



Newport-Mesa

Unified School District

EXPANDED LEARNING OPPORTUNITIES GRANT PLAN

Newport-Mesa Unified School District

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CONTENTS

- Plan Descriptions..... 3
 - Stakeholder Involvement..... 3
 - Informing Parents and Guardians of Opportunities 4
 - Identifying Students and Assessing Needs..... 4
 - Supplemental Instruction and Support Plan 5
 - Extended Learning Time 6
 - Enhanced Learning Supports 6
 - Integrated Supports..... 7
 - Graduation Credits Support..... 7
 - Staff Training 8
- Expenditure Plan 9
 - Planned Expenditures 9
 - Funding Coordination 10
- Instructions 11
 - Expanded Learning Opportunities Grant Plan Instructions: Introduction 11
 - Instructions: Plan Requirements..... 11
 - Fiscal Requirements 13
 - Instructions: Plan Descriptions 13
 - A description of how parents, teachers, and school staff were involved in the development of the plan..... 13
 - A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support..... 13
 - A description of how students will be identified and the needs of students will be assessed..... 13
 - A description of the LEA’s plan to provide supplemental instruction and support..... 14
 - Instructions: Expenditure Plan..... 14
 - A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA..... 14

PLAN DESCRIPTIONS

Newport-Mesa Unified School District (NMUSD) will provide supplemental instruction and support to students identified as needing academic, social-emotional, and/or other supports. This Extended Learning Opportunities (ELO) plan describes how NMUSD will use grant funds to implement a learning recovery program for identified students. To be eligible to participate, students must be 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, as identified in a written referral from a legal, medical, or social service agency, or emergency shelter
- Disengaged students, including students not attending school
- 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 secondary students
- High school students at risk of not graduating
- Other students identified by certificated staff

STAKEHOLDER INVOLVEMENT

Parents, teachers, and school staffs were involved in the development of this plan in coordination with the 2021-24 Local Control and Accountability Plan (LCAP) to ensure that both plans and the associated funding address the district's goals for all students. Specifically, stakeholders contributed to this plan through the following activities:

- Advisory committees represent the voices of parents/guardians, teachers, and school staffs. The Superintendent's Parent Advisory Committee, the District English Learner Parent Advisory Committee, the Community Advisory Committee, the Superintendent's Classified Advisory Committee, and the Superintendent's Certificated Advisory Committee participated in virtual LCAP and ELO actions/services presentations and provided written and oral feedback.
- The Newport-Mesa Federation of Teachers (NMFT) and the Classified School Employee Association (CSEA) participated in virtual LCAP and ELO actions/services presentations and provided written and oral feedback.
- Site and district administrators, including certificated and classified management, participated in virtual plan presentations and provided written and oral feedback.

Of the allowed seven strategies for the supplemental instruction and support plan, stakeholders and NMUSD identified the following five strategies as the ones to implement. These particular strategies were chosen for these reasons:

- Extending instructional learning time will benefit struggling students, including English learners and students with disabilities.
- Accelerating progress to close learning gaps through tutoring and other small group learning supports, as well as through learning recovery programs, will support students in achieving at grade level and increase English language proficiency.
- Integrating student supports to address barriers to learning, such as student trauma and social-emotional learning, will support students in overcoming these barriers.
- Supports for credit deficient middle school and high school students to complete grade promotion or graduation requirements will increase or improve students' college eligibility and career pathway opportunities.
- Training for school staffs to support them in implementing the strategies will enhance and improve the consistency of the support students receive.

INFORMING PARENTS AND GUARDIANS OF OPPORTUNITIES

NMUSD will use the following methods to inform parents and guardians of the opportunities for supplemental instruction and support. Contact methods will vary, depending on the program in which the student will be participating and family circumstances. Some students will participate in invitation-only programs, including small groups or one-on-one counseling or tutoring.

- The district will use mail, email, and personal telephone calls, as appropriate to the families and students who are eligible for select programs. Counselors will work with eligible secondary students to communicate and register program participants.
- The district website and social media will have general descriptions of expanded learning opportunities and which students are eligible to participate, with sources for more information. Individual school websites and social media will have descriptions of expanded learning opportunities as appropriate to the site.
- Some families may prefer virtual contact, using Zoom or other platforms, when extensive conversations are needed.

