

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.

School staff and teachers are engaged in ongoing discussion about the needs to further support our students and the Expanded Learning Opportunities Plan (ongoing staff meetings, monthly principal council meetings, PD workshops and ongoing surveys/pulse-checks. Parents also complete ongoing surveys/pulse checks on their experience with school, which included questions about distance learning, our reopening plans and experience with hybrid instruction. They will also complete a year-end survey on their child's experience, academic, and social-emotion well-being and progress. Parents attend Coffee with the Principal, Principal Councils, other committee meetings and a regional Family Advisory Council that

was put in place to solicit family input throughout the COVID-19 crisis. We also hear from parents during public comment at our monthly Board of Director Meetings and in more direct discussions at bi-annual teacher-caregiver conferences . All of this data informs the drafting of an initial plan, which was presented to staff at various touch points/meetings during mid-late May. Parents had an opportunity for input and feedback at our May Principal's Council meetings and/or other budget stakeholder discussions that were held.

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

CWC West Valley will implement the following key strategies to ensure that all students receive the just-in-time and ongoing support they need to accelerate learning and mitigate the effects of learning loss of the year-long pandemic.

Extended Hours for Select Teaching Associates to Provide Additional Academic Support:

Students in TK-2nd grade will be identified for additional support beyond the traditional school day. This time will be used for additional academic support in mixed grade small groups. Any students identified for designated ELD or students who are identified as reading 2 or more grade levels below benchmark on the quarterly F&P assessment will have the option to receive small group support.

Reading Intervention for TK - 2: Students in TK-3rd grade will be identified for phonics intervention support by an analysis of their end-of-unit assessments from the Wilson Foundations curriculum. Any students who do not meet mastery (80% or above) on an end-of-unit assessment will be placed in a group that will receive supplemental three thirty-minute intervention lessons in phonics per week, in addition to the daily whole-class phonics lesson. These lessons will target concepts taught in previous units, as well as provide more repetition of current unit concepts. Their progress will be monitored using the progress monitoring system that is embedded in the Foundations curriculum. mandated programming through their IEP. Additional students needing this support in grades 4th and up will be added on an ongoing basis throughout the year.

Learning Acceleration in ELA and Math: In the summer of 2020 a small group of regional instructional leaders participated in The New Teacher Project (TNTP) Learning Acceleration training. This training allowed CWC to do work on how to evaluate and organize curriculum resources strategically to accelerate student progress with a focus on the most critical and enduring knowledge and skills for each grade level. Coming out of that work, we adjusted our ELA and Math scope and sequences to focus on the major work of the grade/power standards for each level while also being mindful of what additional foundational skills/understandings students would need from previous grade levels to access that content. More

specifically, our 20-21 scope and sequences in ELA and Math ensured that all students had access to grade-appropriate assignments focused on priority content while also having access to strong instruction that addressed any gaps in prior learning. This work will continue into the 21-22 school year, as our need to address any learning gaps while still making sure students have access to grade level content will still be true. Our work over the summer will be around thoughtfully building scope and sequences for these core academic areas to meet these ongoing needs.

Integrated student support to address other barriers to learning:

At West Valley we will increase school capacity to support the diverse needs of students identified as needing academic, social-emotional, and other support through staffing of TA's.

Teaching Associates: TA's will work with students to reinforce instructional practices taught during the day and will also support in the Social Emotional Learning portion of the students' day. To successfully launch our general instructional program or the additional layers of interventions, our TA's and teachers must work in tandem. This means that TA's will be both support for the Lead Teacher, but be trained and prepared to also conduct small and whole group instruction.

Professional Development: After working remotely and in hybrid for over one year, to successfully launch both our traditional learning model and the additional layers of learning opportunities there will be a need for robust and continual professional development.

The skills needed to target the most critical interventions is one that is built over with time with coaching. Therefore CWC West Valley will provide multiple opportunities to train and support their teachers, TA's, Bll's and non-instructional staff.

Key PD areas will be:

Foundations: Foundations is a phonological/phonemic awareness, phonics and spelling program for the general education classroom

Wilson Reading System Wilson is a research based, systematic, multisensory approach to reading in which the students are taught the rules of English for reading and spelling in an organized and structured way. It was specifically designed for students with reading and language based learning disabilities such as dyslexia

Illustrative Math: IM Certified Professional Learning is expert-authored and deeply integrated with the curriculum, guiding teachers and leaders through instructional and practice shifts to provide long-term, sustainable support for improving instruction and boosting student achievement.

Readers and Writers Workshop: Reading and writing workshops are deliberately designed to offer a simple and predictable environment so that the teacher can focus on the complex work of observing students' progress and teaching into their needs.

