

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.

Due to the timing of the release of the Expanded Learning Opportunities Grant, WPUSD gathered stakeholder feedback in conjunction with our LCAP process. The development of the new 3-year LCAP has included detailed discussions about the impact of the COVID-19 pandemic on our most vulnerable students. Dialogue with various stakeholder groups has addressed expanding summer program options, increasing mental health supports for students, helping students with the transition to "normal" in the fall, and prioritizing interventions and supports for primary grade students. Our stakeholder groups have spent significant time developing a plan that braids our district's long-term goals with the heightened needs that have arisen due to the COVID-19 pandemic, as well as ways to bridge the widening achievement gap.

Our stakeholder groups are as follows:

Admin PLC - consists of school site administration & district administration (which includes Special Education administrators)
Meetings that addressed the Expanded Learning Opportunities Grant - February 8, February 22, March 8, March 22. April 12, April 19, April 26

Educational Services Advisory Committee (ESAC) Committee - consists of members of certificated bargaining unit (WPTA) & district administration
Meetings that addressed the Expanded Learning Opportunities Grant - February 9, March 16, April 13

LCAP Committee - consists of representatives from classified and certificated administration & classified and certificated bargaining units (CSEA/WPTA)

Meeting that addressed the Expanded Learning Opportunities Grant - April 26

District Advisory Committee (DAC) - consists of English-speaking parents

Meeting that addressed the Expanded Learning Opportunities Grant - March 15

District English Learner Advisory Committee (DELAC) - consists of Spanish-speaking parents, most of whom have students who are English Learners or reclassified students

Meeting that addressed the Expanded Learning Opportunities Grant - March 22

Additionally, surveys were sent to classified staff, certificated staff, and parents of struggling students to gather feedback on how to best design a summer program that will begin mitigating learning loss. An additional survey was sent to certificated staff to identify professional development needs going forward. The Expanded Learning Opportunity Plan will be presented, in public session, to the school board on May 18th.

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

IDENTIFYING STUDENTS

Students will be identified for support based on one of three categories: engagement (attendance), social-emotional well-being (mental health), and/or academic progress (learning loss). The daily interactions teachers, counselors, and site administrators have with students will play a significant role in identifying students for support. Additionally, students will be recommended for support if their average daily attendance (ADA) falls below 80%. Academic measures, such as iReady diagnostic results, formative/summative assessment results, and grades, will also be used to help identify students in need of intervention. We utilize EduClimber, an interactive online program that combines assessment, social-emotional behavior (SEB), and attendance data into a single system, to streamline this work. Lastly, parents will have the opportunity to self-identify their children for additional support.

Highest priority will be given to students in grades K-2, as initial data indicates learning loss at the primary grades to be highest. Our second highest priority will be addressing credit deficiencies in grades 9-12.

ASSESSING STUDENTS

Presently, our district MTSS coordinator (a 40% position) is working with site administrators to identify students, based on available data, who will benefit from our expanded summer programs. The MTSS coordinator is also providing intensive support for distance learning students who are struggling with consistently engaging with their teachers.

Our teachers meet weekly, during designated PLC time, to discuss student progress and identify students for additional support. Teachers analyze informal and formal assessment data, including:

- student attendance/engagement

- iReady diagnostics (administered 2x/year in grades 3-5; administered 3x/year in grades K-2; administered 2x/year in grades 6-8 at GEMS only)
- unit assessments
- SBAC data (where available)
- benchmark assessments in high school (Math/English)
- student grades
- classroom observations

Going forward, our district MTSS coordinator (expanded to a full time position in 2021-2022) will work with site administrators to form site-based MTSS teams. Those MTSS teams will work directly with existing site PLCs to regularly monitor student progress and develop intervention plans to meet each student's needs. The school-based MTSS teams will also work with the Ed Services department to develop school-wide systems that make student interventions and supports more consistent and intentional. We will continue to utilize EduClimber to streamline this work.

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

We are fortunate to have a full-time district communications coordinator; her role is to use a variety of avenues, from our district communication system (ParentSquare) to social media, to advertise and promote all of our district programs. This includes sharing timely and pertinent information about supplemental instruction and support. Secondly, we have three bilingual (Spanish) parent/school/community liaisons who serve as an additional resource for parents and who often provide follow-up support when general school communications are sent.

