

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.

The LEA sought input from stakeholder groups including our School Site Council (SSC); District English Language Advisory Committee (DELAC); the District Advisory Committee (DAC); Certificated and Classified Staff; and students. Teleconferencing was used for discussion and gathering information to support the development of the next best steps to develop a Learning Recovery Plan. The Expanded Learning Opportunities Grant Plan was explained as funding the school will receive to support supplemental instruction and/or provide support for the social and emotional well-being of students in addition to and complementary to our existing instructional programs. Any intervention services or strategies provided are also supplementary to those regularly provided. The supplemental supports will be used for students in the following groups: low income; English learners; foster youth; homeless; students with disabilities; students at-risk of abuse, neglect, or exploitation; disengaged students; and/or students who are below grade level. A survey was available in both English and Spanish on the school website and a hardcopy was included in the student work packet distribution for parents to offer input based on the needs of their children. Each of the seven supplemental instruction and support strategies were discussed and examples provided to encourage input to collaboratively develop a learning plan for implementation. Based on the student need as determined by performance on local assessments and stakeholder input, a focus has been developed to address the supplemental supports or services that will create a plan specific to the needs of our students.

A range between 40 and 50 percent of stakeholders surveyed indicated a need for additional supplemental services to include focus on academic literacy or English language arts (ELA); academic intervention in the areas of ELA and Math; increase to and access of instructional technology; tutoring for extra support; and extended learning provided with increasing summer school from two weeks to four

and possible winter and/or spring learning academies during breaks. Fifteen percent of those surveyed indicated a need for continued monitoring of student performance with any expanded services in addition to the regular progress reports provided to parents.

The results of the survey further show an overwhelming 50 to 83 percent of stakeholders supporting the continuation of Positive Behavior Intervention Supports (PBIS); awards, incentives, and recognition; character education; anti-bullying program, Truancy Intervention Program (TIP); and sports, health, music, arts, and other co-curricular programs that are current offerings. Also indicated was the established maintenance standard for facilities in good repair including playground equipment; 21st Century classroom furniture; safe and secure campus; safe and clean facilities; and transportation. Stakeholders specified the need to continue Parent Communication in the established practices for translation services; newsletters; phone calls and Blackboard Connect, the Parent Liaison position; the updated marquee, the district's website, and student planners.

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

The local data collected from formative assessments will be used to identify academic gaps or deficiencies. Kindergarten utilizes the diagnostic and progress monitoring assessments from Educational Software for Guided Instruction (ESGI) to evaluate strengths or weaknesses for all kindergarten students. Running Records are taken in Grades K-5 to determine reading strategies for focused reading instruction to help close reading gaps. Grades 1-8 administer the Accelerated STAR Reading and Accelerated STAR Math from Renaissance to measure grade level performance; Illuminate Standards based assessments aligned to CAASPP ELA and Math are given each trimester to gauge proficiency on grade level standards; and Writing Prompts aligned to the three genres within the writing standards are given and scored using SBAC rubrics. These assessments were administered throughout 2020-2021 to create baseline data to monitor growth throughout 2021-2024. These local assessments will be used to identify students needing supplemental services or interventions to address learning loss or academic needs.

The LEA is dedicated to assisting students and families with other integrated student supports. These supports are 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 opportunities, or programs to address student trauma and social-emotional learning.

The LEA maintains a multidisciplinary team comprised of two school psychologists, two mental and behavioral health counselors, and a school administrator. The team meets every two weeks to discuss caseloads or referrals made by teachers, staff, parents, or students exhibiting need. When a student/teacher makes a referral, they talk to the school psychologist immediately. The psychologist determines the need to continue with services or makes a referral to mental health provider or All 4 Youth. Psychologist services continue providing support until the team meets. Communication is established between the multidisciplinary team and the family to jointly determine the need and the resources to address each individual student. When providing support, the parent completes a referral packet to inform the type of support needed. It is submitted to the multidisciplinary team to determine if mental health, school psychologist, or All 4 Youth will take the case. Services and support from All 4 Youth are continuous throughout holidays and the summer months. Resources are also sent home to students and parents during holidays and the summer months.

