

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 is valued and foundational to the planning process. Parents, teachers and school staff are involved in the planning process and provided input for the Expanded Learning Opportunities (ELO) Plan through a variety of forums. Foundationally, all stakeholders have been actively involved in LCAP development through evaluating outcome data from the 19-20 LCAP and the 20-21 LCP. Groups of stakeholders have been focused on identifying success in those plans that should be reflected in new plans as well as on identifying challenges that should be addressed by discontinuation of unsuccessful actions or reworking of services that were promising. Our stakeholders have also been engaged in a facilitated process to identify barriers for our specific student groups and services targeting the removal of these barriers. Building on the big picture (LCAP) planning, stakeholders have also been specifically involved in the exploration of the seven supplemental instruction and support strategies for this plan.

FRA

- The Parent Advisory Committee has been meeting to identify barriers and needs related to academics and social emotional well being.

- ELO Planning has been an agenda item at multiple staff meetings which include both classified and certificated staff.
- Personal contacts are being made with parents and students regarding their interest and availability for summer and after hours services.

CIA

- Educational Services departments have involved all district Superintendents in planning through weekly zoom check-ins, System of Support Sessions (4) and Curriculum Breakfast/Lunch (2).

SSO

- Local community partners have been purposely involved in planning during recent Foster Youth Services Executive Council meetings.

SPED

- Stake holders including parents, staff members, and local agencies were surveyed to gain input on ELO planning and use of funds. All the feedback was taken and applied to planning.

Input from all sources described above were used to craft a plan designed to target and minimize or remove identified barriers, expand current programs identified as successful and support countywide goals and initiatives in coordination with the LCAP planning process and services associated with other federal emergency relief funds.

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

FRA

The academic needs of students are assessed and monitored using a variety of sources. STAR Renaissance is the primary source diagnostic assessment data for ELA and Math used, in the PLC process, to allocate resources (MTSS) and identify areas of focus for schoolwide, small group and individual students. Students are assessed using the STAR in reading and math 3 times per year (August/September, December/January and May/June). This data is also used for individual goal setting which is documented on students' individual learning plan (ILP). Results are also integrated in the Edgenuity where a customized MyPath curriculum is created.

The Edgenuity curriculum also provides continuous, detailed student engagement and performance reports that are used, during the PLC process, to guide daily instruction and to assign supplemental instructional resources.

Social Emotional wellbeing is evaluated through multiple measures but first and foremost through interpersonal interactions between students and staff. Staff are trained to watch for signs for emotional distress and in the multi-tiered supports available to attend to the identified needs. Attendance and engagement records are another source of information that is monitored closely to identify students who are isolating or not engaging. Finally a combination of Kelvin Pulse Surveys, Panorama Surveys and the California Healthy Kids Survey are used to identify patterns and/or individuals in need of some level of services. Service options include schoolwide, small

group and individual social emotional counseling. Partnerships through SSO and New Day Therapy provide more intensive, tier III supports. Students are monitored frequently through monthly Pulse Surveys, bi-annual Panorama Surveys and the California Healthy Kids Survey is administered to all 9th and 11th grade students every other year.

SPED

Special Education students are frequently assessed and monitored using an expanded battery of formal and informal assessment tools. Students are also assessed by the multidisciplinary team at their Triennial to ensure all areas of need are identified. Each student's IEP is set up to ensure academic and social-emotion benefit which is dependent on the students' ability and need. When students are in attendance for in person learning, each Special Education Teacher will work individually with the students to assess levels of current functioning. Health needs including hearing will be more intensely assessed and monitored to ensure we address barriers to instruction. There has been a huge increase in students with Autism and as we have begun returning to in person instruction, the need for student initial assessment has increased.

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 identified as needing supplemental instruction and support will be notified of the availability of services and programs in writing using the primary language as applicable. Parents will also be personally contacted by phone, including use of the autodialer, information will be sent to the parent's email address, and posted on the website as appropriate.

