

# Expanded Learning Opportunities Grant Plan

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The following is the local educational agency’s (LEA’s) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

## Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

The development of the Wiseburn Unified School District Expanded Learning Opportunities Grant Plan is the result of varied and regular stakeholder engagement options. To this end, the WUSD integrated stakeholder engagement related to the development of the Expanded Learning Opportunities Grant (ELOP) plan into its ongoing LCAP stakeholder engagement process to the extent that it was appropriate and practicable to do so. The Wiseburn Unified School District has made a thorough and comprehensive effort to solicit stakeholder feedback throughout the COVID-19 Pandemic and the ensuing Shelter-In-Place requirements.

The Extended Learning Opportunities Grant (ELOP) plan was created through a collaborative process that involved parents, staff, and students via numerous surveys in both English and Spanish which offered open-ended response options. WUSD hosted live presentations via Zoom with site parent-teacher organizations that encouraged feedback and options for written comments/submissions, LCAP committee meetings made up of all stakeholder groups to include WUSD Board of Trustees representation, special education representation from the local SELPA, and focus group meetings with students and district leadership to include administrators, counselors, school psychologists and district administration. At each meeting, participants engaged in activities that afforded options for sharing ideas and documenting responses. All information was collected uniformly using the parameters of both the district five (5) guiding pillars (safety, whole child, future-ready, community and collaboration, organizational strength) and the guidelines for the ELOP plan. Student outcome data from both 2019 state-mandated testing and recent local assessments in math and reading were reviewed with a focus on the district's unduplicated pupil population. Extra attention was given at various stakeholder group meetings to equity and access to learning, as well as the need for additional social-emotional supports. During the District Local Control Accountability Plan Committee and District Language Acquisition Committee meeting, feedback on the plan was provided to the Superintendent for response. WUSD and its community used the ELOP seven

supplemental instruction and support strategies to guide the identification of actions in the plan that would best support students. Results from each meeting, surveys, and focus groups worked in concert to inform the ELOP plan for student academic and social-emotional needs.

The initial draft ELOP plan was presented on May 13, 2021, to the WUSD Board of Education in a meeting streamed live with time for comments. Revisions were completed and the final plan was approved at the May 27, 2021, WUSD Board of Education meeting.

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

WUSD proactively addressed the need to identify students for additional learning and social-emotional supports through continuous collaboration with staff and families, and through the utilization of available data. Through Wiseburn's Early Warning System (EWS) to review attendance, behavior (measured via engagement and work completion), site administrators have been able to quickly identify students experiencing learning loss. This system also allows district administrators to disaggregate data prioritizing students identified as low income, English Learners, Homeless or Foster Youth, or pupils with exceptional needs. Once identified, site administrators work with staff to provide on-campus supports for students in the highest needs grouping and created Targeted Student Support Cohorts. These small cohorts, identified via the EWS with a priority on our unduplicated pupil population (UPP), offer in-person, small group support classes as well as meetings with counselors for 1:1 sessions as needed. Further, based on survey results from parents and students, additional social-emotional opportunities are available to engage and promote socialization and well-being for students through organized afternoon enrichment/support time.

Additional means of identifying students with academic and/or social-emotional needs is provided by the District Assessment and Data Coordinator using the Renaissance STAR benchmark assessment data for reading and math in concert with the District data program Performance Matters to monitor all student data including the District Early Warning System. Site administrators meet with the coordinator regularly and access data as needed.

Star Reading and Star math (universal screeners) are given at the beginning of the year, end of 1st quarter, end of 1st semester, end of 3rd quarter, and end of the school year. Data will be pulled into the Performance Matters Database in order to sort and group by identified subgroups. After each administration of the universal screeners, teachers meet in grade-level teams and review the results for each child at the grade level using the Roll Call process. This process ensures that each student's progress is discussed and that school site staff have a clear understanding of the academic progress of each student. Teachers and administrators may include other information in the Roll Call process as they discuss the whole student and consider factors beyond assessment results. Students who are identified as candidates for secondary screening during Roll Call will be administered the appropriate secondary screener and the results of that assessment will be provided to the classroom teacher and the RTi team for review and possible placement in intervention.

Subsequent to Roll Call, each school site will convene a Response to Intervention (RTi) Team. The purpose of the team to review data from the secondary screeners and determine which students should be prioritized for intervention support. They will meet after each of the administrations of the universal and secondary screeners and review students. RTI teams will use the secondary screener data, universal screener data, and other reports/data available to made determinations for Tier II support.

WUSD multi-faceted approach to learning loss via the EWS combined with teacher collaboration time to analyze student data and design instructional practices to meet the needs of students' work to reduce student learning loss as identified via STAR assessments and student grade report outcomes.

