



Expanded Learning Opportunities Grant Plan

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

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

Plan Descriptions

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

Formal needs assessments were conducted with multiple stakeholder groups at Woodland Joint Unified School district, including DELAC (District English Learner Advisory Committee), LCAP collaborative, staff, and students. Throughout March and April, staff, students, and the board of trustees provided input into COVID spending priorities through virtual meetings and utilizing Jamboard to collect priorities. DELAC and the LCAP collaborative provided additional stakeholder input during meetings in late April and early May.

Additionally, each school site conducted needs assessments, with input through surveys and focus groups in the spring of 2021, with a focus on identifying the needs of students at their particular site. These focus groups provided feedback to site principals as to the greatest needs of WJUSD students. Student advisory groups provided additional feedback on the needs of students. Each advisory group was intentionally created with a balanced representation of student groups.

The Expanded Learning Opportunity Grant plan takes each of the recommendations into account, and provides a learning recovery program for all students, with a focus on students in 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 staff.

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

This plan provides a variety of services to students, including mental health services and academic services. WJUSD will utilize academic conferencing and a tiered system of support to identify students in need of additional supports and services. Academic conferences will be held 4 times per year, and will include a review of student assessments: i-Ready math and reading assessments for elementary students, MDTP and Study sync assessments for secondary students, most recent CAASPP results, a universal screener for mental health, as well as data relevant to students, such as chronic absenteeism, suspension rate, college and career readiness, and English learner progress. Teacher observations and anecdotal data will also be utilized to identify students, as well as a referral system in which any staff member may recommend to the site principal the needed support for students. Families and students will also be able to self refer for services as needed.

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

WJUSD has a comprehensive system designed to provide extensive outreach to parents and guardians. Students in need of services and recommended for support will be contacted through their school sites. A team of support providers at each school site has been established. Teams will establish a role chart, which identifies the team member responsible for contacting parents or guardians about the services available for their students. Based on the service recommended, a team member will contact families via email, phone, parent square, and if needed, home visits.

Site team members include: CAFE specialists, English learner specialists, counselors, teachers, and principals.

Families, parents, or guardians will also have the opportunity to refer their student for support, through their school sites.

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

After extensive stakeholder input, WJUSD developed a comprehensive plan to provide support for students, with a focus of using Expanded Learning Opportunity Grant funding to support the students by

1. 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: Interventions will be provided at each school site, including afterschool academic intervention, providing within the school day differentiated instruction with the support of additional paraprofessionals (K-3 reading paraprofessionals, combination classroom paraprofessionals, and paraprofessional support for migrant education and newcomer students), and an extensive, expanded summer school offering in 2022.

b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both: A variety of digital instructional programs are provided to accelerate academic proficiency and English language proficiency.

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: Extensive Professional Development is planned, with a focus on closing learning gaps through the use of differentiation, universal design for learning, professional learning communities, and standards based instruction based on assessment of student need.

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:

These student supports will be provided in a Tiered system of support including:

Tier 1 services- mental health curriculum and instruction with in the classroom, a referral system for additional student needs (available to staff, students, and families), and enrichment and connectedness opportunities such as summer enrichment camps and academies and site based afterschool programs.

Tier 2 services- continuation of CARE Solace program which provides families with support to access mental health services as well as additional mental health support provided through school counselors funded through federal COVID funds

Tier 3 services- Contracted mental health therapy services provided to high need students

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

Students will be provided credit recovery, through an online platform options three ways: within the school day through a credit recovery period, after school credit recovery classes, and credit recovery summer school. Students will have the ability to access programs virtually as needed.

Students will be provided concurrent enrollment opportunities at the local community college, as well as textbooks, which improve students' college eligibility.

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: Extensive Professional Development is planned, with a focus on closing learning gaps through the use of differentiation, universal design for learning, professional learning communities, and standards based instruction based on assessment of student need.

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 | \$0 | |
| Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports | \$1,130,798.59 | |
| Integrated student supports to address other barriers to learning | \$1,115,679.66 | |
| Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports | \$0 | |
| Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility | \$0 | |

| Supplemental Instruction and Support Strategies | Planned Expenditures | Actual Expenditures |
|--|----------------------|---------------------|
| | | |
| Additional academic services for students | | |
| Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs | \$3,484,910.16 | |
| Total Funds to implement the Strategies | \$6,395,719 | |

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

As described earlier, formal needs assessments were conducted with multiple stakeholder groups at Woodland Joint Unified School district, including DELAC (District English Learner Advisory Committee) , LCAP collaborative, staff, and students. Throughout March and April, staff, students, and the board of trustees provided input into COVID spending priorities through virtual meetings and utilizing Jamboard to collect priorities. DELAC and the LCAP collaborative provided additional stakeholder input during meetings in late April and early May.

Additionally, each school site conducted needs assessments, with input through surveys and focus groups in the spring of 2021, with a focus on identifying the needs of students at their particular site. These focus groups provided feedback to site principals as to the greatest needs of WJUSD students. Student advisory groups provided additional feedback on the needs of students. Each advisory group was intentionally created with a balanced representation of student groups.

Plans to support students were developed based on these input sessions, and included all funding sources available to the district, including federal ESSER funds, state in person learning instruction funds, and state and federal education funds (Title I, II, III, IV, and LCFF dollars). Funds will be spent to support programs through 2024: Mental health programs, academic support and summer learning, youth engagement, curriculum and instruction improvements, family engagement, COVID 19 safety and facility needs, oversight and monitoring of funds and student progress, communication improvements, and professional development. Additional consideration was given to charter school funds and indirect costs.

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 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