



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.

Our stakeholders have been greatly engaged this spring in building our three-year LCAP and five-year Strategic Plan. Parents have reached out to inquire about summer offerings and ways that they can keep their students engaged in academics this summer. We built our plans with staffing at the forefront as many of our certificated staff are in much need of a break however some of our classified staff are eager to work throughout the summer.

The summer plans were created to support a variety of students in multiple ways. Feedback from parents was that the students needed socialization and connection to other students for mental health after a challenging distance and a hybrid learning year. Other parents have expressed concern about the impacts that COVID had on student's mental health, anxiety and academics. Our program took these concerns into account and created a diverse offering of supports to meet the needs of our diverse population.

Our staff has been involved in the thinking around the creative ways of providing supplemental activities to reduce the learning gap, provide targeted interventions, increase engagement over the summer, and provide social and physical activities for our students well being. Our Administrators were crucial in looking at the limited 30,000-foot data to identify student groups to target to reduce the learning gap.

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

Our Extended Learning Opportunities plan is extensive and diverse. We have created the plan with the idea of targeting our unduplicated students while also making sure to offer opportunities to all of our student groups as distance learning impacted every student.

Extended School Year

Students are assessed for our Extended School Year (ESY) by their Case Managers and Director of Special Education. Determining ESY eligibility should be a data-informed decision-making process that helps the IEP team determine whether services are necessary for a student to progress over time and to benefit from the IEP.

Two themes emerge in the determination of eligibility:

1. ESY services are necessary when a child will experience significant regression in the absence of an educational program and the time it will take to relearn the skills is excessive, referred to as the regression/recoupment model.
2. ESY services are necessary when the progress the student made during the school year will be significantly jeopardized during school breaks; when a student is at a critical point in skills acquisition (e.g., demonstrating emerging skills).

Chillin' and Skillin'

Our Chillin' and Skillin' camp will be an invite only camp for our unduplicated students. Their eligibility will be determined predominantly by teacher recommendation with the use of our NWEA Maps spring assessments. We can identify students that are not making expected progress along with the skill that need to be addressed.

Dance and Art Camps

The Dance and Art camps will be open to anyone who would like to participate. We will ask for our 8th grade Mentors to participate and support these programs.

Instructional Assistant Training

We will train any of our IA's that will be hired. Our plan is to provide this training in August to all of our IA's. We will film the trainings and continue to offer the professional development to IA's as we onboard them throughout the school year.

Teacher Narrative on Targeted Interventions

All teachers will participate in training regarding narrative report cards that include data and targeted interventions to support the students in their summer learning.

Zero Hour and After School Tutoring

This will be available for any student to sign up for and for some will be a very intentional invitation. Teachers will have an important role of recommending students and sending work or targeted activities for students. We will also use the data from our Spring CAASPP and Spring MAPS assessments to identify students who would benefit from the extra time to narrow the learning gap.

Winter and Spring Camps

These camps will be open to all students that want to attend.

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

We communicate with our parents regularly through our weekly newsletter. It is our vehicle to give parents news they can use. This will be great for advertising camps and mentoring that are open to all students. As for the activities that are invite-only we will create mailing lists that are specific to those students. We will also engage our staff to reach out directly to families to encourage them to attend ESY and Chillin' and Skillin'. Our materials will be translated but what we have found that works best in encouraging attendance is directly reaching out to have meaningful conversations around the benefits of these programs and how they will assist the students.

We will have weekly sign-ups for the zero hour and after school tutoring. These sign-ups will allow for appropriate staffing but even more important activities that will benefit the child with targeted activities for intervention.

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

Our plan was created to support student learning in a variety of different ways to meet the needs of our diverse population.

Summer ELO Services

Student Mentoring

Where applicable in our plans below we will be building a mentor program for our 8th grades students, they will apply to the mentor program, get trained and benefit greatly from the experience. Our belief as a K-8 program is that kids can learn a lot from working together and the multiage system creates a closer school community. 8th graders chosen will mentor younger ones in both the camp and afterschool settings with children of mixed ages. The environment fosters cooperation and allows younger children to trust those who are older, leading to a more positive learning experience. Older children have opportunities to mentor students who are struggling in areas that they've mastered or those who they've developed a close connection to. Mentoring is a skill that you'll use throughout your life, not just in school. These skills help prepare teens and older children for when they are out in the "real-world" and follow their passion to a career path.

Extended School Year

Extended School Year (ESY) services are special education services that are provided to a student with a disability during extended school breaks. Per IDEA and CA Ed. Code 1, these services assist the student in working toward the same goals and objectives that the student works on during the school year and are only provided in those areas on the current IEP that the student has demonstrated:

- a. regression of skills during an extended school break and
- b. limited ability to benefit from re-teaching of skills after an extended school break.

Every year we run an ESY program. This is a wonderful time for our Case Managers, IA's and other specialists to have targeted and concentrated work with our Special Education Population. Our plan is to increase our ESY school day this year with our ELO to provide even more activities and services to these students.

Chillin' and Skillin'

For the next two summers, we will be creating a three-week Chillin' and Skillin' camp that will serve our English Learners, Students of Color, Foster Youth, and those who are socioeconomically disadvantaged. We have identified these students in our data as students that would benefit from targeted interventions and summer engagement. Our camp will run for three weeks for four hours a day and consist of Orton Gillingham reading instruction, Illustrative Math activities, Science Labs, and other academically engaging activities. It will be staffed by Teachers and IA's keeping a low staff to student ratio. The staff will be trained before the camp begins and all will be involved in the planning and execution of the curriculum.

