

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.

Yosemite Valley Charter School (“YVC”) believes that stakeholder input is a key component in the creation of its educational programs and services. To gain input and consultation regarding specific Supplemental Instruction and Support Strategies and expenditures, YVC consulted parents, pupils, school personnel, teachers, administrators, and the community, as an integrated part of the Local Control and Accountability Plan (LCAP) process, in the creation of the Expanded Learning Opportunities Grant Plan.

Additional efforts to gain input and consultation regarding the seven supplemental instruction and support strategies that will be implemented included the administration of electronic surveys to all employees and parents. YVC collected surveys from different stakeholder groups. YVC also collected additional feedback from our Outstanding Direct Intervention (ODI) teachers who have been piloting small-group intervention programs in both English-language arts and Mathematics. This feedback was extremely valuable in the creation of our instructional program offerings.

Virtual meetings were conducted using Zoom on the following dates:
 School Site Council Meeting, April 27th
 Parent and Community Meeting, May 12th
 Staff Meeting, May 21st
 Meeting with Student representatives, May 20th

Parent Advocacy Committee Meeting, May 14th
DELAC Meeting, May 14th

School leadership including YVC Directors and Assistant Directors met on the following dates to provide consultation and feedback from their staff, students, and parents about YVC's Expanded Learning Opportunity Grant Plan: April 15th, April 20th, and April 26th. Additionally, YVC directors and Regional Coordinators met on April 19th, May 3rd, and May 5th. Feedback from stakeholders was collected and analyzed by school leaders in the creation of the Expanded Learning Opportunity Grant Plan.

A draft of the plan was available upon request in the school office so that members of the public would have time to review and provide public comment prior to board approval. YVC advertised the publishing of the draft and invitation for public comment via the Weekly Buzz parent and community newsletter and school website. Stakeholders were encouraged to provide feedback by telephone, email, or by mailing written comments to our office.

Expanded Learning Opportunities Grant Plan was presented to the Board of Directors for review and adoption at a regularly scheduled public meeting on May 27, 2021.

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

YVC will utilize its established Multi-tiered System of Support (MTSS) for all students to identify and assess those students in need of supplemental instruction and support as, including low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

As part of MTSS, YVC utilizes a systematic cycle of assessment, instruction, and data analysis to create meaningful plans of action to measure and improve student academic achievement in the areas of English-language arts and Mathematics. This improvement cycle occurs as part of YVC's Tier 1 academic instructional program. In order to evaluate each student's needs, all students are assessed three times a year using local assessments. Teachers meet regularly with learning coaches (at least once each learning period) to review student progress towards mastery of grade-level standards and to discuss the social-emotional needs of students. Teachers also meet with their regional teams to analyze individual and subgroup data and to collaborate on instructional strategies as part of these improvement cycles.

Using assessment results and student work samples, teachers are able to identify those students who need targeted Tier 2 academic intervention to improve achievement. Those students are then given an additional targeted assessment to further determine the specific area of need. Targeted assessments include the Bader Reading and Language Inventory and grade-level benchmarks. Using the assessment results, teachers work with learning coaches to assign specific Tier 2 interventions including Outstanding Direct Instruction (ODI) classes and supplemental academic support programs such as Reading Horizons or Math Seeds for a period of 6 weeks. During the 6-week intervention cycle, teachers regularly monitor the progress of students along with learning coaches and ODI teachers. A post-assessment is given upon completion of the 6-week intervention cycle in order to measure progress.

During monthly learning period meetings, teachers are provided with a Social-Emotional Learning (SEL) lesson to use with their families. These lessons contain instruction on one or more of the Collaborative for Academic, Social, and Emotional Learning (“CASEL”) 5: Self-awareness, Social awareness, Self-Management, Relationship Skills, and Responsible Decision Making. Using these lessons, teachers and learning coaches can identify those students who could benefit from additional Tier 2 behavioral interventions to improve achievement. Teachers then work with the learning coach to provide targeted Tier 2 behavioral intervention such as a social-emotional learning strategy in the home or small group social skills training.

