



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.

Anderson Union High School District (AUHSD) has made a number of efforts to illicit the participation of all stakeholders in regards to the Extended Learning Opportunities Grant and in order to identify critical needs and approaches in addressing the seven supplemental instruction and support strategies. From multiple surveys of staff, students, and parent/guardians; to gathering engagement and input in various meetings with groups and committees such as our ELAC, Site Councils, Title VI/Indian Education Parent Committee, bargaining units, Administrative Team, CAC/Leadership Team, CTE Advisory Committee, LCAP/ELO Advisory Committee, and additional staff and student groups at each site.

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

Anderson Union High School District (AUHSD) utilizes a multiple measures approach to identify students in need of supplemental instruction and support. From assessing student academic progress through consistent transcript reviews, utilizing available local and state assessment measures, to the MTMDSS strategies (such as Site Study Team or SST and Student Attendance Review Teams or SART); students will be

identified for supplemental instruction and supports. For those students requiring additional academic instruction to be addressed through academic support classes (English Lab or IM Readiness), or students requiring credit recovery or the ability to increase or improve their college eligibility and tutoring support (Edgenuity, after-school tutoring and Summer School services), to those who may be identified as needing additional supports to address barriers to learning (Dunamis counseling services and implementation of Base SEL) and professional development for staff in trauma informed practices; ongoing monitoring of all students through the multiple measures approach seeks to address the needs of all students, with a focus on the unique challenges for those who are low-income, English learners, foster youth, homeless, students with disabilities, and those who disengaged and/or behind in credits required for graduation.

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

Parents and guardians will be informed for supplemental instruction and support opportunities in the following ways:

- Contact from the school site counselor, to those parent/guardians of students who are deficient credit, for notification of the needs for Summer School and/or other academic supports, with a Summer School contract.
- AUHSD Summer School, which will provide a combination of credit recovery and the opportunity to accelerate or ability to increase or improve college eligibility, through both in-person and online instruction, with a certificated instructor, five-days per week (June 8th – July 2nd, 2021). In addition, Summer School will include enrichment

courses to further engage the students, as well as home-to-school transportation.

- Ongoing provision and continuation of services for therapeutic counseling, throughout the AUHSD Summer School and remainder of 2021 summer.
- For all other supports and services in the 2021/22 school year, parents will be notified of additional supports and services through District and site promotional information (mail, text , e-mail, phone call, school website, social media, etc...), prior start of school on August 16th, 2021.
- Continued use of Tier I and II services, including the SST and SART, providing the foundation to work with the parent/guardian, student and staff; with the goal to address barriers to learning and targeting of available supplemental instruction and support opportunities.

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

In reviewing stakeholder feedback and input for the Expanded Learning Opportunities Grant, AUHSD will be addressing those noted priority areas (tutoring and academic support services, credit recovery, diagnostic/benchmark assessments, student supports for mental health services and integrated services, and additional training for school staff on strategies that include trauma-informed practice). Our current plans to provide supplemental instruction and support include:

- Providing an enhanced Summer School which includes home-to-school transportation, in-person instruction five days per week, counseling services, nutritional services and includes enrichment activities for student engagement.
- Accelerating progress to close learning gaps and support student academic success with English and math lab courses, IM Readiness, additional paraprofessional support, and site-based tutoring.
- In providing integrated student supports to address other barriers to learning, AUHSD will provide increased contracted therapeutic services, increased nursing services and nutritional support for meal access.

- Supports for credit deficient students will include the implementation of Edgenuity (credit recovery, acceleration and improving student college eligibility) across the District.
- Provide for additional academic services that serve as a platform for progress monitoring and benchmark assessment of student learning, supporting the ability to provide individual intervention and guide instruction.
- Essential training/professional development in trauma-informed practices, previously stated benchmark platforms, Base educational SEL; to engage students and their families in addressing students' social-emotional health and academic needs.

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	158,676	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	385,441	
Integrated student supports to address other barriers to learning	288,629	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	0	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	235,295	
Additional academic services for students	20,000	

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	10,000	
Total Funds to implement the Strategies	1,098,041	

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 Grant funds will be coordinated with ESSER funding to provide the various services described in the expenditure plan in two primary ways. ELO Grant funds will be utilized first to extend learning time, accelerate progress to close learning gaps, integrate student supports, support for credit deficient students, and provide professional development opportunities to staff. ESSER funds will allow extension of these services into subsequent school years as well as ensure that operation of and continuity of existing core services in the district are maintained thereby allowing ELO Grant funds to be used for the purposes described in the plan.

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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