



WHEATLAND UNION

HIGH SCHOOL

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.

Throughout the course of the pandemic, District and site staff have met with parents, students and staff to discuss issues related to returning to normal operations. A survey pertaining to reopening and LCAP was administered in February and March to all stakeholders. Feedback was also obtained from staff serving as representatives for our Special Education, English Language Learners, Homeless, and Foster Youth students. A Board Strategic Planning Workshop was held on March 28th, 2021 to discuss the survey and information disseminated from the survey as well as information collected from Department Chair Meetings at Wheatland Union High School and student input sessions held by the Superintendent. Following the Board Strategic Planning Workshop a LCAP presentation was presented to the Board of Trustees for further input. The presentation was sent out to all staff for feedback.

While no meetings were held specifically to discuss Expanded Learning Opportunities (ELO) Grant Plan, the information gathered from the meetings mentioned above informed and shaped development of this plan.

Stakeholders identified these areas of need or concern:

- Student and staff safety; expressed concerns and encouraged the District to keep safety as a top priority and "follow the science" when implementing guidelines.
- Learning loss; how the District will support students and get them back on track.
- Credits and grading; ensuring students remain on track to graduate, and requesting grading flexibility to protect students' chances of acceptance to their desired post-secondary institutions.

Social and Emotional health; encouraged the District to supply additional supports and resources immediately, and provide additional SE supports as the pandemic wanes and schools return to normal operations.
Extracurricular activity; advocated for every possible opportunity to get students involved in school after many months of distance learning.
Food insecurities; serving nutritional needs of students.

The plan will allow the district to use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for sub-groups listed above and: low-income students, homeless, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, assessed with learning skills loss.

The district gathered all ideas and prioritized the activities, services, programs, and or equipment and aligned the ideas to each LCAP Goal:

WUHSD's Goal #1: Wheatland Union High School District students will graduate high school college and career ready.

WUHSD's Goal #2: Wheatland Union High School District students will feel a sense of connectedness academically, socially, and physically.

WUHSD's Goal #3: Wheatland Union High School District will engage families and members of the greater school community as educational partners.

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

The district will utilize Northwest Evaluation Association (NWEA) MAP Testing, which is a customizable assessment program to measure student proficiency and growth. This performance monitoring tool allows the district to measure the effectiveness of evidence-based services by student in order to identify individualized learning growth areas and then formulate the interventions needed to help close these achievement gaps, as well as staff recommendation and parental consultation. Using the results from NWEA, Edmentum Exact Path utilizes these adaptive diagnostic assessments paired with individualized learning paths to promote academic growth. The program is focused on understanding where students are academically and then taking that data a step further to provide just-in-time instruction aligned to math and reading goals.

Our counselors have and will continue playing a key role in the identification of those students struggling with not only academics but social-emotional needs. Weekly Student Staffing Meetings have been held for the past 3 years to identify students that are struggling. Certificated and classified staff are able to submit concerns to a SSM email and students are discussed with the staffing team so next steps and supports can be put in place.

Social Emotional Surveys will be administered throughout the school year to constantly assess the needs of individual students as well as the student body. In addition, staff will look at all survey data when applicable as well as attendance and behavior data. Students will be provided with targeted interventions (during the school day, before school, at lunch, and/or after school) to address their need/s and then be reassessed to monitor progress. These interventions will not be limited to academic needs, but the whole child including SEL, mental health, nutrition and attendance.

It became very clear that all students need support as we transition from a year of distance learning and a pandemic environment to in-person instruction in a recovering pandemic environment. In addition to the assessments, students were also identified based on attendance, engagement, and social-emotional needs. The usage of our multi-tier of student support also helped to identify the students and grade levels in greatest need of support and intervention as well as in some cases acceleration.

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

WUHSD will not only identify students in need and share that with parents, but more importantly we will share ideas for support, tools and programs the district is prepared to implement and use the grants funds to achieve student success. These conversations with parents will take place in-person, virtually, mail notification, Zoom meetings, Aeries communication, emails and phone calls. We will also encourage the participation of the students in the upper grade in order to maximize engagement and support. The voices of our children need to be heard and used as part of the development of supplemental instruction and support opportunities. We will use the new Aeries communication tool "Parent Connect" to share information on activities and support opportunities available to both students and parents. This will also allow us to share with parents the resources available and opportunities for student engagement and support. Continuous communication is the key to the success of this plan. It is honest, and authentic communication that will ensure we meet the needs of all our students. Our focus is on students and on making up for the loss of learning and disconnect associated with the closure and virtual distance learning implemented as a result of the COVID-19 pandemic.

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

The plan will allow the district to use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for sub-groups listed above and: low-income students, homeless, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, assessed with learning skills loss. The activities/actions were prioritized to best serve the WUHSD students. The Wheatland Union High School District will use the following tools, activities, and programs to provide the best supplemental instruction and support to all our students:

Targeted interventions (during the school day, before school, at lunch, and/or after school) is strategically offered to be inclusive and supportive of our students and families.

Saturday academies for enrichment and social-emotional support.

The purchase of Exact Path to focus on understanding where students are academically and then taking that data a step further to provide just-in-time instruction aligned to math and reading goals.

The implementation of a Transition Lab for students to get help as needed.

The increase of 2 school counselors and 1 school counseling intern to support students' academic and social-emotional behavioral health. 53% of Salary for Director of Prevention and Intervention focusing on Special Populations.

The purchase of materials for English Learners to support the English Language acquisition.

Purchase of supplies and curriculum materials to use for before, during, and after school student academic and social-emotional supports.

Hire temporary additional paraprofessionals and or temporarily extend the current paraprofessional daily work hours to 7.5 hours to engage in small group instruction and support.

Provide and fund staff development on emotional supports for students.

The plan is based on our ability to fully staff positions. Should we not be able to fully staff the plan will be updated to indicate alternative expenditures based on student needs.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	23,135	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	104,850.50	
Integrated student supports to address other barriers to learning	408,156	
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	36,988.50	
Additional academic services for students	40,209	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	23,566	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Total Funds to implement the Strategies	636,905	

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

The district identified and prioritized uses of all the available funds. Use of the funds will be based on which resources have the earliest "spend by" dates. As the district implements planned programs, and monitors the student outcomes, effective programs may be expanded to provide more efficient interventions and supports. Other programs, found to be less effective may be discontinued as new ideas arise and new data evaluated.

All the funding is being used to support all students in reducing learning loss, providing a safe and orderly environment, and providing greater student engagement in academics and extracurricular activities. Maintaining school staffing at levels required for interventions and student supports is another priority for this funding.

Additionally, the ELO grant funds will be utilized to achieve goals which align with the other ESSER funds. Those efforts include:

- Maintain facilities and ventilation upgrades.
- HVAC upgrades and updated filtration.
- Vans and buses for expanded meal delivery and additional transportation, including sports events and extended day opportunities.
- Update of water filtration systems.
- Provide more electives during the school day and after school.
- Enrichment activities - added to instruction during the school day, and offered during non-traditional instructional times (Spring Break School, Saturday School, Summer School, etc.).
- Hire additional paraprofessionals and/or extend the current para hours.
- Hire additional teaching staff in subject areas per enrollment demands.
- Hire additional Counselors and Social Workers to support emotional needs of students.
- Expand supports for students in terms of self-directed learning (software programs).

Coordination of these efforts is achieved by assessing which relief funds are available to use in which activities, and then creating a spending plan which aligns the priority with the spending deadline.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov or lcff@cde.ca.gov

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the

supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.

- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

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

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

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

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

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

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

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

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

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

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
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