



Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Washington Unified School District	Randy R. Morris Superintendent	randy.morris@wusd.ws (559) 495-5626

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.

Washington Unified consulted parents, pupils, school personnel, administrators, local bargaining units, and the community over the course of the Spring, conducting 25 meetings and administering surveys to all employees, all students in grade 3 and above, and all parents as part of the district's process to draft the Local Control and Accountability Plan (LCAP). WUSD used this stakeholder engagement process, already in place, to also engage stakeholders about the instructional and support strategies that would be implemented as part of the Expanded Learning Opportunity Plan (ELO). As part of this process, the district consulted with the District Parent Advisory Committee and the District English Learner Parent Advisory Committee, as well as the special education plan administrator (SELPA) in developing this plan. Translation services were provided at each meeting as needed. The district made a solid effort to assure voices were heard from stakeholders throughout these meetings that represented English Learner students, socioeconomically disadvantaged students, and homeless students.

The following meetings listed below were hosted by WUSD and stakeholder feedback was collected. Due to state and local restrictions, parent, community, and student meetings were held virtually utilizing Google Meet. Stakeholders could participate either by phone or by logging into the platform. Staff meetings were held both virtually and in-person as permitted by applicable health and safety guidelines.

District Parent Advisory Committee (DAC) Meetings: February 18th and April 29th

LCAP Community Meetings (Included administrators and classified staff): March 9th and March 16th

SSC and ELAC meetings: March 3rd (AU), March 17 (WFES)

Certificated Bargaining Unit: April 29th

Classified Bargaining Unit: May 6th

District English Learner Advisory Committee (DELAC): February 18th and April 29th

Site Staff Meetings including Certificated and Classified personnel: February 17th (Alt. Ed and WU), March 1st (WFES), March 16th (WFMS), March 15 (AU) and March 1st (WFES)

Student Council Meetings: February 21st (Alt. Ed Student Forum), February 24th (WFE), March 17th (AU), April 28th (WU)

District Director/Cabinet/Principal Meetings: January 26th and February 2nd. Additionally needs assessment data was analyzed on a monthly basis from January through May

District Administration Meeting including Directors, Principals, and Learning Directors: February 16th. Additionally needs assessment data was analyzed on a monthly basis from January through May

WUSD Board Meetings: 2nd Wednesday of each month beginning in January

FCSS Differentiated Assistance Team Meetings: September 23rd, October 28th, November 4th, January 25th, February 22nd, March 8th, and April 26th

An annual survey was administered to all staff, all students in grades 3-12, and offered to all parents. We increased our online and phone dialer efforts to collect surveys this year, creating multiple opportunities for stakeholders to provide survey feedback through phone calls, texts, Google Forms, and virtual meetings. An annual survey was administered to all staff, all students in grades 3-12, and offered to all parents. 93 parent surveys were collected and 118 staff surveys were collected. 929 student surveys were collected.

Stakeholders identified the following areas of need that can be supported through actions and services in the Expanded Learning Opportunity Plan:

- 1) Increased and improved technology, including training and support.
- 2) Tier 1 academic support for students who have experienced learning loss or who are failing to achieve mastery grade-level standards, including concepts and skills.
- 3) Tier 2 academic support for struggling learners.
- 4) Increased social-emotional supports for students including counseling, mental health resources, and social skills education.
- 5) Professional development and training for staff in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.

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

WUSD will utilize its established Multi-tiered System of Support (MTSS) for all students to identify and assess those students in need of supplemental instruction and support as part of a comprehensive learning recovery program, including 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.

As part of MTSS, WUSD utilizes a systematic cycle of assessment, instruction, and data analysis to create meaningful plans of action to measure and improve student academic achievement in the areas of English-language arts and Mathematics. This improvement cycle occurs as part of WUSD's Tier 1 academic instructional program. In order to evaluate each student's needs, all students are assessed according to a regular calendar of benchmarks and assessments. Teachers meet weekly in Professional Learning Communities to review student progress towards mastery of grade-level standards and to discuss the social-emotional needs of students.

Using assessment results and student work, teachers are able to identify those students who may have experienced learning loss or who need targeted Tier 2 academic intervention to improve achievement. Tier 2 intervention might include small group or individual instruction from a Reading Intervention teacher, tutoring, or the addition of a supplemental online academic achievement program.

Counselors and intervention specialists provide social-emotional supports for students, including classroom instruction at the elementary level. Lessons contain instruction on one or more of the Collaborative for Academic, Social, and Emotional Learning ("CASEL") 5: Self-awareness, Social awareness, Self-Management, Relationship Skills, and Responsible Decision Making. Using these lessons, staff can identify those students who could benefit from additional Tier 2 behavioral interventions to improve achievement. Staff can then provide targeted Tier 2 behavioral intervention such as a social-emotional learning strategy training or small group social skills training.

Utilizing the established MTSS program described above, WUSD will identify those students who are performing below grade-level in either English-language Arts or Mathematics to participate in a Summer learning recovery program. Also, WUSD will expand counseling services for students who are in need of behavioral or social-emotional support in order to improve academic achievement and promote mental health.

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

Utilizing the established MTSS program described above, WUSD will identify those students who are performing below grade-level or who are credit-deficient in either English-language Arts or Mathematics as eligible for supplemental instruction and support. Students and families will be notified about program opportunities through letters home, website postings, and invitations from their classroom teacher where appropriate. Program information will be translated into English and Spanish.

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

Washington Unified will 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.

WUSD will utilize its MTSS program (described above) to identify and assess those students in need of supplemental instruction and support as part of a comprehensive learning recovery program, including 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. As part of the learning recovery program, WUSD will:

1. Extend instructional learning time in addition to what is required for the school year by providing summer school, after-school, and tutoring programs to students based on their learning needs.
2. Accelerate 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. Integrate 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. Provide supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
5. Provide additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.

6. Provide 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.

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	208,747	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	310,451	
Integrated student supports to address other barriers to learning	966,777	
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	551,242	
Additional academic services for students	71,251	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	0	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Total Funds to implement the Strategies	2,108,468	

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

Through an analysis of stakeholder input, state and local data, related budget priorities, and various funding sources, Washington Unified has coordinated the assignment of programs and services to the various federal Elementary and Secondary School Emergency Relief funds received by the school, including funds received from the Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Act of 2021, also known as ESSER II and ESSER III, to maximize support for students and staff. We will determine which funding source is the most appropriate to accomplish the tasks that we determined are needed.

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. <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 to 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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