Priority for summer school programs will be given to students identified by school staff as needing additional support. Our district's MTSS coordinator is facilitating student recruitment for summer school. Our three summer school coordinators will lead the parent communication effort. Parents/guardians of eligible students will be contacted directly regarding their students' participation in summer school. Should additional space be available in summer school, general communications will be sent via our district communications coordinator to recruit more participants.

Supplemental instruction and support during the school year will be facilitated by site administration, the district's MTSS coordinator, and each site's MTSS team. Based on a variety of factors (i.e. - iReady scores, past attendance, identified skill gaps, teacher observations, and/or state testing results), students may qualify for targeted intervention and support. Once students are identified for services, school MTSS teams will contact parents/guardians to review the proposed services. This parent contact may be in-person (if county health guidelines allow), via email, via phone, or via ParentSquare/Schoology.

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

Everything we are doing to support students as we transition back to normalcy is an extension of our LCAP. We had a multitude of programs in place prior to the COVID-19 pandemic that were addressing the achievement gap; data showed these programs were starting to close the gap, and they continue to be in place. The COVID-19 pandemic highlighted and prioritized some additional areas of need: improved

technology access, more staff training in educational technology, enhanced mental health support for students and staff, increased intervention supports (particularly at the primary grades), more credit recovery options for high school students, and finding a way to re-engage students who disengaged during COVID. We plan to leverage these ELO grant funds to enhance our interventions and supports for the students and staff most impacted by the pandemic.

We plan to use ELO grant funds in the following ways:

EXTENDED LEARNING TIME – increase afterschool tutoring options, offer summer school programs for students identified as needing additional interventions and supports

ACCELERATING STUDENT PROGRESS – utilize assessment programs (i.e. – iReady, Illuminate) to target specific areas of growth and monitor student progress, implement supplemental instructional programs for struggling students (i.e. – Sonday), hire a full-time College/Career Coordinator, and hire two part-time College/Career technicians, fund two full-time middle school counselors

INTEGRATING STUDENT SUPPORTS TO ADDRESS OTHER BARRIERS IN LEARNING – increase Wellness Together contract, increase paraprofessional/ISP support (particularly in primary grades), increase parent/school/community liaison time, support implementation of MTSS teams at all school sites, make district MTSS coordinator a full-time position, hire three additional School Psychologists

COMMUNITY LEARNING HUBS – expand library hours, continue 1:1 device support, install technology infrastructure needed to meet increased demand, hire full-time Library Media Specialist

SUPPORTS FOR CREDIT DEFICIENT STUDENTS – increase staff at continuation high school to support an anticipated increase in enrollment, increase credit recovery sections offered at high school

ADDITIONAL ACADEMIC SERVICES – extend eligibility for transitional kindergarten, expand enrollment in our Independent Study program (ATLAS) to accommodate students who prefer to continue learning virtually

PROFESSIONAL DEVELOPMENT – develop training opportunities that support rebuilding/sustaining school culture, recovering from trauma, MTSS (including the development of common assessments and curriculum maps, to better identify students in need of support), UDL, Youth Development, and Educational Technology, fund full-time Ed Tech Coordinator

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	\$390,415.00	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$618,912.00	
Integrated student supports to address other barriers to learning	\$1,630,774.00	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$731,833.00	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$336,781.00	
Additional academic services for students	\$408,628.00	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$346,362.00	
Total Funds to implement the Strategies	\$4,463,705.00	

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

When developing our ELO Plan, we considered how to leverage all one-time funds received from federal Elementary and Secondary School Emergency Relief, as well as our general operating budget, to ensure that already existing and planned enhanced supports for students and staff could be maintained for as long as possible. All decisions regarding the coordination of funds were made in alignment with our LCAP.

We took funding timelines and allowable expenditures into account and are assigning resources to ensure staff and student safety, access to learning through enhanced technologies, alternative learning opportunities to address varied levels of COVID-related safety concerns of students/parents, accelerated learning supports (during and outside of the normal school day/year) to address student learning loss, mental health services for staff and students, and professional development and training for staff. Additionally, resources are being assigned and leveraged to allow the aforementioned supports and services to be maintained for as long as possible. Although these funds are one-time, with short timelines for use, we believe that the need to mitigate the impact of COVID-19 on students and staff goes beyond the life of these funds and therefore are planning strategically to ensure the supports well outlive the funds.

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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