

# Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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## General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The COVID-19 pandemic has challenged the Delhi community. In terms of student learning, it has been less-than-ideal, in spite of the efforts put forth by our employees. Especially during the months of March, April, and May, instruction and communication with our students decreased tremendously, as the uncertainty and ambiguity of distance learning caused considerable disruption in day-to-day student-teacher interaction and school-home interaction. At times, this decrease was on the part of the schools--at others it was on the part of the families.

Our entire program has been impacted by COVID-19. Therefore, our Learning Continuity Plan (LCP) is fully informed by these realities. The Learning Continuity Plan includes both In-person, Distance Learning, and a combination of both referred to as a Hybrid model. Once the pandemic subsides, the plan is to bring students back onto campus in a phased approach once county and state health officials have deemed it safe.

The district has approximately:

- >>Enrollment: 2,589 students
- >>Low Income Students: 86%;
- >>English Language Learners: 51% of elementary students and 23% of secondary students;
- >>Homeless and Foster Youth: 2% of students are experiencing homelessness, and 0.3% are foster youth;
- >>Students with Special Needs: 10%

The Delhi Unified School District modifies practices and the plan as updated information is available from County and State Health Officials and Governor Newsom.

# Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

On June 4, 2020 the district's Cabinet convened a Roundtable Meeting of stakeholders to discuss the district's plans for reopening schools for the 2020-21 school year. The Roundtable Meeting was held in the DMS Gym and physically attended by parents, teachers, classified employees, president of the teacher's union, president of the classified union, principals, district office administrators, director of information technology, director of food services, and director of maintenance, operations and transportation. Stakeholders were provided the opportunity to participate by phone. The information was presented in both English and Spanish.

The Meeting lasted over three hours and allowed all stakeholders to share their views, ideas, concerns related to the reopening of schools--while providing a vehicle to provide feedback to the Cabinet on ideas being contemplated related to reopening school campuses.

The topics related to the Reopening of Campuses were:

>>Cleaning, Hygiene, and Sanitation;

>>Personal Protective Equipment;

>>School Start Date;

>>Instructional Delivery: In-person, Distance, Combination of both;

>>Class Schedule: Full-day, Half-day, multiple-days--including the need to support Special Education Students and English Learners who had suffered a significant learning loss during the Spring 2020 school closures.

>>Home-to-School Busing and bus capacity with social distancing;

>>Food Services for Students;

>>Social Distancing including Ingress and Egress Pathways;

>>Identification of Sick Students and Quarantine Rooms;

>>Social Emotional Support for Students;

At the same time as the Roundtable in June, DUSD conducted a survey asking parents about which type of model they would like to see in the Fall, specifically: (1) Traditional, (2) Hybrid, (3) Distance Learning, and (4) virtual independent practice. The majority of respondents preferred a Traditional Opening.

With the various changes in direction coming from the state government, all stakeholders were surveyed on Thursday July 2, 2020, regarding the reopening of schools. Of the 412 that responded, 86% were parents, 13% were teachers, 8% were classified employees, and .5% were administrators. Responses varied from wanting students to be back in school to others not wanting students to be back in school, and everything in between. Some parents were indicating that students should be in now, while others wanted to wait for a vaccine, or a cure.

DUSD convened a second Roundtable Meeting held on July 7, 2020 with the same representative group in addition to other participants to update and solicit additional feedback on the items discussed on June 4th. Currently the district and Principals reach out to parents through Parent Square, phone calls home, and parent meetings (e.g. Site Council) to (1) inform parents and (2) solicit feedback on how distance learning is working. Principals will either address the concern, or forward the issue to the department best able to address the issue. The information was presented in both English and Spanish.

[A description of the options provided for remote participation in public meetings and public hearings.]

The Community has the ability to participate in public meetings and hearings remotely by either phoning in directly to the meeting, in English or Spanish, emailing comments to the Superintendent who reads the email, or both, during public participation; or when the specific agenda item is discussed by the Board.

[A summary of the feedback provided by specific stakeholder groups.]

