

## 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 2020-2021 school year parents, teachers and school staff participated in discussions on the academic and social emotional needs of all students. Because of COVID restrictions stakeholders participated via Zoom and in-person meetings adhering to social distancing requirements. Surveys were also conducted to collect data that was used in the development of the 2019-2020 Annual Update for the (LCAP) Local Control Accountability Plan, the (LCP) Learning Continuity Plan, the 2021-24 LCAP and the (ELO Grant Plan) Expanded Learning Opportunities Grant Plan.

The following data was collected:

#### *Parent Survey*

100% strongly agree or agree that the school is a friendly environment for students, parents, and families.

90% strongly agree or agree that their children feel a sense of belonging and connectedness at the school.

95% strongly agree or agree that the teachers/staff are available if parents have questions or concerns.

95% strongly agree or agree that the school is good about communication.

100% strongly agree or agree that the school is a safe place to learn.

76% strongly agree or agree that their child is challenged by the school academic curriculum and the school holds high expectations for their child.

*Student Survey*

80% of students believe the school is clean and safe.

90% of students feel safe at school.

*Staff Survey*

17% believe that the LEA should implement policies or programs to support staff in improving instruction in Math.

50% believe that the LEA should implement policies or programs to support staff in improving instruction in NGSS.

50% believe that the LEA should implement policies or programs to support staff in improving instruction in Health Education.

Other feedback from students, parents and staff through in-person conversations, staff meetings and feedback through the school Facebook page reveal that there is concern with learning loss due to school closures and online learning and would like more intervention support. Instructional staff would like more time during professional development opportunities devoted to instructional strategies, curriculum and support to accelerate learning. The decision was made to have early dismissal every Wednesday to allow instructional staff to work with the Superintendent, EL Coordinator and SCSOS Educational Services department to structure meaningful PD for lesson planning, developing priority standards, curriculum and assessment to address learning loss and accelerate learning for all students.

MAPS comparison data from Winter 2020 to Winter 2021

	ELA	Learning Loss	Math	Learning Loss
Total students tested	68	43%	68	38%
# of low income students	56	41%	56	27%
English Learners	21	48%	12	33%
SPED	3	0%	3	67%

There were no Foster Youth or Homeless students identified.

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

Students will be identified for academic and social emotional support to address learning loss using local data such as MAPs, CAASPP, ELPAC, curriculum embedded assessments in addition to teacher recommendations. After analyzing the Winter 2020 to Winter 2021 MAPs data it was determined that students demonstrated learning loss in both ELA and Math especially our English Learners in Math. Instructional staff in collaboration with the Superintendent are determining areas of focus for instruction such as reading comprehension, phonics skills and math fluency based on local assessments in addition to MAPs. An emphasis will be placed on providing increased and improved services to our low-income students, English learners, students with disabilities, students at risk of abuse, neglect, or exploitation, students that are disengaged, students performing below grade level, foster youth and homeless students. Social emotional supports are identified using Panorama and counseling services provided by SCSOS as well as teacher recommendation.

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

Once students and their academic or social emotional needs are identified, parents and guardians will be informed of the opportunities for supplemental instruction and support using a variety of methods such as letters to parents, emails, text messages, phone calls and the school website.

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

Winship-Robbins Elementary School District will provide extended school year opportunities via summer school in which students are placed in small group in-person instructional settings based on academic and social emotional needs. Additional support in instruction will occur during the regular school year using para educators and intern teachers to provide interventions to students working under the direct supervision of a credentialed teacher. Small group instruction will be given to students to address learning loss and accelerate learning for all students especially low income, students with disabilities, students at risk of abuse, neglect or exploitation, English learners, disengaged students, Foster Youth and Homeless students. After school tutoring will be provided to students as an additional supplement to instruction. Instruction will be engaging to encourage student participation. W-RESD will continue to provide tiered intervention and support to students using the MTSS.

Supplemental supplies and materials will be purchased and used to address learning loss and accelerate learning.

Professional development will be provided to instruction staff to help accelerate learning and identify priority standards by grade level.

As space is limited at Robbins School, a portable classroom will be purchased to provide interventions and small group instruction.

