

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Compass Charter Schools of San Diego 850 Hampshire Road, Suite R Thousand Oaks, CA 91361 Website: https://www.compasscharters.org	J.J. Lewis, Superintendent & CEO	jlewis@compasscharters.org (855) 937-4227

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.

Compass Charter Schools of San Diego (Compass) developed this Expanded Learning Opportunity Grant plan in consultation with all stakeholders to identify needs and priorities for supplemental and support strategies embedded within this plan. Staff members from each department were surveyed during their Staff Advisory Committee meeting on May 4, 2021. Scholars (students) were surveyed during their Scholar Leadership Council (SLC) meeting held on May 11th. Learning Coaches (parents) were surveyed at their Parent Advisory Council (PAC) meeting on May 21st. The Leadership Team was surveyed and provided their feedback during their May Leadership Advance. All feedback provided by all stakeholders was incorporated into the plan for the Public Hearing held on May 23rd.

Ongoing collaboration with stakeholders will continue throughout the year at monthly committee meetings, leadership advances, SLC meetings, and PAC meetings. During these meetings all stakeholders will review and discuss the implementation of the plan, feedback

on student programs, review assessments and benchmark data, and overall progress being made, and will make adjustments as needed. Updates to the board will be provided during their quarterly meetings for the 2021-22 school year.

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

Compass Charter Schools of San Diego (Compass) certified staff will use the student information system, School Pathways, to identify our Socioeconomically Disadvantaged (SED) scholars (students), English Learners (EL) scholars, Foster Youth (FY) scholars, McKinney-Vento scholars, Students With Disabilities (SWD), and our disengaged scholars (attendance). The needs of scholars will be assessed by STAR by Renaissance K-12 in addition to layered supports through the MTSS framework. Compass has a comprehensive Multi-Tiered System of Supports (MTSS) framework used to provide enhanced identification of scholars needing additional support, whereby scholars needing Tier 2 or Tier 3 support are invited to tutoring sessions to address math and reading skill gaps. Freckle will be used as the supplemental tool used in conjunction with tutoring. Scholars qualify for Tier 2 and 3 supports based on data gathered through diagnostic assessments and observations by the instructional staff and learning coaches (parents). These can include regularly scheduled grade level subject specific synchronous learning labs or specialized workshops offered to support a range of skills necessary for scholar success. Tier 1 includes all core instruction held in various subjects for all grade levels, and AVID strategies are used as a Tier 1 support to increase academic achievement. Progress is monitored at regular intervals and referrals for additional assessments of interventions are made as needed.

The effectiveness is determined by progress and improvement monitored by course and class progress, supplemental instructional courses that align with the MTSS framework, and benchmark diagnostic data. Scholars will complete the diagnostic assessment three times a year to show growth. After each diagnostic assessment, scholars will get immediate access to differentiated Freckle content that meets them at their level based on their diagnostic performance. MTSS tutors will align live sessions based on these leveled groups. The supervising teacher (ST) will monitor scholars' progress in Freckle, tutoring attendance in reading and math, curriculum completion, and growth data analysis of each assessment. The Assessment Coordinator will collect and disseminate the data from each diagnostic assessment to the STs, Scholar Success Coordinator and tutors. Tutors under the MTSS framework will provide targeted, 30-minute synchronous sessions that target specific skill gaps, as indicated in the diagnostic assessment and supplemental curriculum to provide additional support and instruction to address needs.

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

To communicate the Expanded Learning Opportunities Grant Plan, Compass Charter Schools of San Diego (Compass) will communicate the supplemental instruction and support through multiple platforms. The assessment coordinator will communicate with staff, teachers, parents, and guardians regarding the diagnostic benchmark assessment that scholars complete three times a year. Further, this communication will include the purpose regarding these diagnostic benchmarks. The scholar success coordinator who oversees the Compass MTSS framework will communicate with staff and teachers to coordinate tutoring sessions that target identified

instructional needs based on diagnostic benchmark data. The scholar success coordinator and teacher will further communicate these tutoring sessions and attendance with parents and guardians to increase participation with this supplemental instruction and support. .

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

Compass Charter Schools of San Diego (Compass) will provide supplemental instruction and support in various ways which include but are not limited to: extended instructional time, accelerating progress, and increasing options for integrated scholar (student) supports. Our certified staff will continue to use the student information system, School Pathways, to identify our Socioeconomically Disadvantaged (SED) scholars (students), English Learners (EL) scholars, Foster Youth (FY) scholars, McKinney-Vento scholars, Students With Disabilities (SWD), and our disengaged scholars (attendance) to monitor their progress based on our benchmark data.

Compass will continue to provide enhanced identification with the continuation of its Multi-Tiered System of Supports (MTSS) to support all scholars. All scholars who are identified as part of a special population and their learning coach will receive an additional orientation at the start of the academic year to showcase additional areas of support from Compass to aid in their learning. All high school scholars are given the option to enroll in a-g courses. The Accelerate Education curriculum is a-g approved, and utilized by scholars in both our Online and Options Learning Programs. Options Learning Program scholars may also choose to take Compass authored a-g approved courses with an emphasis on project based learning. The Advancement Via Individual Determination (AVID) program will be enhanced to support the scholars who are in special populations, especially scholars who are nearly meeting standard mastery, the first in the family to attend college, and those without rigorous academic support at home. Compass will offer Summer School for 1) All scholars wishing to accelerate their progress by earning additional credits towards graduation through the online learning platform. and 2) for scholars identified as needing additional support, credit deficient, or facing other significant barriers to earning a high school diploma. In addition, all Compass scholars will have access to iStation for grades TK through 5, and Edgenuity for grades 6-12 during the summer of 2021.

All supervising teachers (STs) will receive professional development sessions on curriculum, MTSS, Social-Emotional Learning (SEL), Positive Behavior Interventions and Supports (PBIS) in virtual instruction, writing and scoring constructed responses, data analysis and informing instruction, pacing guides, grading and communication with scholars and learning coaches (parents), strategies for ELs, SWD, FY and HY, SED and culturally relevant proficiency. All Compass instructional staff will attend the Advancement Via Individual Determination (AVID) Digital XP Conference, while some ST's and administrators will attend conferences like Digital Learning and Advanced Placement and CUE. One key aspect is to ensure attendance and incentivize attendance and participation which will increase retention of scholars in grade spans by supporting scholar and learning coach engagement.

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	\$0	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$94,237	[Actual expenditures will be provided when available]
Integrated scholar supports to address other barriers to learning	\$47,118	[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	[Actual expenditures will be provided when available]
Supports for at promise scholars to complete graduation or grade promotion requirements and to increase or improve scholars' college and career readiness.	\$0	[Actual expenditures will be provided when available]
Additional academic services for scholars.	\$0	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage scholars and families in addressing scholars' social-emotional wellbeing and academic needs	\$0	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$141,355	[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.

Compass Charter Schools of San Diego (Compass) has established a meticulous internal reporting process through the use of Google Sheets and folders in addition to using an established financial tracking software. In addition, Compass uses its authorizing charter petition, WASC goals, LCAP goals, local data, California Dashboard information, and stakeholder input to align ESSER funds and our ELO plan to create a comprehensive programming plan to close learning gaps. We also ensure that various committees have input to ensure alignment between the various funding programs. Compass has partnered with CSMC Charter Vision to ensure the ELO Grant

and other federal ESSER funds are carefully tracked and assigned by budgeting all funding sources across several categories to best meet the needs of the local district, staff, scholars, and community.

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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