

## Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Southern Kern Unified School District	Barbara E. Gaines, Superintendent	<a href="mailto:bgaines@skusd.k12.ca.us">bgaines@skusd.k12.ca.us</a> (661) 256-5000, ext. 1113, 1114

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.

Southern Kern Unified School District (SKUSD) provided multiple opportunities to involve parents, teachers, and staff in the development of the Expanded Learning Opportunity (ELO) Plan. Meetings were held with members of the Rosamond Teachers Association, Classified School Employees Association, the Child Nutrition Department, related service providers – Mental Health Therapists, Psychologists, Director of Special Education, School Site Councils, Cabinet and Leadership to assess how best to address the needs of all students regarding potential learning loss, social-emotional and health concerns, while providing a daily provision of healthy meals and snacks for the students.

The Superintendent met every other week with the LCAP committee consisting of parents, teachers, and staff to create goals and actions for the LCAP that address the needs of the unduplicated students, which are also appropriate goals and actions to support English Learners (EL's), low-income, foster, homeless, students with special needs, students who are performing below grade level and students who are at risk of abuse, neglect or exploitation; all students who are the focus in this ELO plan. Notes were kept from all meetings and used to create surveys to gather additional input from key stakeholders. During Superintendent and Cabinet weekly



meetings, protocols and procedures were established as a guideline in constructing a learning recovery plan, which are outlined in this ELO Plan. Anonymous surveys went out to parents and teachers on April 27, 2021 and the school staff on April 28, 2021.

Parents answered questions providing SKUSD feedback on the following topics:

1. Their child's learning loss experienced during COVID in Reading, Writing, Math, Social Science and Science
2. Interest in the area of Summer School. SKUSD will offer three unique Summer School programs this year in two sessions, one in June and one in July - **Credit Recovery, Extended School Year, and Learning Loss** with enrichment strategies
3. Interest in Reading and Math Academies after school beginning in the 21-22 school year
4. A monthly Saturday School held from 8 am – 12 pm
5. The impact that virtual learning had on their child's social-emotional well-being.
6. The need for transportation for Summer School, after school academies, and Saturday School
7. The interest toward attending a Parent Training on strategies to best support their child's social and emotional health
8. The need for childcare in order to attend a Parent Training
9. Were the pick-up times for Grab and Go meals convenient?
10. Were the pick-up locations for the Grab and Go meals accessibly located?
11. Were there enough fruits and vegetables provided in the daily meals?
12. Was the quantity of food and drink sufficient to feed their student?
13. What suggestions do you have to improve our nutrition program to prevent a greater risk of hunger and poor nutrition?

Critical data collected from the parent survey indicates that 71.5% of our parents, who took the survey, felt their child experienced learning loss in Reading and Writing. In the area of Math, 76% of the parents, felt their children were falling behind in Math and did not master the current grade level standards. Nearly 48% of the parents felt their children socially and/or emotionally regressed during distance learning.

Faculty members responded to the following questions:

1. Do you feel your students suffered any learning loss during distance learning in any core subject?
2. Would you be interested in teaching in either one or both of the planned summer sessions?



3. Math and Reading Academies are planned for afterschool during the 21-22 school year to accelerate learning and provide enrichment. Would you be interested in teaching for these academies?
4. A monthly Saturday School is planned for the 21-22 school year from 8 am – 12 pm. Would you be willing to teach on an occasional Saturday?
5. What can SKUSD and your site do better to support our students' health and social-emotional well-being during regular school hours?
6. What suggestions do you have to address students' health and social-emotional well-being after school?

Critical data collected from the teacher survey indicates that 61.67% of the teachers, who completed the survey, are willing to teach the first session of Summer School and 52% of those who answered the survey are willing to teach the second session. Approximately 50% of the teachers are willing to teach the Math and Reading Academies after school during the 21-22 school year. Only 49% of the teachers showed interest in teaching an occasional Saturday School. In the area of Reading, only 48% of the teachers who completed the survey felt their children suffered significant learning loss in distance learning. In the area of Math, only 35% of the teachers stated that their students suffered significant learning loss during the COVID pandemic.

