



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.

For our community, this school year has been drastically different than it has been in previous years. In a year dominated by virtual learning, Washington Unified has had to put into place many new policies and practices to prevent the spread of COVID-19. In addition, the guidance and safety conditions have changed constantly, and WUSD has adapted and adjusted plans to help parents, guardians, and staff plan and prepare for the upcoming school year.

One of the benefits of the past year is that the district and community had a large increase in dialogue regarding issues that have surfaced as a result of COVID-19, and multiple work groups were formed to collaborate over many hours at a level unprecedented in our district in prior years. Not to mention, a large array of surveys were sent home to parents and staff to provide valuable input that helped move our district's plans forward. These work groups and surveys have now given Washington Unified a new template for district, staff, and home communication to propel us into the future.

The upcoming school year will require schools and families to work together even more than before. Schools will continue to make changes to their policies and operations with several goals: supporting learning; providing important services, extended learning opportunities, expanding extracurricular activities, and continuing social services, all while limiting the transmission of COVID-19. Therefore, town hall forums, community surveys, and work groups are now an industry norm for Washington Unified and will be continued regularly moving forward.

In the Spring of 2021, Washington Unified held 14 town hall meetings to give our school community opportunities to provide feedback and were organized as follows:

- Six parent feedback forums totaling 9 hours, organized by school area, including one of the forums conducted in Spanish
- Two feedback forums for classified staff totaling two hours
- Three feedback forums for teachers totaling three hours
- Three student forums, one for students in grades 3-5, one for students in grades 6-8, and one for students in grades 9-12 totaling three hours in total.

The purpose of these forums was to explicitly identify what worked well the past year, what didn't work well, and what features would the community want to see in the district's future plans. Participants of the forums were shown the seven strategies and asked to share their opinions both during the forums and via survey. The seven strategies of AB 86 which were highlighted at the town hall forums are:

- 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.
- 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.
 - 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.
 - Community learning hubs that provide students with access to technology, high-speed internet, and other academic support.
 - Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
 - Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
 - 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.

Summary of stakeholder input

Students:

- a. Students want to have regular access to technology and high speed internet
- b. Students want to get extra help with their feelings, emotions and problems
- c. Students want extra help on school work
- d. Teachers and Principals who care
- e. Safe and clean schools

Families/Community:

- a. Concerned about academic growth and believe their child will need extra academic support when they return to school in the Fall.
- b. Concerned about social-emotional well-being and peer relationships of students.
- c. Top AB86 strategies were: Academic Services for students, training for school staff, including trauma informed practices, social-emotional health, and academic needs, and extending instructional learning time and formats.

Staff:

- a. Concerned about students' social-emotional well being
- b. Professional Development resources were helpful, but experiences did not help staff learn how to promote equity in practice
- c. Concerned about their own own social-emotional well being
- d. Agreed that school leaders helped resolve challenges and were satisfied with frequent communication from school leadership

Top AB86 strategies were: Academic Services for students, training for school staff, including trauma informed practices, social-emotional health, and academic needs, and integrated supports for students and families with barriers.

This input served as the foundation of the plan and contributed to the creation of a needs-based approach to supporting our learners through specific actions and services. Their feedback was essential to the development of the plan and will be utilized to monitor and assess the effectiveness of the strategies identified and implemented.

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

Washington Unified has a common understanding of looking at our students by name and by need. Washington Unified staff have identified the following data as key areas, which are also key performance indicators as part of the California accountability system on the California Dashboard as listed below:

Standards based assessments ranging from CAASPP scores from 18/19 to standards aligned unit assessments and current i-Ready data from the 20/21 school year. Below is subgroup data from the 18/19 dashboard which showed that Washington Unified students were 16 pts below standard in ELA and 52.2 Below in Math.

Subgroups of Students by ELA & Math Pts Below Standard

Students With Disabilities:

- ELA Pts Below Standard-106.8
- Math Pts Below Standard-138.6 pts

Foster Youth:

- ELA Pts Below Standard-75.2 pts
- Math Pts Below Standard-90.6 pts

English Learners

- ELA Pts Below Standard-51.2 pts
- Math Pts Below Standard-77.5 pts

Homeless:

- ELA Pts Below Standard-48.5 pts
- Math Pts Below Standard-65.4 pts

Hispanic:

- ELA Pts Below Standard-42.8 pts
- Math Pts Below Standard-82.8 pts

African American

- ELA Pts Below Standard-39 pts
- Math Pts Below Standard-83.3 pts

EL reclassification scores where according to reclassification rates of 2018/19 were at 49% of EL students making progress.

Graduation Rates which were at 91.7% for 2019/20 below is subgroup data from 18/19 dashboard including groups below 90%.

Percentage by Subgroup

- Students With Disabilities (climbed to 71% in 19/20) 63.6%
- English Learners 76.9%
- Hispanic 84.6%
- Homeless 84.6%

Chronic Absence Rates are 13.2% in the 19/20 school year. Below is subgroup data from the 18/19 dashboard including groups above 10%.

Percentage by Subgroup:

- Foster Youth 22.8%
- Students with Disabilities 18.2%
- African American 19.6%
- Homeless 15.3%

Student discipline data was 5.6% for the 2019/20 school year which rose from 4.1% from 2018/19. Below is subgroup data from the 18/19 dashboard including groups above 6%.

