSF and	District Benchmarks include BPST, HFW, optional STAR reading,	Same as Trimester 1 but STAR reading not optional and DIBELS	Same as Trimester 2

	NWF, and High Frequency Words (HFW)	writing strategies and conventions, reading comprehension for literature and informational text.	NWF, Oral Reading Fluency (ORF)	
1st Grade Math	District benchmarks include counting and writing numbers to 20, add and subtract within 10, and identifying shapes	District benchmarks include add within 20, subtract within 20, word problems, related facts, comparing numbers, compose and partition shapes	District Benchmarks cover all skills from Trimester 1 assessments	District benchmarks cover all from Trimester 2 assessments and place value, measurement, data, time to the hour and half hour
2nd Grade ELA	STAR Reading DIBELS NWF (nonsense word fluency), ORF (fluency)	STAR Reading	STAR Reading DIBELS ORF (fluency)	STAR Reading DIBELS ORF (fluency)
2nd Grade Math	STAR MATH	STAR MATH GO Math Chapter and Unit Assessments	STAR MATH GO Math Chapter and Unit Assessments	STAR MATH GO Math Chapter and Unit Assessments
3rd Grade ELA	STAR Reading DIBELS ORF (fluency)	STAR Reading	STAR Reading DIBELS ORF (fluency)	STAR Reading DIBELS ORF (fluency)
3rd Grade Math	STAR MATH GO Math Chapter and Unit Assessments	STAR MATH GO Math Chapter and Unit Assessments	STAR MATH GO Math Chapter and Unit Assessments	STAR MATH GO Math Chapter and Unit Assessments
4th Grade ELA	STAR Reading DIBELS ORF (fluency)	STAR Reading	STAR Reading DIBELS ORF (fluency)	STAR Reading DIBELS ORF (fluency)

4th Grade Math	STAR MATH	STAR MATH GO Math Chapter and Unit Assessments	STAR MATH GO Math Chapter and Unit Assessments	STAR MATH GO Math Chapter and Unit Assessments
5th Grade ELA	STAR Reading DIBELS ORF (fluency)	STAR Reading	STAR Reading DIBELS ORF (fluency)	STAR Reading DIBELS ORF (fluency)
5th Grade Math	STAR MATH	STAR MATH GO Math Chapter and Unit Assessments	STAR MATH GO Math Chapter and Unit Assessments	STAR MATH GO Math Chapter and Unit Assessments
6th-8th Grade ELA	STAR Reading	STAR Reading CAASPP Interim Exams Classroom Level Assessments	STAR Reading CAASPP Interim Exams Classroom Level Assessments	Star Reading
6th-8th Grade Math	STAR Math	STAR Math CAASPP Interim Exams College Preparatory Math Assessments (CPM)	STAR Math CAASPP Interim Exams CPM	STAR Math Mathematics Diagnostic Testing Project (MDTP)
9th-12th Grade ELA	STAR Reading	STAR Reading CAASPP Interim Exams District ELA Standards Benchmark Assessments	STAR Reading CAASPP Interim Exams District ELA Standards Benchmark Assessments	Star Reading District ELA Standards Benchmark Assessments
9th-12th Grade Math	STAR Math	STAR Math CAASPP Interim Exams College Preparatory Math Assessments (CPM)	STAR Math CAASPP Interim Exams CPM	STAR Math Mathematics Diagnostic Testing Project (MDTP)

With respect to identifying students for our counseling services, Bonita will continue to use the Panorama survey. This tool assesses students in multiple areas including: stress levels, engagement, anxiety, etc. Our team utilizes this survey to identify and assist students who need additional

emotional support. In addition to the survey, our team of counselors, teachers and administrators also refer students to the program based on perceptual needs of students. Parents are able to make referrals to the counseling program as well.

Description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support:

For elementary summer school opportunities, selected students will be contacted via letter and Google form. If a student's parent does not respond to either of these methods, the classroom teacher and site administration will reach out to the family by phone. For secondary, each site will coordinate reaching out to summer school invitees with the school counselors, administration, and clerical staff facilitating the process. For intervention within the school day, administration, teachers and school counselors will communicate with parents explaining our offerings and encouraging participation.

For our mental health supports, a referral form is completed by site personnel and then the parent is contacted. Additionally, there is detailed information on our district website within the Information Hub tab for parents to learn how to contact the Mental Health Support Specialist, as well as, information on our partnership with Care Solace.

Translators will be used as needed to facilitate our process. Translators are often brought into SSTs when students may be referred to within the school day or afterschool interventions so that the communication process is effective. Schools and/or the district hire translators to facilitate conferences, phone calls, and for easier communication at meetings.

Description of the LEA's plan to provide supplemental instruction and support:

Extending instructional learning time – Bonita Unified is planning robust summer school opportunities for students at all grade spans in both the 2021 and 2022 years. This is the first time in a decade that BUSD will offer comprehensive summer school programs at the elementary and middle schools. The summer school program at the elementary and middle school levels will be targeted to students in need of ELA and/or math support, and will be invite-only. Below are brief summaries of the program offerings:

Elementary Summer School - Remediation of learning losses is the top priority for Elementary Summer School. The content to be covered will be both English Language Arts and Mathematics. Many teachers will utilize Benchmark Advanced materials in order to teach ELA. Benchmark content also often covers Science or Social Science topics, enabling teachers to cover two-state content areas simultaneously. SIPPS intervention reading materials will be utilized to review and teach foundational reading skills. Go Math and/or Eureka Math will be used for math content. All students

will be identified through DIBELS reading foundational skills assessments and through STAR Reading and Math. Class sizes will be about 15 per class, and each school will offer at least one class per grade (with one section in the district being devoted to students who did not have access to our TK program). The summer program will run for 15 days.

