

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.

Orange Center School District hosted a series of meetings in order to gain input from community members, parents, students, and staff in order to explain the Expanded Learning Opportunities Grand (ELOG) plan requirements and discuss ideas for supplemental instruction and support strategies that would best meet the needs of students attending Orange Center School.

Consultation was made by OCSD through presentations and brainstorming sessions to the following groups: Orange Center CTA, classified and management/classified/confidential staff, Parent Advisory Committee, District English Learner Advisory Committee.

In addition, parents were asked to complete surveys regarding student and family needs pertaining to health, nutrition, technology, academics, socio emotional needs, and extended learning opportunities. Families were also given the opportunity to add any other questions or ideas that were not mentioned on the survey. Students were also asked to complete a survey in which they would provide information regarding student connectedness, school climate, safety, and academics, amongst other areas in which they felt they could use assistance.

The district has increased efforts to reach out to all stakeholders. This year’s process allowed for data to be shared with stakeholders through virtual parent meetings, the district website, and through Google platforms that are available to each family. The District does not have a classified bargaining unit, however, classified employees are given the opportunity to participate in the LCAP and Expanded Learning Grant planning process during multiple staff planning meetings, in addition to all other stakeholder meetings that were held.

Stakeholder feedback indicated continued support for the District to focus on: technology for the classroom and at home that extend past the school day, programs for advanced learners, intervention program for struggling students, increased numbers of academic and performing art focused extracurricular activities, field trips, improved facilities, additional training in the area of reading support and increased support for parents to help their own students with academic progress.

Newly addressed areas: provide a comprehensive reading and math intervention program in the 2021-22 school year. Increase opportunities for teachers to plan instruction and pacing to include data analysis and review. Provide increased amount of behavioral and academic materials in order to support students in specialized groups such as SPED students in all education settings. Professional Development for all staff in the area of Socio Emotional Learning and mindfulness activities. Expanding the time offered in school by offering extended instructional time, such as summer school. Increases support for students, through the supplemental support of instructional aides in the classroom and other classified academic support staff.

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

Orange Center School District (OCSD) is made up of a diverse group of students who have an array of individualized needs. The district student population is comprised of 93% Socioeconomic Disadvantaged students, 37% English Learners, 13% Students with Disabilities and 2% Homeless Students. All of our students were affected by the school closure due to the COVID-19 Pandemic, therefore, all students have been identified as eligible for any and all services created and implemented in this plan.

OCSD teachers have administered several informal, formal and summative assessments throughout the year. Through the use of SBAC, Writing Proficiencies, STAR READING, Early Literacy and STAR Math data, we have been able to monitor student progress and growth in Reading, English Language Arts, Writing, and Math. Orange Center Teachers, ELD/SST Coordinator, Instructional Technology Coordinator, Instructional Aides, Administrators, and the Special Education team have provided input on identifying students who would most benefit from all supplemental supports available, based on attendance, and ongoing progress monitoring and observations. A culmination of all evaluation results were used to identify students in most need of supports.

In addition, district contracted School Psychologist and FCSS sponsored Licensed Family Therapist and Behavior Interventionists on campus have assisted in identifying students who could most benefit from socio emotional learning activities or supplemental services, to the extent possible. Parents have also played a proactive role in deciding which academic, technology, SEL, health and nutrition supports best met their students' needs.

Summer school will serve as an extended learning opportunity for identified students who wish to attend. Assessments in Reading, ELA, and Mathematics will continue through the duration of summer school to serve as pre and post evaluations to monitor progress and check for program effectiveness. Socio emotional check-ins and surveys will provide information regarding students' socio emotional growth while at summer school.

In addition to academic assessments, a pre and post survey will also be administered regarding school connectedness upon the start of the academic school year and close to the end of the school year, to measure student - school connectedness.

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

Orange Center School District families and school staff will be provided with information regarding extended learning opportunities such as: extended academic supports, summer school, technology, SEL, health, and nutrition supports that will be available to all students. Informational meetings will be held and topics will be discussed at District School Site Council Meetings, Parent Advisory Committee Meetings, District English Learner Advisory Committee, Migrant, and Staff meetings. Teachers will promote extended learning opportunities and encourage students in most need to participate during Student Study Team meetings, IEP meetings, Parent Teacher Conferences and during parent/teacher check-ins. Information regarding all available services will be disseminated through the OCSD website, electronic marquee, phone dialers, flyers, emails, personal phone calls, and through student google classroom streams, in English and Spanish. All Hmong speaking families will receive informational phone calls explaining available services to families upon registration and during Parent Teacher Conferences, SST's, IEP's, or upon the origin of a new service.

Parents can inquire and enroll their children for any appropriate supplemental services via Google Forms, through administration communication, teacher communication, or through contacting the school office via telephone.