Percentage by Subgroup:

- African American 10.5%
- Homeless 9.5%
- Foster Youth 9%
- Students with Disabilities 6.6%

Other means of identification are:

- Kindergarten Literacy Screening
- Social Emotional Screening
- Fountas and Pinnell (F&P) Running Records
- Unit Post Assessments
- Formative Assessments
- i-Ready quarterly assessments
- Staff Recommendations

Each school site has a Multiple Tiered Systems of Support team that conducts ongoing meetings, with the purpose of working with their whole staff to assess and identify learning loss using student data from formative as well as summative assessments, and staff observations. The data analyzed will guide instructional next steps, recognize gaps in learning, and identify individual student needs. Individualized plans will then be developed to accelerate student progress.

By the end of September, all lists of intervention students should be submitted to the School Principal by the MTSS lead. Site Administration

will send each teacher a student profile (service history, assessment information, etc.) of every student serviced. If a classroom or content area teacher feels that a student who is currently NOT receiving services, SHOULD be, he or she should complete the appropriate referral and request an initial MTSS team meeting to determine what intervention services for the student are an appropriate next step. Students who are new to the district should be informally assessed by the classroom teacher within the first two weeks of entrance, and should be referred to intervention in the same manner, as necessary.

- The MTSS team will meet at the site level, as well as with the 5th and 6th grade teams, as well as the 8th and 9th grade teams, in early June in order to share information regarding student needs, to transfer student folders, and to help identify specific goals for students.
- At the beginning of the year assessments will be administered to all students in grades K-8.
- MTSS teams at the site level will meet at least bi weekly as part of progress monitoring
- Site admin will have MTSS meetings with Ed services on a quarterly basis to evaluate data of students in intervention.
- In October, the MTSS team will send home a letter to parents indicating that their child will be receiving intervention services.
- A Parent Compact/Conference and an explanation of the program, services, expectations, tips to help, and other important information will be included.
- Individual student goals must be generated for each student receiving intervention services, and must be reflective of their specific areas of weakness.
- Goals should be provided to parents at the time of the first report cards, with progress reports based on these goals generated for each quarter thereafter.
- Progress should be monitored with ongoing assessment, and modification of goals as necessary. A student may exit based upon a satisfactory score on a standardized test, satisfactory classroom work, grades, or other measures.
- A- letter must be sent to the parent, by the home school, indicating that the child is no longer in need of services.

Role of Principals:

- Oversee and insure that intervention is appropriately scheduled and delivered according to the intensity of needs determined by assessment results and on-going progress monitoring.
- Notify parents in writing a summary of the intervention to be provided, the reason the student needs such services; and the consequences of not achieving expected performance levels.
- Notify parents in writing when a child will be discontinued. Such notice must include the criteria for ending service, the performance levels obtained on district-selected assessments, if appropriate; and be translated, where appropriate, into the native language of the parent(s).

Possible Range of Interventions May Include (But Are Not Limited To):

- Extra period(s)/time during the regular school day;
- Within-class staffing that reduces student-teacher ratios (e.g., co-teaching, team-teaching);
- Small group instruction;
- Individualized instruction;
- Computer Assisted Instruction;
- Varied duration and degree of individualization based on level of needs;
- Expanded school day ~ before-school, after-school or vacation programs
- Added Nutrition provided During The School Day

- Student Mentoring by Peers or Adult

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

The philosophy of the Washington Unified School District is that parents and guardians are a child's most influential teachers. It is a core value of our mission statement that Washington Unified is a community that promotes family involvement, strong partnerships, and school pride and that continuous parental involvement in a child's education contributes greatly to academic achievement and a positive school environment.

It is through a comprehensive approach that Washington Unified hopes to not only inform families but more importantly engage them. Without engagement, simply providing information amounts to very little improvement. To maximize the potential of parent involvement and engagement on campus, each school will:

- Develop programs and activities that enable parents to actively participate in their child's education.
- Help parents develop skills and home environments that support their child's growth as responsible members of society.
- Provide parents with techniques and strategies to improve their child's academic success and help foster learning at home.
- Initiate consistent and effective two-way communication between home and school, so parents know when and how to support classroom learning activities.
- Provide training to teachers, administrators, and other school staff that fosters effective and culturally sensitive communication with the home.
- Encourage parents and/or guardians to serve as volunteers in the school, attend student performances and school meetings, and participate in site advisory councils.

Washington Unified will enhance home-school partnerships by organizing according to the National PTA Standards for Facilitating Parental Involvement.

Standard action steps to engage and inform parents and guardians of students of the opportunities for supplemental instruction and support.:

Welcoming All Families into the School Community

- Develop family-friendly customer service guidelines to be used by school staff.
- Set up a welcome center or help desk for parents/school visitors.
- Plan meet-and-greet events to introduce families to school staff.
- Provide staff training in race/class/cultural sensitivity and awareness.
- Make time to address parents' questions and concerns.

Communicating Effectively

- Track parent-teacher communication: how often do families hear from teachers? How often do they meet in person? What do they discuss?
- Establish guidelines for regular communications between school and home, such as monthly calls from teachers, home visits, weekly newsletters, etc.

- Collaborate with teachers and staff to develop a parent handbook.
- Facilitate parental review of their children's work.
- Establish and publicize parent visiting hours and guidelines for contacting teachers.

Supporting Student Success

- Give parents an active role in reviewing student work.
- Provide parents with an overview of the curriculum, expected student learning outcomes, assessment methods, and expectations for parent participation.
- Initiate a program of student-led parent-teacher conferences.
- Establish a school policy that teachers regularly send home education materials (e.g. interactive homework) that facilitate parent-student collaboration.

Speaking Up for Every Child

- Frequently communicate policies and procedures for addressing parent concerns. Establish and publicize a set of parent rights.
- Provide information that comprehensively explains all school policies.
- Highlight successful changes in school practices that result from parent input. Encourage and facilitate school and civic participation by parents.