The administrator and administrators from other districts network monthly to share mental health supports that are being used and available trainings that would be of benefit to teachers, staff, and students. Currently, the (Fresno County Superintendent of Schools) school

psychologist provides training for staff and teachers annually. The school psychologist provides presentations for middle school students during suicide awareness and provides resources including the telephone number for the suicide hotline. A middle school grade 7 teacher has been trained in a program called "Second Step." The teacher works with students under the guidance and assistance of the school psychologist. Continued training is provided to teachers and staff by FCSS and the multidisciplinary team.

During the 2020-2021 'pandemic' school year, the LEA offered a Grab and Go system to provide students with breakfast and lunch. The system will continue in the event the school does not return to a 5-day reopening in August and Distance Learning remains an option. If students participate in five day in-person instruction during 2021-2022, breakfast and lunches are provided at school.

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

Parents/guardians will be made aware of the available supplemental programs and services to expand learning opportunities in stakeholder meetings for School Site Council (SSC); District English Language Advisory Committee (DELAC); the District Advisory Committee (DAC); Certificated and Classified Staff; and students. Further, the Expanded Learning Opportunities Plan will be posted on the district's website. A notification informing parents/guardians of supplemental programs and services available will be sent home school wide in both English and Spanish.

Using local formative assessment data, class academic performance, attendance, and teacher recommendation, parents/guardians will be notified with written communication in their primary language, as well as being invited to an in-person or virtual meeting with the teacher to participate in the design of a plan that addresses individual students' needs. Formative assessment results and classroom performance progress monitoring of grade level standards will be used to identify academic gaps or learning loss and reviewed with the parent/guardian. Extended school time and/or supplementary services or interventions available to address the students' needs having the most impact on learning recovery will be recommended. These services would be provided in accordance with an IEP, designed to meet students' needs for behavioral, social, emotional, and other integrated supports enabling students to engage in and benefit from the supplemental instruction provided.

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

The LEA has created a plan to provide supplemental instruction and support through the added implementation of strategies and services to expand or enhance the Learning Continuity Plan and the district's Local Control Accountability Plan. Included in the plan are provisions for extending the instructional learning time; implementing and expanding academic learning supports; addressing barriers to learning; providing access to technology and internet; continuing the preparation and transition to high school promoting college eligibility; offering other academic services; and providing services and training that encompass strategies to engage students and families in assessing social-emotional health and academic needs of students. A large component of the plan includes the services provided to meet the needs of the students' mental health and social-emotional well-being that enable students to fully engage in learning. The multidisciplinary team provides staff and/or students with training bringing awareness to what is offered through their services, protocols for referrals, and related topics such as Suicide Prevention Awareness. A tiered approach to address intensive individual intervention, supplemental targeted instruction, and

provision for core instruction support will be used. Plans for learning recovery emphasize academic instructional interventions and supplemental curricular programs and services that align current grade level standards to the previous grade level to deepen understanding of concepts and skills.

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	\$80,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$40,000	
Integrated student supports to address other barriers to learning	\$120,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$20,000	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$10,000	
Additional academic services for students	\$58,298	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$10,000	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Total Funds to implement the Strategies	\$338,298.00	

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 are being coordinated in conjunction with other Federal ESSER funds received by the district. Based on the instructions provided in the Expanded Learning Opportunity Grant and the Federal ESSER allowable uses, Washington Colony has identified Actions and Services in the LCAP plan that will complement the specific strategies in the ELO plan in order to target students learning loss, specific areas of growth and the achievement performance gaps in ELA and Math for all students including all groups of students. The district will implement a spending chart monitoring system in order to update the expenditures that target these supplemental and support programs and services.

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 or <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
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