Middle School Summer School - Both LHMS and RMS will be hosting summer school. Each middle school will have seven classes; three English classes and four Math classes. Students will be identified by teacher recommendation, grades, and the STAR Math or English test. Additionally, a TOSA-created exam will be used for recommendations for English. The program will run for nine days.

High School Summer School - Summer school will be offered at all three high schools for summer 2021. SDHS will offer 13 classes, BHS will have 18 classes, and Chaparral High School will offer four classes. All schools will have a focus on credit recovery.

SPED Summer School – Elementary Extended School Year (ESY), grades PreK-5, will be held at all elementary school sites which will allow for our students and programs to remain on their home campuses. Students will have opportunities for mainstreaming with their general education peers and receive push-in/pull-out services in a general education classroom. ESY programs will consist of our preschool program, mod/severe programs, mild/moderate self-contained programs, and Specialized Academic Instruction. Secondary ESY for grades 6-transition will be held at San Dimas High School. We anticipate that we will have 3 middle school classes, 6 high school classes, and 1 adult transition class. The programs included are mild-moderate, Autism specific, moderate-severe, and a program focused on behavior and social-emotional needs. For high school, we are also offering a Specialized Academic Instruction credit recovery class where students with Individual Education Plans (IEPs) can earn 10 English and Math credits. All ESY will be hybrid with 4 days per week in-person and 1 day of online instruction.

EL Summer School - Bonita USD will offer a 4-week summer support program to English learners grades K-12. Students will be placed in classes according to both grade level and English proficiency level. Teachers will engage students in intensive in-person English language development instruction. Using ELD programs such as Benchmark EL, Imagine Learning, Renaissance Place and teacher created materials teachers will support instruction in the domains of reading, writing, listening and speaking. The additional support of technology-based programs to supplement instruction will provide students with the opportunity for remote access to Star Reading Accelerated Reader, Google Classroom, and Canvas.

In addition to summer school, BUSD is planning to offer after-school learning opportunities to students for the 2021-2022 school year. These targeted interventions will address learning losses for students in core content areas.

Accelerating progress to close learning gaps – To accelerate progress, BUSD is planning a significant investment in both credentialed teachers and classified staff. At the elementary level, ten intervention teachers will be hired to facilitate progress in ELA and mathematics. At the secondary level, we are planning on increasing the master schedule by thirty sections to facilitate learning in ELA/math. These learning recovery programs will accelerate the academic achievement of identified students. Bonita Unified will also make a significant investment in classified staff to provide learning support. Specifically, first grade aides will be added to classrooms to assist students who will be attending in-person classes for the

first time in their school careers. These aides will facilitate the utilization of small-group learning centers for all students. Secondary sites will also utilize classified staff to assist with small groups.

The universal academic program with respect to all learners within BUSD for each content area is developed through a rigorous process to ensure viability. The process begins with groups of teachers and administrators identifying essential standards, the standards deemed most important for student mastery. Then, student mastery of each of these essential standards is defined and articulated. Instructional sequences to lead students to mastery are created and delivered. Students not meeting mastery will be placed into reteach sessions to facilitate mastery. This comprehensive system of intervention for students needing extra assistance is aligned to state academic standards.

Integrated Supports – To address barriers to student learning, Bonita Unified will continue its investment in the mental health counseling program. Accordingly, our plan includes the hiring of additional mental health support specialists (MHSS) at the secondary level, and the hiring of two Behavior Interventionists (classified) to assist our BCBA with reducing behaviors that interfere with student access to the educational program.

BUSD will continue with our robust meal service program that has been in place since March 2020. The District will provide a breakfast and a lunch to students in need throughout our district for the 2021-2022 school year.

Additional Academic Services – Bonita Unified understands that some parents will be reluctant to send students back to in-person instruction for the 2021-2022 school year. Accordingly, BUSD will spend the allowable 15% on distance learning. This will include the hiring of elementary teachers to run the distance program, additional sections at the secondary level to assist students, and purchase of APEX licenses to allow secondary students to access appropriate curriculum/classes for distant learning. Additionally in this section of the expenditure plan will include a portion of money to assist special education students to provide compensatory services to make up for learning loss incurred during the pandemic.

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	\$2,000,000	[Actual expenditures will be provided when available]

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$2,786,613	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$650,000	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$ 0.00	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$ 0.00	[Actual expenditures will be provided when available]
Additional academic services for students	\$960,000	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$ 0.00	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$ 6,396,613	[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 are being coordinated with other Emergency Relief Funds in our comprehensive response to the pandemic. The ELO portion of these funds are primarily dedicated to implementing strategies to help students accelerate their learning. Additionally, a portion of the ELO funds are used to mitigate any social/emotional needs of our students. Thus, assisting students is the primary use of the ELO funds. Along with these student needs, there are a number of logistical and infrastructure requirements for BUSD to adequately respond to the pandemic (e.g. classroom furniture, PPE, tech infrastructure). These needs are being addressed with the other School Emergency Relief Funds to complete our holistic response to the pandemic.

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.

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.

