

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.

The Oxnard School District believes that educating our children is a shared responsibility, therefore stakeholder input and engagement is critical. Given the timeline of this plan, we involved the community through the LCAP process. The LCAP Committee consists of 38 participants which include the School Board President, District administrators representing all district departments, middle school administrators, K-5 Administrators, members of the Oxnard Educators Association, members of the Oxnard Supportive Services Organization, members of the California School Employees Association and parents representing the Superintendent’s PAC, DELAC and PTA. To engage this committee, 4 LCAP meetings were held; February 26, April 15, May 11, and May 21, 2021 . The purpose of the first meeting was to share the LCAP process with stakeholders, followed by sharing the Learning Continuity and Attendance Plan (LCP) and gathering input from parents on all the actions and services in the LCP, as well as areas that need to be addressed. The following meeting focused on introducing the Board and Superintendent goals, sharing current data, and providing an opportunity for stakeholders to recommend actions and services for the new LCAP and the Expanded Learning Opportunity Grant (ELO). During these meetings, information was presented to the stakeholders. Information regarding the ELO Grant, feedback and input was solicited regarding actions and services that would directly impact students and address learning gaps. The meetings were held via Zoom and feedback was collected on Google Slides. In addition, the Ed Services team hosts an open weekly meeting for staff called the COFFEE CHAT, and during this time staff was asked for input on ways to address learning loss. Many of the ideas in this plan came as a result of the meetings held. Additionally, a staff, student and community survey through Panorama has been sent to all, in order to gather more widespread information.

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

There are several ways in which the district will identify students who require expanded opportunities for learning. Students will be prioritized by need. First, we consider students most at risk of not engaging with school. This includes our students experiencing homelessness, our foster youth, our students receiving special education services, our students who are English Learners and our students living in poverty. Within these groups, to further identify students in greatest need, we will use a variety of tools. For academic purposes, we will continue to use our district local assessments, STAR 360, to identify academic needs and to monitor progress. In addition, we will identify students using multiple measures; classroom grades, attendance patterns, social emotional survey results from Panorama from students and parents, counselor recommendations and site administration recommendations.

The district will continue to implement its assessment calendar. The assessments occur at a minimum of every 3 months.

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

Parents and guardians will be informed of opportunities in multiple ways. From the central office, notifications will be sent out through the district website; Blackboard connect for emails, phone calls and text messages; PAC and DELAC meetings; and Superintendent webinars to share opportunities for families and communities. The District manager for Family and Community Engagement will host meetings with different parent groups to share opportunities. Additional parent groups include the African-American Parent Advisory Committee and the Mixteco community. At the school site level, site administrators will also utilize Canvas, School Site Council Meetings, PTA meetings and ELAC meetings. School sites will also reach out to families through the school site Outreach Consultant(Family Liaison) to make phone calls to families and home visits when necessary. As a district, all of our print information is provided for parents in English and Spanish and all translation is provided at all district meetings in English, Spanish and Mixteco.

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

The Oxnard School District has created a multi-tier approach to address the needs of students, including students most at risk. Based on current district benchmark data, the district has identified that addressing gaps in literacy and mathematics while not remediating all instruction must be a focus. OSD believes that first best instruction is key to student learning and success. Given the identified gaps, it is important for all teachers to receive professional development on how to address learning gaps while still continuing to implement grade level standards. In order to accomplish this, the district will use funds from the ELO Grant to buy 3 additional professional learning days at the start of the school year. These three days will focus on literacy, mathematics and social and emotional learning. This training will ensure that all teachers have the tools necessary to implement a balanced grade appropriate program that fully addresses students' current needs. Para professionals will support Tier 1 instruction in order to allow teachers to work in smaller groups to scaffold and differentiate instruction at different grade levels. All students will benefit from this action and service.

In order to address students with greater needs, the district will hire intervention teachers that will provide an evidenced based intervention program in addition to the core instruction. The district will implement the program Leveled Literacy Intervention (LLI) by Fountas and Pinnell, provide training for teachers and create schedules to support student learning. For every K-5 school, the district will hire 1 intervention teacher. In middle schools, in order to ensure students have full access to rigorous, balanced curriculum, the district will add an extra period at the end of the day for all students in need of intervention. Teachers will be paid for teaching an additional period and will be trained on the Leveled Literacy Intervention program. The district will also expand its after school program to allow for more students to participate, as well as opening the program up to Kindergarten students. During this program, students receive support in literacy and homework assistance as well as many enrichment opportunities. This expanded learning opportunity will prioritize students with greatest identified needs for participation. As enrollment permits, more students will be allowed to participate.

In addition, OSD is planning a robust Summer School program. The Summer Writing, Science and Math Camp is a full day program and is offered to students in Grades K-8. The program is run with the support and planning of credentialed teachers to run an enrichment based academic program in the morning with the afternoons operated in partnership with our Afterschool program. The program will operate for one month of the summer. Transportation will be provided district wide to ensure access for all students. In order to facilitate the transition between pre school and kindergarten, OSD will offer a summer program called Ready, Set, Go!. Ready, Set, Go! is a 4 week introduction to Kindergarten, targeting students entering school without any prior preschool experience. The summer program focuses on Language Arts, Literacy, and Mathematics, along with kindergarten routines and expectations. We pair Certificated Teachers and Preschool Teachers to provide a broad spectrum of early childhood education and school readiness experiences.

OSD will continue to implement its MTSS process, and it is anticipated that given the gaps in learning, many referrals for assessment will be submitted. OSD will continue to invest and support a team of school psychologists to work with schools on supporting students in core programs and interventions and also address additional assessment needs.

An additional support that OSD has identified to ensure continuity of learning for all students is adding a Licensed Vocational Nurse (LVN) to every school so that staff are prepared to address any medical symptoms or health needs of students in an efficient way to avoid possible spreading of COVID 19 or other viruses.

We believe in order to support schools we must have clear and easily accessible information for all families. Communication was a significant factor that was brought up during stakeholder input meetings. Therefore, the district will hire a Webmaster to redesign the district webpage to improve communication and access to information for all stakeholders, including staff, families and community partners.

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	\$3,200,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$3,660,000	
Integrated student supports to address other barriers to learning	\$4,230,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$0	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$0	
Additional academic services for students	\$0	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$1,500,000	
Total Funds to implement the Strategies	\$12,590,000	

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

District leaders and stakeholder groups have developed a strategic plan for student learning, including how student learning loss due to the pandemic will be addressed. The strategic plan encompasses the planned goals, actions, and expenditures within the LCAP, the LCP, and the ELO Grant Plan. All funding sources, including LCFF, ESSER, GEER, State Learning Loss Mitigation funds, In-Person Learning Grant funds and Expanded Learning Opportunity Grant funds have been considered and allocated to support the overall strategic plan for student learning and support.

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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