Shared Decision Making

- Annually survey parents on current school policies and proposed policy changes. Discuss school assessment results and plans for school improvement with parents. Establish a parent team focused on school improvement.
- Encourage parents to share concerns/ideas for school improvement.

Collaborating with Community

- Sponsor a student community service day.
- Encourage local businesses to run summer workshops for teachers to help them learn more about available community resources.
- Host school chats or coffees for civic leaders and local businesses

Washington Unified acknowledges that parental involvement directly impacts student outcomes and the district recognizes the importance of race, socioeconomic status, and other special factors which play a role in determining best practices for increasing parent involvement. In short, family involvement is not a 'one size fits all' approach. Moreover, family involvement practices and beliefs vary by culture as well as by economic status. These factors will be greatly considered as our district seeks to create & expand parent engagement programs.

Through the assistance of our Home School Liaisons, we will communicate and facilitate parent involvement with our Spanish, Russian, and Farsi speaking communities on a frequent and effective basis. In addition we will use our school Outreach Staff by:

- Organizing regular educational workshops for parents
- Raising parent awareness of academic standards and standardized testing
- Arranging family intervention assistance
- Facilitating volunteer opportunities for parents and community members.

Washington Unified will also provide frequent Parent Universities focused on building parents' understanding of the education system and effective parenting practices for student achievement. Washington Unified will also publish briefings with updates and tips for supporting student learning. Training at the Parent University topics can include but are not limited to:

- Analyzing and understanding student, school, and district data
- Preparing families and students for college and careers
- Family engagement
- Developing social/emotional resolution skills
- Basic information on how to support students at school
- How to access community resources

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

Washington Unified has created a comprehensive 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 Washington Unified School District will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for 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.

Washington Unified has analyzed available data to target several areas with the greatest needs within our district analyzed by subgroup and school to allow our district to focus resources to the greatest extent possible where it is most needed.

Based on the current Dashboard data of 2018/19 and all other current data metrics relevant to the above data points, Washington Unified will utilize extended learning opportunity funds to achieve, but not limited to, the following goals:

- Lower amount of points below standard for lowest performing subgroups including: students with disabilities, homeless, foster youth, English learners, African American, and Hispanic students by 10 points each year.
- Increase percentage of EL students showing progress to 60%
- Increase graduation rates for Students with disabilities, English learners, Hispanics, and Homeless by over 10%
- Lower chronic absence rates for all district subgroups to less than 10%
- Lower suspension rates for students in sub groups most suspended such as African American, homeless, foster youth, and students with disabilities to less than 5%.

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 Washington Unified School District to use the funding only for any of these purposes.

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.

Summer Boost - Summer Boost 2021 is an academic instructional support provided for students currently in grades K-8 using multiple measures to identify students in need of extra support. The goal is to increase the number of opportunities for students to accelerate their learning, to catch up on foundational literacy (reading) and numeracy skills (math) to close the achievement gap, and to reconnect with their friends. In addition to academic support, there will also be a focus on Social Emotional Learning (SEL).

Summer Acceleration Program - The Summer Acceleration Program will provide all TK through 8th grade students the opportunity to participate in standards aligned lessons and activities in ELA, math, science, social studies, art, music, PE, and more. Students will be able to access Week at a Glance lessons which will include links to engaging academic activities that are standards based and developed by WUSD teachers and staff. Participation in Summer Acceleration will be voluntary for students and will be self-guided. District staff is currently planning how to include a live instructional component for students to interact directly with WUSD certificated teachers virtually, as well as provide feedback on completed activities and lessons. This six week program will run June 14-July 23.

Saturday School - Saturday School program has to do with helping students who are experiencing trouble with classes during the week. Within this setting, students who have missed a great deal of instruction due to illness/absence have the chance to catch up with their peers by attending make up sessions on Saturdays. At the same time, students who are having difficulty assimilating information during the week have the opportunity to receive instruction from different teachers through the program, and hopefully begin to relate to the subject matter encountered during the week.

Saturday school can also be geared toward providing additional learning opportunities for students for enrichment. When this is the application, the components of the program are configured to complement the areas of study that are appropriate for each grade, but provide a degree of challenge that is above the standard curriculum. This allows students who are somewhat bored with school during the week to be intellectually stimulated on Saturdays, and possibly help to avoid the incidence of impaired performance during the week.

Intersession - Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following: Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.

Intersessions are strategically scheduled to provide intervention, enrichment, and accelerations following a grading cycle, rather than delaying these experiences until the summer. For intervention, the ability to provide students with these more immediate recovery opportunities will reduce the likelihood of compounding knowledge gaps when new grade level content is presented and students do not possess the requisite skills.

At the high school level, the Intersession Program is designed for students who must make up credits in order to meet the District's graduation requirement. To qualify, students must have received an F in a class. If the student receives a D in a College Prep class that is offered, they also will be eligible if space is available.

The academic focus of elementary and middle school students for intersession formats vary by school, but most focus on acceleration and enrichment activities and extracurricular activities, for one week at a time. Examples of enrichment activities would be: arts and crafts, music lessons, woodworking, and karate. Intersession programs are grade-specific; typically, this depends on the number of children who sign up in each grade. Two or more groups might be formed, with students from more than one grade in each. The year-round and intersession

programs are open to all students who want to enroll in enrichment programs. The only selective groupings are for special needs students (e.g., students in English as a Second Language (ESL) or bilingual education programs).

Peer Tutoring/Mentoring - Peer tutors/mentors can support both high achievers and struggling students meet and exceed their own expectations by offering students ways to become self-sufficient, lifelong learners. Tutoring/mentoring is conducted after school on a drop-in and by appointment basis. Tutors/mentors will help students to learn important concepts from courses, enhance study skills, and develop strategies to study for tests.

