

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 County Workforce Innovation High School (OCWIHS) implemented a variety of techniques for engaging stakeholder involvement in the development of the school's Expanded Learning Opportunity (ELO) grant plans. Stakeholders of our school community include OCWIHS parents, adult students, faculty and staff members, community partners, and student service personnel.

Surveys:

General information and input were collected through staff, student, and family surveys using two platforms: google forms and Panorama. For stakeholders with limited access or familiarity with online survey tools, one-on-one phone interviews were conducted to accommodate multiple modalities. OCWIHS educators, parents, community members, and students were provided with access to the online surveys using hyperlinks which were distributed via text messages, L4L Connect App, email, flyers, and during virtual meetings. The responses for stakeholder surveys taken both online and over-the-phone were codified and collected into one database for comprehensive analysis of stakeholder feedback.

Information Session:

Orange County Workforce Innovation High School hosted a virtual information session which was held on 4/20/2021 and widely promoted to encourage attendance and participation from all stakeholder subgroups. During this meeting, stakeholders were informed of the Expanded Learning Opportunity Grant and were encouraged to provide feedback in the form of questions, concerns, and suggestions to work into the final plan for ELO monies.

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

Target Student Populations:

Orange County Workforce Innovation High School will offer the learning recovery program to students identified as most in need, as determined by a number of risk factors, including: (1) low-income students, (2) English Learners, (3) foster youth, (4) homeless students, (5) students with disabilities, (6) students at risk of abuse, neglect, and/or exploitation, (7) disengaged students, (8) students below grade level, and (9) other students identified by certificated staff as experiencing a COVID related hardship.

Assessment Strategies:

OCWIHS plans to identify students in need of academic, social-emotional, and other integrated student supports on a regular and ongoing basis through multiple methods which include:

- (1) Needs assessment surveys for students and parents
- (2) Student, Parent, and Teacher Interviews
- (3) Student credit and course completion data
- (4) Student NWEA diagnostic assessment data
- (5) Student formative assessment data
- (6) Student Illuminate benchmark assessment data
- (7) Student attendance data
- (8) Student transcript analysis and credit deficit calculations
- (9) Student standardized tests results, including CAASPP English and Math subtests
- (10) Student EL designation and ELPAC performance data
- (11) Student IEP goals and accommodations

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

Orange County Workforce Innovation High School has extensive and comprehensive plans for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of the outlined opportunities.

Promotional Communication Strategies:

In order to promote the availability of supplemental support offerings, a variety of communication technologies and techniques will be implemented to ensure that all students and families identified are provided with the information.

- (1) Ring Central App – allows for teachers and tutors to make phone calls and send text messages to students and parents
- (2) Flyers – paper flyers will be displayed in prominent places on campus as well as distributed digitally via email and text message
- (3) Website and Google Classroom posts – offerings will be posted on the websites used by students to access distance learning
- (4) Meetings – staff members will promote the supportive offerings during IEP meetings, PAC/ELAC meetings, and parent conferences
- (5) Open Forum Virtual Events – regularly scheduled virtual meetings that parents and students can “drop into” to learn about offerings
- (6) Recordings – Open Forum Virtual Events will be recorded and posted to school website and google classrooms for later review

In addition, OCWIHS understands the emergent and vital need to provide information of the opportunities for supplemental instruction and support in parents and guardians primary languages, to ensure effective communication and full understanding of opportunities. OCWIHS will develop information materials in both English and Spanish. This will include all emails, text messages, phone calls, web posts, and flyers. In addition, OCWIHS will utilize and hire bilingual staff members to aide in communication efforts with monolingual students, parents and/or guardians to ensure effective communication of supportive services.

We have also held an information session for on 4/20/2021 to notify stakeholders of the ELO grant opportunity and it’s possible implications on our instructional program.

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

OCWIHS, local educational agency (LEA) plans to implement a learning recovery program that provides:

- (1) supplemental instruction,
- (2) support for social and emotional well-being, and
- (3) meals and snacks, as permitted to support the program.

The outlined plan will provide a tiered framework that bases universal, targeted, and intensive supports on students’ needs for academic, social emotional, and other integrated student supports. Supplemental instruction, as outlined for the Expanded Learning Opportunity (ELO) grant plan, will include programs provided in addition to and complementary to OCWIHS regular instructional programs, including services and programs provided in accordance with an individualized education program (IEP). OCWIHS will provide extended instructional learning time in addition to what is required, by increasing the days and times provided during the school year; this will include summer school, intersessional instructional programs, increased instruction time, and extended hours at school sites that increase the amount of instructional time and increase services provided to students based on individual learning needs.