Staff Members responded to the following questions:

1. Would you be interested in working either of our two Summer School sessions?
2. Would you be interested in working at the Math and Reading Academies after school in the 21-22 school year?
3. A once a month Saturday School is being considered for next year from 8 am – 12 pm. Would you be willing to work on an occasional Saturday?"
4. Many of our students have suffered socially and emotionally due to not being at school. What can SKUSD do to provide additional support for our students to address this concern?

Critical data collected from the staff survey specifies that 60% of our Staff, who completed the survey, would consider working the first session of Summer School – June 7 – 25. For the second session of Summer School, July 6 – 23, only 52% would be interested in working. Fifty percent of the staff are interested in working after school for the Math and Reading Academies during the 21-22 school year and that same percent would consider working an occasional Saturday school. The following are some of the suggestions made by the Staff to address social-emotional well-being of the students in SKUSD:

Additional counselors, after school clubs, open up schools completely, support groups, after school programs – robotics, science, computers, Family Nights – movie nights, outdoor activities by grade, bring back sports completely

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



The needs of SKUSD students in grades K – 12 will be identified using reliable assessments in English and Spanish to measure student progress and to identify skill gaps to drive instructional decision-making. Assessments are an integral part of instruction and are necessary to provide the teacher with the knowledge and performance base of the student. There is a direct relation of assessments to the classroom and student learning.

In the spring of 2021 and also in the beginning of the 21-22 school year, SKUSD will administer Renaissance assessments. For Students in grades K – 3, Star Early Literacy will be used to measure oral language, phonemic awareness and phonological awareness, phonics, vocabulary, and comprehension. Summer School will be offered to the most at-risk students based on the Spring Renaissance assessment as a strategy to close learning gaps before students return in August and are given the second Renaissance assessment. Students in grades 4 – 12 will be given Star Reading to measure reading skills, comprehension, and vocabulary. At-risk students in grades K – 12 predicated on the initial Renaissance assessment, quarterly grades, and teacher input will be encouraged to attend one or both summer sessions to build foundational skills on essential grade-level and content standards. The second Star Reading will be administered to students in August at the beginning of the 21-22 school year. Star Math, which is also a computer-adaptive test, accurately assesses the Math level of students in grades 1 – 12. This assessment will assist the district in placing students in the appropriate content level in the Math curriculum. Two summer sessions, consisting of 15-days each, will assist SKUSD teachers in engaging students and in providing corrective instruction at the appropriate level based on data from the first Star Math assessment. Priority enrollment will be offered to those students with intensive needs and also English Learner students. Star Spanish, which is the Spanish language version of the Star Literacy, Star Reading, and Star Math will provide insight into what English Learners know and can do in both languages by providing an accurate measure of growth and achievement the English Learner has made in both English and Spanish.

SKUSD will also use Systems 44 and Read 180, HMH products, which are researched based and if used with fidelity, will develop in struggling students the ability to read, comprehend, and respond to complex texts. Systems 44 will be used for those students who appear to be two –three grade levels behind. Read 180 and Systems 44 are both intensive intervention programs, which are extremely beneficial for at-risk and Special Needs students. The key components of both of these programs address literacy and language problem areas for intensive, accelerated, and extensive reading instruction. Both of these instructional programs are used for the systematic screening and progress monitoring that are essential for Multi-Tiered System of Support levels of intervention. Both of these assessment programs will provide students with the skills needed to think critically, analyze, and make inferences.

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

Parents and guardians will be informed of the opportunities for supplemental instruction and support in various ways. Site leaders will communicate to parents through Blackboard messages. These messages are sent by phone and email, in English and Spanish. School sites send out monthly newsletters that inform families of supplemental learning activities and upcoming events. The district and school sites inform families of learning opportunities on the district website Homepage in the “Announcements” section and on the Master Calendar. The district also uses Facebook and Twitter to publicize upcoming events and learning opportunities available for all students. The Superintendent communicates with parents as needed through Constant Contact, an email communication platform and



also Blackboard. Site leaders and district administrators may call individual parents as needed to invite students to planned extended learning opportunities.

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

Upon completion of Star Early Literacy, Reading and Math assessments, each school site will have a better evaluation of whether educational goals and standards are being met at the grade level, including current achievement on grade level essential standards. These assessments will indicate which skills a student has mastered and which ones need additional targeted instruction. The teacher will know based on outcome data, how close the student is to mastery of a targeted skill/standard and which students, moving forward, need specific instruction and more intensive support.