Advantages to working with a student or peer tutor/mentor.

- Peer tutors/mentors have often had the same or similar struggles as their tutees. They understand the frustrations that your student may be feeling, and they understand the potential roadblocks to success. They can help the student address those difficulties.
- Peer tutors/mentors “speak the same language” and can connect with the student.
- Peer tutors/mentors serve as role models for their student tutees.
- Because the tutor/mentor is working with another student, he may be less anxious, may be more comfortable and less afraid of asking a “stupid” question. He may be more forthcoming expressing his difficulties, which will help the tutor/mentor address those areas.
- Students often feel more of a sense of partnership in working with a peer tutor/mentor because there is less distance between the tutor/mentor and the tutee.
- Peer tutors/mentors often have great energy and enthusiasm for what they do because it is a new function for them. They are drawn to tutoring because they want to help others, and they want to do the job well.
- Peer tutors/mentors help the student to work toward self-responsibility and self-direction. The goal is to help the tutee learn not only the subject matter, but how to learn and approach new material.
- Peer tutors/mentors often provide social support as well as academic support. Tutors/mentors and their tutees often become friends.

Advantages of serving as peer tutor/mentor.

- Peer tutors/mentors are usually paid. The wage may be minimum, but tutoring is one good way for a student to earn some extra spending money.
- Tutors/mentors often have flexible hours and can set convenient appointment times with students. Tutoring times can be worked around the tutor/mentors schedule.
- Tutors/mentors often make a difference in the lives of the students that they tutor. For a student who wants to contribute to her community and have meaningful interactions with others and make a difference, tutoring is a great avenue.
- Teaching someone else material is the best way to solidify the material and learn it better. Although the Tutor/Mentor may feel that she understands course content, she will learn it in a completely new way when she tries to help someone else understand it.
- Tutors/mentors often make important gains in their problem-solving abilities. In order to help others learn material, they need to understand students and learning styles, resolve complex issues and break things down into separate parts.
- Tutor/Mentor may gain a greater sense of empathy.
- Tutor/Mentor may gain important self-esteem and confidence.
- Tutor/Mentor may gain important interpersonal skills by working on listening, communicating clearly and accurately, dealing with possible intercultural issues and creating a positive communication climate.

- Tutor/Mentor may gain greater self-awareness as she discovers her own strengths and weaknesses and helps tutees consider theirs.
- Tutor/Mentor will work at goal setting skills as she helps her tutee plan a course of action.
- Tutor/Mentor will gain understanding of the balance between support and challenge as she works to create a plan to help her tutee achieve his goals.
- Tutor/Mentor will have an important experience to add to her resume. The academic experience, responsibility, and individual skills will be important qualities of interest to employers.
- Tutor/Mentor may make a new friend.

Summer/After School Programs - Summer/After school programs provide safe and enriching activities for WUSD students. In addition to keeping students safe and out of trouble in the hours immediately after school is dismissed, and during the summer, these programs typically provide students with academic assistance, enriching opportunities like arts, community service and project-based learning, and physical activities

Summer Camps, clinics and after school programs are designed for school aged children. The programs allow the students the opportunity to develop enthusiasm for enrichment and recreation through participation in a variety of exciting, challenging, activities such as academic enrichment, sports, visual and performing arts, science and technology, service learning, cooking, multicultural activities, life skills education, special events and trips.

Newcomer English Learner Support - WUSD is currently home to 1,235 English Learner students, 159 of whom are considered Newcomers (in the US fewer than 3 years). 68 of those students arrived in the US and joined WUSD after January of 2020, right before COVID hit and we went into a full distance learning model; these students have only recently begun to attend school in the US in a “typical way”-in person and with embedded supports for instruction and interaction. They have had to not only learn to navigate a new country and language, but in many cases, technology for the first time in order to access their instruction. Additional opportunities for these Newcomer students would give them the critical foundational literacy skills they need and accelerate their learning, so that they will be prepared to receive grade-level instruction. Washington Unified will increase support to Newcomer students and their families by providing leveled Designated ELD instruction to newcomer students, and supporting teachers by providing Professional Learning opportunities and curriculum. Additionally, we will support Newcomer families by expanding our parent English as a Second Language (ESL) class offerings, and providing materials, technology, and access to high-quality instructors.

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.

- a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.

FEV Tutoring - FEV Tutoring can offer students and families around the clock support and connection and can be supported from any

location because FEV Tutor is device agnostic. These programs can be accessed on any type of technology (laptop/tablet) without special tech adaptations as long as there is an internet connection. It is also Aligned to School & District Instruction as an Extension of Teachers by connecting the tutoring with WUSD school/district instructional leaders Together we will look at current academic initiatives, benchmark data, curriculum, and online courses. FEV Tutor's supplemental support should be a natural extension of the classroom and offer highly connected and data-driven personalized instructional support powered by a Live 1:1 Online Tutoring, which is available 24/7 any time any place to meet each family's unique scheduling and academic needs.

FEV also offers a 24/7 customer service team who can answer questions and solve family issues real-time. In addition, Progress Monitoring and Reporting of Data and Progress Monitoring is at the core of the FEV Tutor program, and there is a setup of reporting hierarchies on the front end during the planning process, so each key stakeholder has their finger on the pulse of their students' experience and progress with FEV Tutor. FEV offers weekly push reporting (done via email) and 24/7 pull reporting. This includes the option for parent and family reporting as well as district and school administrators, program leaders, instructional coaches, and teachers.

