

Expanded Learning Opportunities Grant Plan (including Special Education Services)

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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.

Stakeholders in the Orange County Department of Education's school programs include both internal and external partners, staff, OCDE parents, and The Orange County Board of Education, all of whom share a common interest in operating an effective and responsive school program that addresses the changing needs of its students. When the need to transition to a distance learning platform presented itself, adjustments were made quickly with immediate input from stakeholders involved in the school programs. Now, as in-person learning opportunities expand, OCDE continues to reach out to stakeholder groups for input on how best to serve students who have been impacted by adverse learning conditions.

The Expanded Learning Opportunities (ELO) grant affords OCDE a unique opportunity to create truly transformative programs and services to support students, enhance academic achievement, and implement a dynamic learning recovery program for identified student groups. To strategize the most beneficial use of these funds, input from stakeholders was essential. Pre-existing weekly check-ins between educators, support staff, and school administrators provided an ongoing forum where administrators were able to explain the ELO funding opportunity to their teams and allow staff to request and suggest specific supports and resources to expand student learning. In addition, teachers gathered feedback from students regarding areas where the students felt they needed additional instruction and support for their social and emotional well-being. At staff meetings, teachers shared this input with their school administrators, who, in turn, contributed this information at regular planning sessions with the division leadership teams. By operating in such a manner, OCDE is able to maintain a real-time awareness of student needs which allows for responsiveness when funding opportunities such as the ELO funding arise.

To meaningfully engage OCDE staff and families in the development of the ELO plan, electronic surveys were also conducted to discuss the credit recovery needs of students and ideas for increased supports and services our schools can provide. Questions on the survey asked these stakeholders what OCDE schools are doing well and should expand, but also addressed areas where schools would benefit from developing new or supplemental services. Parents felt more college and career readiness opportunities would be tremendously valuable, and both teachers and parents agreed that enhancing the social and emotional supports offered to students would make a pronounced, positive impact on student outcomes.

Parents and the education teams were also engaged in the ELO planning process during virtual parent advisory meetings where credit recovery, mentoring programs, additional Career Technical Education opportunities, and after school activities were among the top recommendations, particularly for the ELO targeted student groups. Similarly, parents, teachers, and the school administrators brainstormed ideas for expanding learning opportunities during meetings such as afternoon zoom sessions and informal *Coffee With the Principal* virtual events.

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

Our LEA is designed to identify and address the specific needs of students who typically reflect academic, behavioral, social, and/or emotional gaps through their enrollment in our four alternative education schools and programs. Many of these students also fall into the unduplicated student subgroups, which has led to our development of successful programs and supports for students in these vulnerable groups. A core foundation of our program is knowing our students and providing what they most need in order to experience personal growth and achieve academic success. We identify student needs in the following ways:

Referrals: Students who are enrolled in our schools are referred by their districts of residence. The referral form includes the reason for the referral, which in turn provides important information to inform program placement, academic, attendance, and/or behavioral supports needed, and other details which allow us to meet the needs of each student upon enrollment. We receive student

demographic information, as well, which are utilized to identify what type of supports each student will need. This includes students at risk of dropping out, students with disabilities, foster youth, student's English Language Acquisition Status, and students who qualify as Socio-Economically Disadvantaged. We also receive the student cumulative file which provides more information on each student's academic history and progress over the years.

Student and Family Wellness Surveys: Attending to the whole child—that is, a child's basic needs (safety, health, and nutrition) and well-being—is always key to ensuring that students are ready and able to learn. Because of the emergency remote instruction of the past year, we recognize that our families have had to take on a greater role and our students have had to make substantial adjustments in many areas of their lives, academic and beyond, which raises the level of attention we must give to identifying and addressing the needs of our students and their families. We administered wellness surveys to our students and their families to help us better understand barriers to learning our students experienced and to identify resources that would best meet their needs.

Our surveys included questions about students' physical and mental health as well as families' access to food, housing, childcare, and transportation. As a result of these surveys, our LEA has been able to support students and families during the time of remote learning and prepare to meet their ongoing needs as we transition to in-person instruction.

