NEW LOS ANGELES CHARTER SCHOOLS

GOVERNING BOARD SPECIAL MEETING ORDER OF BUSINESS
Teleconference Meeting
4:00 pm, May 26, 2021

This meeting will be by teleconference pursuant to Executive Orders N-25-20 and N-29-20. The Board of Directors ("Board") and employees of New Los Angeles Charter Schools shall meet via the Zoom meeting platform. Members of the public who wish to access this Board meeting may do so by calling a conference telephone line:

Phone Number: 1-669-900-6833

Meeting ID: 880 2011 9130

Passcode: 410595

Members of the public may not comment on non-agenda items during this special meeting. Individuals wishing to provide public comment on the agenda items must send their comments in writing to Board@newlosangeles.org prior to the meeting or prior to the discussion of the Agenda item during the meeting – comments received after that point in the meeting will not become part of the record. Comments submitted by email will be read aloud during the Board meeting for up to three (3) minutes. If comments are in Spanish or another language, they will be translated to English and such comments will be limited to six (6) minutes. The Board may limit the total time for public comment to a reasonable time. The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting.

Access to Board Materials: A copy of the written materials which will be submitted to the School Board may be reviewed by any interested persons on New Los Angeles Charter School's website along with this agenda following the posting of the agenda at least 24 hours in advance of this meeting.

Disability Access: Requests for disability-related modifications or accommodations to participate in this public meeting should be made 24 hours prior to the meeting by emailing Sylvia Barragan, Interim Director of Operations at sbarragan@newlosangeles.org. All efforts will be made for reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

Agenda

1. Call to order
2. Public Comment
3. Consideration of Approval of Extended Learning Opportunities Grant Plan for New LA Charter Elementary School
4. Consideration of Approval of Extended Learning Opportunities Grant Plan for New LA Charter School
5. FY21-22 Budget Update
6. Closed Session
   Recess to Closed Session for Discussion and/or Action on the following items in accordance with the Brown Act, Government Code Section 54950 et esq., and the Education Code and pursuant to

Government Code Section 54954.5. The closed session will be held pursuant to Section 54956.7 as follows:

CONFERENCE WITH LEGAL COUNSEL—ANTICIPATED LITIGATION (Gov. Code section 54956.9(d)(2).): (one (1) case).

7. Adjourn

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
New Los Angeles Charter Elementary School	Jenna Rosenberg, Principal	jrosenberg@newlosangeles.org 323.556.9500

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 Los Angeles Charter Elementary School engaged, involved and consulted with stakeholders (staff, teachers, parents/guardians, students) in the development of the ELO Grant Plan in conjunction with LCAP development through multiple methods: Coffee with the Principal, Parent Advisory Committee (conducted virtually via Zoom), One Call, Remind, email, and surveys. All materials were translated to Spanish and bilingual staff provided interpreter services for virtual meetings. Teachers were consulted during teacher committees, surveys, and staff were consulted during operations and staff meetings, and surveys.

New Los Angeles solicited input and feedback from our stakeholders focusing on the academic and social-emotional needs of our students through surveys, zoom meetings, parent workshops, weekly family check-ins, and phone calls to assess needs. Findings were used to develop a plan for implementation in the 2021-22 school year.

Parents/families indicated concerns and desire for academic and mental health support, further impacted due to remote learning. Our educators and staff expressed the need to further expand our Multi-tiered System of Supports (MTSS) both during the instructional day and a summer intensive program to address academic supports for our students. Additionally, our staff have shared concerns over the physical health of our students, who have experienced significant weight gain as a result of a decline of physical activity in combination with poor nutritional habits.

Input and feedback from stakeholders have impacted the development of our school plans, allocation of resources including use of federal/state stimulus funds, and state/local funds (LCFF), and Extended Learning Opportunity funds. We will continue to involve stakeholders with the implementation of the designated programs.

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

New Los Angeles Charter Elementary School has implemented a data-driven culture and educational program. To support our continuous ongoing schoolwide improvement cycle and instructional decision making, New Los Angeles Charter Elementary School will continue to administer the following cycle of assessments and universal screeners, to all students that will be used to measure and monitor student progress towards grade level mastery and identify learning gaps to provide targeted intervention and support.