Paraeducator/Instructional Aid Additions - Paraeducators and/or instructional aids are a vital element to enhancing teaching and learning. Washington Unified will deploy instructional aids into the primary grades where it can impact students the most by allowing all Washington Unified students to be at standard levels in literacy by the time they reach 3rd grade. The deployment of instructional aids will positively and immediately impact each and every primary grade classroom in the following manner:

- Assist students in developing their reading as well as comprehension skills by providing an instant stop gap mechanism to directly impact students before they fall behind.
- Assists teachers in demonstrating or reinforcing certain concepts or skills to students by allowing more practice time to learners as well as communicating information to students in such a way they are engaged with the material in different ways. This is essential in order to reach and cover the multiple types of learning in the classroom.
- Add the ability to differentiate instructional approaches and facilitate classroom engagement so that every single learner has the chance to interact and engage with the content in a manner that allows them to comprehend at their own level of proximal development.
- Engages learners directly and can be utilized in multiple ways to supplement and expand upon learning.

Supplementary Materials to Support English Learners - Under the supervision of the EL Coordinator, materials and curriculum will be purchased to support English Learners in the domains of Reading, Writing, Listening, and Speaking aligned to the ELPAC Assessment. Specifically, resources to address the foundational needs of Newcomer Students (in the US fewer than 3 years) will be purchased to supplement core curriculum and make it accessible to the diverse range of EL learners in WUSD.

b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.

Instructional Technology Applications:

- **iReady Personalized Instruction:** iReady Personalized Instruction in Math and Reading for grades K - 8th provides targeted instruction to every student's strengths and needs. It provides the teacher with real-time data and insights into student learning. Based on the students' Diagnostic performance, students are automatically placed into their personalized lesson paths. In addition,

i-Ready's Math Learning Games strengthen understanding of mathematical concepts and fosters a positive relationship with challenging elementary mathematics standards.

- SeeSaw: SeeSaw is a program for our TK - 3 classrooms in order for students to easily document their learning, be creative and learn how to use technology. Teachers can easily send out assignments for students to do, in a primary student-friendly format that students can respond with digital pens, typing, voice and video. In addition to the ease of use by students and teachers, parents are able to easily view their own child's work and digital journal entries through this platform.
- Nearpod: Nearpod is an online tool to allow teachers to deliver lessons in an online format to make daily lessons more interactive and engaging. It integrates well with google and on chromebooks in a one to one environment. Teachers can use the hundreds of created lessons and create their own to make lessons more engaging for our students. The lesson library includes content that covers all areas of the curriculum with additional resources for Digital Citizenship and Social-Emotional Learning. Nearpod helps educators make any lesson interactive whether in the classroom or virtual. A teacher can create interactive presentations that can contain Quizzes, Polls, Videos, Collaborate Boards, and more.
- Padlet: Padlet is an online notice board to use with students in a digital environment. It is a great tool for students to use while giving feedback on assignments. This digital notice board is able to feature images, links, videos, and documents, all collated on a "wall" that can be made public or private. The AVID program highly endorses Padlet for our students and is being used with our AVID students. This is a powerful tool that can be used for all our students and teachers at Washington Unified School District.
- Kami: Kami is an online document annotation and markup tool. You can highlight, underline, and strikethrough text in PDF and other document formats. You can also add text boxes, shapes, and images. Kami works with Google Drive and Google Classroom. With Kami, you can easily collaborate on documents in the classroom while avoiding the hassles of printing documents. This is a great application for students to use while on their chromebooks.
- Raz-Kids: Raz-Kids provides comprehensive leveled reading resources for students. With hundreds of eBooks offered at 29 different levels of reading difficulty. Every eBook is available in online and mobile formats, and allows students to listen to, read at their own pace, and record themselves reading. Students then take a corresponding eQuiz complete with an extended answer response to test comprehension and determine future instruction needs. Raz-Kids will be utilized to support guided reading district-wide.-
- WeVideo: WeVideo is a multi-media creation platform. It is a web based platform and best video editor on chromebooks. We are offering lots of programs for teachers and students that are consumption tools, WeVideo is a great tool for creation for our staff and students.

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.

Professional Development Summer: WUSD staff will be provided a variety of optional professional development during the summer of 2021. The trainings will be provided immediately following the ending of the 2020-2021 school year, as well as just before the beginning of the 2021-2022 school year in late July & early August. All trainings will be optional and presenters will record the sessions to be posted on the WUSD Professional Learning website for staff to watch at a later date if needed. The summer professional development program will include trainings on the following topics:

- Grading For Equity: Staff will have the opportunity to attend professional development that focuses on evaluating and discussing current grading practices in our district. Staff will begin professional learning that focuses on how to implement a new grading mindset for teachers, one which focuses on mastery learning for all students. The summer professional development will also include a book study on Grading for Equity by Joe Feldman.

