



Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oroville Union High School District	Dr. Corey Willenberg Superintendent	cwillenb@ouhsd.net (530)-538-2300, ext. 1107

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.

PARENTS

The district maintains a Supportive School Climate Committee that provides input into the districts' programs and services for students. The district's Supportive School Climate Committee met regularly throughout the school year.

The superintendent, director of education services and administration from each school attended those meetings. The purpose of the Supportive School Climate Committee is to engage parents in the LCAP review and planning process, to elicit their input into the district's programs and services for students, and to provide them with the opportunity to voice priorities for their students. OUHSD also used input received from teachers, students, parents, school staff and community members on Local Control Accountability Plan (LCAP) surveys.

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

The DELAC is comprised of parents of students who are English learners; community members with an interest in the achievement of ELs and the programs and services they receive; and district level leadership. The DELAC met regularly throughout the school year. DELAC meeting members receive information and provide recommendations on the development and implementation of the programs and services that support the district's students who are English learners. The DELAC reviews the achievement and progress of EL students in detail, including the California School Dashboard English Learner Progress Indicator, the Academic Indicators in English language arts and math, the Suspension Rate and Chronic Absenteeism Indicators. The DELAC receives information on the district's reclassification procedures and rates, along with other data including data relating to the metrics that are part of the state's priorities. Members receive information and provide recommendations on programs and services for English learners. DELAC members review EL student achievement and provide recommendations as to how the district's programs, can be improved to increase the achievement of ELs.

The Supportive School Climate Committee, DELAC and other stakeholder groups made the following recommendations:

- Maintain or expand programs and services for students, especially students who are low-income, English learners, and/or foster youth.
- Continue to provide services and programs that support students' social/emotional health and well-being and communicate those opportunities to stakeholder groups.
- Ensure that the support systems are efficient and are reaching students in need and providing access to interventions for academics, health and wellness and mental health supports.
- Have accountability in place to ensure that supports are reaching students and are effective in decreasing absenteeism
- Provide outreach, training, and support for parents with strategies that support the social/emotional well-being of their children
- Continue to provide training for teachers and staff in supporting students' social and emotional health.
- Identify groups of students, especially high-risk students, who are improving and replicate strategies and supports that were given to these students to other high-risk student groups.

- Increase services for at risk students and/or student groups including after school tutoring and summer enrichment programs.
- Support parent awareness of available interventions, enrichment and support using the district newsletter, social media, the district website, and other communication tools, ensuring families can make use of available resources.
- Maintain or expand the programs and services for English Learners.
- Emphasize the academic language required for proficiency in mathematics and provide instruction and support to EL students that supports understanding, reasoning, spoken, and written expressions.

SEVEN SUPPLEMENTAL STRATEGIES

District needs assessments, including the California School Dashboard, local formative and summative assessments, along with input from teachers and parents and other stakeholders indicate that the following supplemental instruction and support strategies will be identified for OUHSD students:

1. Provide summer school or intercessional 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. Accelerate 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. Credit 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. Families without access to the internet are provided with a Wi-Fi hotspot by the district at no charge. OUHSD will also collaborate with the Boys and Girls Club of the North Valley to provide students with access to technology, high speed internet and academic supports.
5. Supports for credit deficient students to complete graduation requirements 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.

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

OUHSD will welcome all students in any expanded learning program we offer. Students in need of academic, social-emotional, and other integrated student supports will be identified using a variety of tools. For academic support including summer and after school tutoring, results from the district's formative and summative assessments in ELA and math, along with teacher and school site principal input will be used to identify students in need of additional services. For students needing additional social/emotional support, school attendance and discipline data along with input from teachers, site administration, school counselors, and social workers will be used to identify students. The use of these assessment tools will be ongoing. New students may be added to the groups of identified students throughout the year. Students will be assessed with district and school site formative assessments regularly to monitor their progress. Additionally, students who are low-income, English learners, foster youth, homeless, students at risk of neglect or abuse, disengaged students, students below grade level, and students with disabilities will be given priority for receiving these services.

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

For academic and social/emotional support, families of students identified as requiring additional services (using the methodology described above) will be contacted by the school via written communication, phone, electronic communication (e.g. Blackboard) or in-person in their primary language. The district's communication tools including the district website, Blackboard, and the district Facebook and other social media feeds will be used to notify parents and families about summer meals.

