



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.

During Spring 2021, Bitney Prep's faculty and staff worked weekly to develop strategies and plans to address learning loss, the social & emotional impact and other issues that the COVID-19 pandemic had on our students. The entire staff had many discussions about priorities and avenues for expanded learning opportunities for our most at-risk student populations for the remainder of the 2020-2021 school year & for the coming school year. Input from students, parents, governance board and school community members was sought through surveys and public meetings. This input was in alignment with what the staff had determined to be true and was used in developing the ELO Plan, as well as the 2021-2022 LCAP.

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

This year, more than 64% of Bitney students qualify as low-income. Also enrolled are foster & homeless youth, at-risk students, students with disabilities and disengaged students. This is tracked through the School Pathways Student Information System (PLSIS). A list of 'Student Concerns' is maintained and greatest student needs are discussed at the weekly staff meetings. For academic intervention students were identified this year based upon low grades & credit deficiency. We will also begin the year with validated assessments of all students in English Language Arts & Mathematics to help determine areas of learning loss that will be mitigated through targeted intervention. Learning loss for students with IEPs, 504 Plans, foster students, students with economic need and students experiencing homelessness will be specifically targeted for tiered intervention.

All Bitney students will be surveyed at the beginning of the year through the Advisory Program to identify SEL and counseling needs. Supports for these needs will also be provided during the targeted intervention period.

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

As we prepare to return to in-person learning this coming school year, parents and students will be provided with information about extended intervention and support through email, all-calls & through in-person community meetings. We want everyone in our community to know how we are strengthening our school program to help all of our students return to school and recover from the disruption of the previous year and a half. Through the Advisory Program we will schedule & meet with individual students and their parents in SSTs, 504s & IEPs, to develop specific plans to help students who have fallen behind to get back on track with credits and a clear pathway towards graduation.

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

On-line Edgenuity Curriculum

During the summer of 2021, returning Bitney students will have the opportunity to participate in credit recovery by taking one or more on-line courses through a curriculum provider called Edgenuity. This on-line platform allows students to take high school classes in a credit recovery

mode. Students take an assessment at the beginning of each unit in the course, their score on the assessment is used to target the areas of the course curriculum that they have not yet mastered. Edgenuity will also be available to students during the 2021-2022 school year. During the school year, students will be able to take Edgenuity courses for acceleration and enrichment. Students taking Edgenuity courses are supervised and supported by the Bitney teacher who is credentialed in that subject.

Scheduled Intervention Classes

The class schedule for Bitney Prep has been modified for the 2021-2022 school year to include a full intervention period for all students on Mondays, Tuesdays, Thursdays, and Fridays. During this period, students will be assigned to a content area teacher to receive additional help in current classes and to work on credit recovery. During the 2020-2021 school year, many impacted students (including homeless students, economically disadvantaged students, IEP students and students impacted by the extended period of distance learning) had significant success passing classes and completing credit recovery courses through targeted intervention.

Supplemental Mathematics Texts and Targeted Mathematics Tutoring

Bitney's Mathematics Department has identified and is purchasing alternative mathematics texts to support students who are struggling in pre-algebra and Algebra I. These materials will be used for targeted support and remediation for students identified as underperforming in these foundational mathematics classes. The Mathematics Department will also use the Star Renaissance validated testing platform to assess all students, which will identify specific areas of needed remediation for individual students. Bitney employs an experienced math tutor to assist students who are struggling at all levels of math who will provide individual & small group tutoring both in a Math Lab and during the daily intervention period.

Social-Emotional Support and Counseling for Students

During the Spring of 2021, six members of the Bitney staff participated in an extended SEL training sponsored by the Nevada County Superintendent of Schools Office. This training supported ongoing planning to enhance the SEL component that already is a significant part of Bitney's Advisory Program. There is currently a specific SEL curriculum available that our teachers and students have access to through Edgenuity. We are looking for additional SEL instructional materials that are formatted specifically for in-person instruction. For the coming year we are going to focus upon targeted support for students who have been disproportionately impacted by the COVID-19 pandemic. Bitney's staff is working on tiered intervention for students experiencing emotion and social stress. Bitney will use ELO funding to provide therapeutic counseling for students.

Supplemental Food Support

Bitney has a high percentage of economically disadvantaged students. Adequate food access is a problem for our impacted students. During the 2020-2021 school year, Bitney partnered with the United Way to provide a food pantry on campus. This program was successful in providing both students and families with supplemental food access, at school and at home. This was a wonderful resource for our families in the 20/21 school year that we will continue in 21/22. We will also be work with the Environmental Health Department to complete our permitting, so that we will be able to serve more substantial meals to our students during school hours.

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	\$0	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$0	
Integrated student supports to address other barriers to learning	\$0	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$0	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$0	
Additional academic services for students	\$50,327.00	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$11,000.00	
Total Funds to implement the Strategies	\$61,327.00	

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

The other Covid-19 Emergency Relief funds that were received in the 20/21 school year, were used to keep students with greatest need more connected and engaged during the pandemic. The programs that we put in place during this school year, will be continued, increased and improved for the 21/22 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 lcff@cde.ca.gov

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the

supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.

- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

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

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

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

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

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

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

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

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
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