IDENTIFYING STUDENTS AND ASSESSING NEEDS

The district will use the following methods to identify students for participation in extended learning opportunities:

- Standardized assessments to determine functional grade levels and areas of weakness
- District assessments
- Grades, particularly for secondary students

- Teacher observations and recommendations
- Parent observations and reports

Parents will receive information in their primary languages. More than 90 percent of parents who speak a language other than English speak Spanish. School Community Facilitators assist in conveying information to Spanish speakers. The district translator makes available written materials in Spanish.

The district will use the following assessments to identify individual student needs:

- Reading and language proficiency:
 - Acadience foundational reading skills scores for grades K-2 students
 - Star Instructional Reading Level (IRL) reading skills scores for grades 3-12 students
 - English Language Proficiency Assessments for California (ELPAC) scores for oral and written language proficiency
- Math:
 - Teacher recommendations based on grades
- Integrated needs, including 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:
 - School nurse evaluations
 - Evaluations from district psychologists, social workers, counselors, and behavioral specialists
 - School site wellness referral and team meeting processes, including data from student records, teacher input, and the Well Being Index
 - Welcome Center evaluations for homeless students
 - Site principal and teacher evaluations and recommendations
 - School Community Facilitator recommendations
 - Parent/guardian and family input through regular processes, such as Student Study Teams

SUPPLEMENTAL INSTRUCTION AND SUPPORT PLAN

This section describes the details of the district’s supplemental instruction and support plan. In coordination with district practices and LCAP goals, all supplemental instruction and support services and programs will be based on the Multi-Tiered System of Supports (MTSS) model, which does the following:

- Aligns systems necessary to all students’ academic, behavioral, and social success, including struggling, high achieving, and gifted students
- Implements continuous improvement processes at all levels of the systems

MTSS organizes and focuses the district on actions and services it provides to all students, some students, and few students.

- **All** students receive basic actions and services that promote social-emotional health and academic achievement, and the conditions necessary for that health and achievement, such as a standards-based curriculum, sufficient instructional materials, and the involvement of parents in their children’s educations.
- **Some** students receive targeted supplemental services, as described in this plan.
- **Few** students receive intensive services. These actions and services are intensive interventions, as described in this plan, that address specific academic, social-emotional, and/or health needs for individual students. Students with disabilities receive services aligned with their Individual Education Plan (IEPs).

Also in coordination with district practices and LCAP goals, the services and programs provided through this plan will be engaging learning experiences provided in a positive school climate. All school sites have implemented Positive Behavior Intervention and Supports (PBIS), plus other character building and behavior programs appropriate for the students at each site. Some schools use Restorative Practices to build community and positive environments; these practices will be expanded in future years to include more school sites.

Extended Learning Time

Extended learning time will be provided through the following programs and services:

- Identified students will participate in programs during the summers of 2021 and 2022, with instructional assistants to provide small group and individual academic support to identified students. Additional supports will be provided to welcome students with IEPs into the expanded general education academic summer program alongside their typical peers. These supports include one-on-one behavioral interventionists and instructional assistants, as appropriate for students.
- A two-week elementary summer enrichment program will be available and will include instructional assistants to provide small group and individual academic support to identified students.

Enhanced Learning Supports

To accelerate progress to close learning gaps, identified students will participate in the following:

- Tutoring or other one-on-one or small group learning supports provided by Paper, a tutoring company, to students in grades 7-12.
- At various elementary schools during the school year, instructional assistants will provide augmented small group and individual academic support for students, based on their learning needs. Student services will be prioritized first for English learner and Special Education students, and then students who are achieving below grade level.

- Learning recovery programs will use materials designed to accelerate student academic proficiency or English language proficiency, or both. Grades 7 and up students who are critically below grade level in reading (two to six years) will be identified to participate in READ 180 classes. READ 180 is a learning intervention program that builds reading comprehension, academic vocabulary, and writing skills for struggling students. Sites already provide 13 classes; six additional classes will be provided using these funds.

