



PATHWAYS TO POSSIBILITIES AND STUDENT SUCCESS

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.

Stakeholders were engaged with the ELO in the following manner:

- *Step 1: Stakeholders were provided an overview of the plan in a transparent and factual manner
- *Step 2: Questions asked by the presenter were developed to engage stakeholders with understanding plan elements, surfacing questions, concerns, and ideas for actions
- *Step 3: Questions, concerns, and ideas from each meeting were captured on an overall stakeholder document. Other means of communication(email, in person, etc.) were also made available.

*Step 4: Questions were answered either at a follow-up meeting, via email, or in person.

*Step 5: Actions were considered for the ELO based on the following: alignment to the district vision, what the research says, and the availability of human and financial resources to implement and monitor the suggested action.

Meeting Dates:

*Parent Superintendent Advisory: May 13

*DELAC: April 22 & May 13

Each school engaged its stakeholders through leadership team meetings, staff meetings, SSC, ELAC, and PTO. Principals were also available to meet with individual stakeholders as needed.

What do you think the biggest needs are?

Reading and speaking for ELs

What is your top priority for these funds?

Family reading nights workshops motivate students Parent academy- reading focus- Before/after school tutoring and enrichment- with transportation. GATE and on-track kids need SEL. make sure that there are enough spaces for in school Intervention - Prioritize English Learners

What other ideas do you have?

Clubs- sports- more social outlet at school- more outside- more movement- motivate for more fitness

After school program for newcomers and newer ELs and More conversation skills taught in English. Give teachers more training for teaching ELs. More bilingual aides during the school year- more space in Summer school

Expanded Learning Opportunity - Summary

ACMS

Parent Meeting Dates - 04/21, 04/27 and 04/30

Staff Meeting Dates - 05/05/21

DTE

Parent Meeting Dates - 05/04

Staff Meeting Dates - 05/04

GES

Parent Meeting Dates - 04/29

Staff Meeting Dates - 04/29

KBE

Parent Meeting Dates

Staff Meeting Dates

NTHS

Parent Meeting Dates - 04/29

Staff Meeting Dates - 04/29

NTS

Parent Meeting Dates

Staff Meeting Dates

SHS/CSA

Parent Meeting Dates - 05/05

Staff Meeting Dates - 04/23 and 04/30

TES

Parent Meeting Dates

Staff Meeting Dates

THS

Parent Meeting Dates

Staff Meeting Dates

TLE

Parent Meeting Dates - 04/06, 04/20, and 04/28

Staff Meeting Dates - 04/29

Instructional Programming

Access for all students

Provide outside seating to create outdoor environmental education plus space for lunch/snack outside

Empower parents to teach their student(s) outside of school hours to support school learning

Provide education for parents - how to check on students' grades, progress. How do they help their child and advocate for their learning?

Online office hours

Update library computers

More Math support (similar to Reading Intervention)
Change focus to growth opportunities instead of what was lost to support growth
Transportation available to all
Create Leadership Group to bridge Aim High and middle school
Create learning hubs
Professional development on:
Biases
Cultural Biases
Equity
Strength-based teaching
More planning time for grade-level groups and PLCs (cross-curriculum opportunities)
Provide one-on-one with teacher/staff to follow the student from the beginning of school to the last day at school (for ES, MS, HS)
Homework hotline staffed by HS students
Career Day/Class to meet real professionals

Within the School Day

Provide one-on-one tutoring with office hours for struggling students within specific subject areas - longer than 30-minute sessions
District funded full-day kindergarten program
Additional Staffing Needs
Extending intervention position from .3 to .5
Paraprofessional support
Additional staff
Have paraprofessionals available at Parks & Recreation
Additional Bilingual Aide
Full-time counseling-aide/career tech
Hire more paraprofessionals to support small groups/targeting learning
Student invention program better in morning/before school starts
Walk to learn programs successful in the past (pairing with different teacher/staff)
Yoga, book club, or quiet time mixed in with intervention, tutoring time
On-campus therapist; peer support groups
Sports and other outdoor activities
Content-Specific
Clubs/Activities (sports, leadership, peer clubs, Latino students) during recess
Alternative curriculum to meeting multiple credits
Extend School Day and offer transportation
Add intramural sports or a team B to include all levels of athletes
Access to literacy, math, science, reading
Field Trips
Team-based projects

