

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.

WCCUSD involved many stakeholders during the development of plans for the Spring re-opening. Forums were set up to hear from parent groups, community members and the labor unions which represent employees. The meetings provided opportunities for meaningful discussion and collaboration on all of the criteria associated with a safe and productive re-opening plan: safety protocols, notification system, COVID testing, facility cleaning and readiness; food service arrangements, and daily/weekly program hours were also included in the planning process.

In addition to all of these critical safety and operational components of the re-opening plan, staff worked collaboratively to develop plans to create warm and welcoming environments for students to experience upon their return. These efforts also included an awareness of the need for social-emotional support programs and structures to support all aspects of student learning. The academic program design for Spring re-opening included key components to further support student success: assessments to determine student need, academic interventions and engaging activities and lessons to assist students re-acclimate to the classroom environment.

WCCUSD will be offering a robust Summer Learning program across the District. The Summer extended learning plans were developed by school sites in conjunction with the school site councils (SSC) at each site. The focus of the summer learning program is to provide an extension/continuation of the Spring re-opening program. Schools have designed summer programs to re-engage students in learning within the four walls of a classroom. Engaging activities, include gardening, cooking, science based programs and community-based work programs, will be offered during the Summer. Schools will also continue to provide social emotion support and counseling programs. The

primary goal of the Summer learning program is to rebuild and strengthen students' capacity to be successful in the anticipated full return to school in the Fall of 2021.

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

Students have been and will be identified for prioritized Spring re-opening support services using the following indicators:

- LCAP/LCP Indicators (English Learner, Foster Youth, Socioeconomically Disadvantaged, Special Education, Families in transition)
- Grades and academic progress
- Historically underserved students
- Attendance/engagement
- Social Emotional indicators
- Chronic technology concerns

Student growth during both the Spring re-opening and the Summer extended learning program will be monitored to ensure that individual learning needs are addressed. WCCUSD has assessments in place in order to determine students' academic needs in English Language Arts and Mathematics. The reports from these assessment tools enable staff to look deeply at data related to a wide range of areas: individual student growth, student needs by content area strands and data-based SBAC predictions of performance. Staff may also disaggregate the data in order to determine performance levels by ethnicity, language status (English learner) and Special Education status. These assessments include: STAR Reading and Math for grades 2-8, Foundational Literacy skills for grades TK-1, and Reading Inventory for the High School level. Our teachers are familiar with these assessments and the use of them to address students' needs.

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

The Spring and Summer programming will be promoted widely via district communication, newsletters, social media platforms and news outlets. Further, school sites will provide communication to their targeted student families and send personal invitations to encourage students to opt into summer offerings. School communication platforms will provide program details, opportunities, dates, and expectations.

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

WCCUSD had offered a multi-faceted approach to providing instruction and support to students during this pandemic era.

During the distance learning learning phase, prior to re-opening, WCCUSD utilized hubs which were designed to provide in-person instruction to students who were identified as not frequently accessing online instruction. These learning hubs enabled students to have ready access to technology, high speed internet and other academic supports. In addition, these hubs were located in areas with the highest concentration of students unable to participate in online learning and therefore, most in need of additional support. As a part of the Spring

reopening, students deemed most in need of continued support received enhanced outreach and encouragement to continue in-person learning in classrooms and/or hubs, as available.

Other students have also been prioritized for placement in the in-person intervention program using a matrix that factors in demographics, academic performance, and special program data to ensure that the students most in need have access to robust support via a certificated teacher. In addition, targeted tutoring for historically underserved populations, such as newcomers, ELs, and African American students is offered at a number of schools across the District.

The intervention sessions offered at schools during this Spring reopening are scheduled either in early morning or mid-afternoon. The primary focus of these sessions is for instructional support staff and teachers to work together to directly address student academic needs in order to close learning gaps in all content areas. Content experts at the central office level provide resources and materials as well as coaching and guidance to support this work at the site level.

Core instruction also continues to be provided via in-person and distance/online learning (for students who opt to continue in-home learning) this Spring. Teachers and support staff in classrooms employ a "room and zoom" model in which in-person and online learning occur for all students simultaneously.

Paraprofessional staff working directly with Special Education students during the in-person Spring return to school phase provide additional essential support to help students navigate the return to school environment and support enhanced learning. Other instructional support staff, such as instructional aides and grad tutors, provided similar kinds of one-on-one student support during both the intervention and core instruction periods.

Social-emotional learning (SEL) and student engagement support is provided at all sites during this Spring reopening session; counseling sessions, engaging activities such as Arts programs, gardening, reading clubs, athletics are being offered at schools across the District. Numerous schools are also providing opportunities for extra academic support through tutoring and homework support sessions.

WCCUSD has instituted a new database report to facilitate review of student credits and grades. These reports enable WCCUSD staff to identify and analyze course grades and credits in order to determine specific areas of need, by student and by site. In turn, this information helps District staff work with high school teams to arrange schedules and provide extra periods so students have greater opportunities for credit recovery and acceleration. The expansion of virtual and online credit recovery options ensures that credit acquisition is available to more students than ever.

In addition to the expanded credit recovery opportunities for high school students, college access partners (EAOP, College is Real, 10,000 Degrees) provide virtual services during distance learning. High school students may also participate in Daily Homeroom/Advisory time designed to provide college readiness and college access programming support. Several counselors provide direct support in-person to students. Finally, college readiness and college access programming are also available system wide to students on Friday afternoons as part of weekly enrichment period.

The school re-opening efforts have been supported by ongoing Friday professional learning for every adult in the system. This training focuses on equity, social emotional learning, best practice for meeting students' academic needs, and effective use of technology in an in-person learning environment.

The other large facet of the WCCUSD Expanded Learning Program is the summer, extended year program. This year, each school site has had the opportunity to work with staff, parents and community members to design a program specifically geared to meet the needs of students as they transition back to school. The focus of these programs ranges from early literacy and foundational math skills to preparation for college and workforce. WCCUSD summer programs offer enrichment and social-emotional support opportunities such as cooking classes, gardening, art and sports programs as well as counseling services.

In addition to running the large Summer Program, the District will utilize the Expanded Learning Opportunity grant funds in the Fall to provide additional support via counseling and other SEL services as well as continued professional development to ensure that students are able to experience a smooth transition back to in-person instruction . Other essential staff such as teachers, School Community Outreach Workers (SCOWs) and classified instructional support staff will also be added in the Fall to facilitate and support a smooth transition for students and families to full day in-person instruction. The goal of these additional support programs and staff is to address the needs of all students and families in order to be prepared for a successful full reintegration into full day in-person learning on our school campuses.

Finally, WCCUSD will use the Expanded Learning Opportunity grant funds to expand the number of paraprofessional support staff for our Special Education students to facilitate the return to in-person instruction in Fall 2021. This additional assistance during and beyond the school day will be critical to ensuring that our Special Education student have a successful instructional experience throughout the 2021-2022 school year.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	\$2,185,011.00	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$2,060,000.00	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Integrated student supports to address other barriers to learning	\$8,721,343.00	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$547,925.00	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$2,091,450.00	
Additional academic services for students	\$4,561,520.00	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$0.00	
Total Funds to implement the Strategies	\$20,167,249.00	

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

The ELO Grant has been combined with the In Person Instruction and ESSER funds to provide a safe supportive robust in person instructional programs to address student learning loss and provide a warm and welcoming return to school for our students.

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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