



Action Item

TO: Board of Trustees

PRESENTED BY: Dr. Tom McCoy, Superintendent

BOARD AGENDA ITEM: Consideration of Approval of AB86 Expanded Learning Opportunities [ELO] Plan

BOARD MEETING DATE: May 26, 2021

BACKGROUND

To be eligible for ELO funding, LEAs must 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 specified student groups, as defined in *Education Code* Section 43522, who have faced adverse learning and social-emotional circumstances.

ADMINISTRATIVE DISCUSSION

ELO Grants shall be expended only for any of the following purposes: extending instructional learning time, accelerating progress to close learning gaps, integrated pupil supports, community learning hubs, supports for credit deficient pupils, additional academic services, and training for school staff. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and leverage existing behavioral health partnerships and Medi-Cal billing options, in the design and implementation of services.

FISCAL IMPLICATION

The District is eligible for \$14,308,438 in ELO funding

RECOMMENDATION

It is the recommendation of District Administration that Board of Trustees approve the AB86 Expanded Learning Opportunities [ELO] Plan, as presented.

Expanded Learning Opportunities Grant Plan

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|-------------------------------|--|
| Oxnard Union High School District | Dr. Tom McCoy, Superintendent | thomas.mccoy@oxnardunion.org (805) 385-2527 |

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.

The ELO plan was discussed and input was provided through: District LCAP Community Meetings, School Site Council Meetings, ELAC, DELAC, Black/African American Advisory Council; Consultation with Oxnard Federation of Teachers and School Employees; District Department Chairs Meetings; Superintendent's Student Advisory Council, Student Surveys and Student Thought Exchange.

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

Student course grade data and academic credits/on track to graduate information will be used to identify students with needs for credit recovery. Academic data from summative assessments given in the spring of 2021 (CAASPP/SBAC ELA/SBAC Math; ELPAC) will determine initial needs of students in the fall of 2021. Throughout the 2021-22 school year, a combination of CAASPP Interim Assessment Batteries (IAB) as assessment procedures adapted to the District's Grading for Equity guidelines will be used to track progress to achieving academic course standards and other students' needs. The District will also use the Fall 2020 Universal Screening data from CoVitality to determine student social-emotional needs. The CoVitality survey will be given again the Fall of 2021 to begin measuring progress toward supporting identified student needs.

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

For programming dedicated to all District students (summer school, preview/orientation days prior to the start of school, Saturday academy) communication will happen through broad communication channels from the District and the school site - ParentSquare, district website and district social media sites. For credit recovery, social-emotional support, and individualized academic and tutorial support for specific groups: low-income, English learners, foster youth, homeless students, students with disabilities, disengaged students, and students at risk of not graduating will receive individual communications through site administration, site counseling teams, site student intervention specialists, District program Directors, and the District Parent Liaison. All communications will be delivered in the appropriate home language

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

The District will extend instructional learning time by adding Preview Days August 16 through August 19th to return all students to school for orientation and individual and group academic advising, social emotional screening and support, teambuilding and meetings with Teachers. The District will provide Saturday academies that include tutoring and enrichment and will provide extended learning through credit recovery in six five-week sessions after school and on Saturday during the 2021-2022 school year. The District will accelerate progress to close learning gaps through a Student Teacher Residency program in partnership with CSU-Channel Islands for the 2021-2022 school year. Para Educators will support this array of programming. Student Teacher residents, outside of their student teaching assignments, will serve as tutors during and after the school day in Integrated and Designated ELD classrooms and for mainstreamed Students with Disabilities. Resident Student Teachers will be trained in specific reading and math intervention programs and strategies to support students individually or in small groups during the school day. All faculty will receive training in PD topics to support reopening in-person including, but not limited to: Grading for Equity; Culturally Responsive Teaching; Trauma Informed Teaching; Building Student and Staff Resilience; Integrated ELD - LTEL support; Project Based Assessment; Lesson Study; Interactive Classroom Teaching; 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.

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 | \$4,480,000 | |
| Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports | \$1,006,640 | |
| Integrated student supports to address other barriers to learning | \$1,100,000 | |
| Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports | \$144,594 | |
| Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility | \$2,757,204 | |
| Additional academic services for students | \$2,000,000 | |
| Training for school staff on strategies to engage students and families in addressing students’ social-emotional health and academic needs | \$2,820,000 | |
| Total Funds to implement the Strategies | \$14,308,438 | |

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 coordinates its ELO grant funds with funds it received from the In Person Instruction (IPI) Grant which will support classroom technology upgrades and additional Teaching positions to support credit recovery, mentoring, peer counseling, and class size reduction. Additionally, ELO funding is interacting with funding from ESSER 2 which will be used to support additional social-emotional support positions (Counselors; Student Intervention Specialists; Guidance Technicians). The District is mindful that we will soon receive additional funding through ESSER 3. The ELO plan is also aligned to the District Board Goals and Local Control Accountability Plan (LCAP) Goals.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

