

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.

Parents, faculty, and staff have been involved in the development of the plan throughout the school year via input from surveys, as committee members and through direct feedback and communication in meetings. These stakeholders (including students) are regularly involved in providing ideas for addressing student needs and enhancing our educational program. Faculty and staff participate in monthly meetings in departments and Grade Level Academies and articulate student needs as observed in their classes, what students have stated and requested, and as a result of student engagement data and academic performance data. Parents, faculty and staff also participate as members of the Parent Family Engagement Team (PFET), School Site Council (SSC), the BCCHS Governing Board, and the English Learner Advisory Committee (ELAC). They communicate directly in ongoing school meetings such as the Parent Teacher Student Association, in Parent classes through our FACTOR program and ESL Parent Courses, informational meetings such as Coffee with the Principal and College Information Nights, and in Principal office hours, which occur weekly. Additionally, stakeholders communicate directly with school personnel and families through messages on ParentSquare, emails, phone calls, in-person visits to school as needed, and in open comment at council and board meetings.

Decision making at BCCHS is a direct result of ongoing feedback and identified needs of our stakeholders. Plans to use ELO funding results from data and input of our stakeholders about the best ways we can address learning loss our students have experienced this year as a result of Covid.

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

Student needs have been identified and monitored through a variety of means during this school year. Student needs fall into two categories which are aligned to the goals of our LCAP: 1: Academic Proficiency and College/Career readiness, and 2. Social and Emotional Needs and Positive Climate and Engagement.

We have and will continue to identify students' academic and college/career needs by examining all academic proficiency data and progress toward graduation and college/career goals data included in the CA Dashboard and additional local indicators and metrics.

This data includes a comprehensive data matrix that shows: real-time course grades, historical trends of course grades and progress reports, student GPAs, Smarter Balanced assessment scores, internal benchmark assessments within departments, ELPAC scores and English Language proficiency status, status on the College and Career Indicator, A-G completion and college-readiness assessments such as the PSAT, SAT and AP scores.

To assess Social and Emotional needs and identify areas to provide a positive learning environment, positive student engagement and a positive school climate, we collect and monitor additional data. This data includes: student attendance, chronic absenteeism, tardies, counseling visits and contacts, student discipline, survey data drawn from the ongoing Resiliency Check In (RCI) survey, engagement & input from the grade-level deans, referrals or requests from students and parents/families, referrals and input from faculty and school personnel, student involvement in extracurricular activities, clubs, athletics or other organizations.

Individual student data is pulled and examined on a bi-weekly basis by teachers, counselors and school leadership in our MTSS committee and within Grade Level Academies. School leaders review student data, identify specific needs for students individually and by grade-level or subgroup and work in small groups, departments and Grade Level Academies to develop intervention and enrichment plans to provide individual and comprehensive support to students to address their academic and social-emotional needs.

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

Parents and guardians of students will be informed of opportunities for supplemental instruction and support in a variety of ways. School-wide support programs will be advertised at all meetings where parents attend: BCCHS board meetings, SSC, PTSA, ELAC, PFET, Grade Level Information nights and orientations, coffee with the principal, and through all of our communication platforms: on our website, our school's electronic bulletin board outside of school, through ParentSquare, which sends messages directly to parents/guardians via text or email, in offices where parents/families visit school, through mail or emails sent to the home address, and through direct communication from school personnel via phone calls or messages from teachers, counselors or other school staff.

Students identified through our various data metrics will also be directly invited to participate in supplemental instruction and support activities.

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

BCCHS's comprehensive Student Re Engagement Plan will be used as a platform from which we identify ongoing student needs and provide intervention and support through a tiered process.

BCCHS will provide supplemental instruction and support through a variety of programs offered school-wide and to targeted student subgroups. Supplemental support will be offered during the regular school day, before and after school, during the regular school year and in extended school year and summer school scheduled offerings.

Through comprehensive, ongoing and frequent data capture throughout this school year, we have identified the primary needs of students: academic deficits and social-emotional learning needs. We will provide academic, college/career readiness support, intervention and enrichment to address students' academic needs. We will provide support programs for social-emotional learning to increase student capacity to thrive and be successful in their academic and overall engagement at BCCHS.