- **Standards Aligned Learning:** Grade level teams will have five days for PLT collaboration to update their Standards Aligned Learning Units of Study. Department chairs and team leads will organize grade level/department teams to analyze the current Curriculum at a Glance, Unit Planning Organizers, and Pre/Post Assessments. This will continue the work that has been done during this year's PLT meetings, as staff has been analyzing and assessing their units of study throughout the school year. This work will be supported by our partners from ICLE as all teams focus the units of study through the lens of rigor and relevance. Staff will be provided time for the reevaluation of the priority standards, the modification of the pre and post assessments to accurately evaluate the standards from each unit, and the development of new performance tasks to assess the key concepts from each unit.
- **Instructional Technology:** All WUSD staff will be provided optional trainings on supplemental instructional technology resources. Staff will have the opportunity to train on academic support programs such as Lexia, Dreambox, and i-Ready Personalized Instruction. These supports provide students with targeted support at their individual level, and the trainings will focus on staff learning how to analyze student data results and how to provide additional intervention support. Staff will also have the opportunity to attend training on instructional technology resources that will assist in their content delivery, classroom management, parent communication, and engagement strategies for students, such as trainings on PearDeck, WeVideo, Screencastify, GoGuardian, Canvas, Google Classroom, Google Apps (Docs/Slides/Sheets/Forms), and more.
- **Academic Acceleration:** Preschool through twelfth grade teachers will be provided optional trainings to strengthen their instructional practices to aid in academic acceleration for students. Kindergarten through third grade teachers will have the opportunity to review best practices for guided reading, how to implement the guided reading routines into their classroom, how to analyze guided reading data to guide instruction, and grouping students to provide targeted intervention and enrichment based on each student's reading ability. Guided reading training will continue throughout the 2021-2022 school year. Staff will also have the opportunity to participate in trainings that focus on AVID strategies. Staff will be taken through the core WICOR strands, with a focus on writing and inquiry, for implementation in all grades. The vertical articulation of AVID strategies at the K-8 level is at every school site, and staff will be trained on how to foster the growth of AVID strategies from year to year. Staff will also be trained on AVID organization strategies, which will be beneficial with the return to full time in-person instruction.

Professional Development: Throughout the 2021-2022 school year we will provide a structured and robust professional development catalog for all staff. These trainings will be provided after school each week and will be held virtually, although some in-person trainings will be made available when health and safety guidelines allow.

- **Certificated Staff:** Certificated staff will have the opportunity to attend weekly trainings on a variety of professional development topics. Educational services will develop a rotation of trainings which build on central themes. Weekly topics will include:
 - ----ELD strategies to promote academic language and authentic peer collaboration
 - ----Differentiation strategies to promote intervention tools and supports for all students
 - ----Guided Reading strategies to promote fundamental skills for proficient reading and to identify weakness and strengthen reading skills
 - ----AVID strategies to develop reading, writing, and critical thinking skills
 - ----Instructional technology resources to develop highly engaging learning opportunities
 - -----Grading for Equity and Mastery Learning

Staff will be encouraged to share student work samples, video lessons, and other deliverables during follow up trainings. The goal will be to develop an ongoing cycle of professional growth with participating staff sharing the tools learned in the trainings with their colleagues.

- **Classified Staff:** A variety of professional learning opportunities will be made available for classified staff as well. Paraeducators and other classroom support staff will be trained on instructional technology resources, academic acceleration tools, active engagement strategies, and more. Topics for classified staff professional development will include:
 - PlayWorks
 - Technology Training
 - Social-Emotional Supports
 - Customer Service best practices
- **Substitute Teachers:** Ongoing professional development will be made available to WUSD substitute teachers. All substitutes will have the opportunity to be trained on instructional technology tools, active engagement strategies, and instructional best practices, including ELD and differentiation strategies.

Throughout the year, WUSD staff will be asked for input on what professional development is needed to guide the planning.

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.

Increase of Outreach Personnel: Youth Outreach Specialists provide support for students through MTSS ~Tier I attendance, check ins, pep talks, and working cooperatively with school personnel and community groups to develop strategies to keep youth in regular school programs.

Additional Youth Outreach Specialists would provide the needed support in some of our schools with the greatest need, along with a dedicated Youth Outreach to support and coordinate the academic and social-emotional success of foster and homeless youth throughout the district with a case management system K12

Increase of Social Workers: School Social Workers provide support for student check ins, pep talks, general campus support, one on one counseling, classroom presentations & SEL curriculum, small group therapy targeting development in specific life skills, screening for more intensive interventions, advocating for students in SST, IEP, 504, MTSS & PBIS meetings, providing parent support and trainings/workshops, conducting & bringing in staff trainings specific to current needs of the campus community and networking with like-minded outside organizations to bring knowledge and empowerment to our students, staff and families.

An opportunity to invest in our children and their mental well-being with one Social Worker per site, will without a doubt lay the critical foundation our campus communities need and send a resounding message to all that our children's well-being comes first. Investing More resources towards WUSD's youth's mental health would allow social workers to increase services in additional, 1:1 counseling sessions, community outreach/support, and support for our vulnerable youth such as LGBTQ, foster, homeless, collaboration with community agencies such as CPS, and groups to target the increased need for support in topics such as grief, depression, anxiety, and lack of motivation.

Addition of Preschool Inclusion Para Support (Special Education): The need for 3 Preschool Inclusion Instructional Assistants to assist special education students eligible for IEPs in general education settings (e.g. State Preschool and TK). They are responsible for tutoring and providing instruction to individuals and small groups of students in regular education and students with learning disabilities in an inclusion preschool class.

Parent Universities: Through the use of our parent liaisons we will communicate and facilitate parent involvement with our Spanish, Russian and Farsi speaking communities on a frequent and effective basis, In addition we will use our school outreach teams by:

- Organizing regular educational workshops for parents
- Raising parent awareness of academic standards and standardized testing
- Arranging family intervention assistance
- Facilitating volunteering opportunities to parents and community members.

Washington Unified will also provide frequent parent universities focused on building parents' understanding of the education system and effective parenting practices for student achievement. The Parent University will also publish briefings with updates and tips for supporting student learning. Training at the parent universities can include but are not limited to:

- Analyzing and understanding Student, School, and District Data
- Preparing Families and Students for College and Careers.
- Family engagement
- Developing social/emotional resolution skills
- Basic information on how to support students at school
- How to access community resources
- Community learning hubs that provide students with access to technology, high-speed internet, and other academic support.

4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.

