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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.

In order to solicit meaningful feedback for the purpose of developing the Expanded Learning Opportunities Grant Plan and to gain input on how to better serve the students of Kings Canyon Unified School District (KCUSD), including those that attend Reedley Middle College High School and Dunlap Leadership Academy, through the utilization of these funds, survey data was collected through the annual parent survey, DELAC and DAC needs survey and school site parent input and analyzed. A committee of parents, teachers, classified and administrative staff was convened to discuss District needs and provide input on how these funds should be utilized to support students. Additionally, a District administrator was tasked with meeting with all school site leaders to evaluate needs and collect input on how to best support utilized to support students in alignment with the seven supplemental instructional and support strategies. Through the feedback received and strategic planning conducted as a result, this plan was developed to address the needs of students and sites.

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

RMCHS will launch a school wide academic and social emotional intervention initiative to identify and address gaps that have emerged as a result of the pandemic. These assessments and intervention strategies have begun as the year comes to a close and will continue through summer learning programs in preparation for the launch of the 2021-2022 school year. Most immediately, additional supports have been added for all students through summer learning activities programmed for students most at risk of falling behind as determined by performance on diagnostic assessments and course grades. Additional intervention will be continued through the use of progress monitoring tools/assessments to determine gaps in learning as well as through an analysis of attendance data, grades, formative assessment, and teacher and parent feedback. Based on this criteria, students will be provided additional social emotional, academic, and /or any additional supports needed to provide students access to unfinished learning due to the impact of the pandemic. RMCHS will continue to progress monitor identified students in regular cycles and utilize assessments, course progress, social emotional screeners, and teacher feedback in order to ensure students are making progress towards learning and social emotional goals. Data gathered through an integrated data analytics system will be used to determine students' needs for tiered supports in identified areas.

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

Parents and guardians of students will be informed of opportunities for supplemental instruction and support through the wide variety of communication tools available. Communication will continue through routine school updates from the site communication team. These messages are delivered via the ParentSquare communication platform, which allows for parents to receive messages, voice messages and text messages in their primary language. We will communicate opportunities for supplemental instruction and support through direct communication to families utilizing ParentSquare, notices home, and personalized phone calls when required. The intent of this ongoing communication is to strengthen the partnership between our parents and our school to address and mitigate any barriers to learning for students.

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

The expanded learning program will include, but may not be limited to: an integrated, tiered framework to provide universal (Tier 1) supports, targeted (Tier 2) supports and intensive (Tier 3) supports called "SEAT" (Student Emotional and Academic Triage) to support the needs of all students. This framework will include targeted professional development on integrating Positive Behavioral Interventions and Supports with Social and Emotional Learning (SEL), integrating SEL into all tiers of support, utilizing a school wide diagnostic assessment tool and intervention program, in addition to providing additional supplemental supports and instructional support beyond what is required. Students

that are credit deficient will have various opportunities for credit recovery. RMCHS is planning to offer expanded learning opportunities through both summer and intersession offerings as well as after school tutoring. In order to provide the most appropriate services possible, DLA will invest in diagnostic tools to better identify students with the greatest need and provide research based intervention support to accelerate student progress and close any learning gaps that have emerged as a result of the pandemic.

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	100,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	22,500	
Integrated student supports to address other barriers to learning	53,012	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports		
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility		
Additional academic services for students		
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	10,000	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Total Funds to implement the Strategies	185,512	

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

Expanded Learning Opportunity Grant funds will be coordinated with additional federal Elementary and Secondary School Emergency Relief Funds granted to Kings Canyon Unified School District (KCUSD) to mitigate learning loss and expedite learning recovery. Reedley Middle College is a dependent charter in KCUSD. KCUSD has received, or is scheduled to receive, relief funds outlined by the Elementary and Secondary Education Relief Fund (ESSER I), the Governor's Emergency Education Relief Fund (GEER), Elementary and Secondary School Emergency Relief Fund II (ESSER II)- Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) and the Elementary and Secondary School Emergency Relief Fund (ESSER III)- American Rescue Plan (ARP). KCUSD will use these resources to identify any gaps in learning and eliminate any potential barriers to the completion of unfinished learning. Providing these supports will accelerate the recovery of learning loss through the delivery of effective additional services to students. By coordinating the use of all of these funds KCUSD will be able to ensure equity in delivering the supports needed.

ESSER I funds were invested in resources necessary to return students to in-person learning as soon as possible and to provide for distance education services. This was done through allocating funds to provide additional teaching positions to limit class sizes in the primary grades, provide additional special education supports, provide technology for all students and to ensure that meals were made available for all students. Additionally, these resources were utilized to purchase equipment and supplies to ensure the safest environment possible for staff working on campus and to prepare for in-person learning.

The funds allocated through ESSER II and III will be invested together with the Expanded Learning Opportunities Grant Plan to provide learning loss recovery programs through expanded learning opportunities in the form of extended day, summer learning programs, intervention programs and targeted social emotional learning. These funds will also be utilized to strengthen the use of technology for the purpose of learning recovery across all grades. Funds allocated through ESSER II and III will be utilized to repair and upgrade facilities for the purpose of reducing the risk of virus transmission and exposure to environmental health hazards. Coordinating these efforts will allow sites to have the necessary supports to continue to return students to school in-person safely.

All together, KCUSD will utilize these revenue streams in concert to provide students with the safest environment possible and provide for learning recovery with special attention to groups that may have been more severely impacted by the pandemic. This will include greater

focus on learning loss recovery, supplemental instructional opportunities, provision of meals to students and social and emotional support and education.

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.

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