

Expanded Learning Opportunities Grant Plan

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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.

To ensure involvement of our stakeholders, College and Career Preparatory Academy elicits input from our School Advisory Committee, community partners, local business executives, CCPA staff, students CCPA parents and the Orange County Board of Education. The School Advisory Committee represents an organizational and technical design to ensure CCPA remains a viable enterprise, with active and effective representation of interested parties supporting a successful educational program. The School Advisory Committee represents the diverse interests of the students and staff that make up the local school community. In an effort to gather meaningful input from all stakeholders, various methods of acquiring input was conducted. Meetings via web-conferencing, phone calls, surveys online and over the phone in various languages, and committees were conducted to solicit input on educational planning and funding. Listed below are various methods in which input was collected:

- CCPA School Advisory Committee meetings held for public hearing and open to public comments, available through web-conferencing and phone call in.
- DELAC meeting held for parent questions and feedback.

- Online surveys conducted to gather feedback from students, teachers, staff, community partners and parents.
- Emailed and texted survey to parents in English and Spanish.
- Phone surveys conducted in English and Spanish for Parents.
- Daily meetings with staff that discussed additional learning opportunities for students and funding
- Surveys/phone calls/meetings with stakeholders from school administration, Project Liaison, SRTs, and Counselor on a weekly basis.

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

Historically 100% of CCPA students are at-risk formerly disengaged students and 82% of are classified as socio-economically disadvantaged. To this end all CCPA students will benefit from expanded learning opportunities that will help them in attaining their educational goals.

In evaluating students' academic progress, we recognize the importance of addressing all students' academic needs. In supporting these needs, CCPA strives to reduce barriers and increase student attendance and work completion. Therefore, CCPA is currently creating and implementing a Multi-Tiered System of Support (MTSS) that uses data to help match academic needs and services that support student success. Research has shown that when a school uses tiered interventions, all students achieve better academic and behavior outcomes. Tiered intervention matrix planning is in the development stage and is being created with the mindset that all students can be college and career ready.

CCPA recognized that one of the most significant impacts of the pandemic due to Covid-19, was the loss of learning, both in academic content and skills. To address this, CCPA offers enhanced assessments and interventions in the critical areas of Reading and Mathematics which supports accelerated learning across all subject areas. The i-Ready program is an adaptive comprehensive assessment and intervention program that provides data which empowers teachers with a deeper knowledge of each student's needs in the area of math and reading, which is particularly important in identifying learning loss and providing prescriptive intervention. As a web-based tool, i-Ready is accessible whether students are receiving in-person, distance learning, or blended instruction.

The 2020-21 school year's expansion of i-Ready included a standardized assessment time frame, thus increasing the percentage of students who were administered i-Ready and provided interventions per their results and will be a continued measurement strategy into 2021-2022. Assessment results have been entered into a learning management system to offer teachers and administrators even greater access to individual and collective data for the purposes of academic goal-setting and allocating funds to support student learning needs.

The implementation of learning loss assessment strategies is a necessary step in addressing the needs of students. However, the use of any strategy or program will only serve the needs of the students with a prescriptive and consistent system in place to measure their effectiveness. To that end, CCPA is committed to continuing the following protocol and process:

1. Setting three standardized assessment windows during which time students are administered the i-Ready assessment
2. Increased teacher and administrator accessibility to student results via IO Assessments, which will provide both individual and collective outcome data
3. Professional time set aside to review, assess, and plan, using the i-Ready data available from IO Assessment reports
4. Comparison of student levels and growth in i-Ready based upon data from previous years (for returning students)

Additionally, ongoing teacher-based formative assessment and analysis of individual student work and completion of courses will provide evidence that any learning loss a student may have experienced has been or is being addressed. This individualized approach to instruction is a foundation of our alternative education programs and is designed to support student completion of high school requirements, leading to graduation and a successful transition to college and career, with the necessary academic content knowledge and skills.

The most visible aspect of learning loss can be seen in the area of academic achievement, but there are other equally important aspects of learning loss that will be monitored. A teacher's relationship with the student and the frequent (daily) communication, makes that teacher uniquely qualified to notice the more subtle aspect of learning loss such as motivation, engagement or participation. Teachers, administrators, or any staff that interact with students can request interventions for a student that they suspect is struggling. Follow-up surveys and responses will be collected throughout the school year to gather student feedback regarding connectedness to school, coping with stress, and questions to determine basic student needs. These interventions can start with a student-teacher conference, a teacher-parent conference or a more formal Student Intervention Team meeting (SIT). Once these interventions are identified and set up the SIT process will monitor the effectiveness of the intervention via data collection (for example, meetings with a clinician, or assignment to a tutoring group). Student supports can include help from tutors, the school counselor, school nurse, program specialist or administrators. Supports will be individualized to meet the needs of the student.

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

As the majority of CCPA students are young adults age 18-25, parental involvement is limited. Therefore, informing students of these supplemental supports will be delivered directly to the students through meetings with their teacher, counselor, community resource specialist and upon enrollment with the student records technicians. Students are in contact with teachers via phone calls, text, and emails, so they can informally assess the students needs and inform them of the additional support that is available to them. Flyers, letters and emails will be created and distributed to all students through school messenger, texting and mailed letters home. Since students are young adults, they must give permission to CCPA to contact their parents. For those students whose permission was given to contact their parents, CCPA will also distribute flyers and emails through school messenger and mailed letters to their home.

CCPA School Advisory Committee and DELAC meetings occur regularly throughout the school year and will include updates on the availability of supplemental instruction and support being offered to all students. These meetings are open to the public including students, parents, staff and other stakeholders which allow for announcements, questions and feedback.

Additionally, CCPA's school website will be used as a source to promote and distribute all information in one location.

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

CCPA will provide all students expanded learning opportunities that will help them in attaining their educational goals through the following learning recovery program for the 2021-2022 school year.

To Increase instructional learning time CCPA will support students by providing more one-on-one support with educational paraeducators and academic support assistants. This one-on-one support will be available through various hours including late afternoon and evening times.

Currently, all students enrolled receive a chromebook and every student is offered internet connectivity if needed. By providing all students in need with the necessary technology to access academic curriculum via an electronic platform, CCPA will provide virtual support with a Learning Management System (LMS) Support Specialist that will offer students extra hours of nighttime support as they navigate the LMS platform and troubleshoot any problems.

To support the needs of students in breaking down barriers that are hindering their academic achievement, funding will be allocated for a Community Resource Specialist. This position will identify regional networks of resources throughout Orange County for students to access to meet their basic needs, support students in connecting with community resources and monitor their participation. Through surveys collected and student feedback, the Community Resource Specialist will connect CCPA students with community partners to ensure that they are taking advantage of resources available to them and will monitor the increased usage of services utilized by CCPA students. Additionally, the Community Resource Specialist will continue to monitor student needs and effectiveness by gathering data for student positive attendance rates and tracking student's post-graduation data including students planning to enroll in college or work full-time.

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	\$ 109,299	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	[\$ 0.00]	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$ 30,000	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	[\$ 0.00]	[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	[\$ 0.00]	[Actual expenditures will be provided when available]
Additional academic services for students	\$ 74,880	[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	[\$ 0.00]	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$214,179	[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.

CCPA did not receive funding from Elementary and Secondary School Emergency Relief Funds.