Utilizing the established MTSS program described above, YVC will identify those students who are performing below grade level in either English-language Arts or Mathematics to receive support and/or participate in a summer learning recovery program.

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

Utilizing the established MTSS program described above, YVC will identify those students who are performing below grade level or who are credit-deficient in either English-language Arts or Mathematics as eligible for supplemental instruction and support as part of a learning recovery program. Parents and guardians of eligible students will be notified of the opportunities for supplemental instruction and support through multiple methods of communication already in use by our school. These methods include emails, phone calls, and notifications through our electronic newsletter and website.

As preferred by the majority of our stakeholders, YVC teachers will contact the families of eligible students, extending a personal invitation to participate in supplemental instruction and support. It is believed that a personal invitation from a trusted teacher will be the most effective means of recruitment to maximize participation. The invitation will include information about program eligibility, requirements for participation, sign-up information, and a link to a parent orientation video designed to highlight the benefits of targeted academic and social-emotional supports towards meeting grade-level achievement goals in English-language arts and mathematics. Translation will be provided.

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

Yosemite Valley Charter School will implement a learning recovery program that, at a minimum, provides supplemental instruction and support for social and emotional well-being.

YVC will utilize its MTSS program (described above) to identify and assess those students in need of supplemental instruction and support as part of a comprehensive learning recovery program, including low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff. As part of the learning recovery program, YVC will utilize the following 6 strategies:

1. Extend instructional learning time in addition to what is required for the school year by providing summer school and/or tutoring programs to students based on their learning needs.
- YVC will provide a summer learning recovery program for students performing below grade level or who are credit-deficient in either English-

language Arts or Mathematics as eligible for supplemental instruction and support. The summer learning recovery program will include both general education and special education teachers, paraprofessionals to support small-group and individual learning, and paraprofessionals to provide student support and perform progress monitoring. Curriculum, materials, and supplies required to facilitate learning will be provided for students and staff. Proposed expenditures include:

- 1 summer school coordinator
- 6 summer school teachers (4 K-8, 2 HS)
- 3 summer school teachers with special education credentials
- 1 transition teacher
- Continued special education services for participating students with an IEP
- Curriculum, materials, and supplies

2. Accelerate progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:

- a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
- b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
- c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.

YVC will provide tutoring and other small group support for struggling students during the summer learning recovery program through the help of special education teachers and paraprofessionals using both a push-in model of support and small group instruction.

YVC will provide training for both certificated and classified staff in accelerated learning strategies for all students and for English Learners.

Proposed expenditures include:

- 3 paraprofessionals to support students participating in the summer program through push-in and small group instruction
- 1 transition paraprofessional to support students participating in the summer program
- Training and materials for educators in accelerated learning strategies
- English Learner Group training for educators for English Learner support

3. Integrate student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

YVC will provide SEL curriculum, materials, and supplies for teachers to use to support students and families.

4. Provide supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.

YVC will hire paraprofessionals to support the summer learning recovery program specifically to provide student support and progress monitoring for high school students who are credit deficient or who need to complete graduation requirements to increase or improve students' college eligibility.

- 2 paraprofessionals to support students participating in the summer program for progress monitoring

5. Provide additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.

YVC will hire paraprofessionals to support the summer learning recovery program specifically to provide student support and progress monitoring for K-8 students who are in need of support.

- 2 paraprofessionals to support students participating in the summer program for progress monitoring

6. Provide training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

YVC will provide training for both certificated and classified staff in social-emotional learning programs that address student trauma and social-emotional learning. SEL curriculum, materials, and supplies will also be made available for students and families.

All services provided to students with Individualized Learning Plans (“IEPs”) will be delivered in accordance with the student’s IEP.

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	120,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	56,750	
Integrated student supports to address other barriers to learning	8,107	
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	4000	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Additional academic services for students	4000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	35,250	
Total Funds to implement the Strategies	228,107	

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

Through an analysis of stakeholder input, state and local data, related budget priorities, and various funding sources, YVC has coordinated the assignment of programs and services to the various federal Elementary and Secondary School Emergency Relief funds received by the school, including funds received from the Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Act of 2021, also known as ESSER II, to maximize support for students and staff.

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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