Instructional Technology Leaders: Instructional Technology Leaders provide on-site technology support & training for teachers at all 10 of our school sites. They are part of the decision-making process for determining the best instructional technology applications that support teaching and learning across all subject areas and grade levels. In addition, the Instructional Technology Leaders participate in the planning and delivery of district-wide professional learning opportunities.

Virtual Academy: In order to enhance the educational experience of students who are thriving in a virtual learning setting(s) and allow for more home and school communication and collaboration Washington Unified will create a Washington Unified Virtual Academy, which will add a new academic/social emotional pathway for student success that transcends traditional limitations of time and space. Such an academy will become more than a temporary replacement for in person instruction due to COVID-19.

Key components of the Virtual academy will include:

- Classes aligned and linked to WUSD standards, instructional minutes, curriculum, grading, expectations, and other requirements
- Differentiation for all students
- Support Staff for student learning needs
- In-district students may attend home attendance school extracurricular activities (dances, sports, etc)
- Opportunities for students to accelerate by taking additional course work.
- High School courses will be A-G approved, retain WUSD grad requirements, with ability to take in person classes concurrently
- Real-time interaction is utilized for direct instruction, however asynchronous instruction will be utilized when appropriate to maximize the online learning environment for small groups or independent instruction.

In order to support students enrolled in the virtual academy, Washington Unified will need to have proper staffing, which will be impacted by enrollment. WUSD will use current staff to the greatest extent possible in order to put together needs for the virtual academy.

- Lead Administrator
- Support Personnel (Clerical, Teaching Staff, Specialists)
- Furnishings (desks, chairs, tables, workstations, etc.)
- Technology (Student devices, Staff instructional technology resources)

IPI Funds Portables: As Westfield Village continues to grow into a Preschool - 8th-grade school, they are in need of additional portables to facilitate extended learning opportunities. These portables will be used to house after-school ASES Program in addition to supplemental materials for parent involvement and Science. Westfield Village was originally not included in district plans to be a PK-8th grade school and there has been lacking infrastructure in terms of keeping up with the student growth. The addition of portables to the campus will greatly enhance extended learning opportunities.

IPI Funds Outdoor Learning Spaces: We recognize that school closures due to the COVID-19 pandemic have disproportionately impacted lower income communities, as well as students with special needs. It is vital that outdoor classroom infrastructure serve the needs of our entire school community, enabling all students and staff to return to campus for in-person learning.

As Washington Unified considers how to take learning outside during the pandemic, we recognize our current campus structures cannot accommodate all of the students or programs we wish to have outdoors. Therefore, investing in outdoor learning during the pandemic is the only way to help further long-term plan to give us the benefits needed. in order to accomplish the following:

- Access to Nature: Provide every student in the district daily access to nearby nature allowing access to move across socio economic barriers.
- Improved Teacher and Learning Environments: Giving students the ability and access for more hands on learning and providing teachers a nearby resource to abundantly broaden their curriculum.
- Health and Wellbeing: Create spaces that will foster skills regarding long term health education for students.
- Community Engagement: Creating an atmosphere and culture of making a difference in the world by teaching students how to be stewards of the environment they live in as well as foster opportunities of collaboration with the community as a whole.

Adding wireless internet access to cover the whole campus to expand the learning with technology beyond the classroom with external access points throughout all campuses. Adding additional outdoor seating would create more outdoor learning spaces for students. This would also enable us to create a community learning hub in public spaces in front of our school sites. Equip each community area with seating spaces that will be covered by our school WiFi network. This would also extend to our public parking lots so students can get high speed internet from the comforts of their own vehicles.

IPI Funds Health and Safety Equipment: Continuing to acquire Cleaning and disinfecting materials and Personal protective equipment at all levels including Ventilation and other school site updates as necessary for health and safety. In addition any training or testing materials in order to maintain in person instruction safely during the 2012/22 school year.

Technology Hardware Improvements:

- Update Smartboard: The math department at River City High School are currently using SmartBoards that are several years old and on unsupported software. Updating the Smartboards to the current standard will update the classrooms with a Smart Interactive monitor and to the current version of the Smart Notebook Software. The purchase would include a 5 year warranty on the interactive monitor, 5 year subscription to the software and professional development on the use of the new technology.
- Chromebooks with built in LTE: Chromebooks with built in LTE will help us replace the use of hotspots. The chromebook will be able connect via LTE where Sprint is available. We will be able to have our students remain connected when the internet is not available when they are off our network.

WiFi6 External Access Points: Adding 5 external hotspots at each of our school sites and 10 for the high school would extend our wifi network from inside the classroom and extend to start expanding our wifi over our entire campuses. This will foster the learning everywhere with our outdoor learning spaces and community learning hubs.

- Chromebooks for all Paraeducators: Purchasing 100 full size chromebooks with upgraded RAM would better equip our paraeducators while working with our students in today's technology rich environment. A more powerful chromebook with a larger screen will better prepare our staff as we work with our students to achieve greatness.
- Classroom LCD Monitors: Equipping classrooms and learning spaces with a 75in LCD monitor on a mobile stand for teachers to use as a teaching tool with their students. The mobile stand would enable any place in the classroom to be the front of the room. The monitors offer a sharper image no matter where it is used and do not have to worry about the replacement cost of projector bulbs like in the LCD projectors.

5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.

High School Credit Recovery is being developed using other existing funds:

- Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
- Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.

6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.

i-Ready: i-Ready is an adaptive assessment that identifies students' strengths and weaknesses, measures growth, and supports data-driven differentiated instruction. It provides comprehensive insight into student learning across K-12 skills to help teachers meet the needs of all students. i-Ready also has Standards Mastery testlets that helps teachers to measure individual standards to help them understand progress through grade-level instruction, identify needs for reteaching, and determine common misconceptions and errors.

