

# Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Knights Ferry Elementary School District	Janet Skulina Superintendent/Principal	jskulina@kfsd.org 2098813382

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.

All staff both classified and certificated were involved in determining initial plans in a staff meeting on April 12, 2021. Additional feedback was solicited through e-mails and conversations. Parents were given a survey based on plans created by staff for input and approximately 36 parents responded to the survey before May3rd. Additional explanations and comments were gathered from parent e-mail. The KFS leadership team reviewed a final draft of the plan on 5-10-21. The plan as presented in public on May 13, 2021.

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

Universal screening tests will be given to all students. Students will be identified for academic support using district wide benchmark assessments. Currently, the Renaissance Learning platform includes STAR Reading and Math, as well as Early Literacy capabilities. ESGI is and will be used for grade K . Assessments with these measures will be given each trimester for progress monitoring. Curriculum based measures will also be used in conjunction with teacher recommendation for consideration of additional supports. Classroom based assessments will also be given on a regular basis. Parent requests for additional supports will be considered on a case-by-case basis and in conjunction with classroom assessments. Daily check-ins with teachers before school starts as part of a previous Positive Behavior Interventions and Supports implementation will be used to identify students social-emotional needs on a consistent basis.

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

All Parents will be informed of the potential interventions available for their children via classroom and direct teacher notification as well as our website, district wide mass communication system, district wide Class Dojo notifications. Targeted student parents will receive direct

communication starting with the classroom teacher and recommendations for intervention and support. Parents of target students will receive contact from the school office in order to give permission for their children to participate in individual or small group interventions during the school day (MTSS).

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

Extending Learning Time:

Monday afternoons after students have been released are reserved in the 2021 school year for teacher lead intervention; aide time will also be used to support intervention, and additional instruction for target students: Freckle learning platform for ELA and Math both remediation and enrichment will be offered during the summer to students. Packets will be made on a request basis for primary students to complete over the summer for supplemental support.

Accelerating Progress to Close Learning Gaps Through the Implementation, Expansion, or Enhancement of Learning Supports / Additional Academic Services for Students :

Monday professional development days will focus on Positive Behavior Intervention and Supports (PBIS) and aide and teacher training and support for academic intervention. Identified students will have the opportunity to have weekly, intensive intervention in both math and ELA. Intervention curriculum for reading focused on evidence based practices such as Orton-Gillingham will be reviewed, purchased and implemented as soon as possible. In the meantime, for grades K-2 the Moving Up! intervention from the University of Oregon will be used to support students with reading challenges as identified by assessment.. Teacher training (as well as select paraeducators) will be provided in the methodology / program chosen. Following our Multi-Tiered System of Support model developed in the 2019-2020, identified students will continue to receive additional support during the school day from paraeducators (4) in coordination with teachers and assessments. Online intervention and extension materials through Renaissance Learning's Freckle will be available to students during the summer months and Chromebooks and hotspots will be made available to eligible students who would like to use this software over the summer. Paper-pencil packets will be made available for primary students for extra summer practice. Additional aide time was added to address learning loss and COVID-19 mitigation measures in January 2021. This additional position will continue through the 2021-2022 school year as part of the ELOPG, and continued COVID-19 mitigation measures necessary to provide continuous in-person instruction. . The addition of a one day per week (temporary based on funding)certificated staff person to provide additional academic support will be considered.

Training for School Staff on Strategies to Engage Students and Families In Addressing Students' Social-Emotional Health and Academic Needs:

A social-emotional learning curriculum tied to the CARES framework will be purchased and staff will be training in the curriculum. The curriculum will be used daily as part of our Positive Behavior Intervention and Supports implementation. Students with greater needs for social-emotional support will be referred to the Center for Human Services and/or the Oakdale Family Resource Center. Staff development will focus on a the work that was begun in 2019 on Positive Behavior Intervention and Supports.

Community Learning Hubs That Provide Students with Access to Technology, High-Speed Internet, and Other Academic Supports:

Additional Chromebooks, charging cart and mainframe server will be purchased in order to maintain updated technology, expand technology to lower grades for academic support and ensure students have equal and adequate access to individualized digital intervention programs. In conjunction with creating learning hubs and engaging students, Lego Robotics kits will be purchased to fill in gaps in classrooms for our previous, highly engaging robotics program. Funds remaining from purchasing kits will be used to provide staff development for teachers not yet trained in using the robotics to enhance engagement and curriculum.

## 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	\$10,600	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$10,000	
Integrated student supports to address other barriers to learning	\$10,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$35,000	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$0	
Additional academic services for students	\$30,000	

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$10,000	
Total Funds to implement the Strategies	\$105600	

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

These funds will be the primary driver behind bolstering intervention programs that were created before the COVID-19 pandemic. This includes the purchase of curriculum and extra hours for support staff to implement the intervention both after school one day per week and during the school day. Additional federal relief funds will be used to extend hours of support staff in order to continue COVID-19 mitigation measures, purchase of PPEs and cleaning supplies as well as other staff support. The Extended Learning Opportunities Program Grant funds will also be coordinated with other Federal Elementary and Secondary School Emergency Relief funds (ESSER) by taking into consideration the spending deadlines of each respective fund. This coordination ensures the longevity of a multi-tiered approach to address student and staff needs during the COVID-19 pandemic including physical safety, social-emotional supports, and academic interventions.

# 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  
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