OCWIHS aims to increase access to school counselors, increase EL/SPED/Bilingual paraprofessionals to increase supplemental instruction and support for students. Through the ELO grant funding, OCWIHS aims to accelerate progress to close learning gaps through the implementation, expansion, and enhancement of learning supports that include tutoring services (one-on-one and group instruction) and learning recovery programs to accelerate student academic proficiency and English language proficiency. An additional component will include technical support and literacy assistance for students, parents, and staff. This aims to include increased efforts and offerings of Small Group Instruction (SGI) to our students.

One key component planned will include educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, which will include, but is not limited to, training in facilitating quality and engaging learning opportunities for all students. This will include staff trainings on cultural competency and proficiency, staff trainings on community building and community development, staff trainings addressing learning gaps for English Language Learners (ELL) and resiliency and trauma staff trainings. Within this professional development component, initiating learning programs and material development to accelerate ELL language proficiency and supportive services. We also plan to launch Professional Learning Communities in the 2021-2022 school year to foster collaborative and data-driven professional learning opportunities embedded into instruction.

OCWIHS plans to utilize a portion of the Expanded Learning Opportunity funding to continue and aide students in continuation of distance learning or transitioning to in-person instruction; this will include equipment (i.e., laptops and internet hot spots) for students within distance learning parameters and supporting hybrid instructional options for students and staff. As in-person instruction initiates in phases, OCWIHS will implement and increase COVID safety measures, as needed onsite.

Additional supportive programs and interventions will be provided to the target students, that supplement regular provided services provided by OCWIHS, designed to meet students' needs for behavioral, social, emotional, and other integrated student supports. These services will enable students to engage and benefit from supplemental instruction. Integrated student supports to address additional barriers to learning, that will include access to school meal programs, transportation (i.e., bus passes for students), mental health services, referrals and linkages to supportive services and socio-emotional needs of students and families. An additional key component, providing supportive services to our pregnant and parenting student population with the Helping Our Parenting students Excel (HOPE) program to assist with child friendly areas, support groups, and educational sessions with our parenting student population.

OCWIHS will enhance sites as community learning hubs that provide students access to technology, high-speed internet, and additional academic supports. OCWIHS will increase dual enrollment and Career Technical Education (CTE) classes and pathways for increased employment and certifications for our students.

OCWIHS, local educational agency, within the Learn4Life charter network primarily serves students who are at least 17 years old, lacking more than 60 credits toward high school graduation (credit deficient), and reading at a 5th grade level. In addition to the outlined targeted services, the ELO will provide additional supports for credit deficient students to complete graduation or grade promotion requirements, increase and improve student's college eligibility.

Additional academic services for students, will include diagnostic, progress monitoring, and benchmark assessments for student learning. OCWIHS plans increase 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.

Each of the outlined supportive programs and interventions will be provided through a program of engaging learning experiences in a positive school climate. OCWIHS aims to provide comprehensive supplemental instruction, increased support for social and emotional well-being, and supportive services from a whole school lens. Providing increased instruction time, increased educational and supportive programs to students, professional development and learning opportunities for staff, and school enhancements for in person instruction to promote and increase engaging learning experiences in a positive school climate.

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	Original Planned Expenditures	Revised Planned Expenditures	Actual Expenditures
Extending instructional learning time.	\$52,000	\$18,821	\$18,821
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports.	\$42,500	\$18,821	\$18,821
Integrated student supports to address other barriers to learning.	\$65,460	\$107,381	\$107,381
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.	\$20,240	\$37,618	\$37,618
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.	\$60,000	\$56,111	\$56,111
Additional academic services for students.	\$29,000	\$19,310	\$19,310
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs.	\$18,573	\$6,183	\$6,183
Paraprofessional Support Requirement – 10% of Total Allocation	*This was not provided by the CDE at the time of the original plan development.	\$26,250	\$26,250
Total Funds to implement the Strategies	\$287,773	\$290,495	\$290,495

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

Orange County Workforce Innovation High School did not receive funding from Elementary and Secondary School Emergency Relief Funds.

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