

## Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ocean View School District	Dr. Julianne Hoefler, Asst. Supt., Ed. Services	<a href="mailto:jhoefler@ovsd.org">jhoefler@ovsd.org</a> ; (714) 847-2551

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.

Ocean View School District (OVSD) sought input on the Expanded Learning Opportunities (ELO) Grant in conjunction with development of the Local Control and Accountability Plan (LCAP). The on-going core program delineated in the LCAP served as the basis with which the ELO was built. The educational experiences in OVSD were reflected in the 1,936 parent/guardian responses on the annual LCAP survey. Parent/guardian and staff representatives elaborated on LCAP Goals and Actions and considered uses of the one-time COVID funds to enhance the core program during virtual sessions with California School Employee Association (CSEA) Chapter 375 on April 20, 2021; Leadership Team on April 26, 2021; Parent/Guardian Forum on May 4, 2021; Ocean View Teachers Association (OVTA) on May 5, 2021 and; District English Language Advisory Committee (DELAC) on March 25 and May 13, 2021. These stakeholder groups represented every school, all grade levels preschool through eighth grades, as well as Special Education and Title I.

Simultaneously through the months of April and May, students in grades two through five and seven responded to a grade-appropriate survey and 96 middle school students participated in live/virtual Focus Groups. The supplemental instruction and student support included in the ELO Grant reflects the involvement of almost 5,000 stakeholders.

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

OVSD utilizes i-Ready, a research-validated diagnostic screener, with psychometric analysis and data results correlated with the Smarter Balanced Assessments in Language Arts, English Language Development, and mathematics three times a year. It has the capacity to provide continuity of learning, instruction, and assessment in all instructional models, in-person, hybrid, and virtual. The diagnostic reports disaggregate results for student groups (English Learners, low income, foster youth, homeless, and students with disabilities). By providing a diagnostic tool and learning platform that monitors growth, acceleration, enrichment, and supplemental learning opportunities and services can be delivered to students through core, strategic and intensive instruction based on each student's unique need.

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

OVSD communicates with families using a variety of tools, including Aeries communication system, texts, emails, Facebook, Twitter, Instagram, and Peachjar. Board meetings are broadcast to parents on YouTube and Zoom and posted on the District website. Additionally, each school provides written communication in English, Spanish, and Vietnamese (according to language preference), school websites, and social media posts. All of these methods will be used to inform parents/guardians of the opportunities for supplemental instruction and support.

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

OVSD will utilize the ELO Grant to **extend instructional learning** through a Summer Learning Acceleration Program that adds 18 days of Language Arts and mathematics instruction and enrichment to targeted students. Additionally through child care subsidies, students will have greater access to before and after school programs which provide relationship building, homework support, enrichment and continuity of a positive learning environment.

To **accelerate progress through the implementation, expansion, or enhancement of learning supports**, core and supplemental instructional materials will be enhanced. Two areas addressed include (1) Next Generation Science Standards curriculum that includes a robust online component, as well as an opportunity to engage in real-world informational text and embedded mathematics and (2) strengthening reading engagement with enhancements to site library collections, professional development training, and the addition of a comprehensive online library database to allow for a collaborative environment for students to explore, create, and be inspired to read.

Enhanced **integrated student supports** for student social emotional (SEL) well-being provided through the ELO Grant include additional mental health staff at every school site, intramural SEL-based activities during recess/nutrition and lunch, and designated school funding to enhance school climate through Positive Behavioral Interventions and Support (PBIS) and SEL-based art, music, assemblies, and activities.

The ELO Grant will be used to **train school staff** (including paraprofessionals, teachers and support staff) **to address students' social-emotional health and academic needs** during and outside their scheduled workday to learn and practice aspects such as, trauma-informed care strategies, Restorative Practices/Circles, academic interventions based on i-Ready results and teacher observations. Professional development prior to the start of school and increased release time for teachers during the school year will allow for more collaboration at school sites to interpret data and use the data to inform instruction. Additionally, the ELO Grant will support collaboration between teachers and paraprofessionals to increase student engagement in the classroom, better target support and outcomes for students, and ensure staff are ready to welcome students back in a nurturing classroom from day one, particularly for those returning from the Virtual Academy.

## 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	\$2,560,000.00	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$2,000,000.00	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$475,000.00	[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	\$ 0.00	[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	\$221,304.00	[Actual expenditures will be provided when available]
<b>Total Funds to implement the Strategies</b>	<b>\$5,256,304.00</b>	[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 Grant funds are coordinated with the federal Elementary and Secondary School Emergency Relief (ESSER) Funds to further acquire additional core and supplemental instructional materials, mental health supports, professional development, facility modifications, Personal Protective Equipment, technology, and services, to ensure academic success, safety, and the social emotional well-being of students and staff.

# Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

*For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact [ELOGrants@cde.ca.gov](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.