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

Orange Center will be providing supplemental instruction and support through a rigorous and engaging academic summer school program and to extend learning past the regularly scheduled school year. All currently enrolled TK-7th grade students have the opportunity to enroll in summer school . Current 8th grade students will be strongly encouraged to enroll and attend their perspective High School's summer school program. Students from specialized subgroups will be prioritized, however all students who wish to attend will be welcome. Families will be provided with the information regarding summer school upon receipt of student progress reports in the 3rd trimester, teachers will recommend the program to any students who are in need, and parents will determine if their children will enroll in the optional extended learning opportunity. Orange Center School is located in a rural area and will be offering transportation to any student who lives within the district boundaries who needs to be transported. Meals will be provided to all attending students and extended grocery programs will be offered bi monthly. Summer school staff will include administration, office staff, Teaching Fellows Tutors, teachers, janitorial and transportation staff. Our FCSS school psychologist and All4Youth staff will also provide support throughout the summer school program duration.

The academic focus throughout the summer school program will be on reading, writing, and mathematics. Socio emotional learning and hands-on exploration activities will be included in the program schedule, in order to ensure student engagement and high interest. Teachers will utilize the TCM: Focus on Reading and Mathematics Intervention curriculum to plan intervention lessons based on pre-program assessment data. Team building and engagement activities will be developed through the use of the SPARK Physical Education program. Chromebooks may be integrated into the student curriculum, however, it will be encouraged to use non technological methods of instruction for all in person students, when possible, and if optimal for student outcome. An OCSD resource specialist will provide push-in and pull-out services for students who would best benefit from individualized or small group instruction. All students will be expected to attend in-person for summer school, however an online option for extended learning will be made available for students who wish to participate. All classes will start the day with a mindfulness/SEL activity and will end the day with a team/character building activity. Extended learning staff/ASP will

provide all hands-on and STEAM activities to best coincide with academic learning. Hands-on and discovery-based lessons will be integrated daily. Art, science, music and engineering presentations will be made available throughout the duration of the program. Outdoor learning environments will be utilized, to the extent possible, to assure safe distances between students and staff.

Assessments will be administered at the start and end of program to measure student progress. SEL surveys will be administered at the beginning and at the end of program to measure student connectedness. Administration will observe and evaluate program daily, in-person.

Summer school coordination meetings will take place before, during, and at the culmination of the program to discuss and assess program effectiveness. Coordination of services and supports will take place as program evaluation prescribes. A teacher on special assignment will work to review and reflect on assessment data, support teachers in lesson planning, and in teaching, when needed. Data analysis meetings will take place at the end of each week, to strategize lessons for the upcoming week. An end-of-the-summer school progress report will be generated in both English and Spanish to communicate student growth and progress to both students and parents.

Students will be identified for reading and mathematics intervention program through review of student assessment data from the previous school year and summer school data. Intervention will take place 2-3 days a week. Students' individual needs will be identified and goals will be set for each student who attends. Regular informal and formal assessments will be administered to determine program effectiveness and student growth.

Extended library hours will be integrated into the academic year in order to provide students with internet access and assistance for periods extending past the school day. Additional staffing hours will allow for parents and students to utilize library and technology services. A parent usage survey will be collected to gain information as to students' and parents' needs in relation to library and technology services.

Extended time for instructional aides will be provided in order to better provide supplemental support in the area of foundational skills in reading and mathematics. Student pre and post assessments will be administered and students will receive instruction daily on specified needed skills.

School staff will also receive training on strategies to engage students and families in addressing students' socio emotional health and academic needs.

Extended time for students to acclimate to returning to in person instruction will be provided through beginning of the year activities and enrichments, such as Tiger PAW Days, where students can come on campus and enjoy time with classmates by participating in SEL, team building, and character building focused activities.

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	\$ 73,498.00	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$ 20,000.00	
Integrated student supports to address other barriers to learning	\$75,000.00	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$ 40,000.00	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$ 15,000.00	
Additional academic services for students	\$15,000.00	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$4,000.00	
Total Funds to implement the Strategies	\$ 262498.00	

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

Expanded Learning Grant funds are being utilized primarily to fund our summer school and intensive intervention in reading and math and for academic and socio-emotional supports for students. OCSD has also set aside ELOG funding to supplement and increase services for para educators who are primarily funded through Title 1, Title III. Federal Elementary and Secondary School Emergency Relief Funds (ESSER I, II, III) will be utilized to create additional learning environments (indoor and outdoor), support staff, teacher professional learning, intervention, personnel, materials, indoor and outdoor furniture for flexible seating arrangements, technology and connectivity, additional transportation costs, personal protective equipment, and other student academics and socio emotional supports. Staff will increase the amount of training regarding student achievement, ELD, and SEL, ELOG funding will supplement current initiatives funded through the MCAP grant, Title III, and Title II Federally allocated dollars.

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