

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.

New Designs Charter School understands the value of building consistent, authentic, and meaningful relationships with parents. Decades of research have shown a powerful connection between student achievement and parent engagement. Further, more recent research indicates that schools have a critical role in creating family-school solid partnerships for student success. The LEA works hard to reach out to parents by phone, emails, and town hall meetings, as well as ELAC and School Site Council. The coffee with the principal has also become an effective communication avenue where the principal dialogues with parents and in a relaxed manner to deliberate about essential school matters affecting their children.

The recently established parent institute allows the principal and other administrators to train parents on distance learning technology and other programs that students use in their virtual learning. The English Learner Advisory Committee consists of English learners, other community members, and other duly elected family and community members. The ELAC advises the principal and school on programs and services for English learners and the school site council. The LEA also provides resources for conducting strategic outreach activities related to the LCAP input process. The school partners with community organizations to reach out and co-facilitate

LCAP input meetings. Informational and Planning meetings have seen increased numbers as this has also become the most visible place to get updates and information on the school in an unfolding pandemic. Higher responses to messages sent out also showed parents were tracking and even anticipating being informed about issues such as lunch pickups, materials pickups, and computers and devices. Other means of collecting information from parents and community members include survey questionnaires, interviews, and focus. Interview with parents allows for an in-depth understanding of issues. We received input from students through teacher surveys and informal conversations with students. The Associated Student Body also provided us with feedback. The school also obtained information from students during the School Site Council meetings, where students made presentations.

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

Inputs and Feedback from Teachers and staff about the Expanded Learning Opportunities (ELO) Grant was an agenda item at the teachers' faculty and professional development meetings. The principal explained what the grant is for and what teachers think are the

most critical areas to grant to improve our students' academic and general wellbeing. The ELO grant was also the focus of some of the school leadership team meetings. The school leadership meeting comprises the administrators, counselors, English learners Coordinator, the deans of discipline, the office managers, and technology personnel. These groups provided input into the LEA's services and programs and prioritized these programs and services. Teachers and staff recommended that the district expand or maintain the programs and services for students, especially low-income students, English learners, or foster youth, emphasizing increasing services for school safety and student physical and social/emotional wellbeing as funding permits.

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

The LEA will utilize different tools to identify students in need of academic, social-emotional, and other integrated student support. For extended learning or academic support, including summer and after-school tutoring, New Designs Charter school will use student achievement from formative and summative assessments in ELA and math, students' literacy or reading levels, and teachers, administrators, and supporting staff inputs. School attendance data, data from the deans of discipline, counselor feedback will be used to identify students in need of additional social/emotional support. There will be continuous assessment of students using the following tools: five-week progress report (comprised of quizzes, classwork, projects, and other formative assessments), i-Ready diagnostic (for Grades 6-8), Study Island Diagnostic (for High School), and classroom formative assessments. Also, students with disabilities, English Learners, foster youth, homeless students, students below grade level, and low-income students will be given access to these services.

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

Families or parents of students identified as requiring academic and social/emotional support, or additional services using the measures described above, will be contacted by the school via written communication, phone, and electronic communication in their primary languages. We will also use our school webpage, and blackboard to communicate with our parents about these supports and services. The same communication tools will be used to inform parents about summer school and meals.

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

(1) The Expanded Learning Opportunities Grant Plan focus is to develop or expand learning recovery opportunities for one or more of the following groups of students: Low Income, English Learners, Homeless or Foster Youth, Students with Disabilities, Students at Risk of Abuse/Neglect or Exploitation, Disengaged Students, and/or Students who are Below Grade level.

Extending instructional learning time by increasing the number of instructional days or minutes provided during the school year: The program will provide summer school or intersession programs or will take any other action that will increase the amount of instructional time or services provided to pupils based on their learning needs. Summer school will involve credit recovery, learning loss recovery, 6-12th grade enrichment program that will increase instructional time through longer days or additional instruction. Credentialed teachers will provide intensive instruction/intervention to small groups of students. The primary focus of the summer instruction will be on English

language arts and mathematics, but it may also include instruction in additional core content areas. The plan focuses on English learners, foster youth, homeless, students at risk of neglect or abuse, disengaged students, students below grade level, and students with disabilities.

(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:

Certificated and classified staff will provide one-on-one or small group learning supports for students such as English learners, and high need students. The plan will Provide additional intervention, support after school hours, enrichment, and additional mental health services during and after school. The plan will also provide Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both. There will be additional intervention materials to support after school intervention and differentiation during the school day Online. The plan provides Professional Development for both certificated and classified staff, in accelerated learning strategies that effectively equip them to student learning gaps. There will also be training for staff in facilitating quality and engaging learning opportunities for all pupils. Professional development will also be offered for teachers in Content Area Literacy and establish differentiation model for the school based on standards-based instruction.

(3) Integrated pupil 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 pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. Mental health counseling and will enhanced to meet the needs of students impacted by school closures, the pandemic, and provide social emotional learning.

(4) The LEA will continue to support parents and students with computers and internet connectivity: There will be community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.

(5) The school will support students with credit deficiency to complete graduation or grade promotion requirements and to increase or improve their college eligibility. In addition, the plan provides academic services, such as diagnostic, progress monitoring, and benchmark assessments of student learning for all students

(6) The LEA will prioritize education among stakeholders and therefore will offer on and off campus professional learning sessions in social-emotional well-being, school-recommended technology training, and research-based strategies in serving the most vulnerable population

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 | \$191,050.00 | [Actual expenditures will be provided when available] |
| Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports | \$264,000.00 | [Actual expenditures will be provided when available] |
| Integrated student supports to address other barriers to learning | \$136,500.00 | [Actual expenditures will be provided when available] |
| Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports | \$25,480.00 | [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 | \$25,000.00 | [Actual expenditures will be provided when available] |
| Additional academic services for students | \$30,000.00 | [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 | \$20,000.00 | [Actual expenditures will be provided when available] |
| Total Funds to implement the Strategies | \$692,000.00 | [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.

As much as possible, services that are offered with the ELO grant in the 2021-22 will be supplemented with ESSER funds. The services will also be continued in the 2022-23 year with ESSER 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 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 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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