



# Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
River Oaks Academy Charter School	Claudia Weintraub Director	claudia.weintraub@roavc.com (805) 777-7999

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.

As an independent study personalized learning program, our teachers have very close relationships with their assigned students and families. Our teachers continuously talk to their families to make sure that all the student's needs are met. At each meeting (at least monthly and more often in most cases), the teacher has the opportunity to solicit input about our program. These regular meetings are also designed to make sure that student's academic needs are met. Therefore, our teachers are always up-to-date on student's needs and progress. This data and information is shared with the school's administration regularly. Further input was obtained by asking what the students' needs were through a survey. Teacher input was obtained during a staff meeting. Stakeholders were urged to submit their suggestions to their turn-in teachers and the school's administration via email, in person, via phone and via the suggestion drop-box.

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

Students whose most recent local and state assessments show that they are not at grade level will be identified using the most recent assessment data. Students who suffered a heavy social-emotional toll will also be identified. Our teachers have a very close relationship with each one of their assigned students due to the nature of our program. Administration also talks regularly with parents and inquires about their needs. We keep this information to help us shape instruction and mold our program to continuously meet the families' needs as those needs tend to shift.

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

We informed our families through our communication platform, ParentSquare, as well as directly through their assigned coaching teacher.

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

## 1. High School Summer Academy

ROA is planning to offer to all high school students 5 weeks in the summer, where students can either make-up course work that they did not finish or retake classes, where they would like to obtain a better grade. We will have credentialed staff available in all subjects at each of our resource centers for academic guidance and support. We will also have in person tutoring available, should they need additional one-on-one guidance. Students will be able to come on campus 6 hours/day during this 5 week period for additional academic guidance and support. The assigned coaching teacher will make sure to connect with the "Summer Academy teacher" (if that is not the same person) to inform the Summer Academy Teacher of the student's needs and requirements. That way, the Summer Academy teacher has a full picture of what and how to support each student assigned to him/her.

## 2. Middle School Summer Camp

ROA will be offering a Summer Camp for our incoming 6th/7th and 8th grade students to help them with academic remediation. We will offer a 4 week/3 hour/day direct instruction at each grade level and both sites. We will offer one hour of math, one hour of ELA and one hour of SEL, called "student connect". Our teachers will work on grade specific concepts and do extensive reviews. We will make this available to all of our students at both sites, but our main focus is on students who show on their local and state assessment that they did suffer learning

loss and who are not at grade level. We will also offer this to our low-income subgroup as well as our EL students (in those grade levels) and our special education students.

### 3. Incoming 9th grade Summer mitigation classes

ROA will be offering a 4 week summer program for our incoming 9th grade students to review 8th grade ELA and math. The program will be offered M-Th for 2 1/2 hours/day. Furthermore, we are going to add a study skills class as well as a social-emotional component to help students with their social emotional needs, in order to be better able to access their academic best. We are making this available to students at both facilities, in Oxnard and Westlake.

### 4. High School Summer Academy

Our high school students have the opportunity to attend a 5-week on campus Summer Academy. The Academy focuses on remedial classes and learning loss mitigation. It is staffed with single-subject, credentialed teachers to help students in the areas of English Language Arts, mathematics, social studies and science. Class sizes will be small to follow proper safety rules.

For all students there will be a computer lab available to work independently under the supervision of a staff member on individual projects. All students, regardless of grade level, will have access to any of our credentialed teachers. Both resource centers will be available for students to come in to do extra academic work. These learning hubs will be open to the community to provide students with access to technology, high-speed internet and other academic supports. These hubs will be open year-round as well to encourage students to come to our resource centers and access our technology.

All students who are identified as below grade level, who need learning recovery, where there are barriers to learning or learning gaps identified or students who are credit deficient will be recommended to attend these learning hubs (focus rooms).

We have also identified a great need to offer additional mental health services and will therefore offer additional social-emotional learning opportunities by offering a "student connect" hour during the summer weeks as well as throughout the entire school year. This will give students an opportunity to discuss how the pandemic has affected them, connect with their peers and give staff an opportunity to address this trauma to support the student and therefore allow the student become more focused on academic progress.

## 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.

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Extending instructional learning time	49,854	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports		
Integrated student supports to address other barriers to learning		
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	36,914	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	57,925	
Additional academic services for students	52,001	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	2,000	
<b>Total Funds to implement the Strategies</b>	<b>198,694</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.

n/a



# 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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