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

Sutter County Superintendent of Schools is coordinating a broad spectrum of expanded learning opportunities for districts/schools across Sutter County as well as for students in our county operated programs. All supplemental supports and services are being developed as part of our countywide, multi tiered system of supports. Tiered supports, as they relate to the seven strategies, are identified by each participating program in the descriptions below.

County operated programs such as Feather River Academy and Special Education are working to ensure that all plans for supplemental educational services account for engaging students who may have disengaged during distance and hybrid learning. Planning includes extra efforts to establish or reestablish a positive and responsive school climate. Related actions include additional staffing, professional development for all staff, incentive programs for students and increased efforts to assess and support identified academic and social emotional needs.

Strategy #1 - Extending Instructional Learning Time

FRA- In order to extend instructional learning time, an expanded and extended summer school will be offered to all students and will include additional Instructional Aide Support as well as field trip exploration opportunities for students. The focus of this time will be on

rigor, relevance and relationships. Students will focus on core skills, credit recovery as well as reconnecting with school through integration of team building activities.

Strategy #2 - Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports

FRA/PCA- Additional staffing will be added to provide targeted and supplemental academic and social emotional support through after hours tutoring, push-in and pull-out academic supports, and goal setting for post-high school success. Additional staff include adding a section of Math as well as Instructional Aides, at both FRA and PCA.

SPED- additional chromebooks and paraprofessional support that will give students access and more individualized instruction to support students close the learning gaps that have been created by the pandemic. The use of both technology and hand over hand instruction will enhance student learning and aid in the advancement of students meeting their individualized goals.

SSO- SCSOS will expand its current tutoring program to target homeless and foster youth to assist in mitigating learning loss. Homeless and Foster Youth throughout the county will be referred to tutoring by school counselors, social workers, or through identification of need during the Child/Family Team (CFT) meetings. Educational case managers will collect necessary data to assess the students' needs and make a determination of tutoring needs. Tutoring will be supported in person when appropriate and under most cases. Tutoring will be expanded beyond current services and include an intensive summer session with integrated SEL supports. In addition to academic tutoring support, SCSOS will contract with S4 Consultants to support student attendance and engagement through development and implementation of an MTSS model which will include an attendance/ engagement incentive program.

CIA - The Professional Development coordinators will provide direct support to teachers, paraprofessionals, and administrators in the areas of addressing learning loss and accelerating learning through intensive modules and ongoing coaching support. Staff have/will engage in the identification of priority content and prerequisite skills, scope and sequence as well designing formative and summative assessments. In order to provide quality professional learning in a virtual environment upgrades to zoom and the use of zoom room allow for the use of more targeted tools and enhancements to sessions.

Throughout the past year, English Learners across the county have suffered significant learning loss. In order to support English learners throughout the county, an intense focus on academic language, the development of English learner support programs and a focus on Integrated and Designated ELD will be supported by a contract with author and EL expert Theresa Hancock. Teachers, paraprofessionals, and administrators will engage in professional learning opportunities and direct coaching.

Strategy #3 - Integrated student supports to address other barriers to learning

FRA- An additional attendance support driver/supervisor will be used to address barriers to attendance and engagement in school. Decreases in student attendance have led to significant learning loss. In order to address that learning loss students need to be in

school. This additional staff will eliminate one barrier by providing individualized transportation and outreach to identified students. This will also improve school to home connections and improve overall attendance.

SPED- PROACT Training to provide positive behavioral intervention training to staff and to assist in behavioral interventions. Many of our students have intensive behavioral needs and in returning to school in person many students have regressed in this area and by providing extensive training to staff they will have the skills to provide interventions with students. A large barrier that we have in our programs are student behavior and by providing extensive training in this area the hope is to reduce behaviors and as a result increase the ability for students to access their academics.