Feedback by the community has been mostly related to instruction, e.g. the desire for In-Person Classes, Lack-of or Poor Internet Connectivity, too little or too much on-line time with students. A significant amount of feedback from teachers has related to what the district needs to do in the area of cleanliness, sanitation, student screen time, and measures taken to make classrooms safe for teachers.

From our non-teaching employees (classified employees) we have received feedback and input on safety measures, as they have been the group of employees, along with administrators, who have continued to work from our schools or district offices throughout the pandemic. Thanks to their contributions in this area, as of September, 2020, DUSD has not experienced any incident of work-related COVID-19 transmissions.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

>> The District has developed five phases to guide our District's return to in-person instruction.

>> Based on a survey of families, it was estimated that 300 families had poor or no connectivity, and purchased 350 internet Hot Spots. When some of these Hot Spots did not provide the desired level of connectivity, 120 more were purchased that would access a different network.

>> Principals and school sites have regular and ongoing communication with students and parents, often about devices and connectivity. The Technology Department is contacted and the district's technology staff make home visits when requested or necessary to address connectivity and hardware issues.

>> The District negotiated a Memorandum of Understanding with the Teachers Union to address their feedback which included among other things: (1) start date of school was pushed back from August 5th to August 20th and the work year; (2) Distance learning Procedures/Leaves including when teachers can provide instruction from home, and other instructional related issues; (3) distance Learning Accountability Requirements; (4) Evaluations/Pay and Benefits; (5) Evaluations; (6) Health and Safety Protocols including Decontamination of Classrooms and Improvement of Air Ventilation and Filtration. The district has upgraded the filters and moved from a quarterly to a monthly filter replacement cycle at a cost of approximately \$77,000.

>Discussions with the Teachers Union continue as new issues are identified, including in-person instruction for small cohorts of Special Education Students, English Learners, and Homeless Students.

## Continuity of Learning

### In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

The district feels that special education students, english learners, and homeless students experienced the greatest learning loss during the Spring 2020 Closure. To address this loss, the district will bring Small Cohorts of these groups onto campuses for in-person learning.

After the action above, the district will continue to follow a phased approach to an eventual classroom-based/in-person instructional model that follows all health and safety protocols. A full Distance Learning Model will be offered in Phases II-V to those students whose parents feel a student is at risk of getting COVID-19.

>> **Phase I: Distance Learning** all grade levels until the Merced County Department of Public Health allows students to start returning to campus.

>> **Phase II: Blended/Hybrid Model**

>> **Elementary:** In-person instruction for elementary students who are english learners, students with special needs, homeless and foster youth will receive instruction in a morning AM session and receive at the very least the minimum instructional minutes, all other students will attend the afternoon PM session continuing with distance learning model and a blend of synchronous and asynchronous instruction. Because of the reduced number of instructional minutes, the emphasis will be on the following subject areas: English Language Arts, English Language Development, and Math. Whenever possible, other subject areas may be added. If the circumstances allow it, what is labeled here as the AM group would remain on campus for a traditional school day, while instruction is simultaneously streamed live to what is labeled here as the PM group. This possibility is being added as by the time students return to campus in any capacity, most likely they will have missed close to one academic year of in-person instruction. Recapturing so much learning loss will be paramount.

>> **Secondary schools (DMS and DHS)** will continue with the Distance Learning model and schedule.

>> **Phase III: Blended/Hybrid Model** where students attend in-person classes every day either in a morning AM Session or an afternoon PM Session.

>>**Elementary** emphasis will be on English Language Arts, Mathematics, English Language Development, and Special Education. Music will also be offered. If the circumstances allow it, what is labeled here as the AM group would remain on campus for a traditional school day, while instruction is simultaneously streamed live to what is labeled here as the PM group. This possibility is being added as by the time students return to campus in any capacity, most likely they will have missed close to one academic year of in-person instruction. Recapturing so much learning loss will be paramount.

>> **Secondary grades 7-12** students will take all regularly scheduled courses as in a traditional master schedule, however classes will be in an AM/PM model with a spiral seven-period class cycle over 4 days.

>> **Phase IV: Both Traditional and Blended/Hybrid Model**, Elementary Students return to full day in-person classes, Secondary students remain in Phase III.

