

# 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.

OCESD sent out a parent survey in the Spring of 2020 to solicit what learning structure they would like to see in the Fall. At the time of the survey, 57% of the 614 parents who responded supported returning to school. Stakeholders in OCESD were encouraged to attend weekly meetings lead by the Superintendent, Dr. Spencer Holtom, to discuss and get feedback on the plans that were evolving to provide a safe learning environment. The Reopening Committee meetings began in June 2020. These weekly meetings garnered upwards of 90 participants at times, but averaged around 55 weekly participants. The Reopening Committee consisted of a broad spectrum of stakeholders and focused on a safe reopening of schools. When Butte County went on California's watchlist for COVID, the focus of the committee shifted to distance learning. This committee continued to meet until school started. A subcommittee met to discuss specific content for K - 5 and 6 - 8. As changes were rolling out from the state and the directions were changing, this committee was a conduit to get information out and gather input for a Distance Learning model. OCESD is concerned about the impact of student learning loss. Some classrooms documented that they were able to continue to meet their learning targets last spring; however, this was not consistent throughout the District. This fall, staff are in the process of assessing their students using the same battery of assessments as the prior year. Once all assessments are completed, staff will analyze the data, then students will be placed in groups for intensive intervention. The targeted instruction will concentrate on students below grade level in math or language arts, focusing on our unduplicated population needing intensive intervention.

To implement our Distance Learning Plan successfully, students need the appropriate materials and resources. OCESD is connecting with every family to ensure continuity from the prior year. A team of employees is reaching out through phone calls, home visits, and letters to connect with all our families in an effort to support them in their children’s educational, nutritional, and social-emotional needs and to

reconnect them to school. To address the materials issue, Chromebooks were again distributed at every school site several days before school started. A team of classified staff is going to homes with connectivity issues to determine if hotspots are a viable option for them. If not, we will continue to partner with our parents to find a solution. Our nutrition department, through the entire process, made school breakfast and lunch meals available to all families each day or week depending on the health situation

In order to help meet some of the individual needs and instructional wants of our staff, teachers and staff were also encouraged to apply for district mini grants. Grant applications were fairly simple to fill out and over 90% of the grant applications were approved. These grants allowed staff to ask the district for specific funding for their classroom or school.

Additional meetings to solicit and include stakeholders in the process included the following:

- \*Board study sessions with parent and community input
- \*LCAP meetings that included community members, classified and certificated staff, parents and administration
- \*Labor relations and negotiations
- \*District Grade-level meetings
- \*District Parent meetings
- \*District Administration meetings

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

Students will be assessed and identified the following ways:

- \*District and school assessment data
- \*i-Ready assessment results which are broken down and desegregated for all students and groups.
- \*The use of the Illuminate data system to break down, differentiate, and desegregate student data by various demographics
- \*The District will break down student data from each demographic, focusing on our most significant data gaps while drilling down to individual students names and needs
- \*Each site will have its own data plan based on demographics, individual needs, and data results
- \*Summer School pre- and post-test data

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

Parents and guardians will be informed about supplemental instruction and support opportunities in the following ways:

- \*Banners hanging at all the school sites

- \*Social media posts from both the individual schools and district, including food services
- \*Flyers sent home from school
- \*Mailables sent to every household that resides within District boundaries
- \*Class DOJO and other teacher notification apps
- \*Expanding our Independent Family Learning Center (IFLC) to accommodate the families that would like to stay in an alternative learning environment after COVID. This program will help transition or house students and families that would like to stay in an in-house educational program once Distance Learning (DL) is no longer available.
- \*EduLink all-calls to homes from both the district and school sites sharing information regarding supplemental educational opportunities, such as, summer school, afterschool tutoring and interventions, and extracurricular activities, such as, sports and e-sports, affinity clubs, etc.
- \*Announcements made in public meetings including board meetings, community meetings and school parent meetings

Understanding that not all OCESD families have access to technology or feel comfortable using online tools, alternate options were arranged for stakeholders to contribute to the public hearings for the Learning Continuity and Attendance Plan. Community members have been notified through a posted release in the local paper, which announced the public hearing and gave instructions for submitting input. Anyone wanting to give input during Public Comment time may drop off written remarks in a secure lockbox at the District Office or send their comments on Page 3 of 18 of the 2020-21 Learning Continuity and Attendance Plan for Oroville City Elementary School District through the US mail to 2795 Yard St., Oroville 95966. Hard copies of the Learning Continuity and Attendance Plan are available in the office of each school site. Comments will be read into the record during the hearing.

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

We plan on providing the supplemental supports utilizing the following programs

- \*Summer school program June 14 through July 23 offered at half of our school sites. 2 elementary and 1 middle school. Bussing, meals and afterschool enrichment will also be provided. Teachers will focus on ELA and math from 8:30-12:30 each morning. From 12:30-4:30, students can stay for an enrichment program that will focus on SEL and hands-on learning. They will be doing activities such as cooking, PE and sports, robotics, art, outdoor activities and other engaging activities.
- \*After school tutoring and interventions, Instructional aides will be part of this intervention plan
- \*Hiring of reading/math specialists at each school site to provide small group support, push-in support, and teacher support
- \*Hiring of multiple MTSS behavioral support teachers to provide student, teacher, and class supports
- \*Hiring an additional counselor
- \*Extending and expanding the role and time of instructional aides in our classrooms.
- \*Expanding our school libraries
- \*Purchased new furniture to support more collaborative group settings for the classroom and to provide for extra room in classrooms and multiple purpose rooms where students eat and congregate
- \*Continue to utilize existing technology and, if needed, purchase new technology, such as Chromebooks, Hotspots, Computer Apps and programs to support student learning
- \*Continue to provide on-going training and instruction for students and staff. Training and instruction will focus on Culturally-Responsive Positive Behavior Interventions and Supports (CR-PBIS), Restorative Justice, Trauma-Based supports and counseling training, and culturally-sensitive instruction

- \*Continue with i-Ready and other computer-based programs that provide alternative learning platforms for students
- \*District mini grants that could be applied for by teachers, staff, and school leadership. Staff asked for classroom supplies, technology rooms with virtual reality technology for virtual field trips, school gardens, playground equipment, supplemental software program and apps for students, shade structures to utilize outdoor eating and classroom areas, etc. In all, the District received nearly 100 applications and nearly 90 percent were approved.
- \*Continue the expansion of our independent learning center program. Prior to the pandemic, we had approximately 25 students in the program. During the pandemic we had, on average, 72 students in the program. Now 68 students would like to stay in the program because they found the teachers and learning platform to be meaningful and effective for their individual needs.

## 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	\$100,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$1,364,509	
Integrated student supports to address other barriers to learning	\$300,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$50,000	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	0	

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Additional academic services for students	\$431,579	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$50,000	
<b>Total Funds to implement the Strategies</b>	<b>\$2,296,088</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.

We plan to utilize the plans together to maximize the resources and funding for our students and schools. In many cases, the ESSER funding will allow us to continue or expand several aspects of this plan beyond just the initial year of implementation.

# 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.

California Department of Education  
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