



## 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.

Alta Vista and AUSD gathered input from stakeholders continuously throughout the COVID-19 pandemic. Soliciting stakeholder input included the process of holding a variety of meetings both in-person and virtual, depending on restrictions.

Additionally, AUSD collected input via:

- -Family survey
- -Student surveys
- -Town Hall meetings
- -Site Council meetings
- -District English Learner Advisory Committee (DELAC)
- -School site English Learner Advisory Committee (ELAC)
- -Parent Advisory Committee
- -LCAP stakeholders
- -Reopening of Schools Committee
- -Special Education Task Force
- -Presented to the Board of Trustees May 27, 2021

AUSD ensured all who wished to participate had accessibility by providing hotspots, devices, translated surveys, and documents posted on our website and sent out via weekly school communication by Principals. Additionally, staff notified families who speak languages other than English through individual contact with English Learners by staff members and/or our community partners.

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

AUSD will provide extended learning opportunities for all students using districtwide assessments, statewide assessments, referrals made by teachers, staff, principals, and requests by parents.

We will be offering a Summer Academy program June 14-July 23, 2021. Students will be identified for the Summer Academy through districtwide assessments, statewide assessments, referrals made by teachers and principals through the Spring conferences, and requests by parents. Summer Academy is for all students who wish to attend, however, AUSD will prioritize our English Learners, socioeconomically disadvantaged students, students who are at risk or receiving failing grades, and students who are below grade level on the most recent standardized assessments. AUSD will provide a six-week cycle of intervention program using pre and post-assessments, progress monitoring assessments, using data to drive instruction. AUSD's program will be designed and planned using leverage priority standards identified through the assessment process for each grade level. Additionally, students with disabilities who are eligible for an extended school year will be provided an additional two weeks of specialized instruction to support any real or potential learning loss/lack of progress on IEP goals. Progress reports for those students will be completed and provided to students and families.

Auburn Union schools are using a variety of formal and informal assessments to identify student needs in areas of academics, behavior, and social-emotional support.

Academic assessments include the beginning of year assessments, grade level common assessments, and early literacy assessments to determine whether students are exceeding, at, approaching, or below grade-level standards. For students approaching and/or below in English language arts (ELA) and mathematics, there are targeted supports available through school-wide intervention. Our middle school will review data from a number of diagnostic, informal, and formative assessments. Additionally, students will be assessed using a midyear common assessment in both math and ELA, a math diagnostic assessment for placement in 9th grade, and state testing to assist with placement in 2021-2022. AUSD will adopt the ELA STAR assessment program for TK-8 and the STAR math program for 6-8. Finally, AUSD will continue to develop grade-level common benchmark assessments, scope and sequence using priority standards identified by teacher leaders, and a clear plan for data conversations through the MTSS process.

Behavioral supports will be identified through the efforts of Tier I PBIS at all five schools. A full-time Behavior Analyst will support students with disabilities who benefit from having a Behavior Intervention Plan. Additionally, the District Behavior Analyst will consult with general education teams to identify appropriate behavior support strategies including the development of a behavior support plan as needed. The Behavior Analyst and PBIS facilitator will support schools with the implementation of SWIS (School-wide Information System) to gather data on behavioral referrals, analyze data and improve the deployment of strategies and resources to support all students.

Auburn Union will utilize Guided Reading, a small-group instructional context in which a teacher supports each reader's development of systems of strategic actions for processing new texts at increasingly challenging levels of difficulty, Numbered Math Talks, a concept used to develop a deeper conceptual understanding and a comfortability with numbers, operations and mathematics to be used to introduce math concepts, properties about numbers, explore math connections and relationships or review, practice and reinforce concepts. Tutoring through Sight Word Busters and Auburn Assistance League, and a district-wide intervention program that includes an RTI schedule at our middle school, intervention built into elementary master schedules, and an after-school program to be managed by sites. Auburn Union will utilize an art program district-wide to ensure our students have access to a well-rounded education.

Using a Multi-Tiered System of Support all schools will implement Positive Behavior Intervention and Supports (PBIS) Tier I using handbooks and materials developed during the 20-21 schoolyear. This implementation will include the use of a School-Wide Information System (SWIS) to input and analyze behavioral data. School site leadership teams will continue to participate in Tier II training as a part of the Mental Health/Wellness Grant with PCOE. Wellness Centers at four of the five schools will continue to support students, staff, and families using a tiered approach. The Wellness Referral form and the weekly team meetings will serve to assist the Wellness teams to assess and identify the most appropriate strategy, intervention, and method of support for each referral.

All five schools will implement a social and emotional curriculum. The district Mental Health Specialist will serve as the Coordinator for the curriculum and support Principals with its implementation. The elementary schools will continue to utilize the "Toolbox" social and emotional curriculum for all students to access and receive instruction in the general education classroom. The middle school will implement a "We Are Resilient" program that will provide prepared lessons for social and emotional learning in the general education classroom. Ongoing coaching and monitoring will be provided by the Mental Health Specialist, curriculum publisher, and school principals.

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

AUSD's expanded learning opportunities plan is based on family, staff, student, and community input gathered during the LCAP process. Additionally, AUSD has incorporated input into actions in the district LCAP plan for 21-24.

AUSD Expanded Learning Opportunities Grant plan ideas were shared with families, community, and staff via Townhall meetings, in surveys, on social media, etc. for input and shared publicly for approval at the May 27, 2021 Board meeting. Specifics of the plan, including specific interventions and support for learning loss provided to all schools, will be shared out with parents in AUSD's Education Services newsletter prior to the start of the 2021-22 school year, through Principal communications at each of our sites, and on our website. Families are also informed via text, email, and messages through the district-wide service, Catapult, which delivers a message consistent across all platforms. Information about academic interventions during the instructional day will be shared with parents/guardians via their classroom teacher. Opportunities for student remediation and/or acceleration are shared by the school site and teacher and include before and after-school intervention, activities, and specialized clubs.