Whole Child Art and Dance Camps

We will offer one week of Dance Camp and one week of Art Camp in the afternoon for anyone in the community to attend after the Chillin' and Skillin' camp. Students in the morning portion can choose to stay the whole day or leave at noon. The Dance and Art camps are established to support social interactions, physical, mental, and social-emotional well-being for the students.

Summer Tutoring

Our focus of services has been predominantly focused on those who are unduplicated. Although these students are most in need according to our data there are students who would like to work on basic skills throughout the summer and to remediate any learning loss that may have occurred during distance learning. We will be offering twice-a-week drop-in tutoring that will work on basics such as reading, writing, and math skills. This will be staffed for three weeks of the summer to alleviate any skills lost in the summer. Working with a tutor during the summer helps students retain past content for a smooth transition into the following academic year. Summer break is long and provides plenty of time to clear the mind. Consequently, the lengthy break that summer provides often leaves students struggling to remember the material from previous school years. Trying to review past material and learn challenging new material in the fall is quite difficult. Therefore, we will be offering three weeks of tutor during the summer to periodically review material.

School Year ELO Services

ELO School Year Programs

IA Training

We are proud to serve a diverse population of students. One of the ways we find success in serving all students is to create systems of support through Instructional Assistants (IA). This role requires great skill and knowledge as our population's needs are diverse. We will be adding two and a half days of training for our IA's before the school year. The training will consist of training from our El Dorado SELPA, our specialists like our SLP and OT as well as Case Managers. We will also train the IA's regarding best practices for English Learners. Our goal from these additional days is to give them the best skills to work with our students who are most in need.

Teacher Narratives with Data and Targeted Interventions

SDCCS moved away from grades several years ago as we believed that a letter grade gave limited information to parents. We have a narrative based report card that was created to let the parents know about their students' areas of strength and growth. This year we would like to give teachers additional time to enhance their narratives by adding data specific to the students and activities that could be used in our summer programs or by families at home. Our goal beyond informing parents would be to inform our summer staff on areas of focus so that we can create targeted interventions.

Zero Hour Tutoring

We have created a zero hour tutoring for any of the students that we identify could benefit from an early morning warm-up to the day, review, and targeted interventions to reduce the learning gap. We will be offering both before and after school tutoring. We believe strongly that students with behavioral needs will benefit from the early morning interventions as compared to the after school offering. Depending on the student population in attendance they could benefit from social skills work, executive functioning training, or OT regulation activities before their school day. This will be staffed by teachers and IA's who are interested in working the hour before school starts. They will be compensated for their time along with some prep time to prepare appropriately for the targeted interventions.

After School Tutoring

After school tutoring will also be offered for the next two years. Our goal for both offerings is to:

1. Improves Academic Performance.
2. Improves Study Habits.
3. Improves Self-Esteem.
4. Helps Develop Critical Thinking.
5. Providing Academic Challenges.
6. Basic Homework Help.
7. Tutors Provide Reinforcement.
8. The Experience is Individual.
9. Deep Connections With Adults in The Education Journey.
10. Improves Time Management.

Our after school program will likely be staffed by IA's and one supervisor. The students will have a snack and movement break after school and will then move into homework help, Apex Learning, reading, writing and math activities. The students will be able to wrap up thier time with educational games.

Winter and Spring Camps

In addition to the school year tutoring, we plan to offer both a Winter Camp and a Spring Break Camp. These will not be as academically driven as our Chillin' and Skillin' classes camps are filled with fun indoor and outdoor activities where kids can play, make new friends, and stay active and healthy. Our winter camp will focus on cultures around the world and how they celebrate the holidays. The students will

cook foods from other cultures, read stories, decorate their own wrapping paper, and invite guest speakers to share their traditions. Unlike the winter camp, our spring camp will have a focus on spring, traditions around that and how countries celebrate spring. This camp will also be focused on movement, games and outdoor activities, and art.

These camps will be four hours a day and the benefits we hope to see in the students are listed below.

1. Camp Increases Self Esteem
2. Camp Gets Your Child Outdoors
3. Camp Provides Exposure To Diversity
4. Camp Promotes Development Of Many Skills
5. Camp Prevents Boredom
6. Enhanced Social Experience
7. Increased Independence

Administration and Oversight

We recognize that these programs are considerable and require a large amount of oversight. We have allocated money to support an administrator in support of all of these programs to ensure that they are executed to the best of our abilities. All Administrators will collaborate to ensure that we are staffed appropriately, trained sufficiently and that we have hired the best staff possible to service our students.

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	\$194,711	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$3,653	
Integrated student supports to address other barriers to learning	\$123,251	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports		
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility		
Additional academic services for students		
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$23,588	
Total Funds to implement the Strategies	\$345,203	

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

ELO Grant funds are coordinated with ESSER funds via the LCAP planning process, which seeks to maximize support for students and staff. The LCAP outlines specific actions/services and yearly amounts for state and federal funds.

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 ELOGGrants@cde.ca.gov or lcff@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 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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