

# 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.

Stakeholder involvement is a priority for the District Leadership. During virtual and hybrid learning, in order to gather diverse perspectives from students, parents/guardians, classified, certificated and management staff (including site principals, assistant principals and district leadership), we continued to hold meetings reviewing school data, feedback surveys, and specific feedback from the District Parent Advisory Committee (DPAC), District English Learner Advisory Committee (DELAC) and the Local Control and Accountability Plan (LCAP) committees. Each school site principal collaborated with their school team to brainstorm specific opportunities for extending and accelerating learning for students. These opportunities were curated at a district level to identify trends and common practices that could be leveraged across the district. Parents, teachers and school staff identified providing extended learning opportunities during summer session and during the school year for students. As well, counseling services were highlighted as critical to the social emotional support for students as they return to a full time in-school experience.

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

Three times a year, OUSD students participate in i-ready assessments. According to Curriculum Associates, "i-Ready Diagnostic is an adaptive assessment designed to provide teachers with actionable insight into student needs. It offers a complete picture of student performance and growth, eliminating the need for multiple, redundant tests. By adapting to student responses and assessing a broad range of skills—including skills above and below a student’s chronological grade—the i-Ready Diagnostic pinpoints student ability level, identifies the specific skills students need to learn to accelerate their growth, and charts a personalized learning path for each student." Based on this information, students in need of accelerating opportunities in these areas were identified through data dives. Additionally, students in need of

social-emotional support, counselors and assistant principals collaborated with teachers to identify students who may need additional support not only through in-school services but also through outside partnerships with Palomar Family Counseling and Transformational Consultation.

Additionally, surveys from Panorama was implemented. This was intended to survey students on their social emotional wellness. According to the website, "the comprehensive survey covers nineteen key topics: from pedagogical effectiveness and school climate, to student engagement and growth mindset. Thousands of teachers have used the survey as a formative tool, and educators have used it to assess the effectiveness of their interventions." Use of this data will be analyzed by counselors and assistant principals identify students who are in need of additional support.

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

Parents and guardians were contacted about these opportunities by posting them on the District website, Twitter and through messages sent through Blackboard. All communication was distributed in English and Spanish. Using our Student Information System, we were able to track registrations to ensure that students were able to access all opportunities.

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

OUSD plan for supplemental instruction and support was targeted through the following areas.

1. Learning for all students: The District continues to fund paraprofessionals, special education related services personnel, counselors, and assistant principals. Using i-Ready data, identified staff can create dashboards of groups of students where student progress is monitored for attendance, engagement and participation. The intention is to better identify, and support struggling students and get those students back on track with appropriate interventions as needed.
2. Professional Development: Increase professional learning for classified, certificate and management staff in support for Emerging Multilinguals and Students with special needs, de-escalation for behavior and best practices for returning to in-person learning focused on equity.
3. Social Emotional Support: Continue to provide counseling services with mental health supports for staff and students. Additionally, counselors and assistant principals are funded. A weekly class for students that supports social emotional learning will be implemented along with surveys on social emotional health. Students identified through these surveys may receive more intensive supports within the school or be referred to a local agency as appropriate. Students who are not engaging in the learning due to social-emotional concerns will be supported through the tiered reengagement strategies and outreach.
4. Student Activities: As allowed per health guidelines, we continue to implement traditional student activities to ensure students are connected to their peers and school personnel.
5. Communication: Continue to use Blackboard and social media to leverage communication bilingually. The District websites are being revised to increase clarity in communication with parents, guardians, staff and the community.

Therefore, OUSD provided the supplemental instruction and support strategies:

1. Extending instructional learning time by increasing the number of minutes for students in hybrid learning with intervention groups with a certified teachers. This additional time was for elementary students to accelerate learning. This small group learning is designed to provide supports for students to achieve academic proficiency.

2. By providing two summer programs, one for identified students who are migrant and one for students developing English, this learning recovery program will accelerate academic proficiency and English Language proficiency.
3. Integrated student supports are implemented in a variety of manners. First, there will be a "Kinder(garten) Camp" for students. They will receive literacy backpacks filled with multicultural books. A weekly reading and comprehension discussion will be held on zoom to continue to solicit academic discourse for our newest scholars. Students who will be transitioning to Middle school (6th grade) and High School (9th grade) have additional opportunities to visit the campus and acclimate to the new school environment in a structured manner to ensure student success. As well, nutrition services will continue to provide access to the school meal program for any and all programs. Lastly, counselors will be available for all summer programs so that as social emotional needs arise, school site administration can proactively address it. In addition to the following summer sessions of Extended School Year for student with disabilities that show regression, the program for Identified Migrant students, and the program for Students who are Emerging Multilingual students, there are three additional opportunities. First, elementary students (Transitional Kinder through 5Th grades) can attend an Elementary recovery program at four elementary school sites. Second, high school students can attend credit recovery classes at the two comprehensive high schools and the independent study high school. Lastly, middle school students can attend an enrichment program at one of the 5 middle schools.
4. Supports for credit deficient students to complete graduation requirements will be available at both comprehensive high schools and the continuation high school. This is to increase and improve students' college eligibility.
5. Professional learning for school staff will be systematic and rolled out over two years. First, classified paraprofessionals will receive training about best practices for behavior, de-escalation techniques, data recording, and supporting instruction for students with disabilities. Second, teachers and administrators will receive training on "Zones of Regulation" and Restorative Practices. According to the website, "the Zones of Regulation is a systematic, cognitive-behavioral approach used to teach us how to regulate our feelings, energy and sensory needs in order to meet the demands of school". "Restorative Practices is a social science that studies how to improve and repair relationships between people and communities. The purpose is to build healthy communities, increase social capital, decrease crime and antisocial behavior, repair harm and restore relationships."

## 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	4,176,204	

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	6,173,000	
Integrated student supports to address other barriers to learning	230,500	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	No cost	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	200,000	
Additional academic services for students	200,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	552,000	
<b>Total Funds to implement the Strategies</b>	<b>11,726,763</b>	

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

OUSD provides supplemental services and programs to support the programs as outlined in our LCAP and school site plans. The funds are supplemental to state funds and have been planned for strategically so that all resources can be utilized to its fullest extent. Throughout our process for coordinating other federal Elementary and Secondary School Emergency Relief funds and the Expanded Learning Opportunities Grant, we have incorporated goals, actions and services to increase and improve learning for all students. While typically, federal funds are in support of underserved student groups, these ELO funds will have a more widespread effect on all students.

The planning process has supported a cycle of action, reflection and improvement so that we can ensure equitable practices for all students through targeted and supplemental services for intervention during the school year, summer sessions for accelerating and recovering credits and social emotional supports. Grant Funding as it can be used to supplement services will be maximized.

# 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) or [lcff@cde.ca.gov](mailto: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.

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