>> **Phase V: Traditional**, students at all grade levels attend full-day in-person classes. As stated above, for those students whose parents feel a student is at high risk of getting COVID-19 will be offered distance learning until the pandemic is over.

Note: Tentatively, at least the following two modalities may be utilized to offer distance learning at any of the phases listed above: simultaneous live streaming while classroom instruction is taking place and online asynchronous instruction. As needed and determined by the District, other modalities may be used.

**Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]**

Description	Total Funds	Contributing
Increase contact and intervention for <b>Foster Youth, Homeless, English Learners, Students with Disabilities and students who have experienced significant learning loss</b>	\$130,000	No
Decontamination of all classrooms, the cost of staff time and materials was not specifically identified.	Unknown	No
Reconfigure classrooms to provide for social distancing, the cost of staff time was not specifically identified.	Unknown	No
Upgrade of classroom and office HVAC to MERV-13 air filters, and moving from quarterly replacement to monthly.	\$77,000	No
Purchase of temperature kiosks for all locations to monitor temperature of students, staff, and parents coming onto campus.	\$32,919	No
Purchase of various cleaning and hygiene materials such as outside washing stations, additional hand sanitizers in classrooms and throughout campus, masks and shields, etc.--not including staff time for installation.	\$17,144	No

## Distance Learning Program

### Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Teachers are delivering instruction to students during distance learning using the adopted core curriculum to maintain consistency of instructions when students return to campus in Phases II through V. Curriculum is as follows:

**> English Language Arts/English Language Development:**

>> Preschool and Expanded Transitional Kindergarten: Big Day Pre-K

>> Elementary: Benchmark Advance/Adelante

>> Secondary: StudySync

**> Mathematics:**

>> Preschool and Expanded Transitional Kindergarten: Big Day Pre-K

>> Elementary: GoMath

>> Secondary: Go Math

The focused approach to training teachers, administrators, and support staff on the District's adopted instructional programs and how to faithfully implement these programs over the last four years is ensuring that our students receive coherent instruction and that continuity has been ensured from the onset of the pandemic to now and that continuity will be ensured once our students return to our schools for in-person learning.

### Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

The district allowed students to keep devices over the summer. Prior to the first day of school, each school made contact with parents and students through Parent Square and phone calls to notify them that if their device needed maintenance or that if they needed a device, to schedule an appointment. Since the start of the school year, Computer Techs, as well as our IT Department Director, also have been making home visits to address problems with devices and connectivity for those students who cannot get to campus for repairs.

Stakeholder feedback provided sufficient information for the district to estimate that 21% (300 of 1,400) of families had poor or no connectivity. Prior to the start of school, the district purchased 350 Verizon Internet Hot Spots and has distributed them to families as they are identified. Once school began, parents and students provided feedback to principals and teachers when poor connectivity hampered instruction. As a result of this feedback, the district then purchased 120 Hot Spots from a different vendor so that this new Hot Spot could replace the Verizon Hot Spot in areas that Verizon's signal was not adequate.

Additionally, to respond to feedback regarding preschool and Extended Transitional Kindergarten students--our youngest students--and the difficulty they were having acclimating to chromebooks, DUSD, thanks to a generous grant from United Way Merced, purchased 50-inch screens to “visually bring the classroom to our children’s homes.” If this approach proves successful, the District will purchase additional funds using pandemic-related funding, as well as other available funding.

## **Pupil Participation and Progress**

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

There are sufficient live contact minutes in the current Phase I distance learning schedule to meet the state minimum instructional minutes--so teachers monitor attendance during their live contact with students. When the asynchronous model is used, teachers will assign work to the student, and after the asynchronous learning time has passed, the teacher will evaluate the work and assign a time value to the pupil’s work--similar to what teachers currently do with Independent Study.

## **Distance Learning Professional Development**

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

The District’s Technology Team provided Professional Development to all teachers on August 10th and 11th. Teachers identified their area of need(s) and signed up for sessions--All sessions were recorded and are available for on-demand viewing. If a teacher was unable to attend a session, they were referred to the on-demand viewing platform.

