

California Department of Education
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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.

Stakeholder voice is critically important in the development of a plan for targeted student support and growth. Throughout the course of the school year, we have held multiple town halls to not only update our families on next steps in our reopening process, but also to capture any questions, concerns or recommendations they may have on student learning. Our ELAC committee has met and begun analyzing current supports and brainstorming additional supports that could benefit our EL learners.

Review of our internal assessment matrix which shows student performance by cohort has allowed us to anticipate where additional supports may need to be provided at the start of the school year.

Through monthly vertical team meetings with grade level teams and through biweekly meetings with leadership team member – both in-classroom teachers and administration – we have been able to keep a pulse on what areas of concern may need to be addressed in the coming school year.

Our School Counselor has tracked both parent and self-referrals to help provide suggestions on trends in supports that may be beneficial for students, as well as training that may benefit staff.

Finally, our Director of Teaching and Learning has worked with all teachers to review current curricular inventory and begin to make determinations on what adjustments may need to be made for the start of the 21-22 school year.

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

BCS will analyze internal, grade-level assessments (both formative and summative) for students, as well as utilize data from standardized tests (NWEA and SBAC) to ensure we have appropriate data on student performance and potential areas for additional support. We will particularly focus on assessment data from our special populations (including our English Language learners and Special Education students) to ensure their needs are met and appropriate growth and development is seen as students transition back from remote learning into in-person instruction.

With our internal assessment matrix, we will be able to review data throughout the course of the year and make adjustments as necessary.

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

Parents and guardians will have touch points with their students' teacher and with school administration at the start of the school year, at which point we'll be able to share more details about specific supports for their student. The creation of Focused Learning Goals for each student – including specific learning goals for all EL learners – will allow us to ensure we are targeting individual student growth and support.

Additionally, we anticipate the formation of focus groups and committees as we continue to bring students back to the campus at the start of the 21-22 school year. We have had success with a town hall format this year, which provided a space to update parents on developments and respond to their questions, and we anticipate continuing this structure moving into the start of the next school year.

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

Within our staffing model, we have assigned Associate Teachers to each grade level to help support with supplemental instruction. This may look like co-teaching within a classroom, pulling out small groups of students for remediation and additional practice/support, running one-on-one supplemental sessions with students when appropriate, etc. The Associate Teachers are credentialed staff members and have practice with and exposure to the BCS curriculum. This allows them to provide targeted, individualized support to students in alignment with additional classroom content.

Additionally, we recognize the need for specific training for our staff to ensure we are supporting all students, especially those who have been learning remotely for the past year of instruction. This training will include a specific focus on ELD and SpEd strategies both during August professional learning and throughout the course of the school year during designated professional learning times.

Finally, we recognize that as we gain additional data on student performance at the start of the school year, we may need to pivot our course of action. We have built in additional funding to allow us to adjust and procure curriculum and software program resources as necessary, which may support in providing targeted instruction to specific students/groups of students. Funding also has been set aside to account for extended/increased instructional hours for students on an as-determined basis. A more thorough plan will be developed when all data is reviewed at the start of the school year.

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
<p>Extending instructional learning time</p> <ul style="list-style-type: none"> Additional funding to provide extended/increased instructional hours for students on an as-needed basis (may include after-school tutoring support, summer intersession opportunities, etc) 	30,000	[Actual expenditures will be provided when available]
<p>Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports.</p> <ul style="list-style-type: none"> Associate teachers to support inside classrooms (accounting for one for Special Education AT and four additional ATs for elementary and middle school classrooms). 	357,500	[Actual expenditures will be provided when available]

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
<p>Integrated student supports to address other barriers to learning</p> <ul style="list-style-type: none"> • Training in English Language Development for all staff during August professional learning (4 hours of training for 89 staff members) and on a continued basis throughout the school year • Training in Special Education inclusion supports for all staff during August professional learning (4 hours of training for 89 staff members) and on a continued basis throughout the school year. • Instructional Professional Development for principals and the Director of Special Education, with a focus on closing opportunity gaps in student learning 	51,227	[Actual expenditures will be provided when available]
<p>Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports</p> <ul style="list-style-type: none"> • Continued access to hot spots for students to access internet outside of campus, • Upgrading network on site to ensure reliable access to internet when on site for teachers and students • Replacement and purchase of additional devices 	75,000	[Actual expenditures will be provided when available]
<p>Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility</p>	N/A	[Actual expenditures will be provided when available]
<p>Additional academic services for students</p> <ul style="list-style-type: none"> • ST Math Subscription for all K-8 students to provide additional, supplemental support and intervention data • Lexia subscription for all K-8 students to provide additional, supplemental support and intervention data • Additional curricular supports as needed (may include additional manipulatives, software programs, etc) 	19,100 + 40,000	[Actual expenditures will be provided when available]

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
<p>Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs</p> <ul style="list-style-type: none"> • Additional staffing (CHAC) for mental health support • Trainings for staff, including suicide-prevention • 10% of Board Certified Behavior Specialist's time to provide all staff training and direct support with behavior needs 	30,000	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	602,827.00	[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.

N/A

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.

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