

## Expanded Learning Opportunities Grant Plan

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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.

Expanded Learning Opportunities, including discussion of supplemental instruction and support services were discussed in multiple venues throughout the Winter and Spring of 2021: School Site Council and Charter Council meetings at all schools (Feb and Mar 2021), Management Meetings (Jan-May 2021), Employee Input Session (3/12/21), District Community Input sessions (4/22/21, 5/4/21, 5/6/21), Staff Surveys (April and May 2021), Community Partner discussions (Jan-May 2021), and Open Session Board meetings (2/11/21, 3/11/21, 4/15/21).

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

During Spring 2021, all DCA students in grades TK-12 will participate in assessments of their academic progress (NWEA and district benchmark assessments, etc.) to establish a benchmark and identify students with the greatest academic needs. Additionally, 2021 summative ELPAC scores will be analyzed to determine the needs of our English Learner students. The needs of Students with Disabilities will be determined through the IEP process with close examination of regression and recoupment data. Student academic

progress will continue to be monitored throughout the 2021-22 school year as part of the Multi-tiered System of Support (MTSS) process to identify those students who require short- or long-term intervention or support.

Student health and social-emotional/mental health and wellbeing will be informally assessed by administrators, teachers, support staff, and counselors, using simple check-in tools. If concerns are noted, the student will be referred to the on-site counselors and/or mental health clinician or the Hazel Health platform for additional screening and services. Parents and students may also self-refer for health or mental health support/services.

For our students and families who are homeless or have disengaged from school during distance learning, information about needs has been gathered by administrators, teachers, and counselors during home visits and phone calls. For families whose primary language is Spanish, our bilingual support staff actively reach out to identify needs and connect them to resources.

DUSD operates a Community Eligibility Provision (CEP) meal program and has been providing free meals to all students for the last three years. During distance learning, our Food Services department became very familiar with our families and their needs. We use social media and our student information system to push out meal information, and school offices gather information about families' needs in regards to food and other resources.

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

Parents and guardians will continue to be notified (in English and Spanish) of opportunities for supplemental instruction and support through school newsletters, flyers, school and district websites, social media, robocalls, informational meetings, parent-teacher conferences, and messages through the student information system and learning management systems.

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

Through a comprehensive MTSS approach, DCA will provide universal, targeted and intensive supports for all students. As outlined in the 2021-24 LCAP, the district is focusing on developing literacy across all content areas to promote self-directed learners who will have the foundation for postsecondary success. All students, including those with individual education plans (IEPs), will participate in significant amounts of meaningful reading, writing and discussion in all courses to accelerate their thinking and learning. Students who need additional support will receive targeted or intensive intervention during the regular school year and/or in extended summer programs.

In Summer 2021 and Summer 2022, DCA will offer three types of summer programs to provide supplemental instruction: credit recovery for secondary students who have failed one or more classes during the school year, Extended School Year (ESY) for students with disabilities whose IEP teams have determined they qualify for such support, and summer enrichment programs for all students. Summer enrichment programs will focus on students' interests and provide both academic and social emotional learning support.

Additionally, to help remove barriers and provide support for students to become self-regulated learners, all K-12 students will have access to community learning centers in our newly redesigned student learning center. Beginning in Fall 2021, students will have

access to hubs that will be staffed by teachers and/or paraprofessionals and be open for approximately one hour after school on a daily basis. Homework clubs and/or after school tutoring will be offered at all schools. A structured credit recovery program will be available throughout the 2021-22 school year to assist students who failed courses during the pandemic and/or distance learning.

The district will continue to refresh technology including mobile hotspots in order to maintain 1) a safe 1:1 technology environment for all students, that includes the promotion and monitoring of cyber-responsible behavior, 2) tele-platforms by which students and families can access academic, health and mental health resources and 3) technology-rich classroom environments in which teachers can use technology tools to extend learning opportunities for all students. We will continue to provide staff training regarding the effective use of technology to accelerate student learning and to access health/mental health resources.

Student and family health, social-emotional, and behavioral health needs will be addressed through a multi-faceted approach, including community partnerships for direct services and resources, the adoption of social emotional curricula, training for staff, and parent education. Our Homeless and Foster Youth Liaison will continue to coordinate outreach, support services and resources for students and families most at-risk for abuse, neglect, or exploitation. All K-5 grade students will participate in a structured social emotional learning program. All students in grades 6-12 will participate in mental health education and the district will convene a Mental Health Youth Advisory Committee in the 2021-22 school year.

The district will continue to serve free meals to all students through our Community Eligibility Provision (CEP) program.

## 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	\$77,439	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$2,500	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$2,500	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports; increased paraprofessional supports	\$15,327	[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	\$12,500	[Actual expenditures will be provided when available]
Additional academic services for students	\$25,000	[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	\$20,000	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$155,266	[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.

All COVID-relief funds are being used to support students and staff in COVID-related matters. While ELO Grant funds are being used to supplement instruction and support strategies, other COVID-relief funds (ESSER I & II) are being used to remove barriers from students being able to attend school to the best of their ability (PPE, additional disinfecting, COVID testing, maintaining/increasing instructional aide time, etc.).

*Waterford USD said:*

*ESSER I and II funds will support the objectives of this plan by paying for*

- *Summer school in 2022 and 2023*
- *Retained staff to provide instruction and instructional support even as enrollment has declined*
- *Class sets of devices for TK/K/1*
- *Improved technology infrastructure*
- *Acellus credit recovery licenses*
- *Improving the learning environments with upgraded HVAC and operational windows for improved ventilation*

# 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).*

## 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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