>> August 11: Social and Emotional PD was done throughout the day to ensure all teachers would not have a conflict to attend this session.

>>A website was created to build and keep all PD and resources for teachers: <https://sites.google.com/delhiusd.org/distancelearning/home>.

>>FreshService, our new ticketing system, is being developed with new articles for reference and is a resource for teachers if they want to look up answers.

>> Parentsquare training for teachers was done by the Technology Department for Schendel School on August 25th and Harmony School on September 3rd.

>> Teachers were also invited to attend a webinar on Parentsquare 101 on Aug 4,11,13,18,20,25 or Sept 1,8,15.

The District’s Coordinator of Library and Media Services hosted to following trainings for teachers and instructional staff:

>> Small Group Practice with Meet for those elementary and secondary teachers who requested this during the PD days. This was held for 1 hour for each group on August 12th.

>>Virtual Office Hours for 7-12 teachers (8/13) and elementary teachers (8/14) which gave teachers the opportunity to pop in and ask questions about EdTech tools they were practicing with (Meet, Google Classroom, Slides, etc.). Teachers also were able to express how they were feeling and received encouragement from colleagues.

There have also been professional development opportunities given to teachers on curriculum programs such as StudySync for English Language Arts and English Language Development at the secondary level grades 7 through 12.

## Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Most staff have the same responsibilities during the pandemic as they had before. However, some non-teaching staff members have taken on new responsibilities like Campus Supervisors who may translate for a spanish speaking parent and an english speaking teacher.

One non-teaching staff member has been given a new role and responsibility to make weekly contact with each Homeless Student and household to ensure the student has the instructional and social emotional support to be successful. This new approach will also provide information and resources to homeless households of such things as housing, food, and social emotional support.

However, as a result of the reduction in instructional minutes and live student contact time during Phase I of distance learning, instructional staff have time built into the daily schedule for intervention. Intervention includes both support for the student, and contact with parents to address concerns of the teacher or parent on the student’s learning progress, or the social emotional health of the student.

## Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

The elementary daily instructional schedule has time built into the schedule so that teachers can proactively reach out and communicate with and support students and parents. Because pupils with exceptional needs, english learners, and those experiencing homelessness have been identified as having the greatest learning loss due to distance learning, these students are receiving the majority of the outreach as teachers strive to help these pupils catch up with their peers.

Secondary schools are offering after school tutoring through the Online Hawk Learning Lab and ASSETS Program, and offering one-on-one tutoring for designated groups such as english learners, students with special needs, students in foster care, and those experiencing homelessness.

The district has also assigned a staff member to make weekly and regular contact with every homeless pupil and homeless household to ensure the pupil is connected to the educational and social emotional programs, and have all the resources necessary to be successful.

## Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
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One non-teaching staff member has been given a new role and responsibility to make weekly contact with each Foster Student, Homeless Student and household to ensure the student has the instructional and social emotional support to be successful. This new approach will also provide information and resources to homeless households of such things as housing, food, and social emotional support.	\$ 0.00	No
The development of master schedules in elementary and secondary schools that maximizes instructional time, live interaction, and outreach.	\$ 0.00	No
Improve communications with parents to increase student connections with teachers and their school.	\$0.00	No
Provide professional development for teachers on Social and Emotional Learning.	\$10,500	No
Provide professional development for teachers on Benchmark (Basics and Universe).	\$7,000	No
Provide professional development for teachers on Benchmark (ELD).	\$3,500	No
Provide professional development for teachers on StudySync.	\$3,300	No
Provide professional development on Mathematics program (HMH, 8 sessions), cost of staff time not specifically identified.	Unknown	No
Provide professional development on Google Meets (8 sessions), cost of staff time not specifically identified	Unknown	No
Purchase of additional 50 laptops for teacher and substitute teacher use, to upgrade their previous unit that could not support the needs of distance learning.	\$43,823	No
Purchase of Meet Enhancement Pro for Google Meet for teacher use.	\$1,200	No
Purchase of Screencast-o-matic for teacher use.	\$1,476	No
Purchase of teaching tools, such as wireless headsets for teacher use.	\$5,864	No
Purchase of earbuds with microphones for teacher use.	\$375.00	No
Purchase of Hover Cams for teachers	\$68,400	No
Purchase of additional 550 Chromebooks (including Chrometabs, touch screen devices, for early grades) for student use in the elementary grades.	\$185,000	No
Purchase of additional 200 Chromebooks for student use.	\$53,210	No
Purchase large touch screen TVs, wireless headsets, wireless mice, mouse pads, and rocking chairs for a specific group of students with disabilities.	TBD	No
Purchase of headsets for a specific group of students with disabilities.	\$1,350	No
Provide students who have no connectivity at home with 470 internet hotspots or district paid in-home cable connection. Note: the District is determining the viability of building district-wide WiFi towers during the 2020-2021 school year. Total cost has not been determined, yet.	\$112,500	Yes
Purchase of 50-inch screens to “visually bring the classroom to our children’s homes” for preschool and ETK students.	\$16,700	No