Diagnostic Assessment: Students are assessed in the areas of Reading and Math, using our adopted benchmark assessment and intervention program, i-Ready. The results from the diagnostic assessment provides a variety of general and specific information regarding the student's skill level, equivalent grade level, and areas of strength and needed support. Additionally, i-Ready provides intervention assignments that correlate directly to the students' individual results and levels. These activities provide scaffolded assignments to support student improvement in reading and math skills, necessary for providing a foundation of academic growth and achievement. Students are scheduled to another i-Ready assessment after 90 days of intervention and course work. Students enrolled in the Orange County Special Education school are assessed using the SANDI, which is an assessment developed for students with disabilities to determine individual strengths and identify areas that need additional support.

Formative Assessment: Our students are enrolled in small day classes or contract learning, which allow teachers to use formative assessments in conjunction with I Ready results to create an academic program that will support each student in their areas of need and increase their engagement in student areas of strengths and interest. As alternative education, our schools have the unique opportunity to tailor and design an academic program for our at-risk students based upon their identified individual needs, which is necessary for students to achieve their goals and develop academically and personally. As our students transition back to in-person instruction, the low teacher-student ratio allows this formative assessment to assess any learning loss or personal struggles the student may be experiencing as a result of the challenging year we have all experienced. Working directly with the student the teacher is able to identify and address student needs themselves or, when necessary, enlist the assistance of support staff who provide intervention in the areas of academic, social and emotional well being, and/or community resources available for families who are experiencing personal or financial challenges. For students with an IEP, progress on goals and objectives are monitored, to support their individual needs and academic growth.

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

In order to ensure that as many students and families as possible take advantage of the opportunities for supplemental instruction and support detailed in this plan, there will be a number of different ways that the available resources will be communicated out to our students and their parents/guardians, both from specific site outreach as well as LEA-wide outreach.

Site-level communication:

Students and parents/guardians will receive information through written and/or electronic messaging communication from site staff regarding these opportunities for additional support. Additionally, for students who are struggling academically or with chronic absences, staff will share this information directly with these individual students to ensure they are aware of the many ways we have developed to support them in their learning and personal growth. The support that is messaged and provided will be in line with the support tiers outlined in our district-wide Learning Continuity Plan.

LEA-wide communication to all students and parents/guardians:

All students and parents/guardians within our OCDE schools will receive information on an ongoing basis to inform them of opportunities for supplemental instruction and support. Additional staff will be assigned to ensure there is ample communication with parents, and staff will be made aware of the opportunities they can offer to help students based on their specific needs.

Website communication:

Information regarding supplemental instruction and support detailed in this plan will be posted to our LEA school websites for students and parents/guardians to be able to access at their convenience for further assistance in identifying needed supports. This information will include contact information for staff who can further assist in connecting students and parents/guardians with supports to increase success.

Overall communication considerations:

- ◆ Communication will be sent to students and parents/guardians in English/Spanish/Vietnamese, depending on their home language.
- ◆ Communication will be in various forms including written communication, hard copies of flyers, emails, messages, phone contacts, and personal home visits as needed for the specific student to make them and their parents/guardians aware of these opportunities
- ◆ If students and/or parents/guardians have questions regarding specific supports available we will make them aware that they can reach out to staff, including teachers, counsellors, program specialists, or administrators for assistance.

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

The development of our LEA’s plan for providing supplemental instruction and support for students was created based on stakeholder involvement and input. This plan is also aligned with our Local Control Accountability Plan, Learning Continuity Plan and Multi-Tiered System of Supports.

Conditions of Learning:

Our LEA will use Expanded Learning Opportunities (ELO) Grant to provide students with equitable access to rigorous academic experiences preparing them for college and career and life success. We will invest in instructional materials and resources that provide a tiered academic support and individualized learning plan for all students. We will increase access to Career Technical Education and Science, Technology, Engineering, Arts, and Mathematics experiences for students across the LEA by collaborating with our internal and external partnerships in offering courses. We will use our existing community learning sites and expand access to technology and increase WiFi accessibility to students.

Our LEA will provide evidence-based professional development opportunities in order to provide a rigorous and engaging academic program that meets the needs of all students, in particular the most vulnerable group of students, and to support staff’s instructional capacity. Professional developments such as Guided Language Acquisition Design, will be provided to teachers and paraprofessionals to help mitigate student learning loss, increase academic success and language acquisition. Additionally, we will explore opportunities to create a “Newcomer” English language program in collaboration and partnership with our local districts.

