



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.

The District engaged stakeholders throughout the 2020-2021 school year to discuss how to best provide instructional supports and interventions.

Before and after the start of the 2020-2021 school year, the District elicited input to inform major portions of the District's instructional plan. Site administrators, teachers, counselors, and liaisons also reached out to families to encourage participation. A reopening committee was established in early summer 2020, representative of certificated and classified staff from each school site, parents, students, board members, and community partners. The reopening committee reviewed and provided input on topics that included following public health safety guidelines for COVID mitigation, addressing learning loss, providing academic and social emotional supports to students, meeting the needs of struggling learners, and to give input on the District's distance learning/hybrid/phased reopening plan. Several Certificated (BTA) and Classified (CSEA) union meetings were also held to negotiate changes to the general work environment, prioritizing staff and school safety.

The District English Learner Advisory Committee (DELAC) met in Fall 2020 to review and provide input on topics that included providing supports to students who are English Learners and meeting the needs of those ELs struggling to keep pace in English language acquisition and accessing core subject-matter knowledge and skills. DELAC providing valuable information about what kinds of struggles English Learners were having in a hybrid or distance learning environment.

Meetings were held either virtually or in person depending on the local COVID activity/transmission levels and according to CDPH guidelines. Parents/guardians, staff, and students were surveyed at several points throughout the school year to provide input regarding: challenges/successes in a hybrid learning environment, the kinds of supports in place or needed for struggling learners or those with special needs, access to meals, access to counseling/mental health supports, access to technology, how the COVID pandemic has impacted them personally, and preferences as to which instructional model(s) were best for learners K-12. Responses from those surveys were examined to inform the development of the Expanded Learning Opportunities Plan. Spanish translation was made available to families during Zoom meetings, and all community surveys/polls were providing in both Spanish and English.

The following groups participated in surveys and/or feedback sessions, such as stakeholder input meetings:

- District Administration Meetings - held at least monthly throughout the school year
- Classified Bargaining Unit (CSEA) Negotiations Meetings - 6/24/20, 8/6/20, 8/13/20, 3/5/21
- Certificated Bargaining Unit (BTA) Negotiations Meetings - 8/3/20, 8/5/20, 8/11/20, 9/16/20, 9/22/20, 9/30/20, 2/3/21, 3/9/21, 3/19/21, 5/18/21

- Reopening Committee Meetings - 6/2/20, 7/16/20, & surveyed on 9/8/20
- Staff feedback forms/surveys - 5/15/20, 8/13/20, 9/15/20, 11/30/20, 3/12/21, 5/3/21
- Parent feedback forms/surveys - 5/15/20, 5/29/20, 7/24/20, 8/6/20, 12/10/20, 3/12/21, 4/28/21, 5/3/21
- Student feedback forms/surveys - 12/2020, 2/25/21, 3/15/21, 5/4/21
- DELAC Meeting - 9/14/20
- Parent Advisory Council (PAC) meetings - held monthly throughout the school year

A draft of the ELO has made available to stakeholders by request at sites and is posted on the school website. Comments can be provided to school administration for consideration. The ELO submitted for BUSD Governing Board approval will be posted on the District's website no later than May 14, 2021 and linked in the May 2021 Board agenda posted 72 hours prior to the meeting.

Board Adoption - _____

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

Using demographic data, enrollment and school records, information from community agencies, and staff or family recommendations, the District will identify which of its students meet one or more of the following criteria:

- Low-income students
- English learners
- Foster youth
- Homeless students
- Students with disabilities
- Students at risk of abuse, neglect, or exploitation
- Disengaged students
- Students who are below grade level
- Credit-deficient students
- High school students at risk of not graduating
- Those who did not enroll in kindergarten in the 2020–21 school year,
- Other students identified by certificated staff

These identified students will be assigned priority to receive expanded learning program services during the regular school day and for the opportunity to participate in the District's expanded learning programs during the summer and after school.

