

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Yuba City Charter School	James Ferreira, Superintendent/Principal	j.ferreira@yubacitycharterschool.com 530-822-9667

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.

Plan was presented at ELAC and SCC/PAC public meetings held within March and April Board meetings.

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

Students who have failed classes, demonstrated insufficient growth, or otherwise demonstrated need for supplemental support will be provided with intervention classes and or summer school classes. High school students who have failed or otherwise lost credits will be given the opportunity to improve grades, recover lost credits, and improve academic skills which were negatively affected by COVID closures, distance learning, or hybridized learning. Additional support will be provided for EL and Special Needs students.

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

A survey was emailed to all parents via google classroom to ensure that all parents have access to the survey. A dialer message was sent multiple times to inform parents of the survey which also serves as an application for summer school. Additionally, all students were given messages to inform their parents of the opportunity for intervention and summer school. Letters were mailed to all parents with the same information regarding intervention and summer school.

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

Teachers and support staff are available to all students for extra help, tutoring, credit recovery, and grade improvement both in person, and virtually. During the half-day sessions, students attended classes virtually and eventually as the conditions allowed, students had the option of in-person or virtual learning on a half-day basis. During that period, intervention was offered virtually every afternoon from 12:35 until 3:45 with the exception of one hour per week for staff meetings and two hours per week for grade level meetings and PLC meetings which provided critical professional development to improve instruction and to support teachers in a very unfamiliar educational environment.

As school returns to a full day schedule, virtual classrooms will remain available of parents and students who are still in fear of COVID-19, and in-person classes will be in session with multiple safety and cleaning measures in place to ensure student and staff safety. All students will still have three days per week access to extra help, tutoring, and credit recovery assistance from 3:00 until 3:45.

Summer school will be available to all students. We expect to be able to serve all students, but if space is limited by funding, space available, or other unforeseen challenges for summer school, priority will be given to students based upon grades, grade level performance on standardized tests, special needs, and EL status.

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 - Intervention time offered three days per week after school. Summer school prioritized by credit deficiency, perceived learning loss, below grade level performance on schoolwide assessments, or grades. 3/4 hour per teacher per day, three days per week, hourly rate plus prorated benefits.	38,000 80,000 4,000 (materials)	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
<p>Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports: The equivalent of one teacher, (5 teachers/1hour per day) paid with extra duty stipends to provide after school intervention classes, opportunities for students to recover lost content and improve grades through individual support from classroom teachers, support teachers, and instructional aides. After School credit recovery, Grade improvement, and Learning Loss Mitigation classes potentially 5 days per week from 3:45 to 4:45. One hour per day. Hourly rate per teacher plus a percentage of benefits. At least one full time paraprofessional and one part time paraprofessional will support students in class, in small groups, and one on one as needed to accelerate learning loss mitigation and to support student in post pandemic recovery. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility. Opportunity classes and intervention offered by each teacher from each discipline to allow students extra time an extra support to improve grades and recover lost credits. May be a combination of Opportunity class, after school intervention, or independent student work to provide time and opportunity for students of improve skills, improve grades, and recover credits.</p>	<p>25,000</p>	
<p>Integrated student supports to address other barriers to learning: Extended ELD classes and support the equivalent of one additional ELD teacher plus benefits. Cost based upon 2021-22 Salary Schedule. 1/7 of one high school teacher, 2/7 of one middle and elementary teacher, and 1/5 of one elementary teacher will be incorporated into the schedule to provide extended and enhanced support for EL students.</p>	<p>33,000</p>	
<p>Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports. At school and at home chromebook computers issued to every student.</p> <p>All students have access to school wifi and secure internet. Support personnel (Computer Tech) will be paid full time with benefits to support the extended technology needs of the school.</p>	<p>0</p>	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Support for students who are performing below grade level or who have decreased performance due to the pandemic will be provided with after school support for learning loss mitigation and acceleration for K-6 students. This will be the equivalent of 1 hour per day three days per week plus proportional benefits for 7 elementary teachers.	27,000	
Additional academic services for students	[\$ 0.00]	[Actual expenditures will be provided when available]
<p>25% of the Educational Coach will be dedicated to from ELO funding and the remainder from ESSER funding to support:</p> <ul style="list-style-type: none"> • Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs • Professional development on best practices regarding distance learning, accommodating students' social-emotional health particularly with regard to stress and depression. • Professional development regarding the special needs of EL students including targeted in-class instructional practices and additional support supplies and materials specific to the needs of EL students. . • Professional development regarding suicide prevention, student mental health, and sensitivity and accommodations for students with special needs. • Professional development reinforcing Capturing Kid's Hearts program to support the social-emotional health of all students and staff. 	11,000	
Total Funds to implement the Strategies	\$218,000	[Actual expenditures will be provided when available]

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

ELO funds and other emergency relief funds are being coordinated to provide extensive learning loss mitigation measures such as extended day opportunities with regular classroom teachers to provide tutoring, homework help, credit recovery, reading recovery, accelerated math support, ELD support, ELD homework help and tutoring, expanded support for special education students and students with disabilities, additional professional development for teachers focused upon special needs of EL students, social emotional needs of students coming out of the pandemic, instructional best practices for closing the achievement gap and learning loss recovery and for material needs including but not limited to technology to support student learning and to facilitate distance learning and to avail all students to access to curriculum and direct instruction, cleaning and disinfecting supplies to provide a safe and healthy environment for all students and staff. Some resources will be applied to provide the additional staffing needed to provide support in the classroom and on campus for all students for a safe and appropriate educational experience both in and out of the classroom while on campus. Parents and guardians will be apprised of extended learning opportunities via mail, email, auto-dialer, and meetings of the ELAC and Parent Advisory Committee. Information on extended learning opportunities will also be posted to the school's website.

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.

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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