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

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

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

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

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

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021

| AB 86 | Expanded Learning Opportunities | \$14,308,438 | <i>Funds Expire: August 31, 2022</i> | | Ongoing Funding |
|--|--|--------------|---|---|---------------------------------|
| Summer Professional Development | July 6 through August 13 | \$1,700,000 | Professional Development for all employees: Certificated, Paraeducator, Classified, Campus Supervisor will be provided throughout the summer; Teacher PD is Teacher Led and collaboratively developed; These days are voluntary; Staff attending will be paid stipends of \$250/day for attending; PD will also be available Asynchronously. Staff will qualify for pay through Asynchronous PD if certain tasks are completed; Alludo will serve as the platform for Asynch PD | Initial PD topics to support reopening include, but are not limited to: Grading for Equity; Culturally Responsive Teaching; Trauma Informed Teaching; Building Student and Staff Resilience; Integrated ELD - LTEL support; Project Based Assessment; Lesson Study; Interactive Classroom Teaching; GC CUE Roxnard; New Teacher Orientation; Oxnard U; Classified PD topics are under development; Para PD topics are under development; Campus Supervisor PD topics are under development; | LCAP |
| Student Orientation Days & Professional Development Days | August 16, August 17, August 18, August 19 | \$4,480,000 | Certificated, Classified, Para Educator, and Campus Supervisor staff will work to support a four hour orientation for each grade level as part of our return to school program; Professional Development for all employees will also be provided on these days; Teacher PD is Teacher Led and collaboratively developed; These days are voluntary; Certificated Staff attending will be paid at their daily rate; Classified, Para Educator, and Campus Supervisor staff will be paid at their daily rate for five days of service provided outside their contractual work day/work year to prepare for and support Student Orientation days and to attend related Professional Development outside their contractual work day/work year between July 6 and August 19 | | N/A - One Time |
| Professional Development Days | August 20 | \$1,120,000 | Professional Development for all employees will be provided on this day; Teacher PD is Teacher Led and collaboratively developed; These days are voluntary; Staff attending will be paid at their daily rate | | N/A - One Time |
| Instructional Materials and Supplemental Materials | Instructional Materials and Supplemental Materials that support Extended Learning Opportunities provided in person; other funds (LCAP, CTE Incentive Grant, and General Fund) will also support this expenditure | \$1,006,640 | Instructional and Supplemental materials can include, but are not limited to, online textbooks, physical books, science lab materials, core literature, supplemental literature, art supplies, musical instruments, physical education equipment, and other items TBD | | LCAP; General Fund |
| Saturday School Program | 4 Saturdays per Quarter - 16 Total for 21-22 | \$2,000,000 | Certificated, Classified, Para Educator Support Staff, and Campus Supervisor staff will be paid at their daily rate for a 5 hour Saturday School program that would include academic support, credit recovery, and enrichment activities; ADA can be recovered on these days if students have an unexcused absence. | Students who are receiving less than a C in a course will be referred to Saturday School for support; Additionally students will be encouraged to self refer with the Enrichment program as an incentive; | LCAP |
| Saturday Wifi Program | All Saturdays for 21-22; Students can come to the campus and work if they do not have Wifi at home | \$144,594 | Campuses would be opened on Saturdays to provide Wifi access to students and families; Cost would be for 2 staff at their daily rate per campus on Saturdays when Saturday School is not being held | | LCAP |
| Credit Recovery Program | After School and Saturday in 6 five week blocks; 3 blocks between September and December; 3 blocks between January and May; Teachers will receive a stipend of \$1600 dollars per block for working with up to 20 students | \$1,702,204 | Single Subject Credential required to Teach subject area credit recovery; Students will meet in person with their Teacher one to four times a week for five weeks;the curriculum will be Oxnard Online courses; Para Educator support will be provided to students in the credit recovery program | | ESSER 2; ESSER 3; Title 1; LCAP |

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|-----------------------------------|--|---------------------|--|------------------------------------|
| Oxnard Online | Build additional Oxnard online courses in CANVAS to support Credit Recovery | \$1,055,000 | Oxnard Online is the online version of the OUHSD curriculum that is built in CANVAS. We have developed 45 courses so far and we have about 15 additional courses to finish the catalog necessary to offer a full four-year high school diploma program through Condor High School (Independent Study). These courses will also be used for Credit Recovery during Summer School and during the school year. | LCAP |
| Student Teacher Residency Program | Partnership with CSU - Channel Islands Teacher Credential Program to provide up to 28 Resident Student Teachers; | \$1,100,000 | CSUCI Resident Student Teachers are selected through an interview process; Emphasis will placed on identifying student teachers who graduated from OUHSD and who are bilingual in Spanish, Mixteco, Tagalog, Zapotec; Student Teachers receive a 10K stipend and Tuition relief from the District; CSUCI provides stipends of \$2500 for District Mentor Teachers; Student Teachers will not Teach unsupervised; When not student Teaching they will be placed in Integrated/mainstreamed courses to support ELD and SPED students in the content area; They will also support after school tutorial programs. | ESSER 2; ESSER 3; Title 1; LCAP |
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| | | \$14,308,438 | | |