

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.

Discussion with administrators concerning students' needs and difficulties during the past year was discussed with each teacher individually and in groups on a formal and informal basis throughout the school year. School staff discussions concerning student needs were held in formal staff crew meetings weekly during the year. Parent concerns and suggestions were noted by the administration, teachers, and office staff throughout the year. Administrators extensively discussed the concerns and ideas to address the concerns, then formulated a plan of action for 2021-2022. The draft plan was emailed to staff for input when it was completed. The plan was then brought to a public Board Meeting and opened for public comment. Suggestions and concerns were addressed at that time and a final plan was submitted to the district after the USA Board approval.

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

All current students, TK-8, as well as new incoming students, will be assessed at a screening at the end of the 2020-2021 school year. Teachers and administrators will review the assessments to determine who needs additional assistance. Teachers will also recommend students who may need more emotional or academic support. These students will be targeted for support during the 2021-2022 school year, and grouped according to needs.

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

A description of the program for the 2021-2022 school year will be mailed home to parents in an welcome letter in August 2021. The letter will also be made available on the school website and posted on the school social media page. Individual students who are targeted for specific supports will be notified personally.

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

- 1) **TK, K, 1:** Two exceptionally qualified full-time Instructional Assistants and a supporting teacher's aide will supply extra support to the two credentialed teachers at the Early Learning Center, which serves classroom students in grades TK, K, & 1. The staff to student ratio will be less than 12 students to 1 staff member to ensure that students can receive the academic and social emotional support they need. Students will be divided into small learning groups for academics consisting of 3 to 8 students with similar needs. Students will also have the opportunity to participate in larger groups of about 12-16 students in order to practice their social skills and develop friendships. Larger group activities will include lunch, read-a-loud stories, gardening, PE, and more. Staff will use curriculum that is specifically designed to support young children with social emotional regulation and self-esteem. Students will participate in Second Step lessons to discourage bullying and build cooperation skills. Families will be encouraged to participate in monthly activities at the ELC to build a strong bond between school and home. The instructor can then concentrate on building academic, social, and emotional skills with a small group of students at a time, paying special attention to those students who were targeted for intervention.

- 2) **2nd-3rd:** The second and third grade classroom students will operate in much the same manner as the Early Learning Center, with three credentialed teachers for the two grades, one of whom has a special education credential. Each teacher will supervise two or three small, cooperative groups of around 4- 6 students each, which will be divided according to academic assessment, social/emotional needs, and teacher recommendation. This will allow the teacher to spend focused time with the targeted students in small groups while others are working in cooperative learning.
- 3) An exceptionally qualified full-time Instructional Assistant will work with individuals and small groups during the reading and/or math academic part of the day with the two fourth and fifth grade classroom teachers, allowing the teacher to focus on interventions with the targeted students. Again, smaller cooperative groups of 4-6 students will be conducted in the classrooms, allowing for more personalized instruction and a better environment for building social/emotional skills.
- 4) Sixth to eighth grade classes will receive support in language arts and math classes from the special education resource teacher. All classes have 20 or less students. Special targeted times with students.
- 5) After school tutoring may be available to selected students as well, as it has been during this past year.
- 6) Parents of homeschool students exhibiting academic challenges will receive intervention materials targeting specific areas of academic need, and parents will receive training concerning how to use the materials. These materials may also be used in the classrooms by the teachers or Instructional Assistants in their small learning groups.
- 7) Social/emotional support will be provided to students using various means, such as of clubs, enrichment activities, and group bonding activities.
- 8) Social/emotional support will be offered to parents through weekly video parent chats, workshops, and trainings focusing on positive discipline techniques and building relationships with their children. Similar workshops will be offered to staff as well.
- 9) Student engagement will be addressed by emphasizing project-based, hands-on learning, including field trips tied to thematic units, and building positive relationships with students.
- 10) Open and continual communication with parents will be an emphasis throughout the year in order to better meet the needs of each family situation and be able to work together to support the child.

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	[\$ 0.00]	[Actual expenditures will be provided when available]

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$112,000	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$ 42,000	[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	\$7,717	[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	\$ 30,000	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$191,217	[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 previous ESSER funds were already spent by the school for materials (mainly technology) during the 2020-2021 school year. The ESSER 2 funds will be used to provide supports for in-class learning and social/emotional well-being through teacher professional development, use of Instructional Assistants, purchase of selected materials, and implementation of targeted activities during the 2021-2022 school year. The funds will not overlap. The ESSER 2 funds do not cover all the costs of the educational services to be implemented during the 2021-2022 school year. The expenditure plan only displays how the funds from ESSER will be used, not the cost of other programs and services. The funds from ESSER will be used school-wide, but will especially assist in the instruction of students with learning disabilities, learning loss, and emotional blocks to learning.

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
March 2021