

# Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Kingsburg Joint Union High School District	Cindy Schreiner Executive Director of Student Services	cschreiner@kingsburghigh.com 559-897-7721

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 District engaged stakeholders throughout the 2020-21 school year to discuss providing instructional support and interventions. Communication with stakeholders occurred through meetings and surveys on what supports students need. Surveys were sent to teachers, staff, students, parents and community members. Parent meetings were held in February with an additional meeting in May to review the plan. In the surveys, stakeholders were asked to provide feedback and input/suggestions for assessing and addressing learning loss and stakeholders reported that additional tutoring and the addition of another adult who could focus on incoming 9th graders and students at risk of not graduating would be beneficial. Stakeholders were asked to provide feedback and input/suggestions for support for social and emotional well-being and stakeholders stated that more mental health services are needed for students and staff and feel additional training to support teachers and staff would be beneficial. Because of our communication with community members, we realized the need to develop multiple community hubs in order to provide more targeted academic and technology assistance to our students in their own communities. Stakeholders were asked to provide feedback and input/suggestions for access to technology and stakeholders stated that a continued focus on providing hotspots to students who do not have connection is essential. Based on the initial results from feedback, administration developed a list of supports that encompassed the results, then reviewed with stakeholders during the May meeting. At the May meeting, which included staff and parents, the stakeholders liked the focus of the plan and support for the students. One did ask about having some fun activities for students and it was discussed that other funds would be used to support activities for students. All stakeholder input/suggestions regarding learning loss, socio/emotional support, academic and technology assistance have been directly addressed in this plan.

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

The district plans on using multiple assessments in identifying students who need additional support including transcript review, grade progress monitoring, intervention meetings and classes. To assess the academic needs of students, the district will review student grades and credits earned. Students who are identified as being behind will have counselors and/or administration meet with students to develop a plan for credit recovery. Students who are behind multiple credits and are at risk of not graduating, or who had multiple F's during the last semester will have access to an intervention class, Saturday school or after school support. Students in the intervention class will be monitored weekly through grade checks and students attending Saturday school or afterschool support will be monitored through bi-weekly grade checks completed by the intervention specialist to ensure progress is being made. In the event that progress is not being made, new strategies will be developed. To identify social-emotional needs, the district will rely on formal and informal referrals from teachers, staff, and parents. The district also has an anonymous referral app where students, staff, parents, and community members can report concerns for other students. Once a student is identified, the appropriate support students need will be provided. Students will be monitored by the counseling department at bi-weekly meetings.

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

Communication with parents and guardians will come in multiple ways. Parents will be made aware of all available opportunities provided through the ELO Grant to support student learning and social emotional needs. Opportunities for Saturday school, after school tutoring, community learning hubs, and mental health supports that are available to all students, will be communicated through ParentSquare (Student information system communication tool that sends messages in the parents home language via phone call, text and email), bi-weekly school newsletters, social media postings and traditional mailings. If a student needs more targeted support, such as an intervention class or referral to mental health counseling, the district will communicate directly with parents and guardians through phone calls and/or in person meetings.

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

The district has developed a plan that will not only support students at risk, but all students. An area of concern that students stated in their survey was the need for more after school tutoring options with a wider variety of teachers available to support their academic needs. The district will work with community organizations to set up three community learning hubs within the district boundaries, where students will have access to computers, printers, an internet connection and academic support through tutors. To support teachers and staff in addressing the academic and mental health needs of students and families, training will be offered through additional professional development before the school year, in addition to providing on campus and off campus training throughout the school year. To provide support for students at risk of not graduating and lacking the appropriate credits, the district will provide intervention classes, Saturday school and after school opportunities to earn back credits. The district will also hire an intervention specialist whose focus will be on incoming ninth graders and students who are at risk of not graduating. To support the mental health needs of our students, the district is hiring another full time Student Assistance Program counselor. To support students who struggle with reliable internet or technology issues, the district will hire a network analyst to support students on campus and through the community hubs. Additional support for students will come from providing supplemental instruction and materials to meet the individual needs of our students.

The supplemental instruction and support will be designed to support students in a tiered framework. All students will have access to the mental health services, additional technology support, and supplemental material that teachers are using in the classroom. Targeted support would be Saturday school, after school credit recovery opportunities, meals and snacks provided to students at these times, and the creation

of community learning hubs. Intensive support would include intervention classes and the new intervention specialist. Professional development for teachers and staff would help support universal and targeted support. After a year of changes and disruptions, building a positive school climate is essential in reaching the goal of reengaging students in learning and ensuring students are academically and mentally prepared to graduate with their class and be successful in their post-secondary goals. The district knows that students need to feel connected and safe to be able to learn. The addition of an intervention specialist, Comprehensive Youth Services counselor, and community hubs are all steps toward fostering a positive school climate and strengthening the support network students need for success.

## 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.

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Extending instructional learning time	\$0.00	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$248,283	
Integrated student supports to address other barriers to learning	\$143,528	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$200,000	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$39,627	
<b>Additional academic services for students</b>	<b>\$197,310</b>	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$130,008	
Total Funds to implement the Strategies	\$958,756	

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 Elementary and Secondary School Emergency Relief Fund (ESSER) will be used to supplement, and not supplant, the activities being funded by the Expanded Learning Opportunities Grant (ELO). The uses may be for activities not covered by the ELO plan or to provide additional services not included, but complementary to the Plan. These activities include, but are not limited to; accelerating progress to close learning gaps, integrated pupil supports, community learning hubs, support for credit deficient pupils, additional academic services, and training for school staff. Coordination of determining what specific activities may be funded by ESSER funds will be identified through stakeholder input, needs that have been identified after the implementation of the ELO, and evaluation of students' progress data.

# 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](mailto:ELOGrants@cde.ca.gov) or [lcff@cde.ca.gov](mailto: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