School assemblies

Enrichment classes - handwriting/cursive, keyboarding, Spanish (immersion)

Extended School Day/Year

Afterschool staffed study hall and/or activities

Summer - virtual and in-person learning opportunities

Online learning outside of the school day - year-round

Summer Reading program

Afterschool Programming to support academic/enrichment (coordinate with other organizations)

Create other opportunities for fun learning

Non-related sports clubs (Minecraft, D&D, acting, music, chess)

Field trips

Go to neighborhoods in need to offer additional support, tutoring, food/nutrition, etc.

Place or hub to hang out

Emotional Well-being/Mental Health

Support students' self-image - "kids don't care what you know until they know you are"

Add intervention professional/teacher

Wellness Center at all school sites

Challenge Day

Motivational speakers

Snack cart available to all

Teachers have an allowance for snacks

Diversity Programs

Focus on students' strengths (i.e. sports help students grow and learn)

Community-wide events (i.e. Day of the Child, family events)

Peer-to-Peer support club/groups

Partner staff with a student for emotional support (trusted adult program)

Mentoring (tutoring) program

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

Students will be identified for support as follows:

1. Analyze student learning data(socio-emotional and academic) to identify groups and students to focus on
2. Analyze individual students' data/student group data to identify trends and areas where intervention is needed. Guiding Questions:

- In what areas are there gaps?
- How big are the gaps?
- What are the specific learning characteristics of the at-risk student/student group?

3. Summarize the findings to identify specific academic/socio-emotional areas to target.

4. Within available resources and supports, or those added via ELO grant funding, match a student/student group to the resource and support that aligns with identified needs

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

Parents and guardians of students will be informed of the opportunities for supplemental instruction and support via initial ELO stakeholder meetings as outlined above, and TTUSD will share the opportunities for supplemental instruction and support in multiple editions of its parents and on the home page of all of its websites, under TTUSD news. It will also be under the Educational Services division.

Bilingual Services will translate and share all TTUSD communications with Spanish-speaking parents. In addition to the website under TTUSD news, Bilingual Services will use the ELAC, DELAC, and other parent meetings to share information about supplemental instruction and support available.

TTUSD staff will personally reach out to families students identified for extra services such as intervention, summer programs, credit recovery, and SEL support.

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

TTUSD's Expanded Learning Opportunities Grant

May 14, 2021

DRAFT

Aligns with TTUSD LCAP goals:

Goal 1: By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life by increasing the Graduation and College and Career Rates for our Hispanic, English Learners (EL), students with disabilities (SWD) and students who are socio-economically disadvantaged (SED) by increasing the CCI: Prepared Level for the following student groups: Hispanic, SED, and Students with Disabilities.

Goal 2: By 2023, TTUSD will ensure all staff members are implementing effective instructional strategies and providing quality learning opportunities to actively engage each scholar, particularly students who are socio-economically disadvantaged (SED) or English Learners (EL), so that they can learn at the highest levels and be prepared for college, career, and life.

Goal 3: By 2023-2024, TTUSD will provide social-emotional systems of support for learning and provide safe schools with positive and caring

climates in which all scholars have opportunities to achieve at high levels and staff and families feel safe and supported as measured by local and state data. (TTUSD Pathways 2020 Goals 3, 6, 7 and 8)

ELO Grant Plan Major Components (abbreviated)

Extending instructional learning time

Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports and providing training to staff to address social-emotional and academic needs

Integrating student supports to address barriers to learning

Community learning hubs

Supports for credit deficient students

Additional academic services for students

Training for school staff

DISTRICTWIDE

Academic Services and Integrated Student Supports (TK-12)

Addresses LCAP Goals 1, 2 & 3 and ELO Components 3 & 6

ELO Goal:

By June 2022, all short-term goals(below) will be met, and progress toward LCAP goals will be evident based on identified LCAP metrics

Key Actions:

Provide support to stakeholders to coordinate and ensure grant objections are monitored, measured, and met

Hire and implement 4.0 FTE positions- Temporary ELO TOSA

Train all District staff on Trauma-Informed practices

Provide more on-site meals and snacks for students during and after the school day, as needed

Maintain and fund the temporary Community Liaison position for the 21/22 school year

Provide certificated and classified extra duty hours to meet the needs of students as outlined in this grant action steps

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Extended School Year

Addresses LCAP Goals 1, 2 & 3 and ELO Components 1, 2, 3, 5, 6, & 7

ELO Goal: All elementary students participating in Power Summer 2021, maintain or improve their reading as measured by STAR Reading or Early Literacy EOY 2021 to BOY 2021 scaled scores.

Key Actions:

Hire an Elementary Summer Coordinator to develop, implement and monitor the Power Summer Program

Hire and train six - .75 FTE paraprofessionals/instructional aides and 10 - 10 FTE certificated teachers
Train TTUSD staff with Language Essentials for Teachers of Reading and Spelling(LETRS)
Train TTUSD summer staff and Boys and Girls Club of North Tahoe(BGCNT) staff on TTUSD and BGC summer programming goals and processes programming and goals
Extend summer program to a full-day program in partnership with the BGCNT
Provide certificated and classified extra duty hours to meet the needs of students during summer programs

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Middle School

Middle school summer programming is addressed in LCAP Goal #1 and is a partnership between TTUSD and AimHigh.

Key Action:

Provide meals, snacks, transportation, and facilities during summer programming

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High School

ELO Goals:

In addition to making gains toward LCAP Goal #1 metrics, all high school students participating in the Summer 2021 Credit Recovery Program will recover credits as planned.

Increase the number of credits recovered during the 2021 summer program as compared to the total number of credits recovered during the Summer 2019 Credit Recovery Program.

Key Actions:

Provide two summer instructional models: blended learning and independent study
Hire an HS Summer Coordinator/Teacher to develop, implement and monitor the program and student learning
Hire five certificated teachers to provide instruction within the two summer instructional models
Communicate programming and registration process to high school counselors and principals
Train teachers and students on Edgenuity (online curriculum and blended learning program that specializes in online courses)
Identify and provide transportation for students who need to access a course at a different summer campus
Provide meals and snacks for students during the summer instructional program
With the support of TTUSD community partners, identify and implement up to two student wellness initiatives during the high school summer program
Provide certificated extra duty hours to meet the needs of students during the high school summer program

ELEMENTARY

Accelerating Progress and Integrating Student Supports

Addresses LCAP Goals 1, 2 & 3 and ELO Components 1, 2, 3, 5, 6, & 7

ELO Goal: By June 2022, 60% of all elementary students will be at grade level in reading as measured by STAR assessments and or meet/exceed standards in the CAASPP SBAC: ELA

Key Actions:

Determine baseline data by reviewing disaggregated student achievement data. This will be done by reviewing the STAR Reading and CAASPP: SBAC ELA results

With the assistance of the Curriculum and Instruction Department, develop a system to monitor student learning and progress, and train staff on the use of the monitoring system

Implement the districtwide common assessment calendar at all elementary schools

Train all elementary teachers on the fundamentals using LETRS training materials

Provide parents an overview of their child's baseline data and ongoing progress each trimester at all elementary schools

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Extended Day

Addresses LCAP Goals 1, 2 & 3 and ELO Components 1, 2, 3, 6, & 7

Key Actions:

With the assistance of the Curriculum and Instruction Department, analyze the current system for monitoring student data and outcomes.