To determine which of those students need academic, social-emotional, and other supports, including the provision of meals and snacks, the District used the following process:

To assess levels of proficiency as well as possible learning loss in grades K-8, the Acadience/DIBELS reading assessment and EasyCBM Math assessment were implemented in Winter and Spring. Comparing multi-year data for the Math Inventory and Reading Inventory has

been challenging as 2020-2021 is the first school year we have utilized common benchmark assessments across K-8 grade levels. Previous formative and benchmark assessment data collected by grade levels were reviewed from prior years to inform teachers the degree of each student's academic progress (or lack thereof). At the K-5 level, the Title I program provided screening inventories using the 95% group curriculum to determine students' reading comprehension abilities, phonics awareness, and overall vocabulary skills. Students deficient in specific skill sets were provided targeted small group instruction in 6-week intervals using the 95% group intervention curriculum with the support of trained support staff members.

A goal for the 2021-2022 school year is to provide students with targeted skill development in math, in addition to reading. All students in grades K-8 will be provided with 3 reading and math benchmark assessments (Fall, Winter, Spring) using common measures (i.e. Acadience/DIBELS and EasyCBM). The District will also use the Spring 2021 CAASPP results to identify the areas in which students need additional support. Grades, attendance, and engagement inform teachers about student progress. Common ELA and Math benchmark assessments still need to be determined for the 9-12 level.

Counseling/mental health referrals and the expert knowledge of the District's counselors, psychologist, health clerks, liaisons, and office staff will continue to be used to identify students at risk of abuse, neglect, or exploitation and in need of additional social-emotional supports. Instructional staff and administrators will also assist in identifying students in need of those services. The District recognizes that the pandemic and the subsequent impacts on students, staff, and families have created a need for social-emotional learning as an integral part of the curriculum of the expanded learning program and will ensure it is integrated into those opportunities.

Tiered systems of academic and social-emotional support are being put in place. A Multi Tiered Systems of Support (MTSS) Coordinator position was established for the 2021-2022 school year. To support teachers in analyzing student data to inform and drive their instruction, they will receive professional development and support and be provided with consistent time during Professional Learning Communities (PLCs) where data analysis and opportunities for collaboration are scaffolded and strongly encouraged. An MTSS district-level team has also been established and will hold monthly meetings to analyze data and inform site-level practices. 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 MTSS Coordinator will provide regular training and support for support staff to help implement interventions and supports. Using the "intervention pyramid" as a reference point, academic and social-emotional supports will be part of instruction for all students, increasing as individual students are identified for more intensive supports. The Tier II Counselor, with support from site-level counselors, researched which Social-Emotional (SEL) curriculums would be the best fit for our community. Character Strong, a K-12 SEL curriculum, is now being adopted to provide regular direct instruction of SEL skills district-wide beginning in the 2021-2022 school year. Eight BUSD staff were selected to participate in a county-wide SEL Community of Practice, collaborating on implementation strategies and structures to ensure SEL integration is successful, effective, and sustainable.

During Spring/Summer 2021, administration will work with PLC leaders and the MTSS Coordinator to schedule structured time periods each day to provide targeted skill development/enrichment for all students K-8, with implementation support from paraprofessionals and instructional aides. The District has also prioritized small class sizes districtwide, especially at the K-5 level, staffing additional teachers so all elementary class sizes are at or under 24 students.

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

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 were identified and prioritized to participate in the District's expanded learning programs.

Using the described process of examining data and considering staff and parent recommendations, the students among the groups listed above were identified as in most need of services, and those names were submitted by teachers to school administrators. The families of those students were directly contacted, using a combination of letters, phone calls, and home visits, to notify their parents or guardians of the opportunity to participate in the summer expanded learning program and the after-school program if they were not already participating.

Parents of qualifying students were also notified through a broad array of online and hard-copy methods, personal phone calls, district mass messaging system, the Aeries Parent Portal, Google Classroom or See Saw, advertisements on school social media sites.

