

# 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.

TRCS developed the plan using the MTSS Leadership team including administrative staff, lead faculty, and parent representatives. The TRCS ELO Plan was discussed during the TRCS Board of Director and Site Council monthly meetings. Input was also gathered during weekly PLC time and monthly at all staff meetings.

TRCS will implement the following 3 areas using the ELO funds:

- + 2 Years of Summer School: 3-2-1... Grow! will be a 4 week program based on our most at risk students this summer (2021); it is our intent and hope that we will be able to expand our offerings to include GATE/extension opportunities for more students in summer (2022)
- + Staff Development for TRCS staff: All staff will attend 2 days of Capturing Kids Hearts training to support their learning and grow as teachers. This training will be prior to the start of the school year. Additional professional development will be provided internally by our Data Coordinator and Intervention teacher, with the support of SCSOS for identified targeted areas of need.

- + Intervention and Reading Recovery intervention will be offered to additional students after school (identified students needing additional these services). Teachers and highly trained paraprofessionals will provide these services afterschool (in addition to during WIN and intervention time).

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

### **3-2-1... Grow!**

TRCS will be utilizing data to identify our students most at risk and needing intervention. Our intervention teacher will create a listing of students with known learning loss needs. Teachers will add additional students to the list to ensure that the students with the greatest needs are being served first. Collectively, the TRCS administrative team, teachers, including intervention staff and paraprofessionals will determine students to be invited using NWEA MAP winter and spring assessments, classroom benchmark assessments, teacher observations, and recommendations including: TRCS staff recommendations, intervention students, ELD students, academic SST students, SEL, and NWEA MAP score below the 30th percentile. Our SPED students will be invited and collaborate with learning center staff, but will also have access to a traditional extended school year model based on their IEP goals. The benchmark data will also be utilized after 3-2-1... Grow to determine if goals were met for each student.

### **Intervention Support + Reading Recovery**

TRCS will utilize data collected in August (as students return to campus) to determine additional intervention needed. TRCS after school care, Tiger Care will be utilized to support families in accessing additional resources, homework support, and targeted interventions. Staff will be paid to work with these students M/T/Th/F each week.

Our first grade Reading Recovery teacher will receive input from kinder teachers and provide additional screening to determine what 1st graders will qualify for RR services beginning in September. RR is a 16+ week program so students who are selected will be in the program through winter break. Our goal will be to offer 6 students RR in the 2021/2022 school year.

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

TRCS will communicate to parents and families in the following ways:

- + For the 2021 Summer Session of 3-2-1...Grow! parents have already been sent an invitation letter to participate (week of 5/3/2021). Individual and personalized follow up will be occurring in the next few weeks to ensure all students identified are able to participate in this summer's program. TRCS is also offering transportation to families who may need this to access this program.
- + All students identified needing additional supplemental instruction and support will be contacted individually.

Parent Square: Notice of 3-2-1... Grow! and all supplemental instruction opportunities (Intervention Support and Reading Recovery) will be communicated to all parents through Aeries Parent Square.

Phone Calls/Texts/Bloomz, etc: Parents/Families of students who are identified as having a need, will be contacted directly by a staff member. This contact will be followed by a letter containing program information. TRCS faculty also use Bloomz, Parent Connect, School Marquee, and our TRCS PTO page to share information.

Our weekly message, **Tiger Tracks** is sent to all TRCS families each week (via Parent Square) and provides overviews of various program offerings in order to provide “snapshots” of TRCS activities.

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

### **3-2-1... Grow**

Twin Rivers Charter School will provide an innovative and goal focused summer program that will cover 4 weeks in 2021/2022 and 2022/2023. June 14-17/June 21-24/July 12-15/July 19-22. 3-2-1... Grow is 3 hours; 2 content areas (ELA and Math); 1 student driven goal. Each week will be focused on a theme to ensure students are motivated and excited about participating.

TRCS' summer school program will focus on recovering potential or known learning loss in very small group settings; each class will be capped at 10 students. TRCS will staff the program with an intervention lead, administrative staff, school counselor, highly educated teachers and paraprofessionals. Students will learn and grow in a small group setting. TRCS staff has begun attending weekly professional development and meetings to hone in on skills needed for each grade level. Grade level teachers and pods are supporting the identification of each grade of “rising” students.

TRCS will facilitate 2 days of professional development in August 2021 to support the gaining of skills and knowledge for all staff. This training will support SEL and identification of needs.

### **Intervention & Support**

The plan for after school support will be driven by student need. TRCS will work in partnership with families to ensure students who are most at risk have access to additional support. Tiger Care will be offered at 90% reduced fees to ensure all families can access after school care and allow more students access to additional targeted support.

Intervention during the school day will continue during grade level WIN time. The intervention teacher and paraprofessionals will be working with students to ensure their access and use of all school resources.

# 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 <i>3-2-1... Grow! Summer Sessions for 2021 and Summer 2022: Staffing/Supplemental Materials Support/Intervention Materials/Licenses</i>	\$194,800	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports <i>Additional Training offered for 3-2-1... Grow summer sessions / Training for Staff and Paraprofessionals</i>	\$12,400	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning <i>Intervention Support after school + Reading Recovery delivery (Tutoring)</i>	\$32,800	[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	\$0.00	[Actual expenditures will be provided when available]
Additional academic services for students	\$0.00	[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 <i>TRCS will provide 2 days of training for the entire TRCS staff to ensure staff has a universal understanding of student growth and their own barriers as we begin the 2021-22 school year. CKH2 will be a 2 day training before school begins.</i>	\$34,875	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$274,875	[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.

TRCS will utilize resource code management to coordinate ELO Grant funds with other emergency relief funds. TRCS anticipates using more than the ELO funds to support after school intervention tutoring activities. It is also our hope that Summer 2022 our 3-2-1... *Grow!* program grows to include more students. TRCS use of ESSR funds also support ELO as our staffing for 2021/22 and 2022/23 includes additional temporary paraprofessionals who are being trained to work with students. Many of these staff will be supporting the summer programs as highly trained paraprofessionals.

# 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 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.

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