

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.

During the 2020-2021 school year Sunrise Middle School has been involving parents, teachers, and students in a variety of meetings about the needs and priorities for our students. Among the most major were:

Whole staff meetings - Jan. 5, Feb. 24, Mar. 31 and April 21

School Site Council - Jan. 7, Feb. 1 and April 19

ELAC and parent support group - Jan. 20, Feb. 3

Student leadership team - Feb. 25

Stakeholders consistently expressed the need for more paraprofessional support in the classrooms, and for counseling for students suffering trauma from the COVID-19 pandemic, and provided insight on after school and summer intervention programs that would be important for making up learning loss.

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

For math, I'd like to use iReady benchmarks since caaspp interims are based on domains/units which do not have predictable dates. So for math, Use iReady for benchmarks, caaspp interims, and other formative assessments.

Sunrise Middle School will use a variety of assessments to determine which students will be in need of the most ELA or math support and which students will be in need of the most emotional support.

Students will be identified for ELA and math support through our iReady assessments, to be given three times a year.

For ELA, we also will use CAASPP interims and the Achieve 3000 benchmark system, with assessments given every 12 weeks.

For math, we will use the iReady benchmarks, CAASPP interims and other formative assessments.

We will also review students' classwork and other less formal assessments to determine which students need additional academic support and at what tier that support is needed.

Tier 3 students will be strongly encouraged to participate in after school math and reading intervention.

The reading intervention students will be assessed using Reading A-Z benchmarks and running records, and instruction will be implemented based on student reading needs. The math intervention student will get unit tests from the SBAC released and practice questions.

All students will continue in our weekly SEL advisory program.

Also, teachers, our youth mentor, and the administrative staff will refer students for counseling based on conversations, participation in class and journals, and parent or student requests. These students will first be seen, either individually or in groups, by the school counselor, intern, or youth mentor. Cases needing advanced therapy will be referred to Alum Rock Counseling Center or Gardner Health Center.

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

Sunrise Middle will provide ongoing communication regarding the opportunities available for students in ELA, Math and SEL via letters mailed and emailed home, our "one call" text messaging system, and personal phone calls to families most in need. All communication is done in the parent/guardian's preferred language. Parents/Guardians also will receive ongoing updates on their students' progress if they are receiving supplemental supports.

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

Sunrise Middle School will provide supplemental support for students with increased interventions in ELA and Math.

Extended Instructional Learning Time

Sunrise will go well beyond the required 54,000 instructional minutes a year for middle school students by extending its school day in 2021-2022 by one hour. This means that the day will go from 8 am to 3 pm instead of the current 8 am to 2 pm. We have rented extra classrooms so that all students can choose to be on campus all day every day. They will be in one cohort during the day and another during the afterschool program.

Additionally, we will require all students to be in an after school program at least until 3:45 pm so that they can partake in interesting elective classes that will motivate them to love school again.

All students also will be encouraged to remain in the after school program until 6 pm – particularly those who are struggling. From 3:45 to 6 pm students will receive a healthy snack, benefit from extra tutoring, homework support and academic enrichment, and also be allowed to participate in league sports that may extend beyond 6 pm.

We are hiring new paraprofessionals and extending the hours of other paras to increase support in the classroom and after school and for 1:1 or small group tutoring.

We also will hold all-day, four-week summer programs in 2021 and 2022 to accelerate learning and prevent the so-called “summer slide,” so common among disadvantaged students.

To accelerate progress to close learning gaps through the implementation, expansion or enhancement of learning supports

Sunrise is known for keeping small class size and will continue to do this while attempting to mitigate learning loss. Class size will either remain capped at 20 students or, if COVID conditions improve and students can be seated closer together, at 27 students.

All teachers will continue to receive training in strategies for classroom engagement, as part of our plan to help students love learning again.

Teachers also will continue to receive training in strategies to accelerate English language proficiency to support our EL students.

Integrated Student Supports to address other barriers to learning

We are encouraging as many students as possible to attend school this summer and will be providing engaging Project Based Learning to help students rekindle their love for learning. We will also set aside time for reading, writing, and math, and in the afternoons, will have swimming at the high school pool next door, sports, art and STEM electives and field trips that offer regular summer fun, like creek hikes and playing at the ocean.

Unfortunately, our community has been hard hit by COVID and many parents are still reluctant to send their students to school, as well as to become vaccinated themselves. We will continue our outreach to these families.

Sunrise is proud of having created its own SEL curriculum, administered in weekly (sometimes every other week) advisories for all students. We will continue these advisory periods next year. We focus on such topics as validating your feelings, perseverance, self-esteem, doing what brings you joy, goal setting and our school SCOPE characteristics.

We will continue to have our full-time youth mentor trained by Peacemakers Inc. to help Tier 2 and Tier 3 students with behavioral and emotional issues. This mentor runs counseling groups jointly with the school's lead counselor. We also plan to hire a counseling intern for 12 hours a week in 2021-22, when we expect most of our students to return to campus. We expect that the students who return last will need the most emotional (and academic) support.

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

Sunrise Middle School does not need learning hubs because it is able to offer full-day on-campus instruction to all students and also provides laptops and hotspots to all of its students at home in need of these devices.

Supports for credit deficient students / college eligibility

N/A – we are a middle school

Additional academic services for students

We are purchasing iReady this year because we believe it would give us a better tool for assessing our students.

We will continue to use Achieve 3000, SuccessMaker, Imagine Math, Listenwise and our numerous other online programs.

Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs

Revisiting and providing continued support with our PBIS program during the 2021-2022 school year.

Periodic professional development for teachers on trauma informed practices to support students and families.

Continuation of our Beyond Diversity Equity & Inclusion training begun in the 2020-2021 school year.

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 (for 3.5 FTE paras)	\$146,136	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	Paid with other funds	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning (extra part-time counselor)	\$10,000	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$0 – n/a	[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	\$0 – n/a	[Actual expenditures will be provided when available]
Additional academic services for students (iReady)	\$9,000	[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	In-house or with other funds	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$165,136	[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.

We intend to use the ELO Grant funds primarily for extra paraprofessional and counseling support. The In-Person Instructional Grant and ESSER I funds are being used for technology, PPE, professional development, classroom supplies and educational supplies. We intend to use the ESSER II and III funds for additional accelerated learning, SEL and technology/PPE needs when the earlier grants run out.

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.