The District sends out mass media messages on Aeries Communications throughout the year to every home in our district with the objective to communicate with families during every stage of our reopening plan. There was increased communication when services changes or when specific issues needed to be addressed, such issues include but are not limited to technical support/information, meal program, a change in the distance learning/hybrid/in-seat instructional model, and/or bell schedule changes.

When the 2021-22 school year begins, parents will again be notified of the opportunities to receive expanded learning program services after school, and also notified if their child is receiving supplemental instruction and support services during the regular school day.

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

Supplemental instruction and supports will be prioritized for: Low-income students; English learners; Foster youth; Homeless students; Students with disabilities; Students at risk of abuse, neglect, or exploitation; Disengaged students; Students who are below grade level, including credit-deficient students, high school students at risk of not graduating, those who did not enroll in kindergarten in the 2020–21 school year, and other students identified by certificated staff. Individuals eligible for these priority services will be identified as described in the second section above. The expanded learning program will include, but may not be limited to:

- K-12 Summer program through June – K-8 1/2-day academies to target learning recovery and acceleration and social-emotional needs, 1/2 to full day offerings to credit deficient high school students (grades 9-12) to recover failed course credits. All summer offerings are in-seat. Engagement/Enrichment teachers hired to provide SEL/engagement activities to K-8 students in summer academies
- Instructional aides hired to provide student support during summer school K-12
- Extended School Year Summer Program for students with respective IEP goals - 2 weeks in June 2021 after the regular school year and 2 weeks in August 2021 before school starting

- A team of teachers to establish grade level pacing guides as well as intervention/enrichment integration for ELA and Math in grades K-5
- Full-Time MTSS Coordinator for K-8 for 2021/2022
- Intervention Groups with trained instructional aides in K-5th grades (using ELA & Math intervention curriculum)
- After school tutoring in grades K-8 (In-House as well as Bishop Rotary volunteers)
- After school enrichment activities in grades K-12 & integrated enrichment during the school day in grades K-8 (Health & Human Services prevention grant)
- Full day in-seat instruction provided to all K-12 students with a virtual option available for interested families in grades 6-12
- Full-time Tier II Behavior Counselor in addition to site-level school counselors K-12
- Integration of K-12 SEL curriculum (Character Strong)
- Increased instructional aide time to provide more targeted intervention small group services K-5
- Ongoing professional development for paraprofessionals and instructional aides
- Hiring 3 elementary teachers to ensure small class sizes (24 or under) K-5 for the 2021-2022 & 2022-2023 school years
- Establishing a virtual learning / independent study option for grades 6-12 (Bishop Virtual Learning Academy) as an alternative to in-seat instruction

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	491,071.00	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	627,601.00	
Integrated student supports to address other barriers to learning	268,818.00	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports		

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility		
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		
Total Funds to implement the Strategies	1,387,490.00	

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

Inasmuch as Elementary and Secondary School Emergency Relief Funds (ESSER) are federal categorical funds, they will be used to supplement, and not supplant, the activities being funded by the ELO grant. These uses may be for activities not covered by the ELO Plan, or to provide additional services not included, but complementary to the Plan, such as additional supports and interventions, contracted services to support students' social-emotional needs, professional development, or other activities. The determination of specific ESSER funded actions may be based on needs that have been identified after the District has begun implementation of its expanded learning program activities and has monitored and evaluated those activities using students' progress data.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact
ELOGGrants@cde.ca.gov or <mailto:lcff@cde.ca.gov>

Instructions: Plan Requirements

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

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

For purposes of this requirement

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

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

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

The seven supplemental instruction and support strategies are:

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

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

Fiscal Requirements

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

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

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

Instructions: Plan Descriptions

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

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

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

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

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

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

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

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

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

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

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

Instructions: Expenditure Plan

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

Complete the Expenditure Plan data entry table as follows:

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

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

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

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

California Department of Education
March 2021