

## 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, and those who did not enroll in kindergarten in the 2020–21 school.

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.

Parents were provided a survey to collect input on the development of a summer school program. Faculty and staff were invited to provide input via the weekly faculty meeting. Informal conversations were held with parents/guardians during school events and other interactions on campus, as well as Parent/Guardian Community Council meetings. Informal conversations were also held with teachers and staff during interactions on campus. The executive director, as the current Foster/McKinney-Vento Homeless liaison, learned about potential use of funds to aid subgroups through involvement with the Orange County Foster Youth Coordinating Team and the HOPES Collaborative at recent network meetings for Homeless and Foster Youth liaisons.

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

Students who are 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 will be identified through multiple measures. Student assessment results from internal benchmarks, and classroom-based assessments will identify students who are

struggling academically. Other measures of a students' attendance, academic progress, the SST process, and demographic data from the Student Information System will inform selection for extra supports.

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

The adopted Expanded Learning Grant plan will be posted on the school's website and shared at stakeholder meetings (i.e. Parent/Guardian Community Council, Faculty Council Meetings). Moreover, the related services available, such as Mental Health Counseling, will be communicated out by site staff to students and families.

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

Extending instructional learning time will be provided through one on one summer school support. The school intends to offer plans to include in the master schedule dedicated intervention time in order to have focused remediation services for students based on identified needs and NWEA MAPS and Reading Fluency testing results. The school will also employ an RTI paraprofessional to further support the school's English Language Learners with reading intervention, provide academic support to students with disabilities and provide math instruction in a co-teaching model within the middle school. Integrated support services such as additional Mental Health Counseling services will be a key area, and available for the school's student community. As well, a robust after school enrichment program beginning Fall of 2021/2022 will provide extra instruction and enrichment in co-curricular activities such as strings, handwork, physical education, and tutoring opportunities as well as extracurricular activities. In addition, the school will hire an additional liaison to provide integrated support for subgroups such as homeless/foster youth, english learners, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level. As well, the staff will undergo trauma-informed training to build our capacity to support students and families.

## 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 (Summer School Programming) through one-on-one and/or small group meetings.   | \$3,000 - 1 Student Service liaison | [Actual expenditures will be provided when available] |
| Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports (Additional staff for RTI/ELD, additional time, special education support, middle school math.) | \$30,000 – 1 Paraprofessional       | [Actual expenditures will be provided when available] |

|   |   |   |
|---|---|---|
| Integrated student support to address other barriers to learning by student services liaison.   | \$10,000 5-10 hours per week through the 21/22 school year. | [Actual expenditures will be provided when available] |
| After-school community learning hub that provides students with access to academic, co-curricular supports and extracurricular activities   | \$30,000  | [Actual expenditures will be provided when available] |
| Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility (N/A)  | [\$ 0.00]   | [Actual expenditures will be provided when available] |
| Academic diagnostics and assessments to assist in identifying students who need extra supports NWEA MAPS and Reading Fluency  | \$5,000   | [Actual expenditures will be provided when available] |
| Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs (Professional Development for trauma informed instruction, math, and early literacy) | \$5,000   | [Actual expenditures will be provided when available] |
| Total Funds to implement the Strategies   | (So far \$83, 000)  | [Actual expenditures will be provided when available] |

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

Sycamore Creek Community Charter School is coordinating the use of the Expanded Learning Grant and other federal ESSER funds by budgeting all funding sources across several categories to best meet the needs of the school staff, teachers, students, and community.

In 2021-22, the Expanded Learning Grant funds are primarily budgeted towards integrated student services such as mental health with programs to address trauma; remediation/intervention services to accelerate progress towards closing the achievement gap, diagnostic assessments and progress monitoring; and paraprofessional staffing, and after school and summer programming.

In 2021-22, the ESSER funds are primarily budgeted for mental health services, supplemental instruction such as after school tutoring, additional academic services such as diagnostic, progress monitoring, and benchmark assessments, and professional development to engage students and families in students' academic, physical, and social emotional health, before and after-school programs. Funds will be used as applicable for other activities that are necessary to maintain the operation and continuity of services at Sycamore and to continue the employment of existing staff as well as resources necessary to address the individual needs of our school to develop and implement procedures and systems to improve the preparedness and response efforts (i.e. mass alert systems to the school

community). Additionally, the school will re-purchase educational technology such as hardware (chromebooks) software (Reading Horizons) and connectivity for students that aid in the regular and substantive educational interaction between students, their teachers and paraprofessionals, including low-income students and students with disabilities (including assistive or adaptive technology). Finally, the school will purchase supplies to clean facilities (i.e. floor sweepers and vacuums).

Then, in 2022-23, the ESSER funds are primarily budgeted for the continued supports put in place in 2022-23 such as additional remediation/intervention services, after-school tutoring, and mental health services.

# Expanded Learning Opportunities Grant Plan Instructions: Introduction

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

*For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact [ELOGrants@cde.ca.gov](mailto:ELOGrants@cde.ca.gov).*

## Instructions: Plan Requirements

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

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

For purposes of this requirement

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

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

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

The seven supplemental instruction and support strategies are:

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

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

### **Fiscal Requirements**

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

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

### **Instructions: Plan Descriptions**

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

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

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

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

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

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

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

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

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

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will 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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