

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.

The communication with all stakeholders is challenging due to the COVID pandemic. Parents were given a survey to complete through the Healthy Start grant. Those results were shared with the parents through newsletters and electronically with the members of the school site council. Teachers and other staff were actively involved in our bi weekly zoom meetings as well as given an anonymous survey on the proposed expenditures and activities of the ELO.

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

All K-2 students are given Acadience Reading assessments in Reading Composite, Phoneme Segmentation Fluency, NWF Correct Letter Sounds, NWF Whole Words Read, ORF Words Correct, ORF Accuracy three times a year. The results are used to guide personalized instruction and access to additional school resources. All students K-2nd grade are given the STAR reading test four times a year and grades 3-8 are given the tests three times a year. The STAR Math test is given to 1st-2nd graders 4

times a year. 3rd-5th graders are given the STAR math test 3 times a year and the 6th-8th grades are a diagnostic test in "Get More Math" 2 times a year.

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

Parents and Guardians will be personally informed by the administration and respective teachers if their student needs supplemental instruction in a timely manner. This information and programs offered will be shared by personal phone calls and direct correspondence. By invitation only there will be a 3 week summer school class in math for incoming students in grades 6-8.

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

The district has had a Student Support Specialist for several years to address emotional support for grades 3-8. The work day will be increase by one day from the current 3 days a week to provide more contact with identified students. There is also a Social Emotional Coordinator for grades K-2 that has been in place for many years. That position will have another hour added every day to increase the service. A credentialed math specialist was added this school year and will continue for the 21-22 school year. This staff member provides small group supplemental math instruction on a daily basis. The district will be hiring a Certificated Intervention teacher for the 21-22 school year to provide additional support in ELA for grades 4-8 on a pull-out and push in basis for identified students. For the past two years the RSP teacher for grades 4-8 has provided support in the regular classroom to not only identified special education students but to the entire student population. In our 6th-8th classes we have electives where low performing students are given additional support in math and ELA. The school employs paraeducators who service low performing students with direction from the classroom teacher. They also provide assistance for students with active IEP's. The amount of paraeducators time will increase to address learning loss due to COVID. The school will continue to fund a BCBA to provide behavioral plans and support teachers with students who have exhibited serious emotional conditions that interfere with their classroom learning. Finally, the school is going to provide summer school instruction to identified students who are in need of remediation in math and ELA for selected grades.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
<p>Extending instructional learning time Summer school in math remediation for students in grades 6-8</p> <p>Extended school day program for selected students in math and ELA for one hour a day; 3- 10 week sessions, 3 days a week</p>	<p>\$3,000 for instructional materials. \$1,500 for credentialed instructor</p> <p>\$35 per hour, per teacher 3 days a week for 10 weeks 3-10 week sessions with 3 teachers \$15,000</p>	<p>\$1,563 for instructional materials.</p> <p>\$3,425 for summer school and extended school day credentialed instructors</p>
<p>Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports Continue funding technology support person to install software, assure connectivity at school and at home</p>	<p>10 hours a week at \$20 per hour \$7,000</p>	<p>\$81,433 Roving and independent study certificated instructors and School Psychologist</p>
<p>Integrated student supports to address other barriers to learning</p>	<p>[\$ 0.00]</p>	<p>[\$ 0.00]</p>
<p>Purchase 60 new Chromebooks for students to be able to take home for supplemental programs and use for core instruction.</p>	<p>\$22,500</p>	<p>Used Title IV and unrestricted sources. \$30,414</p>
<p>Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility</p>	<p>N/A</p>	<p>N/A</p>
<p>Additional academic services for students</p>	<p>Additional Paraeducator hours \$15,048 Certificated math support teacher \$33,163 Additional Intervention Teacher \$82,170</p>	<p>Additional Paraeducator hours \$43,538 Certificated math support teacher \$13,934 Additional Intervention Teacher \$26,839</p>

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
<p>Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs</p> <p>Training on how staff examines their own cultural biases through professional development or other processes.</p>	<p>Additional Day for Student Support \$1,715 BCBA \$8,000</p> <p>Increase hours for Social Emotional director \$6,197</p> <p>\$2,000</p>	<p>BCBA & Staff training \$11,155</p> <p>Used another funding source for Social Emotional director.</p> <p>\$2,154</p>
<p>Total Funds to implement the Strategies</p>	<p>[\$ 0.00]</p>	<p>\$184,041</p>

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 District is utilizing other monies from the federal funds to purchase PPE's, a generator with electrical upgrades to provide connectivity for students from their homes as well as staff use during power outages to be able to provide in-person instruction. The remaining funds are still being considered for budget purposes by parents, staff and the board of trustees.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

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

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

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

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

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

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
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