Once these students are identified, each site will begin to offer the first session of Summer School, which will begin on June 7 through June 25 to the low income, English Learner, special needs, foster and homeless students identified as at-risk. The second session of Summer School will begin on July 6 through July 23. Depending on the assessment data, parent interest, and teacher participation, students may be only able to attend one session of Summer School to ensure that other students' needs are being addressed. Each day of summer school will be 4 hours long. Students will be offered transportation and will receive breakfast upon arrival at the site. A grab and go Lunch will be provided to students as they leave the site at 12:00 pm. A nutrition break will be provided for students in-between the second and third hour of Summer School and also during all after school academies. Strategically located pick-up sites will be available for parents to grab and go dinner meals for students throughout the summer programs. Students will receive one hour of Reading and an hour of Math intervention to accelerate learning and focus on isolated skills. One hour of enrichment, addressing the whole child, providing either Art, Music, PE skills, and/or Robotics to provide an element of fun to the morning and to heighten interest in the students will be part of the Summer Program. The curriculum to be used during both sessions of summer school for Math and Reading is Standards Plus. This curriculum is highly effective with Title I populations. Standards Plus consists of multiple concise standards-based lessons that is equitable and can teach the same lessons to all students at the same time. The targeted lessons address high impact standards in 3 to 6 weeks. General Ed and Special Ed paraeducators will be used to assist teachers in delivering small group, individual instruction, and in providing integrated ELD strategies within content courses.

Also, to restore the social-emotional well-being of the students, the district Psychologists, Mental Health Therapists, and Counselors will provide 45 minutes, in the remaining fourth hour, of guided social interaction for the students, as a means to rebuild student agency as many students may feel defeated after a year of distance learning.

Areas of concern to be addressed during the fourth hour are:

1. Fear and worry = anger and frustration
2. Anxiety and Stress
3. Coping Skills
4. Communication – Rebuilding Friendships and Relationships



5. Self-Care

6. Motivation and Goal Setting

Activities to address the areas of concern may include:

1. Group Games - Emotion 4 Corners, How do you feel? Emotional Dodge Ball, Who am I, Parachute Game
2. Projects – Calming Jars, Social Emotional Workbooks, Stress Balls, Fortune Tellers, Rain Sticks
3. Mindfulness and Movement – Physical Education, Meditation, Yoga, Emotion Meters, Group Share, Social Groups
4. Community Engagement – Parent/Community Open Forum Nights

Once school resumes in August 2021, SKUSD will provide Math and Reading Academies at each site after school. Paraeducators will be used to provide small group and individual tutoring sessions addressing first the needs of the low-socioeconomic, English Learners, and the special needs students. A variety of clubs and after-school enrichment activities, and the ASES Program will be provided for student choice, to assist in fostering social-emotional wellbeing, and to improve intrinsic motivation in all students. On-going Professional Development will be offered during summer for all staff on Capturing Kids Hearts, a program that improves culture and climate, impacts student performance, attendance, and behavior and highlights the significance of building lasting relationships with students and staff.

## 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	\$600,000.00	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$600,000.00	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$400,000.00	[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	\$400,000.00	[Actual expenditures will be provided when available]
Additional academic services for students	\$428,875.00	[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	\$400,000.00	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$2,828,875.00	[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.

ELO Grant funds are being coordinated with ESSER Funds to provide supplemental instruction and support for students in a clean and healthy environment. In the ELO Plan, the focus is going to be Summer School and afterschool enrichment including Assessments, Instructional materials, professional development for teachers and staff, social-emotional well-being of students. Additional hours for Paraeducators and classified support staff and teacher pay for summer and afterschool will be funded from the ELO grant.

The primary focus of the ESSER funds will be to continue everyday operations in the scope of the allowable use including, but not limited to funding vendors, continuing the community feeding, software/hardware, updating HVAC units, purchasing materials to ensure sanitation meets the Cal OSHA requirements for the health and safety of students and staff. Supplemental curriculum, *Standards Plus*, to be used for Reading and Math instruction in Summer School and afterschool academies in the 21-22 school year will also be purchased from ESSER funds as well as the purchase of a Social-Emotional Curriculum and professional development to address the well-being of middle and high school students in the 21-22 school year entitled Hope Squad.