

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
New Designs Charter School-Watts	Hazel T. Rojas, Ed.D., Interim Principal	Email: Hazel.rojas@newdesignscharter.net Phone: (323) 418-0600

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-Watts believes that stakeholders have a wealth of relevant knowledge and experience that school leaders take into consideration to help the school's organizational operations become more impactful, sustainable and viable over the long-term.

NDW stakeholders help ND-Watts to proactively consider the needs and desires of anyone who has a stake in the organization, which can foster connections, trust, confidence, and buy-in for the organization's key initiatives. The goal is to build and strengthen stakeholder engagement that can mitigate potential risks and conflicts with stakeholder groups, including uncertainty, dissatisfaction, misalignment, disengagement, and resistance to change.

When it comes to strategic planning, the stakeholder engagement process is critical. It's important that our stakeholders understand why the school exists, where it wants to go, and how it is going to get there. Furthermore, it's essential that our *KEY* stakeholders are

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aligned with and brought into the strategic direction of our organization so they can become advocates that can help achieve the organizational mission and vision.

The NDW stakeholder engagement process entails identifying, mapping and prioritizing stakeholders to determine the best tactics for effective communication while making the best use of available resources:

Surveys - NDW recognizes that while this method will work for many stakeholders, others may wish for more comprehensive communication method. NDW used surveys to help gather input from a wide variety of stakeholders prior to the strategy sessions for our leadership team to consider. The surveys asked stakeholders about what they believed were the pressing needs of our school and how to best support our students and teachers.

Town Hall Sessions - these group sessions include multiple stakeholder groups simultaneously. Some were devoted entirely to one stakeholder group, depending on their size or differing needs. During this challenging time of the pandemic, Town Hall sessions were held virtually or in person and offered an opportunity for a two-way discussion between key stakeholders and senior leaders prior to diving into the strategic planning process. This method allowed NDW to engage multiple stakeholders simultaneously and have a structured, yet organic, conversation.

Interviews - Interviews were conducted with teachers to create an opportunity for a structured and open dialogue without the added "noise" of a group session. This method allowed for a deeper conversation with key stakeholders and provided opportunities to really listen to their perspectives.

Department Meetings – Department meetings played an essential part in the formulation of the plan. Department Chairs facilitated discussions with teachers in their assigned department. Based on the categories highlighted on the plan, the departments identified priorities and or initiatives that they deem important to the ND-Watts stakeholders (students, parents, teachers) and community partners. Department input were communicated to the principal's office and the rest of the school leadership team to inform the overall decisions and thinking of the District and the Board.

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

NDCS will utilize a set of data that aid in the identification of students who need support in the areas of technology, academics, physical, social, and emotional well-being as well as safety.

In response to the consequences of the pandemic, the school reached out to our students and their families to assess their technology-related needs which included laptops, hotspots, and technology training. The key departments in identifying and assessing the technology needs are our main office, advisors, deans, and the technology department. We will again continue to outreach to determine all technology needs.

Students who need academic supports will be identified based on a set of administered assessments: 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.

The Student Engagement Record is an additional tool that the school utilizes to monitor attendance and engagement of students in the classroom. Through this report, the main office staff, the deans along with the teachers and advisors' input, the school will be able to connect with families and provide the tiered re-engagement assistance and support addressing the circumstances that attribute to lack of engagement and participation.

The Physical Fitness assessment results and weekly journal of physical education-assigned activities to are critical data points that the school will be utilizing in support students with their physical fitness needs. Students who need mental health and social-emotional supports will be identified using attendance data, discipline data and input from counselors and teachers.

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

NDCS has a robust website that facilitates better communication between home and school. The school's website and serves as a method of communication and will be used to communicate the availability of services to all. In addition, students who have been identified as needing further support will be sent a physical parent letter, flyer, Blackboard automated parent messages and phone calls. During various committees and council meetings, town hall sessions, parent advisory meetings, assemblies, cohort meetings, parent bulletin and parent-student orientation, these services will be announced to all attendees.

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

NDW is committed to offer supplemental instruction and support to address learning and social/emotional learning needs of all students:

a.) Extending instructional learning time

Offer extended instructional learning time to all students which consists of summer school, intersession, before and after school tutoring as well as every other Saturday school geared towards learning recovery and mastery of grade-level middle and high school Common Core State Standards and Next Generation Science Standards. Summer school and afterschool will also include enrichment activities such as robotics, coding, engineering, visual arts, music, dance and cooking.

b.) Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports

We will offer an additional Academic Enrichment/Intervention class in English Language Arts and Math within the regular school day schedule. In addition, an ELA CAASPP class in high school will also be implemented in addition to the currently offered Math CAASPP class.

To create excitement and awareness on campus about CCSS and NGSS mastery, the school will schedule academic competitions with assigned awards to winning students.

The school will also invest in a HS and MS Reading and Writing program and assign incentives to students meeting projected proficiency levels.

c.) Integrated students supports to address other barriers to learning

To ensure all students belonging to different subgroups and are academically supported, ELD and RSP teacher assistants will be offered on and off campus professional learning sessions along with the teachers they are supporting with. Teacher Assistants will also be working closely with core teachers during before school, after school and Saturday classes. We will hire an additional counselor to handle students' mental health and social emotional needs.

d.) Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports

The NDW Community also found the need to purchase additional laptops for students and parents. In the same manner we see the need to provide technology training, hot spots for internet access and upgrading computer network servers.

e.) Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility

To ensure all students have the support needed to meet the school's rigorous academic and graduation requirements, there is a need to hire additional counselor as well as a counselor who will specifically attend to students social and emotional well-being.

The school will offer Intersession after the first semester and Summer School after the second semester to respond to students targeted academic and credit recovery needs that are based on the graduation checklist monitored closely by the college counselor and high school advisors.

f.) Additional Services – Coding, Robotics, Software (LANS), STEM-related activities, MS Clubs, and tutorial fees

g.) Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs

NDCS 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	\$78,650.00	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$88,000.00	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$169,000.00	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$11,520.00	[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	\$15,000.00	[Actual expenditures will be provided when available]
Additional Services	\$10,000.00	[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	\$10,000.00	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$382,170.00	[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.

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