Determine areas of improvement and areas of strengths

Provide certificated extra duty hours to meet the needs of students during extended day programs

Expand workday of paraprofessionals to meet the needs of students during the extended day programs

Provide and implement explicit Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) and Leveled Literacy Intervention (LLI) training to intervention teachers and staff

Continue combined ELD/reading intervention collaborations to improve ELD and intervention systems and increase student learning

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Integrated Student Support to Address Trauma and Social-Emotional Learning

Addresses LCAP Goals 1, 2 & 3 and ELO Components 3, 6, & 7

ELO Goal: By June 2022, all students will be provided a safe and supportive social-emotional school experience and display social-emotional growth as measured by pre/post-DESSA (strength-based social-emotional learning) results

Key Actions:

Train all TTUSD staff on Trauma-Informed Practices

Identify students social-emotional functioning by implementing the DESSA assessment) in Fall 2021 to establish social-emotional baseline data

Assess students social-emotional progress implementing the DESSA two additional times per year to monitor social-emotional progress

Implement a system to monitor and measure the use and feasibility and of a district social skills program

Provide DESSA training to staff administering the assessment

Strengthen connections with community partners to support families impacted by trauma

Provide certificated and classified extra duty hours to meet the needs of students in addressing trauma and social-emotional learning

MIDDLE SCHOOL

Accelerating Progress and Integrating Student Supports

Addresses LCAP Goals 1, 2 & 3 and ELO Components 1, 2, 3, 5, 6, & 7

ELO Goal: By June 2022, all SED/EL students will make 1.5 years of growth by June 2022 as measured by:

STAR Reading: All SED/EL students will make 1.5 years of growth

CAASPP ELA: All SED/EL students meet or exceed standards

Key Actions:

With the assistance of the Curriculum and Instruction Department, analyze student achievement data from the ELA and Math STAR Reading and Math as well as CAASPP ELA and Math to determine target students

Analyze the current academic intervention process at each middle school to determine strengths and areas in need

Monitor the implementation of predominant literacy strategies (1-3) in every classroom (HRS Level 2: Effective Instruction in Every Classroom)

Provide systematic after school hours tutoring/homework assistance via Google Meet/phone/community learning hubs

Provide certificated and classified extra duty hours to meet the needs of students as part of accelerating progress and integrating student supports

Provide meals and snacks to students as needed

Integrated Student Support to Address Trauma and Social-Emotional Learning

Addresses LCAP Goals 1, 2 & 3 and ELO Components 3, 6, & 7

ELO Goal: By June 2022, all students will be provided a safe and supportive social-emotional school experience as measured by SEL assessments.

Key Actions:

Hire a mental health specialist to support both Lakeside and Truckee-side

Implement Wellness Centers at both middle schools

Implement and monitor social skill lesson implementation (minimum of two times per week)

Provide meals and snacks to students as needed

Provide certificated and classified extra duty hours to meet the needs of students to address trauma and social-emotional learning

Collaborate and support families dealing with trauma

HIGH SCHOOL

ELO Goal: By June 2022, increase learning recovery for target students as measured by a reduction of the number of students on the D/F List, STAR Reading, and STAR Math.

Addresses LCAP Goals 1, 2 & 3 and ELO Components 1, 2, 3, 5, 6, & 7

Key Actions:

Provide extra duty hours for teachers to offer evening office hours for academic support for students

Provide extra duty hours for teachers to create intervention/alternative/credit recovery unit

Provide classified extra duty to meet the needs of students

Train classified staff to support the academic needs of students

Provide credit recovery courses during the school day

Provide more on-site meals and snacks for students during and after the school day, as needed

Train credit recovery staff on Edgenuity

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Integrated Student Support to Address Trauma and Social-Emotional Learning

LCAP Goals 1, 2 & 3 and ELO Components 3, 6, & 7

ELO Goal: By June 2022, increase learning recovery for students by increasing social-emotional resources and supports as measured by SEL assessments.

Key Actions:

Hire a mental health specialist to support both Lakeside and Truckee-side

Implement and monitor social skill lesson implementation (minimum of two times per week)

Revise Wellness Center job description to better meet the needs of students

Provide more on-site meals and snacks for students during and after the school day, as needed

Provide certificated and classified extra duty hours to meet the needs of students