Areas of Focus:

- *Extend extracurricular activities*
- *Expanded CTE program*
- *Mobile STEM program*
- *Community learning hubs*
- *Support student transportation needs*
- *Expanded school nutrition program*
- *Site Safety*
- *Learning Loss curriculum*
- *Learning Management Systems*
- *Support for English Learners*

Engagement:

Our LEA will use ELO funding to provide programs designed to engage and inform students and families regarding services in a culturally responsive, physically, and emotionally healthy and safe environment. To accelerate progress and close learning gaps, we will increase one-on-one paraprofessional support to provide targeted assistance to students who are struggling academically and identify barriers to learning. Our LEA will expand its family, community and school support by increasing services and ensuring that information and resources are available to families in their primary language. Addressing mental and social-emotional health is of utmost importance in supporting the whole-child. We will leverage our existing programs in the areas of trauma-informed learning, restorative practice and increase clinical and school counselor services.

We will explore opportunities to build resiliency and wellness and provide inclusive, culturally responsive, and engaging programs such as expanding our arts programs across the LEA. We will also explore expanding our partnerships with community resources to offer after school programming at school sites. Our students benefited immensely from a personal development workshop series designed to mentally prepare the students to accept, transition, and transform to a high level of self-efficacy, and we will work to provide additional workshop series across the LEA.

Areas of Focus:

- *Expanded curriculum and interventions*
- *Expand supports to engage families*
- *Enhanced services and supports for student personal growth and life skills*
- *Increase one-on-one targeted support for students*

Pupil Outcomes:

Our LEA will use the ELO funding to support students in demonstrating college and career readiness, course content mastery and development of interpersonal skills to increase academic achievement. To provide targeted support, students will be assessed in the areas of Reading and Mathematics, using i-Ready, our adopted benchmark assessment and interventions program. Additionally, students with IEPs will continue to have their goals and objectives monitored to ensure progress and equitable access to curriculum, and to inform instructions, and if needed, to increase support for their ongoing academic achievement.. We will leverage our existing staff and resources and increase support to ensure that students are assessed shortly upon enrollment and that academic interventions are implemented and utilized by students regularly to close achievement-gap and increase academic success. We will also increase support to ensure that students are scheduled for another i-Ready diagnostic assessment to measure progress. We will increase services to provide direct one-on-one or small group remedial support in the areas of reading and math.

We will work in partnership with local school districts to provide instructional programs to address the needs of students who are credit-deficient and at high risk of not graduating. These instructional programs will be targeted to ensure that each student is enrolled in the course(s) that they need to succeed and we will provide individualized academic support via subject matter expert tutors and other instructional resources. Upon successful completion of the course(s) students will return to their district of residence to continue with their high school education.

Areas of Focus:

- ▶ *Increased supports for credit deficient students*
- ▶ *Expand and support the use of local assessment for learning loss*

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	\$1,600,000	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$500,000	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$200,000	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$300,000	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility	\$4,000,000	[Actual expenditures will be provided when available]

Additional academic services for students	\$500,000	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social and emotional health and academic needs	\$247,134	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$7,347,134	[Actual expenditures will be provided when available]

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 Orange County Department of Education is responsible for a wide variety of educational programs serving students who are at-risk/at-promise to students preparing to go to four-year universities. OCDE schools serve those with the most significant disabilities, teen parents, foster youth, homeless youth, adjudicated youth, as well as youth who are gifted in the areas of arts, science, athletics or academics. The needs of the students encompass a broad spectrum, such as basic needs, academic remediation or enrichment, intensive mental health services, and/or social, emotional and behavioral supports. Identifying and addressing these needs provides a foundation for individual student personal growth and academic achievement, leading to a successful transition from high school to college and career upon their graduation.

The ESSER funds provide the means to enhance the safety of our sites and provide dynamic hybrid and in-person learning environments for students. The addition of the ELO funding will give all OCDE school programs the ability to expand, enhance and provide additional services to facilitate credit recovery and mitigate learning loss and social, emotional, behavioral and mental health challenges experienced by our students during the Covid-19 pandemic and shutdown.

ELO funds will be coordinated with other ESSER, state and federal funding to maximize instruction, support and services. In some instances, the funds will be coordinated to expand existing programs which have proven to be effective supports for students; while in other cases, these funding opportunities will allow for the development of new and innovative programming designed to support students and families. Prioritizing direct services to meet student needs will be the first tier in the decision-making process and stakeholders will continue to be included in the planning processes. Categorical and restricted funds will also be reviewed and adjustments made to staffing, supports, and services as needed to optimize and calibrate all funding sources.