Academic and College/Career Readiness Supports:

1. School-wide and targeted student subgroup tutoring in all academic content areas

School-wide content area tutoring will be provided before and after school and at lunch to provide immediate content-area support by content-area experts in the four core academic areas: ELA, math, science and social science. We will also provide additional support in literacy and numeracy foundational skills development. In addition to the school-wide programmatic tutoring that will be available to all students, we will utilize specialized support personnel and tutors for specific identified student subgroups to address their needs: Students with Disabilities, EL students, Socioeconomically Disadvantaged/Low-income, African American, and Hispanic students. We will hire additional personnel with background and experience providing targeted support to specific subgroups (e.g. appropriate modifications, accommodations and experience working with students who have learning differences, bilingual support personnel to provide bilingual small groups and individualized tutoring support for EL students.) We will continue to invest in additional support personnel to operate programs specific to our student subgroups including: Special Education, English Learner, and African American Subgroup program staff (Sped Coordinator, DIS counselor, EL Coordinator, EL Liaison, African American Subgroup Coordinator etc), faculty and counselors to support and advocate the families of these students.

2. Credit Recovery programs –summer school, before, during and after school, and extended school year

Credit recovery programs will be offered to all identified students needing to earn lost credits through additional courses, online credit recovery during the school day or after school, during summer school, and through partnership programs such as dual enrollment in college courses after school, as available and appropriate. We will continue the use of our UCOP Transcript Evaluation Service to support the early identification of students falling short of A-G completion guidelines; we will utilize support personnel to follow up on student transcripts to ensure students and families are informed early about credit recovery options throughout the regular school year, when planning for future course enrollment with counselors and when planning for summer school. Students with Disabilities will

continue to receive support through the extended school year (ESY) program to ensure they make regular and appropriate progress in alignment with IEP and graduation goals and guidelines.

3. Academic enrichment and engagement activities outside of the school day

Academic enrichment and engagement activities will be offered after school specific courses to promote engagement and a safe learning environment for students. Academic enrichment options may include: music lessons in guitar, garage band, robotics, coding, cartooning, video-game design, among other high interest classes.

BCCHS will provide nutritional snacks and supper for students remaining on campus for enrichment and credit-recovery programs through the early evening hours.

4. Training in soft-skills and college/career readiness

Built into our soft-start programming, available resources for students school-wide in and out of classes during the school year, and through periodic seminars or skill-focus days for particular skill development, we will offer instruction for academic success and soft skills such as: study skills, time management, organization, communication, wellness, self-awareness and agency, goal-setting and prioritization, networking, college and career preparation.

5. Additional personnel to provide in-class direct support for student subgroups: English Learners, Students with Disabilities and Low-income students who are low performing/low-engagement, African American and Hispanic students

We will hire additional personnel to provide specific targeted support for our most in-need students identified as SWD and EL and their families. In content courses, we will continue our co-teaching model with a content expert providing high quality direct instruction to address Tier 1 needs course wide and a Special Education teacher to transfer content into formats that appropriately accommodate or modify learning needs and goals for SWD students as a Tier 2 or Tier 3 support. For English Learners, we will continue to utilize our bilingual aides to support students individually and in small groups in their ELD and content courses where some level of translation and explanation is required to overcome language barriers related to content comprehension.

We will also continue to utilize support personnel and coordinators in both EL and SWD and other defined programs (e.g. African American, Socioeconomically Disadvantaged/Low-income, Hispanic) and through our Parent Center to provide ongoing strong communication and information to families of specific subgroups (e.g. English Learners, SWD, African American SubGroup, and other Socioeconomically Disadvantaged/Low-income subgroups). For low-income students who are also low-performing or have demonstrated low-engagement, we will use additional support personnel and additional counselors to address specific students by grade level in their Grade Level Academies and academy courses.

6. Courses to address intervention needs: seminar courses, Algebra 1 Intervention/intensive math, double-blocked courses

For students struggling with large deficits across most or all of their courses and with several markers for low academic performance and/or high social-emotional needs, we will provide specific courses as intervention model courses or seminars to ensure curriculum and instructional approaches, resources and supports are tailored to the specific needs of these students. Through Algebra 1 intervention courses, intensive math seminars, double-blocked courses in ELA and math, we will provide targeted foundational support

instruction to close achievement gaps and ensure students develop the content mastery and utilize learning strategies that will serve them across multiple classes and learning contexts. These intervention courses will be designed to promote agency and self-advocacy among students and empower them to make strides toward increased knowledge and skill retention and progress toward graduation.