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

Integrated Supports to Address Other Barriers to Learning:

OUHSD will use the LINK Crews at both comprehensive high schools to work with the Teachers On Special Assignments (TOSA) to develop a positive culture that embraces cultural differences and also focuses on providing all students educational experiences that are aligned to the California Common Core Standards and Culturally Responsive Positive Behavior Intervention Supports (CR-PBIS). OUHSD will use support services to address social emotional, health and wellness and academic needs. During the 2021-2022 school year, OUHSD will use the LINK Crews at Oroville High and Las Plumas High to connect and support 9th grade students new to their schools.

OUHSD will have a multi-faceted approach to providing students with supplemental instruction and support. We will offer additional opportunities for students to enroll in credit recovery opportunities in a seat time program and in an online program. OUHSD will offer an expanded summer school program that will provide meals and transportation. The OUHSD continuation high school, Prospect High School will offer a twelve day extended learning program in the morning between June 7th through June 24th. Transportation and meals will be available. The focus of this session will assist students in earning credits towards their high school diploma.

OUHSD will offer an expanded summer session June 7th through June 25th. The sessions will be offered at 8:30-11:30 and 12:00-3:00. Transportation and meals will be available. The focus of the session will be for students to remediate in core subjects and receive Special Education services. OUHSD will have social workers available for social emotional learning and mental health check-ins. Accelerated learning strategies will be used to effectively address learning gaps.

OUHSD will collaborate with the Boys and Girls Club of the North Valley to offer a summer program for all OUHSD students that will focus on social emotional learning, health and wellness, leadership skills, academic and career supports. It will also provide access to technology and

internet connectivity. Boys and Girls Club will use Community Resilience Model programming. The goal of CRM is to create trauma-informed and resiliency focused communities. In the fall, the Boys and Girls Club will have a clubhouse on the Las Plumas High campus and the Oroville High campus in order to serve all OUHSD students with academic supports and social emotional learning.

During the 2021-2022 school year, OUHSD will hire additional paraeducators to support students in the areas of math and English at all schools in the district. They will work in classrooms providing supports for students including, but not limited to, small group instruction and one-on-one student support in ELA, math and additional content areas as determined by each school site. We will also assign two paraeducators to the digital learning program to support students in all subjects.

During the regular school year, all students have access to counselors, social workers, health services and mental health services at all OUHSD schools.

The district will provide supplemental instruction and support to students.

After-school tutoring/intervention will be provided to identified students during the regular school year throughout the grant period. Tutoring will be provided to small groups of students and will focus on ELA and math. Supper will be provided and the district will explore running additional bus routes to provide transportation.

The district will expand its robust training and support programs and will provide additional professional development opportunities for teaching and support staff, especially in the areas of supporting students' social-emotional needs.

OUHSD will give students many opportunities for credit accrual and academic supports. Students will be able to access credit recovery programs online or in-person and academic supports at their school sites after school or through Oroville Adult Education.

OUHSD will expand its team of psychologists, counselors, social workers, and Targeted Case Managers/Family Liaisons.

OUHSD will offer a summer meals program providing free meals for students.

OUHSD will also refer students to partner community agencies that are available for academic supports, mental health supports and wellness supports.

OUHSD will explore partnering with Butte College to offer academic supports and accelerated learning options to all students.

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	200,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	400,000	
Integrated student supports to address other barriers to learning	400,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	400,000	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	200,000	
Additional academic services for students	200,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	129,479	
Total Funds to implement the Strategies	1,929,479	

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 district will coordinate ELO funds with other funding sources to maximize and optimize the programs and services that students receive. Where practicable, employees that provide direct services to students who are newly hired with ELO funds, will be funded with alternate funding sources including, but not limited to ESSER after the ELO expires at the end of 2021-2022. This coordination will maintain the increased levels of direct services to students beyond the term of the ELO grant period. ESSER and ELO funds will work together to support students to mitigate learning loss that has occurred as a result of the COVID related school closures. OUHSD is planning to use ELO funds by extending instructional learning time, adding additional para educators to support students and teachers in core academic areas, using community agencies to assist the district in supporting students with academic supports, and social emotional supports. Teachers and staff will continue to receive training in CR-PBIS to support students in their academic and social emotional needs.

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
March 2021