

# Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Delano Joint Union High School District	Jason Garcia Superintendent	jgarcia@djuhsd.org 661-720-4100

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.

The Delano Joint Union High School District (DJUHSD) conducted stakeholder meetings with parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan. These meetings were held via Microsoft Teams with Valley, Robert F. Kennedy, Delano and Cesar E. Chavez high schools on March 25 and April 8th, 20th, and 22nd, respectively, of the current year. The parent forum (English and Spanish) was held on April 22, 2021. The common trend among these stakeholders were the learning components of the required strategies for this plan which included summer school, learning supports to close learning gaps, and credit deficiency. Accordingly, the plan is predominantly directed to addressing these areas. Our district also administered parent and teacher surveys before the start and throughout the school year to identify the seven supplemental instruction and support strategies that will be implemented in this plan. In addition, local formative and summative assessment data was evaluated on an ongoing basis to refine instruction and provide supplemental services to meet student needs. The results from this data were subsequently used to identify supplemental services and strategies to be implemented in the expanded learning of our students. Community and behavioral health partners provided input in the design of this plan. These partners included Delano Chamber of Commerce, the Delano Community Alliance, Valley Harvest Pastor, business partners at Valley Strong, Child Guidance, and Tulare Youth Services. This plan was reviewed and approved by the District English Learner Advisory Committee (DELAC) and Special Education Parent Advisory Committee (SEPAC) in April of 2021 as well.

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

The Delano Joint Union High School District will use multiple measures to identify students in need of academic, social-emotional, and other integrated student supports. Our district utilizes data from local summative and formative metrics (FACS, benchmark assessments, and

quarter and semester grades) as well as data from state assessments administered Spring 2021 that include the ELPAC, SBAC English, SBAC mathematics, and the California Science Test (CAST) to assess the academic needs of our students and gauge instructional practices in improving.

The DJUHSD assesses the academic needs of students on a regular basis. Formative assessments are conducted daily through quizzes, assignments, and Explicit Direct Instruction (EDI) strategies to check for understanding (CFU). The instructional platform (Canvas) poll tool provides immediate feedback to teachers of student responses simultaneously during the lesson. Teachers use this feedback to re-teach (EDI strategy) if necessary. Quizzes and other formative assessments are immediately graded in Canvas allowing teachers to refine, modify or adjust the next day's instruction. Instructional staff will also utilize Unique Learning System as an assessment and data collection tool to further measure the instructional needs of students with disabilities. This data is also used to supplement instruction during tutorials. Tutorials are held via Microsoft Teams on Saturdays and before and after school hours as needed.

Students are identified for social-emotional support through self-reporting, counseling on excessive absences, student discipline conferences, and teacher and parent referral. The Nami (National Alliance on Mental Illness) student club promotes mental health awareness and support for students on campus. The district school sites send out weekly health tips for awareness and self-reporting. Contact information and support links are posted on school websites as well to promote identification of students. Social- emotional support is offered virtually on the internet and in-person on an individual basis. The intervention counselor and psychologist schedule sessions on a weekly or biweekly basis and conduct regular check-ins. If needed, students are also referred to outside counseling services – Child Guidance, Clinica Sierra Vista, and Tulare County Mental Health Services.

Daily student outreach activities enable our staff to identify barriers to learning. Students are then referred to the school counselor, psychologist, intervention counselor and school nurse for services. Access to meal service is promoted via parent letters and automated phone and text messages in English and Spanish. The DJUHSD was approved for the Community Eligibility Provision which qualifies all pupils in the district to receive meals at no cost to the student or parent. All students are provided breakfast, lunch, and supper throughout the school year and summer.

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

The Delano Joint Union High School District is committed to providing all students with a high-quality education in partnership with our parents and guardians. Our school sites have implemented practices of communicating with parents on a daily basis to inform them of student academic progress and pupil engagement. Communication with parents and guardians is conducted via personal phone call; Aeries Parent Portal; Blackboard Connect messaging system (automated phone and text); e-mail; home visitations; and/or mail correspondence. The district and school site webpages are used to inform parents of supplemental services and activities available to students and families. Students and parents are offered supplemental instructional services that include after school and Saturday tutorials, summer school and interventions as well as the necessary support (social-emotional, health, school meals, etc.) to meet the needs of our students. In addition, the DJUHSD has integrated into the instructional staff day a structured time of approximately two hours for parent engagement, teacher collaboration, and monitoring of pupil progress. Instructional and office support staff also contact parents via personal phone calls of students who need supplemental instruction and/or additional support.

All communication is provided in English, Spanish, and, if necessary, Tagalog.

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

The Delano Joint Union High School District's plan is focused on providing supplemental instruction and support to identified students in the seven areas as defined in the Expanded Learning Opportunities grant requirements. Our district proposes to expand instructional learning time; accelerate progress to close learning gaps; integrate pupil supports; assist community learning hubs that provide pupils with access to technology; provide supports for credit deficient pupils; provide additional academic services; and train staff on strategies that engage students and families. The DJUHSD worked collaboratively with community leaders from local churches, businesses, the Delano Chamber of Commerce, and the Community Connection Center in identifying strategies that are included in this plan.