Unit Assessments: ELA and Math Units of Study were designed by grade level teams using identified priority standards with the support of ICLE representatives. Common pre and post unit assessments were developed, and ongoing collaborative data analysis is used to monitor student growth and guide instruction. Unit assessments are vital for monitoring student's academic strengths for enrichment opportunities and areas of need for intervention support.

ELD Progress Monitoring: District-created assessments, based on the ELPAC (English Language Proficiency Assessment for California) will be administered in Fall and Spring to all English Learners in grades TK through 8 to monitor progress in oral and written language. Teachers will be guided through data analysis, reflection, and planning to meet student needs as revealed by these assessments.

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.

MTSS: According to the California Department of Education, MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. California has a long history of providing numerous systems of support. These include the interventions within the RtI2 processes, supports for Special Education, Title I, Title III, support services for English Learners, American-Indian students, and those in gifted and talented programs. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students.

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.

Trauma informed practices

- Training on knowing and understanding signs of Trauma- This would be the base for identifying and understanding.
- Training on best practices to support students in the classroom who are experiencing or have experienced trauma while still being able to teach the needs of all students in class.
- Train staff ways to support students individually who are in need of this support while still meeting the needs of the whole class.
- Provide an outside facilitator who has experience and can really model Trauma Informed care for teachers and have them feel that it is something completely doable vs. it being an impossible task with all the other responsibilities they carry.
- School Community Support-Continuing the PBIS model and MTSS to support students in the different levels and build on the school community to ensure students see school as a safe and welcoming place.

Engagement

- Assessing what parents/guardians and students need.
- Questionnaire to hear from students and families what they need. Starting off with questions about how they feel about their school community-Do they feel welcomed; valued; accepted; connected?
- Questions asking them what they feel they need to be connected to their student's teacher/class/school community.
- Questionnaires must be done through various forms (google form, paper, sent home) and various languages if our intentions are to hear what more than just our technological savvy parents and English speaking families would like to share.
- Taking the findings of these questionnaires and developing training for staff to better support the needs of our community. It is pointless to ask individuals what they feel they need to engage in their school community and not follow-up supporting the needs that we can develop or change to make this happen.
- Parent Universities-School site leveled Parent Universities with various subject matters can also be developed to support the needs of individual school sites. This could include both staff, parents and outside community members.

Social Emotional/Academic health needs

- To ensure that Social Emotional Learning (SEL) lessons are taught in the classroom on a consistent and regular basis.
- Training for teachers and staff on ways that SEL can be incorporated into the daily routine, academic lessons and working on building up to making it become a part of the normal school day.
- SEL Curriculum-Looking into best practices curriculum to support the SEL of students with staff training.

- Whole Classroom lessons presented by our outside provider surrounding SEL
- We can assess students' needs through a questionnaire to look at what they themselves feel they need to increase the wellbeing of their social and emotional needs.
- Educate parents/guardians by informing them of the SEL that students are receiving at school so that they can also support this up at home.

Community Schools:

Washington Unified would like our schools to be a place with partnerships between the school and other community resources that share an integrated focus on academics, health and social services, youth and community development and community engagement leading to improved student learning, stronger families and healthier communities. WUSD is looking to create and build our school so they become centers of the community and are open to everyone.

Thereby transitioning our schools in a way that we can effectively bring together many partners to offer a range of supports and opportunities to children, youth, families and communities. As community partners we will work to achieve these results: Children are ready to enter school; students attend school consistently; students are actively involved in learning and their community; families are increasingly involved with their children's education; schools are engaged with families and communities; students succeed academically; students are healthy - physically, socially, and emotionally; students live and learn in a safe, supportive, and stable environment, and communities are desirable places to live.

In order to transition our schools in such a way Washington Unified will utilize ELO funds to work with external partners to develop a plan of action by utilizing staff and community for feedback and building the needed capacity.

Dyslexia:

Current research states that 1 of 10 students in the United States has dyslexia, a primarily auditory disorder with weaknesses appearing specifically in phonological processing. Staff will have the opportunity to attend a training on how to utilize the i-Ready diagnostic, which features a dyslexia screener. Following the diagnostic, staff will be invited to a training with i-Ready staff to analyze the dyslexia screener and how to implement the i-Ready personalized lessons to meet student needs. Staff will also be provided training for supporting students through the year-long Guiding Reading training sessions with Julie Webb.

- Ed Specialists will all be trained with the current curriculum used by WUSD called Sonday. The Sonday System has its multi-sensory instructional program as it's targeted intervention for students with Dyslexia. The reading program is a scientifically based reading program designed to help students learn and recognize beginning letters and sounds. The Sonday System is systematic, cumulative and aligns with common core standards.
- Teachers will have the opportunity to receive dyslexia training via Diagnostic Center

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	\$940,085	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$1,050,000	
Integrated student supports to address other barriers to learning	\$900,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$830,685	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$100,000	
Additional academic services for students	\$300,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$ 1,250,432	
Total Funds to implement the Strategies	\$5,371,202	

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

Washington Unified's comprehensive approach to planning for this grant has taken into account the multiple one-time grant funding sources that will be available over the next three years. The funding for the actions included in this narrative are for actions that will be directly funded through available In-Person-Instruction and Expanded Learning Opportunity (ELO) Grants. However, Washington Unified will seek to sustain actions beyond next year, or look to add actions due to growing needs identified through progress monitoring. As we move forward such actions in order to sustain best practices and needs will be funded through a blending of ESSER II and ESSER III 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 <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
March 2021