

## Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ocean Charter School	Kristy Mack-Fett, Executive Director	<a href="mailto:mskristy@oceancs.org">mskristy@oceancs.org</a> 310-827-5511

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.

Meetings with held with various stakeholder groups, including the following:

- Weekly Teas with the Directors to both review data/updates/plans/proposals and to get their input and feedback.
- Weekly Faculty Meetings with teachers to both review data/updates/plans/proposals and to get their input and feedback.
- Weekly Administrative meetings to both review data/updates/plans/proposals and to get their input and feedback.
- 3 Support Staff meetings to both review data/updates/plans/proposals and to get their input and feedback.
- Consultation with community partners (Educational therapists, mental health agencies, and school counselors)

Based on these meetings and consultations, the following supplemental instruction and support strategies were identified for implementation:

1. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff
2. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both
3. 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
4. Summer school
5. Integrated student supports to address barriers to learning such as trauma and social-emotional challenges
6. Additional academic services for students, such as diagnostic assessment, 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

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

A combination of methods will be used to identify students initially and to assess their needs on a regular basis, including the following:

1. ELPAC scores
2. Scores on EL progress monitoring measures
3. Eligibility for FRL
4. IEP status and progress towards goals
5. Attendance and participation records and notes
6. Internal, standardized, grade-level assessments, including diagnostic assessment, progress monitoring, and benchmark assessments of student learning
7. Authentic, performance-based assessments
8. Parent survey
9. Documented need for mental health support, such as informal counseling
10. Relevant county/state/court records indicating risk of abuse, neglect or exploitation
11. Foster youth records
12. Homeless student records

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

Parents and guardians of students identified as needing supplemental instruction and support will be informed of the availability of these opportunities through direct written communication from administration in English, Spanish, and Japanese if applicable. An initial identification will be made at the close of the 2020-21 school year to identify students for our summer program for summer 2021. A second identification will be made at the start of the 2021-22 school year to identify students for our school year supplemental instruction and support program. This process will be followed by ongoing re-evaluation of needs and progress over the course of the year (at least 3 times in the year) to make adjustments as needed, with the final evaluation used to identify those students who would benefit from our summer program in summer 2022.

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

The following strategies will be implemented to provide supplemental instruction and support. For each one, OCS has identified which level of need (universal, targeted, or intensive) the tier supports. All instruction and support is designed to provide engaging learning experiences within our positive school climate so that students are eager to participate and experience the maximum growth possible.

1. Summer Extended Learning Program – This program will be held the summer of 2021 and 2022 and include academic, artistic, social, and physical growth activities. It is a targeted support based on students' needs for academic, social-emotional, and other integrated supports.
2. Supplemental Intervention Program – This program will be held during the 2021-22 school year and focuses on Reading, Writing, and Math. It is a combination of targeted and intensive support based on students' academic needs.
3. After-School Tutoring/Homework Support – This program will be held during the 2021-22 school year and focuses on supporting students with their classroom assignments. It is a targeted support based on students' academic and behavioral needs.
4. Leveled Student Materials – These materials are part of the Supplemental Intervention Program to support students with academic needs during the 2021-22 school year. They will be provided as a targeted and/or intensive support based on students' academic needs.
5. Culturally Responsive Student Readers – These readers are part of our anti-racism and anti-bias curricular and pedagogical work towards supporting and engaging all students and in particular BIPOC and LGBTQ students. They will be shared as universal supports for all students.
6. Paraprofessional Support – This support will in-classroom support during the 2021-22 school year for students who need additional academic and/or behavioral support. It is a targeted and/or intensive support based on students' needs.
7. Social-Emotional Training including Council, Trauma-Informed Practices, and Restorative Justice – This support involves educator training for both certificated and classified staff to address student trauma and social-emotional learning. It is a universal support and also a targeted or intensive support based on students' social-emotional needs.
8. Training in the Foundations of Public Waldorf Education with a focus on Quality and Engaging Learning to effectively address learning gaps and to accelerate learning – This strategy will be implemented over the course of the 2021-22 school year and involves all certificated teachers and some classified staff. As it will affect practice for all students, it is a universal strategy but it also includes elements specific for addressing learning gaps that are targeted supports.

9. Culturally Responsive Training – This strategy is intended to build our school’s cultural awareness and literacy as well as to build our collective capacity to be culturally responsive to the students in our classrooms. Particularly coming out of the pandemic, we know our students have had wildly diverse experiences over the past year so more than ever, we need to be responsive to their particular experiences and to be aware of and responsive to their specific culture and how that has affected their experience of the pandemic. Obvious implications of culture during the pandemic include how many family got sick with Covid, how many died from it, how families suffered financially, and so on. We know that lower income communities and communities of color have been disproportionately affected by the pandemic, and the consequences will be long term. Our goal is to provide our teachers and staff with the skills and strategies to support our students with cultural awareness and responsive practices.

## 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	\$70,000.	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$143,000.	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	[\$ 0.00]	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	[\$ 0.00]	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility	[\$ 0.00]	[Actual expenditures will be provided when available]
Additional academic services for students	\$10,000.	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students’ social-emotional health and academic needs	\$95,000.	[Actual expenditures will be provided when available]

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Total Funds to implement the Strategies	\$318,000.	[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.

The ELO funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by Ocean Charter in the following ways. The focus of our ESSER II funds will either be to support any students still doing distance learning, if we are required to offer this option, and if not, they will go towards paraprofessionals and intervention staff who will directly support students. Our focus with the ESSER III funds is on supplemental instructional assistants to work directly with students over the 2021-22 and 2022-23 school years.

# 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