

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.

For the Extended Learning Opportunities Grant Plan, the Wilsona School District (WSD) involved of stakeholders in meaningful engagement in a variety of ways to elicit a review, analysis and recommendations for the Extended Learning Opportunities Plan. Meetings were held virtually using the Zoom platform. The District gathered, reviewed and updated the LCAP with all stakeholders groups including teachers, principals, administrators, certificated and classified staff, parents, students, (Healthy Kids Survey and Youth Truth Survey), and community members.

The WSD desired to engage and consult with more stakeholders through the use of surveys sent in emails, blackboard, class dojo, virtual meetings, comment sheets, and phone survey. The District Leadership Team (DLT), which includes the Parent Advisory Committee (PAC), met on October 25, February 28, and April 25, to review state assessment data, local metrics, survey results, and the annual update and outcomes of the current LCAP.

PAC provided input and feedback on the opportunities they feel would meet the needs of students. The Principals shared the LCAP and the Expanded Learning Plan with each School Site Council. They used the LCAP process to facilitate feedback on needs of students when they returned to school. The District English Learner Advisory Committee (DELAC) provided their input at their meeting on April 8, 2021. Their annual recommendations to the Board were presented at the April 15, 2021 board meeting.

Members and participants were provided opportunities to comment, question, and provide recommendations/suggestions for the ELO plan. Students from representative groups at Challenger Middle School grades 5-8 were surveyed for their input and recommendations. 48

students, representing grades 5-8, were interviewed. Over 200 parents, representing 300 plus students, were randomly called and asked specific questions in regards to their school and programs offered within the school. Stakeholders determined the highest priorities were before and after school programs for academics and enrichment, in-school intervention, social emotional support, and support for our English Learners. Foster Youth, Students with Disabilities, African American, and English Learner families were contacted by the district for their input.

Stakeholder groups were given the most current diagnostic data and updates on student achievement, other metrics, and the implementation of the LCAP goals. Data related to attendance and engagement, as well as status of overall student grades at each school site, were presented by the Principals at each Board meeting. The surveys of parents, staff, and students were also shared with the Board. At the April 15, 2021 Board meeting, the metrics and outcomes of both the 2019-2020 LCAP and the 2020-2021 LCP were shared.

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

School sites and the district will analyze the data from a variety of sources including: iReady diagnostics, curriculum assessments, exit tickets, benchmark assessments, BPST (phonics diagnostic), math running records, reading running records, Positive Behavior Intervention and Supports SWIS data, office referral data, Student Study Team (SST) and SST on line data, attendance records, report cards, progress reports, teacher recommendations, administrator recommendation, parent request, and student self-referral will be used to identify the needs of students. Teachers will review the data during regularly scheduled collaboration time. Teams made up of teachers, educational specialists, interventionists, counselors, psychologists, and administrators will be developed at each site to review the data monthly, determine the path of success, and progress that meets the needs for each identified student. Every 6 weeks, teacher teams will review student grade level and classroom data to address the needs of students as they move through tier 1, 2, or 3 supports. Software programs will support progress monitoring of students.

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

Parents, guardians, and care givers will receive paper flyers distributed through our weekly meal service distribution. Blackboard will used to send phone calls, emails and text messages to parents. Information will be provided through Student Study Team meetings, Parent Teacher Organization meetings, School Site Council meetings, and the English Learner Advisory Committee meetings . School sites will utilize specific applications to reach out to parents. Information will be posted on the district website and Facebook page.

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

tosa ia, learning center center intervention teac tutoring, Saturday School Enrichment, Additional after school activities, Teach Town (social/emotional, Playworks, Capturing Kids Hearts);

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	228,000.00	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	756,996.00	
Integrated student supports to address other barriers to learning	45,000.00	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	230,280.00	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	N/A	
Additional academic services for students	91,720.00	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	95,000.00	
Total Funds to implement the Strategies	1,446,996.00	

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 funds will be used to concentrate on student learning, the social and emotional needs of students and families, and the capacity building of our staff to meet the need of all of our students. Other federal funds that are received by the District will be primarily used to ensure our schools are safe, clean, and that any additional staff that is needed to continue to maintain our schools are provided. ESSR funds will also be used to ensure that adequate personal protective equipment is readily available.

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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