



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.

Kings River Union Elementary School District (KRUE) administration has met multiple times with certificated and classified staff, parents, students, community members, Board of Education, and support specialists (social workers, special education personnel, and health professionals) on how best to use the Expanded Learning Opportunities (ELO) funds to meet the needs of the KRUE students. During the various meetings, the goals and parameters for the allowable uses of the ELO funds were reviewed.

During the discussions, the focus was to design a plan to provide the best supplemental instruction and support to students as is possible with a focus on mitigating learning loss. A common theme of identified needs emerged and were centered on academic learning loss, social-emotional supports, re-engagement, and technology connectivity.

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

Students will be identified by using the District academic screeners and assessments, progress reports, at-risk youth screeners, as well as staff and parent recommendations. Our school social workers, school psychologist, and licensed vocational nurse played a key role in identification of those students struggling with not only academics but social-emotional/mental health needs. It has become clear that all students need support as we transition from a year of distance learning and restricted environments to in-person instruction in a recovering pandemic atmosphere. In addition to the assessments, students will also be identified based on attendance, engagement, and social-emotional needs.

KRUE has a multi-tiered system of student support that will be utilized to assist in the comprehensive identification of students in the greatest need of support, intervention, and in some instances acceleration. As a District that serves a rural, predominantly low socio-economic community there is a need across the system for our students in both academics and social-emotional supports.

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

Kings River Union has prioritized communication over the past year and will continue to do so as we reengage our students and families. KRUE will utilize the phone calls, text messages, email, social media, website, virtual and in-person meetings to communicate with parents. Each communication method is available in English and Spanish. Other languages or specialized interpreters are available if a family is in need of those services. Additionally, KRUE will be launching a new website and App for our school community in June.

Parents will need to provide approval for participation in any extended learning, counseling, mental health, or other special services program. Both general meetings and individualized meetings will be held to share the resources available and the opportunities for student engagement and support. It is honest and authentic communication that will ensure we meet the needs of all of our students. Our focus is on students and on making up for the loss of learning and disconnect associated with the closure and virtual distance learning implemented as a result of the Covid-19 Pandemic.

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

The funding from the Expanded Learning Opportunities Grant will be used to supplement instruction and support for at-risk learners (low-income, English Learners, homeless, disengaged, social-emotion or mental health needs) in the following manner:

*Provide a multi day Kinder Camp experience for all incoming transitional kindergarten and kindergarten students in August 2021 and in August 2022. This will include all certificated and classified personnel salaries, transportation, nutrition, curriculum, and supplies.

*Provide an expanded summer school program to all students in June 2022. This will include all certificated and classified personnel salaries, transportation, nutrition, curriculum, and supplies.

*Provide online summer camp opportunities for all students (TK-8) to support written communication, creativity, research, math, science, and analytic thinking. This will be available summer of 2021 and 2022.

*Hire two additional full-time paraprofessionals for transitional kindergarten/kindergarten classrooms and two additional 5.5 hour paraprofessionals for first grade to engage in small group instruction and support during the instructional day. This will provide a very low adult to student ratio in these classrooms for instruction.

*Hire an elementary school academic counselor to help develop and provide a comprehensive developmental school counseling program that provides education, prevention and intervention services, which are integrated into all aspects of children's lives. Also to support the early identification and intervention of children's academic and personal/social needs to remove barriers to learning and to promote academic achievement.

*Provide specialized training to the paraprofessional team in reading and phonics instruction to support small group foundational literacy skills being taught in the primary classrooms (TK-3rd).

The actions and materials listed above emerged as the priorities for our community. The plan and expenditures are based on the District's ability to fully staff all listed positions. If KRUE is unable to fully staff the outlined positions, the ELO Plan will be updated to meet student needs with alternative actions. Additionally, needs may arise that had not been anticipated and so this is not an exhaustive or final list.

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	\$87,250	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$174,000	
Integrated student supports to address other barriers to learning	\$88,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$0	
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	\$0	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$3,000	
Total Funds to implement the Strategies	352,250	

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

When developing the ELO Plan with all of the stakeholders, everyone was asked to take into consideration all of the various funds, including the Elementary and Secondary School Emergency Relief (ESSER) funds available to the district to provide sustainability and maintain the supplemental instruction and supports beyond August 2022. When prioritizing the list of needs for all COVID-19 funds from the various state and federal governments, decisions were made knowing the ESSER, LCAP and Federal Title Program funds were also available to provide the KRUE students with the best possible actions to meet their varied needs for intervention, acceleration, support, and safety.

The combined funding from all sources is being used to support ALL students in reducing learning loss, improving social emotional and physical well being, providing increased and improved student engagement in academics, increasing school staffing at levels required for intense interventions and student supports, maintaining safe and clean facilities, improving ventilation systems, providing technology and internet connectivity, maintaining small class sizes (20 or less) in TK-2nd, and additional activities as they are identified by our stakeholders. It was extremely important to the KRUE stakeholders that the actions and services being provided through the ELO Plan not be terminated after only a year, therefore, the actions outlined are being multi-funded by other sources for the 2022-2023 and 2023-2024 year as funds allow to provide continuity of services to our students, families, and school community.

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 <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 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
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