The DJUHSD primary goal is to ensure all students are provided a high-quality education in improving student academic achievement and learning. Our district will extend instructional learning time by providing summer school. The district will implement practices to accelerate progress to close learning gaps that include tutoring; one-on-one or small group learning; educator training to address learning gaps; and after school and Saturday credit recovery sessions.

The DJUHSD vision and mission is to prepare all students to be college and career ready by providing a rigorous, high quality, standards based academic program aligned to the needs of all learners in a safe and nurturing environment. Accordingly, students are provided with universal, targeted, and intensive supports to improve student academic outcomes. Universal supports include provision of standards aligned curriculum and instruction; technology for student learning and digital literacy; supplementary instructional materials to improve student achievement; professional development for instructional staff to accelerate learning and to address learning gaps; and extra duty time for modification of curriculum, assessments, and instruction based on the data needs analysis. The targeted supports to improve student academic achievement consist of after school and Saturday tutorials and credit recovery sessions; parent contact for student engagement; summer school; and class size reduction sections with paraprofessional assistance for students identified in needing additional support. As part of the component of this plan, the DJUHSD plans on adding two paraprofessionals at each comprehensive school site to provide supplement instruction and support for English learners, pupils with exceptional needs, and academic deficient students. Pupils who are identified as needing intensive supports will be provided one-on-one tutorial for foster and homeless youth and small group tutorial for English learners and students with disabilities; teacher and Instructional assistant team support during tutorials for students with disabilities; mathematics, reading or writing intervention during the school day; home visitations for students not engaged; and individual mentoring and counseling.

Social and emotional learning is an essential component to student success. Accordingly, the DJUHSD plan includes the essential provision for mental health awareness and support. Universal, targeted, and intensive mental health supports will be provided for improved services and support for our students. Our district provides universal supports that include training of staff on suicide prevention and human trafficking awareness at the start of each school year; parent and student suicide prevention training at least twice a year in English and Spanish; annual supervisor training to conduct daily employee wellness checks; a National Alliance on Mental Illness (NAMI) student club that promotes mental health awareness and reduce stigma; and the distribution of the weekly mental health newsletter for awareness and self-reporting.

The DJUHSD mental health support staff provide targeted and intensive support and services as well. The targeted services are comprised of social- emotional sessions offered virtually and in-person on an individual basis; group sessions conducted by the intervention counselor and psychologist on a weekly or biweekly basis; Saturday activities and group sessions; promoting messages to reduce stigma; distributing information about and access to behavioral health services; and pupil enrollment in a social-emotional course and Mental Health Lounge via Canvas. Intensive supports and services encompass regular check-ins and tele-counseling with students; one-on-one counseling; and, if needed, referrals to Child Guidance, Clinica Sierra Vista, and Tulare Youth Services Bureau. High profile cases such as major grief and loss issues, suicide prevention, coping with symptoms of depression, anxiety, trauma, serious LGBTQ issues, and family and relationship issues are addressed by our school psychologist and marriage and family therapist.

The DJUHSD strives to provide engaging learning experiences in a positive climate by including students, parents, and school staff in recommending needed supports for improved student services. The results of our efforts are reflected in the student and parent surveys administered annually on the sense of school connectedness. The results from the October 2020 surveys indicate that 99.6% of parents and students feel connected to school.

## 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	\$160,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$3,117,264	
Integrated student supports to address other barriers to learning	\$120,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$30,000	

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$180,000	
Additional academic services for students	\$100,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$38,000	
Total Funds to implement the Strategies	\$3,745,264	

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 Delano Joint Union High School District will coordinate the Expanded Learning Opportunities (ELO) Grant funds with the apportionment received from the federal Elementary and Secondary School Emergency Relief Fund provided through the CRRSA act (ESSER II) to maximize support for students and staff. The DJUHSD will expend ELO Grant funds on the seven strategies defined in the requirements of this plan. The district plans on expending the Expanded Learning Opportunities funds and the ESSER II funds as follows:

THE DJUHSD will use Expanded Learning Opportunities Grant funds on:

Strategy 1: Extending instructional learning time by providing summer school

Strategy 2: Learning supports – Tutoring or small group instruction, learning recovery programs, training on accelerated learning strategies, paraprofessional support

Strategy 3: Integrated pupil supports – health, counseling, mental health services, social and emotional learning

Strategy 4: Assist community learning hubs, if necessary, with technology, connectivity, and academic support

Strategy 5: Supports for credit deficient pupils to complete graduation and to increase and improve pupils' college eligibility

Strategy 6: Additional academic services – diagnostic assessments, progress monitoring, and additional supports

Strategy 7: Training for staff on strategies, including trauma informed practices, in addressing pupils' social-emotional health and academic needs

The DJUHSD will utilize ESSER II funds on the following services:

- Activities to address the unique needs of individual student populations.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning and implementing activities during long-term closures - providing meals to eligible students, technology for online learning to all students (which may include assistive technology or adaptive equipment).
- Addressing learning loss – Provide information and assistance to parents on how to effectively support students, tracking student attendance and improve student engagement.
- School facility repairs and improvements to reduce risk of virus transmission and exposure to environmental health hazards.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff 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](mailto: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  
March 2021