Purchase of styluses for early grades (site specific) for student use, per teacher request.	\$28	No
Addition of features to our communication platform, ParentSquare, namely, StudentSquare, Forms and Surveys.	\$2,424	No

## Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Teachers are using curriculum assessments to triangulate data in order to develop instructional adjustments and identify students in need of targeted support in English Language Arts (ELA), Math, and English Learners Development (ELD). The curriculum assessments are supplemented with STAR and formative assessments.

Many of the assessments are embedded in the adopted curriculum such as Benchmark and MyHRW for ELA and ELD. STAR Testing is also used to assess ELA, ELD, and Math. These assessments are administered to monitor the effectiveness of academic supports and ascertain if further supports and interventions may be needed.

## Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The Distance Learning Master Schedule was designed to provide instructional minutes that closely equate to in-person learning. This was done in part to ensure consistency in support during DL, as well as to establish quality of care during hybrid learning. The master schedule was designed to provide the following:

>> General education teachers use daily outreach time to communicate and support students that are facing struggles during distance learning, which includes English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.

>> Special education teachers use daily outreach time to communicate and support pupils with exceptional needs that are facing struggles during distance learning.

>> Teachers use an intervention block to provide targeted support for english learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.

## Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The district will closely analyze quarterly assessment data of student growth in English Language Arts, English Language Development, and Math to identify patterns of successes and failures, and working with the district's Curriculum, Instruction, Assessment, and Technology Council (CIAT)--will adjust services and supports to meet the needs of students.

### Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Distance Learning Master Schedule was designed to provide instructional minutes that closely equate to in-person learning.	\$ 0.00	No
Provision of daily outreach time to communicate and support students that are facing struggles during distance learning, which includes English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.	\$ 0.00	No
Special education teachers use daily outreach time to communicate and support pupils with exceptional needs that are facing struggles during distance learning.	\$ 0.00	No
Teachers use an intervention block to provide targeted support for english learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.	\$ 0.00	No

### Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

All teachers received training on how to support the social and emotional needs of students on August 11, 2020. With their close relationship with students, teachers are the best identifier of concerns such as: (1) Self Harm; (2) Anxiety; (3) Depression; (4) Behavioral Issues; and (5) Suicide Threat.

(The District also provided training to employees on Social and Emotional Learning by the Teaching Heart Institute in late May, prior to the end of the 2019-2020 school year).

Teachers will work directly with the student, and may refer the student to available on-line resources like Ripple Effects and Imago. If the teacher identifies that their intervention isn't having the desired outcomes, individual cases will be discussed with the Principal. Principal can coordinate additional human resources between the District Nurse, School Health Clerks, and Psychologists.

As the District has done over the last few years, Suicide Prevention training will be provided.

# Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Delhi Unified sees the district learning model as an opportunity to connect with ALL families regularly and often--with the ultimate short and long term goal of connecting school and families to the benefit of students.

School Master Schedules have been developed with specifically identified time slots where teachers can do intervention with students, and make connections with parents to discuss attendance, learning progress of their student, and learning loss. District non-teaching staff will also be making phone calls home to increase the frequency of contacts and interact with teachers to coordinate efforts and maximize results.

