



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.

Each staff provided input on their ideas through conversations with the site leadership. Superintendent met with parents, teachers and students from School Site Councils of each site to discuss ideas for extended learning supports. The district leadership team also discussed extended supports. Much of the development of the Plan came during stakeholder engagement for the Local Control Accountability Plan (LCAP). Discussion focused on areas of equity-driven student support, social emotional health, food insecurity, learning loss mitigation, professional learning, strategic planning, community engagement and partnerships. This was a need expressed by many parents. Based on all stakeholder input, Ojai Unified School District identified what instructional models and learning recovery programs were possible in the 2021-22 school year and beyond and determined the greatest extent of that possibility in light of the district's individual circumstances. The LEA worked collaboratively with their stakeholders to identify the seven supplemental instruction and support strategies that will be implemented in the Expanded Learning Opportunities Plan. The ELO Plan was approved by the governing board on May 12, 2021, at its regularly scheduled meeting.

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

The LEA will use academic data from summative assessments given in the spring of 2021 to determine initial needs of students in the fall of 2021. Throughout the 2021-22 school year, the LEA will use a combination of diagnostic testing as well as formative assessments to track academic progress and to determine students' needs. The LEA will use Restorative Justice community building circles as a way to identify students who are struggling socially and emotionally. Additionally, behavioral data such as suspensions, chronic absenteeism and teacher referrals for support will be utilized to determine student needs in order to reduce barriers to learning. The LEA will continue to use the established HELP form in order to collect data from individual families regarding individual student needs.

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

Information about expanded learning opportunities and supplemental instruction and support will go out through a variety of means. Some programming will be universal for all students and communication will happen through broad communication channels like ParentSquare, district website and social media sites. Other programming will be uniquely individualized for specific groups: low-income, English learners, foster youth, homeless students, students with disabilities, disengaged students, and students who are below grade level, or high school students at risk of not graduating. Those students will receive a personal invite from school staff. All communication will be in both English and Spanish.

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

All services will be provided through a program of engaging learning experiences in a positive school climate. The LEA will design and implement the seven supplemental instruction and support strategies as outlined in the ELO Plan requirement guidance. First, the LEA will extend instructional learning time by adding a TK/K readiness course in summer of 2021 and adding extended learning courses after school in the 2021-22 school year. For the second strategy, the LEA will accelerate progress to close learning gaps by hiring additional intervention aides for summer school 2021 and the 2021-2022 school year, who will be trained in specific reading and math intervention programs and strategies to support students individually or in small groups during the school day. Additional course sections will be added at the secondary level to accelerate progress through credit recovery and skills development. All faculty will receive training in accelerated learning strategies to effectively address learning gaps. Third, the LEA will hire additional mental health professionals and/or contract support providers to address more serious counseling needs. Additionally, before and after school enrichment programs will be strategically designed to enhance

the creative and affective domain to connect students to school and peers and increase student engagement. Physical health will be emphasized through enrichment programs and all students will continue to have access to healthy scratch-cooked meals with the extension of the federal school meal program. Additionally, the middle school will utilize BARR (Building Assets, Reducing Risks) strategies which build intentional relationships, utilize real-time data, and enable schools to achieve concrete, academic, social and emotional outcomes for every student. Fourth, through extended library hours, Ojai Unified will create learning hubs where students can access technology, high-speed internet and adult support. Fifth, credit deficient students at the high school will have access to additional courses that allow them to accrue graduation credits at an accelerated rate. Sixth, the district will purchase programs such as STAR math and reading, IXL, and DIBELS to serve as diagnostic and progress monitoring tools. Additionally, PLCs will utilize formative assessments built by collaborative teams to track student learning and provide interventions. Finally for the seventh strategy, two additional professional development days will be added to the professional calendar in August 2021 and two more days in August 2022 in order to provide all staff training in the following areas: trauma-informed practices, Restorative Justice, social emotional learning, learning strategies for effectively addressing learning gaps, engagement strategies and targeted intervention programs.

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	250,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	480,000	
Integrated student supports to address other barriers to learning	250,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	100,000	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	100,000	
Additional academic services for students	40,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	300,000	
Total Funds to implement the Strategies	1,520,000	

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 LEA has coordinated its ELO grant funds with funds it received from ESSER and the funds it will receive from ESSER II by creating a spreadsheet with all available funding sources including federal, state and local funds. Careful evaluation of programs and services offered and utilized this year coupled with analysis of students' needs and priorities allowed the LEA to create a comprehensive plan and budget with a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social emotional and other integrated student supports.

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 or 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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