Extended Hours for Additional Academic Support:

Students who have been identified as in-need of additional support will receive additional time beyond the traditional school day in which they will be provided with small group support mirroring the interventions used in our Reading Interventions for grades TK-5. They will also have access to homework support during this time.

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

The primary vehicle for parent communication is ParentSquare. CWC has invested in ParentSquare, which supports ongoing communication between families and the school. ParentSquare is programmed to send all communications to families translated into their home language. Whenever feasible live translators or sessions in Spanish or Korean will occur to ensure all families have access to the same information.

In addition, space is made in meetings such as the Coffee with the Principal, Principal Councils, and ELAC meetings to share opportunities for supplemental instruction and support. Most critical, individual phone calls are made on an ongoing basis to the families of highest need to ensure receipt and clarity of opportunities for supplemental support. From the TA, to the classroom teacher, to community coordinators- families who have had low engagement during this time have been and will continue to be reached out to in multiple ways.

Further information about how parent communication will go for the following areas of supplemental instruction are included below:

Extended Hours for Additional Academic Support:

Parents will be informed of their student's participation in extended hours through a combination of communication that will come from school leaders and that child's teacher. Communication will be in various formats- either written or verbal.

Reading Intervention for TK - 2: Parents and guardians will be informed of the TK-2 phonics intervention through teacher communication. Communication will come in a variety of formats- written and verbal. Students' progress will be discussed with parents in conferences, both formal and informal. In addition to parents being informed of the opportunities for supplemental instruction, parents will also receive an introduction letter for each new Foundations unit. This letter will explain the concepts being taught in each unit, and it will also offer suggestions for how parents can support their child's learning at home.

Further support/programming for Emerging Bilinguals: Parents of ELLs will be informed of their student's participation in Designated ELD through a combination of communication that will come from school leaders and that child's teacher. Communication will be in various formats- either written or verbal. Progress will be discussed through guardian/teacher conferences. Communication about a child's performance on assessments like ELPAC will come through formal written communications the school sends out each spring (along with that child's score report). As part of that, if a child is eligible for reclassification, families would receive another set of communications from the school.

CWC will implement the following key strategies to ensure that all students receive the just-in-time and ongoing support they need to accelerate learning and mitigate the effects of learning loss of the year-long pandemic.

Learning Acceleration in ELA and Math: In the summer of 2020 a small group of regional instructional leaders participated in The New Teacher Project (Tntp) Learning Acceleration training. This training allowed CWC to do work on how to evaluate and organize curriculum resources strategically to accelerate student progress with a focus on the most critical and enduring knowledge and skills for each grade level. Coming out of that work, we adjusted our ELA and Math scope and sequences to focus on the major work of the grade/power standards for each level while also being mindful of what additional foundational skills/understandings students would need from previous grade levels to access that content. More specifically, our 20-21 scope and sequences in ELA and Math ensured that all students had access to grade-appropriate assignments focused on priority content while also having access to strong instruction that addressed any gaps in prior learning. This work will continue into the 21-22 school year, as our need to address any learning gaps while still making sure students have access to grade level content will still be true. Our work over the summer will be around thoughtfully building scope and sequences for these core academic areas to meet these ongoing needs.

Behavioral Interventionist: West Valley will have BII's that will provide 1:1 support for students identified through their IEP as needing support in maintaining an environment conducive for learning. This role will assist teachers in creating a conducive, positive and safe learning environment.

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:		
Extended Hours for Additional Academic Support: Opportunities for before or after school support for student learning gaps.	<ul style="list-style-type: none"> Portion of TA Salaries 2021-2022- \$2,054 	
Integrated student supports to address other barriers to learning:		
Increasing Support Staff: Teaching Associates Salaries 2021-2022 (Portion of salaries) Teaching Associate Salaries and Benefits April-June 2021 Behavioral Interventionist (Portion of salary)	<ul style="list-style-type: none"> Salaries and Benefits April - June 2021- \$34,046 Portion of Behavioral Interventionist salary- \$10,000 Portion of TA Salaries 2021-2022- \$10,000 	
Strategies to engage students and families in addressing students' social-emotional health and academic needs:		
Training for school staff: PD Training for school staff	<ul style="list-style-type: none"> \$ 14,371.00 8,410 	

Summer Teachers Institute Reading Intervention Work: Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports		
Total Funds to implement the Strategies	<ul style="list-style-type: none"> • 78,880 	

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

Expenditures will not be duplicated across other relief funds. The ELO funds will be used to support the academic, behavioral and mental health interventions however they will not cover all programmatic needs. Therefore all federal, state and emergency funding and expenditures are being tracked to ensure there is no duplication with funding.

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 to 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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