



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 Brawley Union High School District recognizes the importance of including all stakeholders in the development of district and school plans. Allocating funds and developing actions to support student success is a priority for the district and it is critical to get the insight of parents, students, community members and staff in order to ensure a well rounded plan that will facilitate student progress and growth. The district reached out to its stakeholders through a variety of committees. LCAP Parent Committee, DELAC, ELAC, and School Site Council were great avenues for gaining insight from parents. Link Crew meetings and School Site Council meetings were utilized to procure ideas from students. The teaching and learning task force meetings and meetings with school counselors assisted the district in obtaining recommendations from classified and certificated staff. In each meeting, the seven strategies were explained and steps for developing actions for each of the sections were realized. Surveys were sent to parents, students, and staff to gain their insight.

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

BUHSD finds it imperative to accurately identify the needs of 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. Through data analysis, the district will identify students based on attendance, grades, benchmarks, transcript audits, and those deficient in credits, in order to assess the specific needs of the students and to place them in relevant supports. Paraeducators will assist in disaggregating data in order to assess individual student needs. Counselors will be utilized to identify students in need of social emotional support as well as academic support and provide feedback to the district and families. Universal screeners will be put in place identification of students in need of social emotional health support. The district is going to explore the incorporation of a benchmark and assessment management system in order to determine the academic needs of its students.

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

The district met with the Student, Family and Community Engagement task force in order to ascertain the best methods of communication for various supplemental supports offered at the district. Effective communication with the ability to reach all families is at the forefront of the district's priorities. BUHSD has invested in various modes of communication such as mass parent phone calls, emails, text messages, newsletter, traditional mailers, as well as postings on the district website, and social media and provides communication in the family's primary language. BUHSD will utilize all of these methods to inform families about supplemental instruction and support.

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

BUHSD has worked extensively to find diverse ways to provide supplemental support opportunities to students. The goal of the district is to identify the greatest needs of the students in order to provide supplemental support relevant to them. Supplemental instruction and support will be laid out in a tiered framework explaining services at various levels that provide an engaging learning experience. The district is committed to providing an extensive a summer school program based on student need. BUHSD will offer extended day programs for students who need to recover credits to be provided during the week after 3:00 pm. The district would also like to provide Saturday Academies to students for four hours every Saturday to assist with learning loss mitigation. Paraeducators are a vital part of the plan and will be utilized during the summer as well as during extended day learning in order to assist both certificated staff and students. Counselors will work an extended year as well as an extended day throughout the school year in order to provide support to students in the areas of credit

deficiency, GPA, as well as assist with social emotional resources for the students. The homeless youth liaison will ensure their basic, academic, and social emotional needs are being met. Community learning hubs will be afforded at various places throughout the community to provide internet access and devices to the families of our district. Mental Health is of equal importance to the district and services at the Family Resource Center are being expanded upon. Other Mental Health supports through IVROP and MOUs with outside agencies will be implemented as well. The district will expand its student nutrition program to provide meals to children 0-18 years of age during the summer months.

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 | \$1,132,762 | |
| Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports | \$275,000 | |
| Integrated student supports to address other barriers to learning | \$200,000 | |
| Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports | \$75,000 | |
| Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility | \$300,000 | |
| Additional academic services for students | \$300,000 | |

| Supplemental Instruction and Support Strategies | Planned Expenditures | Actual Expenditures |
|--|-----------------------------|----------------------------|
| Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs | \$65,000 | |
| Total Funds to implement the Strategies | \$2,347,762 | |

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

Coordinated efforts are being made with the expenditures of ELO and ESSER funds both at the district level as well as the site levels. ESSER funds received by the LEA primarily were spent creating a cohesive distance learning environment for both staff and students as well as creating a safe learning environment on campus. These funds are set aside for PPE equipment, signage, 6 feet distancing markers, as well as classroom supplies in order to create a safe in person environment. To support distance learning, ESSER funds are being utilized to ensure students have high speed internet connections, required technology, as well as online software programs. ELO Grant funds are focused on in person instruction and mitigation of learning loss. Working in conjunction with ESSER monies, the ELO funds will be able to focus on the social-emotional needs of students as well as accelerated credit attainment opportunities. ELO will focus on expanding in person learning hours, providing in person learning during the summer and addressing mental health issues students may have.

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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