Integrated Supports

Integrated student supports address other barriers to learning, such as students' and families' physical and mental health needs, and student trauma and social-emotional learning. The following programs will address those needs:

- Staffing dedicated to student mental health and physical wellness will include the following:
 - Part-time elementary counselor support at each elementary site.
 - One behavior specialist focused on elementary and secondary foster youth.
 - Additional nurse and health assistant time provided to various sites throughout the district.
 - Additional Special Education psychologist and Teacher on Special Assignment (TOSA) to support students with mild to moderate learning disabilities.
 - Two additional social workers, one dedicated to support foster youth and homeless students.
 - Additional counselor time to support students at the district alternative program, Back Bay High School.
- Project Hope Alliance works one-on-one with homeless students to overcome basic needs barriers, such as food, clothing, and transportation. Case managers on campuses provide regular check-ins, educational support, trusted adult mentors, home visits, and connections to needed resources.
- Provision of lessons, teacher training, and parent education to support connected social-emotional learning, physical wellness, and mental health.
- RULER is a social-emotional learning program for elementary school sites that promotes the development of five key emotional skills: Recognizing, Understanding, Labeling, Expressing, and Regulating emotions.
- Step Up for Students is a program to provide one-on-one academic and emotional support for foster youth.

Graduation Credits Support

To ensure that secondary students complete graduation or grade promotion requirements, while at the same time passing courses in which students are currently enrolled, and to increase or improve students' college eligibility, the district will provide an additional 15 full-time equivalent (FTE) teachers for credit recovery and intervention. These additional credit recovery and intervention classes funded through this grant complement existing credit recovery and intervention sections funded through Local Control Funding Formula (LCFF) funds, as described in the LCAP, and Read 180 interventions funded through Title I (federal) funds.

Staff Training

To support students' social-emotional health, educators will participate in the following training:

- RULER professional development on social emotional learning for all administrators
- Mindfulness training for teachers, administrators, other certificated staff, health assistants, instructional assistants, and other classified staff to support mental health and social-emotional learning, and to address student trauma
- MTSS conference to support student learning in academics and social-emotional aspects
- Restorative Practices trainer of trainers to support students with social-emotional issues and the transition back to classrooms. The trainers being trained will include Special Education and general education TOSAs, behavioral specialists, and other specialized certificated staff.
- Agency contracted professional development on student/staff resilience/mindfulness and the creation of support materials for staff and classroom use.

Training for certificated and classified school staffs to address student trauma will include the following:

- Professional development from consultants, plus the development of support materials for each school site.
- Core tools, books, materials, and technology for new elementary counseling staff to address trauma and to support social emotional learning.

EXPENDITURE PLAN

This section lists the district’s planned expenditures of the state grant of \$12,911,296 to implement its plan, and describes how the district is coordinating funding with federal funds. The California Department of Education determined the grant amount through a formula based on characteristics of the district and its students.

PLANNED EXPENDITURES

The following table shows the planned expenditures of grant funds to support the supplemental instruction and support strategies being implemented. Actual expenditure amounts will be added to the table by December 1, 2022.

#	Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
1	Extending instructional learning time	\$ 7,151,752	[Actual expenditures will be provided when available]
2	Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$ 1,337,505	[Actual expenditures will be provided when available]
3	Integrated student supports to address other barriers to learning	\$ 2,450,894	[Actual expenditures will be provided when available]
4	Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility	\$ 1,720,145	[Actual expenditures will be provided when available]
5	Training for school staff on strategies to engage students and families in addressing students’ social-emotional health and academic needs	\$ 251,000	[Actual expenditures will be provided when available]
	Total Funds to implement the Strategies	\$12,911,296	[Actual expenditures will be provided when available]

FUNDING COORDINATION

To maximize support for students and staff, NMUSD is coordinating ELO Grant funds with 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, in the following ways:

- Federal ESSER funds complement those used to implement the services and programs described in this plan. This includes supplies, materials, and personnel related to health and safety added during distance and hybrid learning in 2020-21. With the uncertainty regarding health conditions in the future, the district continues to operate with caution moving into the 2021-22 school year. This includes equipment and supplies to support air quality, security services, and technology support.
- ESSER Funds are also allocated to maintain the part-time and full-time classroom teacher staffing that had been increased to accommodate social distancing. In addition to planning for possible continued social distancing requirements as dictated by health conditions, increased staffing will help to address student learning loss.
- Upon evaluation of the impact and efficacy of the actions and services provided through the Extended Learning Opportunities Grant, NMUSD intends to allocate ESSER funds to support ongoing costs in the 2022-23 and 2023-24 school years.

INSTRUCTIONS

The California Department of Education issued these instructions for writing the grant plan.

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 or lcff@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.

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