- 2020-21 NWEA MAP Reading, Language & Math assessments
- 2021-22 i-Ready Reading & Math Assessments - 3 times/year (Gr K-5) – Fall, Winter & Spring
- DIBELS Reading Assessment: 3 times/year
- mCLASS Math: 3 times/year
- Running Records
- Daily formative assessments (exit slips)
- Summative Assessments
- Panorama SEL Surveys: (staff/teachers, parents & students Gr 3-5)

Assessment results will be disaggregated by student group, analyzed, and used to identify students for academic support/intervention, and/or social-emotional needs. On a regular basis assessment results are reported to staff, students, families and the governing board and may be used to make mid-year modifications if necessary.

The State Board of Education (SBE) has approved Curriculum Associates i-Ready Assessments as a verified data source. I-Ready is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. By connecting Diagnostic data and Personalized Instruction, i-Ready reduces complexity, saves educators time, and makes differentiated instruction achievable in every classroom for each student. i-Ready provides user-friendly dashboards and reports with actionable data that provides teachers with a foundational understanding of each student's strengths and areas of need. I-Ready's online lessons provide tailored instruction and practice for each student to accelerate growth.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills. They are designed to be short fluency measures used to regularly monitor the development of early literacy and early reading skills. The critical skills necessary for successful beginning reading include: phonemic awareness, phonics, fluency, vocabulary, and comprehension. DIBELS measures assess students on four of these five critical skills, which are often referred to as the "Big Ideas" of reading. DIBELS are a benchmark assessment administered three times per year (fall, winter, spring) with additional regular checks based on student needs.

mCLASS Math is a math assessment program that uncovers students' mathematical reasoning and measures fundamental skills to build student success. Universal screening and progress monitoring with diagnostic interview provide a rich view of at-risk students and gauge the effectiveness of math instruction.

Running records is an assessment tool which provides insight into a student's reading as the student reads from the book (real-time). A Running Record provides information on the following: a score of word reading accuracy, an analysis of a reader's errors and self-corrections; and an analysis of the reading strategies used.

Panorama surveys bring together social-emotional learning, multi-tiered system of supports, response to intervention, school climate and student voice, all in one platform. It provides school leaders with a visual dashboard reporting to interpret data and taking immediate action to improve student outcomes. Panorama provides a valid and reliable way to measure and improve social-emotional learning schoolwide. The research-based surveys also identified as evidence-based by Every Student Succeeds Act (ESSA) compiles data for educators to implement best practices for intervention management. Panorama surveys will also be used to address and support educator and staff well-being and social-emotional capacity.

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

New Los Angeles Charter Elementary School staff will inform families/guardians of the opportunities for supplemental instruction, support and the availability of these opportunities for their students using multiple platforms: via virtual Zoom meetings with families/guardian, parent meetings, Coffee with the Principal, One Call, Remind, Parent Advisory Committee, phone calls and correspondence mailed to households. All correspondence sent to families/guardians will be provided in English and translated to Spanish, as identified by our (primary) language survey and the "15% and above translation needs."

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

Researchers from the Northwest Evaluation Association (NWEA), Texas A&M, John Hopkins University, University of Wisconsin Whitewater and Duke University estimate that students returning to school after COVID-19 closures may experience variance in academic skills, to areas examined and include: potential impact on pre-existing achievement gaps; and potential impact on typical grade-level skills and knowledge variances.

The study projects that learning loss related to COVID-19 school closures (remote learning), students who lack learning opportunities at home, or who have already been performing lower than their peers will likely bear the brunt of the COVID-19 related learning losses. In other words, pre-existing achievement gaps will likely widen further and closing the gaps will be challenging. For English learners and low-performing students the study predicts students will experience a learning loss of 30-34% in reading; and 50% in mathematics. Left unchecked, it's an academic setback that could derail the futures even of students who were previously on grade level and would be disastrous for students who were already behind.

New Los Angeles Charter Elementary School will utilize ELO Grant funds to implement a learning recovery program in the 2021-22 school year that provides supplemental instruction, support for social-emotional well-being with services that will primarily focus on English Learners, Students with Disabilities, students performing below grade level, low-income and those most disengaged during remote instruction/learning.

