

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Novato Unified	Kris Cosca Superintendent	kcosca@nUSD.org 415-493-4211

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.

NUSD recognizes the value of soliciting input from diverse stakeholders to measure progress and adjust strategic actions that support the entire learning community. To review what engagement should look like and to be mindful of maximizing efficiency working with stakeholder groups, members from NUSD's Business Department, Ed Services staff and District Administrative Cabinet mapped out a process to gather input to guide the development of the Extended Learning Opportunities Plan (ELOP) and Local Control Accountability Plan (LCAP) together.

NOTE: California EC Section 43522(e)(2)(iii) requires that parents and school site staff, including classified and certificated staff be involved in the development of the Expanded Learning Opportunities Grant Plan; in addition, EC Section 43522(h) encourages LEAs to engage, plan and collaborate with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan. Therefore, LEAs may integrate stakeholder engagement related to the development of the Expanded Learning Opportunities Grant Plan into their ongoing LCAP stakeholder engagement process to the extent that it is appropriate and practicable to do so. Through written and virtual communication in English and Spanish, stakeholder groups were able to review actions, exchange perspectives and create shared priorities.

Parent Advisory Committee (PAC)

This committee includes parents/guardians, teachers, site administrators, high school students and community members. Members are asked to offer feedback on progress made toward meeting goals and make new suggestions for plans.

Equity and Student Success

NUSD's mission is to empower and prepare students from diverse backgrounds to succeed academically and to be civically good citizens. For some PAC meetings, NUSD invited the Director of Education Engagement from The Education Trust West (educational justice advocacy group) to guide a discussion to gather input from stakeholders regarding minimizing the gap in student achievement for students of color and living in poverty.

Student Voice

NUSD believes what students have to say matters, and high school representatives are on the committee. On April 27, 2021, the PAC meeting focused on gathering input from a panel of students across grade spans. In the Zoom meeting, adult participants were instructed to turn off their screens and listen to student responses from questions poised to them based on NUSD's principles of Culture of Caring, Culture of Competence and Culture of Excellence. Afterwards, adult participants were asked how student responses influence action plans.

District English Learner Advisory Committee (DELAC)

DELAC is a district-level English Learner Advisory Committee comprised of parents, staff, and community members designated to advise district officials on English learner programs and services. On April 15, 2021, The Assistant Superintendent of Ed. Services joined NUSD's MTSS Coordinator and EL Teacher on Special Assignment (TOSA) at a DELAC meeting to gather input from DELAC stakeholders. A document with actions that support English learners was shared with participants to support a dialog with the following items in mind:

1. What opportunities and supports work for English learners and their families?
2. What are current needs of English learners?
3. Suggestions for actions to support English learners.

District Leadership Team (DLT)

NUSD's DLT is comprised of district and school site administrators. NUSD district officials understand that education is ever evolving and the importance of providing school principals with the resources they need to be strong, nurturing instructional leaders for teachers and students. On May 4, 2021, Educational Services Department personnel met with DLT members to prioritize actions and use the funds to serve staff and students in all schools.

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

As NUSD prepared for the 2020-2021 school year, a district-wide screener and benchmark system was adopted that is effective in a remote, hybrid, or in person learning environment. This assessment tool has been administered regularly throughout the year to monitor student learning, identify gaps in knowledge, and target essential standards that need to be reinforced or retaught. As the year comes to an end, NUSD will administer the end of year benchmark as well as the Smarter Balanced Assessment. With all students back in school, teachers will also have the opportunity to provide local assessments in the core content areas before the end of the school year. These data points will determine which students need to be supported with the most targeted expanded learning opportunities. In addition, NUSD has identified students in at-risk groups that have been most impacted by the pandemic. English language learners, foster Youth, homeless and unaccompanied youth, and students who qualify for free or reduced lunch will continue to receive focused services including home internet access at no cost, summer learning opportunities, learning hubs with adult supervision, and higher levels of access to community liaisons and mental health services.

While academic progress is important, NUSD is also committed to the wellness of every student. As such, students who are struggling with their mental health or wellness are identified through wellness surveys, anonymous reporting tools, student voice groups, student, staff, and parent referrals, and ongoing engagement with Social Emotional Wellness instruction and supports. NUSD continues to invest in restorative practices and community building and will expand these services as well as access to mental health counselors on every campus in then next year to ensure students are well cared for as they transition back into a full time on campus learning environment.

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

The NUSD community continues to face the COVID-19 public health crisis and a number of students will continue to experience the emotional and academic consequences due to a disruption of their learning. Through open communication with families, NUSD can provide important learning recovery programs that provide supplemental instruction and social emotional support for those students who have faced adverse learning circumstances due to the pandemic.

Depending on the type of service/support offered NUSD will employ a variety of ways (in English and Spanish) to inform parents about opportunities for their child including but not limited to:

- Diagnostic assessment data will be reviewed by both site and district personnel, and families will receive communication regarding opportunities for support.
- Based on program eligibility and criteria, Ed Services personnel will solicit recommendations of students who need support from teachers. Parents will be informed via phone or email of the support offered for their child.
- School and district newsletters posted on webpages will announce programs and supports.
- Flyers will be sent home with students.
- NUSD personnel will send emails and make phones advising families of programs and support available to them.
- NUSD will post learning and social emotional learning programs/services on social media.
- NUSD personnel will share information with stakeholder groups and community partners to share families.

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

NUSD has adopted essential standards and proficiency scales at every grade level and in every content areas. While benchmark and annual assessments provide a snapshot of each students proficiency levels throughout the year, the NUSD proficiency scales provide robust data to determine where supplemental instruction and support is most critical. NUSD invested in supplemental and expanded learning resources in math and English language arts to help accelerate learning as students moved through the multiple learning environments. These programs were developed and personalized to match NUSD's essential standards and offer targeted learning paths that can be teacher presented or self guided by students. These programs have resulted in significant gains for students and NUSD will expand access to these learning paths to include all core content areas.

In order to accelerate student learning effectively, teachers and administrators need to be able to monitor student learning closely. This requires targeted, time bound data cycles in which clear goals are set, instructional strategies or interventions are implemented, data is collected and monitored, and progress is reassessed often to determine effectiveness. Each school will identify a Data Specialist to coordinate the cycles, support staff with data collection and analysis, and most importantly, match each student's need(s) to the resources

and instructional support that will best accelerate their learning in the targeted area. Supplemental instruction will be offered through extended summer programming, high quality tier one instruction, additional support staff on each campus, and access to targeted intervention and accelerated learning pathways.

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	\$435,072	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$1,335,178	
Integrated student supports to address other barriers to learning	\$985,517	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$225,000	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$200,000	
Additional academic services for students	\$1,189,400	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$565,000	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Total Funds to implement the Strategies	\$4,935,167	

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

Congress has appropriated various funds to address the impact that COVID-19 has had and continues to have on elementary and secondary schools across the country. Although the primary use for funds is to address the pandemic, each funding source has unique compliance requirements and expenditure timelines. To avoid confusion and streamline monitoring NUSD has identified needs and determined which are multi year costs and single year costs. While NUSD intends to open schools with a pre-pandemic schedule in the fall, it will take several years to fully recover from the disruption COVID-19 caused. ELO grant funds will be used to support the immediate needs of students as they transition back to the academic and social demands of a full day in person learning environment. ELO grant funds will also provide funding to build the foundation for the ongoing supports NUSD will need over the next several years. Elementary and Secondary School Emergency Relief Funds offer a longer timeline, allowing NUSD to continue services and acceleration until 2024.