



## 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.

Stakeholder input on Twin Rivers progress on district wide goals and actions was open from January-April 2020. Feedback was gathered from over 4000 participants. This input included 1329 Parent/Guardian, 1037 staff, 972 students and other stakeholder groups. The platform ThoughtExchange was used to collect input and was presented at over 20 stakeholder engagement meetings as well as posting on the district website, social media, direct communication campaigns and at site based events.

Groups that provided input to Twin Rivers planning included:

**DELAC:** District committee that is comprised of parents and community members elected at school sites to provide feedback on and to share information regarding the district progress, planning and use of funds to support English learners and migrant students.

**Superintendent's Parent Advisory:** This group is comprised of parents and community members that serve on School Site Council from all Twin Rivers Unified school sites. The committee provides feedback on and receives information regarding district programs at school sites.

**District and Site Classified and Certificated Staff**

Students

Parents and community members at various events and committee meetings

The input gathered from these groups yielded these thoughts as the top priorities amongst all groups of stakeholders:

The need for parent technology training

The need to make up for lost learning (especially in early grades)

The need to provide social emotional and mental health supports including counselors and staff

The appreciation of nutrition services, adaptability of the district, and the provision of technology and learning resources

Continue supporting actions that are working well

This input was utilized in the development of this plan and is evident in the actions. Included are extension of learning opportunities, additional mental health staff and resources, and programs to provide additional supplemental instruction and supports to unduplicated students in both academic and non-academic areas. The actions outlined in this plan directly address the needs presented by stakeholder input.

SEVEN SUPPLEMENTAL STRATEGIES--Twin Rivers will utilize funding in the areas defined by the following seven supplemental strategies:

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.

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.

Strategy #4 is not indicated because students have internet access at home and at school and were issued district technology in 2019-20 and 2020-21 school years. Families without access to the internet are provided with a wifi hotspot by the district at no charge. These programs for student technology will continue, however, funds from the 2021 Expanded Learning Opportunities Grant will not be used to support this strategy.

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

Programs in this plan are available for all Twin Rivers students. For specific academic interventions, students will be identified through local indicators, such as benchmark data, assessment data, grade reports and progress toward graduation, and staff recommendation. Pre and Post assessment data will be used for any intervention to determine the effect and ongoing needs of students. For non-academic learning, other assessment tools will be utilized to prioritize students with emerging or existing needs. As with academic interventions, students will be assessed and their progress will be monitored to ensure the effectiveness of the intervention. Programs will be focused on unduplicated students in order to provide equity and access.

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

Twin Rivers will utilize a system of communication that includes the district website, school websites, parent portal messaging (email, text, direct messaging), flyers, social media, and outreach from teachers, site support staff, and central services. The opportunities presented in this plan will include coordination with department and site leadership to provide additional communication and information sharing options to connect services to students and families. In addition, data regarding the transmission of messages will be tracked and reviewed. This will allow Twin Rivers to adjust the method of content distribution to maximize the delivery rate and follow-up with families that are indicated in reports as not viewing or receiving messages.

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

Twin Rivers will provide additional learning opportunities for students in all academic areas as well as support in Social Emotional Learning. One support being provided is additional learning time and extended school. This includes expanding the summer program offerings for pre-k through 12th grade students to attend academic intervention and support, as well as enrichment that provides non-academic learning. Students will be provided the opportunity to attend virtual and in-person classes to complete unfinished learning or recover incomplete credits to progress toward graduation. Academic intervention is provided by teachers while enrichment is contracted with our Expanded Learning providers. During the school year, additional learning opportunities will be available in after school tutoring credit-recovery courses that will be provided by teachers. Saturday sessions for students will be available each week lead by teachers. In addition, intercession support will be available during winter and spring break for students needing additional support for credit recovery for academic improvement.

Another strategy includes the purchasing of additional materials to support learning. Improving diagnostic assessments in math and literacy will support the identification of needs and also allow for better progress monitoring to ensure that each student is receiving needed instruction. Materials to support engagement are a part of this strategy, including support for outdoor learning, library materials, and additional curricular resources to support core instruction with supplemental intervention. Assessments for English Learner progress will be held during summer to provide less interruption to instructional time during the 2021-22 school year and provide data to teachers and sites to provide targeted intervention at the beginning of the school year. Mental health services will also be included to support non-academic learning needs.

Additional personnel and contracted services are part of the plan to provide supplemental instruction and support. In order to ensure alignment in our delivery of services and to support unduplicated students, the Director of Equity and Inclusion will be funded as part of this plan (and continued with other funding sources). In addition, staff will expand MTSS services to secondary sites, additional counselors, specialists to work with Long-term English Learners, and additional staff to support student behavior will be part of this plan. Contracted services to provide mentoring for college and career success, access to services for academic success, and mental health services will be made available for underserved students, identified by local and state data indicators.

The final category in the plan is Professional Development. In order to deliver high-quality instruction and intervention, staff require professional learning to administer programs and assessments, integrate social emotional practices, and utilize improved tools and evidence based innovations with students. Professional development and supplemental coaching will be available for classified and certificated staff including teachers and paraeducators. The content will be balanced to support trauma-informed practices, social emotional learning, and academic instruction and intervention. The plan includes the purchase of materials, contracted services, and additional pay for staff attendance.

## 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.

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Extending instructional learning time	\$7,125,806	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$3,258,392	

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Integrated student supports to address other barriers to learning	\$1,727,773	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$0	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$3,674,405	
Additional academic services for students	\$1,559,057	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$1,430,663	
<b>Total Funds to implement the Strategies</b>	<b>\$18,776,097</b>	

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 ELO Grant funds and the ESSER funds are being coordinated to maximize the support Twin Rivers provides for students, staff, and families returning to in-person learning. Program categories being funded by both sources include: First Best Instruction, Closing Gaps, Social-Emotional Supports, and Re-engagement. Staffing and emerging programs are being funded in year one with ELO funding and continued in year two with ESSER Funding. As the district begins to see trends and progress with these goals and actions, some will continue as actions in our LCAP for subsequent years. Staffing, professional development, direct services to students, and materials are all part of the ELO and ESSER plan for ensuring a strong return to in-person instruction in 2021-22. ELO will be utilized for additional learning opportunities for students to address unfinished learning such as the expansion of summer programs, intercession programs, and weekend

intervention during the school year. Professional development for staff to provide high quality instruction in academics and the integration of social emotional learning and mental health is also prioritized in the ELO grant. ESSER funding enhances and extends professional development and intervention services, but also provides staffing dedicated to improving equity and aligned instruction districtwide. ESSER funds are also being allocated to continue the programs that have been successful during distance learning and fuse their application with in-person learning to adopt a new blended learning format district wide. Services that improve the district's ability to respond to and provide proactive interventions in the areas of mental health and social emotional wellness are also included in ESSER. This aligns with the professional development offered to all staff through the ELO funding. Early literacy is an area of learning that was greatly impacted by COVID and distance learning. In order to address this, ELO and ESSER funding will be used to certify lead teachers and coaches in evidence-based practices in early literacy in order to build capacity to continue the innovations beyond temporary funding. ESSER funds will provide coaches and support staff required to implement a robust early learning system over the next two to three years that will serve to bridge the learning gap for students in grades TK-3. Engagement in school activities and connectedness to a school community are needs that have been evident in our data systems as well as stakeholder input. ELO and ESSER are being utilized to provide greater access to programs that enhance school engagement in athletics, visual and performing arts, social activities and mentorship opportunities. Many existing programs are being enhanced in addition to new opportunities that are being launched.

# 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 [lcff@cde.ca.gov](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 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