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

The Wiseburn Unified School District will work collaboratively with its community to communicate the strategies that will be implemented for supplemental instruction and support providing descriptions of universal, targeted, and intensive supports based on students' needs for academic, social-emotional, and other integrated student supports. The descriptions will include details related to services providing engaging learning experiences in a positive school climate. Wiseburn's plan is provided to all stakeholders via a comprehensive ELOP presentation to the WUSD Board of Trustees in May that is also posted on the district website. In the presentation, the District's approach to identifying students as needing supplemental instruction and support is clearly provided matched to the availability of opportunities. WUSD will further translate the ELOP plan for posting on the WUSD website, providing this information in Spanish. Site/Principal newsletters provide detailed information on summer programs and parents received direct communication via email regarding registration for such programs. The WUSD Superintendent monthly updates to all families details ELOP supports for both instruction and social-emotional learning and mental health resources.

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

The Expanded Learning Opportunity Grant will provide supplemental instruction and support for all students within the Wiseburn Unified School District. In addition, systematic supports will be provided to 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, students who are below grade level, and other students identified by certificated staff. All services will be part of a multi-tiered system of supports that includes universal (tier 1), targeted (tier 2), and intensive (tier 3) supports or specific supports based on students' identified needs. Support services have been identified in each of the following 5 strategy areas:

1. Extending instructional learning time beyond requirements of what is required for the school year:
  - Summer school services for Summer 2021 and Summer 2022
2. Accelerating progress through the implementation, expansion, or enhancement of learning supports:
  - Consultant support - Readers/Writers Workshop and Cognitively Guided Instruction (CGI) Essential Teaching Practices
  - LAB Lesson Study Days - Writers Workshop
3. Integrated student supports to address other barriers to learning (mental health services, meals, AM/PM programs, programs to address trauma)
  - Employ a Coordinator of Diversity, Equity, and Inclusion to promote inclusion and equity in all aspects of student life in WUSD
  - Increased number of mental health providers including interns to provide students with targeted tier 2 and intensive tier 3 supports.
  - Employ an additional elementary assistant principal to build a positive school environment and create incentives to increase attendance levels and decrease truancy and disciplinary issues.
  - Provide food service and student supervision supports

4. Additional academic services to close learning gaps; additional academic services for pupils, progress monitoring, and benchmark assessments:

- Increased classified paraprofessional support serving as Bilingual Instructional Assistants and Classroom Aides, with an emphasis on long-term English Learners
- Employ credentialed physical education instructor(s) to support a system of teacher collaboration within the school day focused on student data review and tier 1 and 2 instructional allowing teachers to more effectively monitor student progress and address student academic and social-emotional needs.
- Increase Response to Intervention support TK-2 with a focus on Mathematics

5. Training of staff on strategies, including trauma-informed practices to engage pupils and families in students' social-emotional health and academic needs.

- Provide ongoing professional learning on social-emotional supports for students to both certificated and classified staff.
- Provide ongoing professional learning to site staff and leadership teams to address tier 1 response to intervention instructional practices in the classroom to meet the diverse needs of students through the MTSS framework.
- Employ a Math Teacher on Special Assignment (TOSA) to assist teacher teams in developing tier 1 and 2 systems of support in the classroom with an emphasis on accessibility for targeted students.
- Employ a Writing Teacher on Special Assignment (TOSA) to assist teacher teams in developing tier 1 and 2 systems of support in the classroom with an emphasis on accessibility for targeted students.
- Provide 2 additional certificated professional development days focused on tier 1 instructional practices
- Provide additional classified staff professional development focused on SEL and tier 1 instructional practices
- Consultant support - Multi-tiered systems of support capacity building for site leadership teams, administrators, and teachers
- Provide additional teacher collaboration time monthly beyond the school day to support tier 1 and tier 2 student support data review and instructional planning

Wiseburn USD will use ELOP funding to provide supplemental instruction and support to students by providing Multi-Tiered Systems of Support (MTSS) practices. Through the lens of diversity, equity, and inclusion to serve both the academic and emotional needs of students, WUSD will focus on student learning loss and provide identified students with targeted support in both reading and math to proactively address the needs of its diverse student population.

## 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	150,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	135,000	
Integrated student supports to address other barriers to learning	429,000	
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	0	
Additional academic services for students	250,200	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	528,700	
<b>Total Funds to implement the Strategies</b>	<b>1,492,900</b>	

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 WUSD cabinet members coordinate services and funding, including the appropriate assignment of programs and services to the various federal Elementary and Secondary School Emergency Relief Funds (ESSER) 2021 academic year. Planning for the expenditure of funds

prioritized expanded in-person instructional time, academic interventions and pupil supports to address barriers to learning and accelerate progress to close learning gaps.

WUSD cabinet members met numerous times to strategize how best to utilize the influx of one-time revenues to serve students and families following a year of distance and hybrid learning with a goal of ensuring that planned expenses were necessary and to strategize steps to maximize the existing funding now received for our students and staff. The cabinet worked to identify potential expenses that were one-time in nature as these revenues are also one-time. Information regarding the ESSER budget, including the separate funding sources, was shared with both our Board of Trustees and the Budget Oversight Committee for the purposes of discussion and review.

# 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 [ELOGGrants@cde.ca.gov](mailto:ELOGGrants@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  
March 2021