

## ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

## Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
N/A	N/A

## Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

### Total ESSER III funds received by the LEA

\$78,383

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$26,127
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$26,127
Use of Any Remaining Funds	\$26,129

**Total ESSER III funds included in this plan**

\$78,383

## Community Engagement

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA’s ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

Input has been sought through board meeting public comment as well as internal feedback from students, families, including families that speak languages other than English, Special Education Administrators, School Leaders, Teachers, and other educators as well as school staff not already mentioned. Not present in our community currently are Tribes, Civil Rights organizations, Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students. Input was provided through the Parent/Guardian Community Council’s communication network, weekly staff meetings, informal conversations at school events such as the “Festival of Courage”, “Back to School Night”, school picnics, and Parent/Guardian Community afterschool meetings, as well as individual informal meetings with parents at pick up or drop off. Additional relevant information was gleaned during IEP, 504 and Student Support Team meetings with the school director and general education teachers, director of Special Education, and service providers.

A description of how the development of the plan was influenced by community input.

This plan was built based on the school director’s review of data and internal discussion amongst staff that considered all stakeholder input. Specifically, in Tuesday staff meetings review items included input from stakeholders of the value of Parent Education, student mental health, academic growth, and classroom supports. Additionally, input from community members and the public at large was considered in the development of the plan through informal networks of the Parent/Guardian SLACK forum, individual communications between staff and parents as well as our school’s Director of Special Education. Aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members were the value of Restorative practices, the needs of parental support through education and community building as well as the warm response to the enrichment program over the summer.

## Actions and Expenditures to Address Student Needs

The following is the LEA’s plan for using its ESSER III funds to meet students’ academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

## Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

### Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$26,127

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Campus Aides	Campus Aides provide daily supervision of students and ensure procedures for safe in person learning on campus.	\$13,127
N/A	TK/Kinder Aides	Kinder Aides provider daily supervision of our youngest students, new to school, to ensure procedures for safe and in person learning on campus	\$13,000

## Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

**Total ESSER III funds being used to address the academic impact of lost instructional time**

\$26,127

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Math & Reading Interventionists	Staff to provide continuous intervention in math and reading for students performing below grade level.	\$13,127
N/A	Summer Camp Interventionists	Supplemental funds to provide intervention courses to students during Summer Camp	\$13,000

**Use of Any Remaining Funds**

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

**Total ESSER III funds being used to implement additional actions**

\$26,129

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	PD in Restorative Discipline Practices	Training for staff in restorative discipline implementation to support students social emotional health and behaviors.	\$6,532.25
N/A	Parent University	Two Community engagement workshops for parents	\$6,532.25
N/A	Take Home Books	Books for students to take home over the summer to continue culture of literacy developed at school.	\$6,532.25

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Mental Health Partners	Agencies and organizations to provide supports and services to school staff, students, and families to support mental health and social emotional needs.	\$6,532.25

## Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Campus Aides and TK/Kinder Aides Training in Restorative Practices	Observation of students following safety rules and mask wearing evidenced by low COVID transmission rates. Surveys of student feelings of safety on campus. Behavior documentation.	Safety and mask-wearing is monitored daily; COVID transmission is monitored weekly. Surveys are administered annually. Behavior documentation is cumulative.
Reading, Math, and Summer Intervention Staff Take Home Books	Students are making gains in reading and math.	Reading and math gains monitored bi-annually using NWEA MAP and CAASPP assessments.
Mental Health	Staff, student, and parent surveys on well-being.	Annually
Parent University	Number of parents participating in learning opportunities and post work-shop surveys	At the culmination of each parent workshop or series.

