

## Expanded Learning Opportunities Grant Plan

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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.

We integrated the stakeholder engagement process related to the development of the Expanded Learning Opportunities Grant Plan into our ongoing LCAP stakeholder engagement process where it was appropriate and practicable to do so. In particular, we solicited feedback from our families through our March and April SSC and ELAC meetings, as well as through our bi-weekly surveys. Our surveys looked at both immediate and future needs as we plan for a return to campus. Similarly, we surveyed all of our staff and our students to get feedback on immediate needs and future planning. Surveys also asked about the social-emotional status and needs of stakeholders. Through these feedback cycles, we were able to identify the most critical needs for students and prioritize them in this plan.

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

We focus on six key areas to measure whole child readiness, called our Annual College Readiness Indicators, or ACRIs. These include academic metrics such as passing all classes and benchmark assessment performance, attendance data, behavior data, community engagement data, and critical thinking through project-based learning data. We use these indicators to identify any students who are At Risk and may need additional support. We have prioritized our attendance and mastery metrics this year given the complexities of virtual learning and will be using these results as our primary indicators to identify students of need. This data will be taken in conjunction with Social Emotional Data we receive from our bi-weekly surveys (described above) that our students have been responding to all year. We review all of this data regularly by student identity groups to ensure we are providing for the needs of 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.

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

We communicate with all Ednovate families on an at least weekly basis via ParentSquare, an online system that communicates directly with parent emails or phones. This will ensure all families are informed of the opportunities for supplemental instruction and support. This platform allows for communication via a variety of media (email, text message, and via an app), and allows for families to reply directly with any questions they may have. In addition to this general communication, we will also provide targeted communication to those families for whom these opportunities are most relevant. Finally, families are required to participate in parent conferences quarterly with their student's advisor - the advisor will also share and recommend opportunities so families are informed.

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

Our primary avenues for providing supplemental instruction and support are through additional time for learning, additional staffing support, and additional tools to meet our needs. We highlight our key priorities within each strategy area below:

**Extending instructional learning time:** Our expenditures in this bucket will be focused on increasing time for academic intervention and support. This will be achieved through a more robust Summer School for students requiring credit recovery, as well as additional afterschool and Saturday support for students who are behind or off-track. These offerings will get additional staffing support through tutors who will supplement our current staff.

**Accelerating progress to close learning gaps through implementation, expansion, or enhancement of learning supports:** Our expenditures in this bucket will be focused on implementing a new online assessment software, iReady, which will enable us to benchmark performance and growth to enable us to better target where additional intervention is needed. This computer adaptive testing software will meet students where they are an support with remediation for students over the course of the year. We will also enhance our ability to offer opportunities for credit deficient students to recover by investing in online programs for credit recovery and

learning loss. We will also support students with any technology needs they may have that will better enable them to close learning gaps.

**Integrated student supports to address other barriers to learning:** Our expenditures in this bucket will be focused primarily on staffing. In particular, we will be investing in additional Paraprofessional support and additional tutors to provide in-class support for students, as needed, to help get and keep them on track. We also will be focusing heavily on Social Emotional support for students, as we believe this will be critical to students' success in transitioning back to in-person learning. In particular, we will be providing additional mental health support via staff on campuses.

**Support for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility:** Our expenditures in this bucket will be focused primarily on online learning tools and curricular supports for students to make up credits and address deficiencies. Our goal is to create flexibility so students are able to simultaneously catch up where they are deficient while not overburdening them so they could still complete their current grade level content.

**Additional academic services for students:** Our expenditures in this bucket will be focused primarily on curriculum planning and development, with a focus on identifying and addressing learning loss. We will be looking to bring on consulting support from curriculum experts in our core content areas, and have them support with building in additional scaffolding to accommodate for learning loss over this year. We will also put into a standards, curriculum, and assessment working group to help identify and plan the most effective tools to support student learning and effective instruction to set students up for success in both high school and their post-secondary careers.

**Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs:** Our expenditures in this bucket will be focused primarily on professional development and leveraging the expertise of partner organizations. In particular, we will partner with TNTP to provide training and support for our Multilingual learners, to support students with learning loss, and to coach our Assistant Principals at our campuses. We will also work closely with an SEL consultant to both provide direct PD to our staff and well as to support with the development and implementation of an effective SEL curriculum to support our students' needs. Finally, we will also provide direct PD and support to our Wellness team to enable them to provide more robust offerings to support student needs.

We believe that by investing in these areas, we will be able to provide the supplemental support our students, staff, and families need to thrive in the year ahead.

## 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	\$71,429.77	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$28,749.13	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$153,347.97	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	[\$ 0.00]	[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	\$12,658.44	[Actual expenditures will be provided when available]
Additional academic services for students	\$11,754.27	[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	\$44,494.42	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$322,434.00	[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 funds will be used to support supplemental and support strategies during the 2021-2022 school year. This will allow us to use the ESSER II funds to address the safety and welfare of students and staff through activities including:

- School facility repairs and improvements to reduce the risk of virus transmission and to support student health needs

-Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification, and other air cleaning, fans, control systems, and window and door repair and replacement.

-Other activities that are necessary to maintain operations and continuity of services and continuing to employ existing staff.

-Developing and implementing procedures and systems to improve LEA preparedness and response efforts.

-Training and professional development for LEA staff on sanitation and minimizing the spread of infectious diseases. Purchasing supplies to sanitize and clean LEA facilities

In addition, we intend to use ESSER II funds to support supplemental and support strategies that cannot be covered by the ELO funds during the 2021-2022 school year and during the period from August 2022-September 2023 after the ELO spending time frame has elapsed.

# 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](mailto: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  
March 2021