7. Instructional Technology resources and technology support for student progress monitoring

We will continue to invest in technology resources and supports to promote high levels of student engagement, content mastery, progress monitoring, parent engagement, and strong 2-way home-school communication. Through ongoing investments in effective instructional technology resources and personnel, students and families will be better equipped to navigate various learning platforms and navigate increased access to important resources and information related to student progress in courses and towards graduation. Additionally, faculty receive ongoing training in new technology tools and instructional resources which increases accessibility for different learners and targeted subgroups. Faculty use a variety of available tools, technology and software to differentiate instruction for all students and specific subgroups.

Our Parent Center staff will provide support to families to access the Parent Portal for our SIS so they can better monitor their child's academic progress. The Parent Center also coordinates the FACTOR courses that provide instruction to families about how to use available technology. Our IT staff provide critical support for students using 1:1 devices (Chromebooks and laptops) to manage the hardware and software needs for their courses.

Social-emotional Supports:

We believe students learn better when they feel safe, when they have their physical and emotional needs met, and when they have the skills to manage challenging circumstances through resiliency-building coping skills. After navigating the challenging circumstances surrounding the Covid19 pandemic and the last year of virtual learning, we will prioritize positive student engagement and wellness to enable our students to be successful working toward their future goals: overall wellness, graduation, college and career readiness. In order to promote overall student health, high levels of social-emotional wellness, we will provide supports to students in the following ways:

1. Additional counseling and support personnel

We will invest in hiring additional counselors and support personnel including academic counselors, psychiatric social workers, paraprofessionals, classified staff and bilingual personnel. These additional personnel will work directly with our students, families in various offices and the Parent Center to assist with ongoing and close evaluation and monitoring of students' wellness, engagement and social-emotional health. Support personnel will also be instrumental in providing direct support to students and families, helping with outreach and engagement, increasing strong program operations and services to students and families, and ensuring a broad reach to meet the social-emotional needs of all students.

2. Partnerships will wellness support providers and support personnel

We will also partner with mental health support providers who serve students directly and provide intervention and referral services for specialized treatment and supports as needed. We will also invest in personnel who provide specific services and interventions to address chronic absenteeism, attendance, and low engagement/participation among students.

3. Partnerships for Professional Development to address SEL within the classroom

We will utilize strong partnerships with support providers who offer training and professional development in trauma-informed practices, SEL and wellness. We will also implement our Positive Behavior Intervention and Support (PBIS) programs school-wide and with best practices for targeted student subgroups to enhance the positive engagement for students throughout the school day, in and out of their classes.

4. Enrichment and engagement activities during and outside of the school day to promote positive student engagement

We will provide high engagement activities to support wellness on campus before, during and after school. SEL and wellness engagement activities may include: skills in social-emotional learning, stress relief and self-care, yoga, martial arts, recreational sports, nutrition, and other courses which promote wellness for students. Nutritional snacks and supper will be provided for students remaining on campus as part of our enrichment activities.

5. Soft-start schedule and curriculum

To support students and faculty and ease the transition back to full time, in-person learning, we will provide flexible scheduling and curriculum for the first week of the semester. Curriculum and activities will include professional development for faculty to implement trauma informed best practices, SEL activities and positive student engagement.

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	[\$ 300,000.00]	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	[\$ 361,482.00]	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	[\$ 300,000.00]	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	[\$ 300,000.00]	[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	[\$ 500,000.00]	[Actual expenditures will be provided when available]
Additional academic services for students	[\$ 500,000.00]	[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	[\$ 100,000.00]	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	[\$ 2,361,482.00]	[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 Esser I and Esser II funding that was received in the 2020-2021 school year. Esser I funding was utilized to mitigate learning loss through increased student access to content and curriculum and individual technology support: chromebooks, hotspots, instructional technology support personnel, instructional technology training and resources. We continue to collect data on student achievement and engagement and identify areas of critical need toward which ESSER I and ESSER II funding will be applied.

ELO funding will be used in the 2021-22 school year to facilitate a return to full time in-person instruction and to implement programs to address student learning loss. Needs include low levels of student achievement and engagement as a result of the 2020-2021 school year operating virtually and through distance learning. ELO funding will provide access to additional supports and resources for students through the coming school year for 2021-2022.

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 to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

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

Instructions: Expenditure Plan

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

Complete the Expenditure Plan data entry table as follows:

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

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

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

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

California Department of Education
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