### **Extending instructional learning time**

**Commented [KJ1]:** You may want to just provide an introductory statement that leads into the strategies you are allocating funds to...here is what we did... you can obviously adjust if you want to do something like this©

Sutter County Superintendent of Schools is coordinating a broad spectrum of expanded learning opportunities for districts/schools across sutter county as well as for students in our county operated programs. All supplemental supports and services are being developed as part of our countywide, multi tiered system of supports. Tiered supports, as they relate to the seven strategies, are identified by each participating program in the descriptions below.

W-RESD will provide the 2021 Learning Loss and Accelerate Learning Summer Program in June for a 3 week or 15-day period. This program will be skill based to allow for students to move between content groups based on need. We recognize that this extended learning opportunity must meet the needs of students where they are and therefore must be flexible. Example: A higher performing ELA student could be in a higher level group for ELA and move to a lower level group for math.

After school tutoring will be provided during the school year and provided by para educators and credentialed teachers. Ongoing data collection and analysis will be used to determine effectiveness of the summer program and after school tutoring.

**Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports**

1. Additional training days will be provided to teachers and para educators for training and planning time throughout the summer to ensure proper planning and development of additional instructional materials.
2. Hire additional para educators to accelerate learning progress to close learning gaps due to the pandemic. This will be accomplished by providing tutoring, one-on-one and small group learning. Hiring a Director of Curriculum and Instruction to provide intense interventions and training of teachers and para educators to address learning loss and accelerate learning.
3. Additional educator training will be provided from the newly hired Director of Curriculum & Instruction, the Superintendent and Sutter County Superintendent of Schools focusing on accelerated learning strategies and effectively addressing learning gaps identified using a variety of assessment measures. The Director of Curriculum & Instruction will work with English learners as well as train staff to accelerate student academic proficiency and English language proficiency. Training will also focus on providing engaging learning opportunities in a positive school climate. Additional supplies & materials will also be provided

**Integrated student supports to address other barriers to learning**

Health, counseling and mental health services to address barriers in learning.

**Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs**

WRESD recognizes that due to this pandemic students and staff's emotional and social needs should be a top priority for the district. We will continue providing professional development including blended coaching, county support and on site collaboration as a means to support the academic and social-emotional needs of all.

Teachers will integrate 'Mindfulness' in the classroom to help regulate student's behavior, deal with unknown anxieties and stressors that can block a student's ability to learn. Additional counseling services and lessons on social emotional supports are provided to students on a regular basis through a counselor with SCSOS. Professional Development in Blended Learning will also be provided to staff throughout the year. The Director of Curriculum and Instruction, the Superintendent and Sutter County Superintendent of Schools will provide ongoing professional development for staff focusing on engaging students and families and addressing student's social-emotional health and academic needs.

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## 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	\$16,856	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$64,236	
Integrated student supports to address other barriers to learning	\$7,586	
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	
Additional academic services for students	\$0	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$0	

Total Funds to implement the Strategies	\$88,778	
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A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

Through collaboration with the Sutter County Superintendent of Schools, the district Superintendent and the district Confidential Office Manager, the ELO Grant funds and other federal Elementary and Secondary School Emergency Relief Funds will be regularly monitored to ensure that funds are spent in accordance to each grant's designated purpose to ensure compliance and to maximize support for students and staff. ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief (ESSER) funds to purchase a portable classroom for the purpose of providing intense intervention services to address learning loss and accelerate learning. Space is very limited currently and this has been identified as a high need for our students. Additional ESSER funds have been used to provide hotspots, Chrome books and additional internet security systems to ensure that all students have access to high quality learning throughout the pandemic. A Director of Curriculum and Instruction position is being created to provide professional development to staff on accelerating learning and identifying learning loss in addition to providing intervention services to students. Additional cleaning and sanitation supplies and services have also been funded through ESSER and the In-Person Instruction Grant to maintain the health and safety of students and staff while delivering in-person instruction. The district will continue to ensure that ESSER funds are used to ensure students are healthy and safe, are receiving high quality instruction and interventions and receive the much needed transportation that will keep them at school in-person.

## 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:ELOGrants@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