New Los Angeles Charter Elementary School has implemented a Multi-Tiered System of Supports (MTSS) to ensure the academic, social-emotional and behavioral needs of all students are identified and met. New LA's MTSS is a tiered framework that bases universal, targeted and intensive supports on students' need for academic, social-emotional, and other integrated student supports. Supplemental instruction and supports will be provided to our students through engaging and robust learning experiences in an environment that supports a positive school climate.

New LA will utilize ELO funds to extend instructional learning time with an intensive four-week Summer School Initiative, to accelerate learning experience for our students, with credentialed teachers and Teacher Assistants. To further accelerate progress and close achievement gaps we will implement and expand learning supports that include the use of Teacher Assistants to provide Tier 2 support with small group and one-on-one instruction during the instructional day.

ELO Funds will also be used to provide integrated student supports to address other barriers to learning including behavioral and/or social-emotional issues. Behavior Interventionist (BII) will assist teachers in providing instructional and behavioral support to behaviorally challenged students in Special Education Programs, monitors and redirects student progress regarding inappropriate behaviors and performance, supports acquisition of appropriate skills and behaviors.

New Los Angeles Charter Elementary School will continue to leverage its community partners and after-school program to provide preventative and responsive support to our scholars and ensure their academic, and social-emotional needs are met.

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 • **Summer School (4-weeks): 7 Teachers & 5 Teacher Assistants**	$32,193	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports • **Teacher Assistants (3)**	$86,263	
Integrated student supports to address other barriers to learning • **Behavior Interventionists (2)**	$51,456	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	$	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	$	
Additional academic services for students	$	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	$	
Total Funds to implement the Strategies	$169,912	

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

ELO Grant funds are being coordinated with federal Elementary and Secondary School Emergency Relief Funds (ESSER II) funds to increase staffing, provide additional academic supports, and provide our students with evidence-based interventions.

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
March 2021

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
New Los Angeles Charter School	Gabrielle Brayton, Principal	gbrayton@newlosangeles.org 323.939.6400

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 Los Angeles Charter School engaged, involved and consulted with stakeholders (staff, teachers, parents/guardians, students) in the development of the ELO Grant Plan in conjunction with LCAP development through multiple methods: Coffee with the Principal, Parent Advisory Committee, conducted virtually via Zoom, One Call, Remind, email, and surveys. All materials were translated to Spanish and bilingual staff provided interpreter services for virtual meetings. Teachers were consulted during teacher committees, surveys, and staff during operations and staff meetings, and surveys.

New Los Angeles Charter School solicited input and feedback from our stakeholders focusing on the academic and social-emotional needs of our students through surveys, zoom meetings, parent workshops, weekly family check-ins, phone calls, to assess needs; and findings were used to develop this plan for implementation in the 2021-22 school year.

Parents/families indicated concerns and desire for academic and mental health support, further impacted due to remote learning. Our educators and staff expressed the need to further expand our Multi-tiered System of Supports (MTSS) both during the instructional day and a summer intensive program to address academic supports for our students. Additionally, our staff have shared concerns over the physical health of our students, who have experienced significant weight gain as a result of a decline of physical activity in combination with poor nutritional habits.

Input and feedback from stakeholders have impacted the development of our school plans, allocation of resources including use of federal/state stimulus funds, and state/local funds (LCFF), and Extended Learning Opportunity funds. We will continue to involve stakeholders with the implementation of the designated programs.

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

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- 2020-21 NWEA MAP Reading, Language & Math assessments

- 2021-22 i-Ready Reading & Math Assessments - 3 times/year (Gr 6-8) – Fall, Winter & Spring

- Daily formative assessments (exit slips)

- Summative Assessments

- Panorama SEL Surveys: (staff/teachers, parents & students)

Assessment results will be disaggregated by student group, analyzed, and used to identify students for academic support/intervention, and/or social-emotional needs. On a regular basis assessment results are reported to staff, students, families and the governing board and may be used to make mid-year modifications if necessary.

The State Board of Education (SBE) has approved Curriculum Associates i-Ready Assessments as a verified data source. I-Ready is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. By connecting Diagnostic data and Personalized Instruction, i-Ready reduces complexity, saves educators time, and makes differentiated

instruction achievable in every classroom for each student. i-Ready provides user-friendly dashboards and reports with actionable data that provides teachers with a foundational understanding of each student's strengths and areas of need. I-Ready's online lessons provide tailored instruction and practice for each student to accelerate growth.