Information about academic intervention during the instructional day is shared with parents via their classroom teacher or grade level counselor. Opportunities for students to demonstrate mastery of the curriculum are provided daily on each site during an intervention period. Data conversation cycles will take place to determine student support by student name by student need.

District-wide programs such as Summer Academy, which includes Extended School Year (ESY) for special education students and general education Summer School are shared with parents/guardians based on their individual needs of their child determined through the Individualized Education Plan (IEP) or assessments. Parents and guardians of students will be notified of Summer Academy in a variety of ways: Summer Academy flyer with program dates and details will be distributed to families during parent conferences, in school site newsletters published and distributed by site Principals, in AUSD's Education Services Monthly Newsletter published for families, via Blackboard notification to all AUSD families, embedded in the Superintendent's weekly update and in paper form at school sites.

Similarly, AUSD will offer individualized tutoring support to targeted groups such as English learners, foster youth, and students experiencing homelessness. This will be based on student needs and communication will be directed specifically to the families involved. AUSD will continue Parent/Family University, offering high-interest classes and workshops for families and the community to hear information about how to best meet the academic, behavioral, and social-emotional needs of their children. This program will be run and communicated to families and the community by each school site.

For families of English learners, communication regarding academic, behavioral, and social-emotional supports will continue to be translated and sent to parents/guardians in multiple languages. English learner families will also have access to translators who will serve in a liaison role to increase school-to-home and home-to-school communication.

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

Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning data over the course of the 2020-21 school year has shown a need for intervention and acceleration, and support for targeted student groups. Therefore, two instructional coaches will coordinate learning acceleration and provide professional development, instructional support through demo

lessons, co-teaching, observations, and 1:1 and/or group meetings with teaching staff. Additionally, we will continue the summer school pilot model by providing 6-8 week cycles of intervention, MTSS roundtable data discussions using student data to determine instructional, social-emotional, and behavioral supports by name by need at each school site. We are implementing an RTI master schedule at our Middle School to ensure all students have access to enrichment and intervention. AUSD will provide, through cycles of intervention, using STAR assessments, local common assessments, reading records, early literacy assessments, formative and summative data during data conversation meetings, Tier I good first instruction, as well as Tier 2 and 3 in-class intervention through time built into the master schedule to support students by name by need. In 2021-2022 the Sight Word Busters will provide sight word support to all TK-2nd grade classrooms, the Auburn Assistance League will provide tutoring using comprehension strategies to our two Title I schools, and AUSD is purchasing an art program to extend and supplement learning. This program will be run by volunteers at each elementary site. Classified instructional staff will receive professional development best practices for supporting students at risk and with unique needs including trauma-informed practices. The district will purchase a digital platform with specific modules enabling staff to participate with flexible scheduling.

AUSD is providing funding for each school to run a before or after-school intervention program, affording school sites the flexibility to determine what programs will be put in place that will most benefit their student populations.

The Summer Academy is a learning recovery program that provides supplemental instruction to the 2020-2021 year's priority academic standards needed to accelerate learning. This summer, AUSD extended our traditional summer school for English Learners to include all students and extended the traditional summer school for all students by an additional two weeks. Summer Academy is open to all students. Extended School Year, traditionally offered to students with disabilities who qualify, has also been extended by two weeks to facilitate greater progress on goals and learning acceleration.

All students attending the Summer Academy receive meals and snacks; this includes socioeconomically disadvantaged students, English learners, and students with Individualized Education Plans who have faced adverse learning and social-emotional circumstances. Students will have access to mental health supports. Summer academy staff will provide teaching and learning opportunities utilizing high-leverage teaching strategies, priority standards, and core curriculum. An additional 2 weeks of the extended school year for students with disabilities that qualify, will be offered to facilitate greater progress on goals and learning acceleration. Additionally, students will have access to mental health wellness support at the school site during the Summer Academy.

During Summer Academy, AUSD is providing an extra professional training day and additional training after the school day for those teachers and paraprofessionals who have applied for Summer Academy positions. Students will receive instruction in math and English, utilizing guided reading, Number Talks, strategies to support English learners, social-emotional strategies. Students will have opportunities to learn using hands-on activities, physical education, and the arts to support learning acceleration. Ongoing training and support for the summer academy principal who is expected to provide professional development to teachers and paraprofessionals to ensure our staff has the tools needed to continue to use the researched, evidenced-based strategies selected.

AUSD has opened registration up to all who are interested to the extent feasible and then following the prioritization as described above. Busing will be provided at each school site to ensure students have transportation to Rock Creek from their home school and back. Staff will be paid an increased amount due to the length of the program and due to staff fatigue.

# 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.

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Extending instructional learning time	155,249	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	337,656	
Integrated student supports to address other barriers to learning	320,490	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	92,121	
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	111,348	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	134,346	
<b>Total Funds to implement the Strategies</b>	<b>1,151,210</b>	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures

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

AUSD conducted a needs assessment and created plans with stakeholder input to address academic, behavioral, and social-emotional needs during the COVID pandemic. AUSD considered the fiscal requirements, restrictions, and criteria of the Elementary and Secondary School Emergency Act (ESSER) funds and the Expanded Learning Opportunity (ELO) funds to determine which funding source to use. For example, Personal Protective Equipment needed to reopen schools was funded from CARES funding, while the majority of the ELO funds were used to accelerate learning through the expansion of programs and services.

# 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) or [lcff@cde.ca.gov](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 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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