

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.

Through the use of ParentSquare, FaceBook, Twitter, email and the Delhi Unified School District Webpage, staff involved parents, teachers, school staff and members of the community in the development of the plan by initially providing general information regarding the Expanded Learning Opportunities Grant, which included a description of its origins, available resources, template structure and instructions for its development. Along with this information was an initial survey, allowing for the stakeholders mentioned above to provide input into the plans development specifically targeting the 7 allowable purposes of the ELO. The results of the survey in hand, the plan was further developed; taking into consideration the suggestions provided, along with other items that have already been targeted for implementation in other recently approved plans, or plans that are in final stages of approval such as the three year Local Control and Accountability Plan (LCAP) 2021-2024; all with implementation dates starting the new school year of 2021-2022.

Furthermore, District staff held two 1-hour general meetings to further develop the ELO plan. Staff offered a meeting on Thursday May 13th, 2021, from 6:00 pm to 7:00 pm, which was held in English and another meeting, which was held in Spanish from 7:00 pm to 8:00

pm. Bilingual (English/Spanish) individuals were welcomed to attend both meetings if desired. Besides the usual marketing steps taken by the district, and as an extra measure of outreach, site principals were asked to invite their School Site Council (SSC) elected officials, as well as the elected English Learner Advisory Committee (ELAC) members. By including these site-level parent representatives, whose elected duty is to assist in the development of and/or advisement toward the School Plan for Student Achievement (SPSA) for each site, the district administration added a key layer of parent expertise. During the ELO Development Meeting, participants were briefed on the results from the survey, they were then walked through the design of the template, emphasizing the purpose, key targeted subgroups of students, and then expanded on the Supplemental Instruction and Support Strategies that were being suggested for this final stage of development. An explanation was provided as to why some of the allowable purposes were not being addressed in this particular plan. Participants were then asked to provide their input and feedback while district and site staff were present to respond to questions or engage in a discussion to ensure maximum participation and understanding of the tasked development of the ELO Grant.

Finally, District staff have met with our teachers' union representatives and classified staff's union representatives to discuss the proposed actions contained in this plan.

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

Established assessment guidelines will be reviewed and updated if necessary. These guidelines will serve as part of the multiple measures to be looked at. Other measures will include a review of student information in Aeries and ELLevation, one being our Student Information System (SIS), and the other being a source of information on English Learners; where both are a source of input and output of pertinent academic and demographic information to be analyzed and discussed. Teacher observation, parent input and other input from specialists are also a part of multiple measures to be looked into. Additionally, site staff, principals and teachers will address the needs of groups such as low-income; English Learners; foster youth; homeless students; 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. Monitoring of these students and any other students determined to be in need of support will be accomplished via a Multi-tiered System of Supports (MTSS). Specialists include Special Education teachers, Teachers on Special Assignment, Psychologists and Coordinators for SpEd, ELD and Assessment. The means to determine the needs of students is through a process of professional collaboration among all of the staff and parents with a stake in each student's academic and social emotional well being.

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

Depending on the analysis findings based on most recent assessments, SST implementation plans, counseling referrals, and collaborative professional meetings, a plan of action will be developed for each student in need, in order to establish to what extent various staff members will participate in contacting and/or informing parents and the targeted student in need of additional support.

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

With the extension of the school year in 2021-2022 and 2022-2023, teachers, Instructional Assistants, specialists and other staff will be able to provide the additional instruction and support as identified in this plan. As a part of this process, much attention will be placed on the delivery of core instruction, to include an emphasis on perfecting Tier I interventions which are to occur during the time allotted for the initial delivery of instruction. Reteaching will be strategized for those students who may need extra support in learning the content being taught. Expanded Tier II and Tier III instruction (intervention) will be delivered as a part of the additional time being funded by this grant. All teachers and classified staff committed to the above-mentioned instruction and support will receive the necessary training, guidance, support and monitoring to ensure students are making the necessary gains toward grade level performance. Established assessment guidelines will be reviewed and updated as necessary. These guidelines, along with extensive multiple measures, will serve as the basis for assessment and identification of students in need. Multiple measures will include, but is not limited to, teacher observation, local and state assessments, grade level and/or department level professional collaboration and data discussions. A Multi-tiered System of Supports will ensure that Tier I interventions are in place and fully implemented before assigning students to Tier II interventions. At this point, once all of the necessary and available accommodations have been discussed and implemented within a reasonable amount of time to be effective, Tier III interventions will be considered, and, as needed, implemented.

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
<p>Extending instructional learning time- Instructional learning time to be extended, in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year.</p> <p>Adding six (6) additional days to the instructional calendar of the 2021-2022 school year and of the 2022-2023 school year. This is pending results of negotiations with our labor unions.</p>	\$699,474	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	[\$ 0.00]	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	[\$ 0.00]	[Actual expenditures will be provided when available]

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- Summer School for Delhi High School and Delhi Middle School (\$30,839)	\$30,839	[Actual expenditures will be provided when available]
Additional academic services for students- 10 percent (10%) of the funding that is received based on LCFF entitlement are used to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. <ul style="list-style-type: none"> • Increase existing aides to 8 Hours (\$505,230, for an additional 62 hrs. per day); and • 20 additional aides at 8 hrs. per day for a total of 186 days (\$794,764). 	\$1,299,994	[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	[\$ 0.00]	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$2,030,307	[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.

Delhi Unified School District has been utilizing all COVID-19 federal and state funds, ie: ESSER I, II, GEER and CARES to implement services such as purchasing educational technology (including hardware, software, and connectivity) for students served by the district that aids in regular and substantive educational interactions between students and their classroom teachers. The district has purchased supplies to sanitize and clean all facilities. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, filtering, purification, and other air cleaning, fans, and control systems have been implemented. We will continue addressing health and safety concerns, including, but not limited to, purchasing public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses. Learning loss continues to be addressed among students, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children in foster care, of the local educational agency.

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.

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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