

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.

Dry Creek Joint Elementary School District (DCJESD) has made many efforts to solicit and involve stakeholders in developing the 2021 Expanded Learning Opportunities (ELO) Grant Plan. The district has used surveys sent out to parents/guardians and staff members. DCJESD has also collected data through meetings throughout the 2020-2021 school year as outlined below. Site administrators worked with their respective school staff and parent groups to elicit input and feedback. All of the data collected from parents, teachers, and school staff will assist DCJESD in providing quality academic and social emotional services and support for students in the 2021-2022 school year included in the ELO.

Parent and guardian Local Control Accountability Survey & Feedback
 Staff and Student Local Control Accountability Survey & Feedback
 Input on ELO 7 criteria areas from School Site Council at all 10 school sites

The 2021 Expanded Learning Opportunities Grant Plan supports the following 2020-2021 Board Goals:

1. Student achievement will improve as measured by increased proficiency levels on classroom, district and state assessments, with the intent that all students will demonstrate at least one year’s growth
2. Maintain safe and orderly schools with a positive, engaging, and supportive climate
3. Recruit, train, develop, and retain highly qualified staff to build employee capacity and support high level educational programs
4. Maintain fiscal responsibility and maximize available resources to support district priorities
5. Maintain, plan and build safe state of the art facilities to meet the needs of the district through a comprehensive Facilities Master Plan

6. Enhance and utilize technology to provide equitable access to digital learning in the classroom and support innovative programs

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

In order to address learning loss and mitigate students' learning gaps, DCJESD will use a variety of academic, behavioral, and social emotional assessments. DCJESD will use the Spring 2021 CAASPP scores in Language Arts and Mathematics, along with end of the year scores from STAR Reading and Mathematics. In addition to these universal screeners, DCJESD students will take the end of the year district assessments in Language Arts and Math. These assessments are administered through our IO Education/Illuminate data system and have been written towards identified essential standards by Grade Level. We will also use data from specific grade level assessments (eg. BRI, Running Record) at our PLC meetings and collaborative conferences to identify and track students needing Tier 2 and Tier 3 supports. During these meetings, staff will work with their grade levels and department colleagues to look at data, plan interventions and lessons to support learning loss and specific student needs. Our Special Education staff will address students' progress through goal progress monitoring, CAA results, Sonday, Edmark Reading and various other assessments.

The district will be implementing a system of social emotional support utilizing a widely used, scientifically validated and practical tool to measure and improve students' social emotional competence. The system will screen, assess and provide educational practices and intervention strategies for strengthening students' social skills both in schools and in out-of-school-time settings.

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

DCJESD has established excellent communication with parents and guardians. During the height of the pandemic and when schools were closing, the district was communicating daily with parents and guardians to keep them informed of the changes occurring. Currently, the district communicates weekly through each school site's messenger. Each school site sends a weekly update to parents and guardians that provides necessary information from the school and the district to support their child and family. Our communication team will continue to ensure that information is sent through different social media platforms that our parents and guardians access. Our district liaisons will continue to reach out to families by email, phone and in person meeting to ensure that our English learners, Foster Youth, and Low Income families are aware of increased services offered during this time. All communication in DCJESD is translated in Russian and Ukrainian, or parents can self-select the language necessary to read the information. In addition, translators and Language Line will be used as needed to ensure access to the information.

The district has found the best way to inform parents and guardians of supplemental instruction or additional opportunities is through the school site and specific staff. Therefore, school sites will contact parents directly to share district and site based supplemental instruction and support plans, including our summer Academic Bridge programs. In addition, the school site staff will communicate with students and families identified for needing increased academic, behavioral, and social-emotional services and support. These teams can help develop a plan to support students in their area(s) of need.

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

DCJESD will be using the ELO grant to fund supplemental instruction and support to increase and improve services for students. The district has evaluated current student data and stakeholder feedback to develop supports to address students academic and social emotional needs.

In the area of academics, DCJESD has made the following plans:

DCJESD will lower class size targets, in 4th-8th grade to 28. Lower class size targets provide for greater small group and individualized instructional opportunities for students in 2021-2022.

Using district professional learning surveys and student data, the district has identified areas of need. To support professional learning and students in the classroom, DCJESD will staff an additional Teacher on Assignment (TOA).

To support professional learning and collaboration amongst grade levels and specific schools sites, the district will assign four daily dedicated subs for the year.

DCJESD supports our Title I and EL students with an English Language and Reading Resource Teachers. The district will extend this support to our non Title 1 school sites and support our Newcomer English learners and help provide Tier 2 and 3 support for all students. The support staff will have an integral role in the MTSS system at these school sites.

All ten school sites in DCJESD will be given a specific budget to be used to implement before and after school tutoring opportunities in the area of Language Arts/ELD, Math, and Social Emotional learning.

To increase and extend learning opportunities for students, DCJESD will offer a summer Academic Bridge program for students who are identified by their specific school site using collaborative conference and grade level assessment data.

DCJESD will purchase Educational Technology programs to support in-person and virtual learning. These purchases will allow more accessibility for students and increased student learning opportunities.

In accordance with the ELO guidelines DCJESD will hire paraprofessionals to support the Multi-Tiered Systems of Support (MTSS). These instructional assistants will provide both academic and social emotional support. Paraprofessionals will receive professional learning and training to support their role.

In the area of social emotional learning, DCJESD has made the following plans:

Social Worker-The district will hire a social worker to help support families in need outside of school, and address truancy issues and barriers to school attendance in order to ensure academic achievement. The social worker will assist the district with crisis counseling and grief response as well as be a tiered support for social emotional learning. The social worker will act as the district Foster Youth District Liaison and focus support on foster, homeless and low socio-economically disadvantaged youth.

Boys and Girls Club - The District will partner with Boys and Girls Club to provide structured activities and a Power Hour at Antelope Crossing Middle School. The program will serve 50 students grades 6-8. The students will engage in a mandatory 1 hour academic support session and then will participate in a variety of activities including sports/fitness, character and leadership, arts, and health and life skills sessions. It is our hope to expand our partnership to other school sites within the District in the near future.

Exist to Intervene-A year long program for at-risk middle school students that will provide weekly group sessions through an interactive learning model. The target group of students will receive support in building strong relationships, leadership development, goal setting and accountability. The goal is that students will become more self-directed learners and more independent with life skills.

Wellness Together-The partnership with Wellness Together to provide site based school mental health therapists will continue for all ten sites and the number of therapy hours, classroom presentations, staff training, crisis counseling and parent support is increasing to address escalating mental health needs. Therapy sessions will continue through the school year and will be carried into the summer for 2021 and 2022.

School Psychologist- The District will hire an additional school psychologist to address growing social emotional needs as well as assess student needs and learning gaps.

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	1,015,036	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	2,148,725	
Integrated student supports to address other barriers to learning	580,198	

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	201,668	
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		
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	161,211	
Total Funds to implement the Strategies	4,106,841	

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 District is coordinating ELO funds with other federal Elementary and Secondary School Emergency Relief (ESSER) funds by utilizing ELO to primarily provide direct services to students as well as equipment, tools, and training to staff. Some examples of this coordination include the continuation of lower class sizes into 21-22 which were partially funded from ESSER in 20-21, the funding of the Social Worker from ELO in 21-22 and ESSER in the subsequent year, and providing schools with both ELO and ESSER funds for unique site needs. This coordination includes work to ensure alignment to overall goals and objectives and prioritizing the greatest needs. Furthermore, the ELO is aligned with the Local Control and Accountability Plan (LCAP) and its LCAP Federal Addendum and our Board Goals.

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.

California Department of Education
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