To provide additional support to students, a staff member has been identified to make regular and weekly phone calls to students and families who are experiencing homelessness, students with special needs, students in the Newcomer Program, and our youngest learners in the Early Education Program.

When students are found not to be engaging in the educational program for at least 60% of the instructional minutes or are at-risk of learning loss, both the teacher and non-teaching staff will make phone calls to the students and parents to get the student to re-engage with the instructional program.

# School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The U.S. Department of Agriculture has issued a waiver that allows every child from 2 years of age to 18 years of age to receive meals at no cost. Breakfast and Lunch are packaged and distributed together as a Grab-n-Go at every school without restrictions based on where the student attends. With the health concerns that hot meals may not be maintained at required temperatures, the menus have been adjusted to prepare nutritious meals for students and ensure student health.

When the district starts to have students on campus in Phases II through V, the district plans to maintain the Grab-n-Go model so that students can eat their meal away from the cafeteria to maintain social distancing requirements and avoid large gatherings.

# Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
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Pupil Learning Loss	To supplement the adopted curriculum, the district has purchased online asynchronous platform(s) for all students. This provides teachers another resource to help students with learning loss through asynchronous learning.	\$58,600	Yes
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## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
34.86%	\$7,502,138

### Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The district's unduplicated pupil percentage for the purpose of the LCFF calculation is 89%. With a percentage over 75%, the district is allowed to provide services to students in a "School Wide" model, whereby all students get additional services--rather than a "Targeted" model whereby only identified students receive additional services.

And while all students are eligible for additional services, there is a focus on english learners and early education in the primary grade levels.

Students in early grade levels generally have higher levels of english language learner, and elementary students overall are 51% english learners. With a focused effort on early education and literacy, these students will have a better chance of succeeding as they progress through the grade levels to graduation.

In recent years, there has been an increased number of students at the secondary level (grades 7-12) who enroll in school with little or no english language skills. To give these students the basic skills necessary to successfully participate in the high school curriculum, the district has started a Newcomer Program. The goal of this program is to provide intense instruction in the english language and to exit the student from the Newcomer Program and into the regular master schedule of classes.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required

The district Local Control Funding Formula (LCFF) provides additional funding for Delhi's unduplicated population of students who qualify as: (1) Low Income; (2) English Learners; (3) Homeless and Foster Youth. This additional funding must be spent on providing increased or improved services for this population of students--but because Delhi Unified's eligible student population is around 90%, it can offer services to all students as a school-wide program rather than a targeted approach to select students. The percentage of Delhi's LCFF apportionment

that is spent on Increased and Improved Services has been fairly consistent since 2016-17 ranging from 34.44% to 36.26% and is projected to be 34.86% (\$7,502,138) in 2020-21.

Since the inception of the LCFF in 2014-15, the district has created (among others), the following increased and improved services to students:

- >> Increased instructions to TK-3rd grade students by the equivalent of 18 instructional days through increased daily instructional minutes;
- >> Increase and improve young student's readiness for school with the establishment of an early educational program known as Extended Transitional Kindergarten;
- >> Accelerate the acquisition of English skills for secondary students who enroll with little or no english language skills with the establishment of a Newcomer Program;
- >> Increase reclassification rates by provide additional support to english language learners with materials and instructional supports;
- >> Improve a student's readiness for high school through the establishment of a Middle School and move away from the TK-8 grade level configuration at the elementary schools;
- >> Improve student technology skills by the implementation of a 1:1 computing device for each student, along with an on-line curriculum and other 21 Century learning supports and modern furniture;
- >> Increase the elective offerings for secondary students including the establishment of an Agricultural Program.
- >> Increase services to students with disabilities by allowing the encroachment to grow, and having the LCFF funding share in those additional costs;
- >> Improved health services to students through telemedicine proved by Hazel Health;
- >> Improve safety for students by creating the District Safety Officer Program to patrol campuses and create safer routes to school;
- >> Improve campus safety with the installation of cameras at all schools and the emergency communication with classrooms with an updated intercom system at all schools.