SSO- In an effort to support the increasing demand for Student and staff Social Emotional Learning and Mental Wellness, SCSOS will extend the temporary counselor contract through June 2022 to assist with the identified needs based on the current MTSS counseling model. Students and staff identified to require more intensive support will be referred by the school counselors to the therapy via a contracted, local licensed provider. Supervised clinicians will facilitate group therapy on topics such as grief and anxiety in addition to providing individual therapy to Tier III students via the Student Care Team model. Additionally, school counselors will be available during summer school to support the SEL needs of the LEAs.

CIA - In order to best support the social emotional needs of staff and students, professional development coordinators will engage districts from across Sutter County in the implementation of the new Health Education Framework which focuses on a comprehensive health education program for students. The emphasis on integrated SEL components within the framework allow teachers to infuse SEL topics across all content areas. In addition, Tina Boogren will be providing all administrators and teacher induction candidates with a session focused on addressing the SEL needs of adults in order to best support students.

SCSOS hosted 6 sessions of the Social Emotional Learning (SEL) Community of Practice in Spring 2021. We anticipate that the demand to continue to support Social Emotional Learning will grow. These SEL CoP will continue to be coordinated and hosted through the 2021-22 school year by two Student and Support Counselors. The CoP will on-board with a larger consortium of neighboring counties to expand our SEL community base.

Strategy #4 - Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports

SSO- Student Support and Outreach will convert current space into a community learning hub to provide academic tutoring support and intervention to priority populations as well as provide individual and group therapy as needed by local contract providers to support the expanding mental health need for our LEAs.

PCA- Additional Chromebooks will ensure that students at Pathways Charter Academy have access to devices when they are on campus for direct support.

Strategy #6 - Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning

FRA/PCA- STAR Renaissance Assessments will be used as the primary diagnostic tool in both ELA and Math. STAR Renaissance assessments are integrated into the Edgenuity platform to create a MyPath for both FRA and PCA students and will be utilized by staff in monitoring student progress. STAR Renaissance will be administered multiple times throughout the year to track student progress and provide data in identifying strategic interventions through the assessment results.

SPED- Additional assessments will be provided to assist providers in the diagnostic assessments of students. Due to the pandemic and not being able to fully assess students in person, there has been a lag in assessments. The purchase of the ADOS, DAY-C and CTOP will enable us to assess students appropriately and identify areas of need to provide the correct interventions and special education supports. Our students all have significant disabilities and in person learning is key to their advancement. Moving forward, there will be increased need for assessments to properly identify students and assess current areas of need that exist.

SSO/CIA -Provide a program/data analyst to provide additional support and monitoring for implementation of supplemental programs and services. Support districts as they implement data management systems in order to provide support for students based on data.

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 | \$50,106 | |
| Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports | \$355,631 | |
| Integrated student supports to address other barriers to learning | \$272,045 | |
| Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports | \$8,344 | |
| Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility | \$0.00 | |
| Additional academic services for students | \$145,797 | |

| | | |
|--|------------------|--|
| Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs | \$0.00 | |
| Total Funds to implement the Strategies | \$831,923 | |

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 Sutter County Superintendent of Schools office is coordinating the use of the Expanded Learning Grant and other federal ESSER funds by ensuring all funding are braided to achieve the goals established within our LCAP. By identifying and prioritizing students' academic and social emotional needs, we are able to address immediate needs as well as create and fund a long term coordinated plan to best meet the needs of the district, staff, students, and community. The Expanded Learning Grant funds are primarily budgeted towards expanding instructional time by offering extended and expanded summer school and robust supplemental supports for both academics and social emotional needs during the regular school day. These include tutoring and accelerating progress through learning supports by providing targeted intervention during non-core times during the school day. ESSER funds are primarily budgeted to ensure safe facilities and adequate staffing to bring students back on campus and provide in person instruction to the greatest extent allowed under health and safety guidelines. ESSER funds will also be used to extend the most successful of these services into 2022/23 school year.

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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