

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

The District engaged stakeholders throughout the 2020-21 school year. At the beginning of the school year, stakeholders were surveyed on how to best reach students during distance learning. As students were welcomed back on campus in October of 2020, parents/guardians were surveyed once as to how the District could provide further supports for students. In February, teachers and staff provided input during the annual Local Control Accountability Plan (LCAP) meetings at their respective school sites to see which supports would best provide for the students and school community. It was determined from these meetings that there was a need for more social/emotional support for students. The school communities also wanted more opportunities for students to have after school assistance through intervention and/or with homework help. Parents also contributed during the LCAP process through each site's School Site Council (SSC), English Language Advisory Committee (ELAC), and various parent groups (i.e. PTO's), as well as the District's Parent Advisory Committee (PAC) and District English Language Advisory Committee (DELAC). In these meetings, parents also saw the need for more social/emotional support for their students. Parents also wanted a broader summer school for students, in

addition to the after school interventions that had been offered. In May, teachers, school staff, students, and parents also provided input during the Expanded Learning Opportunity Grant events to determine where resources should be allocated in the seven categories. From these meetings, it was determined that there was a need for broader after school activities that would include more students than what has been offered in the past. The stakeholders all agreed that our students will be dealing with learning loss, social/emotional issues, and other learning challenges brought on from the COVID-19 pandemic, and this plan will help bridge the learning gap.

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

Based on results from the California Assessment of Student Performance and Progress (CAASPP) given to students in grades 3-8 during the 2020-21 school year, administrators and teachers will be able to identify students who need supplemental instruction. For students in grades TK-2 during the 2020-21 school year, administrators and teachers will utilize District Benchmark data and Developmental Reading Assessment (DRA) levels to identify those students who may need supplemental instruction. Student grades and performance on each grade level's common formative assessments (CFA) will also be used to help identify students. For students who need social/emotional support, administrators, teachers, school staff, and parents will work together to provide students with support they may be needing. At the beginning of the 2021-22 school year, students will take the STAR reading assessment to determine current levels and baseline benchmarks in order to determine growth during the school year. Administrators will monitor student progress during the school year to determine which students need the different types of supports offered.

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

Parents/guardians of students will be informed of opportunities by each school site. Sites will call, email, and/or text the families of students, in their native language through Aeries Communication, who have been identified as needing extra support. In cases where there is room for additional students to participate in supplemental activities, parents will be notified by phone call, email, and/or text message to inform them of what each school site is offering. Each school has its own monthly newsletter that will provide the school community with offerings from this ELO plan. In October of each school year, schools utilize parent conferences to communicate with families the need for intervention, whether this be after school intervention or develop a plan to assist during the school day. In cases where students need more intensive supports, academically or social/emotional, personal phone calls home will be made by administration.

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

Through feedback from all stakeholders, the District has a plan that will benefit students attending all schools in the Kingsburg Elementary Charter School District. Realizing the need for a broader summer school program to continue to close the learning gaps brought on by COVID-19 is our first step. Four (4) classes per grade level with 13-17 students in each class will focus on the content

standards from the 2020-21 school year that are needed for students to be successful in the 2021-22 school year. Parents also wanted this summer school program to continue for the 2021-22 school year, and so with this ELO plan, the District is planning on continuing summer school for students after the 2021-22 school year. In order to close learning gaps, schools have tiered intervention plans that include positive, first instruction utilizing SIOP (Sheltered Instruction Observation Protocol) lessons for all students. Programs such as IXL will allow students to receive extra support at their current grade level and build upon the learning gaps. Reading A-Z (RAZ kids) will also provide universal support for students in the classroom. With the additional funding, the District is planning on hiring paraprofessionals to assist with Tiered 2 and 3 interventions in the classrooms. Such interventions include PRESS in grades K-3, Standards Plus in grades 4-6, and support for students in grades 7-8 in all subject areas. This plan will also allow schools to have after school programs for students who have been identified by school staff and/or by parent request. This after school program may include homework help, where teachers will assist students with core work completed in class and work assigned to be completed outside of the school day; and intervention, where teachers will utilize intervention strategies and programs (i.e. PRESS, Standards Plus, etc.) to work on specific targeted subskill deficits students may have. The partnership between schools and parents has always been an important part of the positive relationship with our families. While we understand that students have learning gaps, we also have realized that our students need more social/emotional support. The District will hire 3 Behavior Support Assistants (BSA); therefore, each site will have its own when the need arises. All students will have access to this first tier of social/emotional support. The District plans to continue to use the Positivity Project (P2) in classrooms to enforce the positive school atmosphere that is conducive to student achievement. For our Tier 2 interventions when dealing with behavior, Ripple Effects will continue to be used at Reagan and Rafer Johnson Jr. High School (grades 4-8), with our students in grades TK-3, using behavior classrooms that correlate with each of their school expectation acronyms. We understand the need for a positive, safe school climate and the tiered programs that each school has will allow for students to be supported and encouraged to be the best they can be.

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	\$567,391	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$916,701	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$95,258	[Actual expenditures will be provided when available]

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$0.00	[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	\$0.00	[Actual expenditures will be provided when available]
Additional academic services for students	\$0.00	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$0.00	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$1,579,350	[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 ELO Grant funds will be used along with the Elementary and Secondary School Emergency Relief Fund (ESSER) money to enhance student achievement. The use of ESSER money may be used for activities that are not covered by the ELO plan and/or to provide services not included, but to provide students and school staff with resources needed to create a positive, safe, working environment for all. As the 2021-22 school year evolves, the need may arise to alter plans for use of the ELO plan and/or ESSER money in order to maximize effectiveness for positive gains in student achievement.