

# Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
N.E.W.ACADEMY CANOGA PARK	Dr. Clara M. Guerrero Principal	<a href="mailto:cguerrero@nacpdolphins.org">cguerrero@nacpdolphins.org</a> (818) 710-2640

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.

### PARENTS

N.E.W. Academy Canoga Park has parent advisory committees that provide input for the schools' programs and services that directly impact students. The School Site Council (SSC) and English Learners Advisory Committee (ELAC) meet regularly. Each committee is composed of elected members including parents, certificated and classified staff. The principal, assistant principal, ELD coordinator, school business manager, teachers, other school staff, and parents attend meetings. The purpose of these committees is to engage parents in the LCAP review and planning process, to elicit their input into the school’s programs and services for students, and to provide an opportunity to voice priorities for students.

ELAC is composed of parents of students who are English learners and school leadership. At each ELAC meeting, members receive information and provide recommendations on the development and implementation of the programs and services that support the school's students who are English learners. ELAC reviews the achievement and progress of EL students in detail, including the California School Dashboard English Learner Progress Indicator and Chronic Absenteeism Indicators. ELAC receives information on the school’s reclassification procedures and rates, along with other data including data relating to the metrics that are part of the state’s

priorities. Members receive information and provide recommendations on programs and services for English learners. ELAC members review EL student achievement and provide recommendations as to how the district's programs can be improved to increase the achievement of ELs. The ELAC then reports to the SSC right after their meeting.

The following recommendations were made:

- Maintain or expand programs and services for students, especially students identified with higher needs
- Continue to provide services and programs that support students' social/emotional health and well-being
- Hire additional support staff to ensure students receive interventions and supports in the area of need
- Documentation of supports and services will be kept for accountability purposes and to provide data on effectiveness of systems in place
- Set systems of accountability to maintain a 94% or better attendance rate
- Provide outreach, training, and support for parents in parenting skills, homework help, and strategies that support academic growth of students
- Provide social-emotional and wellbeing training, outreach and support for families
- Continue to provide professional development for teachers and staff in supporting students' social-emotional wellbeing
- Identify areas of academic growth, the strategies implemented and the support systems in place that are positively impacting student achievement.
- Increase services for at risk students and/or student groups including after school tutoring and summer enrichment programs.
- Support parent awareness of available interventions, enrichment and support using Remind, website, and other communication tools,
- Hire additional parent liaison to bridge the gap between home and school by helping parents get information and support they need to ensure their child's academic and social success
- Maintain or expand the programs and services for English Learners
- Provide instruction, support and interventions for English Learners and additional support for students are risk of becoming Long Term English Learners. Focus on vocabulary development, higher level thinking skills, comprehension, and spoken/written expressions
- Continue to Partner with CAFE Project2Inspire to provide parents with leadership development, academic support for student success, and understanding school systems and resources available to families/students.

## TEACHERS AND SCHOOL STAFF

School staff provide input into the school's services and help identify the programs and services that need to be prioritized to ensure student learning and growth. NACP has Leadership Team Meetings, Staff Meetings, Grade Level Meetings and PLC Meetings. At each of these meetings teachers have the opportunity to provide input based on data analysis. Grade Level Teams review, plan programs, and services to support students. Teachers also provide input as members of SSC and ELAC.

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

Students in need of academic, social-emotional, and other integrated student supports will be identified using a variety of tools. NACP provides academic support throughout the school year including, small group and one to one support from instructional assistants, Reading and Language Development Interventions from a certificated Reading Specialist Teacher, summer intervention, and after school tutoring. We use the results from the End of Year assessments, student academic profiles, and report cards to identify students who need additional academic supports. To identify students needing additional social/emotional support, NACP utilizes school attendance and discipline data, along with input from teachers, parents and administration. NACP's plan is to give priority to students who are low-income, English learners, foster youth, homeless, at risk of neglect or abuse, disengaged, below grade level, and students with disabilities.

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

NACP communicates with families using School Messenger, Remind, Phone Calls, website, home mailings, and a weekly Newsletter. A Parent Liaison and translation services are readily available to support parents and families who have limited English proficiency, parents and family members with disabilities. Communication is provided in English and the family's home language.

Parent/Guardians of the students identified as requiring additional academic and/or social emotional support services will be contacted by the school via written communication, phone, electronic communication (Remind), Friday Newsletter, or in-person.

NACP will continue to serve meals during summer, the information will be provided to parents using the school's various means of communication- School Messenger, Remind, Website, social media, and by posting on bulletin boards.

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

NACP will provide supplemental instruction and support to students by extending instructional learning time through a supplemental summer school program and additional support services throughout the year.

NACP plans to implement a four week comprehensive standards-based STEAM+R Summer School Program during the grant period. Credentialed teachers and instructional assistants will provide intensive instruction/intervention to small groups of students via an integrated Science, technology, Arts, math and Reading curriculum.

NACP will provide after-school and before-school tutoring/intervention during the regular school year to students identified as needing additional. Tutoring will be focused on targeted ELA and math skills.

NACP teachers, staff and administrator will be provided with Professional development and training throughout the school year.

**INTEGRATED STUDENT SUPPORTS TO ADDRESS OTHER BARRIERS TO LEARNING:**

NACP will provide integrated support to students in grades TK-2 with instructional assistants. Instructional assistants will work in classrooms providing supports which includes, but not limited to, small group instruction and one-on-one student support in ELA, math and additional content areas.

NACP will expand its before and after school program through our partnership with NEW Economics for Women with the intent of eliminating and/or reducing the waiting lists for students to be admitted to the program.

NACP will work SNP to continue to offer summer meal programs to our students and families from our local community.

**TRAINING FOR SCHOOL STAFF ON STRATEGIES TO ENGAGE STUDENTS AND FAMILIES IN ADDRESSING STUDENTS' SOCIALEMOTIONAL HEALTH AND ACACEMIC NEEDS:**

NACP has hired a full time School Psychologist/Counselor to address the social/emotional wellbeing of our TK-5<sup>th</sup> grade students and their families (as needed). NACP is in the process of forming a partnership with Luminarias, a mental health services community partner to provide support for students and families.

## 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.

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Extending instructional learning time Summer School 2021 & 2022 – Teachers and Instructional Assistants salaries; Summer Film Class incorporating reading and writing standards (Creating Creators – vendor)	\$110,000	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports After school tutoring and other one-on-one or small group learning supports provided by teachers and/or instructional assistants; training for teaching staff (teachers and instructional assistants)	\$50,000	[Actual expenditures will be provided when available]

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Integrated student supports to address other barriers to learning Provision of health, counseling or mental health services to address student trauma and social-emotional learning or referrals for support for family or student needs.	\$55,880	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$50,000	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	[\$ 0.00]	[Actual expenditures will be provided when available]
Additional academic services for students Achieve 3000, Stemscoopes	\$38,000	[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	\$50,000	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$353,880	[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.

NACP will coordinate ELO funds with other funding sources to maximize and optimize the programs and services that students receive. Where practical, employees who are newly hired with ELO funds, and that provide direct services to students, will be funded with alternate funding sources. This can include, but is not limited to ESSER, upon the expiration of the ELO at the end of 2021-2022. This coordination will maintain the increased levels of direct services to students beyond the term of the ELO grant period. ESSER funds will be used to reduce class sizes (student to teacher ratios), and provide more opportunities for in-class small group/one-on-one instruction and intervention. These smaller class sizes (funded with ESSER) combined with before and after-school tutoring and summer school program sessions provide the supports students need in order to mitigate learning loss which occurred as a result of the COVID related school closures.

# 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](mailto: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