



Expanded Learning Opportunities Grant Plan

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|--|--|---|
| Camarillo Academy of Progressive Education (CAPE Charter School) | Maryellen Lang and Doreen Learned Directors | maryellen.lang@capecharter.org or doreen.learned@capecharter.org 805--384--1415 |

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.

CAPE is a collaborative community. CAPE is governed by its own school board that has representation of their specific stakeholders. There are two parents who sit on the board representing parent stakeholders, two teachers who sit on the board representing all CAPE employees (certificated and classified), and one community members that represents a global stakeholder. Suggestions, feedback and communication was gathered from all stakeholders. CAPE solicited suggestions from our parents, teachers, staff and students in a variety of ways. CAPE used emails, parentsquare posts, chatter time (a monthly parent meeting with administration), CAPE governing board meetings, PTSO

meetings, staff meetings and phone interviews with parents and students. CAPE administration was also able to meet with small student groups on campus and receive feedback and suggestions about ways to help with learning loss, ideas to motivate students and ease anxiety, and what CAPE students enjoy about attending school.

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

CAPE will use a variety of formal and informal assessments to identify students and their academic and emotional needs. In addition to classroom assessments, CAPE uses Renaissance 360 as a nationally normed interim assessment up to 4 times per year. At the beginning of the year, each teacher will complete a records review for each student assigned to his or her classroom. The current grade level teachers will consult with the previous grade level teacher to best support the individual needs of their new classes. CAPE teachers will be assigned to data teams to look at trends in student reports, identify students who fit into the Tier 2 or Tier 3 MTSS (Multi-Tiered Level of Support System) Model and determine what additional supports, resources and strategies CAPE can offer to help support the student or student groups. Within the plan, CAPE will hire a Literacy Coach and Math Coach to help support the teachers and assess students on a regular basis. Intervention groups will be targeted and fluid with students working on specific skills to help with any learning loss over the past 1.5 years due to remote learning.

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

One of the philosophies of CAPE is the partnership between CAPE and Home. Classroom teachers and Curriculum Coaches will be in communication with parents on a regular basis regarding assessment data and intervention strategies to be used to help with any learning loss. CAPE will create a link on the school website to host all resources which will include both academic and emotional supports available to students. A description of CAPE's plan to provide supplemental instruction and support will be included in the Welcome Letter to all CAPE families at the start of the 2021-2022 school year. CAPE will create a brochure that will be given to all families and available in the front office describing available resources. The CAPE Co-directors will continue to communicate with parents and guardian stakeholders each month at Chatter Time, PTSO meetings, and Governing Board Meetings.

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

CAPE will increase the hours of our school counselor from one day per week to two days per week. The counselor will be on site and available to students who need support.

CAPE will hire a counselor who will provide social emotional and mental health lessons to each classroom one day per week. This counselor will also help support the classroom teacher and offer staff development and training to the classroom teachers regarding implementation of social emotional health for future years.

CAPE will purchase a trauma-based curriculum and train all staff members in universal screening and strategies to support all students' mental health.

CAPE will hire a literacy coach that is trained in Lucy Calkins Readers and Writers to help support the classroom teachers, assess students frequently, and provide specific intervention to meet student individual needs.

CAPE will hire a math coach that is trained in Everyday Math to help support the classroom teachers, assess students frequently, and provide specific intervention to meet student individual needs.

CAPE will purchase Summer Bridge Backpacks that will include a Summer Bridge Workbook, reading books, flashcards and math games for all students who are entering kindergarten (preK) to sixth grade (bridge between 5th and 6th).

CAPE will host a summer fun reading club in the month of July for students in grade 7 and 8.

CAPE will hire substitute teachers to provide classroom teachers one day per month to collaborate as a grade level and work on student data, intervention strategies, and strategic planning of learning loss.

CAPE will hire additional campus supervisors for recess to help with organized games and organized art activities outside.

CAPE will purchase replacement technology as needed due to loss or damage from the past year of remote instruction.

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 | 27,495 | \$0.00 |
| Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports | 182,200 | \$89,824.31 |
| Integrated student supports to address other barriers to learning | 62,730 | \$14,410.94 |
| Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports | 21,209 | \$7,437.15 |

| Supplemental Instruction and Support Strategies | Planned Expenditures | Actual Expenditures |
|--|-----------------------------|----------------------------|
| Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility | 0 | \$0.00 |
| Additional academic services for students | 0 | \$210,595.60 |
| Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs | 18,323 | \$0.00 |
| Total Funds to implement the Strategies | 321,956 | \$322,268.00 |

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

CAPE is not eligible for other federal emergency relief funds; included but not limited to ESSER II. CAPE is not a Title1 school and does not receive federal funding.

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 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
March 2021