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

New Los Angeles Charter School staff will inform families/guardians of the opportunities for supplemental instruction, support and the availability of these opportunities for their students using multiple platforms: via virtual Zoom meetings with families/guardian, parent meetings, Coffee with the Principal, One Call, Remind, Parent Advisory Committee, phone calls and correspondence mailed to households. All correspondence sent to families/guardians will be provided in English and translated to Spanish, as identified by our (primary) language survey and the "15% and above translation needs."

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

Researchers from the Northwest Evaluation Association (NWEA), Texas A&M, John Hopkins University, University of Wisconsin Whitewater and Duke University estimate that students returning to school after COVID-19 closures may experience variance in academic skills, to areas examined and include: potential impact on pre-existing achievement gaps; and potential impact on typical grade-level skills and knowledge variances.

The study projects that learning loss related to COVID-19 school closures (remote learning), students who lack learning opportunities at home, or who have already been performing lower than their peers will likely bear the brunt of the COVID-19 related learning losses. In other words, pre-existing achievement gaps will likely widen further and closing the gaps will be challenging. For English learners and low-performing students the study predicts students will experience a learning loss of 30-34% in reading; and 50% in mathematics. Left unchecked, it's an academic setback that could derail the futures even of students who were previously on grade level and would be disastrous for students who were already behind.

New Los Angeles Charter School will utilize ELO Grant funds to implement a learning recovery program in the 2021-22 school year that provides supplemental instruction, support for social-emotional well-being with services that will primarily focus on English Learners, Students with Disabilities, students performing below grade level, low-income and those most disengaged during remote instruction/learning.

New Los Angeles Charter School has implemented a Multi-Tiered System of Supports (MTSS) to ensure the academic, social-emotional and behavioral needs of all students are identified and met. New LA's MTSS is a tiered framework that bases universal, targeted and intensive supports on students' need for academic, social-emotional, and other integrated student supports. Supplemental instruction and supports will be provided to our students through engaging and robust learning experiences in an environment that supports a positive school climate.

New LA will utilize ELO funds to extend instructional learning time with an intensive four-week Summer School Initiative, to accelerate learning experience for our students, with credentialed teachers and Teacher Assistants.

For the 2021-22 school year in order to accelerate academic progress, close achievement gaps, and mitigate further learning loss specifically with our Students with Disabilities (SWD), Paraprofessionals will provide targeted small group and one-on-one instruction during the instructional day.

ELO Funds will also be used to provide our teachers with Professional Development on strengthening the delivery of designated and Integrated ELD to improve EL's English Proficiency. All teachers will participate in extensive training on implementing, analyzing and applying i-Ready assessments and its suite of differentiated supports. i-Ready will be a newly adopted academic intervention and assessment system for the 2021-22 school year. ELO funds will also be used to provide our educators with extensive training and coaching on math instruction to accelerate student learning and effectively address learning gaps for all students, led by the UCLA Math Project.

Our staff will participate in professional learning that focuses on Diversity, Equity and Inclusion to build an inclusive environment and achieve equity, racial justice and positive transformational change, that will provide our staff with strategies to engage students and families and effectively address barriers to learning. Our staff will also participate in mental health crisis training, by Mental Health First Aid.

All students will also participate in a science-based outdoor education learning opportunity that integrates the Next Generation Science Standards (NGSS), community/team building activities and SEL. Extending instruction and learning outside of the classroom is essential for our students in addition to providing them with experiential learning opportunities.

New Los Angeles Charter School will continue to leverage its community partners and after-school program to provide preventative and responsive support to our scholars and ensure their academic, and social-emotional needs are met.

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 • **Summer School (4-weeks): 6 Teachers & 3 Teacher Assistants**	$24,588	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports • **Paraprofessionals (3)** • **Good Word Education ELD Professional Development (PD)** • **i-Ready PD** • **UCLA Math Project PD** • **DEI Consulting: Equity, racial justice and cultural responsiveness PD**	$152,268	
Integrated student supports to address other barriers to learning • **Outdoor Education**	$50,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	$	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	$	
Additional academic services for students	$	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	$	
Total Funds to implement the Strategies	$168,262	

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

ELO Grant funds are being coordinated with federal Elementary and Secondary School Emergency Relief Funds (ESSER II) funds to increase staffing, provide additional academic supports, and provide our students with evidence-based interventions.

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
March 2021